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«ИНСТИТУТ БИЗНЕСА И ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ»

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УТВЕРЖДАЮ

Ректор Института бизнеса
и инновационных
технологий

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык

Специальность: **38.05.01 Экономическая безопасность**

Специализация: **Экономическая безопасность хозяйствующих субъектов**

Квалификация: **Экономист**

Вологда
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Рабочая программа дисциплины составлена в соответствии с требованиями федерального государственного образовательного стандарта высшего образования по специальности 38.05.01 Экономическая безопасность, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 14.04.2021 № 293, профессионального стандарта 08.043 ЭКОНОМИСТ ПРЕДПРИЯТИЯ, зарегистрированного в Министерстве юстиции РФ 2021.04.29 №63289.

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«Институт бизнеса и инновационных технологий»

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1. Организационно-методический раздел. Аннотация

Целью освоения дисциплины «Иностранный язык» является развитие профессионально-ориентированной иноязычной коммуникативной компетенции учащихся, то есть их способности и готовности осуществлять непосредственное или опосредованное общение и добиваться взаимопонимания посредством иностранного языка.

Задачи дисциплины:

1. развитие языковой компетенции - овладение языковыми средствами в соответствии с отобранными темами и сферами общения;
2. развитие речевой компетенции - четырех основных видов речевой деятельности (говорения, аудирования, чтения и письма) в сфере бытового и профессионального общения;
3. развитие социокультурной компетенции - умений строить свое речевое и неречевое поведение адекватно социокультурной специфике, формирование умений выделять общее и специфическое в культуре родной страны и стран изучаемого языка;
4. развитие компенсаторной компетенции - способности восполнять в процессе общения недостаточность знания языка, а также речевого и социального опыта общения на иностранном языке;
5. развитие учебно-познавательной компетенции - умения совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знания.

Дисциплина «Иностранный язык» входит в обязательную часть учебного плана.

Взаимосвязь дисциплины «Иностранный язык» с другими учебными дисциплинами проявляется в аспекте содержательного (тематического) наполнения; в аспекте формируемых компетенций. Содержание дисциплины характеризуется полифункциональностью: иностранный язык выступает не только как цель обучения, но и как средство приобретения сведений в различных областях знания. В этом реализуются широкие межпредметные связи дисциплины «Иностранный язык» с другими общими и профессиональными дисциплинами. Формирование коммуникативной компетенции как одной из «ключевых» компетенций, является интегральной междисциплинарной задачей, которую «Иностранный язык» решает также совместно с другими учебными дисциплинами. Изучение иностранного языка содействует общему речевому развитию учащихся, расширяет их лингвистический кругозор, способствует формированию культуры общения. Кроме того, являясь неотъемлемым элементом диалога культур, иностранный язык способствует формированию у учащихся целостной картины мира. Изучение этой дисциплины способствует развитию личности и ее социальной адаптации к условиям постоянно меняющегося поликультурного, полиязычного социального пространства.

Изучение дисциплины базируется на знаниях и умениях, полученных при изучении дисциплины Русский язык и культура речи.

Освоение дисциплины необходимо как предшествующее при изучении Иностранного языка для делового общения, а также способствует выполнению выпускной квалификационной работы и прохождению преддипломной практики.

2. Перечень планируемых результатов обучения

Результаты освоения ООП: код и формулировка компетенции (в соответствии с учебным планом) или ее части	Код и формулировка индикатора достижения компетенций	Планируемые результаты обучения по дисциплине
<p>УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</p>	<p>УК-4.1 Выбирает стиль общения и язык жестов в процессе межличностной и групповой коммуникации в деловом взаимодействии с учетом цели и условий общения</p>	<p>Знает: -средства и современные нормы иностранного языка; стили, виды и средства общения на иностранном языке. Умеет: -использовать различные формы, виды устной и письменной коммуникации на русском, родном и иностранном(ых) языке(ах); представить результаты своего анализа в письменном и устном виде; следовать основным нормам, принятым в научном общении на государственном и иностранном языках.</p>
	<p>УК-4.3 Выполняет перевод официальных и профессиональных текстов с иностранного языка на русский язык в целях расширения профессиональной информации</p>	<p>Знает: -лексику по своей научной специальности; грамматику, необходимую для понимания научных текстов; стилистические особенности научных текстов на английском языке. Умеет: -писать различные виды документов, в том числе научные статьи, тезисы, аннотации, рефераты на иностранном языке.</p>
	<p>УК-4.5 Устно обсуждает результаты своей деятельности и профессиональные вопросы на иностранном языке с учетом деловой этики и культурных норм</p>	<p>Знает: -лексику по своей научной специальности; грамматику, необходимую для понимания деловой речи; стилистические особенности коммуникации на английском языке. Умеет: -выстраивать стратегию устного и письменного общения на русском, родном и иностранном(ых) языке(ах) в рамках межличностного и межкультурного общения; ответить на вопросы по теме своего более детально изученного аспекта.</p>

3. Примерный тематический план дисциплины

Очная форма обучения - 2,3 семестр

Вид занятия	Часов по учебному плану
Контактная работа с преподавателем:	77
-занятия лекционного типа, в том числе:	0
практическая подготовка	0
-занятия семинарского типа:	
-семинарские/практические, в том числе:	72
практическая подготовка	0
-лабораторные, в том числе:	0
практическая подготовка	0
-консультации, в том числе по курсовой работе (проекту)	5
Самостоятельная работа:	139
в т.ч. курсовая работа (проект)	
Промежуточная аттестация:	
зачет	
экзамен	36
Общая трудоемкость	252

Заочная форма обучения - 1,2 курс

Вид занятия	Часов по учебному плану
Контактная работа с преподавателем:	40
-занятия лекционного типа, в том числе:	0
практическая подготовка	0
-занятия семинарского типа:	
-семинарские/практические, в том числе:	28
практическая подготовка	0
-лабораторные, в том числе:	0
практическая подготовка	0

-консультации, в том числе по курсовой работе (проекту)	12
Самостоятельная работа:	199
в т.ч. курсовая работа (проект)	
контрольная работа	+
Промежуточная аттестация:	
зачет	4
экзамен	9
Общая трудоемкость	252

Очная форма обучения

№	Раздел / Тема дисциплины	Количество часов по видам учебной работы					
		ВСЕГО	СР	контактная работа с преподавателем			
				занятия лекционного типа	занятия семинарского типа:		консультации, в том числе по курсовой работе (проекту)
			семинарские/практические	лабораторные			
1	Знакомство	6	4	0	2	0	
2	Цели и стратегии изучения иностранного языка	10	8	0	2	0	
3	Обучение в университете	12	8	0	4	0	
4	Работа. Выбор профессии	14	8	0	6	0	
5	Мотивация и условия труда	14	8	0	6	0	
6	Профессии и должностные обязанности	14	8	0	6	0	
7	Структура и деятельность компании	12	8	0	4	0	
8	Презентация	12	8	0	4	0	

9	Технологические новинки	12	8	0	4	0	
10	Телефонные переговоры	12	8	0	4	0	
11	Страны и национальности	12	8	0	4	0	
12	Национальные стереотипы	14	8	0	6	0	
13	Особенности межкультурной коммуникации	12	8	0	4	0	
14	Транспорт. Авиаперелеты	13	9	0	4	0	
15	Путешествия	14	10	0	4	0	
16	Поиск работы	14	10	0	4	0	
17	Работа с источниками профессиональной информации	14	10	0	4	0	
Подготовка и защита курсовой работы (проекта)							
Промежуточная аттестация (зачет / экзамен)		36	35				1
ИТОГО		252	174	0	72	0	6
В том числе: практическая подготовка		0		0	0	0	

Заочная форма обучения

№	Раздел / Тема дисциплины	Количество часов по видам учебной работы					
		ВСЕГО	СР	контактная работа с преподавателем			
				занятия лекционного типа	занятия семинарского типа:		консультации, в том числе по курсовой работе (проекту)
			семинарские/практические	лабораторные			
1	Знакомство	5	4	0	1	0	
2	Цели и стратегии изучения иностранного	13	12	0	1	0	

	языка						
3	Обучение в университете	13	12	0	1	0	
4	Работа. Выбор профессии	13	12	0	1	0	
5	Мотивация и условия труда	13	12	0	1	0	
6	Профессии и должностные обязанности	13	12	0	1	0	
7	Структура и деятельность компании	14	12	0	2	0	
8	Презентация	14	12	0	2	0	
9	Технологические новинки	14	12	0	2	0	
10	Телефонные переговоры	14	12	0	2	0	
11	Страны и национальности	14	12	0	2	0	
12	Национальные стереотипы	14	12	0	2	0	
13	Особенности межкультурной коммуникации	16	14	0	2	0	
14	Транспорт. Авиаперелеты	14	12	0	2	0	
15	Путешествия	14	12	0	2	0	
16	Поиск работы	14	12	0	2	0	
17	Работа с источниками профессиональной информации	15	13	0	2	0	
	Подготовка и защита курсовой работы (проекта) / подготовка контрольной работы						
	Промежуточная аттестация (зачет / экзамен)	13	12				1
	ИТОГО	252	211	0	28	0	13
	В том числе: практическая подготовка	0		0	0	0	

4. Содержание учебной дисциплины

Тема 1. Знакомство

Аудирование. Понимание основного содержания диалогической речи.

Говорение. Речевые формулы в типовых ситуациях знакомства и прощания. Речевые стратегии установления контакта, поддержания разговора, окончания контакта. Правила этикета при первичном контакте (межкультурный аспект).

Письмо. Оформление визитной карточки. Заполнение регистрационной формы.

Тема 2. Цели и стратегии изучения иностранного языка

Чтение. Детальное понимание текста. Критическая оценка полученной информации.

Говорение. Формирование и обоснование своей точки зрения. Речевые стратегии аргументации; пояснения, выражение согласия и несогласия.

Аудирование. Понимание запрашиваемой информации.

Письмо. Написание личного письма.

Тема 3. Обучение в институте

Формирование тезауруса по теме.

Чтение. Поиск необходимой информации в текстах большого объема.

Говорение. Монологическая речь. Средства связности текста.

Стратегии общения со слушателем в монологической речи.

Письмо. Написание эссе.

Проектная работа. Поиск в иноязычном Интернете образовательных программ, отвечающих интересам и возможностям студентов.

Тема 4. Работа. Выбор профессии

Чтение с общим охватом содержания; детальное понимание текста. Оценка полученной информации и формирование собственной точки зрения. Обобщение содержания прочитанного.

Аудирование. Понимание запрашиваемой информации.

Говорение. Ролевая игра. Речевые формулы для уточнения, пояснения, рекомендации.

Речевые стратегии ведения диалога. Уточняющие вопросы, рекомендации.

5. Мотивация и условия труда

Формирование тезауруса по теме.

Чтение: поисковое; с общим охватом содержания.

Аудирование.

Говорение. Выражение своего отношения и оценки.

Языковые средства и речевые клише для выражения положительной и отрицательной оценки.

Стратегии выражения оценки.

Письмо. Написание эссе по предварительно составленному плану.

Средства связности текста; эмфатические средства в письменной речи.

Тема 6. Профессии и должностные обязанности

Формирование тезауруса по теме.

Чтение. Детальное понимание текста. Поисковое чтение. Особенности прагматических текстов справочно-информационного характера.

Аудирование. Понимание основного содержания монологической речи.

Говорение. Спонтанный диалог-расспрос.

Речевые стратегии для уточнения и прояснения непонятной информации.

Речевые формулы для выражения непонимания; уточнение, парафраз.

Тема 7. Структура и деятельность компании

Формирование тезауруса по теме.

Аудирование. Понимание основного содержания монологической речи.

Чтение. Детальное понимание текста.

Самостоятельный поиск, отбор и структурирование релевантной информации из иноязычных источников в Интернете и печатных изданиях.

Говорение. Сообщение с использованием опорного конспекта (органиграммы).

Речевые стратегии для эффективной реализации коммуникативного намерения при сообщении информации в форме монолога. Стратегии поведения адресата монологической речи.

Письмо. Составление плана прочитанного текста.

Тема 8. Презентация

Чтение прагматических текстов, содержащих рекомендации. Поисковое чтение.

Детальное понимание текста; интериоризация полученной информации.

Аудирование. Понимание основного содержания монологической речи. Оценка ее качества.

Говорение. Поэтапная подготовка презентации.

Языковые средства и речевые формулы для проведения презентации. Особенности лексики и синтаксиса устной речи по сравнению с письменной.

Речевые стратегии публичного выступления. Структурирование содержания, логика изложения, выбор языковых средств, использование визуальной поддержки, вербальное и невербальное поведение во время презентации.

Письмо. Составление опорного конспекта; подготовка слайдов или раздаточных материалов для презентации.

Тема 9. Технологические новинки

Формирование тезауруса по теме.

Чтение. Детальное понимание текста. Поисковое чтение. Изучение руководства пользователя каким-либо техническим устройством (телефон, плеер и т.п.), извлечение релевантной информации.

Аудирование. Понимание запрашиваемой информации.

Говорение. Дискуссия. Противопоставление положительных и отрицательных сторон явления.

Речевые стратегии оценки, аргументации и обоснования своей точки зрения.

Письмо. Составление электронного письма (e-mail). Правила оформления и этикета электронной корреспонденции.

Тема 10. Телефонные переговоры

Чтение. Детальное понимание текста.

Аудирование. Понимание общего содержания диалогической речи. Оценка эффективности речевых стратегий говорящих.

Говорение. Особенности телефонных переговоров по сравнению с контактным общением.

Речевые клише телефонных переговоров.

Стратегии диалога по телефону. Предварительная подготовка, установление и поддержание контакта, подтверждение достигнутых договоренностей. Этикет деловых телефонных переговоров (межкультурный аспект).

Письмо. Составление памятной записки.

Тема 11. Страны и национальности

Названия стран, национальностей и языков.

Говорение. Выражение намерения, возможности, сомнения. Обсуждение планов.

Уточняющие вопросы, повторный запрос, парафраз. Стратегии прояснения непонятной информации.

Ознакомительное чтение. Условия получения визы и оформление необходимых документов для путешествия за границу.

Письмо. Заполнение бланков документов.

12. Национальные стереотипы

Чтение. Детальное понимание текста.

Интерииоризация текстовой информации. Анализ конкретных ситуаций (кейсов). Природа и причины межкультурных конфликтов в повседневном общении. Пути преодоления межкультурных конфликтов. Снятие оценочности и устранение стереотипов в отношении инокультурного поведения.

Говорение. Дискуссия. Высказывание предположения, выражение согласия / несогласия.

Стратегии речевого поведения в эмоционально-напряженной ситуации.

Тема 13. Особенности межкультурной коммуникации

Чтение. Понимание основного содержания страноведческих текстов большого объема.

Письмо. Составление плана-конспекта.

Говорение. Ролевая игра.

Формирование стратегий вербального и невербального поведения при межкультурном общении.

Тема 14. Транспорт. Авиаперелеты

Формирование тезауруса по теме.

Чтение. Поиск необходимой информации в текстах прагматического характера (памятка для пассажиров авиарейсов, указатели в аэропорту, правила поведения в самолете).

Особенности языка инструкций.

Говорение. Диалоги, содержащие запрет, рекомендации, просьбу
Речевые формулы и языковые средства выражения запрета, указания, рекомендации, разрешения, просьбы.

Тема 15. Путешествия

Формирование тезауруса по теме.

Чтение. Поисковое чтение прагматических текстов (буклеты отелей, рекламная информация для туристов, каталоги потребительских товаров).

Аудирование. Понимание общей и детализированной информации.

Говорение. Диалоги прагматического характера: как спросить дорогу, как заказать номер в отеле, еду в ресторане, сделать покупки.

Речевые формулы для привлечения внимания и установления контакта, выражения вежливой просьбы.

Обсуждение и выработка совместных решений.

Стратегии речевого поведения с конкретной коммуникативной перспективой.

Речевые формулы для внесения предложения, выражения согласия/несогласия, подведения итога.

Тема 16. Поиск работы

Формирование профессионально-ориентированного тезауруса.

Чтение. Публицистические (медийные) тексты по теме. Поисковое и просмотровое чтение. Детальное понимание текста. Основная мысль текста и его смысловая организация.

Поисковое чтение. Объявления о вакансиях.

Поиск объявлений о вакансиях в иноязычном Интернете и печатных изданиях.

Извлечение и структурирование релевантной информации.

Аудирование. Понимание запрашиваемой информации. Оценка эффективности речевых стратегий говорящих.

Говорение. Оценка своих перспектив и конкурентных преимуществ на рынке труда.

Языковые средства и речевые модели, необходимые для монологического текста-рассуждения.

Письмо. Составление резюме (автобиографии). Составление сопроводительного письма.

Языковые средства, структура и речевая организация резюме и сопроводительного письма.

Говорение. Собеседование при приеме на работу.

Стратегии подготовки к собеседованию и поведения во время собеседования.

Тема 17. Работа с источниками профессиональной информации

Формирование профессионально-ориентированного тезауруса. Составление

терминологического глоссария по специальности.

Чтение. Основные виды чтения текстов общепрофессионального характера.

Перевод специальных текстов.

Говорение. Изложение основного содержания специального текста.

Письмо. Составление конспекта, плана текста; написание аннотации.

5. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины

Основная учебная литература

- 1 АНГЛИЙСКИЙ язык для вузов = English for University Studying : учебное пособие / сост.: Е.А.Добровольская, Е.А.Золотарева, В.О.Гориленко, С.С.Дейкина; АНОО ВО Центросоюза РФ СибУПК. - Новосибирск, 2019. - 160с. : ил. - Библиогр.: с.159-160. - ISBN 978-5-334-00200-5.
- 2 Грамматика перевода. С английского языка на русский, с русского языка на английский: Учебное пособие / Салье Т.Е., Воскресенская И.Н. - СПб:СПбГУ, 2018. - 178 с.: ISBN 978-5-288-05784-7. - Режим доступа: "<http://znanium.com/go.php?id=1000384>"
- 3 Углубленный практический курс английского языка: Учебное пособие - М.:НИЦ ИНФРА-М, 2018. - 308 с.: 60x90 1/16. - (Высшее образование) ISBN 978-5-16-106692-8 (online). - Режим доступа: <http://znanium.com/go.php?id=969599>

Дополнительная учебная литература

- 4 КОЛЕСНИКОВА НАТАЛИЯ ЛЬВОВНА. Пишем и говорим на деловые темы по-английски = Tips for business writing and speaking skills : учебное пособие / КОЛЕСНИКОВА НАТАЛИЯ ЛЬВОВНА. - 2-е изд., стер. - М. : Флинта, 2019. - 136с. : ил. - ISBN 978-5-9765-3442-1.
- 5 ФЕДОРОВА МАРИЯ АЛЕКСАНДРОВНА. От академического письма - к научному выступлению. Английский язык : учебное пособие для вузов / ФЕДОРОВА МАРИЯ АЛЕКСАНДРОВНА. - 4-е изд., стер. - М. : Флинта:Наука, 2018. - 168с. : ил. - Библиогр.: с.166-167. - ISBN 978-5-9765-2216-9.

6. Учебно-методическое, информационное и материально-техническое обеспечение дисциплины

При изучении дисциплины используется следующее учебно-методическое, информационное и материально-техническое обеспечение.

Программное обеспечение:

- тестирующие программные оболочки и контрольно-обучающие программы: АСТ-test; Nova-test;
- программы, обеспечивающие доступ в сеть Интернет («Internet explorer», «Google chrome»);
- программы, демонстрации видео материалов (проигрыватель «Windows Media Player», «Power Point»).

Базы данных, информационно-справочные и поисковые системы:

1. Агрегатор научных журналов Directory of Open Access Journals: <https://www.doaj.org>
2. Агрегатор дипломных работ и диссертаций Open Access Theses and Dissertations: <https://oatd.org>
3. Поисковая система научных публикаций [Google Scholar](https://scholar.google.ru): <https://scholar.google.ru>
4. Университетская информационная система РОССИЯ: <https://uisrussia.msu.ru/dp.php>
5. Научная электронная библиотека КиберЛенинка: <https://cyberleninka.ru>
6. Научная электронная библиотека: <http://elibrary.ru>
7. Справочно-правовая система: «Гарант»: <https://www.garant.ru>
8. Справочно-правовая система «Консультант Плюс»: <http://www.consultant.ru>
9. Электронно-библиотечная система Znanium.com : www.znanium.com
10. База данных Ruslana. – Режим доступа: <http://ruslana.bvdep.com/>
11. <http://nigma.ru> – интеллектуальная поисковая система (по темам объединяет результаты, полученные из разных поисковых систем).

Материально-техническое обеспечение

Для осуществления образовательного процесса по дисциплине используются:

- учебные аудитории, оснащенные мультимедийной техникой, позволяющей организовать отработку практических навыков обучающимися, выявить уровень сформированности компетенций методом тестирования и в других интерактивных формах;
- дидактические материалы – презентационные материалы (слайды); бланки анкет и опросов; учебные видеозаписи; комплекты схем, плакатов, стенды;

- технические средства обучения – аудио-, видео-, фотоаппаратура, иные демонстрационные средства; персональный компьютер, множительная техника (МФУ).

Для проведения текущего (рубежного) контроля и промежуточной аттестации (зачета с оценкой) методом компьютерного тестирования используются прошедшие банки тестовых заданий и лицензионная тестирующая программная оболочка типа «АСТ-test», «Nova-test» и(или) другие.

**ПЕРЕЧЕНЬ ЛИЦЕНЗИОННОГО И СВОБОДНО
РАСПРОСТРАНЯЕМОГО ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ,
В ТОМ ЧИСЛЕ ОТЕЧЕСТВЕННОГО ПРОИЗВОДСТВА**

№ п/п	Комплект лицензионного программного обеспечения		Комплект свободно распространяемого программного обеспечения	
	лицензионное программное обеспечение	лицензионное программное обеспечение отечественного производства	свободно распространяемое программное обеспечение	свободно распространяемое программное обеспечение отечественного производства
1	Microsoft Excel	Антивирус Kaspersky Endpoint Security для бизнеса – Стандартный	Adobe Acrobat Reader DC	Яндекс.Браузер
2	Microsoft Office 365	Электронный периодический справочник "Система Гарант"	Архиватор 7z	Яндекс.Диск
3	Microsoft Word	Электронный периодический справочник "Система Консультант Плюс"		

7. Методические рекомендации для самостоятельной работы обучающихся по дисциплине

Изучение дисциплины «Иностранный язык» осуществляется по следующим формам: контактная работа с преподавателем и самостоятельная работа студента.

Аудиторные занятия проводятся в виде занятий семинарского типа, обеспечивающих отработку и закрепление планируемых знаний, навыков и получения опыта деятельности, способствующих формированию компетенций.

Семинарское занятие предполагает выполнение обучающимися под руководством преподавателя комплекса учебных заданий: отработка лексического материала по теме, чтение аутентичных текстов, дискуссии по проблемам в рамках изучаемых тем, анализ фрагментов монологической или диалогической речи на иностранном языке, составление на иностранном языке диалогов или монологических высказываний в заданных речевых ситуациях, подготовка презентаций; написание писем на иностранном языке по типовым образцам, подготовка резюме, участие в ролевых играх.

На семинарских занятиях приветствуется активное участие в выполнении практических заданий, обсуждении проблемных ситуаций, способность на основе полученных знаний находить наиболее эффективные решения поставленных проблем, умение находить полезный дополнительный материал по тематике практических занятий.

В методической разработке предложены 17 тем, содержание которых соответствует тематическому плану дисциплины «Иностранный язык».

Цель занятий семинарского типа – формирование и развитие основных навыков устной речи (говорения), аудирования, чтения и письма.

Рекомендации по эффективной работе над отдельными аспектами в рамках дисциплины «Иностранный язык». Работа над техникой чтения: техника чтения образует значимый критерий оценки степени владения языком, поэтому разумно работать над ней постоянно и доводить до совершенства. Для этого рекомендуется систематическое чтение англоязычных текстов вслух, прослушивание и просмотр аутентичных англоязычных аудио- и видеоматериалов, участие в устных формах работы на занятии и общение с носителями языка (например, посредством Интернет-ресурсов).

Работа с текстом: при работе с текстом следует учитывать, что существуют различные виды чтения, которые определяются в зависимости от цели чтения и поставленных задач. Определение вида чтения позволит наиболее эффективно организовать время и работу с текстом:

1. Ознакомительное чтение. Задачей ознакомительного чтения является понимание основной линии содержания читаемого текста и создание комплексных образов прочитанного.

2. Изучающее чтение. Изучающее чтение направлено на точное и полное понимание прочитанного и его критическое осмысление. Оно предполагает умение пользоваться разными словарями (толковыми, страноведческими, словарями синонимов, двуязычными). Этот вид чтения обычно используется

при работе с газетными, журнальными статьями и статьями по специальности. Работая над таким текстом, следует вдумчиво и внимательно прочитать его, отмечая незнакомые вам слова, найти их значения в словаре, выбрать значение слова, подходящее по контексту и выучить его. Закончив чтение текста, нужно проверить свое понимание по вопросам и другим заданиям, которые находятся после текста. По мере чтения текстов рекомендуется выполнять упражнения на закрепление лексических единиц, обращая особое внимание на упражнения по словообразованию. Целесообразно составить свои примеры с новыми словами.

3. Просмотровое чтение. Просмотровое чтение - беглое, выборочное чтение текста по блокам для более подробного ознакомления с его деталями и частями. Оно направлено на принятие решения о его дальнейшем использовании, то есть выяснение области, к которой относится данный текст, освещаемой в нем тематике, установление круга основных вопросов. Насколько полно понят текст при просмотрном чтении определяется тем, может ли читающий ответить на вопрос, интересен ли ему текст, какие части текста могут оказаться наиболее информативными.

4. Поисковое чтение. Поисковое чтение предполагает овладение умением находить в тексте те элементы информации, которые являются значимыми для выполнения той или иной задачи, и ориентировано, прежде всего, на чтение прессы и специальной литературы.

5. Аналитическое чтение – более сложный вид чтения, ориентированный на глубокое раскрытие содержания текста и его структуры. Внимание должно быть направлено на детальное восприятие текста с анализом языковой формы, который позволяет осознать структурные компоненты речи, устанавливать их структурно-семантические и функциональные соответствия. Следует не забывать, что чтение художественной, специальной литературы и источников СМИ на изучаемом языке способствует развитию устной речи, обогащает словарный запас, знакомит с культурой и литературой страны изучаемого языка, расширяет кругозор и повышает профессиональную компетентность.

Работа с лексическим материалом. Для эффективного усвоения лексического материала и расширения словарного запаса предлагаются следующие формы работы: многократное чтение вслух текста, содержащего лексику, которую нужно усвоить, а также чтение ранее проработанных материалов с целью повторения слов; составление несложных предложений на английском языке с использованием новых слов (устно и письменно); постановка вопросов на английском языке по содержанию прочитанного текста с использованием в них тренируемых слов, ответы на эти вопросы (устно и письменно); составление на русском языке несложных предложений, включающих закрепляемые слова, устный или письменный перевод этих предложений на английский язык в утвердительной, отрицательной или вопросительной форме (при условии, если это возможно по содержанию); составление несложного связного текста-ситуации на определенную тему с максимальным использованием слов, изученных в рамках данной темы; общение с носителями языка (например, посредством Интернет-ресурсов) или

другими студентами на английском языке; при составлении списка слов и словосочетаний по какой-либо теме (тексту), работа над лексикой с помощью двустороннего перевода (с английского языка – на русский, с русского языка – на английский) с использованием разных способов оформления лексики (списка слов, тетради-гlossария, картотеки), использование словообразовательных и семантических связей заучиваемых слов (однокоренных слов, синонимов, антонимов); анализ и фиксирование словообразовательных моделей (префиксы, суффиксы, сокращение, словосложение и др.) и заимствований в английском языке; ежедневное чтение и просмотр источников СМИ на английском языке.

Работа с грамматическими формами и конструкциями. Для эффективного усвоения грамматической формы или конструкции рекомендуется внимательное чтение записей, таблиц или правил в учебнике (часто и заучивание конкретных грамматических форм (например, образование форм множественного числа имен существительных, образование сравнительных степеней имен прилагательных), изучение и анализ примеров и выполнение упражнений на конкретную грамматическую модель, т. е. упражнений, которые иллюстрирует данное правило. Первые упражнения по работе над определенной грамматической моделью содержат, в основном, примеры на употребление данной конструкции. Их можно использовать в качестве образцов при выполнении остальных упражнений. Каждая грамматическая форма или конструкция является неотъемлемой частью коммуникативного высказывания. Поэтому необходимо обращать внимание на употребление грамматической формы или конструкции в определенном контексте, находить примеры их использования в аутентичных источниках и максимально часто применять изучаемую модель при построении собственного устного или письменного высказывания. Обязательной частью работы и над лексикой, и над грамматикой является работа над ошибками, которую надо выполнять сразу после проверки задания.

Работа над устным высказыванием. Успешная устная речь предполагает логичное и последовательное изложение определенной позиции, в том числе личной; умение делать доклады, сообщения, вести беседу и дискуссию, включая деловую с использованием формул речевого этикета (для выражения собственного мнения, согласия/несогласия с собеседником, вступления в разговор и т. д.), понимать на слух собеседника не только на уровне общего смысла и деталей, но и подтекста. При построении устного высказывания необходимо:

- систематически продумывать и проговаривать свои выступления;
- при подготовке ответа в группе/ парной работе сформулировать ответ на мысленный вопрос ваших слушателей/собеседников; помнить: то, о чем выступающий говорит должно быть ему интересно, только в этом случае можно заинтересовать своих слушателей, а интерес слушателей является залогом успеха выступления; поэтому при подготовке выступления нужно тщательно отбирать материал, выстраивать его в определенной последовательности, продумывать примеры, наглядный материал и приемы общения с аудиторией; записать свое выступление и прослушать себя. Работа над письменным

высказыванием. Успешное письменное высказывание должно логично и последовательно развивать мысль автора. При построении высказывания в письменной форме рекомендуется: четко определять содержание, соблюдать структуру, принятую для данного типа письменного высказывания (эссе, письмо, резюме и др.); правильно выбирать грамматические структуры и лексические единицы, в том числе связующие слова, которые обеспечивают логичный и плавный переход от одной части к другой, а также внутри частей; использовать разные варианты построения предложения, прием перефразирования. Важно планировать работу так, чтобы была возможность проверить свое письменное высказывание через определенное время после написания, что позволит увидеть недочеты и ошибки, незамеченные во время работы.

Работа со словарем. Для того чтобы правильно пользоваться словарем (печатным или электронным) и быстро находить нужное слово и его формы, предлагается учесть следующие моменты: производить поиск слова необходимо в исходной форме. Грамматические характеристики слова (часть речи, род, формы множественного числа и др.), его произношение, транскрипция и сферы употребления указываются в словаре условными обозначениями.

Письменный перевод текста. При выполнении письменного перевода текста рекомендуется:

1. ознакомиться с оригиналом текста и понять его общее содержание, пользуясь по мере надобности рабочими источниками информации: словарями, справочниками, специальной литературой, интернет-источниками и т. д.

2. учитывать, что не все в оригинале передается в переводе, но все должно учитываться переводчиком. Однако для того, чтобы решить, какую-то деталь содержания можно или нужно не передавать в переводе, необходимо видеть эту деталь и понимать ее роль в общем смысле текста.

3. приступая непосредственно к переводу, выделить законченную по смыслу часть текста (предложение, абзац, период) и усвоить ее содержание.

4. найти при работе со словарями и другими источниками нужный, соответствующий содержанию текста эквивалент слова.

5. при возникновении трудностей перевода лексической единицы определить контекстное употребление данной лексической единицы (найти несколько текстов/ситуаций употребления и попытаться установить русский эквивалент).

6. использовать при переводе для понимания стилистических нюансов значений слов, их эмоциональной составляющей толковые словари.

7. не допускать фраз, не имеющих смысла или явно противоречащих смыслу всего текста. Смысловая цельность – значимое свойство текста.

8. закончив перевод текста, отложить его в сторону, спустя некоторое время перечитать, обращая особое внимание на то, насколько естественно звучит переведенный текст на русском языке.

9. переводить заголовок после перевода всего текста.

10. использовать в качестве рабочих инструментов при переводе словари

(электронные (например, АBBYY Lingvo или Multitran) или печатные, двуязычные и толковые), специальную литературу, Интернет-источники. Электронные онлайн-переводчики (как, Google и др.) часто выдают ошибочные варианты перевода, вводят переводчика в заблуждение и препятствуют успешному овладению иностранным языком.

Работа над мультимедийной презентацией. Основными принципами при составлении мультимедийной презентации являются лаконичность, ясность, уместность, сдержанность, наглядность, запоминаемость. При разработке мультимедийной презентации следует учесть следующие рекомендации: необходимо начинать презентацию с заголовочного слайда и завершить итоговим. В заголовке приводится название и автор. В итоговом слайде следует поблагодарить слушателей. Каждый слайд должен иметь заголовок и быть логически связан с предыдущим и последующим. Слайды должны содержать минимум текста (не более 10 строк, не более 40 слов); текст на слайдах должен быть простым, содержать ключевую информацию и соответствовать тексту выступления, иллюстрировать его. Во всей презентации следует использовать одинаковое оформление: для фона и цвета применять контрастные цвета (не более трех цветов на слайде: 1 – фон, 2 – заголовок, 3 – текст); рекомендуемый шрифт для заголовка не менее 24 пт., для основного текста – не менее 20 пт. Рекомендуется использовать графический, аудио- или видеоматериал, сопровождающий текст. Компьютерная презентация может сопровождаться анимацией, что позволит повысить эффект от представления доклада (однако злоупотребление ей может привести к потере зрительного и смыслового контакта со слушателями). Динамическая анимация эффективна тогда, когда в процессе выступления происходит логическая трансформация существующей структуры в новую структуру. В автоматическом режиме следует проконтролировать временной интервал доклада. Время выступления должно быть соотнесено с количеством слайдов из расчета, что компьютерная презентация, включающая 10-15 слайдов, требует для выступления около 7-10 минут. Подготовленные для представления доклады отвечают следующим требованиям: цель доклада должна быть сформулирована в начале выступления; выступающий должен хорошо знать материал по теме своего выступления, быстро и свободно ориентироваться в нем; недопустимо читать текст со слайдов или повторять наизусть то, что показано на слайде; речь докладчика должна быть четкой, умеренного темпа; важно четко следовать содержанию презентации; желательно подготовить к каждому слайду заметки по докладу; докладчик должен иметь зрительный контакт с аудиторией; после выступления докладчик должен оперативно и по существу отвечать на все вопросы аудитории.

Обучение по дисциплине, наряду с контактной работой с преподавателем, предполагает самостоятельную работу обучающихся. В процессе самостоятельной работы обучающиеся повторяют пройденный на занятиях материал, осваивают современные технологии поиска и обработки информации; овладевают стратегиями и методами самообразования; развивают

индивидуальные склонности и способности к творчеству.

Самостоятельная работа выполняется обучающимся по заданию преподавателя и включает подготовку к семинарским занятиям; изучение программного материала дисциплины (работа с учебником, изучение рекомендуемых литературных источников); работа с электронными информационными ресурсами и ресурсами сети Интернет (использование аудио- и видеозаписи); составление писем, терминологического словаря, подготовка презентаций; подготовка к занятиям, проводимым с использованием активных форм обучения и др. Самостоятельная работа должна быть планомерной и систематичной, выполняться в срок.

В процессе подготовки к занятиям, выполнения самостоятельной работы, подготовки к промежуточной аттестации обучающийся может обратиться к преподавателю за консультацией через электронный методический кабинет или на кафедру.

3.2. Задания к занятиям семинарского типа

1. PERSONAL INFORMATION. LEARNING ENGLISH

Speaking

What are your reasons for learning English?

1. Tick the answers that are true for you.

I'm learning English...

- a) ... because I want to;
- b) ... because my parents want me to;
- c) ... because English is a world language;
- d) ... so I can get a better job;
- e) ... so I can travel to different countries;
- f) ... so I can pass my examination;
- g) ... so I can speak to visitors to my country;
- h) ... so I can use email/chat online;
- i) ... so I can surf the Internet and read websites;
- j) ... so I can understand books, magazines, songs or movies in English;
- k) ... for other reasons (which?).

Are your reasons the same as the reasons of other people in your class? Find out.

Assess your abilities and skills in English.

2. Complete the following sentence using the words in the box. Then compare with other students' answers.

“ For me learning English is _____ .”

a pleasure	a hobby	an opportunity	an investment	
a necessity	an effort	a problem	a pain	a nightmare

3. Complete the sentences using these expressions.

I'm very good at ...	speaking in English
I'm good at ...	listening (understanding people)
I'm average at ...	reading
I'm not very good at ...	writing
I'm hopeless at ...	spelling
I have most difficulty with ...	pronunciation
I have least difficulty with ...	grammar
I need more work on ...	learning vocabulary

4. Look through the activities that you can do in class. Then make true sentences about yourself.

I like...	doing grammar exercises
I don't like ... ↗	learning vocabulary
I enjoy ...	practicing pronunciation
I don't mind ... →	writing dictations
I prefer...	doing translation
I hate... ↘	watching videos
	listening to spoken English recordings
	listening to songs
	listening to the teacher
	reading for pleasure
	writing essays or letters
	using the Internet
	having discussions
	doing role-play and drama activities

Which is your favourite activity? Which is the most useful activity for you? Which is the least useful activity for you? Explain.

What can you do to maximize your learning?

5. Complete the sentence:

If you want to maximise learning it is a good idea to...

- participate more actively in class;
- read English newspapers and books;
- watch movies and listen to English radio programs;
- try not to read the subtitles when watching a movie in English;
- listen to English CDs in your car;
- buy a good monolingual / bilingual dictionary;
- buy a good Business English dictionary;
- guess the meaning of words before looking them up;
- stick word cards on the bedroom wall;
- spend a few minutes every day reading a list of new words;
- learn phrases, not just words;
- think about corrected mistakes;
- practice pronunciation by reading texts aloud in private;
- keep a diary in English;
- write to a pen friend / chat online with native speakers;
- join a conversation club;
- do other English courses outside class as self-study;
- travel to English-speaking countries.

 **Reading**

Read the text and find out the tips which may help you to master your language.

How to Learn English!

✔ Speak without Fear

The biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice.

✔ Use all of your Resources

Using as many different sources, methods and tools as possible, will allow you to learn faster. There are many different ways you can improve your English, so don't limit yourself to only one or two. The Internet is a fantastic resource for the language learner.

✔ Surround yourself with English

The absolute best way to learn English is to surround yourself with it. Take notes in English, put English books around your room, listen to English language radio broadcasts, watch English news, movies and television. Speak English with your friends whenever you can. The more English material you have around you, the faster you will learn and the more likely it is that you will begin “thinking in English”.

✔ Listen to Native Speakers as Much as Possible

There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate.

✔ Watch English Films and Television

This is not only a fun way to learn but it is also very effective. By watching English films (especially those with English subtitles) you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

✔ Listen to English music

The best way to learn is to get the lyrics (words) to the songs you are listening to and try to read them as the singer sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. And if you like to sing, fine.

✔ Study as Often as Possible!

Only by studying things like grammar and vocabulary and doing exercises, you can really improve your knowledge of any language.

✔ Do Exercises and Take Tests

By completing exercises and taking tests you can really improve your English. Often, it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing.

Listen to English

Speak on the phone or listen to radio broadcasts, audiobooks or CDs in English. This is different than watching the television or films because you can't see the person that is speaking to you. Many learners of English say that speaking on the phone is one of the most difficult things that they do and the only way to improve is to practice.

The most important thing is that you really have to want to learn the language – without that, you won't get very far. You need to work hard, but at the same time you need to enjoy it and not get frustrated when you feel are not making much progress. You have to be realistic – learning a language takes time. Motivation is vital, you should really believe that you will be successful.

Writing

How are you going to keep up your English?

Complete these sentences:

I am going to _____ .

I plan to _____ .

I intend to _____ .

I'd like to _____ .

I hope to _____ .

Now write a letter to your teacher. Include the following:

- Why are you learning English?
- What are your strengths and weaknesses as a learner?
- What can you suggest to maximize learning?

2. YOU ARE AT THE UNIVERSITY NOW

Reading

1. Read the following text and answer the questions.

1. Do many people in England go on to get a higher education?
2. How do students get a place at university?
3. Do English students pay tuition fees?
4. How long do undergraduate and graduate courses last?
5. What degrees are granted at English universities?
6. What should you do to get a university degree at an English university?

Studying at University (in England and Wales)

❶ If you want to go to (=enter *fml*) university, you must first pass examinations that most students take at the age of eighteen (called “A” levels). Most students take three “A” levels (three examinations in three different subjects) and they must do well in

order to get a place at the university because the places are limited. Competition to get into one of Britain's universities is fierce. At the moment, approximately 30% of young adults go to university in Britain.

② Until 1998, British students didn't have to pay for university. Now they must pay about £1,000 a year as a tuition fee. Not all students study full-time at the university or college. Many of them combine their studies with work.

③ Students at university are called undergraduates while they are studying for their first degree. Undergraduates go to large, formal lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer.

④ Most university courses last three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are doing/studying history, or doing/studying for a degree in history, for example. When they finish the course and pass their examinations, they receive a degree. This can be a BA (=Bachelor of Arts) or a BSc (=Bachelor of Science), e.g. "I have a friend who has a BA in history, and another who has a BSc in chemistry".

⑤ When you complete your first degree, you are a graduate. Some students then go on to do a second course or degree (postgraduate course / postgraduate degree). These students are then postgraduates. There are usually three possible degrees:

MA (Master of Arts) or MSc (Master of Science) – usually one year;

MPhil (Master of Philosophy) – usually two years;

PhD (Doctor of Philosophy) – at least three years.

⑥ Students can graduate with an ordinary degree or an honours degree which is better.

⑦ When people study one subject in great detail, we say they are conducting / doing/ carrying out research.

Vocabulary

1. Match the words on the left with their synonyms on the right.

to miss lectures

to flunk out of university

semester

marks

classes

hostel

dormitory/dorm

lessons

grades

to drop out

term

to skip lectures

2. Find antonyms in the following list.

to study full-time	to miss classes
to fail an exam	to catch up with the group
to get behind the group	to graduate from university
to attend classes	poor grades
to enter a university	to pass an exam
excellent marks	to study part-time

3. Match the terms on the left with their definitions on the right.

Master's degree	a person in charge of a department
major	the main or special subject at a university
Bachelor's degree	a first-year student
freshman	a hostel, accomodation for students
sophomore	a degree given after 2–4 years of university study
campus	a second year student
dormitory (dorm)	a student studying for his first degree
curriculum	a degree given after 4–6 years of university study
undergraduate student	the grounds and buildings of a university
department	any of the important divisions of a university
dean	a course of study offered at a university

4. Match the terms with their Russian equivalents.

to attend lectures	быть отчисленным (разг.)
to miss lectures	сдавать экзамен
to take an examination	списывать на экзамене
to pass an examination	сдать экзамен
to cheat in an exam	повторять к экзамену
to retake an exam	сдавать экзамен повторно
to fail an exam	посещать лекции
to do badly in an exam	не сдать экзамен
to take an exam ahead of schedule	сдать экзамен хорошо
to do well in an exam	пропускать лекции
to revise for an exam	сдать экзамен плохо
to flunk out of university	сдавать экзамен досрочно

5. Marcia Garcia tells us about her educational background. Complete each sentence with one of the words or phrases from the box below. You will need to put the verbs into the right tense.

apply	degree	graduate (verb)	grant	higher degree	job
-------	--------	-----------------	-------	---------------	-----

option	PhD	place	<u>primary school</u>	thesis	secondary school
stay on	study	subject			

1. I started at **primary school** in London when I was five. 2. At the age of eleven, I went on to _____, also in London. 3. At seventeen, I _____ to university. I got a _____ at Manchester to _____ Engineering. 4. But at the end of the first year I changed to another _____. 5. I _____ from university in 1997. 6. I have a first-class _____ in Economics. 7. I decided to _____ at university. 8. So I did a _____ in Business Administration at the University of California. 9. During the course, I did an _____ on small business development. 10. I found the topic so interesting that I applied for a _____ to do a doctorate on the same subject. 11. Once I had got the money, I had to write a 50,000-word _____. 12. So now I have a BA, an MBA and a _____. 13. All I need now is a _____!

Speaking

Now tell about yourself as a student. The following questions may help you.

1. What university and what department do you study at?
2. What is your major?
3. What university degree do you study for?
4. What general and special subjects do you do? Which is your favorite?
5. Is your schedule tight? How many classes do you have daily?
6. Do you ever miss classes?
7. Are you a good learner? Is academic achievement your priority now?
8. Do you live in a hostel? If yes, do you like it?
9. Do you pay tuition fees?
10. Do you have any difficulties with university studies? What are they?

Writing

Choose one of the topics to write an essay on.

Why Study at University?

An Ideal Student.

Student's Life is ... (interesting/not easy/fun).


Project. Get Real!

Surf the Internet and find an educational program which meets your professional interests. For example, you may try http://europa.eu.int/comm/education/programmes/tempus/index_en.html. Find out the details of the program: admission criteria, location, duration, scholarship, etc. Would you like to participate? Explain.

3. WORKING LIFE

What do you want to be? Why?

Why do you think you will be well-suited to this job?

 **Reading.** Now do the quiz and find out...

...What's in you for the Job?

Instructions for the quiz

Simply indicate whether you think the statements are **True** or **False** for you. There are no right or wrong answers. Circle only one alternative for each statement.

People

Circle true or false to the following:

	True	False
I always think of other people's opinions before making decisions	A	C
I like working with statistics	C	A
I always help a colleague who has family problems	A	C
I frequently forget where I leave things	B	C
I cannot often persuade others to see my point of view	C	B
Personal insults don't worry me	C	A
In a new group of people I often feel anxious	C	B
I enjoy telling other people about my achievements	C	A
I am bored by routine tasks	B	C
I always like to win when I take part in an activity	C	A
I am easily persuaded by the majority opinion	C	B
If I can choose, I do things my way first	C	A
Success in my job is very important to me	B	C
I like tasks which require a lot of physical and mental energy	B	C
I often question myself about how I really feel	A	C
If someone upsets me, I tell them	C	B

Scoring

Total A answers ____; Total B answers ____; Total A and B answers ____

Procedures and Systems

Circle true or false to the following:

	True	False
I like to keep things in order	A	C
I am quick at making conclusions about most things	C	A
Traditional solutions are the best	A	C
Other people's problems don't interest me	B	C
I rarely question or doubt what other people say	C	B
I don't always finish tasks on time	C	A
I feel comfortable in nearly all social situations	C	B
I like to predict results before beginning to do anything	A	C
I like working under pressure	B	C
I enjoy being challenged by new tasks	C	A
People are usually convinced by my arguments	C	B
Checking detail is not one of my strong points	C	A
Clear and distinct thought is important to me	B	C

I find it hard to express myself in groups	B	C
I always try to finish what I start	A	C
The beauty of nature often astounds me	C	B

Scoring

Total A answers ____; Total B answers ____; Total A and B answers ____

Communications and the Arts

Circle true or false to the following:

	True	False
I would like to present TV programs	A	C
I sometimes find it difficult to say what I mean	C	A
I think I could write good short stories	A	C
I could do drawings for new designs	B	C
My knowledge of the arts is rather limited	C	B
I prefer doing practical things to reading or creative writing	C	A
I rarely notice the design of clothes	C	B
I enjoy talking to others about their opinions	A	C
I am full of creative ideas	B	C
I find most fiction rather uninteresting	C	A
I am not very inventive	C	B
I am a very down-to-earth person	C	A
I would like to exhibit my photographs or paintings for others to see	B	C
I could design something which was visually attractive	B	C
Translating foreign languages would appeal to me	A	C
Unconventional people make me feel uncomfortable	C	B

Scoring

Total A answers ____; Total B answers ____; Total A and B answers ____

Science and Engineering

Circle true or false to the following:

	True	False
I am good at finding the weaknesses in arguments	A	C
I nearly always make spontaneous decisions	C	A
Thinking up new ideas is easy for me	A	C
I'm not good at persuading others	B	C
I enjoy organizing things in advance	C	B
Thinking in the abstract helps to solve problems	C	A
Mending things is not one of my strong points	C	B
Talking about possibilities that might never happen is enjoyable	A	C
Other people's comments about me don't hurt me	B	C
I try to solve problems by intuition and personal feelings	C	A
I don't always finish what I begin	C	B
I don't try to hide my emotions	C	A
I find it easy to find solutions to practical problems	B	C
Traditional methods are usually the best ones	B	C

My independence is very important to me

A C

I enjoy reading classical literature

C B

Scoring

Total A answers ____; Total B answers ____; Total A and B answers ____

Interpretation

Ignore all C responses. They simply indicate a lack of interest in a particular area, and should not be included in your scoring.

You should now have four scores, each between 0 and 16. A score of 0-4 shows very little interest in a particular area. 5-12 is about average. A score of 13 and over shows a strong interest, and the highest of your four scores indicates which area of work is most likely to suit the requirements of your individual personality.

People: A – Caring; B - Influence

Within the world of People, if you have more A than B answers, you are more interested in caring for people than in influencing them. You should therefore be looking for a career in the medical, welfare or education fields: for example, doctor, dentist, psychiatrist, health visitor, radiographer, social worker, speech-therapist, teacher or lecturer. But if you have scored more B than A answers, you are more likely to feel at home in a job involving control, commerce or management: for example, the armed forces, police, prison officer, security guard, sales representative, marketing manager, property developer, advertising executive or market researcher.

Procedures and Systems: A – Words; B - Data

If your original score places you in the world of Procedures and Systems, more A than B answers points to a career in administrative, legal or clerical work: for example, Civil Servant, office manager, personnel manager, company secretary, solicitor, professional secretary, librarian, archivist, book researcher or records officer. If you have more B than A answers, the chances are your interest in Procedures and Systems will be better catered for in finance and data processing. Suitable careers include: accountancy, banking, valuing, economics, computer programming and systems analysis.


Communications and the Arts: A – Media; Visual Arts & Design

In the world of Communications and the Arts, a higher A than B score should point you towards the media, literature or languages. Occupations include: journalist, radio or television researcher, advertising copy writer, translator or public relations officer. A higher B than A score, on the other hand, indicates that you are more suited to design and the visual arts. Careers include: graphic designer, cartographer, architect, interior designer, window dresser, theatrical designer, fashion designer or photographer.

Science and Engineering: A – Research; B - Practical


The main division in this area is between research and practice. More A's suggest

research, more B's suggest practice. Since most careers in this world have opportunities for both research and applied work, it is not possible to make specific suggestions to individuals on the basis of their A and B responses. Careers include: biologist, physicist, chemist, mechanical and civil engineer.


 *Compare your answers with your partner. Example:*

A. I sometimes find it difficult to say what I mean. What about you?

B. No, I don't, actually. I'm good at persuading others.

 **Vocabulary.** *Look at the statements that are true for you. Think of adjectives to describe your character. Example:*

I am good at finding the weaknesses in arguments – **critical.**

 **Speaking:** Role-play

Half the class are **careers counselors** and the other half are **clients** who want careers advice. The clients have appointments with three counselors. Each appointment lasts for 3 minutes.

Counselors	Clients
Find out as much as you can about your client. At the end of the interview, try to recommend a job for your client.	Find a photograph of a person. Think about his/her name, age, personality, job preferences. Answer the counselor's questions as the person on the card NOT as yourself.

After you have done the interviews, form two groups:

Counselors	Clients
Find out about the jobs you all recommended to each client, and give your reasons.	Discuss who you thought gave the best advice, and give your reasons.

4. LIVE TO WORK OR WORK TO LIVE?



? *Which of these statements do you agree with?*

A. Work is the most important thing in life.

B. Work is just a way to get money so you can do the things you enjoy.

 **Reading**

Read what three people say about their jobs. Complete the chart with notes on the good and bad things about Anna's, Tony's, and Erika's jobs.

	 Good things	 Bad things
Anna		
Tony		
Erika		

ANNA, 18


“I work in a factory. My **working hours** are 8.00 a.m. to 5.00 p.m., Monday to Friday. I have a one-hour **lunch break** at 12.30. The **routine** is the same every day. My job is very boring but the pay is quite good. My **colleagues** and I don’t really talk to each other, but I have a lot of friends outside work. My job is just a way to earn money.”

TONY, 23

“I am a computer programmer. I work a 40-hour week. We have **flexible hours** so I can start and finish when I want. If we are very busy then I work **overtime** – I get paid extra for this. There are always problems to solve. This can be difficult, but it can also be quite creative. I earn a good **salary**, but my job doesn’t rule my life. I like to do different things in my free time.”

ERIKA, 25

“I’m a doctor in a large hospital. I work very long hours – 60 or 70 hours a week – often in the evenings and at the weekends. The work is really interesting but it can also be quite stressful. I love my job and my colleagues are also my friends. I don’t have time for a **social life**. When I get home, I’m too tired to do anything except have dinner and watch TV.”

 **Vocabulary**


1. Match the **highlighted** words in the quotes with the definitions (1–8).

1) the people you work with – _____; 2) the number of hours in the week you spend doing your job – _____; 3) the money you receive every month for the work you have done – _____; 4) the things you do, usually with other people, outside work – _____; 5) the time you have for eating in the middle of the working day – _____; 6) the time you spend at work after your normal working hours – _____; 7) a system where you can choose when to start and finish work – _____; 8) the usual order and way that you regularly do things – _____.

2. Complete the sentences (1–6) with an adjective from the box.

Boring	busy	difficult	creative	interesting	stressful
---------------	-------------	------------------	-----------------	--------------------	------------------

1. If we have too much work and not enough time, it can be quite _____. 2. In my job, I use my imagination and ideas a lot, so the work is _____. 3. I do the same thing every day – my job is _____. 4. There is so much to do at work that I’m always _____. 5. Sometimes my job is _____, but I would get bored if it was too easy. 6. My job is very _____ because I’m always learning new things.

 **Speaking:** Make a brief description of a job. Do not say which job it is. Present your description for others in the class to guess the job.

 **Reading**

Read the text and match the headings in the box with the paragraphs.

Happier times

Hard times

Leaving the company

Getting a job

Moving up

The career ladder

①

When Paul left school he **applied for** (= wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a **trainee** (= a very junior person in a company). He didn't earn very much but they gave him a lot of **training** (= organized help and advice with learning the job), and sent him on **training courses**.

Note: Training is an uncountable noun, so you cannot say 'a training'. You can only talk about training (in general), or a training course (if you want to refer to just one). Here you can use the verb do or go on: I did / went on several training courses last year.

②

Paul worked hard at the company and his **prospects** (= future possibilities in the job) looked good. After his first year he got a good **pay rise** (= more money), and after two years he was **promoted** (= given a higher position with more money and responsibility). After six years he was **in charge of** (= **responsible for** / the boss of) the accounts department with five other **employees** (= workers in the company) **under him** (= under his responsibility/authority).

③

By the time Paul was 30, however, he decided he wanted a **fresh challenge** (= a new exciting situation). He was keen to work abroad, so he **resigned** from his company (officially told the company he was leaving his job; you can also say 'he **quit** the company') and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company which involved (= included) a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the traveling, but ...

④

After about six months, Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he was **sacked** (= told to leave the company / **dismissed** / **given the sack**) a year later.

After that, Paul found things much more difficult. He was **unemployed** (= **out of work** / without a job) for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Paul had to accept a **part-time** job (= working only some of the day or some of the week) on a fruit and vegetable stall in a market.

⑤

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years, he **took over** (= took control of) the stall. Two years later he opened a second stall, and after ten years he had fifteen stalls. Last year

Paul **retired** (= stopped working completely) at the age of 55, a very rich man.

Writing

1. Read the text about Chloe, an exhibition organizer.

Some words are **in bold**. Which of them does she use:

- to link (add and contrast) ideas?
- to make the text emotional?


Which words does she use to avoid repeating “I like...” all the time?

“I **really** enjoy my job. I **love** working under pressure. I **also** like dealing with people. **The other thing** I **really** enjoy is problem solving. And when **you** organize an exhibition, there are always **lots of** problems to sort out! I enjoy working as a team, **but** I **hate** dealing with money. I wasn’t good at maths at school, **but** it’s a part of the job, **so** I have to do it. **Though** sometimes I work in the office, **actually** I’m not an office type of the person. I **hate** the routine.”

2. Imagine you are at work.

First, make notes under the following headings:





- **What is your job?** _____
- **What do you like about the job?** _____
- **Why?** _____
- **What don’t you like about the job?** _____
- **Why not?** _____

 Now write a short essay.

5. MOTIVATION AT WORK

? Work in pairs. Make a list of things that are important when choosing a job, e.g. earning a lot of money, working for a big company, helping other people. You have one minute.

? Why do you think people choose these jobs?

- a)  teacher; b)  banker; c)  doctor; d)  engineer.

Reading.

1. Read the quotes from two people talking about their jobs.

Marie, accountant

“I work in the finance department of a large company. There are a lot of benefits. **For example**, if the company makes a profit, all the employees get a bonus. There’s **also** a profit share, **but** that’s only for managers. I have a company car and I also travel abroad quite a lot – always business class and on expenses, of course. We **also** get a pension and private health insurance. The company pays for its staff to go on training courses to develop their professional skills. **And** we get free membership of the local

gym. There are **also** rewards: it is hard work, **but** I get a lot of satisfaction from it. People recognize it if you do a good job, **so** there are good prospects for promotion.”

Tom, physiotherapist

“I work for the health service. There are a lot of rewards: **the main one** is the job satisfaction. I get a real sense of achievement when someone says ‘thank you’. You know you’re doing a worthwhile job. If you work hard, there are opportunities for promotion. I like the responsibility of making a difference to people’s lives. There are some benefits. We don’t get bonuses or anything like that, but there’s a very good pension. The health service pays for us to go on training courses, and people with children get help with paying for childcare. If I visit patients at home, I get a travel allowance, but it’s not very much.”

2. Look at this list of things that motivate people and tick the things Marie and Tom mention.

	<i>Marie</i>	<i>Tom</i>
pension	_____	_____
training	_____	_____
profit share	_____	_____
expenses	_____	_____
company car	_____	_____
business class travel	_____	_____
private health insurance	_____	_____
bonus	_____	_____
travel allowance	_____	_____
subsidized childcare	_____	_____
job satisfaction	_____	_____
promotion	_____	_____
responsibility	_____	_____
gym membership	_____	_____
doing something worthwhile	_____	_____

3. Which things in the list in Exercise 2 are:

✓ **benefits** - extra things you get from your employer?


✓ **rewards** - things that make you feel good about the job?

4. Chose five rewards or benefits from the list in Exercise 2. Number them in order of importance for you. Explain your choice to another student.

✎ **Writing**

Choose one of these jobs, or another job you know about:

flight attendant	dentist	architect	hotel receptionist	salesperson
nurse				

1. Make a list of the rewards and benefits of the job.
2. Imagine this is your job. Write a short text describing the rewards and benefits. Use the texts in  **Reading** to help you.

Get real

Interview two people you know about their jobs. Find out about the benefits and rewards they get from their job. **Option:** look for a vacancy in any organization. Find out what benefits are provided. Tell the class.

6. JOBS AND RESPONSIBILITIES

Vocabulary

Match the job descriptions (1–11) with the business cards (a–k).

