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LEARN BUSINESS ENGLISH

Учебно-практическое пособие по английскому языку



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Цель пособия – сформировать у студентов коммуникативные компетенции: языковую, социолингвистическую, социокультурную, прагматическую.

Предназначено для магистрантов, обучающихся по направлению подготовки 44.04.02 «Психолого-педагогическое образование»; является составной частью раздела «Социально-культурная сфера общения» учебно-методического комплекса дисциплины «Деловой иностранный язык». Может быть использовано в качестве источника расширения лингвокультурологических знаний в деловом английском языке.

Рекомендовано для формирования профессиональных компетенций в соответствии с ФГОС ВО.

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PREFACE

Учебно-практическое пособие включает в себя десять уроков, охватывающих основные виды письменной и устной деловой коммуникации на английском языке.

Основная цель пособия – сформировать коммуникативные (языковую, социолингвистическую, социокультурную, прагматическую) компетенции. Для достижения цели решаются следующие частные задачи, направленные на усвоение слушателями:

- специальных лексико-грамматических конструкций,
- норм делового общения,
- правил речевого этикета,
- речевых моделей выражения предпочтений, намерений, предложений, оценки поведения, характеристики проблемы,
- выражения связи с последующим/предыдущим изложением,
- уточнения, разъяснения, позволяющие специалисту эффективно использовать иностранный язык в деловой и профессиональной сферах.

В пособии представлены темы социально-культурной сферы общения в деловом мире: деловая переписка в письмах и по электронной почте, устройство на работу, презентации и выступления на конференциях, телефонные разговоры и переговоры, а также описаны реальные ситуации, возникающие в процессе деловой коммуникации, с помощью которых развиваются навыки, необходимые для формирования профессиональных компетенций.

Пособие содержит тексты для перевода, задания к текстам, лексико-грамматические упражнения, направленные на закрепление основных проблемных областей грамматики, а также задания монологического и диалогического характера, грамматический справочник в таблицах, методические указания, задания для самостоятельной работы магистранта.



LESSON 1

Spoken theme: Meeting People for the First Time


Task 1. Read and learn the following words and expressions.


<p>- ↑ How do you do? - Здравствуйте. Очень приятно.</p>	<p><i>Эту фразу употребляют, когда приветствуют кого-либо в официальной обстановке, например, на приёме.</i></p>
<p>- How do you do? ↓ - Здравствуйте. Мне тоже</p>	<p><i>Услышав эту фразу, ответьте также. Человек, приветствующий первым, произносит эту фразу с нарастающей интонацией, а тот, кто отвечает, должен произнести эту же фразу с понижающей интонацией.</i></p>

<p>- Good morning./ Good afternoon./ - Good evening. - Hello./ Hi.</p>	<p>Как поздороваться: - Доброе утро. - Добрый день. - Добрый вечер. - Привет.</p>
<p>- My name is Ted Brown. / I'm Ted Brown.</p>	<p>Как представиться: Меня зовут =Моё имя - Тед Браун</p>

<p>- John, this is Ted Brown. / - John, meet Ted Brown. - Let me introduce Ted Brown.</p>	<p>Как представить других: - Джон, это Тед Браун - Джон, знакомься, это Тед Браун - Позвольте представить - Тед Браун</p>
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В английском языке в обращении большую роль играют вежливые формы!

<p>Обращаясь к женщине, употребляются следующие формы:</p> <p>Madam-[ˈmædəm] мадам, госпожа;</p> <p>Miss –[mis] мисс</p> <p>Mrs – [misɪz] госпожа <i>Good morning, Mrs Jackson.</i></p> <p>Ms –[mɪz] госпожа</p>	<p></p> <p>- официальная форма обращения к женщине или к клиентке в письменной речи</p> <p>- официальная форма, которая употребляется при обращении к незамужней женщине</p> <p>- употребляется перед фамилией замужней женщины</p> <p>- эту форму употребляют, когда не знают замужем данная особа или нет</p>
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<p>Обращаясь к мужчине, употребляются следующие формы:</p> <p>Sir – [sə:] - сэр</p> <p>Mr- [mistə]- мистер <i>This is Mr Clark, our new boss.</i></p>	 <ul style="list-style-type: none"> - официальное обращение, употребляется в тех случаях, когда, не зная имени и фамилии, хотим выразить своё уважение - эта форма употребляется перед фамилией мужчины при официальных отношениях
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Note!



Первое имя – *first name*

given name (am.)

forename – в официальной речи

Второе имя – *middle name, second name*

Фамилия – *surname, family name, last name*

Девичья фамилия – *maiden name*

Отчество (в России) – *patronymic*

Вопросы и ответы, касающиеся сочувствия

- How are you?	- Как поживаете (Вы/ ты)?
- I'm fine,/ very well,/ not too bad,/ thanks	- Спасибо, хорошо/ очень хорошо,/ неплохо.

Вопросы и ответы, касающиеся страны происхождения

- Where are you from?	- Вы/ты из какой страны?
- I am from Poland.	- Я из Польши.
- Where is he/she from?	- Он/ она откуда (родом)?
- He/she is from Australia.	- Он/ она (родом) из Австралии.
- Are you from France?	- Вы/ты (родом) из Франции?
- Yes, I am.	- Да.
- Is he/she from Germany?	- Он/ она (родом) из Германии?
- No, he/she's not.	- Нет.

Вопросы и ответы, касающиеся национальности

- Are you Greek?	- Вы/ ты грек?
- Yes, I'm.	- Да.
- Is he American?	- Он американец?
- No, he isn't.	- Нет.
- What nationality are you?	- Кто Вы/ты по национальности?
- I'm Russian.	- Я русский.