- | | | |
|---|--|---|
| 1. I buy all the needs that the company needs. | a) <table border="1" style="width: 100%;"><tr><td>John Sutton
<i>Managing Director</i></td></tr></table> | John Sutton
<i>Managing Director</i> |
| John Sutton
<i>Managing Director</i> | | |
| 2. My job is to make sure that the company has a good image. | b) <table border="1" style="width: 100%;"><tr><td>Linda Gabbiadini
<i>Human Resources Director</i></td></tr></table> | Linda Gabbiadini
<i>Human Resources Director</i> |
| Linda Gabbiadini
<i>Human Resources Director</i> | | |
| 3. My job is to find and test new products. | c) <table border="1" style="width: 100%;"><tr><td>Dietrich Hoffmeister
<i>Finance Director</i></td></tr></table> | Dietrich Hoffmeister
<i>Finance Director</i> |
| Dietrich Hoffmeister
<i>Finance Director</i> | | |
| 4. I'm in charge of the people who sell our products. | d) <table border="1" style="width: 100%;"><tr><td>Alice Hernandez
<i>Chief Accountant</i></td></tr></table> | Alice Hernandez
<i>Chief Accountant</i> |
| Alice Hernandez
<i>Chief Accountant</i> | | |
| 5. I type letters, file papers and make appointments for my boss. | e) <table border="1" style="width: 100%;"><tr><td>Li Wan
<i>Secretary</i></td></tr></table> | Li Wan
<i>Secretary</i> |
| Li Wan
<i>Secretary</i> | | |
| 6. I have general responsibility for the whole company. | f) <table border="1" style="width: 100%;"><tr><td>Lena Johansson
<i>Purchasing Manager</i></td></tr></table> | Lena Johansson
<i>Purchasing Manager</i> |
| Lena Johansson
<i>Purchasing Manager</i> | | |
| 7. I make sure we have the products which people want to buy. | g) <table border="1" style="width: 100%;"><tr><td>Kate Hogg
<i>Public Relations Manager</i></td></tr></table> | Kate Hogg
<i>Public Relations Manager</i> |
| Kate Hogg
<i>Public Relations Manager</i> | | |
| 8. I look after the company's money. | h) <table border="1" style="width: 100%;"><tr><td>Yuri Mankovich
<i>Director of Research and Development</i></td></tr></table> | Yuri Mankovich
<i>Director of Research and Development</i> |
| Yuri Mankovich
<i>Director of Research and Development</i> | | |
| 9. I do the books and prepare the balance | i) <table border="1" style="width: 100%;"><tr><td>Jim Hicks</td></tr></table> | Jim Hicks |
| Jim Hicks | | |

sheets.

Production Manager

10. I'm the company's people manager.

g) *Padrig Byrne
Marketing Director*

11. I make the products which the company sells.

k) *SantiBrunello
Sales Director*

Speaking

*Let's play **The Twenty questions game**. One student leaves the classroom for a minute. Others think of a job for him (for example, a shop assistant). The student comes back. He can ask 20 yes/no questions to find out which job it is.*

Example:

- Do I deal with money?
 - Yes, you do.
 - Do I buy things?
 - No, you don't.
-

Writing

1. Look at the business cards of two people. They are going to take part in a conference. Fill in the registration form for them:

<p>BUSINESS SYSTEMS CONSULTANCY SERVICES</p> <p style="text-align: center;">DALE CROSBY VICE PRESIDENT</p> <hr/> <p>1049 DERWENT DRIVE, SANTA BARBARA, CALIFORNIA Tel.: 805 963 9171 Fax.: 805 962 8593</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CHEMA Y PUNTO SA</p> <p>MARGARITA VIDAL ROMERO Public Relations Officer</p> <p>PASEO DE LA CASTELLANA 201 MADRID</p> <p>Tel.: 1 431 2687 Fax.: 1 435 1314 Telex: 45951</p>
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REGISTRATION FORM

Please write in **BLOCK CAPITALS**

PERSONAL DETAILS

- a. Surname _____
Mr/Mrs/Ms
- b. First names _____
- c. Nationality _____
- d. Work Address _____
- e. Postal Code _____
- f. Contact number _____


JOB DESCRIPTION

- a. Name of your company _____
- b. Title of your position _____
- c. Describe your duties briefly _____

2. Make your business card.

Work in pairs. Ask questions to fill in the registration form for your partner. Then answer your partner's questions using the information from your card. First make sure you know how to spell words and dictate numbers.

Reading

 In every culture there is a standard way of doing things. Let us see how people exchange **business cards**. In some cultures, people exchange business cards at the beginning of a meeting or a visit. In others, they do it at the end of the meeting. In some cultures, people present their business cards with one hand. In others, they present the card with two hands. In some cultures, business cards are usually white. In others, they can be multi-colored.


People expect others to behave according to their own cultural ways. If someone fails,

it can be a disaster!

Listening. A bad introduction

Listen what happened in one company (tape script 1). Answer the questions:

1. In the story, how do people usually offer their business cards?
2. What do they usually do when they receive a business card?
3. What did the man do wrong?
4. Which country do you think this story comes from?

 *What can be done to resolve the conflict?*

Speaking. Introducing yourself

1. *Work alone. Think how to introduce and reply in the following situations:*

- ✓ two people in a formal situation;
- ✓ two people in an informal situation;
- ✓ yourself at a company reception desk;
- ✓ yourself to a new colleague;
- ✓ yourself to a foreign visitor you are meeting at an airport.

Act out your dialogues with a partner/partners. Discuss them with other students and your teacher. Were the dialogues adequate? What problems did you have? Make notes.

2. *Put this conversation into the correct order.*

- Elaine:** Please call me Elaine.
- Paul:** Morning, Jenny. How are you?
- Jenny:** Yes, it is. Let me introduce you ... Excuse me, Ms Redford. May I introduce you to Paul Carroll?
- Jenny:** Good morning, Paul.
- Paul:** Pleased to meet you, Ms Redford.
- Jenny:** Fine, thanks, and you?
- Paul:** And please call me Paul.
- Elaine:** How do you do?
- Paul:** Fine. Is that Ms Redford over there?

Practice the dialogue with your partner.

3. *How do you want people to address you? When you introduce yourself in a formal situation, you can show people how you want them to address you.*

Introduction - what you say

(for men)

Hello, my name's Smith.
Hello, my name's Smith. John Smith.
Hello, my name's John. John Smith.

Reply

- Hello, Mr. Smith.
- Hello, Mr. Smith.
- Hello, John.

(for women)

Hello, my name's Smith.

Hello, my name's Smith. Mrs. Smith.

Hello, my name's Anna. Anna Smith.

➤ Hello, Ms Smith.

➤ Hello, Mrs. Smith.

➤ Hello, Anna.

- Don't say: "My name's Mr. Smith / My name's Mrs. Smith".
- Don't forget to use the same greeting words in the reply: **Hello** for **Hello**, **Good morning** for **Good morning**.

4. Here's some advice about introductions. Complete the gaps with one of these verbs:

State	shake	reply	introduce	look	exchange
--------------	--------------	--------------	------------------	-------------	-----------------

1. When people meet on business, they often _____ cards.
2. Women choose whether to _____ hands with men or not.
3. _____ younger people to older people.
4. Always _____ your name clearly.
5. _____ the other person straight in the eye and smile.
6. In Britain, _____ 'How do you do' if the other person says 'How do you do.'

- When you start a conversation try to reply in a way that develops the conversation.

5. These dialogues are abrupt and impolite. Below are phrases (A-G) to improve them. Complete the replies.

- | | |
|-------------------------------------|-------------------------------------|
| How are you? | ➤ Fine thanks. |
| Nice to see you again. | ➤ Nice to see you too. |
| It's been a long time, hasn't it? | ➤ Yes. |
| Nice weather today, isn't it? | ➤ Yes, lovely. |
| Terrible weather, isn't it? | ➤ Yes, awful. |
| That's a nice shirt/blouse. | ➤ Thanks. I bought it from Harrods. |
| This coffee's a bit weak. | ➤ Yes, it is. |
| Did you get that report I sent you? | ➤ Yes, I did, thanks. |

- A. I hope it stays like this for the weekend.
- B. And you? You're looking well.
- C. I think it's rained every day since I arrived.
- D. I think we last met two years ago in Manila.
- E. It was very useful.
- F. How are you?
- G. Not like the coffee you get in Italy.

Now cover the replies with a piece of paper. Start conversations with a partner and continue naturally for a few lines.

7. COMPANY PROFILE

Vocabulary. Business sectors

Match the companies (1–20) with their sectors (a-t).


- | | |
|--|-------------------------|
| 1. a company which makes aspirin | a) construction |
| 2. a company which sells package holidays | b) consumer electronics |
| 3. a company which distributes electricity | c) financial services |
| 4. a supermarket chain | d) confectionery |
| 5. a company which builds houses | e) software |
| 6. a company which makes washing machines | f) telecommunications |
| 7. a company which sells hamburgers | g) media |
| 8. a company which makes camcorders | h) pharmaceuticals |
| 9. an airline | i) beverages |
| 10. a company which makes fighter planes | j) toiletries |
| 11. a company which makes shampoo | k) real estate |
| 12. a restaurant chain | l) transport |
| 13. a newspaper publisher | m) utilities |
| 14. a company which sells things over the internet | n) household goods |
| 15. a company which makes mobile phones | o) retail |
| 16. a company which sells investment advice | p) fast food |
| 17. a company which makes chocolate | q) catering |
| 18. a company which makes beer | r) defence |
| 19. a property company | s) e-commerce |
| 20. a company which writes computer programs | t) tourism |

Listening. Talking about the company

1. Here is some information about Nokia, the Finnish telecommunications company. Complete the sentences with the words from the box.

Competitors	product	employees	factories	markets
	customers	sales	head office	

1) The _____ of Nokia is in Helsinki. 2) Europe is one of the company's major _____. 3) _____ in China are very high. 4) Ericsson is one of the main _____. 5) They have _____ in ten different countries. 6) The company has more than 50,000 _____ in the world. 7) The Nokia 9100 is a very successful _____. 8) Nokia has _____ in at least 130 countries.

2.  Simon Hastings has an interview with a senior manager at Nokia. Listen and complete the information below.

Company _____ Nokia _____

Activity	_____
Head office	_____Tampere_____
Research centre	_____
Employees	_____
Languages	_____
Major markets	_____
Main competitors	_____
Advertising	_____

Check your answers with Tape script 2.

Reading.Companies

Read the texts and answer if the following statements are true or false. Correct the false statements.

1 We're a multinational company with a quarter of million employees and there are over a hundred and twenty subsidiaries worldwide. The group has a turnover of thirty one thousand, six hundred and twenty million dollars and our holding or parent company is located in the Netherlands.

About half our sales are to the consumer market and half are to the professional and industrial markets. Altogether we manufacture and sell over a million different electrical products.

The group is also working in joint ventures with other partners. For example, we're expanding our activities in China at the moment, developing business ventures with the People's Republic.

- A. The company has 25,000 employees.
- B. They operate worldwide.
- C. This is a Dutch company.
- D. This company produces consumer and industrial goods.
- E. The turnover of the company is \$30,626,000.

2 We carry over 30 million passengers a year and we fly to 41 destinations in 25 foreign countries. We also provide a domestic service that has 48 routes and serves 20 cities.

Safety is number one priority and at the moment we are installing "FANS" in our aircraft – that is Future Aircraft Navigation Systems. These devices are improving communications and reducing air traffic congestion by making use of satellite links.

- A. They fly to 41 destinations.
- B. They are installing new equipment at the moment.
- C. Safety is a weak point of the company.
- D. They serve the home market.

3 We have a turnover of sixty-two billion dollars and there are two hundred and fifteen thousand employees worldwide. We manufacture and sell advanced information processing products and we are the market leader in microelectronics, data storage, communications and many other fields. It's the most exciting industry in the world and it's changing fast. And we're changing too. We are throwing out

bureaucracy and developing a new company culture. We're introducing new systems that encourage speed, risk taking and personal leadership.

- A. They have the biggest market share in microelectronics.
- B. They don't want to develop.
- C. The company employs 250, 000 people.
- D. This is a trading company.

Speaking

Use the Internet to find information about a local or multinational company. Fill in the chart. Speak about the company using the information. Listen to your partners and fill in the chart for them.

Company	_____	_____	_____
Activity	_____	_____	_____
Head office	_____	_____	_____
Research centre	_____	_____	_____
Employees	_____	_____	_____
Languages	_____	_____	_____
Major markets	_____	_____	_____
Main competitors	_____	_____	_____

? *You want to set up a company to develop and produce a new type of MP3 player. What different people do you need to employ? Make a list.*

Vocabulary

1. Read the text and draw an organization chart of the company.

Most companies are made up of three groups of people: **the shareholders** (who provide the capital), **the management** and **the workforce**.

At the top of the company hierarchy is the **Board of Directors**, headed by the **Chairperson** or **President**. The Board is responsible for policy decisions and strategy. It will usually appoint a **Managing Director** or **Chief Executive Officer**, who has overall responsibility for the running of the business. **Senior managers** or **company officers** head the various departments or functions within the company.

2. Study a sample departmental structure:

Departments in the company

Human resources
Training
Personnel
Wages and Salaries

Production
Production
Packaging
Distribution
Quality
R&D Research and development
Maintenance

Marketing
Marketing
Sales
After-Sales service
Advertising
Information technology

Finance
Buying
Customer Accounts
Financial Services

3. Which department:

- a) puts the products in boxes and crates? b) places ads in magazines?
 c) pays the staff? d) purchases supplies? e) sells the products to customers? f) plans how to sell new products? g) services the machines and equipment? h) arranges courses for the staff? i) recruits new employees?
 j) manufactures the products? k) invoices customers? l) looks after customers' problems and complaints? m) dispatches the products and sends them to customers?
 n) organizes control systems to prevent the mistakes? o) deals with taxation, investment and cash management? p) thinks of ideas for new products? q) looks after the computers?


Listening.

Listen to six recordings. Where (in which department) does each speaker work?

Check your answers with Tape script 3.

8. PRESENTATIONS

? Have you ever had to speak in front of a large group of people? How did you feel?

 **Vocabulary.** Here some facts about Pizza Hut (UK). Use the words in the box to complete the sentences.

Turnover	employs subsidiary	market share competitors	located outlets	products
----------	--------------------	--------------------------	-----------------	----------

1. The headquarters of Pizza Hut (UK) is _____ in London.
2. Their range of _____ includes pizza, pasta, salads, and desserts.
3. The company _____ 16,000 people.
4. Pizza Hut (UK)'s _____ is over £300 m.
5. Their main _____ are Pizza Express and Ask.
6. They have _____ in most large towns in Britain.
7. Pizza Hut (UK) is a _____ of Tricon Global Restaurants.
8. Their _____ at the moment is 6%.

***Listening.** Listen to the short presentation on Pizza Hut (UK). Are these statements true (T) or false (F)?

- A. The talk is in four parts. _____
- B. Tricon Global Restaurants is a subsidiary of Pizza Hut. _____
- C. Jon Prinsell is the President of Pizza Hut (UK). _____
- D. British people do not eat many pizzas. _____
- E. Pizza Hut wants to expand. _____

Check your answers with Tape script 4.

***Speaking.**

1. You have to give a presentation. Here are some things to do at the beginning of a presentation. Number them in the order you would do them.

- Outline the structure of the presentation;
- Welcome the audience;
- Introduce the first point;
- Tell the audience the subject of the presentation;
- Introduce yourself;
- Tell the audience when to ask questions.

***Listening.** Listen to Sarah James again and check your order.

Now write exact words Sarah used to do the things in the list. **Example:**

Welcome the audience: Good morning, ladies and gentlemen, thank you for coming

Suggest other ways to do the things. Discuss the suggestions with your teacher.

Example: I'm very grateful that you could all come today.

2. Here are some more things to do in the rest of the presentation. Match the headings on the left with the phrases on the right.

Connecting the points


Referring to AV aids

Finishing

- Thank you for listening
- Let's move on to...
- Are there any questions?
- This diagram shows...
- So, in conclusion...
- As you can see...
- My next point is...

- *If you look at the next slide...*

Add more phrases under each heading. You may read the Tape script for Sarah's presentation on page 41.

 **Reading.** *Here are some rules for preparing a presentation. Match the first sentence of each paragraph (A – F) with the paragraphs (1 – 6).*

- A. *Decide what you want to say to your audience.*
- B. *Choose the right equipment to help make your talk interesting.*
- C. *Find out who you are talking to.*
- D. *Practice your presentation in advance.*
- E. *Make sure your presentation has a clear structure.*
- F. *Find out about the room you are talking in. _____*

- ❶ **It's important to know your audience.** How many people are there? Where are they from? What do they want to learn? How much do they already know?
- ❷ **The venue is important too.** If possible, visit it before your presentation. Where will the audience sit? Where will you stand? Where will you put your equipment?
- ❸ **Make sure your objectives are clear.** This will help you to prepare material that is interesting and informative. Remember, you want your audience to learn something they don't know. You also want them to enjoy your presentation.
- ❹ **A well-organized presentation is easier to understand.** Give it a beginning, a middle and an end. Make separate points and number them. This structure will help your audience to follow what you are saying.
- ❺ **There are many different kinds of AV (audio-visual) aids.** You can use a simple flip chart or show slides on an overhead projector. There is also computer software, like Microsoft PowerPoint™, which can make your presentation look professional. Choose AV aids that are appropriate for your audience. And make sure you know how they work.
- ❻ **Make notes of the most important points.** Make sure you speak to your audience - don't read to them. Practice giving your talk out loud and check how much time it takes. Ask a friend to listen and give you feedback.

 **Get real.**

Use the Internet to find out about a company. Select the most interesting information and prepare a presentation on the company.

9. TECHNOLOGY

? Work in pairs. Do the quiz together and calculate your scores.

1. How often do you buy on the Internet?
 - a. Very frequently;
 - b. Quite often;
 - c. Rarely;
 - d. Never.
2. MP3 player, Blackberry, mobile phone, laptop. How many of them do you own?
 - a. four;
 - b. three;

- | | |
|---|-------------------------------------|
| c. two; | d. none. |
| 3. <u>Wi-Fi, L8, gbps, ISP. How many of them do you understand?</u> | |
| a. four; | b. three; |
| c. two; | d. one or none. |
| 4. <u>Your internet connection goes down.</u> | |
| a. It's not a problem – I have a back-up account; | b. I call the helpline immediately; |
| c. I try dialing later or do something else instead; | d. I don't notice. |
| 5. <u>Your computer is being repaired.</u> | |
| a. I use my other PC – I have a spare; | b. I use my laptop; |
| c. I borrow a computer if necessary; | d. It's not a problem, I can wait. |
| 6. <u>What do you prefer to do at home in the evenings?</u> | |
| a. check my email; | b. play computer games; |
| c. watch TV; | d. read a book. |
| 7. <u>Is it usually better to contact you...</u> | |
| a. ...by text message? | b. ...by email? |
| c. ...by phone? | d. ...face-to-face? |

Count how many A, B, C, D answers you gave. Then read your profile.

Mostly As. What a technophile! Do you have time for humans? You need to take a break and see some friends.

Mostly Bs. You've got the right attitude for the business world. You know and understand technology. But... be careful – don't let it take over your life.

Mostly Cs. Well... you can use a computer. And you haven't forgotten about your friends. But don't get left behind by new technology!

Mostly Ds. What century are you living in? Modern technology can make your life easier and more fun! And if you want a job in business, you'd better liven up.

Vocabulary

1. *Read the text to find out what equipment is used in an office. Make a vocabulary list.*

Office equipment

Computers can be called *PCs (Personal Computer)* or *laptops*. You can also have a *hand-held computer*, sometimes called a *PDA (Personal Digital Assistant)* or a *palmtop*. Use *PC* for home or office computers. You can carry laptops and PDAs. Use *digital* to describe equipment that stores information as numbers or electronic signals, e.g. digital camera, recording. Use *the Internet* to talk about the network of computers across the world that can exchange information; use *the World Wide Web* to talk about the information that is stored on these computers.

The main parts of a computer are the *screen* (which you look at), the *keyboard* (for typing) and the *mouse* (for clicking, etc.). Other features include the *CD/DVD drives*

which let you access information on a disk, *speakers* which send out sound, and a *webcam* that can produce images which can be seen on a website.

A *printer* gives you a hard (paper) copy of a document; a *scanner* puts text/images into digital form. A *photocopier* copies documents.

You *take* (not make) a photo. You *make* a phone call. You *surf* the Internet.

You *switch* or *turn* computers, phones, cameras, etc. *on* and *off* but you *turn* (not switch) the volume *up* and *down*.

2. Choose the correct words to complete the sentences.

A. You can hear sound through _____ on your computer.

B. You type on a _____.

C. A small computer you use when traveling is called a _____.

D. You use a _____ connected to a computer to produce images that you can see on a website.

E. When you're using a computer, you look at the _____.

F. Cameras you use with computers are _____.

G. A very small computer that you can hold in your hand is sometimes called a _____.

H. You can get information by surfing the _____.

I. You click with a _____.

J. A larger computer you use in the office is often called a _____.

3. Think of an office where you would like to work and describe it (make a layout).

Reading

1. Discuss these questions.

A. What do you use a computer for?

B. How has the Internet changed our lives?

2. Read the article and answer the questions.

A. What two types of computers does the Internet use?

B. What type of server does your ISP operate?

C. How does a web page arrive at your computer?

D. What was ARPANET? What were its disadvantages?

E. What did Tim Berners-Lee do?

So you think you know about the Internet!

① Servers and clients

The Internet is a worldwide network of hundreds of millions of computers linked together by telephone systems. Two basic types of computer are involved - 'servers' and 'clients'. Your home, school, or office computer is a client, while the information you seek is stored on the servers.

② Getting to a web page

Every website in the world is located on a host server. When you type in a website

address your home computer is then connected to a 'gateway' server. This is operated by your Internet Service Provider (ISP). Then your request to view a page is passed on by your ISP to other servers. In seconds it is passed from server to server until it reaches the target host server. Then you can view the web page you requested.

③ Early days

The first computer network was developed by the US military during the 1950s. It was adapted by scientists in the 60s so they could share information. This new system was called ARPANET. As more and more universities and other institutions used ARPANET, it became an information community. The Internet was starting to take shape.

④ Going global

Unfortunately, ARPANET was complex and difficult to use. The Internet was revolutionized in 1991 when the World Wide Web was invented by Tim Berners-Lee. Now anyone could access information with a click of the mouse! Mosaic, the world's first Web browser, was introduced in 1993. It worked for both PCs and Apple Macs. And from then on, the Internet became truly global.

🎧 Listening. *Before you send an email there are some simple things to remember. Listen and complete the gaps.*

Getting ready to send

- ✓ Always complete the Subject line so the recipient knows what the _____¹ is about. 'Hi!' is not usually enough!
- ✓ End your email with a signature. Include your company name, _____² title and contact details. You can make this appear _____³ on every email.
- ✓ Only use 'Reply to all' if all the _____⁴ need to Read our email.
- ✓ Read your message through, and check spelling, _____⁵, and punctuation. Typing in _____⁶ is considered to be like shouting.
- ✓ Remember to attach that _____⁷ or picture! It's easy to forget!
- ✓ Check with your _____⁸ before sending large attachments. Mailboxes can fill up quickly.

Check your answers with Tape script 5.

Writing

1. *Read the following e-mail. What has Katie done wrong?*

From: Katie Cavendish

To: Dan Ross

Subject:

Can you contact Adam Krasinski in the Polish office? I want you to send him a copy of the document called 'personnel' so he knows about the recent changes to the company organization. Can you also ask him to send me his latest sales figures? I need the information by tomorrow morning! And copy me in on your email.

Thanks.

2. Write the e-mail that Katie requests.

 **Speaking**

1. Read the two short stories. Have you ever had similar experiences?


No computer, no work


“When your computer system at work crashes, you realize how dependent you are on technology. You can't write reports, access data, send emails, or print things. But you get to know your colleagues a bit better!”

Bugs killed my computer

“Computer viruses. They're really scary. I once opened an email attachment and my computer got a virus. I couldn't open any of my documents! My hard disk was destroyed.”

2. Group discussion. Work in two groups.

 **Group 1:** think of the advantages of modern technology.

 **Group 2:** think of its disadvantages.


Take it in turns to defend your position. Who is more convincing?

 **Get real**

Read a user manual of any gadget you are familiar with. Explain what the gadget can do and how to use it. Don't fail to select only relevant information! Demonstrate the gadget to the class if possible.

10. TELEPHONING

? *What is the difference between telephoning and person to person communication? List most common problems one may have when speaking on the phone. How to cope with them?*

 **Reading.** *Read this article from an American business magazine. Can these tips help you with the problems listed above?*

Using the telephone? Here are some tips.

When you speak on the phone...


- Be cheerful and positive. Smile while you speak; this makes your voice softer.
- Speak loud enough to be heard but not too loudly.
- Let the caller hang up first. Hang up gently and securely.

When you answer a call...

- Answer after the first or second ring.
- Give your name at the beginning of the conversation. This gives a friendly impression and lets the caller use your name.
- If necessary, ask who is calling at the beginning of the call.

When you make a call...


- Know the name of the person you want to reach and how to pronounce it.
- If you reach a wrong number, do not just hang up. Say, 'I'm sorry; I must have dialed a wrong number.'
- Avoid the hours of noon to 2:00 p.m. If you are calling overseas, check the time zone.

 **Listening.** *Listen to five telephone conversations. Which of these adjectives best describes the person who receives the call? Why?*

Inefficient; impatient; aggressive; bored; unhelpful.
--

How could you improve each call?

Check your answers with Tape script 6.

 *Read this telephone conversation. Choose the more polite way of saying the same thing. Practice the conversation with your partner.*

A: I want to speak to Ann Jones.
 Hello. Could I speak to Ann Jones, please?

B: I'm afraid she's away from her desk right now.
 She isn't here. I don't know where she is.

A So when will she be there?
 I see. Do you know when she'll be back?

B: I don't know.
 I'm sorry, I don't know.

- A:** Could I leave a message?
I want to leave a message.
-
- B:** Well, I guess that's OK. What's your name?
Of course. May I have your name, please?
-
- A:** Vic Kaplan. Ask her to call me today.
Vic Kaplan. That's K-A-P-L-A-N. Could you ask her to call me today?
-
- B:** I'll give her your message, Mr. Kaplan.
All right.
-
- A:** Thank you very much.
OK.

Listening Bob Jansky works for Crane Supermarkets. He makes three telephone calls. What happens? Listen and match the person with the correct information.

- | | |
|-----------------|------------------------------|
| 1. Mary O'Brien | a) Bob will call back later. |
| 2. Craig Watson | b) Bob leaves a message. |
| 3. Grace Chang | c) Bob speaks to him/her. |

2. Listen again. Check (✓) the expressions you hear.

	Dialogue 1	Dialogue 2	Dialogue 3
He's on another line.		✓	
I'm sorry, she's away from her desk right now.			
May I have your name, please?			
Do you know when she'll be back?			
Would you like to hold?			
Can I take a message?			
I'll call back later.			
One moment, please.			
Could you ask her to call me?			

☑ Check your answers with Tape script 7.

Listening. 1. Read these messages for Bob Jansky. His assistant wrote them down from his answering machine. There is one mistake in each message. Listen to the original messages and correct the mistakes

A. Nancy Bonetti called. Please fax her the October sales report. Her fax number is 599-2337.

B. Scott Magee called. We can't get the new printer until next week.

C. Karen Lee called. Please call her after 4:30 p.m.

D. George Tanabe from CTK Designs called. He'll call back this afternoon.

E. Suzanne called. She'll meet you in front of the station tomorrow evening at seven.

2. Listen again and answer the questions.

- Why does Nancy want Bob to fax her the report?
- Why can't Scott get the new printer?
- What is Karen Lee doing from 4:30 p.m. until 6:00 p.m.?
- What is George Tanabe calling about?
- Why does Suzanne want to meet Bob?

☑ Check your answers with Tape script 8.

☎ Vocabulary: Make a list of telephoning expressions under these headings. Discuss the language with your teacher.

Answering the phone	Hello, John Waite speaking. ABC Foods. How can I help you?
Making contact	Extension 596, please Can I speak to...? I'll put you through
Messages	
Identifying yourself	
Making excuses	The line is engaged It's the wrong number.
Stating your purpose	I'm calling about (your invoice)... I'm just returning your call.
Checking	Could you read that back to me? Could you speak up / more slowly? Could you spell that, please?
Asking for information	
Promising action and confirming	I'll phone you tomorrow.
Ending a call	

☎ Listen to more dialogues and make detailed flow charts for them. Practice the dialogues with a partner.

☑ Check your answers with Tape script 9.

☎ Now practice again. Work out developed dialogues. The purpose of your call is:

Ask

– fax the data to the head office

– call me tomorrow morning

Tell

– the meeting starts at 2:30 p.m.

– the delivery has not arrived

Act out your telephone conversations. Stand back to back with your partner.

☎ Tape script 4

Good morning, ladies and gentlemen, thank you for coming. My name is Sarah James, and I'm here to give a brief presentation on the company. My talk is very short so please keep your questions to the end.

The first part of my presentation is about the company structure of Pizza Hut (UK). The second part looks at the present activity of the company in the UK, and in the last part I want to talk about our future plans.

First, the structure. Let's start with the parent company. As you know, Pizza Hut (UK) is a subsidiary of Tricon Global Restaurants. There are other brands in the

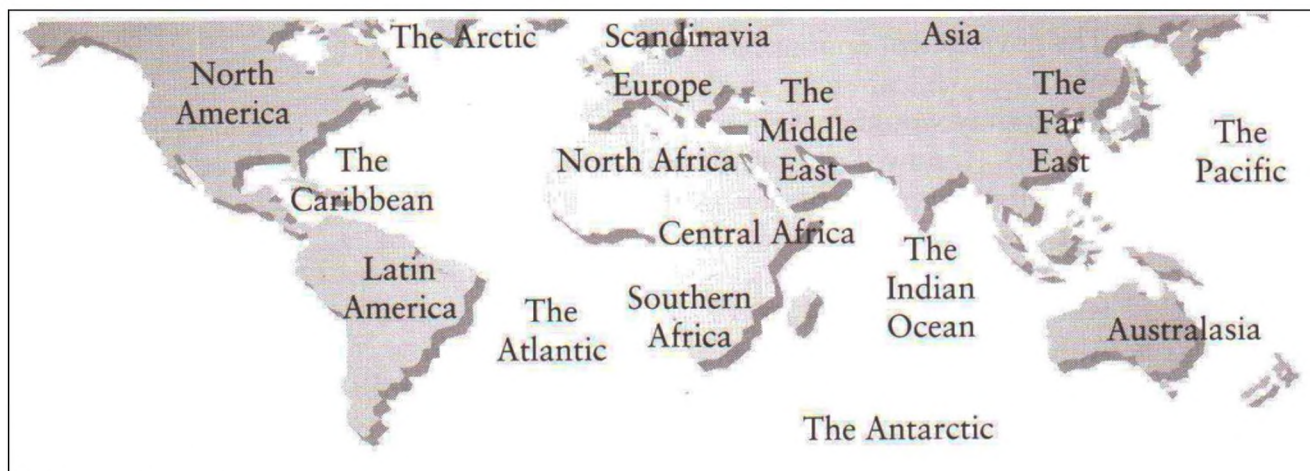
group, such as KFC and Taco Bell. The President of Pizza Hut (UK) is Jon Prinsell. Now, let's look at our present activity. Business is very good. People in Britain like pizzas! We have sales of over £300 million from 400 outlets. We employ about 16,000 people. In Britain our brand is very well-known. 80% of the population eat at Pizza Hut at least once a year. On top of that, we deliver 75,000,000 pizzas to people's homes. Pizzas are our main product, but we also sell a lot of pastas, salads, desserts, and drinks.

Finally, the future. In the next ten years we plan to open at least another hundred restaurants. At the moment our market share of all meals in restaurants in Britain is 6%. We would like to increase that number to 10% in the next ten years. With our customers and our staff, that aim is possible.

Thank you for listening. Do you have any questions?

Business today is international. Business people often have to travel a lot. They have to plan an *itinerary* for a *foreign business trip* to make good use of their time. On a business trip people may meet *colleagues* and business partners for the first time. It is usual for colleagues from different countries to experience *cultural differences*. In other words, they may be surprised by foreign *social conventions*, i.e. the different ways that other *nationalities* or *different cultures* do things.

11. COUNTRIES AND NATIONALITIES



📖 Vocabulary

Adjectives referring to countries and languages

- ✓ *We can use adjectives of nationality when we talk about a country's products, culture, history etc:*
 - I've just bought some nice *Austrian* cheese from the supermarket.
 - *Bulgarian* yoghurt is famous all over the world.
 - *Have you ever read any Russian novels?*
- ✓ *For most nationalities we can use the adjective as a noun, e.g. a German, an Italian, a Greek.*
 - Is Karl from Germany? | – Is Karl from Germany?

- No. I think he's *Austrian*(ADJECTIVE)
- No. I think he's *an Austrian* (NOUN)
- **Nationality Adjective and Nationality Noun are the same:**

With- 'an'

Country	Adjective	Country	Adjective
Austria	Austrian	Hungary	Hungarian
Belgium	Belgian	Italy	Italian
Bulgaria	Bulgarian	Norway	Norwegian
Canada	Canadian	Romania	Romanian
Croatia	Croatian	Russia	Russian
Germany	German	Your examples	

With '-ese'

Country	Adjective	Country	Adjective
China	Chinese	Nepal	Nepalese
Japan	Japanese	Taiwan	Taiwanese
Lebanon	Lebanese	Vietnam	Vietnamese
Malta	Maltese	Your examples	

Other patterns

Country	Adjective	Country	Adjective
Greece	Greek	TheCzechRepublic	Czech
Cyprus	Cypriot	Switzerland	Swiss

- ✓ *With other nationality words, the adjectives and nouns often have different forms.*
 - You're not **English**, are you?
 - He isn't **an Englishman**, is he?
 - No. I'm **Polish** (ADJECTIVE)
 - No. I think he's **a Pole** (NOUN)

▪ **Nationality Adjective and Nationality Noun are different:**

- ✓ *Some nouns need **man/woman** or **person** added to them:*

Country	Adjective	Noun
England	English	an Englishman / Englishwoman
France	French	a Frenchman/woman
Ireland	Irish	anIrishman / Irishwoman
Scotland	Scottish	a Scotsman / Scotswoman

- ✓ *Many nationality adjectives end with **'-ish'**. With **'-ish'** nationality adjectives, the nationality noun is usually different in form. We can't, for example, say **He's a Danish**; we have to say **He's Danish** or **He's a Dane**.*

Country	Adjective	Noun
Britain	British	a Briton
Denmark	Danish	a Dane
Finland	Finnish	a Finn
Poland	Polish	a Pole
Sweden	Swedish	a Swede
Spain	Spanish	a Spaniard

Turkey	Turkish	a Turk
--------	---------	--------

Other patterns

Country	Adjective	Noun
The Netherlands (or Holland)	Dutch	a Dutchman/woman
Iceland	Icelandic	anIcelander

✓ **Special points to remember**

The is sometimes used with the name of a nationality in order to make a general statement about the people of that nationality. A plural verb must be used in such a statement.

When the name of a nationality ends in the sound of **ch**, **s**, **sh** or **z**, the name of the nationality must usually be preceded by **the**.

Nationality	Example
French	The French are famous for their fine wines
Irish	The Irish are known as poets and songwriters
Japanese	The Japanese are hard-working

When the name of a nationality does not end in the sound of **ch**, **s**, **sh** or **z**, the letter **s** must be added to the end of the name when it is used in a general statement. Names of nationalities to which **s** has been added are often used without being preceded by **the**.

Nationality	Example
Argentinian	Argentini-ans like to eat beef
Canadian	Canadians have a tradition of playing hockey

? *Correct the mistakes in these newspaper headings. Use your dictionary.*

Madonna to marry a French? Hollywood sensation!

Britains have highest tax rate in EC

Vietnamian refugees leave Hong Kong camps

Police arrest Dannish on smuggling charge

Iraqian delegation meets Pakistanian President

✎ **Language for Expressing intention.**

✎ *Study the different ways of saying how strong your intention is.*

<i>DEFINITELY:</i>	I'm (certainly) going to... I'm determined to... I (fully) intend to... I've decided to...
<i>PROBABLY:</i>	I'm hoping to...
<i>PERHAPS:</i>	I think I'll... I'm thinking about/considering (+ ing-form)...

PROBABLY NOT:	I thought I might... I don't think I'll...
DEFINITELY NOT:	I don't (really) feel like (+ ing-form)... I'm definitely/certainly not going to... I have no intention of (+ ing-form)...

Use the phrases you have studied to express your intention in the situations given below. Work in pairs.

A. How long do you plan to stay in the USA?

B. _____ to leave at the end of the term.

A. Have you made up your mind about the tickets?

B. Yes, _____ travel economy class; it's much cheaper.

A. What time should we expect you in Berkeley?

B. _____ come around Christmas.

A. Have you made any plans for this summer?

B. Well, _____ going to Palm Beach if I can afford it.

A. When do you think you will call Maggie?

B. _____ try Monday night.

A. Are you flying to Frankfurt?

B. No, _____ I'll take a train.

Speaking. Use these expressions to talk about your intentions to visit each of the following countries. Develop the conversations.

Japan	Australia	China	Mexico
Kenya	Sweden	Nepal	Switzerland
Poland	the UK	Cuba	Egypt
the Netherlands	the USA	Italy	Turkey

Listening. Preparing for a trip. Before receiving a visitor from a foreign country – or before travelling abroad – you need to think about the cultural issues that may affect the relationship.

? Suggest some basic research that you should do before receiving your visitor, or before travelling. What issues should you think about? Make a list.

Listen to the recording. An Englishman, Peter Welsh, who is a Director of an international company, talks about what he thinks is important in preparing for business contacts with people from other cultures. He mentions several key areas to find out about. Identify six of them. Did you think of any of the same issues?

Language for Making Sure

? Have you ever booked flights or tickets on the Internet? How successful was it?

Read about two travelers in the short text below. Answer the questions.

Two teenagers from London booked cheap flights to Sydney on the Internet. As their plane landed, instead of the opera house and the harbor bridge, they saw the Dominion steel and coal plant. They were in Sydney, the steel-making capital of Nova Scotia in Canada, population 26,083.

? Have you ever taken a wrong train or flight? How can we make sure this doesn't happen?

👂 **Listening.** Phil is calling his colleague, Richard, to give him his travel details. Listen to their conversation.

Repeat their conversation, using the prompts below to help you. Then listen again to check your answers.

<p>Key phrases</p> <ul style="list-style-type: none"> ▪ Excuse me,... ▪ Sorry, did you say ...? ▪ I'm afraid I didn't catch. ▪ Could you repeat what you said? ▪ Have you got that? ▪ Let me read that back to you. 	<p>richard: Hello.</p> <p>phil: Hi, Richard. I'm on flight GM 4587, arriving – 18.30.</p> <p>richard: – You speak up, please, Phil? – Say flight number JN 4587?</p> <p>phil: No, not JN ... GM. G – George, M – mother.</p> <p>richard: I – afraid I – not catch the time. – Repeat what – said?</p> <p>phil: Yes, of course. The flight arrives at 18.30. That's six thirty – evening. – got that?</p> <p>richard: Yes. Let – read – back – you. You're on flight GM ...</p>
--	--

👥 Work in pairs. Have a conversation by matching the beginnings of sentences in A with their endings in B. 👂 Then listen and check.

A	B
A. Excuse me, is the miss my flight out of New York.
B. Well actually, they've that's one-five.
A. Sorry, New York flight leaving on time?
B. No, fifteen, did you say fifty minutes?
A. Thank goodness, I don't want to announced a fifteen-minute delay.

🗣️ **Speaking.** Make up your own dialogues. Invent situations when you need to ask for clarification and repetition. **Example:**

- You are on the telephone but you can't hear the other person very well. Ask him/her for repetition.

👉 **On your own.** Getting a visa

In order to travel to the US you need an American visa. Make up a list of things to do to get a visa. You may consult www.travel.state.gov.

Consider the following:

a valid passport	a passport-sized photograph	a reference letter
an invitation	a stamped addressed envelope	a driver's license

a birth certificate	the schedule of the visit	a health certificate
a health insurance	a political statement	

- To get an American visa, one needs / doesn't need to...

↳ *Surf the Internet and find answers to the following questions:*

1. **What types of visas are available for people to come to the United States?**
 2. **How do I read and understand my visa?**
 3. **After I have my visa, I will be able to enter the US, correct?**
 4. **My visa expires in 5 years, what does this mean?**
 5. **How can I find out how long I am authorized to stay in the US?**
 6. **My visa will expire while I am in the United States. Is there a problem with that?**
 7. **My visa application has been refused. Why can't I get my money back?**
-

12. NATIONAL STEREOTYPES

“Heaven is where the cooks are French, the police are British, the mechanics are German, the lovers are Italian and everything is organized by the Swiss. Hell is where the cooks are British, the police are German, the mechanics are French, the lovers are Swiss, and everything is organized by the Italians.”

↳ This is an old popular joke that never fails to make those who hear it laugh. Even today when the international community promotes diversity and encourages tolerance, certain people are still tagged according to their nationalities.

? *Have you ever heard of such common national stereotypes? Do you agree with them?*

- Americans are fat, ignorant and war-mongering, they don't know about other countries.
- The English tolerate eccentric people, they drink tea, and are football enthusiasts.
- French people smoke heavily, always wear a beret, eat frogs' legs, they are rude, and are rather weak and cowardly.
- Germans consume huge amounts of beer, sausages, cabbage. They have no sense of humor.
- The Japanese are workaholics. Japanese tourists spend their entire trip taking pictures of things.
- Russians drink vodka.

? *Work on your own. Write down five or six stereotypes for your own nationality. Discuss your ideas with the group mates. Are the common stereotypes about your nationality offensive, prejudicial or positive?*

Reading.

Match the summary (A–G) with the correct paragraph (1–7).

- A. A description of the advertisement they are complaining about.
- B. The commission's reaction.
- C. The exact reason why they are complaining.
- D. A financial problem for the Scots in Sweden.
- E. Some Scottish people have complained to the European Courts about an advertisement.
- F. Another example of their reason for complaining.
- G. They formed an organization and explained why they were complaining to the court.

Scots in Sweden upset by cheap jokes

① Scots working in Sweden have complained to the European Commission for Human Rights that jokes about mean Scotsmen in advertising are an insult to the image of their race.

② A case was put to Strasbourg by the Scottish Group for Civil Rights in Sweden, an organization formed recently of Scots people working there, to protest against Swedish Railways using such a traditional joke in an advertising campaign.

③ It showed two Scotsmen accepting the offer of travel for two for the *price* of one first-class ticket, while a third hides in the luggage rack.

④ 'We are not against Scots jokes in everyday life,' said Mr. David Webster, a 38-year-old marketing manager working near Stockholm, who helped to form the group. 'There are nationalistic jokes like this in every country. What we don't like is the frequency of such jokes in commercial advertising.'

⑤ But the commission did not feel that the group had fully explained its case, and has asked for more information on some points before it decides whether the case can continue.

⑥ 'There is even one group of cut-price shops in the Stockholm area that has changed its name to The Scot,' said Mr. Webster. 'Their motto is, "You can't get it cheaper anywhere else". 'These things are offensive only because they happen so often, we believe.'

⑦ Apart from the further information demanded by the European Commission for Human Rights, the Scots in Sweden are up against another difficulty. They have so far spent several hundred pounds on their campaign, but voluntary contributions from group members have totaled only £50.

Comprehension check

1. What is the advertisement that the Scots don't like?
2. Who have they complained to?
3. What is the name of their organization?
4. What is the point that Mr. David Webster is trying to make?
5. What is amusing in the last paragraph?

? What do you think?

Do you think the Scots were right to go to the European Commission for Human Rights, or do you think they took it too seriously?

↳ To some, national stereotypes may provoke racism. To others, national stereotypes are harmless jokes. What is your idea of national stereotypes?

? *Fill in the following questionnaire on your own and later discuss it with other students.*

You may use: = I agree, ? = I'm not sure, = I disagree.

National stereotypes are dangerous because they may provoke racial prejudice, conflict and <u>war</u> between nations	
National stereotypes can be negative and positive	
The reason stereotypes exist is because people are afraid of diversity, change, and what is unknown. They prefer to cling to simple classifications, which maintain an old, familiar and established order	
Stereotypes are simply harmless sorts of jokes we tell about other nationalities or groups of people	
There is no such a thing as national character and therefore the idea of national stereotypes is nonsense	
Stereotypes contain a certain amount of truth	

↳ Values. A **value** is the belief that a certain part of life is especially important. Every culture places different emphasis on family, work, religion and love. Some cultures value family loyalty and romantic love. Other cultures emphasize independence from family and hard work. Still others emphasize religion and honor in the community.

? *Individually, think of four values that are important in your culture and four values that you think are important in the United States. Make a list.*

My Culture	American Culture
①	①
②	②
③	③
④	④

? **Discussion.** *Share your list with the class and compare it to the lists made by students from different countries (see below ↳).*

? *Answer the following questions as a class.*

1. Do groups from different cultures choose different values to describe American culture? What are the differences?
2. What do their descriptions of American culture tell you about their own culture?
3. What influence does your own culture have on the way you see people from other cultures?
4. How can you see people from other cultures without a bias from your own culture? _____

↪ This is what Italian and Japanese students said about their own cultures and US culture:

Italian students said this:		Japanese students said this:	
<u>Our Country</u>	<u>The US</u>	<u>Our Country</u>	<u>The US</u>
Family	hard work	honor in the community	material success
Romantic love	material success	efficiency	enjoying life
Enjoying life	independence	formality	creativity
loyalty to others	privacy	loyalty to others	informality

↪ A stereotype is a belief that all people from a culture behave a certain way. It is an opinion based on one's own cultural values and prejudices and on little information about the other culture. *For example*, a woman from a culture that values hard work looks at a people from a fictional land called Zibi. In Zibi, people work at their jobs about five hours a day. So, the woman says, 'People from Zibi are lazy.' This is a stereotype because she states that every person from Zibi is the same and it is an opinion based more on the woman's own values than on any thoughtful observation of Zibian values or lifestyle.

We make cultural generalizations about different styles of business. This does not mean that every person who lives in a particular culture will do business in a way that fits the generalization. Within each culture there are many choices. There is, however, in every culture a standard way of doing things. The cultural generalizations describe those standards and the values that guide those standards. *For example*, one could make a generalization about Zibians and say, 'People in Zibi usually work about five hours a day. They spend the rest of the day taking care of family and farming. Family life is highly valued.' A generalization is based on observation, not prejudice. It explains the standard practices of a culture but does not determine how every person in that culture behaves.

? **Applying Your Knowledge**

With a partner, discuss the difference between a stereotype and a cultural generalization. Then read the following statements about the fictional country

called Zibi. Decide which are stereotypes (S) and which are cultural generalizations (G). Circle the language that makes some of the statements stereotypes.

- Zibians are selfish.
 - In Zibi gifts are often presented at the end of a negotiation.
 - It may take two or three days to get an appointment with a Zibian.
 - Zibians never let you know what they are thinking about. They always try to confuse you.
 - In Zibi, many businesspeople invite their colleagues to their homes for dinner to talk about work.
 - Arriving on time in Zibi usually means arriving ten minutes after the agreed time.
 - In Zibi nothing runs on time.
 - It is common in Zibi to discuss every detail of an agreement before signing a contract.
 - In Zibi, all the power in a corporation stays at the top. You can never get a middle manager to make an independent decision.
 - Zibians spend too much time eating.
-

✎ **On your own.** Resolving cross-cultural conflicts

Find any information about a cross-cultural conflict between individuals. You may read / ask about someone's unhappy travelling experience.

Analyze the case. Find more information about the cultures and values involved. Work out recommendations how the conflict should have been resolved.

13. CROSS-CULTURAL COMMUNICATION

✎ If you intend to travel abroad, it is always worth researching the social etiquette of your destination. The etiquette of socializing includes behaviors concerned with gift giving, appropriate conversational topics and more. Religion, social standing, gender and the region can all affect what is considered appropriate, what is normal and what is expected.

Small talk

✎ *What is small talk? Where and why is it used? Learn more about it.*

Small talk is unimportant important conversation. It is used at cocktail parties, meals, networking events, as pre-meeting activities, etc. It can be used in any situation where you are trying to **begin** or **improve personal relationships**.

Remember the purpose of small talk is to **build relationships**. It is not a time for arguing or disagreement. You can use humor in small talk, but be careful to make sure that it is not to anyone's expense.

Small talk is inclusive to everyone, as it often occurs in groups of 2 or more. The art of small talk is learning to speak so that all observers feel included.

Another main component of small talk includes listening. Small talk does not mean rambling on and monopolizing the conversation and not allowing others to speak. Listening is often more of the conversation than speaking. It can be a good way to learn the art of small talk, as well as being a part of it.

Personal questions

Which of these questions are embarrassing, rude, or strange in your country? Are there any other questions which are embarrassing in your country?

- **How's your family?**
- **How old are you?**
- **What's your star sign?**
- **How much do you earn?**
- **How much do you weigh?**
- **Why aren't you married?**
- **Why haven't you got any children?**
- **How much was your (jacket)?**
- **Which political party do you support?**

⌘ We often start conversations with strangers by asking them questions. The table gives some safe ideas.

Travel	How was your trip? Did you have any trouble finding us?
Visits to your country	Is this your first visit here?
Jobs	What do you do? What do you do at (ABC industries)?
Accommodation	Where are you staying? How's your hotel? What's your hotel like? Is everything all right at your hotel?
Weather	How do you find the weather here? What was the weather like when you left?
Origins	Where do you come from? Where were you brought up?
Spare time	Where do you spend your holidays? Do you like cooking? What kind of music do you like?
Food	Do you like (Italian) food? Have you tried the local cuisine?
Visitor's plans	How long are you going to stay (here)? What are you going to do during the visit? Why are you here (in this country)?

⌘ Match the questions from the table with the answers below. One question may match more than one answer. Suggest more answers on your own.

I work for ABC Industries.
It's very comfortable/ convenient.
It's rather noisy/dirty.
Actually, I'm deep into jazz.
The rooms are a bit cramped.
It was fine.

The flight was delayed.
The traffic was terrible.
I was here last year.
Just a week.
I work for myself at the moment.
The plane was late.

The service is excellent.
 I'm going to visit some customers.
 Seattle, do you know it?
 Yes, I'm a good cook!
 No, it's my second visit.
 No, but I've heard it's very good.

I'm in computing (industry).
 It was a bit rough.
 I missed my connection.
 I've got a great room overlooking the bay.
 It's lovely/sunny/warm.

Ruud Hemper from the Netherlands is visiting a customer in India. He is talking to the Production Manager of a manufacturing plant in Delhi.

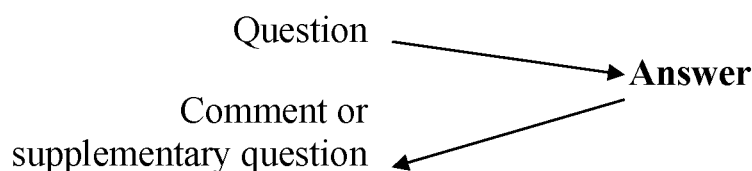
🎧 **Listen to the recording of an extract of their conversation. What is wrong with what the production manager says?**

MANAGER: *Is this your first visit here?*

HEMPER: *No, in fact the first time I came was for a trade fair. We began our Southeast Asian operations here at the 1995 Exhibition.*

MANAGER: *Shall we have a look round the plant before lunch?*

👉 *The answer is, of course, that it breaks a 'rule' of conversation. Generally, if you ask a question you should comment on the answer or ask a supplementary question.*



Now suggest a better version of the same conversation. There is a recording of a model version.

🎧 *Listen and compare.*

👉 *Remember important rules for successful small talk. Can you add some more rules to the list?*

- The initiator of small talk always hopes his/her questions will elicit more than a one or two-word answer.
- You need to have a number of questions available in order to find a topic that develops into an interesting conversation.
- Responder gives full answers – conversation develops positively.

🗣️ **Speaking. Provide a suitable sentence in the spaces in the following dialogue.**

PETER: *Have you been to Edinburgh before?*

JANIS: *No, it's my first visit.*

PETER: a).....

JANIS: *I'm sure I will.*

PETER: *And ... er, is the hotel all right?*

JANIS: *Yes, it's very comfortable.*

PETER: b)..... *So, do you have much time here in Scotland? Are you staying long?*

JANIS: *No, I have to go back tomorrow afternoon.*

PETER: c)..... *You'll have to come back again!*

JANIS: d).....

PETER: *So, what time's your flight tomorrow?*

JANIS: *Early evening, 18.35.*

PETER: Well, I can book you a taxi if you like, to get you there in good time.

JANIS: e).....


PETER: No problem at all. Was it a good flight today?

JANIS: No, it wasn't actually.

PETER: f)..... g).....?

JANIS: It was raining – quite hard. There was a lot of turbulence.

PETER: h)

 Make your own dialogues with a business partner you have just got acquainted with. Hold on for 3 minutes.

Speaking. Role-play

You are going to do two role-plays. Work in pairs: A and B. Read **your** information below. **Do not** look into your partner's!

Student A

▪ **Role-play 1: At the railway station.**

Student B is meeting you and a friend at a railway station in London. You are going to do an English language course in London. Student B is going to greet you, and start a conversation. Here is some information for you:

Journey: The train was very slow. It was full. There were no seats.

Weather: It was very hot in your country. It's cold here!

Visits: This is your first visit, but your friend was here last year.

Job: Tell the truth of study.

Your home: Tell the truth.

Plans: You're going to be here for four weeks.

Hotel: You aren't going to stay in a hotel. You are going to stay with an English family.

▪ **Role-play 2: At the airport.**

You are meeting Student B at an airport in your country. Student B is visiting your country on business. Greet Student B. Introduce yourself and start a conversation.

Student B

▪ **Role-play 1: At the railway station.**

You are meeting Student A at a railway station in London. Student A is visiting London with a friend. They are going to study English. You are a guide from the language school. Greet them. Introduce yourself and start a conversation.

▪ **Role-play 2: At the airport.**

Journey: The flight was very long, but you had excellent meals on the plane. You are tired.

Weather: It was very nice in Australia. You were on the beach yesterday.

Job: You work for Australian Children's TV. You're a TV journalist.

Visits: This is your third visit. You like Student A's country very much.

Your home: You live in Bathurst. It's near Sydney.

Plans: You're going to be here for three days.

Hotel: You don't know. Does Student A know a good hotel?

Reading. Social customs

Every country has its own customs. Read these descriptions of some different social and business customs. Can you identify which nationality group they refer to? Match each description with one of these nationalities.

9. If a Japanese person gives you business card, you have to
 a) take it with both hands and study carefully; b) put it straight into your wallet or pocket;
 c) write notes about them on it.
10. If you're in a pub in England, you have to buy a drink
 a) for yourself; b) for everyone in the group you're with;
 c) for everyone in the pub.

Answers:

1. You have to shake hands when you're coming or going in Germany, but in Britain you usually only shake hands when you meet someone for the first time.
2. You have to give your present in public in the Middle East to show it's not a bribe, but it's good manners to give your present in private in Asia.
3. You mustn't give cutlery in Latin America because it suggests that you want to cut off the relationship. You mustn't give food or drink in Saudi Arabia because it suggests you think your hosts aren't offering you enough to eat and drink. You mustn't give a clock in China because the Chinese word for clock is similar to the word for funeral.
4. 'Come any time' means 'I want you to visit me' in India. If you don't suggest a time and arrange a visit immediately, an Indian will think you are refusing the invitation. But if an Englishman say 'come any time', he will think you are bad-mannered if you start fixing a date.
5. Offices are usually closed on Fridays in Muslim countries.
6. Americans usually mean 'Yes' when they nod their heads. An English person probably just means 'I understand', and an Asian is just showing interest.
7. It's bad manners to discuss business at a social occasion in India.
8. In Thailand you have to shake hands very gently. It's not like America where a weak handshake can indicate a weak character. In Japan you have to bow when you meet someone for the first time but in Thailand you have to put the palms of your hands together in a prayer gesture. And you mustn't touch your head in Thailand. It's bad manners.
9. You must treat your contact's business cards with respect in Japan. You have to study them before you put them away and you mustn't write on them.
10. In an English pub, you have to take your turn to buy a 'round' – a drink for everyone in your group.

? What about your country? Do you have any customs that sometimes surprise visitors from abroad?

On your own. Project work

Work on a project which can include:

- making a guide/a manual with useful tips for business travellers to a certain country, or;
 - making a PowerPoint presentation on how to do business in a certain country (or in your country).
-

↳ How do you feel?

Follow these instructions.

- ✓ Lean back in your chair. Cross your legs. Fold your arms. Look down.
 - Do you feel in a bad mood? This is negative body language.
- ✓ Lean forward in your chair. Put both feet on the ground, about 30 cm apart. Put your hands loosely together. Look straight ahead. Smile.
 - Do you feel in a good mood? This is positive body language.
- ✓ Stand up. Put your legs apart. Put your hands on your hips. Look straight ahead. Don't smile.
 - Do you want a fight? This is aggressive body language.

? *Think and answer the questions:*

- What is non-verbal communication?
 - How important is body language in communicating a message? What is more important: the words you say or the gestures you make?
 - Is the body language different in different countries?
 - Do you know any unusual gestures which people of other countries use?
-

↳ There are many different types of nonverbal communication:

Facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Body movements and posture. The way you move, sit, walk, stand up, hold your head and carry yourself communicates a lot of information.

Gestures. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly. The meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction.

Touch. We communicate a great deal through touch. Think about the messages given by the following: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.

Space. Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship.

Voice. We communicate with our voices, even when we are not using words. Nonverbal speech sounds such as tone, pitch, volume, rhythm, and rate are important communication elements. They can show our true feelings and what we really mean. For example, tone of voice can indicate sarcasm, anger, affection, or confidence.

Very few gestures are universally understood and interpreted. What is perfectly acceptable in the United States may be rude, or even obscene, in other cultures.

✓ *Demonstrate the gestures below and write down what you think each gesture means. Are these gestures polite or rude in your country?*

- Beckon with index finger.
- Point at something in the room using index finger.
- Make a 'V' sign.
- Smile.
- Sit with sole of feet or shoe showing.
- Form a circle with fingers to indicate 'OK'.
- Pat somebody on the head.
- Pass an item to someone with one hand.
- Wave hand with palm facing outward to greet someone.
- Nod head up and down to say 'Yes'.

Answer Key for Body Language Activities

Each of the following responses gives a general guide to cultural differences in the meaning of gestures.

- **Beckon with index finger.** This means 'Come here' in the US. To motion with the index finger to call someone is insulting, or even obscene, in many cultures. Expect a reaction when you beckon to a person from the Middle or Far East; Portugal, Spain, Latin America, Japan, Indonesia and Hong Kong. It is more acceptable to beckon with the palm down, with fingers or whole hand waving.
- **Point at something in the room using index finger.** It is impolite to point with the index finger in the Middle and Far East. Use an open hand or your thumb (in Indonesia).
- **Make a 'V' sign.** This means 'Victory' in most of Europe when you make this sign with your palm facing away from you. If you face your palm in, the same gesture means 'Shove it'.
- **Smile.** This gesture is universally understood. However, in various cultures there are different reasons for smiling. The Japanese may smile when they are confused or angry. In other parts of Asia, people may smile when they are embarrassed. People in other cultures may not smile at everyone to indicate a friendly greeting as they do in the United States. A smile may be reserved for friends. It is important not to judge other people because they do not smile, or smile at what we would consider 'inappropriate' times.
- **Sit with soles shoes showing.** In many cultures this sends a rude message. In Thailand, Japan and France as well as countries of the Middle and Near East showing the soles of the feet demonstrates disrespect. You are exposing the lowest and dirtiest part of your body so this is insulting.
- **Form a circle with fingers to indicate 'OK'.** Although this means 'OK' in the US and in many countries around the world, there are some notable exceptions:
 - In Brazil and Germany, this gesture is obscene.
 - In Japan, this means 'money'.
 - In France, it has the additional meaning of 'zero' or 'worthless'.

- **Pat somebody on the head.** This is very upsetting to people from Asia. The head is the repository of the soul in the Buddhist religion. People from cultures which are influenced by Buddhism will feel uncomfortable if their head is touched.
 - **Pass an item to someone with one hand.** In Japan this is very rude. Even a very small item such as a pencil must be passed with two hands. In many Middle and Far Eastern countries it is rude to pass something with your left hand which is considered 'unclean'.
 - **Wave hand with the palm facing outward to greet someone.** In Europe, waving the hand back and forth can mean 'No'. To wave 'good-bye', raise the palm outward and wag the fingers in unison. This is also a serious insult in Nigeria if the hand is too close to another person's face.
 - **Nod head up and down to say 'Yes'.** In Bulgaria and Greece, this gesture means 'No'.
-

Reading

Eye contact

① In many Western societies, including the United States, a person who does not maintain 'good eye contact' is regarded as being slightly suspicious, or a 'shifty' character. Americans unconsciously associate people who avoid eye contact as unfriendly, insecure, untrustworthy, inattentive and impersonal. However, in contrast, Japanese children are taught in school to direct their gaze at the region of their teacher's Adam's apple or tie knot, and, as adults, Japanese lower their eyes when speaking to a superior, a gesture of respect.


② Latin American cultures, as well as some African cultures, such as Nigeria, have longer looking time, but prolonged eye contact from an individual of lower status is considered disrespectful. In the US, it is considered rude to stare – regardless of who is looking at whom. In contrast, the polite Englishman is taught to pay strict attention to a speaker, to listen carefully, and to blink his eyes to let the speaker know he or she has been understood as well as heard. Americans signal interest and comprehension by nodding their heads or grunting.

③ A widening of the eyes can also be interpreted differently, depending on circumstances and culture. Take, for instance, the case of an American and a Chinese discussing the terms of a proposed contract. Regardless of the language in which the proposed contract is carried out, the US negotiator may interpret a Chinese person's widened eyes as an expression of astonishment instead of as a danger signal (its true meaning) of politely expressed anger.

? If necessary read the text again. Then comment on the following:

- observations about many people from the United States;
- observations about the English;
- an observation about Japanese children;
- the meaning of lowering one's eyes in Japan;
- why looking at someone for a long time may be considered disrespectful;

- the meaning of widened eyes in Chinese culture.

 **On your own.** Find out more information about certain aspects of body language in other cultures and prepare a short report containing interesting and useful facts for travelers abroad.

Writing your report you may think about handshake, bowing, kissing or other aspects of nonverbal communication.

Role-play

The class is going to present and observe 3 conversations. Divide all students into three groups: **Speakers** (3 persons), **Listeners** (3 small groups) and **Observers** (the rest of the class). Each speaker works with one group of listeners while the rest of the class observes.

Speakers: you are going to talk about certain aspects of body language in other cultures for about 3 minutes.

Listeners: read the instructions below.


Group 1. You are going to avoid eye contact. Don't look directly at the speaker. Look away, look past them, look down – but do not look them into the eyes!

Group 2. You are going to listen with great attention. Try to keep eye contact with the speaker as much as you can.

Group 3. You can do what you want. Just sit back and listen to the speaker in your normal way.

Observers: What did you notice about each interaction? Discuss.

14. TRANSPORT. AIRLINES.

 **Vocabulary.** This is the usual sequence of activities when you get to the airport. Read the text and make sure you know the words in bold.

First you go to the **check-in desk** where they **weigh your luggage**. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay **excess baggage** (= you pay extra). The airline representative checks your ticket and gives you a **boarding card** for the plane with your seat number on it. Then you go through **passport control** where an official **checks** your passport, and into the **departure lounge**. Here, you can also buy things in the **duty-free**, e.g. perfume, alcohol and cigarettes. About half an hour or forty minutes before **take-off**, you are told to go to a gate number, e.g. gate 14, where you wait before you **get on** the plane. When you **board** (= get on) the plane, you find your seat. If you have **hand luggage**, you can put it under your seat or in the **overhead locker** above your seat.

The plane then **taxis** (= moves slowly) towards the **runway**, and when it has permission to **take off**, it accelerates along the runway and takes off.

Note: The verb **to taxi** is generally only used in this context.

Reading

Read in information webpage and complete the gaps with the words from the box:

Number, personal items, departure (2), knives, name, trips, laptops, baggage, flights

BRITISH AIRWAYS check-in information for passengers

For all domestic and European 1) _____, check-in is one and a half hours before departure. For international departures, check-in is two hours before 2) _____. You must check in within the recommended time before your departure.

1. Your 3) _____ must be securely closed and locked.
2. Every piece of your checked baggage must be labeled with your 4) _____ and destination address. We suggest a label should always be put inside each piece of luggage.
3. You must remove all old destination labels from previous 5) _____. Old labels may delay your baggage.
4. Do not carry unidentified objects for other people.
5. You may carry 6) _____ as cabin baggage. British Airways recommend passengers include important documents, cash, valuable items, medication and 7) _____ (portable computers) in their cabin baggage. Do not pack these in your checked baggage.
6. British Airways recommend passengers do not carry items which are considered a security risk in their cabin baggage (e.g. scissors), 8) _____ (or similar items).
7. British Airways recommend that all software on laptop computers is backed up before travelling.
8. Each item of checked baggage will be given a destination tag showing your flight 9) _____ and a section will be attached to your ticket. Please check that the tag shows the correct destination and flight number.

The departure gates for British Airways flights close ten minutes before the aircraft 10) _____ time and late arrivals at the gates may not be allowed to board.



Read the webpage again. Are the following statements true or false? Correct the false statements.


1. You have to be at the airport ninety minutes before your flight.
2. You mustn't put your name and address on your luggage.
3. It's not a good idea to have old labels on your luggage.
4. You can't take any objects on the flight that aren't yours.
5. You can take medicines and expensive objects on board.
6. You can take a child's toy gun on the flight with you.
7. You must make copies of your software before you fly.
8. You should look at the destination tag details on your ticket.

? *Do you think these recommendations make sense?*

Speaking

Student A. You are a check-in attendant. With the passenger, go through the security procedures and find out if all the rules are followed. If there are any problems, explain the passenger what she/he should do. Be polite but assertive.

Student B. You are a passenger. You have failed to follow two of the recommendations for passengers. Think which and why. Explain that to the check-in attendant.


 Prepare a dialogue. Then act it out

 **Listening.** Look at the flight information screen and answer the questions:

1. What is the abbreviation for New York airport?
2. What is the abbreviation for London Heathrow?
3. What is the abbreviation for 'operated by'?
4. How many different airlines have flights to London?
5. What does the asterisk (*) mean?

Departing from New York on Sunday October 7							
Depart	Arrive	From	To	Flight	OP BY	Gate	Remarks
18.35	06.35*	EWR	LHR	1) BA 184	BA	45	Boarding
18.55	06.55*	EWR	LHR	AA 092	AA	2) _____	3) _____
19.45	07.30*	EWR	LHR	4) _____	UA	62	5) _____
20.45	08.45*	EWR	LHR	BA 188	BA	6) _____	7) _____
* arrives one day later							

 Now listen to the airport announcements and complete the information:

 **Vocabulary.** Read the text and make sure you know the words in bold


During the flight you may want or need to understand certain announcements; these come from the **captain** (= the pilot) or from an **air steward** or **stewardess** / **cabin crew** / **flight attendants** (= people who look after the passengers):

- Please **fasten your seat belt** and put your seat in the **upright position**.
- We are now **cruising** (= flying comfortably) at an **altitude** (= height) of 10,000 meters. May we **remind** passengers (= ask passengers to remember) that there is no smoking until you are inside the **terminal building** (= where passengers arrive and depart).
- The **cabin crew** (= air stewards) are now coming round with **landing cards**. (These are cards you sometimes have to fill in when you enter certain countries.)

 **Language for.** Telling rules to people


Read these regulations and divide them into three groups:


- prohibition
- advice
- obligation.


 Can you paraphrase these sentences? **Example:** You can't use your mobile phone. ⇒ You are not supposed to use your mobile phone. ⇒ Do not use your mobile phone.


How do they differ in register? Which of the phrases are most officious? How can you tell the rules to people?

 **Speaking.** Role-play

 **Student A.** You are a ‘difficult’ passenger. Yes, you have ignored some of those silly flight rules but you have an important reason. Try to persuade the flight attendant to bend the rules for you. Anyway, people are more important than regulations! (*Example: I’m using my phone because I need to make an urgent call. This will take just one minute!*)

 **Student B.** You are a flight attendant. A passenger is breaking the rules during the flight. Go over and speak to him. Be assertive but polite.

 *Act out your dialogues.*

 **Language for.** Requests and asking for permission.

Here are some formulas for requests. Which are polite? Not very polite? Extremely polite? When would you use them?

Can I use your phone?

I’ll use your phone, OK?


Could I use your phone?

Would you mind if I used your phone?


May I use your phone?

I need your phone.


 **Speaking.** Role play

 **Student A.** *You are a passenger on a plane flying economy class. You want to know about the following:*

- change to business class?
- smoke?
- use my mobile phone?
- use my laptop?
- have a vegetarian meal?

 **Student B.** *You are the flight attendant flying to London from New York. Read the following information about various procedures on board of aircraft and get ready to answer your passenger’s questions:*

- non-smoking flight;
- no seats are available in business class for economy class passengers;
- vegetarian meals must be booked in advance;
- no mobile phones;
- laptops no problem.

 *Make a dialogue. Present your dialogue to the class.*

Reading

This text describes the usual sequence of activities after you leave the plane. But the paragraphs are jumbled. Number them in the correct order from 1 to 6. What helped you decide?

At Passport Control there are often two routes, one is for citizens of the country, the other is for non-citizens (or aliens). **THE IMMIGRATION OFFICER** will check your passport (and take your landing card if you have one), and may ask you questions. In some countries they will put a stamp in your passport.


As soon as you leave the plane, follow the signs to **PASSPORT CONTROL** (or Immigration). At international airports these signs will be in English as well as the local language.


- Collect your luggage and look for the sign to **CUSTOMS**. In most countries the signs are red for *Goods to Declare* and green for *Nothing to Declare*. In the European Union there is also a blue sign for travellers from other European Union countries.
- After you have been through passport control, **FOLLOW THE SIGNS** to the Baggage Hall. There will usually be a picture of a suitcase on the sign.
- After Customs look for the **EXIT**. If someone is meeting you they will be waiting at the Meeting Point. You will see signs for taxis, buses or trains that will take you to your destination.
- In the **BAGGAGE HALL** there may be several carousels. There will be TV monitors which show you the right carousel for your luggage, e.g. *AC 862 Toronto – 4*.

Language for Giving instructions

Study the two lists of expressions used to give instructions and check understanding.

<i>Giving instructions:</i>	<i>Checking understanding:</i>
It's like this: first you ... then you ...	Do you follow me?
This is how you do it: you ...	Are you with me?
The first thing you have to do is ...	Do you see/know what I mean?
The next thing you do is ...	I hope that's clear?
After you've done that, you	Does that make sense?
Finally, you...	OK?/Right?

 **Speaking.** *Read the text again if necessary. Write the numbers (1–6) on a piece of paper. Close the book and try to remember the six things which were in bold, and write them next to the correct number on your list. Check with a partner.*

 *Explain what happens at the airport to a partner. Do not fail to check understanding.*

Vocabulary

Read the text and make sure you know the words in bold.

At the **Customs Control** passengers must **fill in a Customs declaration** and then **produce** it to the **customs officer**, who **checks** the declaration and **inspects** the passenger's **luggage**. Any **article** which has not been **declared** or produced is **liable to forfeiture** and **the person concerned** is liable to **prosecution**. Some things are **prohibited** to be exported – weapons, narcotics, antiques and objects of art (paintings, drawings, icons, sculptures), precious metals, precious stones, valuables, etc.

US **Customs service** supplies all people coming to the United States with details of **currently existing regulations**. They are to be found at the back of the **customs declaration form**.

Reading.

Scan the text and answer the questions:

1. What substances are restricted for importation?
2. What are the reasons for customs restrictions?
3. What articles must be declared by US residents and visitors.

4. What penalties may be imposed for violating US Customs regulations?
5. What are the regulations for importing currency and monetary instruments?
6. What is the difference in duty free exemption for US residents and non-residents?

WARNING

The smuggling or unlawful importation of controlled substances regardless of amount is a violation of US law.

Accuracy of your declaration may be verified through questioning and physical search.

Agricultural Products

To prevent the entry of dangerous agricultural pests the following are restricted: fruits, vegetables, plants, plant products, soil, meats, meat products, birds, snails, and other live animals or animal products. Failure to declare all such items to a Customs/Agriculture Officer can result in fines or other penalties.

Currency and Monetary Instruments

The transportation of currency or monetary instruments, regardless of amount, is legal; however, if you take out of or bring into (or are about to take out of or bring into) the United States more than \$10,000 (US or foreign equivalent, or a combination of the two) in coin, currency, travelers checks or bearer instruments such as money orders, checks, stocks or bonds, you are required by law to file a report with the US Customs Service. If you have the currency or instruments carried for you by someone else, you must also file the report. Failure to file the required report or false statements on the report may lead to seizure of the currency or instruments and to civil penalties and/or criminal prosecution.

Merchandise

US residents must declare the total value of all articles acquired abroad (whether new or used, whether dutiable or not, and whether obtained by purchase, as a gift, or otherwise), including those purchases made in duty free stores in the US or abroad, which are in their or their family's possession at the time of arrival. Visitors must declare the total value of all gifts and commercial items, including samples they are bringing with them.

The amount of duty to be paid will be determined by a Customs officer. US residents are normally entitled to a duty free exemption of \$400 on those items accompanying them; nonresidents are normally entitled to an exemption of \$100. Both residents and non-residents will normally be required to pay a flat 10% rate of duty on the first \$1,000 above their exemptions.

✍ **Language for.** Explaining reasons

Read the dialogue. Why did the customs officer ask the passenger to turn on his computer?

In the text of the dialogue, find the phrase used to explain a reason.

CUSTOMS OFFICER: Is this all your luggage, sir?

PASSANGER: Yes, just these two bags.

OFFICER: Do you have anything to declare — liquors, cigarettes?

PASSANGER: I don't think so. No oranges or apples, either.

OFFICER: Would you mind opening this bag, sir.

PASSANGER: Not at all. Is there anything wrong?

OFFICER: *What's this gray plastic thing?*
 PASSANGER: *Oh, It's my laptop computer. Do you want me to open it?*
 OFFICER: *Please open it and turn it on ... Thanks.*
 PASSANGER: *You don't leave much to chance, do you?*
 OFFICER: *Well, you see security has been tightened recently.*
 PASSANGER: *Is everything OK now?*
 OFFICER: *Yes, sir. That will be all.*

✎ **Study the following informal ways of giving a reason and say which of them you would use in the situations listed below.**

(Well,) because ...	Well, you see ...	Actually, ... (implies a certain hesitation).
It's because ...	The thing is ...	

🗨️ **Speaking. Make up dialogues using the hints below.**

- A. *Why did you ask me to turn on the computer?*
B. *(I have to make sure it's not dangerous).*
- A. *Why I am not allowed to take oranges into the USA?*
B. *(This is a regulation of the Department of Agriculture).*
- A. *Why do I have to check in my luggage again?*
B. *(You are changing flights).*
- A. *Why are you flying Lufthansa?*
B. *(The tickets are a little cheaper).*
- A. *Why can't you stay in the States a little longer?*
B. *(My visa expires on 1 January).*
- A. *Why did you have to change planes at Shannon?*
B. *(There is no direct flight to Washington).*
- A. *Why do they staple the immigration form in the passport?*
B. *(People often lose them).*
- A. *Why did you go through the red channel?*
B. *(I was curious to see what would happen).*

🗨️ **Act your dialogues. You may use the questions and answers given above.**

15. TRAVELLING

✎ **Language for asking the way**

Have you ever been lost in the city you haven't been before? What did you do to find the way?

<ul style="list-style-type: none"> Excuse me, ... 	<p>It's over there. It's across the street. It's a two minute walk. It's three blocks from here.</p>
--	---

<ul style="list-style-type: none"> • How can I get to ... ? • Could you tell me the way to ... ? • Does this bus go to ... ? • Is this the right way to ... ? 	<p>It's just around the corner. Go straight ahead till you come to... Go a block up (down) the street. Cross the street. Take the first (second) turning to the left (right) ... Take the second right, then the first left. Turn right at the traffic lights. You had better take a bus/taxi. Take bus 33 and get off at the second stop. Change to the subway.</p>
---	--

Read the dialogues:

- Excuse me, could you tell me where Paddington Station is?
- I'm sorry. I can't. I'm a stranger here myself.
- Oh. Thank you all the same.
- Excuse me, could you tell me the way to the Art Museum?
- Yes, certainly. Would you like to walk or take a taxi?
- It depends how far it is.
- Well, it's not very far. As soon as you leave our office turn left. At the corner you'll see the hotel, there you turn the corner and go along the street till the second set of traffic lights. Cross the street and you'll see the large modern building of the Art Museum. You should get there in 20 minutes, if you have no trouble with the instructions.
- Thank you.

Speaking. *What's the best way of getting to your place? Explain to your partner.*
In the plan of your city find the place you are at the moment. Ask your partner to direct you to the place you need.

? *Read the following notices and announcements which you can see in Britain. What do they mean? Which of them can be found in your native city?*

<ul style="list-style-type: none"> • Caution • Danger • Attention • Keep of grass • Use trash barrels 	<ul style="list-style-type: none"> • Do not litter, \$ 50 Fine • Littering prohibited • Vending prohibited • Walking on or across the truck is forbidden.
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Where to go

Reading. *Look at the shopping guide to Covent Garden in London. Below you will find 15 questions. Scan the text and answer the questions as fast as possible. This is a contest!*

LOCAL ATTRACTIONS

The London Transport Museum Covent Garden, WC2E 7BB. Tel 071 379 6344. Unique *working* exhibits, *historic vehicles*, *videos*, *posters*.

Open daily 10am – 6pm. Visit the Museum Shop for unusual and *attractive* souvenirs.

The Theatre Museum Russell Street, WC2. Tel 071 836 7891.

The National Museum of the Performing Arts.

Open Tues – Sun 11am-7pm. *Cafe* and *Box Office* open until 8pm. Recorded information 071 836 7624.

Cabaret Mechanical Theatre 33/34. The Market, Covent Garden, WC2E 8RE. Tel 071 379 7961. You will not have seen anything like this anywhere before. Aged 9 months or 99, you can make *over 50* mechanical models come to life.

Open Mon – Sun 10am – 6.30pm.

RESTAURANTS

Monkey Business 35 The Piazza, Covent Garden WC2.

Tel 071 379 5803. An American Bistro and Bar featuring Cajun, Creole and TexxMex. Dinner dancing.

Open 7 days: Mon – Wed noon – 1am, Thurs - Sat noon – 2am. Sun noon – 10.30pm.

The Italian Connection Strand Palace Hotel, Strand, WC2R 0JJ. Tel 071 836 8080.

For delicious pizzas and pastas in a lively atmosphere. £2 discount with this leaflet.

Open for lunch Mon – Fri 12.30pm – 2pm and dinner Mon – Sat 5.30pm – midnight.

Ponti's of Covent Garden 5 The Market, WC2. Tel 071 836 0272. *Famous* for its *real* Italian cuisine, ice cream and cakes.

Trouts Fish & Chip Restaurant 11 Henrietta Street, WC2. Tel 071 379 5555.

SPECIALIST SHOPS

Stanfords 1214 Long Acre, WC2E 9LP. Tel 071 836 1321. The world's best map and *travel* bookshop with over 10,000 British and Overseas maps and guides. Specialist in OS Maps, *Globes*, *Climbing*, *Maritime*.

SHOPPING

Jubilee Market Hall. The Piazza. WC2. Tel 071 836 2139. Jubilee Market *offers* *quality* and value for money in its 3 markets on the south side of the Piazza.

Mon *antiques*, Tue-Fri *general goods*, Sat-Sun *craft fair*.

Covent Garden Market *Speciality shops*, *craft* and antique stalls, a pub, wine bars, restaurants and a wide range of entertainment, every day from 10am until late.

Royal Opera House Shop. James Street, Covent Garden, WC2. Tel 071 240 1200 ext 343. London's best *specialist* shop for opera and ballet CDs, tapes and videos, *posters*, T-shirts, libretti and gifts. Open Mon Sat 10am – 7.30pm. *Mail order*: ext 217.

Dillons Arts Bookshop 8 Long Acre, WC2E 9LN. Tel 071 836 1359. London's largest *arts* bookshop. Two floors of books on art, architecture, *design*, fiction, poetry, *drama*, film and music.

Open until 10pm Mon – Sat, 12 – 8pm Sundays.

TRANSPORT INFORMATION

London Transport 24 hour information 071 222 1234. **Underground Stations:**
Covent Garden: Piccadilly line. Charing Cross: Bakerloo, Jubilee & Northern lines.
Leicester Square: Piccadilly & Northern lines.

1. *Where can you buy travel and guide books?* Stanfords
2. *You want to eat fish and chips. Where can you go?* _____
3. *How many shops are open on Sundays?* _____
4. *What is the phone number of the London Transport Museum?* _____
5. *Where can you have dinner and dance too?* _____
6. *How much money you can save at the Italian Connection?* _____
7. *Where will you find a book about Picasso?* _____
8. *Who serves real Italian ice cream in Covent Garden?* _____
9. *How many models are there in the Cabaret Mechanical Theatre?* _____
10. *When is the craft fair in Jubilee Market Hall?* _____
11. *Where can you go for a good pizza?* _____
12. *When can you phone for London Transport information?* _____
13. *How many hours a day does the Theatre Museum open?* _____
14. *Which shop sells ballet videos?* _____
15. *Where can you buy antiques?* _____

? Compare your answers with other students. Who is the winner?

🔊 Listening

Look at the Covent Garden guide again and listen to these four conversations. Where are the people? What helped you decide?

🗨️ Speaking. *Work in groups. You have two hours in Covent Garden. Choose four places to visit. Explain your choices.*

Example: We want to go to Trouts because we want to try fish and chips.

What kind of shops do you have in your town? Write six questions asking for information.

Example: Where can I find traditional souvenirs? Where can you go for a good pizza?

🏠 On your own. *Write a short guide to shopping in your town. Use the format of the Covent Garden guide. Go into the town and find out more if necessary. Include shops and restaurants in your description.*

🚌 City bus tour

Work in pairs. Think of five difficulties tour guides have at work.

🔊 Listening. *Jenny is a bus tour guide in Barcelona. Listen and tick the difficulties she has.*

1. The tourists asked her a lot of questions.
2. She forgot or didn't know some of the information.
3. One of the tourists didn't hear her.
4. The tourists didn't want to pay for the fountain show.
5. A thief stole a woman's handbag.
6. A child wanted to go swimming in the fountains.

? Match these question words with the answers:


Where	When	What	How long	How much	Why	Who
-------	------	------	----------	----------	-----	-----

1. Where are the magic Fountains?
2. _____ did the Magic Fountains show first start?
3. _____ does the fountain show last?
4. _____ does the Fountain show cost?
5. _____ do the tourists have to be careful?
6. _____ time do the tourists have to be back in the bus?
7. _____ wants to go swimming in the fountains?

? Complete the information from Jenny's tour with words from the box.

opposite	over there	near	from	in	on	up	straight ahead	in
----------	------------	------	------	----	----	----	----------------	----

1. On your left you can see the sculpture.
2. Our next stop _____ Barcelona is the famous Magic Fountains in *Plaça d'Espanya*, that's 'Spain Square', _____ the National Palace.
3. Did you say the Olympic stadium is _____ here?
4. The sports stadium we visited this afternoon is further _____ the hill.
5. You can see the fountains now, _____.
6. If you would like to video the show, the best place is _____ the footbridge.
7. I'm afraid you can't swim _____ the fountains.
8. There's a café _____.


 **Speaking.** Work in groups. Prepare a short guided tour for part of your town or city. Use pictures and draw a map of the route. Consider the following points.

- Places of interest in the area.
- Factual information (opening and closing times, prices).
- Historical information.
- Any other interesting facts.

✓ **Remember!**

When giving a guided tour always remember **PIE**:

- **P**oliteness, especially when answering questions.
- Give clear and accurate **i**nformation.
- Show **e**nthusiasm.

 Listen to the bus tours of the other people in your class and ask questions about the places of interest.

Example: What time does it open/close? How much does it cost?

How long does the tour last?

Match the types of accommodation and their definitions.

- | | |
|-------------------|--|
| 1. a hotel | a) an organized center near the sea for family holidays where people live in tents or in small wooden houses |
| 2. a hostel | b) a building where meals and rooms are provided for travelers |
| 3. a motel | c) a private house which provides meals and rooms |
| 4. a guest house | d) board and lodging are provided for students |
| 5. a camping site | e) you usually stay there when you travel by car (there are a parking place and a service station) |
| 6. B&B | f) a small hotel which provides bed and breakfast |

Checking In at a Hotel

☞ *When people travel they almost always stay at hotels or guest-houses. It is necessary to remember the following:*

1. The first thing to do is to book a room in advance by letter, telephone or telegram.
 2. On arrival at the hotel go to the reception desk, confirm your reservation and fill in the reservation form.
 3. At large hotels you may ask for any service by telephone. You tell the telephone operator if you want to be called at a certain time; you call room service when you want a meal or drinks; if you need something (say, a suit or a dress cleaned or pressed).
 4. Let the hotel manager know in advance the day and the time of your departure.
-

🗣️ **Speaking.**

Read the dialogues. Which of the items above (1–4) did the guest do? Ask and answer questions:

Example: Did the guest book a room in advance?

DESK CLERK: Good evening, sir, may I help you?

GUEST: Good evening. My name is Rensky, Alexander Rensky. I believe you have a room reserved for me.

CLERK: Just a moment, sir. Let's see. When did you make the reservation?

GUEST: On the 15th.

CLERK: Oh, yes. Here is the entry. Single room with a bath, number 503 on the fifth floor. Would you like to fill out this card, please?

GUEST: Well, now... name in full, place of permanent residence, passport number. Here you are. Is it OK?

CLERK: Absolutely, sir, thank you! How are you going to pay, sir, cash or credit card?

GUEST: Credit card.

CLERK: May I have it?

GUEST: Here it is.

CLERK: How long do you intend to stay, Mr. Rensky?

GUEST: I'm not sure. It all depends. I'm probably going to leave on Wednesday.

CLERK: Would you tell us as soon as you know?

GUEST: Yes, certainly. I'll let you know in advance. By the way, what's the check-out time in this hotel?

CLERK: It's eleven o'clock. Here is the key, sir. The bellman will show you up to your room, sir. Just follow him.

GUEST: Thanks.

Now make up your own dialogues using the hints below. Make sure you understand the words in bold:

1. Will you **register** your name, please?
 2. We have kept numbers 35 and 36 for you.
 3. Where is the **floor manager**?
 4. Sorry, but the hotel is **full up**.
 5. I do not need the room any longer.
 6. The **travel bureau** has arranged for rooms here for my friends and myself.
 7. Please have my entire **luggage** sent up.
 8. Kindly **sign the hotel register**.
 9. Shall I **leave the key** at the desk with the **Hall Porter**?
 10. When do you expect **to be checking out**?
 11. Can I **book a double room** from now until Friday next week?
 12. Have you got any **vacancies** for the week?
-

Vocabulary. Hotel facilities

What facilities are available in a good hotel? Look through a list of facilities and room appliances below. Add more to the list.

Single/double rooms, twin rooms, suite, triple, non-smoking rooms, satellite TV, good transport links, city center location, free car parking, recreation facilities, leisure center, conference rooms, meeting rooms, direct dial telephone, Internet access, Wi-Fi hot spot, air conditioning, laundry service, dry cleaning, shoe-repair shop, beauty parlor, hairdresser's, gym, sauna, car hire, childcare, swimming pool, trouser press, hairdryer, rollaways (*collapsible beds on rollers*), minibar.

Listening

Listen to descriptions of three of the world's most famous hotels and make a list of facilities for each one.


The Chelsea Hotel
The Oriental Hotel
The Ice Hotel

Answer the questions

1. Where is the Chelsea Hotel located?
2. How many rooms and suites are there?
3. What's the biggest suite in the Oriental Hotel?
4. What country is the Ice Hotel situated in?
5. Why is it different from others?

6. When do people keep it open – all year round or only some months?
7. What's the only problem with the Ice Hotel?
8. Which hotel would you choose to stay in? Why?

Describing a hotel

 **Reading.** Read the hotel descriptions and match them to their star ratings.

★ one star ★★ two star ★★★ three star ★★★★ four star ★★★★★ five star

① A degree of luxury is included at this level. Public areas and bedrooms are more spacious with quality furnishings and decor and satellite TV. The en suite bathrooms are fully equipped. A variety of services is provided, such as porter service, 24-hour room service, laundry and dry-cleaning. Staff will have very good technical and social skills, anticipating and responding to guests' needs.

② Hotels in this category provide luxury and exceptional comfort. The restaurant has a high level of technical skill, producing dishes to the highest international standards. Staff are well trained in customer care and are especially attentive, efficient and courteous.

③ Hotels in this category offer practical accommodation and are probably small with a family atmosphere. Facilities and meals are simple. Some bedrooms do not have an en suite bath or shower room, although maintenance, cleanliness and comfort need to be of an acceptable standard.

④ In this classification hotels are typically small to medium sized and offer more extensive facilities than at the one-star level. Guests can find more comfortable and well-equipped accommodation, usually with an en suite bath / shower room and color TV. Hotel staff will offer a more professional service than at the one-star level.

⑤ Hotels are usually larger and provide a greater quality and range of facilities than at the lower levels. All bedrooms have a complete en suite bath / shower room and offer a better standard of comfort and equipment, such as a direct-dial telephone, a hairdryer and toiletries in the bathroom. Room service is also provided and staff respond well to guests' needs.

? Read the text again and find examples of the following:

▪ room facilities	▪ three adjectives used to describe hotel staff
▪ hotel facilities	▪ five adjectives used to describe hotels

Listening

Listen to a tourist asking for information about hotels in Sydney and complete the dialogue.

CALLER: Hello, is that the Sydney Tourist **Office**?

ASSISTANT: Yes, can I help you?

CALLER: Yes, can you recommend a hotel in Sydney, please?

ASSISTANT: Yes, of course. There's the Mercury. It's a (1) _____ hotel.

CALLER: Where is that?

ASSISTANT: It's (2) _____.

CALLER: *Is it expensive?*

ASSISTANT: *Yes, it's very expensive, but it's an excellent hotel. It has all sorts of facilities, a (3) _____, a (4) _____ and a (5) _____*

CALLER: *What about a (6) _____ hotel?*

ASSISTANT: *Well, there's the Concorde.*

CALLER: *Where is that?*

ASSISTANT: *It's (7) _____. There isn't a restaurant or swimming pool, or anything like that. It's good but it can be noisy. And then there's the Grand Hotel. It's situated (8) _____ and it's pleasant and quiet. It's only (9) _____ but there's a very good (10) _____. In fact, it's excellent. And the hotel's very comfortable.*

CALLER: **OK.** *Thank you. Have you got the telephone number of the Concorde, please?*

ASSISTANT: *Yes, of course. It's (11) _____.*

🔗 **On your own.** *Make a presentation of a hotel. You can **either** invent a hotel **or** choose a real one. Surf the Internet or look through newspapers and magazines to find necessary information.*

🔗 *Listen to the presentations of the other people in your class. Choose a hotel you would recommend to:*

- a business traveler;
- a mother with children;
- a group of students;
- a just married couple;
- an individual travelling for pleasure;
- you.

🎭 **Role play.** *Choosing where to stay*

🎭 **Student A.** *You are going to stay in a town you have never visited before. Consult a travel agent to choose a suitable hotel. Invent who you are: age, personal preferences, purpose of your visit, your budget, etc.*

🎭 **Student B.** *You are a travel agent. Use the information from the presentations to recommend a suitable hotel to Student A.*

16 LOOKING FOR A JOB

📖 **Vocabulary.** *How in English?*

1. How do you say these numbers: 1) 2%; 2) \$200; 3) €27.50; 4) £1,500?
2. How many ways of making a payment can you think of? Make a list.

📖 **Vocabulary.**

? Match the extracts from the four conversations (a – d) with the places (1– 4).

1. A travel agent's	2. A bar
3. A currency exchange	4. A hotel

a) _____

- A. I'd like to change some Canadian dollars. Is the exchange rate the same as yesterday?
- B. Yes, it is.
- A. And what's the commission?
- B. It's two per cent.
- A. OK, can I change two hundred dollars, please?

b) _____

- A. Good morning. I'd like to settle my bill now.
- B. Yes, sir. How would you like to pay?
- A. Do you take traveler's cheques?
- B. I'm afraid not. We only take credit cards or cash.
- A. I'll pay the credit card, then. Is Visa OK?
- B. Visa is fine. What's your room number?

c) _____

- A. Can we have the bill, please?
- B. Yes, that's € 27.50 altogether.
- A. OK. Here's fifty. Sorry, I don't have anything smaller.
- B. No problem.
- A. Can I have a receipt, please?
- B. Sure. Here's your change, and your receipt.

d) _____


- A. So, the total price is £1,500 – that includes flights, hotel vouchers, and insurance
- B. That's fine.
- A. I need to take a ten per cent deposit now. You can pay the balance later.
- B. OK, here's my credit card.

? Complete the definitions (1–10) with the words in the box. They all appear and are underlined in the dialogues in previous exercise. Check back if you need.

cash	credit card	traveler's cheque	change	commission	deposit
exchange rate	bill	receipt	insurance		

1. The _____ is extra money that you pay for a service.
2. A _____ is a piece of paper that shows how much you must pay.


3. A _____ is a sum of money which is the first payment for something.
 4. _____ is money in the form of notes and coins.
 5. _____ is money you pay to protect yourself against something bad happening.
 6. A _____ is a piece of paper that shows how much you have paid.
 7. A _____ is a cheque you can exchange for foreign money.
 8. A _____ is a plastic card you can use to pay for things.
 9. _____ is the money you get back if you pay more than something costs.
 10. The _____ is the value of one currency compared to another.
-

 **Speaking.** *Who says these things, the customer (C) or the person (P) serving them? Write C or P in the box.*

1. Can I have a receipt, please?
2. How would you like to pay?
3. Can you tell me the exchange rate for Canadian dollars?
4. Do you take traveler's cheques?
5. Here's your change, and your receipt.
6. We only take credit cards or cash.
7. Can we have the bill, please?
8. I need to take a ten per cent deposit.
9. Can I change two hundred dollars, please?
10. That's € 27.50 altogether.
11. The total price is £1,500.
12. And what's the commission?
13. Is Visa OK?
14. Sorry, I don't have anything smaller.

 **Role play.** Making payment

Work in pairs. Look at the information below and role play the situations. Take it in turns to be the customer and the person serving.

	Customer:	Person serving:
①	You want to change US \$150 into Euros	The exchange rate for US \$ is 0.87. The commission is 3% for amounts up to €200, and 1.5% for higher amounts
②	You want to settle your hotel bill and pay by Euro-cheques	The bill is €490.00. You only take cash or credit cards
③	You want the bill and a receipt. You only have a €50 note	The bill is €19.00
④	You've just booked a holiday. You have two credit cards, Visa and Amex	The total price is €2,500. You need a 20% deposit. You take Visa and MasterCard, but not Amex

Money and Payment System

📖 Reading. *What do you know about American money?*

Read the text. What are the main means of making payments in the US?

① American money comes in bills (paper money) and coins. The denominations of paper money are \$1, \$2, \$5, \$10, \$20, \$50, \$100, though 2 dollar bills are very rare. A slang word for a dollar is ‘buck’.

② There are 100 cents (c) to the dollar. 1 cent is a small copper coin known as a ‘penny’. A 5 cent coin is called a ‘nickel’, a 10 cent coin is a ‘dime’, and a 25 cent piece is known as a ‘quarter’. Unlike the word ‘buck’, these are standard terms.

③ Note the proper way of naming a certain sum: 1.40 – ‘one dollar and forty cents’, or ‘a dollar and forty cents’, or ‘one forty’; 3.60 – ‘three dollars and sixty cents’, or ‘three sixty’. You can make your payments in cash, traveler’s checks, credit and banking cards, or checks.

④ When traveling the best way to carry your money is traveler’s checks. They are insured, and you can get your money back if they are lost or stolen. Be sure to write down the check numbers. In order to have your checks replaced you will have to apply to a refund office where you will be asked to fill out a special form providing information, first of all, on their numbers and, if possible, on the date of purchase, as well as amount, date, location and circumstances of loss. The transaction is free of charge. The inconvenience of traveler’s checks is that they should be in dollars as banks in the US usually do not deal with foreign currency. Traveler’s checks can be bought at most banks but the service charge may vary. One can use traveler’s checks almost anywhere: in hotels, stores, or restaurants.

⑤ With Americans, the most common way of making payment is by credit card, the major ones being Visa, American Express, and Master card. To get a credit card one must meet certain requirements, such as permanent residence and a permanent job. It is common practice for an American to have various credit cards, as every company provides its customers with certain advantages. You receive a bill listing your expenditure from the credit card company once a month. Usually no interest is charged if you pay within thirty days.

⑥ Other ways of completing business transactions or making a purchase is by means of a check book and a banking card. They are given by your bank when opening an account. A banking card enables you to withdraw money from your account immediately. You slip the card into an automated teller machine (ATM, cash machine) that is connected to your bank computer and the amount of payment is instantly deducted from your bank balance.

⑦ Both credit and banking (ATM) cards are commonly called ‘plastic’ money, or just ‘plastic’.


📖 Answer the following questions


1. What are the denominations of paper money in the US?
2. What are the names of coins?
3. How will you name the following sums: \$3.55, \$15.25, \$106.41?
4. Why is it convenient to use traveler’s checks?
5. What are the names of the major credit cards in the US?

📖 On your own. *Work in groups. Choose three countries you are interested in. Use guidebooks or the Internet to find out as much as you can about dealing with money in these countries. Write short guides for visitors for each one. Include information about:*

- currency
- the best place to change money (banks, bureau de change, etc.);
- the best way to carry money (traveler's cheques, dollars, etc.);
- how easy it is to use credit cards, etc;
- other useful information.

Unit 9
HELP YOURSELF!

 **Vocabulary.** *Work in pairs. Find out what your partner's favorite meal is and what sort of food he/she never eats.*

 *Put these words in the correct groups. Use a dictionary to help you. Then add more words to each list.*


Pork, plum, marrow, cabbage, cream, mutton, sour cream, beef, cucumber, mustard, garlic, rice, cottage cheese/white cheese, chop, turkey, flat fish, apricot, salmon, ham, carrot, green peas, butter, beans, onion, pumpkin, cauliflower, broccoli, berries, pear, peach, melon, water melon, pine-apple, cherry, grapefruit, grapes, tangerine, vinegar, pepper, parsley, dill, bay leaf, oatmeal, buckwheat, wheat, corn, cheese, yoghurt.


<i>Crops</i>	<i>Dairy products</i>	<i>Meat</i>	<i>Drinks</i>	<i>Vegetables</i>	<i>Fruit</i>	<i>Spices</i>

How can you cook the food in previous exercise?

to fry, to stuff, to roast, to boil, to grill, to bake, to grate, to smoke, to mix, to mash, to slice, to cut into pieces, to serve with

EATING OUT IN NEW YORK CITY

 **Reading.** *What do you know about eating habits in the USA? Summarize your own experience, if any, or mention the source of your information (books, films, TV programs).*

 *Scan the text and list the places where one can have a bite in NY. Compare your list with other students.*

① *A wide variety of dining pleasures awaits a visitor to New York City, from luxuriating in the fanciest of French restaurants to grabbing a hot dog. With cuisines from every corner of the globe, New York City will feed you very well regardless of your budget. The least costly alternatives are those used by many natives at lunch time: street vendors, fast food places and delis.*

② *Street vendors' offerings — hot dogs for \$2.00 or less — are fast, inexpensive and very 'New York'. Hot dogs are a kind of sausage placed inside a bun. They are often made from pork and can be steamed, boiled, or grilled.*

③ *The fast food places, such as McDonald's and Burger King are much the same everywhere in the United States. They offer a pretty standard fare: hamburgers, French fries, and coke (Coca-Cola), at a pretty standard price. A meal will rarely exceed \$4.00 per person. Hamburgers are made from beef, not ham, and served in a round bun. They are often eaten with tomato, or lettuce, or onion, mustard, and ketchup. A hamburger with melted cheese is called a cheeseburger.*

④ *With so many people traveling in cars, fast food places can be found all along the highways. If you are in a hurry, you can drive round to a 'drive through' window and pick up your food packed in a paper bag without leaving your car. Likewise, other fast food places may have 'drive-in' facilities. A waiter will meet you in the restaurant's parking lot, take your order and deliver the food to your car, where you can eat in the relative comfort of the parking area.*

⑤ *Along highways and in town, 'diners' give you a fine opportunity to have a quick snack. They are small-size restaurants, traditionally shaped like a railroad car.*

⑥ *Another option, the delis (short for delicatessen) offer sandwiches and assorted salads. Americans eat a lot of sandwiches, especially for lunch. They are made with two pieces of bread and a filling. Some common fillings are: tuna fish, eggs, ham, chicken, turkey, roast beef, cheese, and peanut butter and jelly. Some sandwiches are served hot, for example, a hot roast beef sandwich. Another special type is the 'club sandwich' which is made with three pieces of bread and two fillings between them. One common sandwich is called a BLT, which means bacon, lettuce, and tomato. Although the bill in delis may run as high as \$8.00 per person, their advantage is quick service, and of course, as the name implies, the food is delicious.*

⑦ *Another relatively inexpensive alternative is the gourmet takeout shop stocked with foods for home or picnic.*

Some places call themselves 'family restaurants'. This usually means home style cooking. The food is almost as reasonably priced as in delis or better cafeterias.


⑧ *In a cafeteria you walk through a line, choose your food, put it on a tray, pay at the end of the line, and carry your food to a table.*

⑨ *Turning to foreign cuisine, New York City's excellent and inexpensive offerings include pizza and a wide choice of Chinese and Mexican food. Pizza comes in two varieties — thin-crust 'Neapolitan' and thick-crust 'Sicilian' — and is served by the slice or by the pie. The best Chinese food, of course, is in Chinatown. To snatch a quick taste of Mexican cooking one may go to Taco Bell or Taco-Time, where you will be offered tacos, chunks of marinated and broiled meat rolled in tortillas (flat bread made from wheat or corn), or chili, a spiced ('hot') seasoned dish of beef, beans, chili peppers, and tomatoes.*


✎ Vocabulary. *Replace the words and expressions in italics with expressions from the text which have the same meaning.*

1. *A rich choice of dining pleasures awaits a visitor to New York City, from luxuriating in the most exquisite French restaurants to snatching a hot dog.*


2. *With cuisines from all over the world, New York City will feed you very well whatever your budget may be.*
3. *The cheapest varieties are those used by many natives at lunch time.*
4. *A meal at McDonald's will seldom be over \$4.00 per person.*
5. *There are some other kinds of burgers with other names, such as the giant burger.*
6. *Although the bill in delis may run high, their advantage is quick service, and the food is extremely tasty.*
7. *Another comparatively cheap alternative is the gourmet take out shops stocked with foods for home or picnic.*
8. *The food in family restaurants is almost as inexpensive as in delis or better cafeterias.*
9. *Pizza comes in two kinds: thin-crust 'Neapolitan' and thick-crust 'Sicilian'.*

 *Choose one of the places described in the text, read about it and make notes under the headings below. Students sitting side by side should choose different places!*

- Place _____
- Typical menu _____
- Prices _____
- Other details: location, service, lay-out _____


 **Speaking.** *Now use your notes to tell the class about the place you have read about. Listen to other students telling about their places and make notes (see the chart above). Ask for clarification if necessary. Then compare your notes with other students. How well can you understand each other?*

 **Language for Suggestions and Invitations**

 **Listening.** *Listen to these offers. Some offers sound sincere and genuine, and some offers sound insincere, or rude. Write (I'll accept the offer) when the offer sounds sincere, or (I'll refuse the offer) when the offer sounds insincere or rude.*

1. *I'll help you carry the cases.*
2. *Why don't you let us do the dishes tonight?*
3. *Would you like me to go to the shops for you?*
4. *I'll do it later.*
5. *Er, do you need any help?*
6. *Shall I make the coffee?*
7. *Look, come in and sit down. Leave it all to me.*
8. *Let me do it.*
9. *Can I help you across the road?*

? Can you reverse the meaning by using the tone of your voice? Try!

 Here are some expressions you can use to invite and respond to an invitation:

Before you suggest	Suggesting and inviting	Accepting
Have you been to...? Have you seen ...?	Would you like to see...? I can take you to ..., if you like	That's a good idea .
		Yes, I'd love to ...
		Refusing

Have you tried ...? Do you know...?	How I about (doing)... ? Let's... Why don't we ...	No, I'm afraid I can't. Well, I'd rather not. I'd rather not.
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🔊 Listening

Sarah Lollard is British. She's visiting Toronto on business. It's Friday afternoon, and she's in a meeting with Carol Davies.

Listen to the conversation, and then fill in the gaps from memory.

Carol: ... that's it, Sarah. We've finished. Are you flying back to England tonight?

Sarah:

Carol: Have you been up the CN Tower yet?

Sarah: No, not yet.

Carol:

Sarah: That's very kind of you, Carol. But it's Saturday. I don't want to take up your time...

Carol: It's no trouble. I'd enjoy it.

Sarah:

Carol: Of course! Now, would you like me show you the sights?

Sarah:

Carol: It'll be fun. Is ten o'clock OK?

Sarah:

Carol: Have you been to the waterfront?

Sarah: No.

Carol:

Sarah: Well, er... yes. OK.

Carol:

🗣️ Practice the conversation with your partner.

👉 Notice that Sarah refuses Carol's invitation at first. Sarah is being polite. She wants to make sure that Carol is being sincere and that it won't be too much trouble for Carol. Refusing invitations, offers, and suggestions several times before accepting is a British habit. The Americans do this too, but usually accept a second invitation.

🗣️ Speaking. A visitor to your town

Imagine that a foreign visitor is in your town, and that you are going to show him/her around tomorrow. Think about what you are going to suggest. Make notes, using the prompts below.

▪ meeting time meeting place	▪ restaurant for lunch
▪ places to visit before <i>lunch</i>	▪ local speciality for lunch
▪ area to have lunch	▪ places to visit after lunch

🗣️ Work with a partner and prepare a conversation. Demonstrate your conversation to the class.

🗣️ Read the dialogue between a waiter and a customer.

– Can I take your order?

- Yes. I think I’ll have the mushrooms soup.
- And what would you like to follow? I’d recommend the roast beef.
- I’d like it well-done.
- Would you like some horse-radish sauce with it?
- Yes, I would indeed.
- What vegetables would you like with it? Cauliflower, spinach, or beans?
- I think I’d prefer chips and beans with a cheese sauce.
- And what would you like for dessert?
- Oh, no dessert. Just coffee, please. And will you please bring me the bill at once?
- Certainly. In a minute.

✎ *Imagine you are in a restaurant with a business colleague. Brainstorm as many examples as you can to complete the grid below:*

Recommending what to eat	Expressing preference	Ordering
Commenting on the food	Asking for the bill	Offering to pay
Insisting on paying	Inviting	Thanking

🔊 *Now listen to a conversation recorded in a restaurant. Note any similarities between your suggestions and the language in the recording. Note also any new phrases.*

🗣️ **Speaking.** *Role play your own dialogues. You may use these possible questions and answers:*

May I sit here? Yes, of course.	I don’t eat spicy food.
Can I see the menu? Here it is, sir.	I don’t like it. I’m a vegetarian.
Are you ready to order now?	I didn’t order this.
For the main course I’ll have...	Will you have anything to drink?
Let’s have...	Help yourself.
Anything else, sir?	Could you pass me the salt, please?
That’s sounds good. It’s delicious.	Do you mind if I join you?
I think I’ll have the same.	That’s all. How much is it?

RECRUITMENT STEPS

Filling a vacancy

🕒 **Lead-in.** When a company needs to **recruit** or employ new people, it may decide to advertise the job or **position** in the appointment section of a newspaper. People who are interested can then **apply for** the job by sending in a **letter of application** or **covering letter** (US **cover letter**) and a **curriculum vitae** or **CV** (US **resume**) containing details of their education and experience. A company may also ask candidates to complete a standard **application form**. The company’s Human Resources department will then select the most suitable applications and prepare a

short list of **candidates** or **applicants**, who are invited to attend an **interview**. Another way for a company to **hire** is by using the services of a **recruitment agency** (US **search firm**) who will provide them with a list of suitable candidates.

❶ **Vocabulary.** *Insert the following words in the gaps in the text below:*

applicant application application form apply candidate
 curriculum vitae (CV) or resume employment agencies interview job description
 job vacancies references short-listed

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

❷ **Discussion.** *When employees give notice, i.e. inform their employer that they will be leaving the company (as soon as their contract allows), in what order should the company carry out the following steps?*

- Either hire a job agency (or for a senior post, a firm of headhunters), or advertise the vacancy.
- Establish whether there is an internal candidate who could be promoted (or moved sideways).
- Examine the job description for the post, to see whether it needs to be changed (or indeed, whether the post needs to be filled).
- Follow up the references of candidates who seem to be interesting.
- Invite the short-listed candidates for an interview.
- Make a final selection.
- Receive applications, curricula vitae and covering letters, and make a preliminary selection (a short list).
- Try to discover why the person has resigned.
- Write to all the other candidates to inform them that they have been unsuccessful.

2. JOB HUNTING

Researching yourself

Before you look for the perfect job, write a CV or apply for a job, you need to do some research. Researching yourself is the key to finding the job that is right for you.

The first thing you need to do when starting the job-hunting process is a self-assessment of your own strengths and weaknesses. The process will help you identify the skills, qualifications, experience, knowledge and personal characteristics that employers are looking for. It's very useful to produce a "mind map" to highlight your strengths and weaknesses.

● Draw ***a mind map*** showing your strengths and weaknesses. Add as many bubbles as you like.

○ Speaking about your personal characteristics, observe the table below:

👉 Positive characteristics	👉 Negative characteristics
I am... (<i>creative, reliable, etc.</i>) I try to be ... (<i>flexible</i>)	I can sometimes be... (<i>impatient</i>) Occasionally I am... (<i>moody</i>) I can be a little bit... (<i>disorganized</i>)

○ You might want to use the following qualities:

diplomatic	calm	competent
sociable/communicative	critical	knowledgeable
supportive	polite	experienced
pessimistic	lazy	(in)decisive
ambitious	fair	well-organised
hard-working	firm	individualistic
aggressive	tactful	(un)caring
self-confident	logical	emotional
determined	friendly	intelligent
optimistic	flexible	analytical
(dis)respectful	punctual	

○ Try to use the following phrases as well:

I am good at	manage my time effectively
I am excellent at	work under pressure
I am able (to+infinitive)	take responsibility for my own works
I am capable of	solve problems
I have experience in	make decisions
I am responsible enough (to+infinitive)	prioritise my work
I am interested in	meet deadlines
I enjoy	work unsupervised
I don't mind	work effectively within a team
I never complain about	work on my own initiative
I have difficulty in	get things done in time
I am not very good at	motivate others to achieve their goals

I could be better at I would like to be able (to+infinitive)	delegate effectively deal with unexpected problems work with people use computers come up with new ideas organize things plan ahead successfully communicating with people managing people
---	--

Highlighting your skills

Employers will ask for **transferable skills and competencies** – the skills, knowledge and behavior they consider necessary for a particular job.

❶ Match the transferable skills (1-8) with the examples of professional behavior (a-h).

1. Analytical skills	A). I have a justified belief in my ability to do this job. I am able to express my opinion or provide advice when necessary. I am good at making decisions.
2. Creativity	B). I actively seek feedback on my performance and carefully consider feedback. I demonstrate all interest in and understanding of my own and other cultures. I understand my own strengths and limitations.
3. Self-confidence	C). I am good at getting a good deal. I am good at developing and managing relationships with others. I am able to persuade, convince and gain support from others.
4. Communication skills	D). I am able to formulate new ideas to solve problems. I am able to think ahead to spot or create opportunities. I set aside thinking time to come up with alternative ways of getting things done more efficiently.
5. Independence	E). I can work with sustained energy and determination on my own. I can find ways to overcome obstacles to set myself achievable goals. I strive towards my own targets and refuse to settle for second best.
6. Interpersonal skills	F). I am good at data analysis. I am excellent at interpreting data to see cause and effect and I am able to use this information I make effective decisions.

- | | |
|-----------------------|--|
| 7. Negotiation skills | G). I am able to express myself efficiently.
I am able to make my opinions totally clear and rarely misunderstood.
I produce clear, well-written reports that can be easily understood. |
| 8. Self-awareness | H). I am good at working cooperatively.
I am good at working and communicating within a team to achieved shared goals. I am a good listener. |

② *Identify three transferable skills of your own, which you have used at work or university. In pairs, tell each other about your skills, giving examples of your behavior.*

③ *In pairs, discuss the following question:*

? **What general skills and knowledge do most employers look for in job applicants?**

Skill Rank

These are the top ten skills most valued by employers in today's job market according to the National Association of Colleges and Employers Job Outlook 2008.

① *Rank the skills from 1 to 10 (1=Most Important and 10=Least Important) based on how important you think each one is. Explain your choice.*

- | | | | |
|--------------------------|--------------------------|-----------------------|--------------------------|
| Honesty/Integrity | <input type="checkbox"/> | Computer Skills | <input type="checkbox"/> |
| Motivation/Initiative | <input type="checkbox"/> | Teamwork Skills | <input type="checkbox"/> |
| Communication Skills | <input type="checkbox"/> | Organizational Skills | <input type="checkbox"/> |
| Analytical Skills | <input type="checkbox"/> | Strong Work Ethic | <input type="checkbox"/> |
| Flexibility/Adaptability | <input type="checkbox"/> | Interpersonal Skills | <input type="checkbox"/> |

? *What Skills are most valued by Employers?*

② *In pairs, compare Employer's rankings below with your rankings. Are any of them the same? Are any different? Why do you think this might be?*

☑Employer's Rankings		
1. Communication Skills	5. Strong Work Ethic	9. Computer Skills
2. Honesty/Integrity	6. Motivation/Initiative	10. Organizational Skills
3. Teamwork Skills	7. Flexibility/Adaptability	
4. Interpersonal Skills	8. Analytical Skills	

③ *Think of three different jobs and list two transferable skills that are essential to each job. Explain.*

Job 1 _____	Job 2 _____	Job 3 _____
<i>Skill 1</i> _____	<i>Skill 1</i> _____	<i>Skill 1</i> _____
<i>Skill 2</i> _____	<i>Skill 2</i> _____	<i>Skill 2</i> _____

3. RESEARCHING THE MARKET

Finding a job

Once you know yourself, it's time to start researching the market – finding out more about the type of job you want and the companies and organizations that have similar posts. This will help you make a short list of the places where you'd like to work.

① *In pairs, discuss the following question:*

? Where would you start looking for a job? Make a list of possible ways to find job vacancies.

② *Now read the opinions of 5 people discussing job-hunting. Match job-hunting methods (a-e) with their descriptions (1-5):*

- | | | | |
|------------------------------------|--------------------------|------------------------|--------------------------|
| <i>a) job agencies/headhunters</i> | <input type="checkbox"/> | <i>d) networking</i> | <input type="checkbox"/> |
| <i>b) newspapers and magazines</i> | <input type="checkbox"/> | <i>e) the Internet</i> | <input type="checkbox"/> |
| <i>c) cold calling/mailing</i> | <input type="checkbox"/> | | |

Speaker ①: "This is easily the best way of finding a job. It's simply the biggest resource available. You can search through thousands of jobs and send your CV and cover letter to employers all over the world in minutes. You can even post your own CV online and help employers and headhunters find you. There are hundreds of networks, groups and special interest forums that you can sign up to, which can offer you advice and tell you about any job opportunities."

Speaker ②: "Nothing beats word of mouth and a personal recommendation. As the old saying goes, it's not what you know, it's who you know. If you want to get ahead and get the job you really want, then you've got to get to know someone who already works in the industry, someone who can recommend you for a job, or let you know of any openings. It might take time and effort, but if you want to be really successful, the best way to do it is by meeting the right people. Tell everyone you know you are looking for a job, tell them what area of work you are interested in and ask them to let you know if they can help you in any way."

Speaker ③: "Professional knowledge and advice can really improve your chances of getting a job. I've used this method throughout my entire career to help me find the best jobs possible. Having an experienced consultant was especially useful when I moved abroad for work, as they really knew the legalities of the recruitment process in the country I was looking for work in. Of course, I had to pay for these services, but in some cases the employers themselves pay for the service. You've got to make sure you choose a well-established, reputable company as there are a lot of cowboys

waiting to take your money. ”

Speaker ④:“Along with the Internet this is by far the most common way people hunt for job vacancies. Almost all publications have a weekly jobs section or supplement that provides a large selection of available jobs. It’s also worth going back and looking at old editions as many jobs are often left unfilled. ”

Speaker ⑤:“Although this method takes courage, as you might often be faced with rejection, with the right approach this can also be a highly effective way of finding a job. It is also an excellent way of finding out more information about companies, job details and so on. Companies themselves are often very willing to let the public know all about what they do, who they employ and what work they carry out, but are rarely contacted directly as a resource. Calling a company to enquire about vacancies and offer your services can be a highly effective way of getting them interested in you enough to want to know more about you. ”

③ *In pairs, discuss the following questions:*

1. Do you agree with the advice the speaker give?
2. Have you used these methods in the past? Would you try any of these methods?
3. What are the advantages and disadvantages of each method?
4. Can you think of any other job-hunting methods?

The Importance of Career Networking

① *Read the text and answer the questions.*

12. Explain what career network is.
13. Why is it important to have an active career network?
14. How can you benefit from it?
15. How can you create and maintain your career network?

The importance of career networking shouldn't be discounted when you are in the midst of a job search. Since you never know when you might need it, it makes sense to have an active career network, even if you don't need it today. Your career network should include anyone who can assist you with a job search or career move. It can include past and present co-workers, bosses, friends with similar interests, colleagues from business associations, alumni from your university, or acquaintances you have met via online networking services. Your network can also include family, neighbors, and anyone who might have a connection that will help.

Over 80% of job seekers say that their network has helped with their job search. Networking contacts can provide referrals to or insider information about companies. They can provide information on career fields you might want to explore or what the job market is like on the other side of the country. Your network can give you advice on where to look for jobs or review your resume. The possibilities are endless.

Don't just contact those who can help when you have just been laid-off from your job or decide you want to look for a new position. Keep in touch with your network regularly - even if it's just a brief email to say hello and to ask how they are doing.

Networking in person works too. If you belong to a professional association, attend a meeting or a mixer. You'll find that many of the participants have the same goals you do and will be glad to exchange business cards. If your college alma mater holds alumni networking events (many schools hold them at locations across the country), be sure to attend.

② *Here are few examples of how career networking can help. Can you give more examples?*

✓ Susan noticed a help-wanted ad for a job at a local veterinary clinic. She called a friend who happened to use that vet. Her friend called the vet and recommended Susan. Susan got an interview and got the job. The vet was glad to hire someone who came highly recommended by a good client.
✓ John was interested in pursuing a career in medicine. He mentioned his interest to a family friend who happened to be a doctor. The doctor arranged for John to spend a day shadowing him at the hospital and provided an excellent recommendation for medical school.
✓ Angela was interested in changing careers and moving from public relations to publishing. Even though she graduated more than a few years ago, she tapped her college career network and came up with a contact at a top New York publishing firm. In addition to being sent new job postings, her resume was hand-delivered to Human Resources when she found a position she wanted to apply for.
✓ In casual conversation at the orthodontist's office, Jeannie, the assistant, just happened to mention to a patient's mom that she was interested in horses and in a part-time job working with them. The mom had horses and a bunch of contacts. Jeannie had a part-time job working on a local horse farm by the end of the week!

JOB ADVERTISEMENTS

A good job advertisement is designed to attract the most suitably qualified applicants. It's not just applicants that are competing with each other for jobs; employers are also competing with each other to attract the best candidates for their vacancies.

① *In pairs, discuss the following questions:*

1. What information would you expect to find in a well-written advertisement?

2. What makes a good job advertisement?

Employers usually try to squeeze as much information into their job advertisement as possible. However, because advertising is expensive and space limited, they tend to use abbreviations to describe roles in as few words as possible.

② Write the full meanings of the following abbreviations using the words in the box.

Agency	annum	clean	current	curriculum	driving	earrings	experience	
license	of	on	per	point	sale	target	vitae	week

- | | |
|--|--------------|
| 1. CCDL <u>current clean driving license</u> | 5. OTE _____ |
| 2. CV _____ | 6. PA _____ |
| 3. EXP _____ | 7. PW _____ |
| 4. AGY _____ | 8. POS _____ |

③ Read the two advertisements below and answer the following questions. Underline the parts of the advertisements that support your answers.