[1]

Task 2. Read the dialogue. Translate it. Play the dialogue in roles with your group partners.

- Excuse me, are you Melanie Thompson?
- Yes, I am.
- Good afternoon, I'm Ted Brown.
- How do you do?
- Ah, how do you do?
- Ted! Ted! Hello!
- Hello, Sam! How are you?
- I'm very well, thanks. How are you?
- Fine, thanks. Sam, this is Melanie Thompson. How do you do?
- How do you do? Where are you from?
- I'm from England. I'm English.
- Are you in Dublin for a holiday?
- No, no. I'm here to visit an Irish computer company...
- **I see.*** All my friends here are English or American, but my best friend is Japanese. His name is Koji and he's the director of the computer company Sam is here to visit.
- Oh, how interesting! Looks like Ireland is the country that brings all nationalities together.
- Yes, you **are right.***

I see – Понятно.

**to be right – быть
правым в чем-то**

Task 3. Imagine the situations given below, make up dialogues, play them in roles. Work in pairs. Use the prompts in the brackets.

1. At the party you meet an English journalist. Approach him, introduce yourself and start talking about something that interest you. (*Arthur Philip White, 28, London, UK*)
2. You are at the science conference in Dublin State

University. It's your first day and don't know anybody in your group. Start a conversation with the person sitting next to you.

(Lola Gutierrez, 24, Seville, Spain, a teacher of English)

Task 4. Answer the following questions. Work in pairs.

1. What is your name, your surname?
2. How old are you?
3. Where do you live?
4. What are you?
5. What is your date of birth?
6. What nationality are you?
7. What country are you from?
8. Do you speak any foreign language?

**to spell –
назвать по
буквам**

Task 5. Write your name and surname in English. See App 1

Task 6. Spell your name and surname.



to speak-
говорить, выступать

to tell –
рассказывать/
сообщать
кому-то

to say – произносить,
сказать

to talk-
разговаривать,
болтать

E.g. **Kolesnikova** = **Kate, Orange, Love, England, Snow, Nicholas,**
Idea Kate Orange, Victory, Apple

Task 7. Before reading the text Tips for Being a Good Conversationalist Work with the vocabulary.

Vocabulary list:

- tip – совет
- to avoid – избегать
- to sidetrack – уводить в сторону
- to waste time – тратить время
- to answer – отвечать
- to interrupt – прерывать, перебивать
- to give smb a chance – давать кому-л. шанс
- to insert – вставлять
- to restate – формулировать иначе
- to find out – выяснять, узнавать
- to have in common – иметь что-то общее
- to draw out – извлекать, выманивать
- to discount – обесценивать
- appropriateness – уместность

Task 8. Reading the definition in the right column to the word in the left one, try to understand the meaning of the given words.

conversationalist	- a person, who is good at or fond of engaging in conversation
question	- a sentence worded or expressed so as to elicit information
to contradict	- disagree, to go against, to deny the truth or statement
to restate	- to state (something) again or differently, especially in order to correct or to make more clear or convincing
way	- a method, style, or manner of doing smth
build up	- a gradual accumulation or increase, typically of smth negative and leading to a problem or crisis

mutual	-feelings or action experienced or done by each of two or more parties toward the other or others
surroundings	- the things and conditions around a person or thing
silence	-complete absence of sounds
to exaggerate	- represent smth as being larger, greater, better, or worse than it really is
quotation	- a group of words taken from a text or speech and repeated by someone other than the original author
occasion	-a particular time or instance of an event

Task 9. Read the following words. Translate them without a dictionary. Give Russian synonyms. Consult a dictionary.

- details, -chance, - especially, - interest, - poetry, -harmony, - to cultivate, -tact, -to examine

Task 10. Read the text Tips for Being a Good Conversationalist and translate it.

Connecting with others through conversation is a great way to be happy. Follow these timeless tips for being a good conversationalist.

1. Avoid unnecessary details

Don't sidetrack. For example, if the time something happened isn't important, don't waste time getting it right.

2. Don't ask another question before the first one has been answered

If you ask how someone's children are, don't jump in with your family health before she has answered.

3. Do not interrupt another while he is speaking

Also, try to make your story short, giving the other person a chance to speak and not interrupt.

4. Do not contradict, especially if it's not important

You are inserting unnecessary details into the person's story. "The person, who contradicts, frequently restates the matter in another way."

5. Do not do all the talking

Ask questions to find out what you both have in common.

6. Don't always be the hero of your story, however, the story should have a hero

Build up others as well as yourself.

7. Choose a subject of mutual interest

Draw the person's interests out and don't "hinge the conversation on politics when it should be on potatoes or on poetry."

8. Be a good listener

You will naturally become one if you follow the above rules.

9. The conversation should be in harmony with the surroundings

Do not "talk about cheese when the moon would be a more fitting topic." Also, don't discount the appropriateness of silence.

10. Do not exaggerate

Not everything is "the best," "the worst," or "the funniest."

11. Do not misquote

"Use the quotation for the occasion; do not make an occasion for the quotation."

12. Cultivate tact

Do not be untruthful, but also don't feel the need to be hurtful. Do not say someone looks unwell, sick, or tired. This will do nothing to further conversation and only make the person uncomfortable. Don't hint at it either by asking if she had a long night. Remember silence is an option. "Say the right thing, or say nothing. [2]"

Task 11. Answer the following questions:

1. Do you try to follow these rules of conversation? Why?
2. Why is it necessary to be a good listener?
3. Can you keep up a conversation in English?

Task 12. Discuss with your group mates the 12 tips for being a good conversationalist mentioned in the text from Task 10. Use the vocabulary given in the Tasks 7 and 8.