1. For which job is a university degree essential?
2. Which job places more emphasis on being flexible and adoptable?
3. Which job offers a higher salary?
4. What should you do if you wish to apply for the Media Assistant position?
5. How will you know that media X is interested in your application?

Trainee Finance Recruitment Consultant – £30 – £35K OTE.

Queen careers

Your Profile: Are you a graduate or of graduate caliber with a track record of success? You will have a minimum of two years' solid sales experience and the hunger to succeed! For a trainee finance recruitment consultant no two days are the same, and you must be a great multitasker with the ability to push yourself further and further all the time. The right candidate will be target-driven, articulate, determined and overall 100% focused on a career in recruitment.

The Role: The role of a trainee recruitment consultant is varied from day to day. One day you could be sourcing and screening candidates for your current roles and the next everything from cold-calling new clients to negotiating contracts. You will be working on the secretarial and support team liaising with high-flying candidates and well-established companies in the investment banking sector, so your presentation skills should be second-to-none.

The company: Very well-established and situated in a fantastic central London location, this is an opportunity to work for a market-leading worldwide specialist in investment banking and financial recruitment consultancy. Professional and consultative in approach, they offer second-to-none training from ground level upwards with bonuses, incentives and fun along the way.

If it sounds like the career for you please email

Elizabeth@Queencareers.com or call 0870 12341234

Media Assistant. Media X

Quote Ref: 007584 MX

An excellent opportunity to work for a leading international education group in a small but lively media department.

We are looking for a well-organised and motivated graduate to become part of an international marketing/ media team. The key objective of this role is to support the team in producing a range of print and online materials for worldwide marketing and sales teams. Tasks will include reporting to the media manager, managing fact files, accurate proof reading and editing, inputting content into our website CMS, coordinating and gathering information, warehouse and stock management and collating and writing newsletters.

We are looking for a graduate with excellent communication skills, accurate written English, good attention to detail and some experience of working in a marketing environment.

Proficiency in MS Office and excellent command of English language are essential; additional languages would be a plus.

Training will be provided for Adobe Creative Suite and Tridion, although any working knowledge of either software package would be advantageous.

Qualification Level: Undergraduate degree essential.

Salary: circa £28K pro rata

Email your CV and cover letter to colm@MediaX.com by May 23.

Please note that due to the large volume of responses expected; only successful candidates will be contacted.

④ *Read the advertisements again and find expressions to match the following definitions.*

1. A Latin term meaning ***approximately*** used to talk about salaries. This term informs you that the salary is not fixed but may be around 10% higher or lower depending on your relevant experience and qualifications. _____
2. A term used to inform you of the date by which the employer must have received your application; also sometimes called a deadline. _____
3. An abbreviation meaning ***thousand***. _____
4. A term used to inform you that you must quote the reference number when you apply for the position. This number should be clearly marked on your envelope (if you apply by post) or the subject line of your email, as well as at the top of your cover letter. _____
5. A Latin term meaning that your salary is calculated according to what proportion of a full-time job your hours make up. So, if the salary is quoted at £18,000 based on a full-time week of 40 hours and you are working 30 hours per week, you will be paid an annual salary of £13,500. _____

⑤ *In pairs, discuss the following questions:*

1. What are the main transferable skills required for each job?

2. In which job would you expect to work under more pressure?
3. Which job would you prefer to do and why?

⑥ Many job advertisements request familiarity with certain tools, skills or languages that are relevant to the job. *Consider the examples:*

Proficiency in MS Office and excellent command of English language are essential; additional languages are a plus.	Training will be provided for Adobe Creative Suite and Tridion, although working knowledge of either software package would be advantageous.
---	---

⑦ Write sentences about your own knowledge and experience using the following expressions:

- I'm proficient in ...
- I have an excellent command of ...
- I have a good working knowledge of ...

⑧ Read the job advertisement below. Find words that mean someone who is:

- a) good at finding solutions to problems. _____;
- b) able to speak a language without any noticeable mistakes or effort. _____;
- c) flexible and able to work on different projects at the same time. _____;
- d) good with computers. _____;
- e) good at maths and dealing with numbers. _____.

Junior Consultant

Organisation: FUTERRA
 Location: Central London
 Salary: £18,000 - £20,000

F FUTERRA SUSTAINABILITY
 COMMUNICATIONS

- Are you a great communicator?
- Want to make a difference?
- Talk to Futerra!

Futerra is a communications agency that specializes in the environment and social change. We work with government, businesses and NGOs and have an exciting opportunity for a new junior team member.

You'll need to be resourceful and have fantastic research skills, common sense – and, of course, fluent English. You must be adaptable: there will be lots of desk-based research, but you may also find yourself hitting the phones or helping the events. You'll also have to be computer literate and numerate. You'll have a degree in a relevant discipline and a keen interest in communications, and be able to demonstrate a commitment to sustainability, whether through previous roles,

internships or student activities. You'll find us bright, passionate, committed and all-round fun people.

? *What skills and experience would you need to stand a good chance of being interviewed for the position? Do you have the transferable skills and experience required for the position at Futerra?*

WRITING AN IMPRESSIVE CV

You've researched yourself and identified your dream job. You've researched the market and found a vacancy. So how do you put together a CV that will guarantee you an interview?

① *In pairs, discuss the following questions:*

1. What does CV stand for?
2. What is a CV commonly called in American English?
3. What is the main purpose of a CV?
4. What are the key qualities of a successful CV?
5. How many sections are there in a typical CV? What are they?
6. What is the best way to structure the contents of your CV?

② *Read the text below and check your answers.*

Writing a CV

If you are looking for a job, then it is very important that you understand how to offer yourself in the best way to an employer. This is done by writing a 'CV' (*curriculum vitae* - Latin for 'life story'), called in some countries a 'resume'. You should send a CV to an employer when they ask for one in a job advert, or when you are enquiring if any jobs are available.

Different countries may have different requirements and styles for CV resumes. So you must follow the correct practice for your culture and country. However, we will try to give you important principles and advice.

Before you start

Sit down with a piece of paper. Look at the job(s) that you are applying for. Consider how your skills, education, and experience compare with the skills that the job requires. How much information do you have about the job description? Spend time researching detail about the job(s) that interest you and information about the employer - their structure, products, successes, and approach - from their own publicity, reports and publications; a library (business reports, trade papers); newspaper reports; the Internet.

What to include

- *Personal details*

Name, home address, college address, phone number, email address.
Do you have your own web homepage? Include it (if it's good!).

- *Education*

Give places of education where you have studied - most recent education first. Include subject options taken in each year of your course. Include any special project, thesis, or dissertation work.

Pre-college courses (high school, etc.) should then be included, including grades. Earlier courses, taken at say age 15-16, may not need much detail.

- *Work experience*

List your most recent experience first. Give the name of your employer, job title, and very important, what you actually did and achieved in that job. Part-time work should be included.

- *Interests*

They will be particularly interested in activities where you have leadership or responsibility, or which involve you in relating to others in a team. A one-person interest, such as stamp-collecting, may be of less interest to them, unless it connects with the work you wish to do. Give only enough detail to explain. (If you were captain of a sports team, they do not want to know the exact date you started, how many games you played, and how many wins you had! They will ask at the interview, if they are interested.) If you have published any articles, jointly or by yourself, give details. If you have been involved in any type of volunteer work, do give details.

- *Skills*

Ability in other languages, computing experience, or possession of a driving license should be included.

- *References*

Usually give two names - one from your place of study, and one from any work situation you have had. Or if this does not apply, then an older family friend who has known you for some time. Make sure that referees are willing to give you a reference. Give their day and evening phone numbers if possible.

- *Optional extra*

It can be good to start with a Personal Profile/Objective statement. This is a two or three sentence overview of your skills, qualities, hopes, and plans. It should encourage the employer to read the rest.

Style

There are two main styles of CV. In a *chronological* CV information is included under general headings - education, work experience, etc., with the most recent events first. In a *skills-based* CV you list all your personal details under the skill headings. This is called 'targeting your CV', and is becoming more common, at least in UK. But it is harder to do. So take advice on whether it is OK in your country and culture, and how to do it best.

Length

Maybe all you need to say will fit onto one sheet of A4. But do not crowd it - you will probably need two sheets. Do not normally go longer than this. Put page numbers at the bottom of the pages - a little detail that may impress.

Presentation

A CV should be constructed on a word-processor, well laid out and printed on a good quality printer. Do use bold and/or underline print for headings. Do not use lots of different font types and sizes. You are not designing a magazine cover! Do use plenty of white space, and a good border round the page. Do use the spell-check on your computer! Consider using 'bullets' to start sub-sections or lists.

A CV (resume) is quite simply an 'advert' to sell yourself to an employer. So the purpose of your CV is to make you attractive, interesting, worth considering to the company and so receive a job interview. An employer may have several hundred enquiries about a single job; he or she will only choose a few people who appear suitable for interview.

Therefore, your CV must be as good as you can make it: easy to read, short and attractive.

③ *These are headings and categories commonly used in CVs:*

marital status	skills	qualifications
referees	title	date of birth
employment history	personal details	educational history
permanent address	hobbies and interests	surname

○ *Which one means (a -l):*

- Basic facts about you? _____
- Practical abilities? _____
- Where you live most of the time? _____
- What you do in your free time? _____
- When you were born? _____
- Mr, Mrs, Ms, or Dr? _____

- g. Details about your working life? _____
- h. If you are married or single? _____
- i. People who can tell us about your qualities and character? _____
- j. Proof that you have successfully completed a course? _____
- k. Schools and colleges? _____
- l. Family name? _____

○ Which information is not usually asked for in your country? Should you give any information that is not mentioned here?

⑤ Read the CV

Complete a-h with appropriate headings or categories from the list in ③ above.

CURRICULUM VITAE

Toni Carter

a). _____
Full name: Toni (Antonella) Carter

b). _____ 14/02/78
Permanent address: Linden Cottage
88 Whitecross Road
St Albens

Herts WD3 8KY
Tel./Fax: (01923)0845841
Mobile: 0789 765782
Personal email: Cartertony@gratisserve.co.uk

c). _____ Single

d). _____

I am currently following a part-time MBA programme in International Business at Randolph Business school

1997-2000 University of South Nottingham: BSc Business Studies (2.1)

1994-1996 DrChalmer's Six Form College: "A" levels in Italian (A), Mathematics (B), Biology (B).

e). _____
Word-processing. Excel. PowerPoint. Clean driving licence.
Languages: Bilingual English/Italian.

f). _____

September 2002-present

Farinelli Fashions: Marketing Executive with responsibility for customer services. I regularly visit sales outlets in the south of England and our suppliers' factories in Malta and Morocco.

January 2001-September 2002

Kill Corner: Shop Assistant, then Deputy Manager

August-December 2000

La Sorpresa Italian Restaurant: part-time waitress

g). _____

Soccer: At university I was captain of the women's soccer team.
Playing the cello. Member of SN Chamber orchestra.
In my gap year I traveled round Australia and south-east Asia.
I developed a much broader awareness of other cultures and ways of life.

h).

Catriona Flynn	Professor K. Pradesh
Manager, Kilt Corner	Randolph Business School
Gorton Street	32 City Road
London W8	London EC1B 7HG

6. CREATING A STRONG FIRST IMPRESSION

Let's consider different parts of a CV in more detail.

Writing a personal statement

A personal statement is a brief statement of the type of person you are, your skills and your achievements. It always comes near the top of the CV, before the main body and presents the facts in the most positive way. A well-written personal statement will immediately capture the attention of the employer and make them want to find out more about you.

❶ *Read Silvia's personal statement from her CV and find words and phrases which demonstrate the following points.*

- | | | |
|--------------|---------------|------------|
| 1. education | 3. knowledge | 5. success |
| 2. character | 4. experience | |

Well-organized, highly motivated communications strategy adviser. Geography graduate with recent professional experience developing communication strategy for positive change. Currently completing Mater's in development Studies with specific focus on sustainability. Fluent spoken and written English. Self-motivated, resourceful and able to motivate others, with excellent communication and interpersonal skills.

❷ *Read the following job advertisement and decide which personal statement is more appropriate.*

Our client is looking for someone who can fill the shoes for a busy PA for 9 to 12 months.
In addition to the usual diary management, organizing of travel and coordinating of interviews and meeting rooms, you will be expected to facilitate new starters in the development, issue contracts, write up commission schemes and job description library.
The ideal candidate will be highly organized and able to multitask. Your written English must be of the highest standard, and as you will be liaising with executives

at all levels, you must have excellent interpersonal skills. Previous experience is essential.

Professional, well-organized individual. Communicates confidently and effectively at all levels; demonstrates initiative and confidentiality both independently and within a team environment.

Enthusiastic PA with three years' full-time professional experience. Excellent written and oral communication skills have enabled me to establish a strong network of professional contacts in your area. Proven ability to meet deadlines and prioritize whilst maintaining consistently high standards. Substantial experience in organizing meetings and conferences gained whilst providing PA and secretarial service to main board director.

③ Complete the table using the words from the box. In pairs, try and add more words and phrases to each column. *Example: Highly experienced accounts manager with excellent communication skills.*

Modifier ⇨	Adjective 1 ⇨	Sort of person ⇨
Extremely Highly	creative customer-oriented experienced resourceful results-focused	accounts manager English speaker recent graduate sales professional self-starter
⇨	Adjective 2 ⇨	Experience/skills
with	deep excellent extensive proven	communication skills experience in ... knowledge of ... range of transferable skills in ...

④ Use the table to write your personal statement.

When you give information about **past work experience** and **achievements** in a CV, use verbs in the past simple without a personal pronoun: *Chaired weekly meetings* (not *I chaired weekly meetings*).

Look at the following table of action verbs commonly associated with professional experience.

⑤ Select five verbs and write true sentences suitable for your CV.

achieved	clarified	delegated	examined	scheduled
anticipated	collaborated	demonstrated	facilitated	supervised
approved	compiled	designed	formulated	taught
arranged	consulted	developed	identified	trained
budgeted	convinced	edited	implemented	translated

calculated chaired	coordinated created	established evaluated	researched resolved	wrote
-----------------------	------------------------	--------------------------	------------------------	-------

⑥ *In pairs, tell each other about your professional experience.*

Your qualifications

If your education and qualifications are your strongest selling point, then you'll want to put this information close to the top of your CV. This is especially true if you are a recent graduate, obtained excellent academic results or have gained a professional qualification which is a prerequisite for the job you're applying for.

At all the stages during your job application process you will need to be able to describe your academic qualifications clearly.

① *Complete the sentences using the correct form of the verbs in the box. You will need to use some verbs more than once.*

award	complete	graduate	hold	obtain	read
-------	----------	----------	------	--------	------

1. I graduated with a BA in Sociology from the University of California in Los Angeles in 2007.

2. I _____ Economics at the London School of Economics and Political Science (LSE). I then _____ a master's in security Studies at the University of Birmingham, which included a semester at New York University at the Center of European Studies.

3. I _____ with a BA in Hotel & catering Management from Hong Kong Polytechnic University. I also _____ and MBA In Marketing, which I _____ last year.

4. After _____ from the School of Oriental languages and Communication with a BA (Hons) in Mandarin Chinese and English in Maastricht (The Netherlands), I was _____ a scholarship to _____ International relations at the College of Europe, Warsaw.

② *In pairs, discuss the following questions:*

1. What qualifications do you have?
2. Where did you go to university?
3. When did you graduate?
4. What types of career are common for people with your qualifications?
5. Which of your qualifications is most likely to impress a future employer?

Demonstrating your interests

The things you like doing in your free time say a lot about you as a person, and your personality is relevant to every job application.

❶ *In pairs, discuss the following questions.*

1. If you have produced a CV before, what did you put in the personal interests section?
2. Why do employers want to know about your interests?

❷ *Match the skills and personal characteristics in the box with interests (1-5).*

analytical skills	creativity	determination	intelligence	intercultural awareness
resourcefulness	<u>interpersonal skills</u>	language skills	leadership skills	
	self-motivation			

1. Team sports (football, volleyball, etc.) interpersonal skills
2. Individual competitive sports (cycling, climbing, etc.) _____
3. Travelling (backpacking, expeditions, etc.) _____
4. Mind sports/activities (chess, sudoku, etc.) _____
5. Artistic interests (painting, photography, etc.) _____

❸ It can be more effective to present your interests in terms of who you are, instead of what you like doing, using adjectives and nouns to describe yourself.

In pairs, try and add more words and phrases to each column in the following table.

<i>Adjectives</i>		<i>Nouns</i>	
active	former	ballroom dancer	rock guitarist
avid	keen	blogger	sailor
committed	proficient	jewelry maker	ski instructor
dedicated	qualified	Mountain climber	stamp collector
experienced	regular	Portuguese speaker	tennis champion
expert	successful	Reader	volunteer

❹ *Match the adjectives with the nouns in Ex. ❸ to make true phrases for you. **For example:** avid reader, regular blogger.*

❺ *Write the interests section of your own CV. Use adjectives and main combinations, the phrases in the box and your own ideas. Be as specific as possible and highlight the skills you need to achieve the things you enjoy doing. **For example:** Avid reader: economist subscription. Particularly interested in reading about recent development in science and technology.*

IDENTIFYING FEATURES OF COVER LETTERS

❶ *In pairs discuss the following questions.*

1. What's the difference between a CV and a cover letter?
2. Have you ever written a cover letter in English?
3. What did you write in your cover letter?

❷ *Read the cover letter and answer the following questions:*

1. What is Jane studying at University?
2. Where did she work last summer?
3. What does she do in her free time?

Jane Nutall
71 Lambert Road
Brixton
London
SW2 5XL
jane.nutall@kcl.ac.uk
1 December 2008

Ms Diana Alisopp
Recruitment Manager
McClure and Company
Russell Square
London WC1C9SE

Dear MsAlisopp

I am a final year student at King's College London reading economics, and would like to apply for an Associate Consultant position with McClure and Company, as advised on www.monster.com.

Management consultancy appeals to me because it combines analytic research across a wide range of business situations with frequent client contact. I recently attended a McClure and Company workshop run by Charlotte Penton-Smith, and she gave a very positive impression of the company. I was particularly impressed by the excellent in-house training programme which she described and I would welcome the opportunity to work in such a close-knit team of supportive colleagues.

During my time at King's College I have employed a variety of different research methods, and am familiar with analytical applications of spreadsheets. For example, for my recent dissertation, I used Excel to compare the effects of tax increases on alcohol and tobacco consumption. In addition, when I was working at the Williton branch of Costcutter over the summer, I presented suggestions for improving the layout of the store to the regional management team. They decided to put these ideas into effect and sales rose by 7% over the autumn quarter.

During my free time, I sing in and manage a jazz band, arranging concerts and gigs and managing the band's accounts. I very much enjoy collaborating with a team of people with similar interests and working towards shared goals. I am also learning Italian by attending weekly evening classes and studying on my own towards the A-level exam next



June.

I enclose a copy of my CV and hope very much to be invited for interview.

Yours sincerely,

Jane Nutall

Jane Nutall

③ Look at Jane's cover letter again. In which paragraph does she:

1. Explain her interest in the position? _____
2. Create a positive final impression? _____
3. Demonstrate her skills and experience relevant for the position? _____
4. Introduce herself and explain her reasons for writing? _____
5. Mention other relevant skills and interests to impress the employer?

The first paragraph of your cover letter should detail the job you are applying for and, if relevant, where you heard about the job (for example an advertisement, or personal recommendation)

④ Complete the following opening paragraphs using the words in the box.

advertised	application	consideration	enclosed	enquire	<u>graduate</u>
qualified	recommended	requirements	response		

1. I am a final-year student who is about to graduate with a bachelor's degree in industrial Engineering from Bristol University. I am writing to _____ about possible employment opportunities with Mendoza. I am interested in a position related to transportation management.
2. I am writing in _____ to your job posting for an investment banker on your company's website. I have _____ my CV for your consideration.
3. I was recently speaking with Mr Fox from your firm and he _____ that I send you a copy of my CV. knowing the _____ for the position, he felt that I would be an ideal candidate, given my experience in international sales.
4. I would like to apply for the post of a Commercial Solicitor in your firm as _____ on Legalpositions.com. As a recent graduate, I was particularly happy to see that the position is open to newly _____ lawyers.
5. Please, accept this letter as _____ for the Marketing Manager position currently listed on Monster.com. My CV is attached for your _____.

In the body of your cover letter it is essential that you are able to demonstrate how your work experience and skills match the specific position you are applying for. To do this you need:

- read the job description carefully;
- identify skills and experience the company is particularly interested in;
- show any parallels with previous posts you have held or other experience.

⑤ *Read the following extracts from cover letters. For each extract underline the two main skills the applicants demonstrate.*

1. My past experience of working overseas has brought me to a greater understanding of international cultures and traditions, as well as a better appreciation of my own culture. These insights would certainly benefit a multinational corporation, such as yours.

Skills: intercultural awareness/dependability/flexibility/self-awareness

2. Within my role as a project manager, I am responsible for leading a team of five people. We often have to work unsociable hours under difficult conditions. I ensure that team morale is maintained by regularly counseling team members to check they are coping with the demands of the job.

Skills: flexibility/literal thinking skills/language skills/interpersonal skills

3. I have a strong history of staff management, working closely with my current team of their personal development plans, and understand my role assisting and promoting staff member success. I regularly seek feedback on my performance from my superiors and colleagues to identify areas I need to improve in.

Skills: reliability/ leadership skills/self-awareness/technical skills

*Underline useful phrases from the extracts which you could use in your own cover letter. **For example in extract 1,** My past experience of ... has brought me a greater understanding of ..., as well as...*

The final paragraph of your cover letter should round the letter off, leaving the reader with a positive impression of your application and a desire to interview you.

⑥ *Read the following final paragraphs. What do you think is good or bad for them?*

1. My experience and other technical skills are too extensive to be listed here. I would appreciate the opportunity to meet with you to discuss my credentials at your earliest convenience. I look forward to hearing from you.

2. I would welcome the opportunity to discuss with you how I might contribute to your company in fulfilling its present goals. I will be available for appointment from 1st July. Thank you in advance for your consideration.

I look forward to hearing from you.

I would welcome/appreciate the opportunity to...

Please, do not hesitate to contact me.

Should you have/require...

Thank you in advance for your time and consideration

SUCCESSFUL INTERVIEWS

Preparing for the interview

Congratulations! If you have been invited to an interview, you have passed a significant test. Your CV and cover letter have made a strong first impression. You have been selected in front of your rivals, and made it to the short list.

Preparation is the key to a successful interview. The other candidates may have similar qualifications, skills and experience. The interview is your opportunity to prove you are the best candidate for the job. Ensuring you are well-prepared will help you to reduce stress, increase your confidence and improve your chances of being offered the job.

❶ *In pairs, discuss the following questions:*

1. How do you feel about going for an interview?
2. How can you prepare for an interview?
3. Which tips (from the list below) do you think are more important? Which ones would you do first?
 - Try to predict the questions you are likely to be asked during the interview.
 - Do some research into the company you are applying for a job with.
 - Find out exactly what the job involves.
 - Analyze your skills and experience and identify areas where you match the job requirements and the company needs.
 - Rehearse the interview.
 - Decide what you are going to wear.
 - Prepare a list of questions to ask at the end of the interview.

❷ *Read the tips below and say which of them are good (G) and which are bad (B) pieces of advice for job seekers.*

Dos and Don'ts for Job Seekers

1. Arrive ten minutes early.
2. Speak English with a friend before the interview.
3. Bring a close friend or a relative with you for support.
4. Take a copy of your CV and examples of your work with you.
5. Learn some impressive words and phrases to use in the interview.
6. Memorize long answers to questions that you anticipate being asked.
7. Make it clear to a prospective employer that you have a number of other interesting interviews lined up.
8. Have a small whisky before you leave for an interview.
9. Meditate for half an hour before leaving for your job interview.

10. Wear very flattering clothes for your job interview even if you feel uncomfortable in them.
11. As you sit down, tell the interviewer that you are really nervous.
12. When the interviewer asks you: “What job would you like to be doing in ten years’ time?” answer: “Your job!”
13. Make a list of questions you want to ask the interviewer.
14. Keep eye-contact with the interviewer and nod your head from time to time while listening.

Saying the wrong thing

❶ **Before you listen.** Ms Driscoll is the personnel Manager of a large hotel group, and she is going to interview applicants for a job as a reception clerk. What kind of person is she looking for?

○ Look at the list below and choose the five most important personal qualities:

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> polite | <input type="checkbox"/> pleasant appearance |
| <input type="checkbox"/> friendly | <input type="checkbox"/> interested in people |
| <input type="checkbox"/> confident | <input type="checkbox"/> sincere |
| <input type="checkbox"/> patient | <input type="checkbox"/> reliable |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> co-operative |
| <input type="checkbox"/> enthusiastic | <input type="checkbox"/> loyal to the company |
| <input type="checkbox"/> punctual | <input type="checkbox"/> sense of humor |
| <input type="checkbox"/> nice voice | <input type="checkbox"/> honest |

○ Make sentences.

Example: She is looking for someone who is reliable. She is looking for someone who has a sense of humor.

❷ **Listening.** These are the notes that Ms Driscoll made about seven interviews. Write the number of the interview next to the appropriate note.

- | | |
|---|--------------------------|
| Replies were too short. Didn't give enough information. | <input type="checkbox"/> |
| Replies were not clear. Difficult to understand. Poor communication. | <input type="checkbox"/> |
| Too many personal problems! | <input type="checkbox"/> |
| Replies were too long, and the information was not relevant – it was off the point. | <input type="checkbox"/> |
| Only interested in the money and the holidays! | <input type="checkbox"/> |
| Criticized previous employers – not very loyal. | <input type="checkbox"/> |
| Knows nothing about the job. Not interested. | <input type="checkbox"/> |

③ Listen again. *Pause after each interview and list the questions that Ms Driscoll asked. Check your list with the transcript in the Tape script.*

Tape script

Dialogue ①

Ms Driscoll: Let's get straight to the point. Why do you want this job?

Interviewee 1: Well, I read the advertisement, and the salary is much better than I'm earning now.

Ms Driscoll: Is the money important to you?

Interviewee 1: Oh, yeah! It's important to everyone, isn't it? But it's not just that. I believe you have a lot of hotels in the Caribbean and the Far East, and that employees can get cheap holidays there...

Dialogue ②

Ms Driscoll: Ah, I see from your resume that you've won several gold medals for ballroom dancing.

Interviewee 2: Yes, that's right.

Ms Driscoll: And you've been to several countries for competitions, including Japan.

Interviewee 2: Yes, I have.

Ms Driscoll: Mm. What did you think of Japan?

Interviewee 2: It was very nice.

Ms Driscoll: Would you like to work abroad?

Interviewee 2: Uh ... I don't know.

Dialogue ③

Ms Driscoll: Are you still working at the Whitbury Hotel?

Interviewee 3: Yes, I am. But I want to leave.

Ms Driscoll: Why is that?

Interviewee 3: Well, the hotel isn't doing very well, and there are a lot of problems. Business is down.

Ms Driscoll: Oh, really? What are the problems?

Interviewee 3: The restaurant manager is absolutely useless. There have been so many complaints from guests! Last Saturday, this woman came into reception and she told me...

Dialogue ④

Ms Driscoll: Do you enjoy meeting people?

Interviewee 4: Mm. Yeah. Like, it's very interesting to, um ... you know ... I enjoy meeting, um, different, um people ... you know what I mean. They're all, kind of, uh, so ... like ... um ... well, um... interesting ...

Dialogue ⑤

Ms Driscoll: You've worked in a bank for two years. Why are you interested in hotel

reception work?

Interviewee 5: Well, I like meeting people and I have a lot of friends who work in the tourist industry. In fact, my friend Michael has just come back from Spain. He was a tour guide in Granada. He's told me so much about the tourist industry. Granada's getting very popular now. You can fly there from Barcelona and Madrid...

Ms Driscoll: Mm. Do you speak any foreign languages?

Interviewee 5: No, but Michael speaks brilliant Spanish, and he's going to teach me.

Dialogue ⑥

Ms Driscoll: Why have you had five different jobs during the last year?

Interviewee 6: I've had a lot of bad luck recently. Stupid things, really. One of the jobs was a long way from home, and my car broke down. Things like that, you know.

Ms Driscoll: Oh, I see.

Interviewee 6: Yeah, and then I was training to be a flight attendant, but I had motion sickness...

Dialogue ⑦

Ms Driscoll: And are there any questions you'd like to ask me? **Interviewee 7:** Uh, no. I can't think of anything.

Ms Driscoll: Would you enjoy working in reception?

Interviewee 7: I don't know. I think so. I don't know much about it, really.

Dealing effectively with interview questions

Responding to questions at an interview is your opportunity to give evidence of your skills and experience, prove you know what the job entails, and demonstrate that you are the best person for the job.

③ *In pairs, discuss the following questions.*

1. What questions might you expect to be asked in any job interview?
2. What advice would you give somebody about dealing with interview questions?

④ *Look at the following common interview questions. Write the type of question (A-C) next to each question (1-20).*

A) Questions that require you to talk about yourself, your ambitions, your personality, your hobbies and interests.

B) Questions that require you to prove you have researched the job and company you have applied for work with.

C) Questions that require you to demonstrate you have the skills and experience required for the job.

- | | |
|---|---|
| 1. Can you tell us something about yourself? | A |
| 2. What experience do you have that is relevant to this position? | |

3. What did you learn during your time at university?
4. What do you see as your strengths (weaknesses)?
5. What do you think about our website?
6. What attracted you to the position?
7. How would your colleagues describe you?
8. What sorts of projects did you work on in your last position?
9. What university did you attend and why did you choose it?
10. What do you know about our company?
11. Where do you see yourself in five years' time?
12. Why should we hire you?
13. What is your biggest achievement?
14. Why did you leave your last job?
15. How do you work in a team?
16. How do you handle stress?
17. What motivates you in terms of work?
18. Do you think you are overqualified for this position?
19. What can you bring to this position?
20. Who would you consider to be our main competitors?

5 *In pairs, try to think of some more questions for each category (A-C). Which questions would you welcome in an interview?
Which questions would you not like to be asked?*

Asking questions of your own

It is very common for interviewers to close an interview by asking if the candidate has any questions they would like to ask. People who ask good questions demonstrate real interest in and knowledge of the job.

It's important to consider the culture of the organization you are hoping to join and the personality of the interviewer. Be careful to adopt the right tone and convey a positive attitude. You want to ensure this opportunity works for you, not against you.

6 *In pairs, discuss the following questions.*

1. What sort of information should you try to find out during your interview?
2. What questions would you ask in an interview in your country?
3. Are there any questions you wouldn't ask? Why not?
4. Would you ask about salary?

7 *Pick and choose from the following list of tried-and-tested questions.*

- A. What are the most/least enjoyable aspects of the role?
- B. You mentioned there would be a lot of researching. Could you tell me what your most successful employees find most satisfying about this part of role?
- C. What are the most important issues that you think the organization faces?
- D. Could you tell me more about the training opportunities you offer?

- E. Could you tell me how performance is measured and reviewed?
- F. Would there be a chance for promotion in the future?
- G. Do you have any doubts about whether I am suited to this position?

17 APPLYING YOUR KNOWLEDGE. PROJECT WORK

1. Analyzing job advertisements

- A. Research the market and find a number of job advertisements for vacancies that match your criteria for work. Analyse the advertisements and identify whether you have the transferable skills and experience required for the position.
- B. You are to hire a Teacher of English on behalf of the Siberian University of Consumer Co-operatives. Write a job advertisement for the post containing the details of education, experience, relevant skills and necessary personal characteristics.

2 Writing a cover letter

Find a job advertisement that interests you, and write a cover letter in response.

3. Writing a CV

- 1. Create your own CV.
- 2. In pairs, evaluate each other's CVs. Think about the following questions.
 - Is the English natural and accurate?
 - Does everything make sense? Do you get a good idea of your partner's life by reading their CV?
 - Is the language impressive and persuasive? If not, how can you improve it?
 - Is the layout attractive and logical? If not, how can you improve it?
 - Does your partner's CV demonstrate a wide range of transferable skills? If not, where could you add more proof?
 - Does your partner's CV demonstrate that your partner is suitable for the job they want? If not, why not?
 - Is the CV too long? If so, which words/sentences/sections would you delete or edit?

When you are happy with the feedback you have received, rewrite your CV. Repeat the process until your CV is perfect.

ROLE PLAY

Job Fair

STUDENT ROLES/INSTRUCTIONS

You are either an employee seeking an appropriate job or an employer looking to

hire the most appropriate candidate for the one position you have available.

Employees: You are currently unemployed and looking for a job. You have decided to attend a local job fair. There will be several employers there looking to hire the right candidate for the job. (See the employers listed below.) In order to prepare, you need to create a resume that reflects your skills and prepare to answer likely interview questions. Find a description below of the experience, education, and skills of the character named on your index card. You may work with someone else who has similar skills and prepare to role-play the character at the job fair simulation.

Once you receive your role card, do the following:

1. Find another employee to work with.
2. Review the skills that are identified for your character.
3. Plan your approach to the upcoming job fair.
4. Make a list of the top three employers with whom you wish to interview, because they match your skills and experience (not necessarily the same as your partner).
5. Brainstorm with your partner qualifications that would ensure the most success in gaining employment at the specified companies. Add three more qualifications to your already assigned role.
6. Write a resume to highlight the skills of your character.
7. Work with your partner to revise and edit one another's resumes.
8. Research possible interview questions in order to prepare answers for the upcoming interview. The following website gives several sample questions organized by type of position. <http://www.jobinterviewquestions.org/questions/questions-use.asp>.
9. Practice interviewing your partner and discuss how to dress appropriately for the job fair simulation.

Employers: You are an employer looking to fill one position for your respective company. Money is tight at your organization, so you want to find the employee who has the right skills, but isn't overqualified or too expensive to hire. You have decided to attend a local job fair. There will be several employees there looking for the right job. (See the employees listed above.) In order to prepare, you need to create a poster that describes your organization and the position available. You will also prepare appropriate interview questions to help you find the best employee for the right price. Find a description below of the company named on your index card. You may work with someone else who has a similar position available and prepare to role-play the character at the job fair simulation.

Once you receive your role card, do the following:

1. Pair with another employer (does not have to match yours).

2. Review the job description of the position available for your character's organization.
3. Plan your approach to the upcoming job fair.
4. Make a list of the top three employees who you wish to interview, because they match your skills and experience (not necessarily the same as your partner).
5. Construct a job advertisement poster for the position available. You will post this at your table or station during the job fair simulation. Include specific qualifications, expectations for the position, and a possible salary.
6. Write 7-10 interview questions that will help you determine the skills and work habits of the interviewees. Design interview questions to make sure you hire a quality candidate for the position. You will only have 5 minutes to interview your candidate, so plan your questions carefully. The following website gives several sample questions organized by type of position. <http://www.jobinterviewquestions.org/questions/questions-use.asp>.
7. Work with your partner to revise and edit one another's interview questions and posters.
8. Practice interviewing your partner and discuss how to find the best candidate.
9. Discuss how to dress appropriately for the job fair simulation.

Employee role cards

- **Recent college graduate** – You have a university degree in Computer Science. The only job you have had is working for your parents' small farm.
- **Auto industry business worker** – You worked with a company for 30 years. You were about to retire when you lost your job. You have a college degree in business from a 4-year university. You speak Japanese.
- **CEO of major investment firm** – You have a master's degree in Finance/Marketing. You have 25 years of experience. You were about to retire when you lost your job. In college you worked as a manager at Chuckie Cheese.
- **High school student** – You are a junior and an average student. You are looking to make money for college. You do not have any work experience. You are fluent in Spanish.
- **Airline pilot** – You have 10 years experience as a pilot and you graduated from a 4-year college.
- **Hotel manager** – You have 5 years work experience and have a degree in Hotel and Tourism Management.
- **Retail store manager** – You have not determined what career is best for you. You have some college education. You have 1 year experience working as a manager at Bed, Bath and Beyond.

- **Car dealership owner** – You have 20 years of experience as an owner. You began as a car wash worker to put yourself through business school. You have a bachelor’s degree in business.
- **Factory worker** – You graduated from high school with a diploma. You immediately began working for a paper plate factory and did not go to college.
- **Restaurant cook** – You did not finish high school and you did not attend college. You have limited English speaking ability. You work on cars for side jobs.
- **Office worker** – You attended 2 years of community college and have earned your Associate’s Degree. You have 2 years of experience in the office environment.

Employer role cards: organizations and positions available:

- **Fast Food Restaurant – Manager position** -- The current crew is working well together, but this manager will keep them motivated and doing their best. The job involves scheduling, keeping people on task, and making sure the food is prepared correctly and delivered to the customers correctly and hot.
- **Large Retail Store – Stock room worker**-- This position is for first-shift, working in the back room organizing boxes and bringing stock out to the store to fill shelves, as needed.
- **Local Hospital – Janitor** -- This person must have high standards for cleanliness, be self-motivated, and work well with people.
- **Car Wash Company -- Supervisor** -- This second-shift supervisor keeps other employees on task, monitors the maintenance of the car wash, and is responsible for scheduling.
- **Restaurant – Waiter** -- This three-star restaurant is seeking employees who have experience handling food and are hardworking, friendly, and neat.
- **Small Business – Executive assistant** -- This position is for a hardworking, organized individual who can multi-task and remains pleasant and helpful under stress.
- **Grocery Store – Cashier** -- A busy store needs a person who is good with math and has experience working with customers.
- **Cell Phone Company – Sales person** -- This second-shift position is for someone who is self-motivated and hardworking and has experience working with customers.
- **Advertising Agency – Office Worker** -- A successful ad agency is seeking a marketing specialist who is creative and hardworking. Must be able to work with a variety of customers and under tight deadlines.

Now, role-play a job fair and report to the whole class on the results.

DO WE UNDERSTAND EACH OTHER?

The following are two letters written by employees of a British-based international public relations firm. The two employees work together as editors.

To the Editor-in-Chief:

I am writing you to tell you of some problems I have been having with the other editor in the office, Sakiko Fujita. We don't work well together. She seems to depend on me for most all the ideas and decisions. I seem to carry the responsibility all the time.

To give you an example of our tensions, I will describe what happened between us today. This morning we were working on an article. I found that I was doing all the work. She didn't contribute to the discussion. When I finally asked her what she thought of my decisions, she hesitated. Then she only said that she thought my work was interesting and she would think about it more. I am very frustrated. She doesn't give me her opinion or ideas. How can I work with someone who doesn't communicate or give feedback? I want to move forward with our work but I can't with her. How can I get her to take on more responsibility?

I know that part of the problem is communication. She doesn't seem to listen to what I am saying. She rarely looks at me when we speak. And she sits so far away. She is a very reserved person. I can't figure out what is going on in her head.

I hope that you can talk to her and get her to be more involved in our work. As4 things are now; our collaboration is not at all productive.

Sincerely,
EdmundoMontaya Reyes

My Dear Friend Noriko,

Hello. How are you? I hope everything is going well.

I am not doing so well. Life at CIP International has been difficulty lately. One of my colleagues is very difficult to work with. He seems only to consider himself. He doesn't know how to share work space or work responsibilities.

Part of the problem is that he has difficulty listening carefully to people. When we work together, he rarely asks me for my opinion. He just talks all the time! When I try to offer my opinion, he interrupts me. For example, today we had to make some

important changes in an article. He told me what he wanted, and when I try to say it wasn't the best idea, he just didn't want to listen to me.

I feel a bit uncomfortable with him. He sits very close and looks at me all the time. I try to get some distance between us but he just pushes closer. He doesn't give me room to talk or think. I think his behavior a little aggressive.

I don't know what to do. Maybe I should ask for a transfer to a different office. It is too hard for us to work together. I don't think we can resolve our differences. Tomorrow I will mention my problem to the editor in chief. I think she will understand.

Thanks for listening to me and my troubles.

With love,

Sakiko

Reviewing the case

Underline all the complaints Sakiko had about Tdmundo in her letter and all the complaints Edmundo had about Sakiko in his letter. Put the complaint in the correct categories in the chart.

	Sakiko Says:	Edmundo Says:
✓ Eye contact	<i>He looks at me all the time.</i>	<i>She doesn't look at me when we speak.</i>
✓ Physical distance		
✓ Cooperation		
✓ Giving opinions		
✓ Listening		

Making Inferences

In the situation described above, there are two people from different countries working together. They each have their individual style, personality, and experiences, but they also have cultural expectations. They expect other people to behave according to their own cultural ways. For example, Edmundo expects Sakiko

to look at him while they speak to each other. In his culture eye contact is an important part of communication. When she doesn't frequently look him in the eye, he thinks that she isn't listening to him. He understands her behavior according to his culture's rules. But Sakiko is acting in accordance with her own cultural rules. In her culture it is common to look away frequently while speaking and listening. She expects him to also look away from time to time. When he doesn't, she feels uncomfortable with him.

Read the following list of expectations. Decide which are Edmundo's (E) and which are Sakiko's (S). Share your answers in groups. The first one is done for you.

1. When people are working together they usually sit close to each other. Closeness indicates interest and cooperation.	E
2. A man should give a woman some physical distance. Physical distance shows respect for a person's space.	
3. People should invite each other to say something in conversation. One should ask questions or remain silent so that the other person has a chance to say something.	⇒
4. One should begin speaking even if the other person is speaking. If one doesn't interrupt, one will never speak.	
5. Silence expresses disinterest or boredom.	
6. People often disagree with each other. It is normal to have different opinions.	
7. People should give their opinions and not wait to be asked. It is the individual's responsibility to say what he or she feels.	
8. One should express disagreement carefully. An open disagreement could offend or embarrass someone.	
9. It is not polite to speak while someone else is speaking.	
10. People may be silent for a few seconds if they are thinking about something. One should respect the silence and not interrupt it.	
11. If there is a conflict, one should try to resolve it indirectly so that no one is embarrassed.	
12. It is impossible to resolve a conflict without facing it directly.	

Problem Solving: Simulation

You are the editor-in-chief. You want to keep both Sakiko and Edmundo because they are both excellent editors. How can you help them resolve their conflict? With a partner, talk about a possible solution. Write out a plan of action that will help the two employees resolve their differences. Think about the following questions:

1. Why are Sakiko and Edmundo having problems with each other? What specific behaviors are causing the misunderstandings?
2. What small things can they do to work together better on a daily basis?
3. What is the best way for you, the editor-in-chief, to communicate with them? Should you write them each a letter? Or should you call a meeting with both of them?
4. How much should you, the editor-in-chief, be involved in their cultural misunderstandings?

Discussion

Read your action plan to the class. As a class, discuss the advantages and disadvantages of each solution. Consider the following questions:

1. Does the solution consider each employee's cultural style?
2. Is the solution feasible for the two employees?
3. How will the solution affect their future relationship?
4. How will the solution affect the work environment and other employees?

Language expansion

① Expressions and idioms

When we talk about people from other cultures we often express our understanding or lack of understanding. Here are some of the more common idioms that express understanding or inability to understand. Match the idioms with their definitions.

- | | |
|------------------------------|---|
| 1. to catch on | a. to be too difficult to understand |
| 2. to be beyond someone | b. to understand |
| 3. to see | c. to begin to understand |
| 4. to read between the lines | d. to listen to someone and try to understand despite one's own anger |
| 5. to hear someone out | e. to listen carefully and hear what is said and left unsaid |

② Complete the following sentences with the correct idioms.

1. Most training programs give the trainees a few months to _____ to how the business works.
2. That new computer program _____ him. He just doesn't understand the most basic applications.
3. It is important to _____ even when you are
4. angry. Many communication problems develop because people just don't try to listen to one another.

5. That is a very well-marketed product. I can _____ why it is so successful.
6. When negotiating with people from other cultures, it is important to consider everything carefully and to _____. What someone does not say is often as important as what one says.

③ Word Forms

Often the same word base can be used in verb, noun, and adjective forms. Complete the following chart with the missing forms.

Verb	Noun	Adjective
behave		
	collaboration	collaborative
consider		considered
	frustration	frustrated
generalize		generalized
prejudge		prejudiced
respond		responsive
tense		tense

○ *Complete the following sentences with the correct verb, noun, or adjective form of the words in the chart above. Use one form of each word base, and do not repeat any words.*

1. They fired her after she yelled at the client. Her _____ was rude and inappropriate.
2. She stopped smoking last week. It is now impossible to work with her. She is too _____ to do anything.
3. He listened to her ideas and then said he would _____ using some of them.
4. Learning how to speak a new language can _____ even the most patient student!
5. They are quite a team! He has great creativity; she has lots of technical knowledge, and they _____ well together.
6. She was confused by his question, so she didn't _____.
7. Some people see a couple of American movies and then _____ that all Americans are violent.
8. _____ prevents people from seeing one another with open minds.

WHOM SHOULD WE HIRE?

AgroWorld Inc. is a multinational company that produces **agricultural** products. Its main products are **pesticides**. AgroWorld has its headquarters in London and has plants in various parts of the world.

AgroWorld was founded in 1950. For a long time, it was one of the fastest growing, most reputable companies in the industry. Then, in 1973, disaster struck at its Mexico City plant. Highly **toxic** chemical waste from the plant **leaked** into the surrounding farmlands. The leakage destroyed the farmlands and killed many farm animals. The Mexican government forced AgroWorld to shut down the plant. AgroWorld left Mexico in shame after paying millions of dollars to the community to **compensate** for the damages. The story was covered worldwide, and raised anger and concern across Latin America.

Since 1973, AgroWorld has not had any problems. As part of its expansion and globalization plan for the 1990s, it is opening a plant outside of Quito, Ecuador. The plant will employ over 700 people and **incorporate** the newest technology in the industry. This technology is designed to prevent any leakage such as that in Mexico. The company is very aware of the community's sensitivity to the Mexico disaster and is trying to do everything possible to become a welcome member of the community.

The company is now in the process of hiring a public relations (PR) person. This person will act as a **liaison**, or bridge, between the company and the world and, especially, between the company and the local community. The position is a **challenging** one because the community is divided over the building of the plant. Some people want the plant because it will provide job opportunities and attract other industry to the area. Others argue that the plant could cause serious **damage** to the community's health and farmlands as it did in Mexico. These people are especially concerned about the new technology because it has never been used before. In order to convince them that they are wrong, the PR person must promote and explain the company's new technology. Promotion is done through **press releases** in the international, national, and local newspapers as well as through visits and lectures to local schools and businesses.

The PR person has many other responsibilities as well. He or she must report back to top management at headquarters in London. Moreover, AgroWorld would like to build goodwill locally by donating money to be used for a health clinic, sports center, or community center. These projects can be successful in building goodwill only if the PR person has been able to develop strong relationships with and win the trust of the community.

Vocabulary

❶ *Match the following words (taken from the story) to their definitions.*

1) agricultural	a) injure, or to harm
2) pesticides	b) contact, connection
3) press release	c) include
4) toxic	d) escape accidentally, to let out
5) leak	e) difficult or demanding
6) compensate	f) farming
7) incorporate	g) poisons which kill insects
8) liaison	h) material given in advance to a newspaper for publishing
9) challenge	i) poisonous
10) damage	j) pay

Reviewing the Case

❷ *Answer the following questions and share your answers with a partner.*

1. What kind of people would use AgroWorld products?
2. Why did AgroWorld shut its Mexico City plant?
3. Why is AgroWorld opening a plant in Quito, Ecuador?
4. What is AgroWorld doing to prevent leakage from the plant?
5. How does the community feel about the AgroWorld plant?
6. Why is the PR person important to the success of AgroWorld?

Making inferences

The following advertisement appeared in an international newspaper:

AGROWORLD

Come grow with us!

We are one of the world's largest producers of agricultural products. We are presently looking for a public relations person to serve as a national and international liaison to promote and represent our new plant outside of Quito, Ecuador. The successful candidate should have the following qualifications:

- five or more years' experience in an international organization
- excellent cross-cultural skills and cultural sensitivity
- excellent communication and interpersonal skills
- strong knowledge of technology related to the industry

- proven ability to write press releases and promotional pieces
- strong organizational skills: able to maintain an office and direct own staff

③ *Answer the following questions and share your answers with a partner.*

1. Explain why AgroWorld wants the person it hires to have each of the qualifications mentioned in the advertisement
2. How important are cultural sensitivity and cross-cultural communication skills for this position? Why are they important?
3. Are there any other skills you think the candidate needs to have? What kind of personal and work-related background do you think the candidate should have? Explain your answers.

Problem Solving: Information Gap

AgroWorld has reviewed all the resumes and now has two final candidates. You and your classmates must decide which of these two candidates to hire.

④ *Divide into groups: A and B.*

Group A reads ManjuJairam's profile below.

Group B reads Paul Fraser's profile (Activity 7).

Group A: ManjuJairam's Profile

She graduated from Oxford University in London with an advanced degree in international business (1980). Since graduation she has been working for an international pesticide company in London. She started her career in marketing and is now the manager of the entire marketing division. Her division handles all marketing and promotion within the European Economic Community.

As marketing manager, she was able to resolve a long-term dispute between the company's French and German subsidiaries. She also reorganized the marketing department during a financial crisis, which saved the company a great deal of money.

Her marketing and promotional campaigns have won many international awards.

Manju was born in England to Indian parents. She is not married. She speaks English and Hindi fluently and has studied French and German in the university.

⑤ *After reading the profiles, complete your part of the chart below. Next, find a partner from the other group and ask questions to complete the chart.*

	ManjuJairam	Paul Fraser
Education		
Work Experience		
Skills and Accomplishments		
Personal		

Discussion

⑥ *Go back to your groups, look at the completed chart, and answer the following.*

1. For each candidate go through the job requirements listed in the advertisement. State if and how the person meets the requirements.
2. For each candidate go through the other skills and background you listed as important in Making Inferences. State if and how the person has the skills and background you listed.
3. Choose your candidate and explain the reasons for your choice. Share your answer with the class.

⑦ **Group B:** Paul Fraser's Profile

Paul graduated from the University of Massachusetts in the United States with an undergraduate degree in Spanish (1981). After graduation he taught high school Spanish and at the same time completed a degree in engineering. He then worked for the Peace Corps in Guatemala for two years. For the past four years he has been working for the World Health Organization.

His accomplishments include assisting in the design and implementation of a modern sewage (waste) treatment plant in a remote area of Peru. His responsibilities during this project included working with local politicians, businesspeople, and public health people to keep the cost of the sewage treatment system low. He also gave fund raising speeches raising over \$200,000 to help with the cost of the plant. After the project was completed, he stayed to help run the plant.

Paul was born in the United States. His mother is Colombian, and he lived in Colombia for ten years during his childhood. He is married to a Peruvian woman, has two children, and speaks Spanish fluently.

3.3. Задания к самостоятельной работе обучающихся

SUPPLEMENTARY READING

Job Ads: Reading between the Lines

① *Read the following text which explains how job advertisements differ in three*

European countries

Checking out job advertisements is popular with executives worldwide. But though the activity is universal, is the same true of the advertisements? Are executive positions in different countries advertised in the same way? A comparison of the jobs pages of *The Times* of London, *Le Monde* of Paris and Germany's *Frankfurter Allgemeine Zeitung* suggests not.

First, what UK job seekers consider an essential piece of information - what the post pays - is absent from French and German adverts. It is often left to applicants to raise this themselves. In contrast, most British advertisements mention not only salary, but also other material incentives including a car and fringe benefits. French or German advertisements rarely refer to these. The attention given to rewards in the UK indicates the importance of the job and its responsibility. In France and Germany, that information is given by the level of experience and qualifications demanded. Salary can be assumed to correspond with this.

If French and German adverts are vague about material rewards, they are precise about qualifications. They usually demand 'a degree in...' not simply 'a degree'. In Germany, for example, a technical director for a machine tool company will be expected to have a *Dipl.-Ing* degree in Mechanical Engineering.

French advertisements go further. They may specify not just the type of *grande école* degree, but sometimes a particular set of institutions (*Formation supérieure X, Centrale, Mines, HEC, ESSEQ*, these being the most famous *grandes écoles*).

All this contrasts with the vague call for 'graduates' (or 'graduate preferred') which is found in the UK. British companies often give the impression that they have a particular type of applicant in mind, but are not sure about the supply and will consider others. Their wording suggests hope and uncertainty, as in this advertisement from *The Times*: 'Whilst educational standards are obviously important, a large measure of personal enthusiasm is likely to secure the success of your application.'

In the UK qualifications beyond degree level make employers nervous, but in France or Germany it is difficult to be 'overqualified'. Many people on German executive boards have doctorates and the French regard five or six years of intensive post-baccalaureate study at a *grand école* as ideal training. British managers are not selected primarily for their intelligence, as managers are in France, or for their expert knowledge, as in Germany. Instead, the British give importance to social, political and leadership skills.

This difference also shows in the personal qualities mentioned. British advertisements stress energy, ability to communicate and motivate. German advertisements like achievement, but it tends to be less personality-driven. German companies want candidates with sound knowledge, experience and competence in

their field. They rarely recruit 'novices' as do British employers. French advertisements refer more to intellectual qualities like analytical aptitude and independence.

Even the tone of the job advertisements is different in the three countries. By French and German standards, British advertisements are very racy. They attract young executives with challenges such as: 'Are you reaching your potential?', whereas French and German advertisements are boringly direct, aiming to give information about the job rather than to sell it.

All this points to three different conceptions of management. The French regard it as intellectually complex, the Germans as technically complex, and the British as interpersonally complex. But they agree on one thing: *it is complex*.

② *Now complete the chart with the information each country provides in its advertisements.*

	UK	France	Germany
Salary	<i>Essential</i>	<i>Not mentioned</i>	<i>Not mentioned</i>
Material incentives			
Degrees/qualifications			
School attended			
Personal qualities			
Tone of job advertisement			
Conceptions of management			

③ *Match the words and expressions in the box with the headings below*

job seekers	doctorate	initiative	interviewees
bonus	candidates	company car	job offer
applicants	advertisement	diploma	independence
confidence	qualifications	interview	pension plan
shortlist	enthusiasm	degree	health insurance

1. Fringe benefits: _____
2. Education: _____
3. Stages in recruiting: _____
4. Personal qualities: _____
5. People looking for work: _____

4. МЕТОДИЧЕСКИЕ УКАЗАНИЯ И ЗАДАНИЯ К КОНТРОЛЬНОЙ РАБОТЕ

4.1. Методические указания к выполнению контрольной работы

Студенты 1 курса со сроком обучения 4 года и 6 месяцев выполняют контрольную работу №1. Студенты 2 курса со сроком обучения 4 года и 6 месяцев выполняют контрольную работу №2.

Помимо контрольной работы, студенты должны выполнить дополнительные устные и письменные задания, которые проверяются и оцениваются во время зачетно-экзаменационной сессии.

Контрольная работа №1 представлена в 20 вариантах и включает следующие типы заданий:

1. Работа с текстом (задания 1 -20). Здесь студент должен:
 - а) Сделать полный письменный перевод текста.
 - б) Составить словарь к тексту. Словарик содержит 15 – 20 ключевых слов и выражений, отражающих тематику текста, с переводом.
 - в) Кратко изложить содержание текста в нескольких предложениях - составить резюме текста. Резюме составляется на английском языке; оно должно быть грамотным, соответствовать содержанию текста и отражать его структуру.

2. Тестовые задания лексико-грамматического характера (10 заданий).
Для успешного выполнения заданий рекомендуем изучить следующие грамматические темы:

№ п\п	Грамматическая тема	Номер задания
1	Артикли	21 - 40
2	Глагол <i>to be</i> ; конструкция <i>there is/there are</i>	41 - 60
3	Функции слов <i>it, that, one, what, which</i>	61 - 80
4	Сравнительная и превосходная степень прилагательных и наречий	81 - 100
5	Времена <i>Present Simple</i> и <i>Present Progressive</i>	100 - 120
6	Модальные глаголы	121 - 140
7	Времена <i>Past Simple</i> и <i>Past Progressive</i>	141 - 160
8	Формы выражения будущего	161 - 180
9	Времена группы <i>Perfect</i>	181 - 200
10	Пассивный залог	201 - 220

Номера заданий контрольной работы определяются согласно таблице, по двум последним цифрам личного дела (шифра) обучающегося. Выбор задания контрольной работы производится следующим образом: если шифр обучающегося оканчивается на 35, то пересечением Строки 3 и Столбца 5 определяются номера заданий – 15, 35, 55, 75, 95, 115, 135, 155, 175, 195, 215.

Таблица для определения номера задания контрольной работы

Предпоследняя цифра шифра	Последняя цифра шифра									
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
0	1	2	3	4	5	6	7	8	9	10
	21	22	23	24	25	26	27	28	29	30
	41	42	43	44	45	46	47	48	49	50
	61	62	63	64	65	66	67	68	69	70
	81	82	83	84	85	86	87	88	89	90
	101	102	103	104	105	106	107	108	109	110
	121	122	123	124	125	126	127	128	129	130
	141	142	143	144	145	146	147	148	149	150
	161	162	163	164	165	166	167	168	169	170
	181	182	183	184	185	186	187	188	189	190
	201	202	203	204	205	206	207	208	209	210
1	11	12	13	14	15	16	17	18	19	20
	31	32	33	34	35	36	37	38	39	40
	51	52	53	54	55	56	57	58	59	60
	71	72	73	74	75	76	77	78	79	80
	91	92	93	94	95	96	97	98	99	100
	111	112	113	114	115	116	117	118	119	120
	131	132	133	134	135	136	137	138	139	140
	151	152	153	154	155	156	157	158	159	160
	171	172	173	174	175	176	177	178	179	180
	191	192	193	194	195	196	197	198	199	200
	211	212	213	214	215	216	217	218	219	220
2	1	2	3	4	5	6	7	8	9	10
	21	22	23	24	25	26	27	28	29	30
	41	42	43	44	45	46	47	48	49	50
	61	62	63	64	65	66	67	68	69	70
	81	82	83	84	85	86	87	88	89	90
	101	102	103	104	105	106	107	108	109	110
	121	122	123	124	125	126	127	128	129	130
	141	142	143	144	145	146	147	148	149	150
	161	162	163	164	165	166	167	168	169	170
	181	182	183	184	185	186	187	188	189	190
	201	202	203	204	205	206	207	208	209	210

Предпоследняя цифра шифра	Последняя цифра шифра									
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
3	11	12	13	14	15	16	17	18	19	20
	31	32	33	34	35	36	37	38	39	40
	51	52	53	54	55	56	57	58	59	60
	71	72	73	74	75	76	77	78	79	80
	91	92	93	94	95	96	97	98	99	100
	111	112	113	114	115	116	117	118	119	120
	131	132	133	134	135	136	137	138	139	140
	151	152	153	154	155	156	157	158	159	160
	171	172	173	174	175	176	177	178	179	180
	191	192	193	194	195	196	197	198	199	200
	211	212	213	214	215	216	217	218	219	220
4	1	2	3	4	5	6	7	8	9	10
	21	22	23	24	25	26	27	28	29	30
	41	42	43	44	45	46	47	48	49	50
	61	62	63	64	65	66	67	68	69	70
	81	82	83	84	85	86	87	88	89	90
	101	102	103	104	105	106	107	108	109	110
	121	122	123	124	125	126	127	128	129	130
	141	142	143	144	145	146	147	148	149	150
	161	162	163	164	165	166	167	168	169	170
	181	182	183	184	185	186	187	188	189	190
	201	202	203	204	205	206	207	208	209	210
5	11	12	13	14	15	16	17	18	19	20
	31	32	33	34	35	36	37	38	39	40
	51	52	53	54	55	56	57	58	59	60
	71	72	73	74	75	76	77	78	79	80
	91	92	93	94	95	96	97	98	99	100
	111	112	113	114	115	116	117	118	119	120
	131	132	133	134	135	136	137	138	139	140
	151	152	153	154	155	156	157	158	159	160
	171	172	173	174	175	176	177	178	179	180
	191	192	193	194	195	196	197	198	199	200
	211	212	213	214	215	216	217	218	219	220

Предпоследняя цифра шифра	Последняя цифра шифра									
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
7	11	12	13	14	15	16	17	18	19	20
	31	32	33	34	35	36	37	38	39	40
	51	52	53	54	55	56	57	58	59	60
	71	72	73	74	75	76	77	78	79	80
	91	92	93	94	95	96	97	98	99	100
	111	112	113	114	115	116	117	118	119	120
	131	132	133	134	135	136	137	138	139	140
	151	152	153	154	155	156	157	158	159	160
	171	172	173	174	175	176	177	178	179	180
	191	192	193	194	195	196	197	198	199	200
	211	212	213	214	215	216	217	218	219	220
8	1	2	3	4	5	6	7	8	9	10
	21	22	23	24	25	26	27	28	29	30
	41	42	43	44	45	46	47	48	49	50
	61	62	63	64	65	66	67	68	69	70
	81	82	83	84	85	86	87	88	89	90
	101	102	103	104	105	106	107	108	109	110
	121	122	123	124	125	126	127	128	129	130
	141	142	143	144	145	146	147	148	149	150
	161	162	163	164	165	166	167	168	169	170
	181	182	183	184	185	186	187	188	189	190
	201	202	203	204	205	206	207	208	209	210
9	11	12	13	14	15	16	17	18	19	20
	31	32	33	34	35	36	37	38	39	40
	51	52	53	54	55	56	57	58	59	60
	71	72	73	74	75	76	77	78	79	80
	91	92	93	94	95	96	97	98	99	100
	111	112	113	114	115	116	117	118	119	120
	131	132	133	134	135	136	137	138	139	140
	151	152	153	154	155	156	157	158	159	160
	171	172	173	174	175	176	177	178	179	180
	191	192	193	194	195	196	197	198	199	200
	211	212	213	214	215	216	217	218	219	220

Контрольная работа №2 представлена в 20 вариантах. Она включает следующие типы заданий:

1. Работа с текстом. Здесь студент должен:

- а) сделать полный письменный перевод текста (Задание 1);
- б) выполнить задания на проверку общего понимания текста (Задание 2).
- в) Выполнить задания к тексту лексического характера (Задание 3).

2. Выполнить тестовые задания по изученным грамматическим темам (Задания 4-7). Данные задания заключаются в полном и адекватном переводе предложений, содержащих примеры сложных грамматических явлений. Для

их успешного выполнения необходимо обязательно предварительно изучить теорию по следующим грамматическим явлениям:

№ п/п	Грамматическая тема	Номер задания
1	Инфинитив (The Infinitive)	4
2	Герундий (The Gerund)	5
3	Причастие (Participle 1, Participle 2)	6
4	Условные предложения (Conditionals)	7

Вариант Контрольной работы №2 определяется по последним цифрам личного дела (шифра) студента с учетом направления подготовки.

Таблица для определения варианта контрольной работы

Последняя цифра шифра	Номер варианта
0 или 1	1
2 или 3	2
4 или 5	3
6 или 7	4
8 или 9	5

4.2. ЗАДАНИЯ КОНТРОЛЬНОЙ РАБОТЫ

Контрольная работа №1

1. Выполните работу с текстом.

а). Прочитайте и письменно переведите текст.

б). Составьте словарь к тексту.

в). Сформулируйте основное содержание текста в нескольких предложениях.

JOB HUNTING

Before you look for the perfect job, write a CV or apply for a job, you need to do some research. Researching yourself is the key to finding the job that is right for you.

The first thing you need to do when starting the job hunting process is a self-assessment of your own strengths and weaknesses. The process will help you identify the skills, qualifications, experience, knowledge and personal characteristics that employers are looking for. It's very useful to produce a "mind map" to highlight your strengths and weaknesses.

Once you know yourself, it's time to start researching the market – finding out more about the type of job you want and the companies and organizations that have similar posts. This will help you make a short list of the places where you'd like to work.

You will need to search online job search sites and utilize offline resources including networking, which is still the way most people find jobs.

Online job search resources, including job search sites, job search engines, networking sites, resume posting, and ways to make sure you are using all the online job search resources available.

Are you using the help wanted classified ads when you look for jobs? If not, you should be. Local and regional employers don't always post on the major jobs sites. Instead, they will advertise in their local newsletter to avoid being overwhelmed with applicants and, in many cases, because they are not interested in paying relocation costs.

The next step in finding a job is to write a resume or prepare to complete a job application. Depending on the type of job you are searching for, you will need a resume, CV (curriculum vitae) and a cover letter or you will need to complete an application for employment.

In most cases, you will need a resume to apply for full-time, professional job opportunities. If you are seeking a part-time job or work in a career field like hospitality or retail, for example, you will complete an application for employment.

2. Выполните работу с текстом.

а). Прочитайте и письменно переведите текст.

б). Составьте словарь к тексту.

в). Сформулируйте основное содержание текста в нескольких предложениях.

VALUE FOR MONEY

Value for money is basically the relationship between how much something costs and how good or useful it is. In other words, the cheaper something is, and the higher its quality, the greater the value for money it represents. One of the main reasons why people choose well-known brands is that their names give a guarantee of quality at a fair price. The value for money they represent means that customers keep coming back to them.

This doesn't mean, however, that a brand can never be harmed. Even big brands are fragile and their reputation can be easily damaged. When the owner of a well-known British chain of jewellery shops said one of his products was rubbish, people stopped shopping at his stores and many branches had to close down. This proves that customers expect quality even for a 'down market' brand. Nowadays, all successful businesses focus on quality. They will even adopt the practices of their main rivals if it means they can improve their level of manufacturing or service.

This commitment to quality has led to spectacular progress in many industries, for example, in the car industry. Three-year guarantees were once unheard of; now some manufacturers are so confident about the quality of their vehicles that they can offer five years. However, perhaps the search for zero defects can be taken too far. We can feel sorry for the staff of a well-known glossy magazine whose editor called a general meeting because she had found a small error at the end of one edition!

3. Выполните работу с текстом.

- a). Прочитайте и письменно переведите текст.
- б). Составьте словарь к тексту.
- в). Сформулируйте основное содержание текста в нескольких предложениях.

EATING OUT IN NEW YORK CITY

A wide variety of dining pleasures awaits a visitor to New York City, from luxuriating in the fanciest of French restaurants to grabbing a hot dog. With cuisines from every corner of the globe, New York City will feed you very well regardless of your budget. The least costly alternatives are those used by many natives at lunch time: street vendors, fast food places and delis.

Street vendors' offerings — hot dogs for \$ 2.00 or less — are fast, inexpensive and very "New York." Hot dogs are a kind of sausage placed inside a bun. They are often made from pork and can be steamed, boiled, or grilled.

The fast food places, such as McDonald's and Burger King are much the same everywhere in the United States. They offer a pretty standard fare: hamburgers, French fries, and coke (Coca-Cola), at a pretty standard price. A meal will rarely exceed \$ 4.00 per person.

With so many people traveling in cars, fast food places can be found all along the highways. If you are in a hurry, you can drive round to a "drive through" window and pick up your food packed in a paper bag without leaving your car. Likewise, other fast food places may have "drive-in" facilities. A waiter will meet you in the restaurant's parking lot, take your order and deliver the food to your car, where you can eat in the relative comfort of the parking area.

Another option, the delis (short for delicatessen) offer sandwiches and assorted salads. Americans eat a lot of sandwiches, especially for lunch. They are made with two pieces of bread and a filling. Some common fillings are: tuna fish, eggs, ham, chicken, turkey, roast beef, cheese, and peanut butter and jelly.

Some places call themselves "family restaurants". This usually means home style cooking. The food is almost as reasonably priced as in delis or better cafeterias. In a cafeteria you walk through a line, choose your food, put it on a tray, pay at the end of the line, and carry your food to a table.

4. Выполните работу с текстом.

- a). Прочитайте и письменно переведите текст.
- б). Составьте словарь к тексту.
- в). Сформулируйте основное содержание текста в нескольких предложениях.

NONVERBAL COMMUNICATION

The way you move, sit, walk, stand up, hold your head and carry yourself communicates a lot of information.

Gestures. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly. The meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation. Very few

gestures are universally understood and interpreted. What is perfectly acceptable in the United States may be rude, or even obscene, in other cultures. Facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Eye contact. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction.

In many Western societies, including the United States, a person who does not maintain 'good eye contact' is regarded as being slightly suspicious, or a 'shifty' character. Americans unconsciously associate people who avoid eye contact as unfriendly, insecure, untrustworthy, inattentive and impersonal. However, in contrast, Japanese children are taught in school to direct their gaze at the region of their teacher's Adam's apple or tie knot, and, as adults, Japanese lower their eyes when speaking to a superior, a gesture of respect.

Latin American cultures, as well as some African cultures, such as Nigeria, have longer looking time, but prolonged eye contact from an individual of lower status is considered disrespectful. In the US, it is considered rude to stare - regardless of who is looking at whom. In contrast, the polite Englishman is taught to pay strict attention to a speaker, to listen carefully, and to blink his eyes to let the speaker know he or she has been understood as well as heard. Americans signal interest and comprehension by bobbing their heads or grunting.

A widening of the eyes can also be interpreted differently, depending on circumstances and culture. Take, for instance, the case of an American and a Chinese discussing the terms of a proposed contract. Regardless of the language in which the proposed contract is carried out, the US negotiator may interpret a Chinese person's widened eyes as an expression of astonishment instead of as a danger signal (its true meaning) of politely expressed anger.

5. Выполните работу с текстом.

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STUDYING AT UNIVERSITY

(in England and Wales)

If you want to enter university, you must first pass examinations that most students take at the age of eighteen (called "A" levels). Most students take three "A" levels (three examinations in three different subjects) and they must do well in order to get a place at the university because the places are limited. Competition to get into one of Britain's universities is fierce. At the moment, approximately 30% of young adults go to university in Britain.

Until 1998, British students didn't have to pay for university. Now they must pay about £ 1,000 a year as a tuition fee. Not all students study full-time at the university or college. Many of them combine their studies with work.

Students at university are called undergraduates while they are studying for

their first degree. Undergraduates go to large, formal lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer.

Most university courses last three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are doing/studying history, or doing/studying for a degree in history, for example. When they finish the course and pass their examinations, they receive a degree. This can be a BA (=Bachelor of Arts) or a BSc (=Bachelor of Science), e.g. "I have a friend who has a BA in history, and another who has a BSc in chemistry".

When you complete your first degree, you are a graduate. Some students then go on to do a second course or degree (postgraduate course / postgraduate degree). These students are then postgraduates. There are usually three possible degrees:

MA (Master of Arts) or MSc (Master of Science) - usually one year;

MPhil (Master of Philosophy) - usually two years;

PhD (Doctor of Philosophy) - at least three years;

Students can graduate with an ordinary degree or an honours degree which is better. When people study one subject in great detail, we say they are doing research.

б. Выполните работу с текстом.

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MAXIMIZE YOUR LEARNING!

The most important thing is that you really have to want to learn the language – without that, you won't get very far. You need to work hard, but at the same time you need to enjoy it and not get frustrated when you feel are not making much progress. You have to be realistic – learning a language takes time. Motivation is vital, you should really believe that you will be successful

Watch English Films and Television

This is not only a fun way to learn but it is also very effective. By watching English films (especially those with English subtitles) you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

Listen to English music

The best way to learn is to get the lyrics (words) to the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. And if you like to sing, fine.

Study as Often as Possible!

Only by studying things like grammar and vocabulary and doing exercises, can you really improve your knowledge of any language.

Do Exercises and Take Tests

By completing exercises and taking tests you can really improve your English. Often, it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing.

Listen to English

Speak on the phone or listen to radio broadcasts, audiobooks or CDs in English. This is different than watching the television or films because you can't see the person that is speaking to you. Many learners of English say that speaking on the phone is one of the most difficult things that they do and the only way to improve is to practice.

7. Выполните работу с текстом.

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WHY STUDY ENGLISH?

Being able to speak English well is important in today's world because English is everywhere. English is one of the most widely spoken languages. There are approximately 375 million people in the world who speak English as a mother tongue, and an equally large number of people speak English as a second language. The largest concentrations of native speakers are in the United States, the United Kingdom, Canada, Australia, Ireland, South Africa and New Zealand. English is the official language of 83 countries and is spoken in 105 countries.

English is the global language of communication in all major fields today. English is the international language of business, science, politics, and culture. What are you interested in? Is it science? Music? Computers? Health? Business? Sports? Today's media – such as the Internet, television and the press – give you almost unlimited access to knowledge about your favourite subjects. The majority of the electronically stored information around the world is in English, so you can use English to obtain information on many subjects on the Internet.

Nowadays in the competitive job market it is necessary to speak English. Approximately, 80% of business communications around the world take place in the English language. Many major firms conduct their international business in English and increasingly require their employees to speak and write fluent English. So if you learn English you will have a better chance of getting a well-paid job. If you have a service job (for example, in a shop, hospital or hotel), English may be useful for communicating with foreign customers.

Knowing English makes travel easier, and allows you to communicate with people from many parts of the world. You can travel to any English-speaking country without the need of have a translator. It may help you gain friends not just locally but internationally.

8. *Выполните работу с текстом.*

а). *Прочитайте и письменно переведите текст.*

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WHO SPEAKS ENGLISH?

EVERYONE knows the stereotypes about foreigners speaking English: Scandinavians are shockingly fluent, while the Japanese lag despite years and billions of yen spent trying. Now a big new study confirms some of those stereotypes. But it holds some surprises as well.

Education First, an English-teaching company, compiled the biggest ever internationally comparable sample of English learners: some 2m people took identical tests online in 44 countries. The top five performers were Norway, the Netherlands, Denmark, Sweden and Finland. The bottom five were Panama, Colombia, Thailand, Turkey and Kazakhstan. Among regions, Latin America fared worst. (No African country had enough takers to make the lists's threshold for the minimum number of participants.

Several factors correlate with English ability. Wealthy countries do better overall. But smaller wealthy countries do better still: the larger the number of speakers of a country's main language, the worse that country tends to be at English. This is one reason Scandinavians do so well: what use is Swedish outside Sweden? It may also explain why Spain was the worst performer in western Europe, and why Latin America was the worst-performing region: Spanish's role as an international language in a big region dampens incentives to learn English.

Export dependency is another correlate with English. Countries that export more are better at English. Malaysia, the best English-performer in Asia, is also the sixth-most export-dependent country in the world.

Teaching plays a role, too. Starting young, while it seems a good idea, may not pay off: children between eight and 12 learn foreign languages faster than younger ones, so each class hour on English is better spent on a 10-year-old than on a six-year-old. Between 1984 and 2000, the study's authors say, the Netherlands and Denmark began English-teaching between 10 and 12, while Spain and Italy began between eight and 11, with considerably worse results.

Finally, one surprising result is that China and India are next to each other (29th and 30th of 44) in the rankings, despite India's reputation as more Anglophone. The Chinese have made a broad push for English (they're "practically obsessed with it").

9. *Выполните работу с текстом.*

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NATIONAL CHARACTER

British people give a relatively high value to the everyday personal contacts. Some writers on Britain have talked about the British desire 'to belong', and it is certainly true that numerous clubs devoted to various sports and pastimes play a very important part in many people's lives. Many people make their social contacts through work and, partly as a result of this, the profession is also important aspect of their sense of identity. British people try to appear as if they belong to as high class as possible, though nobody wants to be thought of as 'snobbish'.

The British are rather conservative and their conservatism can combine with their individualism. Why should they change just to be like everyone else? Indeed, not being like everyone else is a good reason not to change. Their driving on the left-hand side of the road is a good example to this. Systems of measurement are another example. The British government has been trying for many years to get British people to use the same scales that are used nearly everywhere else in the world. But everybody in Britain still shops in pounds and ounces.

It is probably true that the British, especially the English, are more reserved than the people of many other countries. They find it comparatively difficult to indicate friendship by open displays of affection. For example, it is not the convention to kiss when meeting a friend. Instead, friendship is symbolised by behaving as casually as possible.

The British are comparatively uninterested in clothes. They spend a lower proportion of their income on clothing than people in most European countries do. Many people buy second-hands clothes and are not at all embarrassed to admit this. Of course, when people are 'on duty', they have to obey some quite rigid rules. A male bank employee, for example, is expected to wear a suit with a tie at work.

The British are always talking about the weather. Unlike many others, this stereotype is actually true to life. The English people are great pet lovers. Practically every family has a dog or a cat, or both. They have special dog shops selling food, clothes and other things for dogs. There are dog hairdressing saloons and dog cemeteries. Millions of families have 'bird-tables' in their gardens. Perhaps, this overall concern for animals is part of the British love for nature.

10. Выполните работу с текстом.

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STAYING AT A HOTEL

With the increase in the number of hotels and hotel chains, consumers now have a greater choice of where to stay when they travel. In order to beat the competition, hotels are now improving and enhancing the services that they provide.

The following is a list of the types of hotel services that hotel guests prioritize:

1. Hotel guests expect clean rooms that contain all of the essential conveniences. This includes comfortable beds with clean sheets, high speed internet access in the room, access to movies, full bathroom facilities, free local calls, continental

breakfasts, newspaper in the morning outside the door, wake up call service, alarm clock, hair dryer, coffee maker or complimentary coffee, iron and ironing board, and air-conditioning.

2. Easy accessibility to local transportation such as a taxi service and car rental is an important priority. They also want hotel staff to be able to arrange for their transportation. The hotel should have convenient parking where vehicles will be safe.

3. Hotel guests would like hotel staff to be able to arrange for entertainment services such as theater tickets, movie tickets, dinner reservations, spa and hair salon reservations.

4. Hotel guests would like a member of the staff to be available for assistance 24 hours a day. It is important that there is concierge available at all times to cater to the needs of the guests.

5. The hotel should have a quality dining room that serves delicious food at affordable prices. A hotel lounge is also important. The lounge should be a nice place to relax and have a drink.

6. The hotel should have recreational services such as a swimming pool, sauna, gymnasium, or tennis court. Most customers enjoy taking advantage of hotel recreational services.

7. Most hotel guests enjoy their privacy. Hotels should have rooms for those who want extra privacy.

8. Most people look for ways to save money when they travel. Customers enjoy taking advantage of special discounts on certain services offered by hotels.

11. Выполните работу с текстом.

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в). Сформулируйте основное содержание текста в нескольких предложениях.

AIRPORT PROCEDURES

On the day of your flight, you will want to show up at the airport with all of your luggage, your ticket, and your passport. Most airlines will request that you arrive at the airport three hours before your flight is scheduled to leave. This is because you will want to leave yourself ample time to complete all airport procedures and arrive to your flight on time.

When you get to the airport take your luggage, your ticket, and your passport, and wait in line to check in with your airline. When you reach the front of the line you will be prompted to hand over your ticket and your passport, and you will be given a new ticket which you will use to board the plane. Sometimes, the person working the desk will ask you if you have preferred seating. This is your opportunity to indicate to them whether you would like a window, middle, or aisle seat.

At the check-in counter, your ticket is looked at, your things are weighed and labeled with their destination. If you check excess luggage you'll have to pay a fee calculated by the number of extra pieces and the extra weight. Every passenger is also allowed one small carry-on bag, for instance a laptop computer or small suitcase.

Once you have finished at the check in desk you will be directed through security. When entering security, bring all carry on luggage with you. It is important that you check the airlines carry on luggage restrictions before you reach the airport to avoid having to throw out any of your property. Make sure to consult the airline website to find out size restrictions for your carry on luggage.

You will also have to remove all shoes and jackets and place them in a bin along with your carry on luggage. Your items will then be moved through an x-ray machine where they will be checked for anything that could pose a danger to others. You will also be asked to walk through a metal detector. Try to remove all belts, money, and anything else that may set off the metal detector.

After fulfilling all these formalities you go to the departure lounge where you can have a snack, read a paper or buy something in the duty-free shop and wait for the announcement to board the plane.

12. Выполните работу с текстом.

а). Прочитайте и письменно переведите текст.

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DEPARTMENTS IN A COMPANY

There is a difference between the departments a new business needs and the departments it can *afford*, at least during the start-up phase. A typical business should only have the number of departments it can support financially.

Almost every business needs an accounting department and an administrative department to handle paperwork and the legal matters surrounding the business' formation. However, other departments such as R&D (research and development) or public relations may be considered unnecessary or optional.

The evolution of departments in a business closely parallels the evolution of the business itself. As a business grows, the number of departments often grows along with it. Such departments as production, sales, accounting and administration would be immediately beneficial to a new business. If company owners decide to hire staff to handle these departments, then a need for a human resources department may arise. A human resources department would oversee the hiring, retention and performance of future employees.

Meanwhile, the sales department of a growing company often branches into several different departments, such as inside sales, outside sales or retail sales. Promotion of the company may involve creating advertising and public relations departments. The original production department could expand into different departments to become more efficient. A shipping and receiving department would keep track of inventory or deliveries, while a quality control department could insure

that the quality of products remains high.

There is no definitive answer concerning the total number of departments any business needs to be considered viable. Every new addition to a business brings with it some benefits and some liabilities. A new advertising department may create significant name recognition for the business, but the salaries of skilled artists and copywriters could be significant as well. As long as the existing departments can handle the company's needs, a growing business should be careful not to expand too quickly.

13. Выполните работу с текстом.

а). Прочитайте и письменно переведите текст.

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UNDERSTANDING CULTURAL DIFFERENCES

We live in a culturally diverse world. People encounter individuals from different races, religions, and nationalities. Communicating across language and cultural barriers at home and abroad may be rather challenging.

Here are some guidelines to help you in cross cultural communication and understanding.

- Be aware of differing communication styles: do you favour direct or indirect communication? Being able to say 'no' in your culture means you have a direct way of communicating. Some cultures have many ways to say 'yes,' most of them meaning 'no'!
- Be aware of differing social values, status symbols and how to demonstrate them. In hierarchical cultures every degree of 'superiority' needs to be recognised and respected.
- Be aware of decision making customs: not all people like to make decisions quickly and efficiently.
- Be aware of concepts of time: not all people see time as money or as a commodity.
- Be aware of silences, body language and personal space: people from different cultures have different 'comfort zones'. Learn the basic differences in the way people supplement their words with body movement.
- Be aware of acceptance (or not) of strangers: different cultures have differing attitudes towards outsiders, some are openly hostile, some maintain a detached aloofness, and others are friendly and cooperative toward strangers.
- Be aware of cultural 'contexts': people from cultures called 'high-context cultures' (Far Eastern, Arab) rely far less on verbal communication and more on the context of nonverbal actions to convey meaning. People from 'low-context cultures' such as the USA and Northern European cultures rely more on direct, verbal communication: they say is what they mean.
- Be aware of different etiquette rules or manners: what is polite in one culture may be considered rude in another; watch and learn. If in doubt, ask.

- Be aware that political correctness, morality and ethical behaviour differ around the world.

14. Выполните работу с текстом.

а). Прочитайте и письменно переведите текст.

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TIPS FOR SOCIAL ETIQUETTE

Social etiquette is important to use because it shows you are an educated individual concerned about your appearance and treatment of other people. Also, when you are in society it is frequently because of a particular event, so using etiquette will show your respect for those who invited you as well and will allow continued invitations to arrive in your mailbox.

There are some general rules to follow in order to engage in social etiquette conversation and be socially accepted.

- Be Polite

Remember when you are in a social situation it is important to always be polite and respectful of other guests even if you disapprove of certain comments or other individuals are not being polite.

Make sure you follow the rules of social etiquette conversation and remember your manners, always saying thank you, you are welcome, please, and listening to others when they speak.

- Ask Appropriate Questions

When you are socializing it is important to realize you are not at a debate and should steer away from questions that might cause one.

You do not want to cause a scene, so ask appropriate questions for the situation at hand, comment on the décor, and other surface topics that will keep the conversation going but will not cause any tension or anger to flare up.

- Keep it Short

In social situations it is always important to understand the nature of social etiquette conversation and keep conversations short and socialize with everyone present. Remember, social etiquette conversation is pleasant and short. Exchange pleasantries with everyone in attendance.

- Eye Contact and Personal Space

Making eye contact and allowing individuals their personal space is important in social etiquette conversation. This allows you to seem interested, polite and respectful of the other individual which are all social requirements.

15. а). Прочитайте и письменно переведите текст.

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TIPS FOR BUSINESS MEETINGS

Business meetings can be a great communication tool and perfect opportunity to demonstrate your skills in the workplace when executed properly. Here are our top seven tips for success, whether you are planning the meeting or attending.

Be prepared. Have the agenda, a notebook and pen, business cards and any other documents you may need ready. Determine what you can do beforehand to be ready to join in on the discussion.

Be conscience of your image. Being clean and neat at work is an absolute must.

Be punctual. Arrive on time. Try your best not to arrive more than a few minutes early, as to not interrupt any last minute preparations. Certainly try not to arrive late to the meeting at all costs, but sometimes this is unavoidable. If you're going to be late let someone know as soon as possible. When you do enter, be as unobtrusive as possible. If a formal presentation is going on, you may want to wait until there is a break to slip into the room.

Turn off cell phones, smart phones and watch timers. Be sure to convey that the meeting is your top priority by turning off anything that might be distracting to you or others in the meeting.

Keep a positive attitude. Try to avoid contradicting one another. Even in situations where differences in opinion may arise, try to address these contradictions in the most positive way possible.

Participate. Make sure to be a good listener and maintain focus. Convey your engagement with tone of voice and eye contact.

Follow-up. If you are the organizer of the meeting, be sure to follow-up with a to do list for the other meeting participants. This will ensure that your expectations and schedule are clear. If you are an attendee, ensure that you are clear on your expectations and furthermore follow through on those expectations.

16. а). Прочитайте и письменно переведите текст.

б). Составьте словарь к тексту.

в). Сформулируйте основное содержание текста в нескольких предложениях

PARTY ETIQUETTE

Even at the most casual parties, there are some things a polite guest should do:

1). Tell your host whether you're attending. And do it immediately. If you delay your reply, you could hinder the host's planning and also make it seem as if you're waiting for something better to come along. It's thoughtful to let your host know if you won't be able to be there.

2). Be on time. Punctuality means different things to people in different locales, but in general guests should arrive at or shortly after (usually only fifteen minutes) the time stated in the invitation. *Do not*, however, arrive early.

3). Be a willing participant. When your host says that it's time for dinner, go straight to the table. If you happen to be asked to participate in a party game or view Susie's graduation pictures, accept graciously and enthusiastically no matter how you really feel.

4). Offer to help when you can. If you're visiting with the host in the kitchen as he prepares the food, be specific when you offer to help: "I'd be happy to work on the salad or fill the water glasses." Even if your offer is refused, your gesture will be appreciated. When the party's end draws nigh, you could also offer to help with the cleanup.

5). Don't overindulge. Attacking finger foods as if you haven't eaten in a week will not only attract the wrong kind of attention, it will also leave less food for other guests. Also be sure to keep any consumption of alcoholic beverages on the moderate to low side.

6). Thank the host twice. In some parts of the United States, a second thank-you by phone is customary the day after the party (the first having been delivered on leaving the party) - a gesture that's gracious anywhere. If the party was formal, written thanks are in order. In fact, a written note is always appreciated - even after casual parties.

17. а). Прочитайте и письменно переведите текст.

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EMPLOYEE BENEFITS

Employee benefits (also called fringe benefits, perquisites, perqs or perks) are various non-wage compensations provided to employees in addition to their normal wages or salaries. Examples of these benefits include: housing (employer-provided or employer-paid), group insurance (health, dental, life etc.), disability income protection, retirement benefits, daycare, tuition reimbursement, sick leave, vacation (paid and non-paid), social security, profit sharing, funding of education, and other specialized benefits.

The term *perks* is often used colloquially. Often, perks are given to employees who are doing notably well and/or have seniority. Common perks are take-home vehicles, hotel stays, free refreshments, leisure activities on work time (golf, etc.), stationery, allowances for lunch. They may also be given first chance at job promotions when vacancies exist.

Advantages of Giving Fringe Benefits

Employers have several reasons why they provide fringe benefits even if this means additional expenses.

- With extensive health insurance plans, companies can keep their key employees and workers who provide satisfying service.
- Usually, most employers enjoy tax breaks especially if they provide group health plans.
- Workers will usually prefer better fringe benefits than higher salary, allowing employers to reduce their expenses.
- Several studies suggested that employees who are covered by a good health insurance are less likely to be absent from their work.
- When receiving benefits, workers will think that their companies are good employers, boosting their morale and improving their work ethics.

18. а). Прочитайте и письменно переведите текст.

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WHAT MAKES YOU WORK?

Every person has different motivations for working. The reasons for working are as individual as the person. But, we all work because we obtain something that we need from work. The something we obtain from work impacts our morale and motivation and the quality of our lives.

Work IS About the Money

Motivation is individual and diverse. Some people work for personal fulfillment. Others like to accomplish goals and feel as if they are contributing to something important. Some people truly love what they do or the clients they serve. Other people like to fill their time with activity. Some workers like change, challenge, and diverse problems to solve.

Whatever your personal reasons for working, the bottom line, however, is that

almost everyone works for money. Whatever you call it: compensation, salary, bonuses or benefits, money pays the bills. Money provides housing, gives children clothing and food, sends teens to college, and allows leisure activities, and eventually, retirement. To underplay the importance of money and benefits as motivation for people who work is a mistake.

Fair pay is the cornerstone of a successful company that recruits and retains committed workers. If you provide a living wage for your employees, you can then work on additional motivation issues.

Got Money? What's Next for Motivation?

As it turns out it is not only money, or promotion, or the bonuses that we get at the end of the month. The true secret to high performance and satisfaction—at work, at school, and at home—does not lie in external rewards. It is based on the deep human need to direct our own lives (**autonomy**), to learn and create new things (**mastery**), and to do better by ourselves and our world (**purpose**).

19. а). *Прочитайте и письменно переведите текст.*

б). *Составьте словарь к тексту.*

в). *Сформулируйте основное содержание текста в нескольких предложениях*

IMPORTANCE OF EDUCATION

"Knowledge is Power" - thus goes the saying, which proves to be true in the modern age of computer technology, space-travel and nuclear technology age.

It is through education that knowledge and information is received and spread throughout the world. An uneducated person cannot read and write, he is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside world. In contrast, an educated man lives in a room with all its windows open towards outside world.

The biggest part of growing up is making the right choices that benefit you in the future. The idea is to get an education so you can choose a career, have hope, and achieve your goals and dreams. Without knowledge you can't be informed nor can you truly understand the meaning of many topics. Education trains the human mind to think and take the right decisions.

Education is an international passport. A well-educated individual can get a good job opportunity in any part of the world, depending upon his educational background, professional skills and abilities.

A well-qualified person possesses self-confidence, inter-personal skills, etiquette and manners. Educated people have jobs that are more meaningful and interesting as they are in a position of decision-making.

The Right to Education is a fundamental human right. It occupies a central place in Human Rights and is essential and indispensable for the exercise of all other human rights and for development.

Education has an immense impact on the human society. The quality of human resource of a nation is easily judged by the number of literate population living in it. Education is a must if a nation aspires to achieve growth and development and more

importantly sustain it. This may well explain the fact that rich and developed nations of the world have very high literacy rate and productive human resource.

The importance of education cannot be neglected by any nation. And in today's world, the role of education has become even more vital. It is an absolute necessity for economic and social development of any nation.

20. а). *Прочитайте и письменно переведите текст.*

б). *Составьте словарь к тексту.*

в). *Сформулируйте основное содержание текста в нескольких предложениях*

MAKING BUSINESS CALLS

The telephone is often the first point of contact a customer or client will have with a company so it is very important that you make a good impression when you're answering the phone.

Unless you are working in a busy call centre or on a switchboard, be as prompt as possible in answering the phone. Potential clients and many customers lead busy lives and if you let the phone ring too long before answering, they might have already hung up and taken their business elsewhere.

Always greet the caller according to the time of day and identify yourself with either a first name or first name and surname and the company name followed by establishing the reason for the call.

You never know how simple or complex the nature of call might be so it's important that you're prepared and know how to handle the call.

If you're working on a busy switchboard, you'll need to understand how to transfer calls internally and you should also keep a pen and pad handy so you can jot down details of the call.

Speak slightly more slowly on the phone than you would if you were having a general face-to-face conversation. Important details can get overlooked if you speak too quickly and it also saves you from having to repeat yourself. This is especially true if you have a very pronounced regional accent

People hate being put on hold although most of them do understand that it is sometimes inevitable. If you need to place a caller on hold for any reason, firstly tell them why and ask them if they object to being placed on hold.

Before ending the call, you should always try to recap what you've discussed, if appropriate, and ask the caller if there is anything else you can help them with before saying 'goodbye' and hanging up. It's also good practice to let the caller hang up before you do.

If you've been asked to pass a message on to a work colleague, always do so as soon as possible. The longer you leave it, the more likely you will either forget to do so or you'll pass on incorrect details of the call.

In general, however, if you're friendly, courteous and helpful, answering the phone should not present you with too many problems.

21. *Вставьте соответствующий артикль: a, an, the или нулевой.*
I've got ... nice sweat shirt.
22. *Вставьте соответствующий артикль: a, an, the или нулевой.*
She's got two brothers, ... tall one is my friend.
23. *Вставьте соответствующий артикль: a, an, the или нулевой.*
Is there ... good film on TV tonight?
24. *Вставьте соответствующий артикль: a, an, the или нулевой.*
... American flag is red, white and blue.
25. *Вставьте соответствующий артикль: a, an, the или нулевой.*
Her Majesty ... Queen lives in London.
26. *Вставьте соответствующий артикль: a, an, the или нулевой.*
Is ... sun really yellow?
27. *Вставьте соответствующий артикль: a, an, the или нулевой.*
I'll see you in half ... hour.
28. *Вставьте соответствующий артикль: a, an, the или нулевой.*
It's ... horrible mistake!
29. *Вставьте соответствующий артикль: a, an, the или нулевой.*
They've got ... splendid expensive car.
30. *Вставьте соответствующий артикль: a, an, the или нулевой.*
I'd like ... orange juice, please.
31. *Вставьте соответствующий артикль: a, an, the или нулевой.*
Have ... nice day!
32. *Вставьте соответствующий артикль: a, an, the или нулевой.*
... United Kingdom is in Europe.
33. *Вставьте соответствующий артикль: a, an, the или нулевой.*
I've got half ... hour to go.
34. *Вставьте соответствующий артикль: a, an, the или нулевой.*
... French don't know what real bacon is!
35. *Вставьте соответствующий артикль: a, an, the или нулевой.*
I hate ... spaghetti bolognese!
36. *Вставьте соответствующий артикль: a, an, the или нулевой.*
My headphones come from ... Japan.
37. *Вставьте соответствующий артикль: a, an, the или нулевой.*
At home we can't play ... baseball.
38. *Вставьте соответствующий артикль: a, an, the или нулевой.*
She plays ... guitar every day.
39. *Вставьте соответствующий артикль: a, an, the или нулевой.*
Did you know my sister was ... engineer?
40. *Вставьте соответствующий артикль: a, an, the или нулевой.*
Did you come by ... taxi?
41. *Выберите правильную форму.*
There ... a certain rule to be used in this case.
a) was b) is c) were
42. *Выберите правильную форму.*
There ... many options to choose from here.

- a) is b) are c) was
43. *Выберите правильную форму.*
There ... no question of printing empty money.
a) is b) are c) will be
44. *Выберите правильную форму.*
There ... recently developed a new approach to this.
a) has been b) were been c) were
45. *Выберите правильную форму.*
There ... more than one possibility for attracting investments.
a) is b) are c) exist
46. *Выберите правильную форму.*
There ... another solution to the problem.
a) are b) were c) seems to be
47. *Выберите правильную форму.*
There ... a new instrument to deal with this issue.
a) can be b) must be c) will be.
48. *Выберите правильную форму.*
There ... a few things I want to make clear.
a) were b) are c) is
49. *Выберите правильную форму.*
There ... a lift in the house.
a) are b) is c) were.
50. *Выберите правильную форму.*
There ... no wars in the future.
a) will be b) are c) were
51. *Выберите правильную форму.*
How many students ... there in your group?
a) will be b) are c) is.
52. *Выберите правильную форму.*
There ... a lot of fruit in our garden.
a) were b) is c) was.
53. *Выберите правильную форму.*
The students ... in the reading hall.
a) is b) am c) are.
54. *Выберите правильную форму.*
I ... going to the concert with my friend.
a) am b) will be c) were.
55. *Выберите правильную форму.*
The train ... to arrive at 10.
a) will be b) is c) were.
56. *Выберите правильную форму.*
I ... glad to meet my friend.
a) am b) is c) were.
57. *Выберите правильную форму.*
My friend ... preparing to enter the University.

- a) will b) were c) is
58. *Выберите правильную форму.*
The students ... asked to help the farmers.
a) was b) is c) were.
59. *Выберите правильную форму.*
Such problems ... discussed at our meeting.
a) will b) was c) are.
60. *Выберите правильную форму.*
We ... at the lectures yesterday.
a) are b) will be c) were.
61. *Переведите предложение.*
I have heard the news and find it very interesting.
62. *Переведите предложение.*
The price rise is inevitable. It means that ...
63. *Переведите предложение.*
The inflation rate in October was higher than in September.
64. *Переведите предложение.*
It was our strong will that helped find the solution to the problem.
65. *Переведите предложение.*
It wasn't that bad.
66. *Переведите предложение.*
The idea that was put forward by the managing director did not seem to be right.
67. *Переведите предложение.*
Their wages were so low that there was no use to start this campaign.
68. *Переведите предложение.*
That the commercial would do no harm was obvious.
69. *Переведите предложение.*
The idea behind it is that we might reduce the time for this operation.
70. *Переведите предложение.*
It was not until the Euro was introduced that the EU countries harmonized mutual settlements.
71. *Переведите предложение.*
The paper that was presented by a visiting lecturer from the UK aroused great interest.
72. *Переведите предложение.*
The speed at which the car was moving was too high.
73. *Переведите предложение.*
The minimum wage will be increased, which will cause the price rise.
74. *Переведите предложение.*
They were doing research of unemployment, in which case both official and hidden unemployment was studied.
75. *Переведите предложение.*
The extent to which all the components are involved depends on the situation.
76. *Переведите предложение.*
Pierre and Marie Curie were mostly engaged in researching radioactive elements,

in which field they made most essential discoveries.

77. *Переведите предложение.*

Factors are investigated which play an important role in the process under study.

78. *Переведите предложение.*

The economic growth was substantial, which is due to the production volume.

79. *Переведите предложение.*

The way in which this was achieved is not exactly what we have in mind.

80. *Переведите предложение.*

What size do you wear?

81. *Раскройте скобки, образуя сравнительную степень прилагательного.*

Elephants are much ... than lions. (heavy)

82. *Раскройте скобки, образуя сравнительную степень прилагательного.*

Yellow flowers are ... than orange ones. (common)

83. *Раскройте скобки, образуя сравнительную степень прилагательного.*

They work ... than us. (hard)

84. *Раскройте скобки, образуя сравнительную степень прилагательного.*

Our room is a bit ... than this one. (large)

85. *Раскройте скобки, образуя сравнительную степень прилагательного.*

Is your new car ... than the one you had?

86. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

Hamburgers are ... fish and chips. (- expensive)

87. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

Rolls Royces are ... Toyotas. (+ expensive)

88. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

A pound of plums is ... a pound of peaches. (= heavy)

89. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

I'm ... at English ... you! (+ good)

90. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

France is nearly ... Spain. (= large)

91. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

John is ... in cars ... you are. (+ interested)

92. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

She is ... her sister. (+ thin)

93. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

Dogs are ... cats. (+ friendly)

94. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*

- This exercise is much ... the other one. (- difficult)
95. *Образуйте формы сравнительной степени. Не забывайте добавлять необходимые слова.*
You must work ... if you want to pass the exam. (+ hard)
96. *Раскройте скобки, выбрав правильную форму.*
This blue dress is by far (beautiful) in the shop. It's (nice) than the red one and (modern) than the green one.
97. *Раскройте скобки, выбрав правильную форму.*
(Many) people think that English is (easy) to study than German.
98. *Раскройте скобки, выбрав правильную форму.*
Finally I think that I'll buy the (cheap) of the two cars. I know the other one is (fast) and (comfortable) but it's just too expensive.
99. *Раскройте скобки, выбрав правильную форму.*
This film was made after one of Hemingway's (good) novels. And yet, I preferred the film to the book: it was (lively) and (interesting).
100. *Раскройте скобки, выбрав правильную форму.*
That was the (mean) and the (thoughtless) thing you ever said to me.
101. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
The River Nile (flow) into the Mediterranean.
102. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
Look at the river. It (flow) very fast today – much faster than usual.
103. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
We usually (grow) vegetables in our garden but this year we (not / grow) any.
104. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
“How is your English?” “Not bad. It (improve) slowly.”
105. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
Ron is in London at the moment. He (stay) at the Park Hotel. He (always / stay) there when he's in London.
106. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
Can we stop walking soon? I (start) to feel tired.
107. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
“Can you drive?” - “I learn. My father (teach) me.”
108. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
Normally I (finish) work at 5.00, but this week I (work) until 6.00 to earn a bit more money.
109. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
My parents (live) in Bristol. They were born there and have never lived anywhere else. Where (your / parents / live)?
110. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
Sonia (look) for a place to live. She (stay) with her sister until she finds somewhere.
111. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*
“What (your father/ do)?” “He's an architect but he (not / work) at the moment.”
112. *Раскройте скобки, выбрав формы Present Simple или Present Progressive.*

- Usually I (enjoy) parties but I (not / enjoy) this one very much.
113. Раскройте скобки, выберите формы Present Simple или Present Progressive.
The train is never late. It (always / leave) on time.
114. Раскройте скобки, выберите формы Present Simple или Present Progressive.
Jim is very untidy. He (always / leave) his things all over the place.
115. Выберите правильный вариант.
Mr Fahy (is dancing / dances) with me every Sunday.
116. Выберите правильный вариант.
Where is Sally? She (is coming / comes).
117. Выберите правильный вариант.
We never (going / go to) the swimming-pool in winter.
118. Раскройте скобки, выберите формы Present Simple или Present Progressive.
You should go on a diet. (You / put) on weight.
119. Раскройте скобки, выберите формы Present Simple или Present Progressive.
Helen (stay) with her brother while her house is being repaired.
120. Раскройте скобки, выберите формы Present Simple или Present Progressive.
What's the matter? Why (you / stare) at me like that?
a) can b) may c) must
121. Вставьте подходящий по смыслу модальный глагол.
You ... not smoke here.
a) can b) may c) must
122. Вставьте подходящий по смыслу модальный глагол.
She ... send a telegram because it was too late to send a letter. a) to be to
b) has to c) is to.
123. Вставьте подходящий по смыслу модальный глагол.
They decided that she ... send them a telegram every tenth day. a) has to
b) had to c) to be to.
124. Вставьте подходящий по смыслу модальный глагол.
You ... learn all the new words for the next lesson.
a) has to b) is to c) have to.
125. Вставьте подходящий по смыслу модальный глагол.
Do you know this man? He ... be our new teacher.
a) have to b) are to c) has to.
126. Вставьте подходящий по смыслу модальный глагол.
I ... help my friends with this work now, so I can't go with you. a) is to
b) had to c) have to.
127. Вставьте подходящий по смыслу модальный глагол.
The meeting ... to begin at 5 o'clock. Don't be late!
a) have to b) are to c) is to.
128. Вставьте подходящий по смыслу модальный глагол.
You ... learn this poem by Wednesday.
a) are to b) had to c) have to.
129. Вставьте подходящий по смыслу модальный глагол.
She asked me if she ... use my telephone.
a) could b) should c) must.

130. *Вставьте подходящий по смыслу модальный глагол.*
 Something was wrong with the car: he ... not start it.
 a) might b) need c) could.
131. *Вставьте подходящий по смыслу модальный глагол.*
 They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed.
 a) should b) could c) might.
132. *Вставьте подходящий по смыслу модальный глагол.*
 He asked if he ... bring his sister to the party.
 a) might b) should c) could.
133. *Вставьте подходящий по смыслу модальный глагол.*
 I ... show him your report later. I don't know.
 a) need b) might c) should.
134. *Вставьте подходящий по смыслу модальный глагол.*
 You ... go there: I will call them.
 a) needn't b) should c) couldn't.
135. *Вставьте подходящий по смыслу модальный глагол.*
 They ... go there: they are waiting for them.
 a) should b) need c) shouldn't.
136. *Вставьте подходящий по смыслу модальный глагол.*
 We ... read these rules: we know them.
 a) shouldn't b) needn't c) might.
137. *Вставьте подходящий по смыслу модальный глагол.*
 You ... only rewrite the second part of this text.
 a) need b) could c) shouldn't.
138. *Вставьте подходящий по смыслу модальный глагол.*
 I ... come home late on Sunday: they may be angry with me.
 a) shouldn't b) could c) should.
139. *Вставьте подходящий по смыслу модальный глагол.*
 He ... come to help them tomorrow or they won't understand him.
 a) need b) might c) could.
140. *Вставьте подходящий по смыслу модальный глагол.*
 John ... tell us the rules of the game: we know them.
 a) should b) couldn't c) needn't.
141. *Раскройте скобки, выберите формы Past Simple или Past Progressive.*
 While my sister (play) tennis, I (do) her homework.
142. *Раскройте скобки, выберите формы Past Simple или Past Progressive.*
 Where you (go) yesterday when I (see) you?
143. *Раскройте скобки, выберите формы Past Simple или Past Progressive.*
 We (go) down the road at 100 km/ph when the wheel (fall) off.
144. *Раскройте скобки, выберите формы Past Simple или Past Progressive.*
 She (fill) in a questionnaire when the pen (run) out of ink.
145. *Раскройте скобки, выберите формы Past Simple или Past Progressive.*
 I (see) a famous celebrity when I (shop) on Oxford Street yesterday.
146. *Раскройте скобки, выберите формы Past Simple или Past Progressive.*

- The computer (break) when I (check) my bank balance.
147. Раскройте скобки, выберите формы Past Simple или Past Progressive.
While we (do) a sight-seeing tour, our friends (lie) on the beach.
148. Раскройте скобки, выберите формы Past Simple или Past Progressive.
He (pass) her a message when the teacher (look / not)
149. Раскройте скобки, выберите формы Past Simple или Past Progressive.
When we (travel) around Ireland, we (meet) some very nice people.
150. Раскройте скобки, выберите формы Past Simple или Past Progressive.
When Jane (do) a language course in Ireland, she (visit) Blarney Castle.
151. Раскройте скобки, выберите формы Past Simple или Past Progressive.
When I (be) on my way home, I (see) an accident.
152. Раскройте скобки, выберите формы Past Simple или Past Progressive.
I (not / understand) what they (talk) about.
153. Раскройте скобки, выберите формы Past Simple или Past Progressive.
He not (see) me as he (read) when I (come) into the room.
154. Раскройте скобки, выберите формы Past Simple или Past Progressive.
Dad (pay) me very well when I (work) in his shop in the holidays.
155. Раскройте скобки, выберите формы Past Simple или Past Progressive.
Tim (take) a photograph of me while I (not /look).
156. Раскройте скобки, выберите формы Past Simple или Past Progressive.
I (read) the report when you (ring).
157. Раскройте скобки, выберите формы Past Simple или Past Progressive.
He (go out) to lunch when I (see) him.
158. Раскройте скобки, выберите формы Past Simple или Past Progressive.
The company (do) well when I last (visit) it.
159. Раскройте скобки, выберите формы Past Simple или Past Progressive.
Julie (learn) to drive when she (work) in London.
160. Раскройте скобки, выберите формы Past Simple или Past Progressive.
When I (walk) into the room, everyone (work).
161. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
Jack (meet) Tom tomorrow afternoon.
162. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
When (visit) me next year?
163. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
As soon as she (arrive) in Dallas she (give) you a call.
164. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
Who do you think (win) the next national elections?
165. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
We (fly) to Austin next week for a meeting with the advisory board.

166. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
I (study) at 9 tomorrow evening.
167. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
A month from now he (finish) all his exams.
168. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
By the end of the week he (spend) all his money.
169. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
This time tomorrow I (fly) to France.
170. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
I (tell) you everything when I (go) back.
171. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
I think she (pass) tomorrow's exam.
172. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
Don't phone me between 8 a.m. and 12 p.m. I (work).
173. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
Don't worry! I (help) you with this problem.
174. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
Tomorrow at this time, I (take) my English language exam.
175. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
Patrick (live) in Hong Kong for 20 years by the next month.
176. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
By the next year, I (work) as a teacher for 30 years.
177. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
I (wait) for you at 5 o'clock tomorrow.
178. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
I am sure that they (complete) their work by May.
179. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
At what time you (be) here?
180. Раскройте скобки, поставив глагол в подходящую по смыслу форму будущего времени.
What you (do) at 8 o'clock? I (work) on my report.

181. *Выберите правильную форму.*
 When _____ the company?
 a) have you joined
 b) did you joined
 c) did you join
 d) have you ever joined
182. *Выберите правильную форму.*
 The reason I look so brown is that _____ from a business trip to Barbados
 a) I come back
 b) I came back
 c) I never came back
 d) I've just come back
183. *Выберите правильную форму.*
 You _____ to a word _____
 a) listened I haven't said
 b) didn't listen I say
 c) listened saying
 d) haven't listened I've said
184. *Выберите правильную форму.*
 It's obvious that _____ this report.
 a) you haven't read
 b) you didn't read
 c) you don't read
 d) you not read
185. *Выберите правильный вариант:*
 a) She has studied very well at school.
 b) She studied very well at school.
186. *Выберите правильный вариант:*
 a) Have you ever visited Italy?
 b) Did you ever visit Italy?
187. *Выберите правильный вариант:*
 a) Thomas Edison has invented the light bulb.
 b) Thomas Edison invented the light bulb.
188. *Выберите правильный вариант:*
 a) I have never smoked a cigarette ever since.
 b) I didn't smoke a cigarette ever since.
189. *Выберите правильный вариант:*
 a) Charlie Chaplin has made a lot of films.
 b) Charlie Chaplin made a lot of films.
190. *Выберите правильный вариант:*

- a) When have you last been to the cinema?
b) When did you last go to the cinema?
191. *Выберите правильный вариант:*
a) It's the best job I've ever had.
b) It's the best job I ever had.
192. *Выберите правильный вариант:*
a) We haven't had lunch yet.
b) We didn't have lunch yet.
193. *Выберите правильный вариант:*
The Titanic _____ in 1912.
a) sank
b) has sunk
194. *Выберите правильный вариант:*
Somebody _____ my bicycle! Now I'll have to walk home.
a) stole
b) has stolen
195. *Выберите правильный вариант:*
Gerry _____ off his bike three times this month.
a) fell
b) has fallen
196. *Выберите правильный вариант:*
I _____ to work every day for the last six weeks!
a) walked
b) have walked
197. *Выберите правильный вариант:*
When Young Hee was a child, she _____ in Seoul.
a) lived
b) has lived
198. *Выберите правильный вариант:*
I _____ my key yesterday, so I couldn't get into the house. Eventually, I found it in my jacket pocket.
a) lost
b) have lost
199. *Выберите правильный вариант:*
You look tired. What _____?
a) have you been doing
b) were you doing
200. *Выберите правильный вариант:*
I _____ him for ages. So I feel a keen sense of loss in his passing.
a) knew
b) have known.

201. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
The boat (sink) quickly but fortunately everybody (rescue).
202. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
Ron's parents (die) when he was very young. He and his sister (bring) up by their grandparents.
203. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
I was born in London but I (grow) up in the north of England.
204. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
While I was on holiday, my camera (steal) from my hotel room.
205. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
While I was on holiday, my camera (disappear) from my hotel room.
206. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
Why (Sue/resign) from her job? Didn'tsheenjoyit?
207. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
Why (Bill/sack) from his job? What did he do wrong?
208. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
The company is not independent. It (own) by a much larger company.
209. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
I saw an accident last night. Somebody (call) an ambulance but nobody (injure) so the ambulance (not/need).
210. Раскройте скобки, поставьте глагол в подходящую по смыслу форму:
PresentSimple или PastSimple, Active или Passive.
Where (these photographs/take)? In London? (you/take) them?
211. Переделайте предложение в *PassiveVoice*, сохраняя его общий смысл.
Somebody cleans the room every day.
212. Переделайте предложение в *PassiveVoice*, сохраняя его общий смысл.
They cancelled all flights because of fog.
213. Переделайте предложение в *PassiveVoice*, сохраняя его общий смысл.
People don't use this road very often.
214. Переделайте предложение в *PassiveVoice*, сохраняя его общий смысл.
Somebody accused me of stealing money.
215. Переделайте предложение в *PassiveVoice*, сохраняя его общий смысл.
How do people learn languages?
216. Переделайте предложение в *PassiveVoice*, сохраняя его общий смысл.
People advised us not to go out alone
217. Переделайте предложение в *PassiveVoice*, сохраняя его общий смысл.

- Somebody has cleaned the room.
218. *Переделайте предложение в PassiveVoice, сохраняя его общий смысл.*
They have postponed the concert.
219. *Переделайте предложение в PassiveVoice, сохраняя его общий смысл.*
Somebody is using the computer at the moment.
220. *Переделайте предложение в PassiveVoice, сохраняя его общий смысл.*
I didn't realize that somebody was recording our conversation.

Контрольная работа №2

Вариант 1

1. *Прочитайте и переведите письменно текст.*

BANKS

If you work, you've probably got a bank account. You could keep the money you earn each month in a box under your bed, but it wouldn't be very sensible. One reason is that it's not very safe. If your house gets burgled, you'll lose everything you've saved. Another reason is that your money will lose value.

As prices rise, the money in a box under your bed will be able to buy fewer and fewer things. Money in a bank savings account, however, will earn interest. The interest will help compensate for the effect of inflation. But banks are more than just safe places for your money. What other services do they offer?

The other main service is lending money. Individuals and businesses often need to borrow money, and they need a lender that they can trust. This is exactly what banks are - reliable lenders. In fact, most of the money that people deposit in their bank accounts is immediately lent out to someone else.

Apart from storing and lending money, banks offer other financial services. Most of these are ways of making money more accessible to customers. For example, banks help people transfer money securely. They give customers cheque books and credit cards to use instead of cash. They provide ATM machines so that people can get cash any time of the day or night.

But how do banks make a living? Basically, they make a living by charging interest on loans. Of course, when you make a deposit into a bank savings account, the bank pays you interest on that money.

However, the rate they pay savers is less than the rate they charge borrowers. The extra money they make by charging interest on loans is where banks earn most of their money. For banks, interest is also a kind of security. Sometimes people do not pay back money they borrow. This is called *defaulting on a loan*. When someone defaults on a loan, the bank uses money earned from interest to cover the loss.

All of this means that most of the money people have saved in the bank is not there at all! A small amount of the total savings is kept by the bank so that customers can make withdrawals. The rest, however, is made available for loans. The amount that is kept is called the *reserve*.

The reserve must be a certain percentage of all the savings received from customers - for example 20 per cent. This figure is set by the central bank, and this

is one of the ways that governments can control the amount of money circulating in the economy.

2. *Ответьте письменно на вопросы по тексту.*

- a) What are the two reasons for saving your money in a bank?
- b) Why do people borrow money from banks?
- c) What other financial services do banks provide?
- d) How do banks make a living?
- e) What is a reserve? How big can it be?

3. *Заполните пропуски в предложениях одним из слов, предложенных ниже:*

withdrawal ATM interest credit savings central deposit reserve default inflation

- a) When you make a ..., you put money into your account.
- b) When you make a ..., you take money out of your account.
- c) An ... is a machine that gives customers money when the bank is closed.
- d) The percentage of the principal that is paid as a fee for borrowing money is
- e) A ... is the bank currency deposit which is not lent out to the bank's clients.
- f) A ... card is used for borrowing money to buy things.
- g) If you cannot pay back money you borrow you ... on a loan.
- h) A ... account is used for keeping money longer term.
- i) Money in a box under your bed loses value because of
- j) The ... bank decides how much money commercial banks should keep in reserve.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) The purpose of each business process is to offer each customer the right product or service.
- b) To obtain a stock exchange listing, a company must have at least 25 per cent of its shares held by public.
- c) Efforts to increase the productive capacity of the poorer nations will only be effective if these nations are able to increase their exports.
- d) We expect interest rates to rise next week.
- e) We have decided not to advertise this position, but to recruit internally.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) The increase in government spending and borrowing will have some effect on the rate of interest.
- b) We have succeeded in entering a new competitive market.

- c) Protecting infant industries is vital to their survival in a highly competitive market.
- d) He knew nothing of his being sent to London.
- e) New management suggested changing quality control system.

6. Переведите предложения на русский язык, обращая внимание на формы и функции причастия.

- a) A country wishing to limit its population may discourage immigration and encourage emigration.
- b) Industries producing steel, paper and chemicals require very large quantities of water and tend to be found near rivers.
- c) Taxes placed on goods and services are known as indirect taxes as opposed to direct taxes placed on income and wealth.
- d) Loan capital is more appropriate in firms operating in stable market.
- e) Having researched all the vacancies available, he chose the one to match his qualifications and experience.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) If incomes are rising, the demand for most goods and services will tend to increase.
- b) If the price of butter fell, the demand for margarine would probably fall.
- c) If production can be expanded very easily and quickly in response to an increase in demand, supply will be elastic.
- d) If we don't install new equipment, we will become uncompetitive.
- e) If I had known that I wouldn't have said anything.

Вариант 2

1. Прочитайте и переведите письменно текст.

WHAT DOES ECONOMICS STUDY?

What do you think of when you hear the word *economics*? Money, certainly, and perhaps more complicated things like business, inflation and unemployment. The science of economics studies all of these, but many more things as well. Perhaps you think that economics is all about the decisions that governments and business managers take. In fact, economists study the decisions that we all take every day.

Very simply, economics studies the way people deal with a fact of life: resources are limited, but our demand for them certainly is not. Resources may be material things such as food, housing and heating. There are some resources, though, that we cannot touch. Time, space and convenience, for example, are also resources. Think of a day. There are only 24 hours in one, and we have to choose the best way to *spend* them. Our everyday lives are full of decisions like these.

Every decision we make is a *trade-off*. If you spend more time working, you make more money. However, you will have less time to relax. Economists study the

trade-offs people make. They study the reasons for their decisions. They look at the effects those decisions have on our lives and our society.

What are microeconomics and macroeconomics?

Economists talk about *microeconomics* and *macroeconomics*.

Microeconomics deals with people, like you and me, and private businesses. It looks at the economic decisions people make every day. It examines how families manage their household budgets. Microeconomics also deals with companies - small or large - and how they run their business.

Macroeconomics, on the other hand, looks at the economy of a country - and of the whole world. Any economist will tell you, though, that microeconomics and macroeconomics are closely related. All of our daily microeconomic decisions have an effect on the wider world around us.

Another way to look at the science of economics is to ask, 'what's it good for?' Economists don't all agree on the answer to this question. Some practise *positive* economics. They study economic data and try to explain the behavior of the economy. They also try to guess economic changes before they happen. Others practise *normative* economics. They suggest how to improve the economy. Positive economists say, 'this is how it is'. Normative economists say, 'we should'.

So what do economists do? Mainly, they do three things: collect data, create economic models and formulate theories. Data collection can include facts and figures about almost anything, from birth rates to coffee production. Economic models show relationships between these different data. For example, the relationship between the money people earn and unemployment. From this information, economists try to make theories which explain why the economy works the way it does.

2. Ответьте письменно на вопросы по тексту.

- a) What does economics study?
- b) What does microeconomics deal with?
- c) What does macroeconomics look at?
- d) What's the difference between positive and normative economics?
- e) What are the three things that economists do?

3. Подберите к терминам соответствующие определения:

1. budget	A. the people who control a country and make laws
2. business	B. information
3. convenience	C. company that sells goods or services
4. data	D. easiness
5. demand	E. the amount of money you have for something
6. government	F. how much people want something
7. inflation	G. the number of people without work
8. resources	H. something such as money, workers or minerals belonging to an organization, country, which can be used to function properly

9. trade-off	I. rising prices
10. unemployment	J. giving away something in exchange for something

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) It is important to carry out these changes as quickly as possible.
- b) To encourage our employees to develop their skills is one of the prime concerns of management.
- c) The employers agreed to accept the terms of the pay deal.
- d) Another fact to be born in mind is that some of these ratios only apply to domestic output.
- e) The advanced countries provide technical experts to advise and assist the developing countries in their efforts to achieve growth.