Use the following phrases:

<p>Как вежливо вступить в разговор</p>	<p>By the way, ... That reminds me ... Excuse me, I'd just like to say that ... May I come here? May I say something? That's right, but don't you think that ...</p>
<p>Как выразить неуверенность</p>	<p>Well, I'm not quite sure... You see, ... Actually..., / In fact, ... What I mean is ... The point is... Let me think,... How shall I put it? Frankly speaking,...</p>
<p>Как попросить объяснить, или повторить что-то</p>	<p>Sorry, I didn't catch what you said. Could you say it again, please? Could you explain that, please? I don't quite see what you mean. What do you mean by 'funny'? Could you give an example?</p>
<p>Как согласиться с чужим мнением</p>	<p>That's exactly what I think/what I wanted to say. I agree entirely. So do I.</p>
<p>Как не согласиться с чужим мнением</p>	<p>That may be true, but... I'm not sure I agree with you ... Perhaps, but don't you think that... I can't agree with you there. You can't be serious.</p>



LESSON 2

Spoken theme: Countries and Brand Names

**Task 1. Read and learn the names of countries and nationalities.
Continue the list of unmentioned ones.**

country	nationality	the whole nation
страна	национальность	вся нация
Austria <i>Австрия</i>	Austrian <i>австрийский,</i> <i>австриец</i>	The Austrians <i>австрийцы</i>
Australia	Australian	The Australians
Bulgaria	Bulgarian	The Bulgarians
China	Chinese	The Chinese
England (the UK)	English, Englishman/woman	English people, the British
France	French, Frenchman/woman	French people, the French
Germany	German немецкий, немец	The Germans
Greece	Greek	The Greeks
Holland	Dutch, Dutchman/woman	The Dutch
Hungary	Hungarian	The Hungarians
India	Hindu, Indian man/woman	The Indians
Italy	Italian	The Italians
Ireland	Irish	The Irish
Poland	Polish	The Polish, The Poles
Portugal	Portuguese	The Portuguese
Romania	Romanian	The Romanians

Russia	Russian	The Russians
Spain	Spanish	The Spaniards
Switzerland	Swiss	The Swiss
The USA	American	The Americans
Japan	Japanese	The Japanese

Task 2. Read the text A. Name the topics in the box which are mentioned.

1)

drinking tea, football, English food, driving habits, being polite, libraries, the weather

There are ideas about England and the English which are just not true. England does not stop for afternoon tea every day, although the English do drink a lot of the liquid (hot, with milk) and although the weather is very changeable, it doesn't rain all the time!

Also, there's lots of good food in England. No, really! In the major cities you'll be spoilt for choice, which the cuisine of almost every nationality on offer. Indian food is a particular favourite of the English. To find proper English food, try eating in a traditional pub. The famous English politeness is everywhere. The English use 'Please', 'Thank you' and 'Sorry' more than most nationalities. For example, if you step on someone's foot, they'll probably say 'Sorry' to you! If you make a complaint, it's also usual to begin with 'Sorry' as in: 'I'm sorry, but this soup is cold'.

You may think it strange on the London Underground that people don't talk to each other, even when crowded together in the rush hours. Silence is usual as people read their books or newspapers. That doesn't mean English people are unfriendly. It just means you might have to get to know them first!

2). Read the text B. Translate it. Write new words in your vocabulary. Pubs are still a central part of British culture. Good conversation and good beer are two essential items provided by them. The drinking beer in a public house is not compulsory.

Drinking and eating in English pubs

One thing that often surprises foreign visitors is that in pubs there is no table service. If you go in for a drink, there's no point sitting round a table near the fire, or outside on a beautiful summer day, waiting for the bartender to come and take your order. He won't. It's up to customers, or one of them, to go to the bar, place orders, and return to the table with the drinks once these have been poured.

Fish and chips and mushy peas - a pub favorite

The same goes for food; if you decide to go for a pub meal, you normally have to order at the bar, and after that - depending on the pub - you will be given an order number, or a table number, or, if it's a very small pub, just remembered by the barman. In some pubs, your meal will then be brought to your table once it has been prepared; in others, you'll need to keep listening until someone behind the bar calls out your number, and you go and pick it up on a tray at from the bar.

Generally speaking, in pubs, food and drink are paid for upfront, i.e. when ordered, not after you have finished. On the other hand, if you are staying as a guest in an inn, and go for a drink or a meal in the bar downstairs, you can have it added to your bill.

Ordering:

If you want to drink a normal sized glass of beer, ale, lager or other drink (around 250 millilitres); ask for a 'half': this is half a pint. The English usually order 'a pint' at a time. Note that people never just order 'a beer' in an English pub; the tradition is to indicate both the volume (half pint or pint) and the specific beer you want. So if you're ordering for two people, you may say something like "A pint of Theakestones and a half of Heineken, please ". The 'please' at the end is a must!

Finally, it is worth remembering that pubs do not only serve beer! You can order almost anything you want to drink, in terms of cold alcoholic or non-alcoholic beverages. Some pubs - including those serving food - also offer coffee, usually a long coffee in English, rather than 'espresso'; but do not go to a pub if you want a cup of tea! For this there are cafés, restaurants and tea rooms (which do not serve alcoholic drinks).

PS: A Word of Warning

It is advisable to avoid pubs in the center of some cities (and towns) on Friday night and Saturday night. Prefer a pub in a suburb, or in the country. Friday and Saturday nights are weekend evenings, when lots of people like to let off steam, particularly young people.

"Binge drinking" has become a serious social problem in some city centres, where, on Friday and Saturday nights, young people swarm into bars with little other intention than to drink the night away, and get drunk.