Задание 5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) The control of the money supply is one of the most important instruments for regulating total demand in an economy.
- b) We discussed opening a new business.
- c) Increasing wage rates attracts more workers and encourages them to work longer hours.
- d) Many people get satisfaction from doing a good job and creating something useful or beautiful.
- e) Imposing taxes on harmful products discourages people from consuming them.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) The information obtained is very valuable.
- b) In advanced capitalist societies advertising is a powerful instrument affecting demand in many markets.
- c) A business process is the set of activities performed to serve a customer.
- d) Banknotes and coins are not the most important form of money in developed countries.
- e) Having returned from a business trip, he suggested using new approaches to the project.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) If the government cuts taxation, it will gain a lot of popular support.
- b) If we installed new equipment, we would become more competitive.
- c) Were I in the city, I would attend this lecture.
- d) Unless we reach break-even point within six months, we will have to ask for another bank loan.

- e) If the consultant had done more careful research, he would have identified a gap in the market.

Вариант 3

1. *Прочитайте и переведите письменно текст.*

THE MARKET ECONOMY

Have you ever walked through a busy street market? People push their way through crowds of others in order to reach the stalls first. The air is full of deafening shouts. Stall owners yell to advertise their goods. Buyers cry out their orders. It's hard to imagine, but behind this noisy confusion is a very logical economic theory: the *market economy*.

The market economy is sometimes called the *free market*. A free market is not controlled in any way by a government. It is also free from the influence of custom or tradition. In a free market, the only reason why things are bought and sold is because there is a demand for them. Prices for goods and services are simply what people are prepared to pay. The market economy is not really controlled by anyone. It controls itself.

The street market where we began has many of the characteristics of the free market. Customers arrive at the market with a shopping list of things they need. They also come with an idea of how much they are prepared to pay. Stall owners sell what customers demand, and try to get the highest price they can for it. Supply and demand control what is on the market and how much it sells for. In the wider economy, we are all customers, and the stall owners are like companies.

The role of the company in the free market is to supply what people want. However, companies need an incentive. The incentive is profit. There are two ways for companies to make a profit. The first way is to raise their prices. The second way is to reduce their production costs. And this brings us to two more features of the market economy: *competition* and *technology*.

Competition exists in a free market because, theoretically, anyone can be a producer. This means that companies have to compete with each other for a share of the market. Competition is good for consumers because it helps to control prices and quality. If customers aren't happy with a product or service, or if they can't afford it, they will go to a competitor.

Technology exists in a free market because producers need ways to reduce their costs. They cannot buy cheaper raw materials. Instead, they must make better use of time and labour. Technology is the use of tools and machines to do jobs in a better way. This helps companies produce more goods in less time and with less effort. The result: more profit.

People often think that most economies are free markets. However, at the macroeconomic level, a truly free market economy does not exist anywhere in the world. This is because all governments set limits in order to control the economy. Some governments set many limits, other governments set very few, but they all set some. For this reason, a true market economy is only theoretical. Nevertheless, many of the features of the market economy do exist in most societies today.

2. Ответьте письменно на вопросы по тексту.

- a) Who controls a market economy?
- b) Who decides what to produce and sell in a market economy?
- c) Why is competition a good thing?
- d) Why does technology exist in a market economy?
- e) Are there true market economies in the world today? Why?

3. Заполните пропуски в предложениях одним из слов, предложенных ниже. Перепишите полные предложения и переведите их на русский язык.

market reduce competition demand advertise features costs raise afford profit
--

- a) Production ... are the amount of money companies spend to make a product.
- b) A ... economy is one where a government decides what can be bought and sold and/or how it is done.
- c) When there is a demand we... prices but we ... them if we want to sell something quickly.
- d) If there is only one producer in the market, there is no ...
- e) Supply and ... control what is on the market and how much it sells for.
- f) I can't ... that car – it's far too expensive.
- g) Businesses ... their products in the media to attract more customers.
- h) The main incentive for businesses in a market economy is making a
- i) Technology is one of the main ... of the market economy.

Задание 4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) One of the fundamental decisions to be taken by entrepreneurs concerns the geographical location of their enterprises.
- b) In order to increase profits, the company developed a new product and launched it successfully in the market.
- c) To enter this market requires a lot of hard work.
- d) The sales director claimed to have found three new customers.
- e) There are nation-wide schemes to encourage industrial investment.

Задание 5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) His taking part in the development of the new system was a great help to us.
- b) Opening up economies bring a problem of keeping a good balance of trade.
- c) By cutting the number of employees a company has a quick-acting method of reducing costs.
- d) The company risks losing money if it makes investment in this venture.
- e) Retail price index is calculated by recording increases in prices for a range of goods and services.

Задание 6. Переведите предложения на русский язык, обращая внимание на формы и функции причастия.

- a) Monetary policy is one of the tools used by the government to control the economy.
- b) Purchases made using credit cards are now a huge proportion of total spending in many countries.
- c) Structural unemployment occurs when changing public tastes and advances in technology cause a fall in demand for some types of work.
- d) In a country suffering from inflation people have lower disposable incomes.
- e) Having laid off 50 employees, the company reduced costs and managed to survive.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) If money incomes rise by 5 per cent, but over the same period prices rise by 10 per cent, real income will have fallen.
- b) If the supplier of such a commodity were to raise the price, many buyers would turn to the close substitutes.
- c) We would have to reduce our workforce if the bank refused to extend our credit.
- d) If the market for our products expands, we will have a 20 per cent increase in turnover next year.
- e) If we had installed the equipment, we would have become more competitive.

Вариант 4

1. Прочитайте и переведите письменно текст.

MARKET STRUCTURE AND COMPETITION

When economists talk about *market structure* they mean the way companies compete with each other in a particular market. Let's take the market for pizzas, for example. There may be many thousands of small companies all trying to win a share of the pizza market, or there may be only one huge company that supplies all the pizzas. These are two very different market structures, but there are many other possible structures.

Market structure is important because it affects price. In some market structures, companies have more control over price. In other market structures, consumers have more control over price.

You can think of market structure as a kind of scale. At one end of the scale is *perfect competition* and at the other end is *pure monopoly*.

In a market with perfect competition, there are many companies supplying the same good or service, but none of them are able to control the price. This sounds fine, but in reality it is very difficult for such a market structure to exist. What's needed?

First of all, there must be many small companies competing. Each company

has its own small share of the market. If one company has a much larger share than any other, it can affect price, and perfect competition will no longer exist.

Secondly, products or services from different companies must be the same. This doesn't mean that everything on the market has to be identical, but they have to be perfect substitutes. In other words, one company's product must satisfy the same need as another company's. Imagine a company produces a television that also makes tea. Its product is different from everyone else's. If it chooses to raise the price of its TVs, customers may still want to buy them because of this difference.

Thirdly, customers and companies must have perfect and complete information. This means that they know everything about the products and prices on the market and that this information is correct.

Fourthly, there mustn't be any barriers to new companies entering the market. In other words there must not be anything that helps one company stay in the market and blocks others from trading.

Finally, every company in the market must have the same access to the resources and technology they need.

If all of these conditions are met, there is perfect competition. In this kind of market structure, companies are *price takers*. This is because the laws of supply and demand set the price, not the company. How does this work? Very simply! An increase in demand will make a company increase its price in order to cover costs. It might try to push its prices even higher than necessary so that it can make more profit. However, it will not be able to do this for very long. The increase in demand and the higher price will make other companies want to enter the market, too.

2. *Ответьте письменно на вопросы по тексту.*

- a) What is market structure? Give examples of market structures.
- b) How many conditions are necessary for perfect competition to exist?
- c) Do small or large companies operate in a market with perfect competition?
- d) Do companies make the same or different products in a market with perfect competition?
- e) Is it easy for new businesses to enter a market with perfect competition?
- f) Does perfect competition exist in reality?

3. *Заполните пропуски в предложениях одним из слов или словосочетаний, предложенных ниже. Перепишите полные предложения и переведите их на русский язык.*

good	resources	supply	price takers	share
exist	pure monopoly	enter	access	

- a) Perfect competition and are opposites.
- b) In a market with perfect competition all companies have equal access to the ... and technology they need.
- c) Everyone should have ... to education.
- d) In a market with perfect competition companies are as they can't affect the prices.

- e) In a market with perfect competition each company has its small ... of the market.
- f) A perfect economic system may never
- g) In a market with perfect competition there are many companies supplying the same ... or service.
- h) The laws of ... and demand set the price in the market.
- i) There mustn't be any barriers for companies that want to ... the market.

Задание 4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) To spend more one should earn more.
- b) The equipment to be installed will need more monitoring.
- c) Many companies merge in order to increase market power rather than to increase efficiency.
- d) We intend both to replace the board and design a new aggressive policy.
- e) The main tasks of an economist are to collect data, create economic models and formulate theories.

5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) Printing money is rarely a solution for economic crises.
- b) Despite all the advantages of having an open economy, countries sometimes restrict trade with other countries.
- c) Specialising in one area of trade will give a country a comparative advantage.
- d) If interest rates are reasonable, people continue taking out loans and using credit cards.
- e) During a boom, consumers feel confident about spending because their jobs seem secure.

6. Переведите предложения на русский язык, обращая внимание на формы и функции причастия.

- a) Wealth can include money saved in bank accounts or invested in pension schemes.
- b) Government's main weapon to fight inequality is taxation making the income gap between the rich and the poor smaller.
- c) As the division of labour increases, the amount of time needed to train each worker decreases.
- d) At the top of the company there is the board of directors taking major decisions and setting objectives for the staff.
- e) Having done thorough market research, the company identified its target consumers and launched a new advertising campaign.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) If wages rise, unemployment will rise.

- b) If the agent defaults on the agreement, we will take legal action.
- c) If they gave us a special price, we would put in a big order.
- d) If we had anticipated the crash, we wouldn't have lost so much money.
- e) We'll stop meeting now unless there is something else to discuss.

Вариант 5

1. Прочитайте и переведите письменно текст.

TAXATION

The primary function of taxation is, of course, to raise revenue to finance government expenditure, but taxes can also have other purposes. Indirect excise duties, for example, can be designed to dissuade people from smoking, drinking alcohol, and so on.

There is always a lot of debate as to the fairness of tax systems. Business profits, for example, are generally taxed twice: companies pay tax on their profits (corporation tax in Britain, income tax in the USA), and shareholders pay income tax on dividends. Income taxes in most countries are progressive, and are one of the ways in which governments can redistribute wealth. The problem with progressive taxes is that the marginal rate – the tax people pay on any additional income – is always high, which is generally a disincentive to both working and investing. On the other hand, most sales taxes are slightly regressive, because poorer people need to spend a larger proportion of their income on consumption than the rich.

The higher the tax rates, the more people are tempted to cheat, but there is a substantial 'black' or 'underground' economy nearly everywhere. In Italy, for example, self-employed people – whose income is more difficult to control than that of company employees – account for more than half of national income. Lots of people also have undeclared, part-time evening jobs (some people call this 'moonlighting') with small and medium-sized family firms, on which no one pays any tax or national insurance.

To reduce income tax liability, some employers give highly-paid employees lots of perks or benefits instead of taxable money, such as company cars, free health insurance, and subsidized lunches. Legal ways of avoiding tax, such as these, are known as loopholes in tax laws. Life insurance policies, pension plans and other investments by which individuals can postpone the payment of tax, are known as tax shelters. Donations to charities that can be subtracted from the income on which tax is calculated are described as tax-deductible.

Companies have a variety of ways of avoiding tax on profits. They can bring forward capital expenditure (on new factories, machines, and so on) so that at the end of the year all the profits have been used up; this is known as making a tax loss. Multinational companies often set up their head offices in countries such as Liechtenstein, Monaco, the Cayman Islands, and the Bahamas, where taxes are low; such countries are known as tax havens. Criminal organizations, meanwhile, tend to pass money through a series of companies in very complicated transactions in order to disguise its origin from tax inspectors – and the police; this is known as laundering money or money laundering.

2. Ответьте письменно на вопросы по тексту.

- a) What are the main functions of taxation?
- b) Are tax systems always fair? Why?
- c) What are the advantages and the disadvantages of progressive taxation?
- d) How do companies avoid paying taxes?
- e) Do many countries have underground economy?

3. Прочитайте текст "Taxation" еще раз. Перепишите утверждения, данные ниже, и укажите, являются ли они верными или неверными (True or False). Подтвердите свое мнение цитатами из текста.

- a) Taxation is the main source of revenue for the government.
- b) Taxes can be designed both to discourage and to encourage spending.
- c) The same amount of money can be taxed more than once.
- d) Progressive taxes may discourage people from working extra hours.
- e) Sales taxes are unfair because poor people spend more than the rich.
- f) The Italian government knows that about one seventh of national income escapes taxation.
- g) 'Loopholes' are a common form of tax evasion.
- h) If you pay a lot of your income into a pension fund or a life insurance policy you never have to pay tax on it.
- i) A company that makes an unusually large profit during a tax year might quickly decide to spend it, for example, on a new factory or equipment.

4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) The tendency to increase the amount of benefits paid to the population is becoming more obvious.
- b) The first step to be taken is to start negotiations.
- c) To ensure a steady economic growth, all the macroeconomic parameters must be involved.
- d) The inflation rate was not high enough to start paying compensations to workers.
- e) The crops harvested were so big as to be able to store them and even export part of them.

5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) Calculating consumer price index is a part of general statistic procedure.
- b) In dealing with statistical data it is necessary to have all the factors involved.
- c) There is high probability of their being invited to the congress as special guests.
- d) We'll probably think of trying another approach in this matter.
- e) Finding suitable premises was more difficult than we anticipated.

6. Переведите предложения на русский язык, обращая внимание на формы и

функции причастия.

- a) When studying market economy we have to understand that business enterprise is the very heart of private property.
- b) Adam Smith's works followed by those of Karl Marks and John Maynard Keynes constitute different approaches known in the economic thought.
- c) Having established the reasons we can proceed with our regular work in this matter.
- d) Writing the letter he thought about the urgent order.
- e) We are interested in goods produced by this factory.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) If I was promoted, I would be able to buy a bigger house.
- b) If you worked a bit harder, you'd be really good at your job.
- c) If they offer me the job, I will probably take it.
- d) If I had known about the layoffs, I would have started looking for a job.
- e) The meeting would have been called off if John hadn't arrived at the last moment.

Вариант 6

1. Прочитайте и переведите письменно текст.

NICHE MARKETING: TARGETING THE BEST PROSPECTS

Many entrepreneurs think that selling to the widest possible market is the likeliest path to success. They are afraid to pursue a market niche because they fear they'll lose business by turning away customers. But this 'take all comers' approach is not very effective.

It's hard to stand out when you market your business without a distinctive set of prospects in mind.

Occupying a niche means you won't be competing with a lot of similar businesses solely on price. And because you will be selling products and services that are customized to the specific needs and predispositions of a select group of people, you can often charge more. Your products and services serve a market that can't easily find alternatives.

The process starts with market research: analyze your best potential customers, your competitors, your market's predisposition toward your products and services, and your ability to serve these people so well as to make you their vendor of choice.

Market research is like sticking your toe into a lake before jumping in. If you figure out exactly which group of people you want to reach, and what their needs are, you avoid wasting time and money. Once you know, you can alter your product or services to fit the needs of your target market more closely, and you can craft a message that reflects your business and your customer.

Market research does not require expensive consultants, surveys or focus groups — it can be as simple as asking your best customers the right questions. To determine if a particular niche is right for you, ask yourself these questions:

Do I have an identifiable target population with similar interests and needs?

Is the market large enough to support my business?

Can I tailor my products, services, and business identity to address that market's particular needs?

Is my target market currently underserved?

Can I reach my potential customers in a cost-effective manner?

Your niche will give your marketing efforts a natural, sharp focus. The more you specialize, the more your market will see the value of your services because you speak directly to their unique situation. Assuming your niche is large enough, you can do quite well by becoming a provider of products and services that can't be found anywhere else.

2. Прочитайте текст еще раз. Перепишите утверждения, данные ниже, и укажите, являются ли они верными или неверными (True or False). Подтвердите свое мнение цитатами из текста.

- a) Many entrepreneurs are afraid to pursue a market niche.
- b) It is hard to stand out when you market your business without a distinctive set of prospects in mind.
- c) Market research is the first step in niche marketing.
- d) To occupy a niche means that you will compete with a lot of businesses solely on price.
- e) Market research requires expensive consultants, surveys and focus groups.

3. Заполните пропуски в предложениях одним из слов или словосочетаний, предложенных ниже:

predispositions, market research, cost-effective, entrepreneurs,
competitors, approach, customers, was tailored to, target market,
market niche

- a) If our ... of young people aged between 18 and 25 are buying our clothes, it is because they like them.
- b) Mrs. Wilson is one of our regular
- c) ... is a small area of trade within the economy, often involving specialized products.
- d) His report ... an audience of businessmen.
- e) If an activity is ..., it is good value for the amount of money paid.
- f) ... shows that demand for small cars will continue to grow.
- g) He was one of the ... of the eighties who made their money in property.
- h) Their prices are better than any of their
- i) Entrepreneurs should be aware of the customers' ... and needs.
- j) This ... is very effective.

Задание 4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) Listen, Derek failed to pass his final exams!
- b) The test turned out to be easy.
- c) The buyers want to know our terms of payment.
- d) This is for you to decide.
- e) The secretary was happy to have been invited to the party.
- f) To be a good manager you have to like people and be good at communication.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) My documents need correcting.
- b) We can't excuse their not answering our invitation.
- c) He doesn't like having been invited to their parties.
- d) The Chairman began speaking.
- e) She has a habit of interrupting people.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) Writing the letter he thought about the urgent order.
- b) Having made the report Tom left the room.
- c) This is the warehouse built many years ago.
- d) The hall was full of smoking people.
- e) The house being built in our street is a new supermarket.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) If you spoke less and listened more, you'd be more aware of what people really felt.
- b) If I lost my job, I'd have a lot of problems getting another one.
- c) If we spent more on Research and Development, we wouldn't be so behind technologically.
- d) I think it would create much better discipline in the office if you showed me a bit more respect in front of my staff.
- e) I'll only call you if I think there is a problem.

Вариант 7

1. *Прочитайте и переведите письменно текст.*

10 WAYS TO GET CUSTOMERS TO BUY NOW

You sent out the best direct mail piece you've ever seen. Your brochure is so great you framed it and put it next to the pictures of your kids. So why aren't you getting sales?

Take a look at your call to action. With any advertising materials, it's crucial that you get potential customers to act. Now! Use the following techniques to create

a call to action that will have your phones ringing off the hook and your profits reinventing your sales graphs:

Advise of a Price Increase. People want to get in on a good deal. If your price is going up on a specific date, let your customers know. They'll want to buy before your product's price increases.

Establish a Trial/Introductory Period. Trial periods are a great way to get new customers. Offer a special deal, extra service or a lower price during your trial/introductory period.

Free Gift. Nothing attracts new customers like free gifts. As an added incentive for ordering, offer your free gift to the first 100 or 1000 people that respond.

"No Risk" Trial. People want to know there's no risk involved if they're not satisfied with the product/service. Let new customers know they can cancel for any reason before the trial period expires.

"Not Available in Stores". Is your product exclusive to mail order? If your product's not available in stores, be sure to tell your customers. They'll know they can only order your product from you instead of visiting the local stores.

Offer an Upgrade. One simple line can boost your sales. "Order within 10 days and we'll upgrade you to the deluxe model."

Free Supplies/Accessories. You've seen this technique used with computer sales. Buy a computer and receive a free printer. This works with a whole range of products. But be sure to include a date on your offer. This politely urges people to take advantage of your offer before time runs out.

Use Action Phrases. No matter how you approach your own call to action, be sure to include action phrases:

Call Now. Toll Free. 24 Hours a Day. Mail this coupon today in the postage-paid envelope. Fax your response card.

Avoid Passive Phrases. Be sure to avoid passive phrases like: You know how to reach us. Call when you're ready to order.

Give your customers the perks of responding immediately. They'll grab their wallets. You'll see an increase in profits.

2. Прочитайте текст еще раз. Перепишите утверждения, данные ниже, и укажите, являются ли они верными или неверными (True or False). Подтвердите свое мнение цитатами из текста.

- a) All the customers like free gifts.
- b) If you use the techniques described in the text you will not get profits.
- c) The author advises to use passive phrases.
- d) Customers usually want to buy after the product's price increases.
- e) Offering an upgrade can boost your sales.

3. Заполните пропуски в предложениях одним из слов или словосочетаний, предложенных ниже:

profit, to boost, advertises, mail order, the sale, expire, was offered, price, an incentive, reinvent
--

--

- a) They will drop the price rather than lose....
- b) The theatre managed... its audience by cutting ticket prices.
- c) The contract between the two companies will ... at the end of the year.
- d) Bonus payments provide...to work harder.
- e) She makes a big ... from selling waste materials to textile companies.
- f) I often buy clothes by....
- g) The large supermarkets are offering big ... cuts.
- h) He...his services on the company notice board.
- i) Don't...wheel.
- j) She ...a job in Paris.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) The director didn't like to be interrupted.
- b) It takes character and self-control to understand and forgive.
- c) I am going to tell you a thing which can make you change your mind.
- d) He seems to have been reading since morning.
- e) There is only one way to get anybody to do anything, and that is by making the other person want to do it.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) She thought of going to Spain on holidays.
- b) Do you have any reason for saying such things?
- c) Writing reports is a boring thing.
- d) I like learning foreign languages.
- e) Our director hates being interrupted.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) The woman standing at the window is my colleague.
- b) The letter written by him was very long.
- c) The question being discussed now is very important.
- d) Being asked he said nothing.
- e) Having lost his address I couldn't write to him.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- f) If sales don't improve soon, we'll have to lay off some workers
- g) If I were in your position, I'd resign rather than wait to be sacked.
- h) If you worked a bit harder, you'd be really good at your job.
- i) If they offered me the job, I would probably take it.
- j) So, if I hear from you, I'll assume everything is fine.

Вариант 8

1. Прочитайте и переведите письменно текст.

DIFFERENT TYPES OF ADVERTISING METHODS

Advertising has evolved into a vastly complex form of communication, with literally thousands of different ways for a business to get a message to the consumer. It could be said that cave paintings in some way represented the first forms of advertising, although the earliest recognized version of what we know as advertising was done on papyrus by the Egyptians. And in Pompeii, the ruins suggest that advertising was commonplace.

However, today the advertiser has a vast array of choices. The Internet alone provides many of these, with the advent of branded viral videos, banners, advertorials, sponsored websites, branded chat rooms and so much more. Fortunately, every single tactic available to the advertiser falls into one of the following buckets. Although a few of these are relatively new to the field, most go way back to the very beginnings of modern advertising.

Print Advertising. If an advertisement is printed on paper, be it newspapers, magazines, newsletters, booklets, flyers, direct mail, or anything else that would be considered a portable printed medium, then it comes under the banner of print advertising.

Broadcast Advertising. A mass-market form of communication including television and radio, broadcast advertising has, until recently, been the most dominant way to reach a large number of consumers.

Outdoor Advertising. Also known as out-of-home (OOH) advertising, this is a broad term that describes any type of advertising that reaches the consumer when he or she is outside of the home.

Product Placement Advertising. In a nutshell, product placement is the promotion of branded goods and services within the context of a show or movie, rather than as an explicit advertisement.

Cell Phone & Mobile Advertising. A relatively new form of advertising, but one that's spreading rapidly, uses cell phones, iPads, Kindles, Nooks, and other portable electronic devices with Internet connectivity. Current trends in mobile advertising involve major use of social media such as Twitter and Facebook.

Online Advertising. If you see an advertisement via the Internet (World Wide Web), then it is classified as online advertising. In fact, there are ads on this very page, and most other websites you visit, as they are the primary revenue driver for the Internet. Learn more about this vital part of the Internet.

Public Service Advertising. Unlike traditional commercials, Public Service Advertisements (PSA) are primarily designed to inform and educate rather than sell a product or service.

2. Прочитайте текст еще раз. Перепишите утверждения, данные ниже, и укажите, являются ли они верными или неверными (True or False). Подтвердите свое мнение цитатами из текста.

- a) The author denies the fact that the earliest version of advertising was done on papyrus by the Egyptians.
- b) Direct mail is an example of print advertising.
- c) Outdoor advertising has, until recently, been the most dominant way to reach a large number of consumers.
- d) “OOH” means “out-of-home”.
- e) Public service advertisements are primarily designed to sell a product or service.

3. Заполните пропуски в предложениях одним из слов, предложенных ниже. Перепишите полные предложения и переведите их на русский язык.

are spread, advertisements, suggested, provides, available, banners, considered, in a nutshell, via, primarily

- a) This booklet ... useful information about local services.
- b) She scanned the job ... in the paper.
- c) The demonstrators walked along the street, waving ... and shouting angrily.
- d) Our autumn catalogue is now ... from our usual stockists.
- e) The redundancies ... across the clothing, banking and building industries.
- f) Reports are coming in ... satellite.
- g) They were wondering where to hold the office party and I... the Italian restaurant near the station.
- h) Well, to put it ... , we're lost.
- i) We're ... concerned with keeping expenditure down.
- j) Don't make any decisions before you've ... the matter.

4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) To know all is to forgive all.
- b) You are always the first to arrive.
- c) I should come and see him off as live not so far away.
- d) Some people find it difficult to speak in public.
- e) The book to be read can be bought in any bookshop.

5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) We are proud of having been his colleagues.
- b) Looking at the computer screen for a long time is very harmful for eyes.
- c) My boss insists on my staying there.
- d) He sat without answering.
- e) She entered the office without being noticed.

6. Переведите предложения на русский язык, обращая внимание на формы и функции причастия.

- a) He set in the arm-chair thinking.
- b) Having shaken hands with them we continued our way.
- c) The questions put to the professor were important.

- d) Having received his letter they left for London.
- e) While waiting for them I was reading this newspaper.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) If you want, I'll tell Jagger that we need time to think it over.
- b) When he hears that, he'll be a bit impatient.
- c) If I spoke Japanese as well as you do, I'd try to find a job with one of the Japanese banks.
- d) If you invested some time into learning how the Internet works, you'd find that it could really help you in your job.
- e) If you took the train, you wouldn't be so tired when you arrived.

Вариант 9

1. *Прочитайте и переведите письменно текст.*

6 SIMPLE MARKETING STRATEGIES TO INCREASE YOUR BUSINESS

Marketing is the most common problem that people running or starting small businesses ask me about. Typically, they say something like, "I've placed some ads but they just don't seem to be doing anything." – in other words, not bringing them the customers, clients or sales they desire.

Marketing is More Than Advertising. But marketing and advertising are not synonymous and 'placing a few ads' is never going to draw the kind of business a small business needs to be successful. Marketing is a process, not an event. It involves planning marketing goals and implementing (often a series of) marketing strategies to achieve them.

Now that doesn't mean marketing has to be a complicated process. But it does mean you have to know what you want to achieve and get out there and work at it. Here are six simple marketing strategies you can use to increase your customers and sales.

- 1) Offer some free classes/workshops related to your products and/or services - in your home, in a rented venue or through a local education institution. Target specific audiences or events, if appropriate.
- 2) Join local business organizations and networking groups. Many, such as home-based business groups, are inexpensive to join. And the marketing benefits are huge. Once they get to know you and what you do, the other business people in your group will mention your business to others and may even give you referrals.
- 3) Create or become front and center in a charitable event. You can get huge amounts of press for events like this – which can translate into new customers.
- 4) Create your own blog - and use it to build an audience of people who would be interested in your products and/or services. Creating a blog is easier than creating a website - and savvier too. You'll start connecting with other bloggers, business people and potential customers.

- 5) Join and use Twitter. If you have time to get to know and use a variety of social media, do. But if you only have time for one, Twitter is my pick of all the social media out there because it's so quick and easy to use.
- 6) Ask for referrals - If you operate a service-based business, you know that I have saved the best for last here, because asking for referrals is the easiest and least time-consuming of all the marketing strategies in this article.

Don't get me wrong; there's nothing wrong with advertising. It's just that in most cases it won't be not effective marketing unless it's part of a coordinated marketing plan. Think of marketing as a rope and advertising as one strand of the rope. How strong is a one strand rope going to be?

2. Прочитайте текст еще раз. Перепишите утверждения, данные ниже, и укажите, являются ли они верными или неверными (True or False). Подтвердите свое мнение цитатами из текста.

- a) Marketing is an event, not a process.
- b) One can offer free classes in a local education institution.
- c) If you join local business organization and networking groups, marketing benefits will be huge.
- d) Creating a website is easier than creating a blog.
- e) Asking for referrals is the most difficult marketing strategy.

3. Заполните пропуски в предложениях одним из слов или словосочетаний, предложенных ниже. Перепишите полные предложения и переведите их на русский язык.

increased, complicated, charities, to relate, benefits, marketing,
small business, advertisers, inexpensive, venue

- a) Our... people have come up with a great idea for the launch of the new model.
- b) Whilst claiming to promote positive images of women,... are in fact doing the very opposite.
- c) I had to fill in this really... form.
- d) One of the many... of foreign travel is learning how to cope with the unexpected.
- e) It's an ... perfume.
- f) Proceeds from the sale of these cards will go to local....
- g) The hotel is an ideal... for conferences and business meetings.
- h) The cost of the project has... dramatically since it began.
- i) The tax changes will bring immediate benefits for....
- j) Researchers are trying ... low exam results to large class sizes.

4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) I am glad to have met you.
- b) Jane remembered to have been told a lot about Mr Rochester.
- c) Nature has many secrets to be discovered yet.
- d) He was told to meet the delegates and take them to the hotel.
- e) Which is more pleasant: to give or to be given presents?

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) She is angry at having been sent for.
- b) I can't remember having seen him before.
- c) I don't mind your going at all but you'd better see if your father has any objections.
- d) If you can't give up smoking, at least you could cut down a bit.
- e) Have you considered borrowing money from the bank as a way of financing your holiday?

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) Writing the letter he thought about the urgent order.
- b) Having made the report Tom left the room.
- c) This is the warehouse built many years ago.
- d) The hall was full of smoking people.
- e) The house being built in our street is a new supermarket.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) I wouldn't have met up with John if I'd stayed at home.
- b) I'm sure that if I talk to him sweetly enough he'll hold on and not look elsewhere.
- c) If you spent more time on your own problems and a bit less on mine, we'd both benefit.
- d) If I met her again, I would be really angry with her.
- e) If I were you, I wouldn't tell anybody about this.

Вариант 10

1. *Прочитайте и переведите письменно текст.*

4 WAYS TO PROVIDE CUSTOMER SERVICE THAT OUTSHINES YOUR COMPETITORS

So how can you provide customer Service that shines? Follow this plan to ensure customer service that will dazzle customers and competitors alike:

1) Determine what makes what you offer special.

Study the competition. Think about their customer service and the customer service you provide. What can you offer your customers that is "better" than the competition? There are sure to be aspects of your customer Service that you can

promote as “Special”. Make a list of all these ideas for providing customer service. If you sell a product, and your competitor doesn’t offer it already, perhaps you can offer free local delivery.

2) Study the customer service ideas on your list and examine their feasibility. Can you really guarantee that you will always stick to your written estimate or provide a faster turnaround time than your competitors? If you aren’t sure, or can’t do it, cross it off your customer service ideas list. So only choose what you can definitely do one hundred percent of the time.

3) Choose one or two of your shiny customer service ideas and implement them.

When I say implement your customer service ideas, I don’t just mean do it; you also need to let people know that you’re doing it. Feature this aspect of your customer service in whatever ads you run, including your yellow pages listing. Put it on your business cards and in your email signature. Make it part of your greeting spiel when you answer the phone. While one of the big payoffs of your shiny customer service will be the great word-of-mouth advertising it generates, this takes time, and you need to help it along by getting the word out. Don’t be shy! Solicit customer service testimonials from satisfied customers that you can use in print ads, such as in newspapers, magazines, and on your website, if you have one, or can at least use as references for new potential customers.

4) Stay proactive and keep gathering customer service ideas.

Listen to your customers and find out what kind of special customer service they want. You can do this formally, by creating a customer satisfaction feedback form that you enclose with every sale or post on your website, or informally, by asking them for their customer service ideas when they're in your store or office. Shiny customer service is service that’s responsive to customers' needs.

Customers are tired of dealing with retailers that ignore customer service or only pretend to have it, and as always, they’re voting with their dollars. Shiny customer Service will draw customers to your product or service, rather than a competitors', and bring them back in droves.

2. Прочитайте текст еще раз. Перепишите утверждения, данные ниже, и укажите, являются ли они верными или неверными (True or False). Подтвердите свое мнение цитатами из текста.

- a) An entrepreneur shouldn’t study the competition.
- b) An entrepreneur should choose many shiny customer service ideas.
- c) An entrepreneur should stay proactive.
- d) Shiny customer service is responsive to consumers’ needs.
- e) Customers don’t want to deal with retailers that ignore customer service.

3. Заполните пропуски в предложениях одним из слов, предложенных ниже. Перепишите полные предложения и переведите их на русский язык.

Guarantee, ensure, satisfied, feasibility, competition, dealing, retailer, consumers, implemented, proactive

- a) The new telephone rates will affect all ... including businesses.
- b) The airline is taking steps to ...safety on its aircraft.
- c) The two companies are in ... with each other.
- d) We're looking at the ...of building a shopping centre there.
- e) The system costs £99.95 including postage, packing and a 12-month....
- f) The changes to the national health system will be... next year.
- g) This company is a big electronics
- h) Some people are never ...!
- i) Companies are going to have to be more ...about environmental management.
- j) She's used to ... with difficult customers.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) This is the document to be translated in two weeks.
- b) Sorry not to have noticed you.
- c) The children were delighted to have been brought to the circus.
- d) Here is the matter to be solved as soon as possible.
- e) The only way of getting the best of an argument is to avoid it.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- f) It's obvious he's only interested in making money.
- g) Bob sent a report to the Chairman instead of attending the meeting.
- h) She doesn't mind working the night shift.
- i) Please, forgive me for interrupting you. It was so rude.
- j) Let me begin by telling you something about our company's history.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) Having answered all the questions he began drinking coffee.
- b) We are interested in goods produced by this factory.
- c) Do you like the magazine being discussed?
- d) Having finished the discussion we went for a walk.
- e) Being ill she couldn't go to work.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) I'd have bought the bigger model if I'd been able to afford it.
- b) I'll tell you all about it if you have the time.
- c) You can't be good at sports if you smoke a lot.
- d) I would have gone to the cocktail party if I hadn't had too much work on.
- e) If I see you standing around the coffee machine talking again, you'll be in big trouble.

Вариант 11

1. Прочитайте и переведите письменно текст.

TOURISM BUSINESS AS THE WORLD'S LARGEST INDUSTRY AND EMPLOYER

Tourism may be defined as the science, art and business of attracting and transporting people, accommodating them, and catering to their needs and wants. Wealthy people have always traveled to distant parts of the world, to see great buildings, works of art, learn new languages, experience new cultures and to taste different cuisines.

As an industry, tourism is a dynamic, evolving, consumer-driven force. It is travel for recreational, leisure or business purposes. The *World Tourism Organization* defines **tourists** as people who "travel to and stay in places outside their usual environment for more than twenty-four hours and not more than one year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited". Tourism has become a popular global leisure activity.

Tourism is the world's largest industry, with approximately USD 3.5 trillion in gross output. It is the employer of 183 million people. This represents 10.2 per cent of the global workforce. By employing one out of every ten workers, travel and tourism is the world's largest employer. As an industry, tourism is expected to grow much faster than other sectors, about twice as fast as world GNP, especially international travel. Growing so rapidly, tourism presents both tremendous opportunities and challenges. Although a mature industry, tourism is a young profession. The good news is the variety of exciting career prospects for today's hospitality and tourism graduates.

In addition to their original expenditures, tourists produce secondary impacts on local economy. When a tourist spends money to travel, to stay in a hotel, or to eat in a restaurant, that money is recycled by these businesses to purchase more goods, thereby generating further use of the money. In addition, employees of businesses who serve tourists spend a higher proportion of their money locally on various goods and services. This chain reaction continues until there is a leakage, meaning that money is used to purchase something from outside the area. This phenomenon is called the multiplier effect.

Tourism brings new revenue to the area; it also creates and maintains higher rate of employment than if there were no tourism. It may act as a catalyst for the development of the community because this revenue helps to provide schools, hospitals, and so on.

2. Ответьте письменно на вопросы по тексту.

- a) What is tourism?
- b) In what way does The World Tourism Organization define tourists?
- c) What is the multiplier effect?
- d) Why tourism is the world's largest industry?
- e) What kind of effect on local economy is produced by tourists?

3. Переведите письменно предложения на английский язык, используя лексику текста из задания 1.

- a) Туризм сегодня – это мощная мировая индустрия, крупный бизнес, большие деньги и серьезная политика глобального уровня.
- b) Значительные изменения в мировой экономике произошли с развитием массового туризма.
- c) В мировой торговле оборот от международного туризма находится на третьем месте после экспорта нефти и автомобилей.
- d) В наши дни туристический рынок стал ареной жестокой конкурентной борьбы.
- e) За последние годы туристическая индустрия пополнилась сотнями новых фирм, и в дополнение к этому претерпевает процесс глобализации.
- f) В крупных туристических центрах каждые десять туристов обеспечивают работой двух работников.
- g) С развитием общества все большее количество населения вовлекается в сферу туризма.
- h) Уже сегодня каждый девятый человек на планете трудится в сфере туризма, который обеспечивает создание большого количества рабочих мест.
- i) Туризм оказывает влияние на каждый континент, страну и город.
- j) Ожидается, что туризм станет самой крупной мировой индустрией следующего столетия.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) The first step to be taken is to start negotiations.
- b) The inflation rate was not high enough to start paying compensations to workers.
- c) To go on like this was dangerous.
- d) There is nothing to fear of.
- e) I would rather not speak upon the subject.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) She stopped coming to see us, and I wondered what had happened to her.
- b) She denied having been at home that evening.
- c) He did not approve of her drinking so much coffee.
- d) The problem is not worth discussing.
- e) I insist on your going there now.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) You must have much practice when you are learning to speak a foreign language.
- b) A fish taken out of the water cannot live.

- c) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.
- d) He stood watching the people who were coming down the street shouting and waving their hands.
- e) This material being a dielectric, no current can flow through it.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) If I had had money last year, I would have bought a car.
- b) If I miss the 8 o'clock bus, I am late for work.
- c) If the weather is fine, we will go for a walk.
- d) If he had known that, he would have decided differently.
- e) She would pass her exam next month if she worked harder.

Вариант 12

1. Прочитайте и переведите письменно текст.

VITAL ROLES OF GOVERNMENT IN TOURISM

The roles of government are vital to tourism. First, governments generally set the policy of their country, state, or locality toward tourism. They also regulate the different components of the industry on the day-to-day basis. Second, they perform research and analysis that result in statistics on the tourism industry. Third, they are often involved in the development of tourism in their areas. This is especially true in the developing countries, but it occurs in industrialized areas as well. Fourth, governments are actively engaged in promoting a flow of tourists to their regions with advertising or public relations techniques.

In many countries, tourism is so important that its interests are represented at the ministerial level of government. Even in countries where the tourist industry has less economic importance, there is usually a tourist bureau with official or semi-official status.

One of the ways in which countries or regions can promote tourism is by relaxing the kind of regulation that usually comes under the heading of 'red tape'. Travel is made easier when there are no visa requirements and when the entry formalities are simple. Even where government investment is not direct, there must be an indirect investment in the form of building or improving the infrastructure. The infrastructure consists of those things that are necessary before development can take place — roads, sewers, electricity, telephone service, airports, and water supply. Another way in which government encourages tourism is through training programs for service personnel. Many governments institute such programs in order to have people available to fill the jobs generated by tourism.

Before a government undertakes tourist development, it usually attempts to determine the market potential — the number or percentage of travelers it can hope to attract. This is followed by studies of the social impact and very often of the environmental impact — what tourism will do to the natural surroundings. The research is followed by the actual planning and development that include improvement of the infrastructure, financial arrangements, and construction of the superstructure.

2. Прочитайте текст еще раз. Перепишите утверждения, данные ниже, и укажите, являются ли они верными или неверными (True or False). Подтвердите свое мнение цитатами из текста.

- a) Government plays only a minor role in tourism.
- b) Governments don't promote tourism; they only perform research and analysis that result in statistics on the tourist industry.
- c) Governments never attempt any kind of day-to-day regulation to any part of the tourism industry.
- d) Many governments have made direct financial investments in the development of tourist facilities.

- e) Hotels, golf courses, swimming pools, restaurants, and parking lots are all part of the infrastructure.
- f) Tourism interests are represented at the ministerial level of government in all countries.
- g) Red tape such as visas and complicated entry formalities make it easy to travel from one country to another.
- h) No research is ever done concerning the reasons why people travel or their reactions to their vacations.
- i) The infrastructure can be quickly developed without any planning or assistance from government.
- j) Governments never participate in programs to train personnel for tourist-connected jobs.

Задание 3. Переведите письменно предложения на английский язык, используя лексику текста из задания 1.

- a) Развитие туризма играет важную роль в решении социальных проблем.
- b) Туризм оказывает влияние на сохранение и развитие культурного потенциала, ведет к гармонизации отношений между различными странами и народами, заставляет правительства, общественные организации и коммерческие структуры активно участвовать в деле сохранения и оздоровления окружающей среды.
- c) Регулирование деятельности в туризме в большинстве зарубежных стран происходит при участии государственного и частного секторов.
- d) Воздействие со стороны государственных органов различных уровней является определяющим в становлении организационно - экономического механизма управления отечественной сферой туризма.
- e) Интенсивное развитие международных туристских связей повлекло за собой создание многочисленных международных организаций.

4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) He saw his teacher coming.
- b) I haven't heard anyone call me.
- c) I rely on you to come in time.
- d) He asked for the papers to be brought.
- e) The tendency to increase the amount of benefits paid to the population is becoming more obvious.

5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) Running long distances requires much training.
- b) After working at some plant you will know your specialty better.
- c) The baby likes being spoken to.
- d) He entered the room without noticing her.

e) These bags require drying.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

a) The constraint caused by the old man's presence having worn off a little, the conversation became livelier.

b) All the necessary preparations having been made with utmost secrecy, the army launched an attack.

c) The treaty having been signed, trade was at once resumed.

d) Being very busy he could not answer my question.

e) I remember well his words told at the meeting.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

a) If she knew his phone number, she would call him next week.

b) If J. London had not learned life from his own experience, he could not have written his great works.

c) Had the science of radio not been developed so rapidly, we should not have got such remarkable changes in the technique today.

d) Had he been a young man, he would have taken part in the expedition.

e) If we paid more attention to grammar, we should know the language better.

Вариант 13

1. *Прочитайте и переведите письменно текст.*

TOURISM IN RUSSIA

Russia has tremendous potential for both developing interior tourism and inviting foreign tourists. There is everything that provides such opportunities: vast territory, rich history and cultural legacy and in some regions - virginal nature. Russia stretches for 10 thousand kilometers from west to east and 3 thousand kilometers from arctic latitudes to sub-tropical regions in the south. The variety of landscapes provides the development of different types of tourism: sport and extreme tourism, mountain skiing tours, sea and river cruising, health recreation tours, children's and youth tourism, ecological and business tourism. There are resorts at the Black sea in the south and at the Baltic Sea in the north, which make Russia a good place to enjoy beach recreation and health recreation at the seas. Mineral water springs of mountain resorts are very popular with many tourists. One can take ethnic tours to the areas populated by northern peoples or take part in tundra deer safari.

Any kind of mountain tourism (mountain climbing and hiking, rafting in "turbulent" mountain rivers, mountain skiing and biking) is possible to do in Russia. The full-flowing, wide and long rivers such as the Volga, Yenisei and Lena seem to have been created for cruising, fishing, rafting riding catamarans and boating. Seas located in the northwest of the country offer cruises for tourists. Numerous lakes are picturesque and pure. Water in these lakes is not merely seemingly pure: you can drink it from lakes of Karelia or from Lake Baikal.

Forests of Central Russia and the Caucasus, taiga of Siberia and the Far East are full of birds and animals. The fact attracts many hunting tourists. There are many areas of the untouched and virginal nature. That is the ecological tours are the best. As opposed to many European countries, when traveling across Russia one can see no people at all for a long time. An experienced hunter will point out flamingos, pelicans and other rare birds as you enjoy transfer to the fishing resort situated in Astrakhan region in the delta of the Volga river. None of those who are fond of nature will be indifferent to the horse riding in the fabulous region of Altai.

2. *Ответьте письменно на вопросы по тексту.*

- a) What types of tourism are developed in Russia? Why?
- b) Where is cruising, fishing and rafting possible in Russia?
- c) What attracts tourists in the forests of Central Russia?
- d) Where can experienced hunters admire virginal nature?
- e) What makes Russia interesting for foreigners and could stimulate domestic tourism?

3. *Переведите письменно предложения на английский язык, используя лексику текста из Задания 1.*

- a) Туризм в России в настоящее время переживает свой подъём.
- b) Большинство туристических центров России сосредоточено в Санкт-Петербурге и Москве, так как в этих городах расположены самые известные достопримечательности страны.
- c) Туристов привлекает богатое культурное наследие и прошлое России.
- d) Также в России развиты круизы по крупным рекам — Волге, Лене и Енисею, а также путешествия по Транссибирской магистрали (железной дороге, тянущейся от Москвы до Владивостока на берегу Тихого океана).
- e) Одним из главных туристических объектов, притягивающих международных туристов, является уникальное озеро Байкал.
- f) Несмотря на то, что Россия считается одной из стран с самым холодным климатом, в её территорию входят области с умеренным климатом, а города побережья Чёрного и Каспийского морей предлагают летние курорты Черноморского побережья Кавказа.
- g) Несмотря на множество достопримечательностей и быстрое развитие туризма Россия остаётся достаточно сложной страной для посещений, особенно для туристов из Западных стран.
- h) Основной проблемой может стать языковой барьер.
- i) Российская кухня очень богата и многообразна, что объясняется многонациональностью России.
- j) Наиболее известными блюдами, ассоциирующимися с Россией, являются блины, щи, пирожки, пельмени, красная и чёрная икра.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) The crops harvested were so big as to be able to store them and even export part of it.
- b) The secretary was happy to have been invited to the party.
- c) The director didn't like to be interrupted.
- d) It takes character and self - control to understand and forgive.
- e) He seems to have been reading since morning.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) I was quite disappointed at not finding him there.
- b) We intend shipping the goods in May.
- c) Loading heavy weights requires great skill.
- d) He mentioned having read it in the paper.
- e) He apologized for leaving the door open.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) The fifth of June arriving, they departed.
- b) The concert being over, the lottery came next.
- c) The weather being very warm, the closet window was left open.
- d) This being understood, the conference was over.
- e) Having been collected all the materials were sent to the laboratory.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) If you had applied this method, you would have got better results.
- b) If they had called at the office yesterday, they would have found me there.
- c) If I had seen him yesterday, I should have told him about it.
- d) If he were here I should speak to him.
- e) If he should come, tell him to wait.

Вариант 14

1. *Прочитайте и переведите письменно текст.*

TYPES OF TOURISM

The United Nations classified three forms of tourism in 1994, in its "Recommendations on Tourism Statistics": Domestic tourism, which involves residents of the given country traveling only within this country; Inbound tourism, involving non-residents traveling in the given country; and Outbound tourism, involving residents traveling in another country.

Medical tourism is a term initially coined by travel agencies and the mass media to describe the rapidly-growing practice of traveling across international borders to obtain health care. Such services typically include elective procedures as well as complex specialized surgeries such as joint replacement (knee/hip), cardiac surgery, dental surgery, and cosmetic surgeries. Factors that have led to the increasing popularity of medical travel include the high cost of health care, long wait times for

certain procedures, the ease and affordability of international travel, and improvements in both technology and standards of care in many countries.

Cultural tourism is the subset of tourism concerned with a country or region's culture, especially its arts. Cultural tourism includes tourism in urban areas, particularly historic or large cities and their cultural facilities such as museums and theatres. It can also include tourism in rural areas showcasing the traditions of indigenous cultural communities (i.e. festivals, rituals), and their values and lifestyle. Culture has always been a major object of travel. Heritage, culture and the arts have long contributed to appeal of tourist destination. It is generally agreed that cultural tourists spend more than standard tourists do.

Culinary tourism is valued by tourism industry professionals as one of the most popular niches in the world's tourism industry. Culinary tourism is defined as the pursuit of unique and memorable eating and drinking experiences, according to the International Culinary Tourism Association.

Religious tourism, also commonly referred to as faith tourism, is a form of tourism whereby people of faith travel individually or in groups for pilgrimage, missionary, or leisure (fellowship) purposes.

Another type of tourism is a business trip or official trip, which is a travel or journey caused by business necessities.

Задание 2. Ответьте письменно на вопросы по тексту.

- a) What types of tourism do you know? Give as many examples as you can.
- b) What types of tourism are traditional ones?
- c) What types of tourism are brand new?
- d) What are more popular/less popular? Why?
- e) What factors make medical travel so popular around the world?

3. Переведите письменно предложения на английский язык, используя лексику текста из задания 1.

- a) Туризм стал явлением, которое вошло в наши дни в повседневную жизнь сотен миллионов людей.
- b) В настоящее время в России начинает возрождаться паломничество верующих в святые места.
- c) Туризм – это очень современный вид деятельности, популярность которого возрастает с каждым днём.
- d) Это целая отрасль, индустрия, объединяющая ряд различных организаций и предприятий, занимающихся организацией отдыха туристов и предоставляющих потребителям разнообразные услуги.
- e) Туризм развивает личность, расширяет познавательные горизонты, предоставляет множество видов развлечений и отдыха.
- f) На сегодняшний день виды туризма очень разнообразны и интересны.
- g) Этнический туризм — одно из направлений туризма. Его целью является ознакомление с фольклором, бытом, культурой и языками местных народов.

- h) Социальный туризм — туризм, полностью или частично осуществляемый за счёт бюджетных средств, средств государственных внебюджетных фондов, а также средств работодателей.
- i) Экскурсионный туризм – одно из перспективных направлений, развивающихся наиболее быстро.
- j) Западные компании давно освоили такой вид проведения мероприятий как бизнес – туризм. Выездные конференции, семинары, тренинги – прекрасная возможность совместить приятное с полезным.

4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) To know all is to forgive all.
- b) You are always the first to arrive.
- c) The book to be read can be bought in any shop.
- d) Some people find it difficult to speak in public.
- e) Nature has many secrets to be discovered yet.

5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) Would you mind opening the window?
- b) I couldn't help laughing.
- c) Did you find any difficulty in solving this problem?
- d) He felt satisfaction in helping them.
- e) You can't learn English well without practicing every day.

Задание 6. Переведите предложения на русский язык, обращая внимание на формы и функции причастия.

- a) Having been written the letters were posted to customers.
- b) He being no more heard of, it was natural to forget everything.
- c) And the wind having dropped, they set out to walk.
- d) Having been shown the wrong direction, the travelers soon lost their way.
- e) A teacher seeing a mistake in a student's dictation always corrects it.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) If he were in town, he would help us.
- b) If I were you, I should go there immediately.
- c) If I were in his place, I should refuse.
- d) If there were more time, I could finish my article.
- e) If they were happy, they wouldn't quarrel every evening.

Вариант 15

1. Прочитайте и переведите письменно текст.

ECOLOGICAL TOURISM

Ecotourism (also known as **ecological tourism**) is travel to fragile, pristine, and usually protected areas that strives to be low impact and (often) small scale. It helps educate the traveler, provides funds for conservation, directly benefits the economic development and political empowerment of local communities, and fosters respect for different cultures and for human rights. Ecotourism appeals to ecologically and socially conscious individuals. Generally speaking, it focuses on volunteering, personal growth and learning new ways to live on the planet. It typically involves travel to destinations where flora, fauna, and cultural heritage are the primary attractions.

Ecotourism is a conceptual experience, enriching those who delve into researching and understanding the environment around them. It gives us insight into our impacts as human beings and also a greater appreciation of our own natural habitats.

Responsible ecotourism includes programs that minimize the negative aspects of conventional tourism on the environment and enhance the cultural integrity of local people. Therefore, in addition to evaluating environmental and cultural factors, an integral part of ecotourism is the promotion of recycling, energy efficiency, water conservation and creation of economic opportunities for the local communities.

Ecotourism is a form of tourism that involves traveling to tranquil and unpolluted natural areas. According to the definition and principles of ecotourism established by *The International Ecotourism Society* (TIES) in 1990, ecotourism is responsible travel to natural areas that conserves the environment and improves the well-being of local people.

There are seven characteristics of ecotourism: it

- involves travel to natural destinations;
- minimizes impact;
- builds environmental awareness;
- provides direct financial benefits for conservation;
- provides financial benefits and empowerment for local people;
- respects local culture;
- supports human rights and demographic movements.

2. *Ответьте письменно на вопросы по тексту.*

- a) What is ecotourism?
- b) What are the basic principles of ecotourism?
- c) What measures may minimize the negative aspects of conventional tourism on the environment?
- d) What is natural resource management?
- e) The global ecology movement has been stimulated by a widespread acknowledgement of an ecological crisis of our planet. Why?

3. *Переведите письменно предложения на английский язык, используя лексику текста из задания 1.*

- a) Экологический туризм - особый сектор туристической отрасли, который подразумевает стремление в первую очередь к общению с природой, познанию ее объектов и явлений, активному отдыху на природе.
- b) Появление экотуризма и его развитие объясняется стремлением свести к минимуму изменения окружающей среды.
- c) Познавая природу, туристы проникаются необходимостью бережного к ней отношения.
- d) Экотуристы стремятся в места с нетронутой природой, но таковых на нашей планете остается все меньше.
- e) Объектами экотуризма могут быть как природные, так и культурные достопримечательности, где традиционная культура составляет единое целое с окружающей средой.
- f) При условии грамотного развития экологический туризм может сыграть свою роль в разрешении современного социально-экологического кризиса.
- g) Возрастающий спрос в этом секторе туризма приводит к созданию новых особо охраняемых природных территорий, в первую очередь национальных и природных парков.
- h) На многих территориях экологический туризм может стать отраслью специализации, представляя конкурентоспособную альтернативу разрушающей природу хозяйственной деятельности.
- i) Наша страна обладает обширными территориями с нетронутой природой.
- j) Развитие экологического туризма поможет сохранить природную красоту уникальных территорий Сибири.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) I don't remember when he was not the last to come.
- b) You expect me to criticize the article, but I wouldn't.
- c) Don't expect her to praise your work.
- d) Here is the matter to be solved as soon as possible.
- e) The only way of getting the best of an argument is to avoid it.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) There is no harm in doing that.
- b) I have not yet received an explanation for their postponing the meeting.
- c) Norman was not aware of your applying for the position.
- d) We have no intention of restricting your right to join any trade union.
- e) We avoided asking her questions.

Задание 6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) The house surrounded by tall trees is very beautiful.
- b) Be careful when crossing a street.
- c) There are many students in our group taking part in all kinds of extra-curricular activities.
- d) A letter sent from St. Petersburg today will be in Moscow tomorrow.
- e) The treaty having been signed, trade was at once resumed.

Задание 7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) Were we on holidays now, we would go to the countryside.
- b) If I knew the subject well, I wouldn't worry about the exam.
- c) If you were luckier, you might get this position.
- d) If I didn't know you, I would not trust you.
- e) I should not have been late yesterday, if my watch had been right.

Вариант 16

1. Прочитайте и переведите письменно текст.

MACARONI PRODUCTS

Italy is generally considered as the original home of macaroni products. Certainly it is the country in which macaroni products have been and are still most popular, but their manufacture and use seem to have started in China or Japan. Macaroni products are produced from the semolina or hard wheat flour. So they are valuable, cheap and tasty food. They are acceptable and quickly digested. One pound of dried macaroni provides approximately 1,600 calories.

Italy is a country in which macaroni products are most popular. No Italian would doubt the importance of macaroni products.

The main macaroni products are: vermicelli, spaghetti, noodles, specialties and others.

Vermicelli is the macaroni product with the smallest diameter ranging from 1/50 in. to 1/20 in. Italians call the vermicelli "Capellid'angeli" (Angel's Hair). Vermicelli is easy to manufacture and dry. Vermicelli is generally cut into length of about 10 in. and then twisted into curls. It is rarely sold straight length.

Spaghetti is the most popular macaroni product with a diameter of about 1/15 in. and a length of 10, 20 or 30 in. Most spaghetti is straight. It is sometimes short cut to about 1 or 2 in. long.

Noodles are solid ribbons with a thickness of about 1/20 in. and of different widths. Narrow noodles are of 1/20 in. Broad noodles may have width up to 1/2 in. and even 1 in. Noodles may be straight scattered or twisted like vermicelli. The length of straight noodles is 10, 20 or 30 in. Twisted noodles are usually about 10 in. Scattered noodles are shorter having length from 4 to 8 in.

Specialties are small solid macaroni products made for soup. They usually have shapes of letters, numbers, stars, melon seeds and others.

2. Ответьте письменно на вопросы по тексту.

- a) What raw materials are usually used for production of macaroni?
- b) In what country are macaroni products most popular?
- c) What kind of macaroni products called spaghetti?
- d) What kind of macaroni products is called noodles?
- e) What kind of macaroni products do we call specialties?
- f) What macaroni products are produced in Russia?

3. *Переведите письменно предложения на английский язык, используя лексику текста из Задания 1.*

- a) Мы любим макаронные изделия и употребляем их очень часто.
- b) Макароны – это ценный, дешевый и вкусный продукт.
- c) Макаaronные изделия производятся из крупчатой муки или из муки твердой пшеницы.
- d) Макароны особенно популярны в Италии.
- e) Италия считается родиной макаронной промышленности.
- f) Именно в Италии макаронное производство развилось рано.
- g) Затем оно проникло в другие страны Европы.
- h) Основные макаронные изделия следующие: вермишель, спагетти, лапша и специальные суповые засыпки.
- i) В России высоко развито макаронное производство.
- j) Ежегодно мы производим тысячи тонн различных макаронных изделий.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) He agreed to buy a new car.
- b) The question is easy to answer.
- c) The man asked me how to get to the airport.
- d) Excuse me, may I ask you a question?
- e) Why did you pretend to eat my hamburger?

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) I can't imagine Peter going by bike.
- b) I look forward to seeing you at the weekend.
- c) Excuse me being late.
- d) He could not help telling the results of the negotiations.
- e) It is worth while having all the data together before discussing them.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) I heard my mother talking on the phone.
- b) My uncle always has his car washed.
- c) We stood waiting for the taxi.
- d) Looking down from the tower we saw many people walking in the streets.

- e) For the moment the shop was empty, the mechanic having disappeared into a room at the back.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) If you dive into this river, you will hurt yourself.
b) If the sun shines, the children will play outside.
c) If you helped your grandma, I would do the shopping.
d) Andrew would water the flowers if he stayed at home.
e) If he had come earlier, he would have met Tina.

Вариант 17

1. Прочитайте и переведите письменно текст.

MILK AND DAIRY PRODUCTS

For centuries milk has been recognized as an indispensable food for mankind. Milk contains all the food constituents required in the human diet and in essentially the proper proportions. First of all, milk supplies proteins of exceedingly high quality. Milk also supplies amounts of calcium, which is often deficient in the human diet. Besides, milk is an excellent source of the vitamins necessary to health. Milk is used for producing many dairy products, such as cream, butter, cheese, ice-cream, condensed milk, skim milk and fermented milk.

Butter is a highly concentrated fat food and contains very little amount of other milk constituents. Butter contains between 81-84 percent of butterfat, a small amount of salt and less than one percent of proteins. Butter is chiefly a source of energy, supplying 3,410 calories per pound. In addition, butter is an excellent source of vitamin A.

Cheese consists of a concentration of the milk solids chiefly casein and butter fat. It is the cheapest source of animal protein which is used for human food. Besides, cheese is an excellent source of calcium, phosphorus and other minerals.

Ice-cream is produced of milk and cream. All the constituents of milk are present in ice-cream in concentrated form. Ice-cream contains 60-69 per cent of water. It contains sugar. It may be added to such materials as eggs, gelatin, fruits, nuts, chocolate and others which add to its food value. Thus, ice-cream contains a rich supply of the food nutrients.

Condensed milk and dry milk contain all the food constituents of milk in a highly concentrated form.