British police often work hard on Friday and Saturday night to control youth gangs roaming the streets, having obviously drunk too much, and sometimes seeking nothing better than a brawl. [3]

Task 3. Answer the questions:

1. What words come to mind when you think about the English?
2. What nationality food is popular in England? Why?
3. When can you find typical English food? What is a pub?
4. Is drinking beer in a public house (a pub) compulsory?

Task 4. Grammar drill.

Explain grammatical meaning of the underlined word-combinations in the text B (Task 2). Translate them in the context.

Task 5. Here is a list of something each country is famous for. The examples are written by American young people. Think and find the correspondence between the left and the right columns. Comment your choice.

E.g. Canada is famous for maple syrup, maple trees, and politeness

Mexico	football, samba (a kind of dance), Amazon forest, favela (a slum)
Brazil	kangaroo, koala, dangerous animals, "weird" accent, saying "mate" a lot
England	Nelson Mandela, safari
Spain	Pyramids, Sphinx

Portugal	Bollywood, curry, yoga, Hinduism, “namaste”, soap opera
France	politeness, anime, sushi, samurai, ninja, cars, robotics, Nitendo, karate
Germany	Ferrari, spaghetti, pizza, fashion, coffee culture, Venice.
Netherlands	Kung fu, panda, fake products
Denmark	Christian Ronaldo
Romania	legal drugs (Amsterdam), tulip flowers, windmills
Switzerland	Ancient philosophers, Ancient gods, Sparta, Orthodox Christianity
Italy	vodka, matroyshka dolls, cold climate, Siberia
Russia	chocolate, watches, the Alps, secret banking
Greece	beer and sausage, Nazi, cars
Japan	earl Dracula
India	Eiffel tower, croissant, fashion, “bonjour”
Egypt	salsa, (a kind of dance), bullfight
Australia	the English language, The Beatles, W. Shakespeare
Somalia	vikings
South Africa	sombrero hat, taco (pancake with meat)/ nacho, the Aztecs

Task 6. Put the adjectives (see below) with the right pictures. Justify your choice. Can we name some things as a brand of a country?



_____ statue



_____ boomerang



_____ watch



___ doll



___ dance



___ queen



___ tulips



___ singer



___ flag



___ dog



___ bride



___ cheese & wine

******Russian, Spanish, Indian, Japanese, French, Italian, Dutch, English, Greek, Australian, Swiss, American***

Task 7. Before reading the text *About Brands* learn the following words:

Vocabulary list:

brand – марка, качество

trade name – торговая марка, фирменное название

proper name – имя собственное
 to establish – устанавливать, учреждать
 tradesman – торговец, купец, ремесленник
 trademark – фабричная, заводская марка
 notation – условное обозначение, изображение условными знаками
 to purchase – покупать
 literal – буквальный
 еронум – (др. греч.) эпоним, «давший имя» - *имя человека, которое наследует явление или понятие, к открытию или созданию которого он имеет непосредственное отношение*

Task 8. Translate the following words. Find Russian synonyms to each word. Use a dictionary.

E.g. *organization* – структура, формирование

- product, - service, - industrial, - synonym, - reputation, - strategical, - marketing, - practice, - vase, - company, - corporation, -modern, -focus, - group, - analysis, - psychological, - practice, - boom, -specific, - idea, - mollusk, - concept, - symbolic, - mental, -association, - esoteric, - innovative, - gravity, - evolution, - popularity, - function

Task 9. Grammar drill.

Arrange the following words into three columns according to the parts of speech. Read and translate them.

Verbs	Nouns	Adjectives & Adverbs
-------	-------	----------------------

- Capitalize, -manufacturer, -increasingly, -bicapitalize, - founder, - revolution, - strategically, -potter, - linguistic, -awareness, -loyalty, - identify, -truthworthiness, -owner, -proliferation, -memorable, - expectation, -eco-friendly, - meaning, - frutarian, -spirited, - connection, -scientific, -generic, -proprietary

Task 10. Read the text *About Brands*. Get the main idea of the text.

A brand name or trade name is a name (usually a proper noun) applied by a manufacturer or organization to a particular product or service. While

a brand name is sometimes simply the name of the founders of a company, such as John Deere or Johnson & Johnson (founded by brothers Robert Wood, James Wood, and Edward Mead Johnson), these days, brand names are most often strategically thought-out marketing tools geared toward establishing consumer awareness and fostering brand loyalty.

Fast Facts about Brand Names

Brand names are usually capitalized, although in recent years bicapitalized names (such as eBay and iPod) have become increasingly popular.

A brand name may be used and protected as a trademark. In writing, however, it's not usually necessary to identify trademarks with the notations TM or ®.

The History of Brand Naming

The practice of brand naming is nothing new. Exekias, an Athenian potter working in ancient Greece circa 545 to 530 BCE, actually signed one of his vases: “Exekias made and painted me.” As early as the 1200s, Italian tradesmen were creating watermarked paper to differentiate one maker from another.

During the Second Industrial Revolution, when a man's good name was often synonymous with his reputation (and all that reputation implied: integrity, ingenuity, trustworthiness), companies started branding themselves with the names of their powerful owners. Examples of this trend are the *Singer Sewing Machine* Company, *the Fuller Brush Company*, and *Hoover vacuum cleaners*—all of which are still in use (even if the original company has been sold or absorbed into a larger corporation).

Modern branding as we know it employs sophisticated focus groups combined with data from detailed linguistic and psychological analysis to come up with brand names that are meant to instill confidence and induce the public to buy. These targeted practices started just after the Second World War when a booming consumer market created a proliferation of new products from competing companies and made finding unique, memorable names a necessity.

Types of Brand Names

While some brands are still named for the people behind a product or service, others are created to give consumers a specific idea of what something is or how they might expect it to perform. For example, while ***Shell Oil*** has nothing to do with mollusks, a consumer who buys Hefty trash bags infers from the name they are getting a product that will be strong enough to do its intended job.

Likewise, when consumers purchase Mr. Clean, they know the purpose of the product is to eliminate dirt, or when they shop at Whole Foods, they have the expectation that the products they're buying will be healthier and more eco-friendly than those they'd find at grocery chains or box stores.

Other brand names do not identify a specific quality, but rather, evoke a concept or a feeling. Such names have a symbolic rather than literal meaning.

For example, ***Apple*** computers don't grow on trees and you can't eat them, and yet the name plays perfectly into the mental associations people make with apples.

While Apple founder Steve Jobs didn't go the focus-group route when naming the company (he told his biographer that he was on one of his "fruitarian diets," had recently visited an apple farm, and thought the name sounded "fun, spirited and not intimidating"), apples evoke connections as basic as simplicity and being good for you to more esoteric concepts, such the innovative scientific advances made by Sir Isaac Newton in his experiments with the laws of gravity.

The Evolution of Brand Names in Language

Two of the more interesting ways in which brand names make the transition from names that simply represent a company to becoming integrated into a language in a broader context have to do with their purpose and popularity.

In the facet of grammar known as open class words, language is constantly evolving as words are added or altered. The function of words, including brand names, can change over time. For example, Google in addition to being a search engine (a noun), is also a word that's come to mean what

people do while on that site, i.e., search (a verb): *"I'll Google it; He Googled it; I'm Googling it now."*

Other brand names have such strong consumer identification that they eventually supplant the goods or services they are identified with. When a brand name is in such common usage that it becomes generic, it's known as a proprietary eponym or generic trademark.

Two examples of this phenomenon are *Kleenex* and *Q-Tips*. When the majority of American consumers sneeze, they ask for a Kleenex, not a tissue; when they clean their ears, they want a Q-Tip, not a cotton swab. Other generic trademarks are Band-Aids, ChapStick, Roto-Rooter, and Velcro.

"Jacuzzi is a commercial brand, hot tub is the generic term; i.e., all Jacuzzis are hot tubs, but not all hot tubs are Jacuzzis."—Jim Parsons as Sheldon Cooper in *The Big Bang Theory*.

And finally, some brand names don't really mean anything at all. Kodak Camera Company founder George Eastman simply made up something he liked the sound of: "A trademark should be short, vigorous, incapable of being misspelled," Eastman famously explained. "The letter 'K' had been a favorite of mine. It seems a strong, incisive sort of letter. It became a question of trying out a great number of combinations of letters that made words starting and ending with 'K.'" *McDonald's* is a family name, *Adidas* was created from the inventor's name Adi Dassler, *Volvo* means "to roll" in Latin.

Packaging changes, advertising changes, products even change but brand names never change.

By Richard Nordquist

Ph.D., Rhetoric and English, University of Georgia [4]

Task 11. Grammar drill.

Explain the grammatical form of the underlined verbs in the text *About Brands* (Task 10).

Task 12. Find the following word - combinations in the text About Brands

внушать доверие; - побудить общественность покупать; - способствовать распространению новых продуктов; - поиск уникальных запоминающихся имен; быть достаточно сильным; экологически чистый; - буквальное значение; - фруктовая диета; - вызывать чувство единения; - инновационные научные достижения; - законы гравитации; - меняться с течением времени; - поисковая система; - вытеснять товар или сервис; - общее использование; - запатентованный эпоним

Task 13. Discuss the following questions in pairs:

1. Why are brand names important?
2. Name three different sources of brand names.
3. Do you think brands are important? Why?
4. Do you have a favorite brand? What is it and why do you like it?

Task 14. Can you guess where the following brand names came from? Match the brands in the box with the correct explanation below.

<i>Toyota</i>	<i>Chanel no.5.</i>	<i>Rolls Royce</i>	<i>Reebok*</i>	<i>Nike*</i>	<i>Nivea*</i>
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- a) From the Latin word meaning, ‘snow-white’.
- b) This was the fifth perfume made by the same company.
- c) Named after the Greek goddess of victory.
- d) Originally a Japanese family name Toyoda.
The inventors changed one letter to make it easier to pronounce overseas.
- e) Named after an African gazelle.
- f) The family names of two men, one a motor - enthusiast and the other an engineering genius.

reebok

(афр.) –
газель

Nika (греч.) –
Ника богиня
победы

nivea (лат.) -
белоснежный

Task 15. Make up a mini presentation. In pairs invent a new product and give it a name.

A. Think about the following points:

1. What is special or unusual about your product?
2. Why would people want to use or buy it?
3. How does the name relate to the product?

Once you have chosen the name for your product prepare a short oral presentation to give to the rest of the class.

In your presentation you should describe your product and explain how and why you chose its name. Both of you should speak in the presentation.

*** Here are some useful phrases that may help you with your presentation:**

- We would like to introduce our new product...
- We chose the name... because...
- You can use it to...

B. If you can't think of any ideas for a new product, then use one of these ideas:

1. A thick slimy green jelly soda drink
2. A flying schoolbag that you can control by remote control
3. An alarm clock that switches off when you shout at it
4. A television computer
5. A digital watch with a built in mobile phone and mini-computer
6. A new digital homework personal organizer
7. A new high speed flying carpet [5]



LESSON 3

Spoken themes: Advertisements. Shopping and Service

Task 1. Translate the following words. Find Russian synonyms to each word. Use a dictionary.