Skim milk contains all the solids of milk excepting the butter fat. Skim milk is an excellent source of animal protein of high quality and the minerals-calcium and phosphorus. It contains some proportion of lactose. Skim milk is an excellent food for man and for young growing animals.

Fermented milks are produced from the whole milk by using special microorganisms. The principal product formed in the fermentation is lactic acid. Most of the fermented milks are considered to be especially healthful. Some of them

contribute desirable types of bacteria which compete with undesirable bacteria which are in intestinal tract and which produce toxic products.

2. *Ответьте письменно на вопросы по тексту.*

- a) What is milk?
- b) What dairy products are produced of milk?
- c) What does butter contain?
- d) What is cheese?
- e) What varieties of milk are produced in Russian plants?

3. *Переведите письменно предложения на английский язык, используя лексику текста из Задания 1.*

- a) Молочные продукты богаты жирами, белком и минеральными солями.
- b) Мы знаем, что пастеризация молока применяется для разрушения всех микроорганизмов, находящихся в нем.
- c) Молоко улучшает качество хлеба.
- d) Молоко легко обезжиривается, если пропустить его через сепаратор.
- e) Сыр производится из молока.
- f) Известно, что масло производят из сливок.
- g) Соль добавляют в масло, чтобы продлить сохранность качества и придать приятный аромат.
- h) Соль, используемая в масле, должна быть чистой и мелкой.
- i) Я считаю, что это молоко слишком кислое для кипячения.
- j) Это масло слишком прогорклое, чтобы использовать его в тесте.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) We decided to run through the forest.
- b) The teacher expected Sarah to study hard.
- c) I learned to ride the bike at the age of 5.
- d) Don't worry. I'll remember to call you tonight.
- e) They invited me to come.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) She doesn't mind working the night shift.
- b) Are you thinking of visiting London?
- c) Do you think it's worth buying it?
- d) There is high probability of their being invited to the congress as special guests.
- e) We'll probably think of trying another approach in this matter.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) Everybody looked at the dancing girl.

- b) The little plump woman standing at the window is my grandmother.
- c) The man playing the piano is Kate's uncle.
- d) A fish taken out of the water cannot live.
- e) The sun having set an hour before, it was getting darker.
- f) Taking a dictionary, he began to translate the text.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) Richard will walk to school if he misses the bus.
- b) Emily will buy the cola if you pack the picnic basket.
- c) If she had 5 pounds more, she would buy herself this T-shirt.
- d) If they offered me the job, I would take it.
- e) If I had seen you, I would have talked to you.

Вариант 18

1. *Прочитайте и переведите письменно текст.*

TEA

Tea is the most popular beverage of the peoples of China, Japan, Russia and Great Britain. It is made from the dried leaves of the cultivated tea-plant.

The tea-plant is an evergreen shrub which, when wild, may grow to the height of thirty feet. But when under cultivation it is so trained and pruned, that it is generally not more than four or five feet high.

The plant is not raised from slips, but from the seed. The leaves are good for plucking when the tea-plant is three years old, and it yields the largest quantity of leaves when it has reached the age of eight years.

There are many names for different kinds of tea: but there is only one kind of tea-plant. The difference in the quality and character of the leaves arise from the different soils the plant may be grown in, the different climates that play upon it, the different times at which the leaves are picked and the different ways in which the leaves are "cured" or dressed.

The tea-plant grows in a most soil-commonly stony or at the foot of mountains and rocks, which face the South.

The first picking takes place in the month of April. It consists of very young leaves and of buds just beginning to burst into leaves. These very young leaves give a tea of the finest quality. The little shrubs quickly put out leaves again; and the second picking takes place in May. This is the crop, which combines the best quality with the largest quantity of leaves and is, therefore the most important crop of the year.

The third crop is picked about in the middle of June, but the leaves from this crop are much coarser and of inferior quality. The fourth crop is gathered in August or September; and these leaves are large and coarse, have a bitter and woody flavour.

There are two basic kinds of tea: Black and Green. They could be produced from the same bush, for it is the method used to treat leaves after picking that makes the tea different.

Tea should be kept tightly covered and should not be exposed to quick changes of temperature. It absorbs odour readily.

Black – A fermented tea, in which the leaves are withered immediately after picking. Then the leaves are rolled so as to liberate the juices and start fermentation. The leaves are rolled again and are “fired” or dried to drive out all moisture and stop the fermentation. In this process the leaves, which were green when picked and copper-coloured after fermenting, turn black. Black tea is the most popular type.

Green – An unfermented tea, sterilized in live steam or hot pans to destroy the oxidizing agents in the leaf. Then it is rolled and “fired”. The liquor from these leaves is light amber green, with delicate flavour.

2. *Ответьте письменно на вопросы по тексту.*

- a) What is tea?
- b) What raw material is used for making tea?
- c) Is tea cultivated in Russia?
- d) In what part of Russia is tea grown?
- e) How many crops do tea shrubs yield a year?
- f) Which crop of tea-leaves yield the best quality tea?

3. *Переведите письменно предложения на английский язык, используя лексику текста из Задания 1.*

- a) Чай – это безалкогольный напиток (softdrink).
- b) Чай изготавливается из сухих листьев чайного куста.
- c) Родиной чая считают Китай.
- d) Чай выращивается в Грузии.
- e) Чайные кусты дают наибольшее количество листьев, когда им 8 лет.
- f) Чайный лист собирают 4 раза в год – в апреле, мае, июне и августе.
- g) Из листьев первого урожая изготавливается чай высшего сорта.
- h) Наибольшее распространение имеют чёрные, а за ними зелёные чаи.
- i) Россия также импортирует чай из других стран – Англии, Индии, Китая, Цейлона и др.
- j) Из заграничных чёрных чаев широко известны китайские, цейлонские и индийские.

4. *Переведите предложения на русский язык, обращая внимание на функции инфинитива.*

- a) We decided to buy a new car.
- b) They've got some work to do.
- c) He'd like to fly an aeroplane.
- d) The plan of our work will be discussed at the meeting to be held on May 25.
- e) To walk in the garden was a pleasure.
- f) Jane remembered to have been told a lot about Mr. Smith.

5. *Переведите предложения на русский язык, обращая внимание на формы и функции герундия.*

- a) Peter gave up smoking.
- b) I enjoy writing picture postcards.
- c) They objected to the talks being held without all the parties represented.
- d) Do you think it's worth while beginning this project without waiting for the confirmation to arrive?
- e) Such result may be accounted for by their having started the experiment in the middle of the year.

6. *Переведите предложения на русский язык, обращая внимание на формы и функции причастия.*

- a) Being busy, he postponed his trip.
- b) Having been shown the wrong direction, the travellers soon lost their way.
- c) The room facing the garden is much more comfortable than this one.
- d) Having descended the mountain they heard a man calling for help.
- e) The weather being cold, he put on his overcoat.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) If the weather is fine, we shall play outside.
- b) If you ring me up, I shall tell you something.
- c) You would have summer holidays from June till August if you lived in the USA.
- d) We would sell the bike for 20 Euros if Ron repaired it.
- e) If it had been warmer, we would have gone swimming.

Вариант 19

1. *Прочитайте и переведите письменно текст.*

POTATOES

The white or Irish potato is one of the most important food plants of the world. It was brought to Europe from America. The potato was introduced into Europe soon after 1580 by the Spaniards and by the end of the seventeenth century it had spread all over Europe and the British Isles.

The potato is an erect, branching, more or less spreading annual from 2 or 3 ft. in height. The flowers are white, yellow or purple, while the fruit is a small brownish green or purple inedible berry.

Potatoes are adapted to many soils and many climates. In fact they are grown the world over, except in low tropical regions. Cool moist climate, with a mean annual temperature of 29°C and a rich light soil are favourable for potato growing.

Uniform moisture during the time of tuberization plays an important role in determining the number of tubers formed. Uniform moisture after tuber formation is an important factor in determining the development of tubers, especially their size, smoothness and shape.

Potato crops are classified according to time of harvest as early, intermediate and late.

The late or main crop comprises about 80 per cent of the total production. Approximately two-thirds of the quantity is stored in autumn for the use during winter and spring. The late potato is therefore of much greater economic importance than the early and intermediate crops. The late crop is grown chiefly in the northern regions of Russia because of favourable climatic and soil conditions. The late crop potato is raised for consumption and for seed stock.

Potato is used as food not only for people but as fodder for animals too. Besides, potato is an industrial crop and is used as a raw material for production of starch and alcohol.

Harvesting. The date of digging potatoes should be influenced largely by the condition of the crop. The tops should be dead and the tubers should be thoroughly hardened so that the skin will not peel easily. Potatoes should be picked up within a few minutes after digging and placed in the shade when they are dug during hot weather. Potatoes exposed to bright sunshine will rot quickly in storage.

More attention needs to be given to the prevention of mechanical injuries at the time of harvest. Skinned bruised or cut tubers will shrink more rapidly than sound ones. Also, disease – producing organisms may enter injured potatoes and cause decay. Allowing potatoes to mature before digging will help to prevent mechanical injury.

Notes: low tropical regions - самые тропические районы (широты) с низким

барометрическим давлением

uniform moisture - равномерное количество влаги

adequate moisture - достаточное количество влаги

these - структура, плотность, форма

prevention of mechanical injuries - предохранение от механических повреждений

2. *Ответьте письменно на вопросы по тексту.*

- a) What is potato?
- b) Where was potato originally cultivated?
- c) Who brought potato to Europe?
- d) What conditions are favourable for potato growing?
- e) How are potato crops classified?
- f) What is produced of potato?

3. *Переведите письменно предложения на английский язык, используя лексику текста из задания 1.*

- a) Картофель – это продовольственная культура.
- b) Картофель в России выращивается в большом количестве.
- c) Картофель используется как продукт питания не только для людей, но и как корм для скота.
- d) Картофель является также технической культурой.
- e) Он используется для производства крахмала и спирта.

- f) Картофель классифицируется в зависимости от времени уборки его: ранний сорт, средний сорт и поздний сорт.
- g) Поздний сорт составляет примерно 80% общей продукции.
- h) Лучше всего картофель следует убирать, когда ботва уже сухая.
- i) Картофель, предназначенный для хранения, должен быть здоровым.

4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) He proved to be one of the cleverest students at our Institute.
- b) He knew himself to be strong enough to take part in the expedition.
- c) To see is to believe.
- d) He is sure to enjoy himself at the disco.
- e) To tell you the truth, this company has a very stable position in the market.

5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) He talked without stopping.
- b) Some people can walk all day without feeling tired.
- c) Living in little stuffy rooms means breathing poisonous air.
- d) Iron is found by digging in the earth.
- e) There are two ways of getting sugar: one from beet and the other from sugar-cane.

6. Переведите предложения на русский язык, обращая внимание на формы и функции причастия.

- f) He saw his friend going out with Sue.
- g) The bus crashed into the blue car driving down the hill.
- h) Peter hurt his leg doing karate.
- i) The umbrella found at the bus stop belongs to John Smith.
- j) And the wind having dropped, they set out to walk.

7. Переведите предложения на русский язык, обращая внимание на типы условных предложений.

- a) Fred will answer the phone if his wife has a bath.
- b) If Claire wears this dress at the party, our guests will not stay any longer.
- c) If the steak was not so hot, we would eat it.
- d) What would you do if it rained?
- e) If he had not failed his driving test, his parents would have lent him their car.

Вариант 20

1. Прочитайте и переведите текст.

PRODUCTS AND BRANDS

What is a product?

Marketing theorists tend to give the word products very broad meaning, using it to refer to anything capable of satisfying a need or want. Thus services, activities, people (politicians, athletes, film stars), places (holiday resorts), organizations (hospitals, colleges, political parties), and ideas, as well as physical objects offered for sale by retailers, can be considered as products. Physical products can usually be augmented by benefits such as customer advice, delivery, credit facilities, a warranty or guarantee, maintenance, after-sales service, and so on.

Brand name

Some manufacturers use their name (the 'family name') for all their products, e.g. Philips, Colgate, Yamaha. Others, including Unilever and Procter & Gamble, market various products under individual brand names, with the result that many customers are unfamiliar with the name of the manufacturing company. The major producers of soap powders, for example, are famous for their multi-brand strategy which allows them to compete in various market segments, and to fill shelf space in shops, thereby leaving less room for competitors. It also gives them a greater chance of getting some of the custom of brand-switchers.

Product lines & Product mixtures

Most manufacturers produce a large number of products, often divided into product lines. Most product lines consist of several products, often distinguished by brand names, e.g. a range of soap powders, or of toothpastes. Several different items (different sizes or models) may share the same brand name. Together, a company's items, brands and products constitute its product mix. Since different products are always at different stages of their life cycles, with growing, stable or declining sales and profitability, and because markets, opportunities and resources are in constant evolution, companies are always looking to the future, and re-evaluating their product mix.

Line-stretching & Line-filling

Companies whose objectives include high market share and market growth generally have long product lines, i.e. a large number of items. Companies whose objective is high profitability will have shorter lines, including only profitable items. Yet most product lines have a tendency to lengthen over time, as companies produce variations on existing items, or add additional items to cover further market segments. Additions to product lines can be the result of either line-stretching or line-filling. Line-stretching means lengthening a product line by moving either up-market or down-market, i.e. making items of higher or lower quality. This can be carried out in order to reach new customers, to enter growing or more profitable market segments, to react to competitors' initiatives, and so on. Yet such moves may cause image problems: moving to the lower end of a market dilutes a company's image for quality, while a company at the bottom of a range may not convince dealers and customers that it can produce quality products for the high end. Line-filling - adding further items in that part of a product range which a line already covers - might be done in order to compete in competitors' niches, or simply to utilize excess production capacity.

2. Письменно ответьте на вопросы.

- a) Why do the big soap powder producers have a multi-brand strategy?
- b) Why do companies' product mixes regularly change?
- c) What factors influence the length of companies' product lines?
- d) What are the potential dangers of line-stretching?
- e) Why might companies undertake line-filling?

3. Найдите в тексте слова и выражения, которым соответствуют следующие определения.

- a) the possibility of paying for a product over an extended period;
- b) a promise by a manufacturer or seller to repair or replace defective goods during a certain period of time;
- c) a surface in a store on which goods are displayed;
- d) consumers who buy various competing products rather than being loyal to a particular brand;
- e) the standard pattern of sales of a product over the period that it is marketed;
- f) the extent to which an activity provides financial gain;
- g) possibilities of filling unsatisfied needs in sectors in which the company can produce goods or services effectively;
- h) the sales of a company expressed as a percentage of total sales in a given market;
- i) the set of beliefs that the public at large holds of an organization;
- j) a small, specialized, but profitable segment of a market.

4. Переведите предложения на русский язык, обращая внимание на функции инфинитива.

- a) I felt him put his hand on my shoulder.
- b) This writer is said to have written a new novel.
- c) They watched the boy cross the street.
- d) To advertise in magazines is very expensive.
- e) My parents wanted me to be home at 11 o'clock.

5. Переведите предложения на русский язык, обращая внимание на формы и функции герундия.

- a) Avoid making silly mistakes.
- b) I dream about building a big house.
- c) In dealing with statistical data it is necessary to have all the factors involved.
- d) Would you mind our taking part in the discussion?
- e) The manager insisted on all the employees getting bonuses.

6. Переведите предложения на русский язык, обращая внимание на формы и функции причастия.

- a) The people drove off in a stolen car.
- b) A person taking a sun-bath must be very careful.
- c) The dress bought at the department store was very beautiful.

- d) The people dancing in the street are all very friendly.
- e) The weather having changed, we decided to stay where we were.

7. *Переведите предложения на русский язык, обращая внимание на типы условных предложений.*

- a) If we surf the Internet, we will find a lot of information about Loch Ness.
- b) If we send an invitation, our friends will come to our party.
- c) If you used a pencil, the drawing would be perfect.
- d) The children would be happy if he taught them English.
- e) If my uncle had told me the way to his office, I would not have arrived so late.

САМОСТОЯТЕЛЬНАЯ РАБОТА

Дополнительные задания для студентов 1 курса

Выполнить устный перевод 10 текстов по выбору студента. Тексты выбираются из банка заданий контрольной работы №1, задания №1 – 20

Дополнительные задания для студентов 2 курса

Прочитать и перевести все тексты из других вариантов контрольной работы №2 для данного направления подготовки (всего 4 текста).

Составить опорный конспект текстов и подготовиться к беседе по изученному материалу

Самостоятельная (аудиторная и внеаудиторная) работа обучающихся является одним из основных видов познавательной деятельности, направленной на более глубокое и разностороннее изучение материалов учебной дисциплины и включает: обязательное ведение конспектов лекций; подготовку выступлений (сообщений, докладов) к практическим занятиям, семинарам; подготовку письменных контрольных работ (реферата, эссе, презентации).

Результаты выполнения самостоятельной работы представляются обучающимися во время аудиторных занятий, проверяются и оцениваются преподавателем в ходе аудиторных занятий, текущего (рубежного) контроля и промежуточной аттестации.

Для повышения эффективности самостоятельной работы обучающимся рекомендуется пользоваться расширенным поиском в национальном цифровом ресурсе РУКОНТ – межотраслевой электронной библиотеке. Доступ к ресурсу осуществляется на сайте: <http://www.rucont.ru>

Важной формой самостоятельной исследовательской работы, углубленного изучения той или иной проблемы учебного курса является подготовка и написание рефератов и эссе. Данная форма самостоятельной работы является важным элементом подготовки обучающихся к оформлению и написанию дипломной работы.

Виды самостоятельной работы:

- поиск и изучение нормативных правовых актов, в том числе с использованием электронных баз данных;
- поиск и изучение научной литературы, в том числе с использованием сети Интернет;
- решение задач из практикума;
- подготовка рефератов, докладов, эссе, презентаций;

Модель (особенности) самостоятельной работы обучающихся по отдельным разделам и темам курса:

- составление проектов профессиональных документов;
- обобщение материалов профессиональной практики по определенным вопросам;
- подготовка к проведению ролевой игры;
- подготовка для обсуждения дискуссионных вопросов;
- составление схем, сравнительных таблиц;
- решение практических ситуаций;
- подготовка к практическим занятиям.

8. Методические рекомендации для преподавателя. Образовательные технологии

Перед началом изучения дисциплины (на первом занятии) преподаватель обязан сообщить обучающимся порядок освоения тем (разделов) дисциплины, сроки и формы отчетности, процедуры оценки системы учета уровня сформированности компетенций. Преподавание ведется методом комплексного и системно-проблемного изучения проблемных явлений и процессов, а также анализа их последствий применительно к современной профессиональной практике. Изложение материала должно строиться как с использованием теоретической подачи материала в виде лекций, так и в виде проведения семинаров (практических занятий). В ходе лекционных занятий рекомендуется использовать презентационные материалы (слайды).

На лекциях излагаются основные актуальные проблемы, раскрываются наиболее сложные вопросы дисциплины, активизируется мыслительная деятельность путем постановки проблемных вопросов и вовлечения, обучаемых в их решение, развиваются их творческие способности.

В ходе семинарских и практических занятий для реализации компетентностного подхода рекомендуется использование активных и интерактивных форм обучения (решения задач, деловых и ролевых игр, разбора конкретных ситуаций) в сочетании с внеаудиторной самостоятельной работой (подготовка устных выступлений (докладов, сообщений), что позволит углубить понимание наиболее сложных теоретических и прикладных проблем, рассмотренных в ходе лекций, и сформировать навыки и умения использования необходимых нормативных правовых актов для регулирования профессиональных ситуаций.

Преимущественной формой текущего контроля успеваемости обучающихся является тестирование, которое должно быть обязательным и которым должно быть завершено изучение каждого раздела учебной программы дисциплины.

При подготовке обучающихся к промежуточной аттестации необходимо провести консультацию по курсу и акцентировать внимание обучающихся на использовании рекомендованной основной и дополнительной литературы, содержания конспектов лекций, а также необходимости составления тезисов ответов на вопросы, выносимые на зачет.

9. Обеспечение доступности освоения программы обучающимися с ограниченными возможностями здоровья.

Условия организации и содержание обучения и контроля знаний обучающихся с ограниченными возможностями здоровья (далее – ОВЗ) определяются программой дисциплины, адаптированной при необходимости для обучения указанных обучающихся.

Организация обучения, текущей и промежуточной аттестации обучающихся с ОВЗ осуществляется с учетом особенностей психофизического развития, индивидуальных возможностей и состояния здоровья таких обучающихся. Исходя из психофизического развития и состояния здоровья обучающихся с ОВЗ, организуются занятия совместно с другими обучающимися в общих группах, используя социально-активные и рефлексивные методы обучения создания комфортного психологического климата в учебной группе или, при соответствующем заявлении такого обучающегося, по индивидуальной программе, которая является модифицированным вариантом основной рабочей программы дисциплины. При этом содержание программы дисциплины не изменяется. Изменяются, как правило, формы обучения и контроля знаний, образовательные технологии и учебно-методические материалы.

Обучение лиц с ОВЗ также может осуществляться индивидуально и/или с применением элементов электронного обучения. Электронное обучение обеспечивает возможность коммуникаций с преподавателем, а также с другими обучаемыми посредством вебинаров (например, с использованием программы Skype), что способствует сплочению группы, направляет учебную группу на совместную работу, обсуждение, принятие группового решения. В образовательном процессе для повышения уровня восприятия и переработки учебной информации обучающимися с ОВЗ применяются мультимедийные и специализированные технические средства приема-передачи учебной информации в доступных формах для обучающихся с различными нарушениями, обеспечивается выпуск альтернативных форматов печатных материалов (крупный шрифт), электронных образовательных ресурсов в формах, адаптированных к ограничениям здоровья обучающихся, наличие необходимого материально-технического оснащения. Подбор и разработка учебных материалов производится преподавателем с учетом того, чтобы обучающиеся с нарушениями слуха получали информацию визуально, с нарушениями зрения – аудиально (например, с использованием программ-синтезаторов речи).

Для осуществления процедур текущего контроля успеваемости и промежуточной аттестации обучающихся лиц с ОВЗ фонд оценочных средств по дисциплине, позволяющий оценить достижение ими результатов обучения и уровень сформированности компетенций, предусмотренных учебным планом и рабочей программой дисциплины, адаптируется для лиц с ограниченными возможностями здоровья с учетом индивидуальных психофизиологических особенностей (устно, письменно на бумаге, письменно на компьютере, в форме тестирования и т.п.). При необходимости

обучающимся предоставляется дополнительное время для подготовки ответа при прохождении всех видов аттестации.

Особые условия предоставляются обучающимся с ограниченными возможностями здоровья на основании заявления, содержащего сведения о необходимости создания соответствующих специальных условий.

10. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине

1.1 Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Перечень формируемых компетенций (код и содержание)	Код индикатора достижения компетенции	Этапы формирования компетенций в процессе освоения образовательной программы	
		дисциплины/ практики	семестр
1	2	3	4
УК-4	УК-4.1	Иностранный язык	1
	УК-4.1	Русский язык и культура речи	1
	УК-4.1	Иностранный язык	2
	УК-4.1	Иностранный язык	3
	УК-4.1	Иностранный язык для делового общения	4
	УК-4.1	Ознакомительная практика	4
	УК-4.1	Подготовка к процедуре защиты и защита выпускной квалификационной работы	10
	УК-4.1	Преддипломная практика	10
	УК-4.3	Иностранный язык	1
	УК-4.3	Иностранный язык	2
	УК-4.3	Иностранный язык	3
	УК-4.3	Иностранный язык для делового общения	4
	УК-4.3	Ознакомительная практика	4
	УК-4.3	Подготовка к процедуре защиты и защита выпускной квалификационной работы	10
	УК-4.3	Преддипломная практика	10
	УК-4.5	Иностранный язык	1
	УК-4.5	Иностранный язык	2
	УК-4.5	Иностранный язык	3
	УК-4.5	Иностранный язык для делового общения	4
	УК-4.5	Ознакомительная практика	4
	УК-4.5	Подготовка к процедуре защиты и защита выпускной квалификационной работы	10
	УК-4.5	Преддипломная практика	10

1.2 Этапы формирования компетенций и оценочные материалы для проверки хода освоения дисциплины и достижения планируемых результатов обучения

Перечень формируемых компетенций (код и содержание)	Перечень формируемых индикаторов достижений компетенций (код и содержание)	Этапы формирования компетенций (з, у)	Оценочные средства	Темы дисциплины, обеспечивающие этапы формирования компетенции
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1 Выбирает стиль общения и язык жестов в процессе межличностной и групповой коммуникации в деловом взаимодействии и с учетом цели и условий общения	Знает: средства и современные нормы иностранного языка; стили, виды и средства общения на иностранном языке	КР, ВСТ, ПЗ, ВЗЭ	Темы 1-17
		Умеет: использовать различные формы, виды устной и письменной коммуникации на русском, родном и иностранном(ых) языке(ах); представить результаты своего анализа в письменном и устном виде; следовать основным нормам, принятым в научном общении на государственном и иностранном языках	КР, ВСТ, ПЗ, ВЗЭ	Темы 1-17
	УК-4.3 Выполняет перевод официальных и профессиональных текстов с иностранного языка на русский язык в целях	Знает: лексику по своей научной специальности; грамматику, необходимую для понимания научных текстов; стилистические особенности научных текстов на английском языке	КР, ВСТ, ПЗ, ВЗЭ	Темы 1-17

	расширения профессиональной информации	Умеет: писать различные виды документов, в том числе научные статьи, тезисы, аннотации, рефераты на иностранном языке		
	УК-4.5 Устно обсуждает результаты своей деятельности и профессиональные вопросы на иностранном языке с учетом деловой этики и культурных норм	Знает: лексику по своей научной специальности; грамматику, необходимую для понимания деловой речи; стилистические особенности коммуникации на английском языке Умеет: выстраивать стратегию устного и письменного общения на русском, родном и иностранном(ых) языке(ах) в рамках межличностного и межкультурного общения; ответить на вопросы по теме своего более детально изученного аспекта	ПП, ВЗ, ВСТ, ВЗЭ	Темы 8 – 10, 16, 17

Условные обозначения:

ВЗЭ – вопросы к зачету и экзамену; ВСТ – вопросы для собеседования по теме; ПЗ – письменные задания; КР – контрольная работа; ПП – подготовка презентации

Раздел 2. Оценочные материалы

2.1 Оценочные материалы: текущий контроль

Текущий контроль знаний предусматривает систематическую проверку качества получаемых обучающимися умений и знаний.

Основные методы контроля, позволяющие оценить знания и умения в рамках приобретенных компетенций: оценка письменных (устных) ответов на вопросы по итогам занятия, выступлений на семинарах, докладов-презентаций, оценка выступлений на практических занятиях, аннотирования и реферирования текста, оценка письменных заданий.

2.1.1 Вопросы для собеседования на практических занятиях

Тема 1: Знакомство. Личная сфера.

1. Can you spell your name?
2. Where do you live?
3. Where were you born? What's your date of birth?
4. What does he/she look like? What personality does he/she have?
5. How can we introduce people in formal/informal situations?

Тема 2: Цели и стратегии изучения иностранного языка.

1. Why do people learn foreign languages? Name the goals.
2. Which English speaking country have you visited? What was your experience? What did you like/dislike? Why?
3. If you were to live abroad, which English speaking country would you choose to settle down in? Why?
4. Can foreign language help you succeed in life? What opportunities can it give to you?
5. How can you improve your English?

Тема 3: Обучение в институте.

1. What Institute do you study at?
2. What is your major?
3. What are your favourite subjects? Why?
4. Why have you chosen your specialty?
5. Why do people get higher education?

Тема 4: Работа. Выбор профессии

1. What is your dream work?
2. What is the best way to look for a job?
3. What is a "good" CV?
4. What are the advantages and disadvantages of your future profession?
5. Would you like to work in an international company or be self-employed?

Тема 5: Мотивация и условия труда

1. What motivates people to work?
2. What are normal working hours in our country?
3. Is flexi-time common in our country?
4. Can you name three jobs that get very high salaries in our country?
5. What will be your responsibilities and daily duties in your future job?

Тема 6: Профессии и должностные обязанности.

1. What are normal working hours for most office jobs in Russia?
2. What jobs often involve shiftwork?
3. Is flexi-time common in our country?
4. When do Russian people start paying income tax?
5. What positions in a company do you know?

Тема 7: Структура и деятельность компании

1. What are the main departments of any company?
2. What do employers want to see in employees?
3. How can a company become a market leader?
4. What business would you invest in?
5. What does a company spend money on?

Тема 8: Презентация

1. What makes a good presentation?

2. Is eye contact important when you make a presentation?
3. What gestures can you use?
4. What body language is appropriate?
5. What does the word use depend on?

Тема 9: Технологические новинки

1. What are the most successful inventions in your opinion?
2. What is your favourite gadget?
3. What are the most useful characteristics of mobile phones?
4. How often do you use computers? What for?
5. What sites do you visit when you surf the Internet?

Тема 10: Телефонные переговоры

1. Can you name ways of greeting on the phone?
2. Can you tell me your telephone number?
3. What do you say when you want to leave a message?
4. How can you ask a person to wait?
5. How can you ask a person to call you tomorrow?

Тема 11: Страны и национальности

1. What can encourage you to visit the UK? Why?
2. Which English-speaking country have you visited? Which one would you like to visit? Why?
3. The British have the best sense of humour. Do you agree?
4. People still believe in the idea of “American dream”. Is the USA still a promised land?
5. What country is “ideal” for you? Explain.

Тема 12: Национальные стереотипы

1. What is the stereotype of someone from your country? Is it fair?
2. Do movies show different nationalities as stereotypes?
3. What stereotypical behaviour did you notice when you were on holiday?
4. Does stereotyping help you in some way? How can stereotypes be damaging?
5. Have you ever ruined national stereotypes? Give examples.

Тема 13: Особенности межкультурной коммуникации

1. Do you think that cultural awareness is an important part of personal growth?
2. What are your own experiences of working or living alongside people from different cultures?
3. How can cultural awareness help us in business / foreign relations / diplomacy / etc.
4. What do you think of first when I mention the food in Japan?
5. In your own words, what is cultural awareness?

Тема 14: Транспорт. Авиаперелеты.

1. Can you name four different forms of public transport?
2. What can a person do when he is driving? Is it dangerous or not?
3. Is it easy to find taxis in Novosibirsk? How expensive are they?
4. Describe your first flight. What did you feel?
5. What is the best way to get to the airport from the centre of Novosibirsk?

Тема 15: Путешествия

1. Where do Russian people spend their holidays?
2. Where would you like to spend your holidays?
3. What way of travelling do you prefer?
4. If you had a visitor from abroad, which places in Russia would you show him/her?
5. If you had enough money to travel wherever you wanted, where would you go? Why?

Тема 16: Поиск работы

1. Do you have a job? Is your job full-time or part-time?
2. Is it important to get a job quickly after graduating? Why?
3. What is the best way to look for a job?
4. What is networking? Explain in your words.
5. Give some tips about going to an interview.

Тема 17: Работа с источниками профессиональной информации

1. What types of information resources do you know?
2. You have to write your course paper. What should you start with?
3. What information sources help you in your studies?
4. What are the dictionaries for?
5. What are the advantages/disadvantages of looking for a specialized information in the Internet?

Описание оценочного материала:

Вопросы к собеседова нию по теме	Форма предъявления: вопросы / темы.	
	Процедура: Индивидуальные выступления или коллективное обсуждение на практических занятиях.	
	Шкала оценивания /критерии:	
	«Зачтено»	Обучающийся знает грамматические основы и лексический минимум иностранного языка общего и терминологического характера; основные речевые формулы бытового и делового общения и может осуществлять общую и профессиональную коммуникацию в иноязычной среде, умеет использовать средства изучаемого языка в устной и письменной речи для осуществления коммуникации; обладает навыками монологической и диалогической речи в ситуациях повседневного и делового общения
	«Не зачтено»	Обучающийся не освоил теоретический материал, не продемонстрировал умение применять знания для решения поставленных задач. Обучающийся отказался от ответа.

2.1.3 Контрольная работа

Тема 1. Знакомство. Личная сфера.

Задание 1. Соотнесите предложения (1-6) с предложениями (A-F), чтобы получились мини-диалоги:

1. So, see you after the holidays.	A. Yes, I worked in your department for two weeks.
2. Good evening.	B. Nice to meet you.
3. How are you?	C. Right, have a good time in Greece.
4. I'd like to meet my best friend, Jim.	D. Fine, thanks.
5. See you on Monday.	E. Bye.
6. Haven't we met before?	F. Hi.

Задание 2. Представьте друг другу людей в следующих ситуациях:

1. You introduce the professor who will give a speech at the end-of-the-year ceremony at your University. (Bruce Carter, astronomer, discovered a new star)
2. You are walking with your girlfriend and you meet your mother in the street. (Sam, friend from the University, going to the cinema)
3. You've brought a close friend to another friend's birthday party. (Hugh, groupmate, basketball team captain).

Задание 3. Ответьте письменно на один из нижеперечисленных вопросов:

1. Does age have anything to do with fashion and the clothes we wear.
2. Do you believe in horoscopes? Can our date of birth influence our character?
3. Does changing our appearance (hairstyle, clothes) change our personality as well?
4. "Rarely do great beauty and great virtue dwell together". (Petrarch (1304-1374). Comment.
5. What shapes our personality: our genes or the environment in which we grow up? Justify your opinion.

Задание 4. Опишите внешний вид и характер следующих людей:

1. Your mother.
2. Your girlfriend/boyfriend.
3. One of your teachers.
4. Your dream wife/husband.
5. Your future boss.

Задание 5. Заполните пропуски (1-5) подходящими по смыслу отрывками (A-H):

THE GIRL WHO CAN

I am a little girl and I have big, big problems in talking to my aunt Nana. First, I have to struggle to catch her attention. (1)____. She stops at once whatever she is doing and, mouth open, stares at me for a very long time. Then, bending and turning her head slightly, so that one ear comes down towards me, she says in that voice: "Anna, you say what?" After I repeat whatever I have said, she either, still in that voice asks me "never, never, but NEVER to repeat THAT", or she immediately bursts out laughing. (2) ____ . And she continues laughing until she is completely tired. But then, as soon as another person comes by, just to make sure she doesn't forget whatever it is I have said, she repeats it to her. (3)____. I can't understand - all that performance in reaction to whatever I've said? (4)____. My problem really is that no one ever explains to me why sometimes I shouldn't repeat some things I say. And at other times, why is it that some other things I say are not only all right, but are considered so funny they are repeated so many times for so many people's enjoyment? (5)_____.

- A. So perhaps I shouldn't open my mouth at all?
- B. Oh, and that excitement! That great fun! They join their hands and begin to dance to the music of my words, and they go on like this until they almost drop dead on the floor.
- C. She laughs and laughs and laughs, until tears run down her cheeks and she stops whatever she is doing and wipes away the tears with the hanging edges of her cloth.
- D. And now, of course, there are two old people laughing and screaming with tears running down their faces. Sometimes this show continues until there are three, four, or even more of such laughing and screaming tear-faced grown-ups.
- E. Then I tell her something I have taken a long time to figure out. And then you know what always happens?
- F. And that handkerchief of hers: blue; smoothest silk; her initials in one corner. To many, just a fine piece of cloth. To me, the horrid instrument to hide the hideous laughter at my words, my innocent language she hates so much.
- G. Admittedly, such a double response to a child's utterance would discourage him/her from ever expressing their opinion again.
- H. I find something quite confusing in all this.

Задание 6. Раскройте скобки и поставьте глаголы в Present Simple или Present Continuous

1. Julie (read) in the garden.
2. What (we / have) for dinner tonight?
3. She (have) two daughters.
4. I (stay) in Spain for two weeks this summer.
5. He often (come) over for dinner.
6. The class (begin) at nine every day.
7. What (you / eat) at the moment?
8. What (Susie / do) tomorrow?
9. I (not / work) on Sundays.
10. She (not / study) now, she (watch) TV.
11. How often (you / go) to restaurants?
12. I (not / go) on holiday this summer.
13. I'm sorry, I (not / understand).
14. She (work) as a waitress for a month.
15. She (take) a salsa dancing class every Tuesday.
16. It (be) cold here in winter.
17. Take your umbrella, it (rain).
18. This cake (taste) delicious.
19. The bag (belong) to Jack.
20. When (you / arrive) tonight?

Задание 7. Вы услышите пять коротких отрывков. Решите, соответствуют ли приведенные ниже предложения (1-5) услышанному. Если предложение неверное, исправьте его.

	True	False
1. My sister is 16 years old.		
2. His address is 19 Old Street.		
3. There were 46 children in the hall.		
4. I liked the 14 th song.		
5. Professor Reader has already bought more than 20 books this year.		

Тема 2: Цели и стратегии изучения иностранного языка.

Задание 1. Работайте в парах и ответьте устно на следующие вопросы:

1. Why is it necessary to know English today?
2. English is a world language, isn't it?
3. How many people speak English?
4. In what countries is English the official language (one of the official languages)?
5. Is English popular in Russia?
6. Is learning languages an easy thing?

Задание 2. Соедините идиоматические выражения с их значениями:

1. to talk the same language	a. Correct English. It may be spoken in any accent, provided it is clear and intelligible.
2. broken English	b. To learn a language by listening to native speakers without taking lessons and studying the grammar rules and vocabulary.
3. pidgin English	c. Humour that is logical and intellectual, wit

	rather than humour.
4. it's all Greek to me	d. To share a common background with the person one is speaking to, to share the same problems and difficulties.
5. Gallic humour	e. Badly spoken English, containing many mistakes in grammar and pronunciation.
6. to pick up a language	f. A corrupt, simplified form of English used by many people in Papua New Guinea and the Far East for trading.
7. Queen's English	g. I can't understand a word of it, it's like listening to a foreign language.

Задание 3. Прочитайте текст и письменно ответьте на следующие вопросы:

ENGLISH TODAY

The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English. One billion people speak English today. That's about 20% of the world's population. 400 million speak English as their first language. For the other 600 million people it's either a second language or a foreign language. English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa. As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities. English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music. 80% of all information in the world's computers is in English. 75% of the world's letters and faxes are in English. 60% of all international telephone calls are made in English. More than 60% of all scientific journals are written in English. To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must. English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities. Everyone will speak English soon – I'm sure of it. We all need to understand each other. To do that we need an international language, and that's English.

1. How many people in the world speak English?
2. Where is English the official language?
3. What is the percentage of telephone calls made in English?
4. Where is English studied?
5. Why do we learn English?

Задание 4. Переведите предложения на русский язык используя грамматические знания по темам Present Perfect и Past Simple:

1. I've seen three police cars this morning.
2. After he arrived home, he unpacked and went to bed early.
3. My grandparents only knew each other for a few months before they got married.
4. I've been in London for three years. I love it here.
5. He was a teacher before he became a musician.
6. When the boss walked into the room, we knew someone was going to get fired.
7. Lucy has broken her leg, so she can't come skiing.
8. Julie's arrived! Come and say hello!
9. I've known about the problem for months, but I haven't found a solution yet.
10. I have never seen the sea before.

Задание 5. Вы услышите пять мини-диалогов. Определите, в каком из перечисленных ниже

мест он происходит. Два места из списка лишние.

- A) *In a bookshop*, B) *On a train*, C) *In class*, D) *In a garden*, E) *At a hospital*, F) *In a library*, G) *In a restaurant*

Тема 3: Обучение в институте.

Задание 1. Прочитайте высказывания обучающихся института. Что они изучают в институте?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
3. The way we use fertilizers is much more precise than twenty years ago.
4. We are going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. You must know this case - it's one of the most famous in legal history.

Задание 2. Назовите одним словом данные ниже определения.

1. The money some students receive if they get a place at the university
2. The qualification you get at the end of the university
3. Teachers at university
4. Students when they have completed their first degree
5. Students studying for the second degree
6. The talks the students go to while they are at the university

Задание 3. Замените подчеркнутые глаголы другими глаголами с таким же значением.

1. Who is giving the lecture today?
2. Did she receive a grant for her course?
3. Is it more difficult to obtain a place at university?
4. You have to pass the exams before you can enter university.
5. I think they're carrying out some research into the cause of asthma.

Задание 4. Ответьте на вопросы в мини-группах.

1. Do you need to pass examinations before you can go to university?
2. Is the tuition free if you go to university?
3. Do most students go to University at the age of 18 or 19?
4. What is your equivalent of the British BA or BSc?
5. Do most degree courses last three years.

Задание 5. Прочитайте текст и определите являются ли предложения верными или нет.

Education in the USA.

Education in the United States of America is compulsory for children from the age of 6 till 16 (or 18). It involves 12 years of schooling. A school year starts at the end of August or at the beginning of September and ends in late June or early July. The whole school year is divided into three terms/trimesters or four quarters. American students have winter, spring and summer holidays which last 2 or 3 weeks and 6 or 8 weeks, respectively. The length of the school year varies among the states as well as the day length. Students go to school 5 days a week. The American education system consists of 3 basic components: elementary, secondary and higher education. There is also such a notion as preschool education. At the age of 4 or 5 children just get acquainted with the formal education in a nursery school. The preschool education programme aims to prepare children for elementary school through playing and help them to acquire the experience of association. It lasts for one year. Then they go to the first grade.

Elementary education starts when pupils are 6 years old. The programme of studies in the elementary school includes the following subjects: English, Arithmetic, Geography, History of the USA, Natural sciences, Physical Training, Singing, Drawing, wood or metal work. The education

is mostly concentrated on the basic skills (speaking, reading, writing and arithmetic). Sometimes children also learn some foreign languages, general history and such new subjects as drug and sex education. The main goal of elementary education is the general intellectual, social and physical development of a pupil from 5 to 12 or 15 years old.

Secondary education begins when children move on to high or secondary school in the ninth grade, where they continue their studies until the twelfth grade. The secondary school curriculum is built around specific subjects rather than general skills. Although there is always a number of basic subjects in the curriculum: English, Mathematics, Science, Social Studies and Physical Education, the students have an opportunity to learn some elective subjects, which are not necessary for everybody. After the first two years of education they can select subjects according to their professional interests. The electives are to be connected with the students' future work or further education at university or college. Every high school has a special teacher — a guidance counselor who helps the students to choose these elective subjects. Moreover, he helps them with some social problems, too. The elective courses are different in various schools.

Members of each grade in high school have special names: students in the ninth grade are called freshmen, tenth graders are called sophomores, eleventh graders are juniors and as for twelfth graders, they are seniors.

After graduating from high schools the majority of the Americans go on studying at higher education establishments. In universities they have to study for four years to get a bachelor's degree. In order to get a master's degree they must study two years more and, besides, be engaged in a research work.

1. American education is compulsory for children till 14.
2. After the first two years of education they have no opportunity to choose subjects according to their professional interests.
3. The main aim of elementary education is only general intellectual development of a pupil from 5 to 12 or 15 years old.

Задание 6. Допишите предложения, используя модальные глаголы в нужном времени.

1. Keiko always does really well on exams. She _____ (study) a lot.
2. That woman drives a very expensive car. She _____ (have) a lot of money.
3. You _____ (practise) a lot before you gave your speech. It was really great.
4. When Lizzie got home yesterday, there were flowers on the table. Her husband _____ (buy) them.
5. Where is my purse? I saw it earlier, so it _____ (be) in this room.
6. Sarah couldn't find her glasses. She thought she _____ (leave) them at her office.
7. It _____ (be) cold outside. That man in the street is wearing a coat.
8. All my plants _____ (be) dead! I forgot to water them before I left for my holiday.
9. Susie is so late! She _____ (miss) the train.
10. _____ you swim when you were 10?
11. We _____ get to the meeting on time yesterday because the train was delayed by one hour.
12. He _____ arrive at the party on time, even after missing the train, so he was very pleased.
13. He's amazing, he _____ speak 5 languages including Chinese.
14. I _____ drive a car until I was 34, then I moved to the countryside so I had to learn.
15. I looked everywhere for my glasses but I _____ find them anywhere.

Задание 7. Вы услышите фрагмент из программы новостей. После прослушивания соотнесите его содержание с предложенными заголовками.

- A. British students made happy by Microsoft.
- B. Cambridge chance for bright international students.

- C. Gates makes money at Cambridge.
- D. Generous scholarships for international leaders.
- E. Microsoft makes Cambridge rich.

Тема 4: Работа. Выбор профессии

Задание 1: Соотнесите глаголы с существительными, чтобы получить устойчивые словосочетания. Выберите 5 выражений и придумайте с ними предложения.

A Apply for Take Make Do Work Look for Go to	Part-time A job Overtime Business Full-time A day off Work A lot of money
B Gain Go into Do Go on Take Make Earn	Shift work Business Strike A living Experience A profit Leave Manual work

Задание 2: Соотнесите слова из трех колонок, чтобы получить устойчивые словосочетания. Затем ответьте на вопросы с использованием этих выражений.

Get Have Work Work at Work as Pay	Sick A head A pay Income A managing Flexi An assembly A nine-to-five Regular	Hunter Line Income Time Job Pay Director Rise Tax
--	--	---

1. What happens when someone works very hard and has good results?
2. Who is the most important person in a company?
3. How do people work in most factories?
4. What does everyone have to pay to the government each year?
5. What payment do employees get when they are ill and stay at home?
6. What working hours do managers in large companies do?
7. When you're looking for a job who can you ask for professional help?

Задание 3: Объясните разницу между словами и выражениями в каждой из групп. При необходимости используйте словарь.

1. Be fired - be dismissed - be made redundant - to retire - to get the sack
2. Temporary job - permanent job - part-time job - full-time job
3. Pension - salary - wages - income - profit
4. Skilled worker - unskilled worker
5. Employee - employer
6. Boss - manager - chef - chief

Задание 4: Подумайте, что следует учитывать при выборе работы. Расположите данные критерии в порядке важности, обсудите в парах и составьте диалог.

- salary
- being useful to society
- gaining experience and developing one's skills
- travel opportunities
- meeting new people
- long holidays
- flexible working hours
- a good atmosphere at work
- prospects of promotion
- friendly boss and colleagues
- jobsecurity

Задание 5: Представьте, что вы хотите получить работу воспитателя в лагере для детей 8-10 лет. Напишите 5 вопросов, которые вам могут задать на собеседовании.

Задание 6: Обсудите вопросы в мини-группах:

1. Having a happy family and personal life is more important than a successful career.
2. How important is good education and qualifications in finding a job?
3. Should teenagers work, e.g. take up part-time or holiday jobs, in order to earn some money of their own? At what age should people start earning money?

Задание 7: Прочитайте текст и ответьте на вопросы.

Choosing a profession is very difficult. Your choice should depend on your character, intellect, abilities and talent. Do you think someone can be a good teacher if he/she doesn't love children? Do you think someone can be a good vet if he/she doesn't like animals? Can a musician or singer make a success if they don't have a good ear for music? Can an actor or dancer become famous if they have no **special** talent? You can never be a **respectable** judge if you are not **just** and **honest**. Only those who are brave, can become sailors. Only people who have **creative** minds can be **successful** businessmen. The profession of a doctor requires **special** education and long training. A doctor must be very **responsible** because they **deal with** the most **precious** thing that people have — their health. There are a lot of interesting and **noble** professions, and many roads are opened before you. But remember most professions **are available** only to educated people. So if you want to be a professional you have **to enter an institute** or university. It is difficult and you have to study hard. It is not easy, because only those who have a **strong will**, can study hard. Try to build your character, develop the **strength of will** and your dreams will **come true**.

Questions:

- 1) Have you already decided what you want to be?
- 2) What did you want to be in your childhood?
- 3) What is your father?
- 4) What is your mother?
- 5) Do you want to choose the profession of your parents?
- 6) Do you have the strength of will?

Задание 8: Вы услышите пять предложений. Определите, кому из перечисленных ниже людей оно принадлежит. Две профессии лишние.

Car mechanic, a flower-shop assistant, a hairdresser, a shop assistant, a taxi driver, a teacher, a waiter

Задание 9: Раскройте скобки и поставьте глагол в Present Simple или Future Simple.

- 1) I'll call you when I (arrive) at my hotel.

- 2) He (text) you as soon as he's on the bus.
- 3) Let's eat dinner when John (get) here.
- 4) Julie (be) late tomorrow evening, so I've booked a table at a restaurant for 10pm.
- 5) As soon as I (be) able to, I'm going to get a new job.
- 6) Please wait here until the nurse (call) you.
- 7) I (get) up early tomorrow morning and finish the report then.
- 8) Before you (leave) , please make sure you've locked the door.
- 9) She (let) us know later, when she's ready to leave.
- 10) I must clean my kitchen before my mother (get) here.

Тема 5: Мотивация и условия труда

Задание 1: Напишите слово-синоним к каждой фразе.

Given the sack	
Out of work	
Left the company	
Was given a better position in the company	
Future possibilities in a job	
Stopped working for ever	
Workers in a company	

Задание 2: Подготовьте аннотацию к тексту.

Common Sources of Work Stress

Certain factors tend to go hand-in-hand with work-related stress. Some common workplace stressors are:

- Low salaries.
- Excessive workloads.
- Few opportunities for growth or advancement.
- Work that isn't engaging or challenging.
- Lack of social support.
- Not having enough control over job-related decisions.
- Conflicting demands or unclear performance expectations.

Taking Steps to Manage Stress

- **Track your stressors.** Keep a journal for a week or two to identify which situations create the most stress and how you respond to them. Record your thoughts, feelings and information about the environment, including the people and circumstances involved, the physical setting and how you reacted.
- **Develop healthy responses.** Instead of attempting to fight stress with fast food or alcohol, do your best to make healthy choices when you feel the tension rise. Exercise is a great stress-buster. Yoga can be an excellent choice, but any form of physical activity is beneficial. Also make time for hobbies and favorite activities.
- **Establish boundaries.** In today's digital world, it's easy to feel pressure to be available 24 hours a day. Establish some work-life boundaries for yourself. That might mean making a rule not to check email from home in the evening, or not answering the phone during dinner.
- **Take time to recharge.** To avoid the negative effects of chronic stress and burnout, we need time to replenish and return to our pre-stress level of functioning. This recovery process requires “switching off” from work by having periods of time when you are neither engaging in work-related activities, nor thinking about work. That's why it's critical that you disconnect from time to time, in a way that fits your needs and preferences.

- **Learn how to relax.** Techniques such as meditation, deep breathing exercises and mindfulness (a state in which you actively observe present experiences and thoughts without judging them) can help melt away stress.
- **Talk to your supervisor.** Employee health has been linked to productivity at work, so your boss has an incentive to create a work environment that promotes employee well-being. Start by having an open conversation with your supervisor.
- **Get some support.** Accepting help from trusted friends and family members can improve your ability to manage stress. Your employer may also have stress management resources available.

Задание 3: Вы услышите четыре условных предложения. После каждого предложения выберите тот вариант ответа, который соответствует услышанной информации.

1. A) Mary is not very busy B) Mary has a lot of work to do C) Mary will have lunch with us
2. A) The shirt is too big B) The shirt is too small C) I'm not going to buy this shirt
3. A) I won't stay at home if Mike stays B) I will certainly stay at home C) Perhaps I will stay at home
4. A) The train to Exeter leaves at 10.15 B) We will miss the train C) We don't have to hurry

Задание 4: Раскройте скобки, образуя условные предложения.

- 1) (Third conditional) If the students (not/be) late for the exam, they (pass).
- 2) (Third conditional) If the weather (not/be) so cold, we (go) to the beach.
- 3) (Second conditional) If she (have) her laptop with her, she (email) me.
- 4) (First conditional) If she (not/go) to the meeting, I (not/go) either.
- 5) (Third conditional) If the baby (sleep) better last night, I (not/be) so tired.
- 6) (First conditional) If the teacher (give) us lots of homework this weekend, I (not/be) happy.
- 7) (Second conditional) If Lucy (have) enough time, she (travel) more.
- 8) (First conditional) If the children (not/eat) soon, they (be) grumpy.
- 9) (First conditional) If I (not/go) to bed soon, I (be) tired in the morning.
- 10) (Second conditional) If I (want) a new car, I (buy) one.

Задание 5: Выберите одну из тем письменно выразите свое мнение в 5 предложениях.

1. What, in your opinion, motivates people most to go to work: boredom, the need to make a living or the need for respect and social recognition?
2. What are trade unions? Are they essential in the world of work?
3. Why do so many people in the modern world become workaholics? Could this be called a disease?
4. Retirement should be made compulsory for everyone at the age of 60.
5. Is there a relationship between the education/qualifications you have and the money you earn?

Задание 6: Прочитайте отрывки из газетных статей и ответьте на вопросы.

Work stress kills yuppies

Working women endanger their pregnancy
--

Depression hits partners of working women

Executive charged with family abuse

John Hammond, 43, a manager at General Electronics, was accused of repeated assaults on his wife and three children. In court today he said that he suffered from stress and burnout at work and had to "get rid of negative energy" at home. Hammond faces a five-year sentence and will certainly have to pay massive compensation to his wife, who has already asked for divorce.
--

1. What do the headlines and the newspaper cutting say about modern society?
2. Is John Hammond's story typical? What do people commonly do to "let off steam" or "get rid of negative energy"?
3. What are the causes of stress at work? How could it be prevented?

Задание 7: Представьте, что вы работаете (придумайте свою профессию). Устно ответьте на следующие вопросы.

1. What does your job involve?
2. Are you responsible for anything or anyone?
3. Have the company sent you on any training courses?
4. Have you been promoted since you started in the company?
5. How do you feel about your future prospects in the company?

Тема 6: Профессии и должностные обязанности

Задание 1: Соедините глаголы в левом столбце с существительными или фразами в правом. Напишите три предложения с полученными словосочетаниями.

Earn	Overtime
Work	Meetings
Pay	Ashop
Go to	Clients
Deal with	500 roubles
Run	Income tax

Задание 2: Вставьте пропущенные вопросы в диалог.

- A: _____ ?
 B: I usually start at nine and finish at four.
 A: _____ ?
 B: Yesabit. On certain courses I work until five o'clock, and then I get paid extra.
 A: _____ ?
 B: Twelve weeks. That's one of the good things about being a teacher.
 A: _____ ?
 B: Nowedon't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

Задание 3: Вставьте пропущенные буквы в словах.

1. I guess my C_r_r so far has not been very typical.
2. My first J__ was with Flat Earth Mechanics.
3. I S_A_T__ with them in 1975.
4. It was just after I had L_F_ school.
5. In 1980 I was P_O_O_E_D to the position of sales manager.
6. I have no plans to R_T_R_ before I'm 60.
7. If someone O_F_R_ me a better job, I will think about it seriously!

Задание 4: Соедините описание обязанностей на работе в правой колонке с должностями в левой. Две должности лишние.

<ol style="list-style-type: none"> 1. I buy all the things that the company needs. 2. My job is to make sure that the company has a good image. 3. My job is to find and test new products. 4. I'm in charge of the people who sell our products. 5. I type letters, file papers and make appointments for my boss. 6. I have general responsibility for the whole company. 	<ol style="list-style-type: none"> 1. Managing director 2. Human resources director 3. Finance director 4. Chief accountant 5. Secretary 6. Purchasing manager 7. Assistant general manager 8. Director of research and development 9. Production manager 10. Marketing director 11. Sales director
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<p>7. I make sure we have the products which people want to buy.</p> <p>8. I look after the company's money.</p> <p>9. I do the books and prepare the balance sheets.</p> <p>10. I'm the company's people manager.</p>	<p>12. Public relations manager</p>
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Задание 5: Вы услышите короткую информацию о карьере Сайниды О'Коннор. Расположите события в том порядке, в каком они появляются в записи.

1. Her record sells millions of copies.
2. Her song reaches number one in the charts.
3. Her single reaches number 17 in the charts.
4. She leaves Dublin.
5. She plays in a movie.
6. She sings with Sting.
7. She sings at her teacher's wedding.
8. She records her first album.
9. She records her second album.

Задание 6: Раскройте скобки используя правильную форму сравнительной и превосходной степени прилагательных.

- 1) Dogs are (intelligent) than rabbits.
- 2) Lucy is (old) than Ellie.
- 3) Russia is far (large) than the UK.
- 4) My Latin class is (boring) than my English class.
- 5) In the UK, the streets are generally (narrow) than in the USA.
- 6) Everest is (high) mountain in the world.
- 7) Who is (old) person in your family?
- 8) This book is (serious) one on the topic.
- 9) I think that one over there is (strong) horse.
- 10) This film is (short).

Задание 7: Изучите информацию в тексте и письменно составьте похожее описание любой должности в компании.

Job Description Writing Process

The process of [writing a job description](#) requires having a clear understanding of the job's duties and responsibilities. The job posting should also include a concise picture of the skills required for the position to attract qualified job candidates. Organize the job description into five sections: Company Information, Job Description, Job Requirements, Benefits and a Call to Action. Be sure to include keywords that will help make your job posting searchable. A well-defined job description will help attract qualified candidates as well as help [reduce employee turnover](#) in the long run.

Marketing Assistant Job Duties:

- Assembles consumer rating reports by compiling, consolidating, formatting, and summarizing information, graphs, and presentations.
- Updates competitor database by inputting data from field sales; compiling, consolidating, formatting, and summarizing information, graphs, and presentations; distributing reports.
- Publishes pricing schedules by verifying freight rates, charges, and allowances.

- Supports sales presentations by assembling quotations, proposals, videos, slide shows, demonstration and product capability booklets; compiling account and competitor analyses.
- Prepares mailers and brochures by formatting content and graphics; arranging printing and internet packages.
- Maintains marketing library by checking and replenishing inventory.
- Provides marketing tracking and research information by collecting, analyzing, and summarizing data and trends.
- Updates job knowledge by participating in educational opportunities.
- Accomplishes marketing and organization mission by completing related results as needed.

Тема 7: Структура и деятельность компании

Задание 1: Вставьте слова из рамки в предложения.

Company, competitors, customers, employees, leader, products, profit, share, shareholders, share price, subsidiaries, turnover

1. I work for a _____ called Kwikshoe.
2. Our main _____ are sport shoes.
3. Kwikshoe is a world _____ in the tennis shoe sector.
4. It has a national market _____ of 23%.
5. It has 2500 _____ in this country.
6. It has seven _____ in five different countries.
7. Its main _____ are young people and people who do sport.
8. Its main _____ are in Britain and the USA.
9. Its main _____ are banks and pension funds.
10. Its _____ last year was 1.2 billion dollars.
11. Its _____ last year was 16 million dollars.
12. Its _____ today is 57 dollars.

Задание 2: Прочитайте краткую презентацию компании и нарисуйте структуру компании. At the top of the company, the Chairman of the Board is responsible to the shareholders and the day-to-day running is the responsibility of the Chief Executive Officer (CEO), who also has a seat in the Board. Five directors from the senior management committee of the company. Going from left to right on the organization chart, we start with the Director of Finance, who runs his division with his Deputy. Then we have the Director of Operations, who is responsible for production and logistics. The Factory Manager answers directly to him. Next we have the Director of Marketing, who is also responsible for sales so the National Sales Manager reports to him on the activities of the whole sales team. The Director of Human Resources has a Training and Development Manager and a Compensation and Benefits Manager, who look after the day-to-day running of her department. Finally, the Director of Research and Development runs a small but important division of the company. ShetooreportsdirectlytotheCEO.

Задание 3: Соедините проблемы с отделами компании, в которых они могли бы возникнуть.

1. One of the robots on the assembly line has stopped working.	1. Distribution
2. Cash flow is much worse than I thought.	2. Personnel
3. There's a national newspaper on the phone. They want to talk about water pollution near the factory.	3. Research
	4. Finance
	5. Public Relations
	6. Production

<p>4. There's something wrong with the network: all the screens have gone black.</p> <p>5. We have ten lorries waiting outside the main warehouse and there's nothing to put in them.</p> <p>6. The unions have just asked for another 10%.</p> <p>7. If we don't start producing some more useful ideas soon, they'll close down the laboratory.</p> <p>8. Last month, there were problems with 0.31% of the bottles. This month I want that figure to be zero.</p> <p>9. I'm sorry, madam. We certainly asked the taxi to be here at three. I'll call them immediately.</p> <p>10. The latest survey shows that the majority of 18- to 25-year-old women think our perfume smells terrible.</p> <p>11. If this doesn't work, I'll send an engineer to you this afternoon.</p>	<p>7. Telephone After-sales</p> <p>8. Marketing</p> <p>9. Reception</p> <p>10. Information Technology</p> <p>11. Quality</p>
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Задание 4: Вы услышите шесть предложений. Определите, какое из приведенных ниже предложений ближе по смыслу тому, которое вы услышали.

1. A) We called our parents first. B) We arrived home first.
2. A) Fill in the application after you receive the results. B) Fill in the application before you receive the results.
3. A) Call your boss before you leave the office. B) Call your boss after you leave the office.
4. A) First I bought the book. B) First I read the book.
5. A) First they saw the man. B) First they talked about the man.
6. A) I finished dinner first. B) They ate all the biscuits first.

Задание 5: Сформулируйте утвердительные, отрицательные или вопросительные предложения в Past Simple.

1. Where (she / go)?
2. What (you / do)?
3. He (work) in a bank.
4. You (not / call) me.
5. (you / wear) your red dress?
6. He (not / read) that book.
7. (you / go)?
8. (she / study) last night?
9. (we / arrive) last?
10. She (not / meet) him.

Задание 6: Работайте в парах. Составьте диалог, используя следующие слова и фразы. clients, local office, headquarters, subsidiaries, competitors, shareholders, target market, turnover

Тема 8: Презентация

Задание 1: Прочитайте советы как подготовить хорошую презентацию и продолжите список (добавьте 2 пункта).

How can you make a good presentation even more effective?

1. Show your Passion and Connect with your Audience

It's hard to be relaxed and be yourself when you're nervous. But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through. Be honest with the audience about what is important to you and why it matters.

2. Keep it Simple: Concentrate on your Core Message. When planning your presentation, you should always keep in mind the question: What is the key message (or three key points) for my audience to take away? You should be able to communicate that key message very briefly. Some experts recommend a 30-second

'elevator summary', others that you can write it on the back of a business card, or say it in no more than 15 words.

3. Smile and Make Eye Contact with your Audience. This sounds very easy, but a surprisingly large number of presenters fail to do it. If you smile and make eye contact, it helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people.

4. Remember the 10-20-30 Rule for Slideshows. This is a tip from Guy Kawasaki of Apple. He suggests that slideshows should:

Contain no more than 10 slides;

Last no more than 20 minutes; and

Use a font size of no less than 30 point.

5. Use your Body. It has been estimated that more than three quarters of communication is non-verbal. That means that as well as your tone of voice, your body language is crucial to getting your message across. Make sure that you are giving the right messages: body language to avoid includes crossed arms, hands held behind your back or in your pockets, and pacing the stage.

Задание 2: Соедините подчеркнутые фразы с их значениями.

1. She <u>patted me on the back</u> when I told her that I had passed my driving test.	a. Come here.
2. She <u>nudged me on the arm</u> during the boring lecture.	b. I'm only joking.
3. "Hey you!" he said, and <u>beckoned me over</u> with his finger.	c. This is bad.
4. For a second I thought she was being serious, but then she <u>winked at me</u> .	d. Wake up!
5. I asked if she wanted to go to the cinema, and she <u>nodded her head</u> in agreement.	e. Well done!
6. When his team lost the match, he just sat there <u>shaking his head</u> .	f. Yes.

Задание 3: Соедините идиомы с их значениями.

1. Don't take her seriously. She's just pulling your leg.	a. deal with a situation as it develops
2. She was out of control but her parents finally decided to put their foot down.	b. hope that everything will go well
3. We don't have a plan. We'll just have to play it by ear.	c. in the same position
4. The two cyclists were almost neck and neck at the finish.	d. joking
5. Kate needs to go out with some friends and let her hair down. She's been working so hard lately.	e. make you concentrate
6. I have my final exam tomorrow. Keep your	f. ready to listen

fingers crossed for me!	
7. Tell me what happened - I'm all ears.	g. relax and have fun
8. Working in an open plan office can really keep you on your toes. You have to keep focussing on the job.	h. use authority to control a situation

Задание 4: Вы услышите два отрывка из монологических высказываний. Ответьте на вопросы.

	A	B
1. Кто говорит?		
2. К кому он обращается?		
3. В каком месте находятся говорящий и слушатели?		

Задание 5: Добавьте придаточное предложение к главному.

- 1) I broke the plate (the plate was a wedding present)
- 2) The police arrested the man (I saw the man steal a handbag)
- 3) The Queen fired the chef (we had met the chef)
- 4) She wrote to her friend (her friend lives in Vietnam)
- 5) Jill ate the sandwich (the sandwich had tomato and cheese inside)

Тема 9: Технологические новинки

Задание 1: Выберите 3 изобретения и расскажите, как они изменили вашу жизнь.

Bar code, bubble gum, compass, eyeglasses, laser, money, remote control, scissors, microscope, computer, penicillin, toilet paper, deodorant, umbrella, escalator, safety pin, post-it notes

Задание 2: Выберите одну из тем. Подготовьте диалог с партнером.

1. Necessity is the mother of invention. Explain this saying.
2. People from communities that live without all the benefits of modern civilization are much happier than we are. Discuss.
3. Environmental problems are mostly the effect of developing technology. Discuss.
4. Genetic experiments should be banned for ethical reasons. Do you agree?
5. Some people don't trust modern technology and some are scared of it. How can you explain this phenomenon?

Задание 3: Прочитайте текст и определите, какие предложения согласуются с содержанием текста (True), а какие нет (False).

GIZMOS

Ok, I know yhis Nokia looks like an unusually boring portable phone, but it's far from it. This is the one we've all been waiting for, the Excalibur of mobile telephony. It works, you see, over the Pond. No, not in Kensington Gardens; I am referring, in what was supposed to be a nonchalant manner, to the Pond. The Atlantic.

Yes, the ordinary Nokia is a phone you can take with you and use in America and Canada - pretty much everywhere - and be charged to your regular account in England. If you're not impressed yet, let me tell you this is a very big deal, the equivalent of finding an American who can say

“human”, rather than “yuman”. the systems are so different here and there that, for the foreseeable future, we won’t be able to use a British phone in the States, and you still have to rent or buy this American-made one specially before your trip. A bit convoluted, but it works. I was unable to catch the system out on a recent 15-city trip. I made and received trouble-free local and international calls on LA freeways, in taxi-cabs deep in Manhattan, from a train in New England, from farm fields in Texas, and in remote alligator swamps in Florida. The bills are steep - between 1 or 2 pounds a minute depending on what you’re doing - and you will probably feel compelled, as I did, to make fatuous calls to your best friend on his mobile in Shetland while you are in the Grand Canyon. But you have the choice not to use the phone at all, and simply leave it on wherever you are, just in case. The ideal transatlantic travelling gadget.

	True	False
1. This Nokia phone is as little interesting to look at as other mobile phones.		
2. In the world of mobile phones, it works like magic.		
3. Talking about the Atlantic as “the Pond” can cause some misunderstanding.		
4. You can use this Nokia phone anywhere in America and pay at home.		
5. It is easier to find an American who can say “human” than get a mobile similar to this one.		
6. As British phones are not allowed in America, you must buy the American one before you go there.		
7. The phone works fine and is not complicated to operate.		
8. On his recent trip to America, the writer was unable to find any fault with the system.		
9. The temptation to use this Nokia phone to call one’s best friend will be hard to resist.		
10. This Nokia phone can also be simply bought and left at home.		

Задание 4: Вы услышите 4 фрагмента, в каждом из которых представлен определенный тип текста (жанр). Определите, к какому из перечисленных типов текста они относятся. Два типа текста лишние.

- A) Information about the radio schedule
- B) Instruction
- C) Announcement
- D) Cooking advice
- E) Advertisement
- F) Telephone conversation
- G) Interview
- H) Weather forecast

Задание 5 : Раскройте скобки и поставьте глагол в форму present perfect simple или continuous:

- 1) (you/buy) your train ticket yet?
- 2) The kitchen is a complete mess! What (the children/do)?
- 3) Julie (learn) to drive for six years!
- 4) Amanda (already/have) lunch, so she'll meet us later.
- 5) How much coffee (she/drink) this morning?
- 6) Simon (write) three books.
- 7) I (do) everything I needed to do today! Hurray!
- 8) It (not/rain) all summer, so the garden is dead.
- 9) I (read) your book. Here it is, thank you.
- 10) She (forget) how to get to my house.

Тема10: Телефонные переговоры

Задание 1: Вы услышите как Bob Jansky совершает три телефонных звонка. Что он делает при звонке трем разным людям?

- | | |
|-----------------|-----------------------------|
| 1. Mary O'Brien | a) Bob will call back later |
| 2. Craig Watson | b) Bob leaves a message |
| 3. Grace Chang | c) Bob speaks to him/her. |

Послушайте еще раз. Отметьте галочкой выражения, которые вы услышите.

	Dialogue One	Dialogue Two	Dialogue Three
He's on another line.			
I'm sorry, she's away from her desk right now.			
May I have your name, please?			
Do you know when she'll be back?			
Would you like to hold?			
Can I take a message?			
I'll call back later.			
One moment, please.			
Could you ask her to call me?			

Задание 2: Прочитайте диалог и составьте по образцу четыре диалога.

A: Good morning, ABC Foods.	
B: Good morning. Could I speak to Mr. Takahashi in Sales, please?	
A: Certainly. May I have your name, please?	
B: Bob Jansky from Crane Supermarkets.	
A: One moment, please, Mr. Jansky ...	
√ C: <i>What can I do for you, Mr. Jansky?</i> B: <i>It's about the delivery next month.</i>	× A: <i>I'm sorry, Mr. Jansky, he's on another line. Can I take a message?</i> B: <i>No, thank you. I'll call back later.</i>

- | | | |
|---------------|-------------------|---|
| 1. Ms. Sutton | Customer Services | √ |
| 2. Mr. Lopez | Shipping | × |
| 3. Ms. Kim | Stock Control | √ |
| 4. Mr. Gold | Accounts | × |

Задание 3: Позвоните в компанию Stelthytочните или попросите:

1. Call you tomorrow morning; 2. the meeting starts at 2.30 p.m.; 3. the delivery has not arrived

Задание 4: Вставьте правильный предлог in / on / at. Если предлог в предложении не нужен, вставьте -.

- 1) There was a loud noise which woke us up ___ midnight. 2) Do you usually eat chocolate eggs ___ Easter? 3) What are you doing ___ the weekend? 4) Last week I worked until 9pm ___ every night. 5) My father always reads the paper ___ breakfast time. 6) She plays tennis ___ Fridays. 7) The trees here are really beautiful ___ the spring. 8) I'll see you ___ Tuesday afternoon then. 9) Shakespeare died ___ 1616. 10) She studies ___ every day.

Задание 5: Прочитайте текст и ответьте на вопросы.

Telephoning is one of the most characteristic features of modern civilization. The modern telephoning is characterized by a high degree of automation. The telephone is necessary means of communication in everyday life. It is also for professionals in business, commerce and administration who need to make and answer phone calls. The city phone number itself usually has from 5 to 7 digits. All countries, regions and cities have their code; it is called an area code. If for instance, you want to telephone your friend inside any Russian city, you should dial the phone number without any codes. Normally, all phone calls inside the city are free or cost very little. The charges are commonly covered by a regular fixed flat monthly payment. If you make a phone call from Russia to any Russian city, you should dial 8, wait for a long tone, and then dial a phone number itself. If you want to make a phone call from Russia to abroad, you should dial 8, wait for a long tone, then dial 10 (international access), then dial the code of the country you are phoning to, then dial the code of the city you are phoning to and then the city phone number. (8 10 33 62 237 65 36). Calls from the landline phone, usually have different rates at different time of a day. Usually a call costs cheaper if you call before 08:00 or after 20:00 on weekdays, or anytime at weekends. To place a call from your home phone, you can do also with a phone card. All instructions how to make a call you can find on the card. Besides the landline phones, there are the telephones in public places. They are phone boxes or pay phones. To place a call, you have to deposit a phone card into the slot and dial the number you wish to reach.

All over the world there is a cellular service. It was designed to keep people in touch, not just in the area, but throughout the world or the region. It is very convenient. You can pass or receive a message. Besides, you may also do some photos, listen to music, use the Internet and gain any information. There is also a video telephone in the world. You can speak over the telephone and see a person who you speak with.

1. What should you do if you want to call to Canada from Russia?
2. When are calls cheaper?
3. What are the advantages of cell phones?

Тема 11: Страны и национальности

Задание 1: Заполните таблицу.

	The USA	Great Britain	Canada	Australia	Ireland
Capital					
Largest cities					
Rivers					
Mountain ranges					
Seas					
Lakes					

Задание 2: Заполните таблицу названиями элементов культуры, характерных для каждой из стран.

	The USA	Great Britain	Canada	Australia	Ireland
Important holidays					
Animals					
Leisure activities					
Food					
Drinks					

Задание 3: Соотнесите названия (1-12) и определения (a-l).

1. The Union Jack	7. Broadway
2. Big Ben	8. 10 Downing Street
3. The Sun	9. The West End
4. Eton	10. The Stars and Stripes
5. West Point	11. The White House
6. Yellowstone	12. The Big Apple

- A) The place where the British Prime Minister lives
- B) A military Academy in the USA
- C) The place where the US President lives
- D) The British flag
- E) The clock in the tower of the Houses of Parliament in London
- F) A district in London famous for theatres, cinemas and restaurants
- G) A street in New York famous for theatres
- H) New York
- I) The most widely sold daily newspaper in Britain
- J) One of the most famous public schools in Britain
- K) A national park in the USA
- L) The United States flag

Задание 4: Выберите одну из данных областей и составьте диалог с партнером на тему межкультурных сходств и различий между Россией и одной из англоговорящих стран.

family life	industry	education
ecology	sport	health service
traditional food	lifestyle	young people

Задание 5: Вы услышите четыре фрагмента, где использованы различные стили языка. Соотнесите каждый фрагмент со стилями (a-d).

- A) gossip
- B) informal
- C) formal
- D) academic

Задание 6 : Перепишите предложения, используя Present simple passive

- 1) Somebody sends emails.
- 2) Somebody cuts the grass.
- 3) Somebody prefers chocolate.
- 4) Somebody often steals cars.
- 5) Somebody plays loud music.
- 6) Somebody speaks English here.
- 7) Somebody loves the London parks.
- 8) Somebody wants staff.
- 9) Somebody writes articles.
- 10) Somebody loves Julie.

Задание 7: Прочитайте текст и дайте полные ответы на вопросы.

New in Town Jessica is twenty-four years old and new in town. She was born in Colombia, South America, but she lives in the United States now. She lives in Los Angeles, California. In her new home, she lives with her uncle, her aunt, and her two cousins. She doesn't know them well, but she likes them very much. In Colombia, Jessica was an artist, but the pay wasn't very good. Now she is a computer animator and the pay is very good. She misses her parents and her brother and sister, but she is excited about her new life in the U.S. She also has a new school where she is studying English. She has some very interesting classmates. One is Russian. She was a dancer in her country. Another is Italian. He was a soccer player in his country for ten years. Jessica has a lot of hobbies. She likes to ski in the winter and she likes to hike in the summer. She also likes to ride her bicycle and dance. But she doesn't have much free time for hobbies right now. For now, her job is her hobby!

1. What is the name of Jessica's native country?
2. Where is her native country?
3. Who does she miss?
4. What was her job in Colombia?
5. What does she do now?
6. How is her pay now?
7. How old is Jessica?
8. Who does she live with?
9. What are Jessica's hobbies?

Тема 12: Национальные стереотипы

Задание 1: Выберите одну из тем и составьте диалог с партнером.

1. The British are violent mad football freaks.
2. The Italians are good lovers but bad workers.
3. The Chinese eat everything that moves.
4. The Germans are very punctual.
5. The Swiss love clocks.

Задание 2: Найдите следующие слова в тексте **Tall, White, Young Male**, определите, к какой части речи они относятся и соедините их с их определениями.

Word	Part of speech	Definition
assume		
neutral		
perceive		
positive		
discriminate		
attribute		
characteristics		
gender		

Definitions:

- A) a quality or feature of something or someone that is typical of them
- B) good or useful
- C) neither good nor bad
- D) the fact of being male or female
- E) to think something is true, although you do not have proof
- F) to believe or say that someone or something has a particular quality
- G) to treat a person or group differently from another in an unfair way
- H) to understand or think of something or someone in a particular way

Tall, White, Young Male

People often come up to me and ask me if I play basketball. Even my PE teacher at school assumed I was a good player despite all evidence to the contrary, and put me on the school team. Most people regard stereotypes like this as being neutral, with no negative effects. I have to say that the rest of my school basketball team wouldn't agree with them. But this is not the only stereotype people have about tall people. Researchers from the University of Sydney and Canberra's Australian National University have found that many people perceive tall people as being better at their jobs and that as a consequence, they earn more money than people of average height. If this is true, then I must be the exception that proves the rule. Although the effect of this stereotyping can be positive for tall people, and I cannot deny that I do hope to benefit from this one day, the flip side is that shorter people are being unfairly discriminated against. And of course it doesn't stop there. People attribute other groups of people with characteristics based solely on the way they look. They may, for example, assess a person's ability to do their job based on their race, age or gender. Just as my height doesn't affect my ability to do my job, neither does the fact that I am white, young and male.

Задание 3: Вы услышите три фрагмента из программы новостей. Соотнесите предложенные заголовки с содержанием каждого фрагмента. Один заголовок лишний.

1. Jews Attacked by Palestinians
2. Palestinian Mass Meeting Alerts Authorities
3. Palestinians Attack Jewish Buildings in New York
4. Search for Missing Victims Continues

Задание 4: Преобразуйте вопросы, используя 'could you tell me'.

1) Can she swim? 2) When can they come? 3) Ought I to work tomorrow? 4) Why must she leave? 5) Must he cook tonight? 6) Why should I leave early? 7) How well can she swim? 8) Why ought he to become a doctor? 9) Can he work on Monday? 10) Why can't they leave now?

Задание 5: Используя фразы This might/ could be... I guess This is probably about.... I'm not sure exactly but... I suppose... ответьте на вопросы.

1. Their men are womanizers. 2. They are arrogant. 3. They are outgoing and talk too loudly. 4. They are all fat. 5. The women are beautiful. 6. They're violent people, I think. 7. They are so mean. They count every penny. 8. They have a reputation of being ignorant but usually speak their mind. 9. They are cold and reserved.

Тема 13: Особенности межкультурной коммуникации

Задание 1: Прочитайте текст и ответьте на вопросы.

What is cultural awareness and why is it important?

What is classed as normal behaviour in one culture can sometimes be unsuitable, unacceptable, or even offensive in another. We're all different and we all have different beliefs and ways of doing things. Understanding this is what cultural awareness is all about. Cultural awareness can begin by holding up a mirror. We need to take a long, hard look at ourselves. What makes us the way we are? Well, there's history, religion, tradition, education, and our parents. These are all good things. But do any of them make us better than others? No. Not better, but different. It's easy to understand why we start off believing that our culture is better than any other. In fact, some argue that it's necessary in order to survive. As children, we typically build our view of the world from our family and the place we grow up. However, as we get older our understanding of the world grows with us. In the past, many people never left the comfort of their own town or district. They could all spend their days happily believing that the life they knew was the best, that their way of doing things was the right way, and not imagining or caring what others might think. Today's world isn't like that though. We do business with people from different cultures, we sell each other products and ideas, we live next door to each other, we listen to music from around the world and we learn different languages. We all need to learn to appreciate each other's cultures and ways of living.

Paragraph 1

1. Can you think of any examples of behaviour from another culture being 'unsuitable, unacceptable, or even offensive'?

2. In your own words, what is cultural awareness?

Paragraph 2

3. Why does the writer mention 'holding up a mirror'? What does he mean?

4. The writer mentions 'history, religion, tradition, education, and our parents'. Which of these do you think is most important in forming our cultural identity?

Paragraph 3

5. Where does our original view of culture come from?
6. Which phrase in this paragraph is a synonym of ‘better than’?

Paragraph 4

7. This paragraph contains examples of cultural exchange. Can you think of other examples?
8. In your own words, why is cultural awareness important?

Задание 2: Соедините слова, выделенные жирным шрифтом, с их значениями.

1. We need to recognise and welcome cultural **diversity**.
2. Cultural awareness begins with **self-awareness**.
3. We shouldn’t make **assumptions** about other people.
4. It’s wrong to make **judgements** about people until we understand their culture.
5. We need **empathy** if we are going to understand the other person.
6. Never forget that people new to living in your culture face **challenges** we can only imagine.
7. You don’t have to agree with the views of others, but always **respect** them.
8. When we learn **to embrace** the differences between us, we can work well together.
9. Keeping language simple helps prevent the **exclusion** of others.
10. It’s a mistake to try **to impose** one culture onto another.

A) beliefs based on little evidence B) treat properly C) an understanding gained by putting ourselves in the other’s position D) force; press E) being different F) welcome; show warmth towards; accept enthusiastically G) difficulties H) opinions I) knowledge of yourself J) not including; leaving something or someone on the outside

Задание 3: Прочитайте текст и в группах обсудите, что вы знаете о следующем:

1. ‘Foreign’ food 2. International film or television 3. Music from other countries 4. The places where your clothes are made 5. Celebrities from other countries 6. The countries where your favorite international team or sports stars come from

Things I’ve learned

SAM, UK “We grew up on a diet of American television. As a result of that, I used to think that all teenagers ever did was hang out with their friends, go for a drive in someone’s car, have parties all the time, oh, and eat burgers. I thought that in the USA, the sun shone all the time, you could travel across the country in an hour or two, and if you went to New York or Chicago or Miami, you would almost certainly be killed! Now I know better.”

MARIE, USA “When I travelled abroad for the first time, I was really shocked at the way people stared at me in the street. It was really scary sometimes. One day a girl was looking at me on the train and I’d had enough of it. She was staring at me – right in the eyes. Not angrily but she wasn’t smiling either. I said to her, ‘What are you looking at?’ She didn’t look embarrassed or turn away. She just said, ‘You have very beautiful eyes’. I think that was my first lesson in cultural awareness – what she was doing wasn’t rude or threatening for her, but it was for me.”

JAMIE, SCOTLAND “I used to watch a comedy programme on TV. There were characters from different countries and they spoke English in a funny way. I used to laugh so much! Then I met someone from one of those countries and I showed them a video of the programme, expecting them to laugh. No reaction at first, and then an apologetic, ‘I’m sorry but it doesn’t make me laugh’. It was a massive lesson for me – we were just ridiculing and stereotyping foreigners for comic effect. I don’t find that so funny any more.”

SEAN, IRELAND “I once got the chance to watch my favourite football team play in another country. Well, we got a great reception from the people we met. They were good-natured and friendly and made us feel at home. Of course, some of the fans were not so friendly but most people were really nice. The thing is, this came as a huge surprise to me. I don’t know quite what I expected but my own prejudices shocked me. I realised that I had built up a picture in my mind of foreign teams as the enemy – because you always want your team to win. But I had then made the same assumptions about a whole country. It’s true what they say – travel really does broaden the mind.”

Задание 4: Используйте в предложениях 'would + infinitive' или 'used to + infinitive':

1) I / have short hair when I was a teenager 2) We / go to the same little café for lunch every day when I was a student 3) She / love playing badminton before she hurt her shoulder 4) He / walk along the beach every evening before bed 5) I / always lose when I played chess with my father 6) She / be able to dance very well 7) My grandfather / drink a cup of coffee after dinner every night 8) Luke / not have a car 9) We / live in Brazil 10) My family / often go to the countryside for the weekend when I was young

Задание 5: Вы услышите фрагмент радиопрограммы об индийской кухне. Расположите следующие инструкции в соответствии с тем, как они появляются в записи.

1. Prepare all the ingredients.
2. Notice the changed colour.
3. Increase the heat to evaporate all the water.
4. Add the garlic.
5. Add the onions.
6. Add anything you like to the ready sauce.
7. Mix all well and add all the other spices.
8. Add the tomato puree.
9. Fry for about 7 minutes.
10. Add the water and stir quickly.
11. Cover and simmer for 5-10 minutes.
12. Heat the butter or corn oil.
13. Reduce the heat.

Тема 14: Транспорт. Авиаперелеты.

Задание 1: Выберите правильное слово в предложениях.

1. You mustn’t **ride/drive** a motorbike without a crash helmet.
2. She told him **to get in/get on** the car and fasten his seat belt.
3. Bus **fares/tickets** are getting more expensive.

4. Trains to the airport **travel/run** every half hour.
5. The pilot couldn't **drive/fly** the plane in such a bad weather.
6. Have a look at the train **schedule/timetable** to find out when the next one arrives.
7. We were late, so we had **to take/catch** a taxi.
8. I left my house a bit late and I **lost/missed** the bus.

Задание 2: Определите, к каким видам транспорта относятся данные слова, и впишите их в соответствующую колонку.

Departure lounge, steering wheel, platform, flight, harbour, runway, check-in desk, parking lot, seat belt, take off, voyage, garage, cruise, stewardess, sleeping car, pilot, compartment, airport, petrol station, duty-free shop, left luggage, non-smoking car, window seat, life jacket			
train	car	plane	ship

Задание 3: Выберите одну тему и составьте с партнером диалог.

1. Купите билет до Парижа и обратно в купе для некурящих. Узнайте, есть ли скидки для студентов и есть ли в поезде бар или ресторан.
2. Вы на железнодорожном вокзале. Узнайте в справочной, где можно купить билеты, оставить багаж и подождать поезда. Спросите, как пройти на платформу 5 и на какую платформу прибывают поезда из Оксфорда.
3. Вы впервые летите самолетом. Спросите бортпроводника, как пристегнуть ремни и где находится спасательный жилет. Узнайте, сколько времени длится полет до Амстердама и когда подадут еду и напитки. Спросите, должны ли вы отключить мобильный телефон и можно ли им пользоваться во время полета.
4. Вы в аэропорту. Узнайте в справочной, где производится регистрация пассажиров, вылетающих в Нью-Йорк. Спросите, сколько багажа вы можете взять с собой, сколько единиц ручной клади можно взять в салон и сколько берут за перевес.

Задание 4: Какие ассоциации у вас возникают в связи со следующими способами путешествовать? К каждому из способов добавьте как можно больше слов.

1. By coach: *driver*, ...
2. By bike: *pedals*, ...
3. On foot: *walking boots*, ...
4. Hitchhiking: *to thumb a lift*, ...

Задание 5: Прочитайте текст, определите правдивы ли нижеприведенные предложения и подготовьте краткий пересказ.

Across a continent by rail and by road

Russia is a very large country. There are eight time zones between Moscow in the west and Vladivostok in the east. It's 9,000 kilometres and there are two ways to travel – by rail and by road. Trains leave Moscow almost every day. Book your tickets in advance – don't wait until you arrive in Moscow. You can book online or use a travel agent. There are two options: Travel non-stop in seven days. You sleep and eat on the train. you can talk to other passengers, learn some words in Russian and enjoy the views. the train travels through amazing mountains, beautiful forests and strange deserts. Stop on the way and stay in hotels. Go sightseeing in the big cities. In

Novosibirsk – the main city in Siberia – there are museums, art galleries, theatres and a famous opera house in the city centre. Or visit the Kungur ice Cave near Perm. From the towns of Irkutsk or Ulan-Ude, you can take a bus or train to lake Baikal, a UNESCO World heritage site. Lake Baikal is 636 kilometres long and there are only four or five towns near it. The lake is a great place for sports activities – diving, hiking and horse riding are all popular. Are you adventurous? Then take the new trans-siberian highway. Drive your car or – for the trip of a lifetime – hitch-hike with Russian drivers in their cars and lorries. And when you finally arrive in Vladivostok, you can fly home or continue your trip – there’s a boat to Japan every week.

1 There’s a road from Moscow to Vladivostok. 2 There are two trains every day from Moscow to Vladivostok. 3 You can’t sleep on the train. 4 You can leave the train and stay in hotels. 5 There aren’t any towns near Lake Baikal. 6 The Trans-Siberian Highway is only for lorries.

Задание 6: Вы услышите три фрагмента. Отметьте те слова и выражения (), которые вы услышите в записи. Вы услышите запись только один раз.

1. A) Exeter B) Edinburgh C) Leeds D) Scotland
2. A) Arabs B) Egyptians C) people of Cairo D) an earthquake
3. A) bread B) cake C) fish D) sandwiches

Задание 7: Поставьте глагол в форму герундия или инфинитива:

1) I couldn't sleep so I tried (drink) some hot milk. 2) She tried (reach) the book on the high shelf but she was too small. 3) They tried (get) to the party on time but the bus was delayed. 4) We tried (open) the window, but it was so hot outside it didn't help. 5) He tried (get) a job in a newspaper firm but they wouldn't hire him. 6) He tried (get) a job in a newspaper firm but he still wasn't satisfied. 7) You should stop (smoke), it's not good for your health. 8) We stopped (study) because we were tired. 9) They will stop (have) lunch at twelve. 10) We stopped (have) a rest because we were really sleepy.

Тема 15: Путешествия

Задание 1: Соотнесите предлоги с существительными, чтобы получились названия популярных мест отдыха.

In	The country
At	The seaside
On	A river
By	(the) sea
	The mountains
	A lake
	A forest

Что можно делать в этих местах? Используйте данные образцы и добавьте свои примеры к каждому названию.

Diving, climbing, cycling, canoeing, picking mushrooms, hang-gliding

Задание 2:

A: Позвоните в отель и закажите на выходные номер с ванной выясните:

- входит ли в стоимость завтрак,
- это номер с видом на улицу или на море,
- можно ли готовить самим,
- до какого времени следует зарегистрироваться,
- как добраться до отеля с железнодорожной станции.

В: Вы только что прибыли в отель и обращаетесь к стойке администратора.

- выясните, готов ли ваш номер,
- попросите разбудить вас утром в 7.30,
- спросите, в какое время в воскресенье вы должны выписаться,
- спросите, где ближайший информационный центр

Задание 3: Напишите пять советов туристам, которые приезжают в Россию.

Задание 4: Прочитайте информацию для туристов и ответьте на вопросы.

Your travel advice

Dani, London. Date of trip: 22–24 June Lisbon is a great place for a weekend because there is a lot to see and do! There are flights from the main European cities every day. There's a bus from the airport to the city. Or take a taxi because they aren't expensive. Travel around the city by tram – they're great! There are great cafés and restaurants in every street. And try the delicious Portuguese cakes! There are some beautiful buildings in Lisbon. And don't miss a Fado show because this Portuguese music is very beautiful.

1 What's the name of the city? 2 How can you travel there? 3 Where can you eat? 4 What can you eat? 5 What can you see? 6 What can you do?

Задание 5: Прочитайте текст и озаглавьте параграфы. Двазаголовкалишние.

Travel and tourism

Getting away from it all?

1 _____

What's the difference between travel and tourism? Well, being a traveler is more than just being a holidaymaker. A holiday is just a short time away, and it normally involves relaxation. Tourists stay

in holiday resorts, not travelers. Travellers go for the experience and their journeys are usually much longer and more challenging. For example, travelers tend to avoid tourist traps and like to go off the beaten track to discover new places. Travel is an age-old phenomenon, but tourism is a relatively recent invention. Thomas Cook is often described as the first travel agent because he arranged the "package tour": a 19-kilometre trip for 500 people, in 1841.

2 _____

Going overseas in order to experience a different way of life is what many people think of as travel, but travel does not necessarily mean going abroad. How many people can say they have visited every part of their own country? Many people who live in vast countries such as Russia and

the USA have only visited a small part of their own country, and so domestic travel is also very exciting. It's a surprising fact that about 75 percent of US citizens do not own a passport, so travelling does not mean leaving the country for them.

3 _____

Some people can't travel or don't like the physical reality of travelling to faraway destinations. These days it is easy to be an "armchair traveler". People can visit distant corners of the world or even little known parts of their own country without leaving their living rooms. Television documentaries make the world a small place and some people argue that travel is no longer necessary. Perhaps soon people will use interactive computer programmes and virtual travel will become common. Enthusiasts argue that by doing this we will have all the benefits of travel without the inconvenience.

- a. Virtual tourism
- b. Tourist or traveller?
- c. Most popular destinations
- d. Holiday at home
- e. Holiday problems

Задание 6: Раскройте скобки и поставьте глагол, используя past simple passive

- 1) Somebody found the key.
- 2) Somebody made mistakes.
- 3) Somebody loved that woman.
- 4) Somebody cleaned the rooms.
- 5) Somebody fixed the computer.
- 6) Somebody built that house.
- 7) Somebody wrote War and Peace.
- 8) Somebody painted The Mona Lisa.
- 9) Somebody stole my wallet.
- 10) Somebody prepared lunch.

Задание 7: Вы услышите рассказ про Мальту. Расположите события в хронологическом порядке.

- Malta became a British colony.
- Stone Age men settled on Malta.
- Malta was conquered by the Turks.
- St. Paul landed on Malta.
- Normans expelled the Arabs.
- Malta became an independent country.
- Malta was given to the Knights of St. John.
- The French arrived in Malta.

Тема 16: Поиск работы

Задание 1: Прочитайте текст и заполните таблицу.

Working from home. What kinds of jobs can you do at home?

Theresa Green: I have my own business. I design T-shirts and make them at home. Then I sell the T-shirts online. My children help me. I don't make a lot of money, but I like my job. It's easy, and it's fun. I work every day in the morning.

Daniel Gold: I'm a virtual receptionist! I don't work in an office. I work at home. I answer the telephone and I write letters. I work from 9.00–5.00, from Monday to Friday. I don't like my job. It's easy, but it isn't interesting. And I live alone, so it's lonely!

Will Mitchell: I don't have a job. But I work every day! I'm a stay-at-home dad. My wife works in an office. We have one son and two daughters. I work on Monday, Tuesday, Wednesday ... every day, in the morning, in the afternoon and in the evening. It's difficult, but I love my family, so I love my work. It's never boring!

	Theresa Green	Daniel Gold	Will Mitchell
Job	T-shirt designer		
Who has children?			
Who likes their job?			
Who works in the evening?			
Who spends time on the phone?			
Who works at the weekend?			
Who has an easy job?			

Задание 2: Поставьте слова в вопросительных предложениях в правильном порядке.

- 1 have / your mother / a job / does / ?
- 2 late / your English class / end / does / ?
- 3 you / a job / do / have / ?

- 4 at the weekend / do / study / you / ?
- 5 your friends / do / English / like / ?
- 6 does / work / your father / in an office / ?
- 7 you / have / do / children / ?
- 8 your best friend / does / alone / live / ?

Задание 3: Прочитайте текст и выберите правильные ответы на вопросы.

One Man, 52 Jobs

After graduating from college, Sean Aiken knew he would need to find a job soon. The problem was that he wasn't sure what kind of work he wanted to do. One night at the dinner table, his father encouraged him to do what he liked most. His father said he had worked his whole life doing a job he didn't really enjoy. Aiken wanted a different future. That night, he promised himself that he would find something that he was passionate about. Aiken set a goal to work a new job each week for a year. That's 52 occupations in one year. And he did it! One week, as a dairy farmer, he milked cows every morning. Then, in another week, he was an astronomer studying the night sky. Aiken's favorite job, though, was teaching. He learned he was happiest when he was helping others. Aiken also learned that it's OK to not know what you want to do right away. He wrote a book about his experiences, and today he tells his story to college and university students. His message? You'll find your perfect job one day. After all, Aiken found his.

1 What did Sean Aiken want to do after graduating from college?

- a He wanted to be a teacher.
- b He didn't know what to do.
- c He wanted to travel to Europe.

2 What did Aiken's father encourage him to do?

- a get a job he enjoyed doing
- b work one job his whole life
- c work for his father for one year

3 Which of these jobs is NOT talked about in the passage?

- a astronomer
- b dairy farmer
- c pilot

4 What did Aiken learn by working so many different jobs?

- a that working is very difficult and not fun
- b that it is okay to take your time finding a job
- c that people should get a job right after college

Определите, следующие предложения соответствуют или не соответствуют информации текста:

	True	False
Aiken's father wanted him to do something he was passionate about.		
Aiken wanted to do what his father did.		
Aiken tried being a teacher		
Today, Sean gives students advice about finding the perfect job.		

Задание 4: Вставьте в диалог «На собеседовании» пропущенные предложения.

Interviewer: Good afternoon, nice to meet you.

Interviewee: Hello. Nice to meet you, too.

Interviewer:

Interviewee: Ok, great. I'll do my best to answer them.

Interviewer:

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a supermarket. I worked there for 18 months. Before that, I worked as a cleaner at a school.

Interviewer:

Interviewee: I'm very organised and always on time. I have good people skills and I am polite. I can cook and I have a certificate in food safety.

Interviewer:

Interviewee: I would like the job because this is a good organisation to work for. I like meeting people and talking to customers. Also, I can work at lunch times and in the evenings – the hours are good for me.

Interviewer:

Interviewee: Yes. I like working together with other people.

Interviewer:

Interviewee: Straight away!

Interviewer:

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

Interviewer:

Interviewee: Thank you very much. I look forward to hearing from you.

Interviewer:

Задание 5: Вы услышите рассказ о рабочем пути Клэр. Поставьте предложения в том порядке, в каком они звучат в записи.

1. She decided to set up an online business selling birthday cakes.
2. Her business is doing very well. Clare is a success!
3. She was unemployed, and had to look for a job.
4. They had an argument, and Clare was sacked.
5. Clare worked for a marketing company.
6. She applied for a lot of jobs, and sent in CVs.
7. She had a good salary, but she didn't like her boss.
8. She had some interviews, but didn't get the jobs.
9. She had to work very hard and do overtime.

Задание 6: Вставьте в предложения 'despite', 'however' или 'although'.

- 1) _____ the rain, we still went to the park.
- 2) _____ it was raining, we still went to the park.
- 3) It was raining. _____, we still went to the park.
- 4) John bought the watch, _____ the fact that it was expensive.
- 5) John bought the watch. _____, it was expensive.
- 6) _____ it was expensive, John bought the watch.
- 7) I finished the homework. It, _____, wasn't easy.
[.]
- 8) I finished the homework, _____ it wasn't easy.
- 9) _____ the fact that it wasn't easy, I finished the homework.
- 10) She went for a long walk, _____ being cold.

Тема 17: Работа с источниками профессиональной информации

Задание 1: Вам необходимо найти информацию по теме Pearl Harbor (правая колонка). Выберите в левой колонке источник, в котором лучше всего искать эту информацию.

When you need:	Resource:
_____ A concise summary of the attack on Pearl Harbor and why it happened.	scholarly journal article

___ The most recent research on the long-term psychological effects of Pearl Harbor on veterans who survived it.	newspaper article government document
___ As much in-depth information as you can get in one resource.	encyclopedia article book
___ What Americans were saying about the Pearl Harbor attack at the time it happened in 1941.	

Задание 2: Поставьте галочку рядом с тем источником, который вы можете назвать “scholarly”:

___ "Technology Developed After Shuttle Disaster to Aid in Search Today." Atlanta Constitution, July 19, 1996, p. 11A. (newspaper article)

___ Challengers : The Inspiring Life Stories of the Seven Brave Astronauts of Shuttle Mission 51-L. (book)

___ "Analysis of In-Flight Winds for Shuttle Mission STS 51-L." Journal of Applied Meteorology v. 27 (Nov. 1988) p. 1232-41. (article)

___ "Media Coverage of Shuttle." Time, Feb. 10, 1986, p. 42. (article)

Задание 3: Topic: Battle of Gettysburg Mark the information resources that are primary sources:

___ Abraham Lincoln's Gettysburg Address (text of speech)

___ "In Not So Dubious Battle: Motivations of American Civil War Soldiers." Journal of Military History. January 1998. (article)

___ "Gettysburgh: Rebel Accounts of the Battle." New York Times, July 11, 1863. (newspaper article)

___ War Journal of Louis N. Beaudry, Fifth New York Cavalry : The Diary of a Union Chaplain (book)

___ Death of a Nation: The Story of Lee and His Men at Gettysburg (book)

Задание 4: Прочитайте текст и ответьте на вопрос What are the main advantages/disadvantages of scholarly/non-scholarly sources?

DIFFERENCES BETWEEN SCHOLARLY AND NON-SCHOLARLY SOURCES

Scholarly sources	Non-Scholarly sources
Articles or books are written by scholars/academics or a professional in the field. Authors always cite their sources of information (e.g. use in-text referencing, provide a reference list or a bibliography) Text may provide research results, include specialized vocabulary, and is aimed at a scholarly audience. Book or journal cover and pages tend to be plain in	Articles or books may be written by a professional writer, e.g. journalist, who is not an expert in the field. Authors rarely offer details about the sources of information i.e. they do not use in-text referencing or supply a reference list or bibliography. Text reports events or opinions and is aimed at a general audience (easy to read). Book, journal or website tends to be highly

<p>design. Depending on discipline area, there may be few or no pictures or graphics.</p> <p>Sources are generally published to share research findings. May be published by scholarly societies, research bodies, specialised publishers including university and college publishers.</p> <p>Authors are always named, and generally their institutional affiliation is provided.</p> <p>Journal issues are likely to be successively numbered (e.g. issue 1, pp. 1-356, or vol. 2, no. 3, pp. 357-585 etc.)</p> <p>Journal issues tend to be published less often (monthly, quarterly, semi-annually).</p> <p>Books and journals would usually be found in an academic library or in an academic's office.</p> <p>Examples: Articles in the <i>International Journal of Education</i> and <i>Journal of Educational Psychology</i> or books written by academics and published by a university press.</p>	<p>pictorial. Journals (magazines) and websites accept advertising.</p> <p>Sources are generally published for profit. May be intended as a vehicle of opinion - political, moral, or ethnic.</p> <p>Authors may be anonymous.</p> <p>Journal (magazine) issues are likely to begin with page 1</p> <p>Journal (magazine) issues tend to be published more frequently (monthly, weekly, daily).</p> <p>Books and magazines may be found at a bookstore, newsagent, and/or public library.</p> <p>Examples: Articles in <i>Time</i> and <i>Educause Quarterly</i>, or books written by a journalist or professional writer and published by commercial publishers.</p>
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Задание 5: Изучите любой вебсайт с целью поиска информации и ответьте на вопросы:

What type of domain does the website come from?

Who "published" the website?

Is it a personal website?

Can you tell who (person or institution) created the website?

Are the author's credentials listed on the website?

Описание оценочного материала:

Темы 1-17	<p>Форма предъявления: раздаточный материал</p> <p>Процедура: обучающемуся выдается вариант контрольной работы. На выполнение контрольной работы дается 60 минут.</p> <p>Шкала оценивания /критерии:</p>
	<p>«Зачтено»</p> <p>в работе продемонстрировано знание грамматического и лексического материала общего и терминологического характера; основных речевых формул бытового и делового общения; правил речевого этикета для осуществления общей и профессиональной коммуникации в иноязычной среде. Обучающийся может использовать средства изучаемого языка в устной и письменной речи для осуществления коммуникации; извлекать и осознанно использовать профессиональную информацию из иноязычных текстов; переводить со словарем тексты; делать сообщения, вести беседу в типовых ситуациях бытового и профессионального общения с использованием наиболее употребительных и относительно простых языковых средств; понимать на слух основное содержание звучащей речи, обучающийся демонстрирует навыки монологической и диалогической речи в ситуациях</p>

		повседневного и делового общения; письменной речи; использования словарей, грамматических справочников и других вспомогательных материалов для решения конкретных коммуникативных задач.
	«Не зачтено»	все указанные критерии выполнены менее, чем на 50 %.

2.1.3 Письменное задание

Написание эссе на темы:

Тема 2. The best way to improve my English.

Тема 4. My dream job.

Тема 15. The most exciting places in the world.

Тема 16. Writing a CV.

Описание оценочного материала:

Тема 2, 4, 15, 16	Форма предъявления: письменная работа обучающегося	
	Процедура: написание эссе по теме с предварительной подготовкой	
	Шкала оценивания /критерии:	
	«Зачтено»	в эссе продемонстрировано знание грамматического и лексического материала по теме, основных речевых формул бытового и делового общения; обучающийся может использовать средства изучаемого языка в письменной речи для осуществления коммуникации; обучающийся демонстрирует навыки анализа и синтеза информации, полученной из иностранных источников; использования словарей, грамматических справочников и других вспомогательных материалов для решения конкретных коммуникативных задач.
	«Не зачтено»	все указанные критерии выполнены менее, чем на 50 %.

2.1.4 Подготовка презентации

Тема 7. Company structure.

Тема 9. Our favourite gadgets.

Тема 11. Country I would like to dwell in.

Описание оценочного материала:

Тема 7, 9, 11	Форма предъявления: презентация PowerPoint	
	Процедура: обучающийся представляет презентацию по теме с последующим обсуждением в группе	
	Шкала оценивания /критерии:	
	«Зачтено»	в презентации работе продемонстрировано знание грамматического и лексического материала по теме, основных речевых формул бытового и делового общения для осуществления общей и профессиональной коммуникации в иноязычной среде. Обучающийся может использовать средства изучаемого языка в устной и

	<p>письменной речи для осуществления коммуникации; извлекать и осознанно использовать профессиональную информацию из иноязычных текстов; делать презентации с предварительной подготовкой; вести беседу в типовых ситуациях бытового и профессионального общения с использованием наиболее употребительных и относительно простых языковых средств; понимать на слух основное содержание звучащей речи Обучающийся демонстрирует навык анализа и синтеза информации, полученной из иностранных источников; монологической и диалогической речи в ситуациях повседневного и делового общения; письменной речи; использования словарей, грамматических справочников и других вспомогательных материалов для решения конкретных коммуникативных задач.</p>
«Не зачтено»	все указанные критерии выполнены менее, чем на 50 %.

2.2 Оценочные материалы: промежуточная аттестация

Промежуточная аттестация по итогам обучения по дисциплине осуществляется в форме зачета и экзамена.

Зачет может проводиться: на основании результатов текущего контроля при положительной оценке заданий по каждой теме или в форме собеседования по вопросам (по выбору преподавателя).

Вопросы к зачету

1. Why do people learn foreign languages? What are the best ways to improve your English?
2. What is your major? Why have you chosen your future profession?
3. Describe the structure of any company.
4. What are the most common positions in a company? What are these people responsible for?
5. What motivates most people to work?
6. What foreign country have you been to? Say a few words about your trip. What country would you like to visit? Why?
7. Have you ever looked for a job? What problems did you face? Give some tips to those who are looking for a job now.
8. What are the most common stereotypes about Russian people? Why do you think foreign people think so?
9. Describe your Christmas last year.
10. What internet sites would you use if you had to write a course paper?
11. What body language is appropriate when you make a presentation?
12. Give some advice to your friend who is going to an interview tomorrow.

13. What is your dream job? Describe it.
14. What is networking? Explain.
15. Are you afraid of flights? What can a person do to avoid it?
16. How much time a day do you spend using a computer? What do you usually use it for?
17. Are you a saver or spender?

Критерии/ шкала оценки:

Оценки «зачтено» заслуживает обучающийся, который может: ответить на вопрос, используя грамматический и лексический материал по теме, воспринять на слух дополнительные (наводящие) вопросы преподавателя, продемонстрировать знание необходимого количества выражений общего и терминологического характера, положительно выполнить контрольные работы по пройденным темам.

Оценки «не зачтено» заслуживает обучающийся, не усвоивший большую часть программного материала, не ответивший на большинство основных и дополнительных вопросов, не выполнивший контрольные работы по темам, либо отказавшийся отвечать на вопросы зачета.

Билеты к экзамену

Пример:

1. Подготовьте письменный перевод текста со словарем.

Organizing structure is considered by many to be “the anatomy of the organization”, providing a foundation within which the organization functions”.

There can be different kinds of organization structure, and firms can change their organization structure by becoming more or less centralized.

Most organization have a hierarchical or pyramidal structure, with one person or a group of people at the top, and increasing number of people below them at each successive level. All the people in the organization know what decision they are able to make, who their superior (or boss) is (to whom they report), and who their immediate subordinates are (to whom they can give instructions). This structure is one of the simplest and it’s also called a line structure.

Yet the activities of most companies are too complicated to be organized in a single hierarchy. Shortly before the First World War, the French industrialist Henry Fayol organized his coal-mining business according to the functions that it had to carry out. He is generally credited with inventing functional organization, including (among others) production, finance, marketing, sales, and personnel or staff departments. The functional type of organization structure reflects an arrangement based on the nature of the activities that must be performed. Related activities are grouped together in the functional areas with which they are most clearly identified. The chief executive of each area occupies a position on the second level of the organization and generally has the title Vice-President. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department. The functional structure is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goals. Secondly, separating functions is unlikely to encourage innovation.

A problem of hierarchies is that people at lower level are unable to make important decision, but have to pass on responsibility to their boss. One solution to this is matrix management, in which people report to more than one superior. For example, a product manager with an idea might be able to deal directly with managers responsible for a certain market segment and for a geographical region, as well as managers responsible for the traditional functions of finance, sales and

production.

2. Прослушайте запись и ответьте на вопросы:

1. What company is described?
2. Where is it located?
3. Who is the CEO of the company?
4. What was the company's turnover last year?
5. What was the company's profit last year?
6. Who are the main competitors of the company?

3. Представьте подготовленную устную тему "My company" (10-15 предложений).

Критерии оценки

«Отлично»	«Хорошо»	Удовлетворительно»	«Неудовлетворительно»
Обучающийся продемонстрировал отличное знание грамматических основ изучаемого языка; лексического минимума иностранного языка общего и терминологического характера; основных речевых формул бытового и делового общения; правил речевого этикета для осуществления общей и профессиональной коммуникации в иноязычной среде. Обучающийся может использовать средства изучаемого языка в устной и письменной речи для осуществления	Обучающийся продемонстрировал хорошее знание грамматических основ изучаемого языка; лексического минимума иностранного языка общего и терминологического характера; основных речевых формул бытового и делового общения; правил речевого этикета для осуществления общей и профессиональной коммуникации в иноязычной среде. Обучающийся может использовать средства изучаемого языка в устной и	Обучающийся продемонстрировал элементарное знание грамматических основ изучаемого языка; лексического минимума иностранного языка общего и терминологического характера; основных речевых формул бытового и делового общения; правил речевого этикета для осуществления общей и профессиональной коммуникации в иноязычной среде. Обучающийся может использовать средства	Обучающийся не продемонстрировал знание грамматических основ изучаемого языка; лексического минимума иностранного языка общего и терминологического характера; основных речевых формул бытового и делового общения; правил речевого этикета для осуществления общей и профессиональной коммуникации в иноязычной среде. Обучающийся не может использовать

<p>коммуникации; извлекать и осознанно использовать профессиональную информацию из иноязычных текстов; переводить со словарем тексты по профилю направления подготовки; делать сообщения с предварительной подготовкой; вести беседу в типовых ситуациях бытового и профессионального общения с использованием наиболее употребительных и относительно простых языковых средств; понимать на слух основное содержание звучащей речи. Обучающийся обладает навыками перевода текстов; анализа и синтеза информации, полученной из иностранных источников; монологической и диалогической речи в ситуациях повседневного и делового общения; письменной речи; использования словарей,</p>	<p>письменной речи для осуществления коммуникации; извлекать и осознанно использовать профессиональную информацию из иноязычных текстов; переводить со словарем тексты по профилю направления подготовки; делать сообщения с предварительной подготовкой; вести беседу в типовых ситуациях бытового и профессионального общения с использованием наиболее употребительных и относительно простых языковых средств; понимать на слух основное содержание звучащей речи с некоторыми ошибками. Обучающийся обладает навыками перевода текстов; анализа и синтеза информации, полученной из иностранных источников; монологической и</p>	<p>изучаемого языка в устной и письменной речи для осуществления коммуникации; извлекать и осознанно использовать профессиональную информацию из иноязычных текстов; переводить со словарем тексты по профилю направления подготовки; делать сообщения с предварительной подготовкой; вести беседу в типовых ситуациях бытового и профессионального общения с использованием наиболее употребительных и относительно простых языковых средств; понимать на слух основное содержание звучащей речи, совершая при этом большое количество ошибок. Обучающийся обладает элементарными навыками перевода текстов;</p>	<p>средства изучаемого языка в устной и письменной речи для осуществления коммуникации; извлекать и осознанно использовать профессиональную информацию из иноязычных текстов; переводить со словарем тексты по профилю направления подготовки; делать сообщения с предварительной подготовкой; вести беседу в типовых ситуациях бытового и профессионального общения с использованием наиболее употребительных и относительно простых языковых средств; понимать на слух основное содержание звучащей речи. Обучающийся не обладает навыками перевода текстов; анализа и синтеза</p>
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<p>грамматических справочников и других вспомогательных материалов для решения конкретных коммуникативных задач.</p>	<p>диалогической речи в ситуациях повседневного и делового общения; письменной речи; использования словарей, грамматических справочников и других вспомогательных материалов для решения конкретных коммуникативных задач.</p>	<p>анализа и синтеза информации, полученной из иностранных источников; монологической и диалогической речи в ситуациях повседневного и делового общения; письменной речи; использования словарей, грамматических справочников и других вспомогательных материалов для решения конкретных коммуникативных задач.</p>	<p>информации, полученной из иностранных источников; монологической и диалогической речи в ситуациях повседневного и делового общения; письменной речи; использования словарей, грамматических справочников и других вспомогательных материалов для решения конкретных коммуникативных задач.</p>
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11. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта, характеризующих этапы формирования компетенций

Текущий контроль

Текущий контроль успеваемости по дисциплине осуществляется для проверки хода и качества усвоения учебного материала, стимулирования учебной деятельности обучающихся, совершенствования методики проведения занятий и проводится в ходе всех видов занятий в форме устного опроса на лекционных, семинарских и практических занятиях, выполнения устных и письменных практических заданий, в форме рубежного контроля и в форме выполнения контрольных работ.

Критерии оценки устных ответов в ходе проведения семинарских и практических занятий

Шкала оценивания и отметка	Показатели оценивания
Отлично	Содержание материала раскрыто в полном объеме, предусмотренном учебной программой. Речь последовательна, хорошо продумана, изложена грамотным языком, с точным использованием терминологии. Обучающийся продемонстрировал умение иллюстрировать материал конкретными примерами, в том числе на основе ранее изученного материала, показано умение делать обобщение, выводы, сравнение. Изложение ответа осуществляется самостоятельно, без наводящих вопросов. Обучающийся принимает активное участие в изложении или в обсуждении изучаемого материала.
Хорошо	Обучающийся не полно раскрыл содержание материала, но показано общее понимание вопроса, достаточное для дальнейшего изучения программного материала. Изложение материала недостаточно последовательное, имеются затруднения и допущены ошибки в определении понятий и в использовании терминологии, однако обучающийся активно участвует в обсуждении изучаемого материала.
Удовлетворительно	Обучающийся затрудняется в изложении

	материала, делает обобщения, выводы, сравнения с помощью преподавателя, отвечает с помощью наводящих вопросов и подсказок, затрудняется в приведении примеров. С трудом вспоминает пройденный материал, не активен, в обсуждении материала участвует эпизодически.
Неудовлетворительно	Обучающийся не раскрыл основное содержание учебного материала или содержание материала излагалось с многочисленными подсказками, показавшими незнание или непонимание большей части учебного материала, допущены путаница и ошибки в определении понятий, продемонстрировано полное неумение приводить примеры при объяснении материала, в обсуждении материала пассивен.

Рубежный контроль является одним из видов текущего контроля. Рубежный контроль осуществляется с целью систематической проверки достижения обучающимися обязательных результатов обучения по дисциплине – минимума, который необходим для дальнейшего обучения, выполнения программных требований к уровню подготовки обучающихся. Рубежный контроль проводится по завершении изучения отдельных наиболее сложных и объемных тем, разделов учебной дисциплины. Рубежный контроль проводится на практических или семинарских занятиях. Лица, не сдавшие (не прошедшие) рубежный контроль, до промежуточной аттестации не допускаются. Результаты рубежного контроля заносятся в журнал учета учебных занятий. Рубежный контроль проводится в форме письменного или автоматизированного (компьютерного) тестирования. Обучающемуся предъявляется не менее 20 тестовых вопросов. Время для выполнения задания предоставляется из расчета: 1 минута на один тестовый вопрос.

Критерии оценки результатов тестирования

Шкала оценивания	Критерии оценивания
Отлично	Даны ответы не менее, чем на 90% тестовых заданий
Хорошо	Даны ответы не менее, чем на 75% тестовых заданий
Удовлетворительно	Даны ответы не менее, чем на 60% тестовых заданий
Неудовлетворительно	Даны ответы менее, чем на 60% тестовых заданий

Контрольная работа является видом текущего контроля, в отдельных случаях (если есть соответствующее указание в учебном плане) контрольная работа является формой промежуточной аттестации. Контрольные работы выполняются обучающимися в виде письменных ответов на вопросы, решения задач, выполнения контрольных (в том числе тестовых) заданий или практической проверки выполнения практических действий по составлению (корректировке) юридических документов. Выполнение контрольных работ может быть организовано в электронной форме. Содержание заданий на контрольную работу и порядок ее выполнения устанавливаются кафедрой.

**Критерии оценки результатов выполнения контрольной работы,
проведенной в форме решения практических задач**

Оценка	Критерии оценивания
Отлично	Решение задачи (выполнение задания) осуществлено верно, обучающимся продемонстрировано умение пользоваться теоретическими знаниями, приведены все необходимые ссылки на нормативно-правовые акты. Выводы достоверны и аргументированы с привлечением источников нормативно-правовой информации. Формулировки выводов четкие, понятные и обоснованные. При неоднозначности возможного решения (описания ситуации) приведены возможные варианты с указанием последствий.
Хорошо	Задача (выполнение задания) решена верно, обучающимся продемонстрировано умение пользоваться теоретическими знаниями для решения практической задачи. Однако приведены не все необходимые ссылки на нормативно-правовые акты, формулировки выводов недостаточно четкие и понятные. Аргументация выводов свидетельствует об их недостаточной достоверности и обоснованности.
Удовлетворительно	Задача в целом решена, однако отсутствуют ссылки на нормативно-правовые акты. Решение задачи осуществлено шаблонно, без должного проявления профессиональной компетентности. Отсутствует логика, точность

	и грамотность изложения решения задачи (выполнения задания). Вывод недостаточно обоснован, не содержит необходимой аргументации, поверхностный или не следует из решения задачи.
Неудовлетворительно	Задача решена неверно или решение задачи отсутствует.

При оценивании результатов письменных контрольных работ обязательно учитываются грамотность изложения, чистота и правильность оформления работ. Работа, правильно передающая содержание материала, но изложенная с грамматическими ошибками или ошибками в графическом оформлении, не может быть оценена выше, чем - удовлетворительно. За работу, выполненную с грубыми грамматическими ошибками, нелитературным языком, неграмотно или небрежно графически оформленную, выставляется оценка - неудовлетворительно.

**Критерии оценки результатов выполнения контрольной работы,
проведенной в форме тестирования:**

Шкала оценивания	Критерии оценивания
Отлично	Даны ответы не менее, чем на 90% тестовых заданий
Хорошо	Даны ответы не менее, чем на 75% тестовых заданий
Удовлетворительно	Даны ответы не менее, чем на 60% тестовых заданий
Неудовлетворительно	Даны ответы менее, чем на 60% тестовых заданий

При проведении контрольной работы в смешанной форме (теоретическая часть – в форме тестирования, а практическая часть – в форме выполнения практического задания) каждая часть работы оценивается отдельно по пятибалльной шкале в соответствии с вышеуказанными критериями. Оценка за контрольную работу в целом выставляется по сумме баллов за теоретическую и практическую часть в соответствии со следующей шкалой оценивания:

Оценка	Сумма баллов за теоретическую и практическую часть контрольной работы
Отлично	9-10
Хорошо	7-8
Удовлетворительно	5-6
Неудовлетворительно	0-4

Разработчик
Доцент кафедры
иностраных языков



Ю.И. Рыжова

Обсуждено и одобрено на заседании кафедры
протокол №7 от «25» июля 2023 г.

**Лист дополнений и изменений, внесенных в рабочую программу
дисциплины**

Номер изменений	Номера страниц				Всего страниц	Дата	Основание* для изменений
	изме- ненных	заме- ненных	анну- лирован- ных	новых			

*Основанием для внесения изменения является решение кафедры
(протокол № ___ от « ___ » _____ 20__ г.).