E.g. communication – коммуникация, связь, сообщение, общение

-communication, - sponsor, - company, - product, -service, -idea, - modern,- effective, -campaign, -popular, - form, - method, -to utilize, - major, -decade, -specific, -location, -expertise, -strategy, -personalize, - laptop, -international, - combination

Task 2. Learn the following words and word- combinations:

Vocabulary list:

advertising – реклама, рекламирование

message – сообщение

slogan – лозунг, девиз, призыв

source – источник

to some extent – в некоторой степени

covert – скрытый, тайный, завуалированный

one by one – по одному

Task 3. Grammar drill.

Here are some words connected with the theme Advertising. Arrange the following words into three columns according to the parts of speech. Read and translate them. Mind the pronunciation of the words. Point out the forms of their formation. See App 22.

The Verbs	The Nouns	The Adjectives & the Adverbs
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-effective, - catchphrase,- possibly, - disadvantage, - exponentially, - website, - surpass, - technical, - available, - international, - attraction, - advertiser, - streaming, -infomercial, - specially, - awareness, - intimation, - ensure, - placement, - replaced- quietly, -effectiveness, - humorous, - increasingly, - broadcast, - mostly, - audible, - ineffective, - follower, - decreasing, - explosion, - backseat, - displayed

Task 4. Grammar drill.

Translate the following verbs. Find out what verb is regular or irregular. Give 3 forms of the irregular verbs.

-to promote,- to sell, - to devise, -to involve, - to expand,- to convey, - to click, - to require, - to search, - to get, - to suggest, - to come, - to cost, - to skip, - to ensure, - to subscribe, - to consist, - to print

Task 5. Read the text A 10 Types of Advertising. Translate it.

A. Advertising is a form of communication that is sponsored and has a message promoting or selling or trying to sell a product or service or an idea. It is classified as a form of marketing communication.

Thomas J. Barratt is known as the father of modern advertising. A guest in London he was working for *Pears Soap Company*. He devised an effective advertising campaign for the product which involves the use of images slogans phrases and catchphrases possibly the first time.

One of the slogans ***“Good Morning! Have you used Pears’ soap?”*** was very popular in its day. Since then advertisement has expanded and grown exponentially. Today there are different forms and methods of advertisement which are utilized by marketers to promote or sell their product or service. Let’s take a look one by one.

10 Types of Advertising

1) Online Advertising

On-line advertising or digital advertising is a form of a message which is conveyed via the Internet. For every website ads are a major source of revenue. Advertising online has become very popular in the last decade and has surpassed the expectations of most of the advertising experts. 60% revenue of Google is generated from ads and the same goes for Facebook.

Online advertising has become so effective that a particular ad can be targeted to a specific person of specific age of a specific location on a specific time. In terms of pricing advertising on-line is very cheap compared to all other forms of advertising.

The major disadvantage of on-line advertising is at times people do not click on the ads and the message does not reach the targeted audience. Also setting up online and requires technical expertise which may not be possible for everyone. ***Digital Advertising and Online Advertising is one of the fastest growing Types of Advertising.***

Ads on Youtube, Facebook Ads, Ads displayed on Google search results page are an example of Online Advertising.

a) SMS advertising

SMS marketing is the major source of mobile advertising. Users are informed about the product or service in 160 or fewer characters. This was when the Internet was not available on mobile phones. Once mobile phones got access to Internet all Internet advertising flowed to mobile and experts suggest that mobile advertising will be the only major advertising strategy for almost every company in near future.

The difference between online ads and mobile advertising is that online ads can be accessed from any device like computer or laptops. Mobile advertising is only via mobile.

2) Television Ads

About a decade ago television was the most popular form of advertising. Such events like the international cricket games, Olympic Games have the top attractions for advertisers. To some extent, it still is effective for most advertisers due to the advent of online streaming of television on mobiles. Marketers have now moved from television to online as their preferred advertising medium.

An ***infomercial*** is a specially designed advertisement for information and awareness of the public. The term ***“infomercial”*** comes from the combination of words information and commercial. Ads of almost all products are shown on television. Although it is costly, **Television Ads** are still one of the best types of advertising and have the most fantastic reach for a large audience.

3) Ads in Theatres

The advertisements in movie theatres before all the movies start or during the intimation are called movie ads. These are one of the costliest forms of advertising since people cannot skip it change the channel or move away.

4) Product Placement

Product placement is called covert advertising wherein a product is quietly embedded in the entertainment media. Most of the times there is no mention of the product although the audience sees the product. Movies are the major places where product placement is done.

They could be a few TV shows where product placement has been used but the effectiveness is observed more in movies than TV shows.

Will Smith is seen playing with his Converse shoes in the movie *I Robot*. Several brands of beer are advertised in *How I met your Mother*. In popular shows like *Family Guy*, humorous advertisements are placed all over the TV show like *Red Bull*, *Sony*, *Apple*, *Microsoft*, *Samsung* and many more.

With so many people subscribing to *Netflix* and *Amazon prime*, Product placement is increasingly being used and is one of the popular types of advertising.

5) Radio

Radio advertisements are the ones that are broadcast it through radio waves and heard on radios all over the place. These mostly consist of audible advertisements or jingles. While some consider this to be an ineffective form of advertising there are still many followers listen to the radio every morning.

Advertisement for almost every product can be found on the radio. Every single feature or benefit of the product has to be explained on the radio, unlike other sources where the customer can see the product for inside.

6) Print Advertising

Printing is the slowly decreasing form of advertising. There were days before the evolution of television when printing was a major source of advertising and considered to be one of the most effective media. But since the explosion of television usage, print advertisements have taken a backseat.

The main disadvantage of print advertising is the shelf life of the ads. It is short. However, because its reach is solid, print advertising is one of the most expensive and most effective types of advertising.

Following are the few Print Types of Advertising:

A) Magazine advertising

These are also known as periodical advertisements in which weekly fortnightly or monthly magazines are used for advertising. Ads are printed in the corners or on the entire page of the magazine. Ads are categorized and segregated according to the magazine category for example business magazines will feature ads from *Rolex* watches, while entertainment magazines will feature ads from high branded apparels.

B) Brochures or handouts

Brochures are specific advertising materials used to promote a particular product usually given at a point of sale are handed out at different locations.

C) Newspaper advertising

Newspapers display a huge number of ads in them, right from matrimonial services to job hunt, to the notifications and circulars from the Governments. Newspapers were the extremely popular form of advertising in the early 20th century and to some extent it still is. But with the advent of the Internet and digital advertising newspapers have moved to tablet pcs and that is where the advertisements are now being displayed.

7) Outdoor advertising

Outdoor advertising consists of displaying large posters banners or hoardings with the advertisement. These are displayed on the side of the road, on the glass of large buildings, or on specifically targeted places that have huge inflow from the public. While earlier printed ads were used for outdoor advertising recently, they have been replaced by digital boards. These boards display the advertising without the hassle of getting ads printed.

8) Global Advertising

Google advertising is more of a strategy than the type of advertising but some have classified these as a separate type of advertising. In Global Advertising, a single Ad runs throughout all the countries where the

product is present, irrespective of the audience and their language. Apple ads are known to be the most effective global ads. They also are known for not endorsing any celebrities to promote the product. The ads are homogeneous and run through the entire world in the English.

9) Outdoor Blank Space Advertising

It is a newer form of advertising which ensures a large reach of audience. Occupying the empty spaces for advertisements is known as space advertising. Examples include the spaces of metros, buses, cabs, flight seats & movie theatre seats (where advertising is done on the removable seat covers) etc. Since a huge number of people use these facilities and they have a long shelf life, they have proved very effective.

10) E-mailers

While some have classified this under Internet advertising E-mailers have gained a separate category owing to the fact of personalization. The emails sent from companies have a personalized message including a personalized greeting makes

E-mailers are more effective than most of the forms of advertising. Companies work hard so that mail reaches the inbox of the customer rather than junk mail and thousands of dollars are spent to ensure that.

Task 6. Insert the proper words in the following sentences. Use the text A, Task 5.

1. Thomas J. Barratt is known as the father of
2. Today there are different forms and methods of ... which are utilized by ... to promote or sell their
3. Online advertising or ... advertising is a form of a message which is conveyed via the
4. Online advertising has become so ... that a particular ad can be targeted to a specific ... of specific ... of a specific ... on a specific... .
5. ... advertising is one of the fastest growing types of advertising.
6. Once ... got access to Internet all Internet advertising flowed to mobile.

7. The difference between online ads and mobile advertising is that online ads can be accessed from any device like ... or Mobile advertising is only via
8. An ... is a specially designed advertisement for information and awareness of the public.
9. Product placement is called ... advertising wherein a product is quietly embedded in the ... media.
10. Radio advertisements are the ones that are broadcast it through radio... and heard on ... all over the place.
11. ... is the slowly decreasing form of advertising.
12. Outdoor advertising consists of displaying large posters ... or ... with the advertisement.

Task 7. Grammar drill.

Explain the grammatical form of the underlined verbs in the text A (Task 5). Translate them in their context.

Task 8. Read the text B History of Classified Advertisement. Get the main idea.

The earliest known form of public notice is in 2000 BC when Ancient Egyptians carved public notices into steel. This was the earliest recorded form of outdoor advertising. The Egyptians also made use of papyrus to make wall posters and sales messages.

However, the form of classified advertisement which we know today was first recorded in 1704 when the first newspaper advertisement was placed in the Boston News-Letter, on the lookout for a buyer for an Oyster Bay, Long Island, and Estate.

Types of Classified Advertising

*1. Recruitment 2. Property 3. Obituary 4. Matrimonial 5. Business
6. Announcements 7. Education 8. Personal (birthday wishes, messages about personal achievements, season's greetings and etc) [6]*

Task 9. Read the text examples of some types of advertising and make up your own advertisement. Choose the type of advertising in the Task 8.

1. Advertisement text for travel agent. See App 5.

The advertisement sample above is about a product to sell. *Do you know what the product is? Yes it is about a travel agent service to New Zealand. I think one of you have ever been there. It is very wonderful, isn't it?*

2. Advertisement text about working at hotel. See App 5

The second text of advertisement is about training service. *Do you need a course to make you an hotelier? If yes, this is your first stage to reach your dream, managing and owning a hotel*

3. Advertisement text about apartment. See App 6

The third sample of advertisement above is selling a space. *It is an office suite. If one of you needs a new company office, this advertisement is what you are looking for.*

4. Advertisement text about a zoo. See App 6

The advertisement text above is about the coming of new animals in a zoo. *Yes when you need to spend you holiday with your younger brother and sister; you can go to Eric Worrell's reptile park, a famous zoo in Wyoming. [7]*

Task 10. See the App 7. Answer the following questions:

1. What is the connection between Salvador Dali and Chupa-Chups?
2. What year was the brand Chupa-Chups founded in?
3. What was the slogan of Chupa-Chups?
4. What commercials did the great artist star in?

*****See the video clips "Dali in some Commercials"**

Task 11. Translate the text into English. Use the prompts in the brackets.

*Реклама уже стала неотъемлемой частью нашей жизни и является не просто «двигателем торговли» (**engine of commerce**), но и настоящим искусством. Несомненно, любая реклама преследует одну цель – убедить потребителя (**persuade a consumer**) покупать больше, больше и больше! Брендан Биэн (Brendan Behan) однажды сказал, что плохой рекламы не бывает (**There is no such thing as bad publicity**).*

Начнем со значения слова «реклама» в английском языке. Существует четыре понятия: **advertisement, commercial, infomercials и publicity.**

Наиболее популярной является реклама в средствах массовой информации (**mass media**), к которой относятся печатная реклама (**print advertising**) – реклама в газетах (**newspapers**), журналах (**magazines**), флайерах (**flyers**) и брошюрах (**brochures**). Реклама на телевидении (**TV commercials**) по-прежнему считается одним из самых эффективных форматов рекламы. Всем нам хорошо запоминаются музыка (**song or jingle**), которая используется в рекламных роликах (**ad video**). Популярность рекламы на радио (**radio ads**) немного угасла, тем не менее, многие средние и маленькие компании по-прежнему рекламируют свои товары и услуги как в эфире радиопрограмм (**on air**), так и online на сайтах радиостанций. Каждый из нас хорошо знаком с рекламой в Интернете (**Internet ads**), популярность и эффективность которой растет с каждым днем.

Кроме привычных способов рекламы в наши дни появились и новые. Одним из них является скрытая реклама (**covert advertising**), когда товары определенной торговой марки показывают в фильмах (**movies**), шоу (**TV show**) и во время спортивных мероприятий (**sport events**).

Несомненно, влияние рекламы на нашу жизнь (**advertis influence our life**) сложно переоценить, практически каждый человек хоть раз сталкивается с необходимостью поместить рекламу (**to place an advert**). [8]

Task 12. Shopping & Service.

A) Read the text and answer the questions:

Harrods is probably the most famous department store in the UK. It's over 150 years old and it has 330 departments on seven floors. On special days, about 300,000 customers come and spend their money in Harrods.

More than 5,000 people from over 50 different countries work for the store. However, the staffs are not just shop assistants. Harrods has its own

hairdresser's, doctor's, bank, fire brigade, and much more. A huge team of people clean and look after the store. This includes checking and changing the 11,500 bulbs on the outside of the building.

Harrods is famous for providing 'all things, for all people, everywhere'. Whatever you want, you can buy it at Harrods – from expensive jewellery and furniture, to paper and pens. Someone even bought a baby elephant called Gertie as a present for Ronald Reagan (one of the US presidents). However, many people come to Harrods just to look and not to buy and this can be a problem. Sometimes the doorman doesn't let people in because they are wearing the wrong kind of clothes! [9]

B) Answer the questions:

1. What does "all things, for all people, everywhere" mean?
2. What different kinds of jobs are mentioned?
3. Who was Gertie?
4. Why does the doorman stop some people going into Harrods?
5. What do these numbers refer to?
a) 150 b) 330 c) 5,000 d) 11,500
6. Would you like to visit Harrods? Why? / Why not?
7. Do you enjoy shopping? Why? / Why not?
8. What is the most famous shop in your country? Why is it famous?
What can you buy there?

Task 13. Learn the following words; write them down in your vocabulary.

Where can one find products and goods given in the box below; add some more goods and products.

chemist's/ pharmacy	fishmonger's
greengrocer's	DIY shop
stationary shop	bookshop
shoeshop	toyshop
grocer's	newsagent's
boutique	baker's
butcher's	florist's
department store	street market

aspirin	lamb	English-Russian dictionary	hammer	Lego blocks		
sandals	dress	sugar	chives	deodorant	notebook	wellingtons

flour pencil roses cod map apricots chicken scarf herring
newspaper flower pot teddy bear bread suntan lotion plaster
sleeping bag swimsuit backpack strawberry

Task 14. Learn the following words in the box below; write them down in your vocabulary. Answer the following questions; use the words in the box.

Where do you go if:

- a. *you've lost your passport abroad?*
- b. *you want to improve your appearance?*
- c. *you want to buy a house?*
- d. *you want to go on holiday to an exotic place?*
- e. *you want to make sure you won't have to pay if you need medical care abroad?*
- f. *you've been robbed?*
- g. *you need a visa?*

Airport/ plane bank dry cleaner's travel agency hairdresser's
beautician's fitness club restaurant language school job centre
library real estate agency insurance company hotel post office
police station embassy

Task 15. Read the following word – combinations, translate them; write down them in your vocabulary. Relate these activities to the places and institutions, given in the Tasks 12, 13.

- to get a discount; - try something on; - to get something at a reduced price; - to pay cash; - fasten your seat belt; - to go through security control; - to pay an excess luggage fee; - to get a fine for speeding; - to ask for an aisle seat; -to book a double room; - to fill in a form; -to ask for a wake-up call; -to give a tip; -to send a parcel; -to dye/ cut your hair; - to exchange dollars into pounds; - to pay by credit card; - remove a spot; -to get a massage; -to insure your car.

Task 16. Recall the funny or unusual situation associated with buying something or receiving any services. Write or tell your story.

Task 17. Discuss the following phenomenon in your group.

1. Aggressive advertising makes us buy a lot of things we would normally never buy.
2. Companies spend billions of dollars on advertising aimed at children. Why?
3. More and more shops, supermarkets and shopping centres are open on national holidays. Why? What is your attitude towards it?



Job - работа, как место или служба

Work - любой вид физической или умственной работы

LESSON 4

Spoken themes: Work. Resume (CV). Job Interview.

Task 1. Read the words given in the box below and answer the questions:

teacher lawyer dentist fire fighter nanny police officer
architect plumber fashion designer beautician secretary cleaner
scientist actor cook journalist vet farmer bodyguard guide
priest musician pilot librarian typist photographer nurse
interpreter lifeguard waiter shop assistant

1. What are the advantages and disadvantages of the following professions naming in the box?
2. Which professions can be said to be:
dangerous underpaid respected unskilled exciting unnecessary/ pointless
3. Which profession would you most/least like to do? Why?
4. What professions will not exist in the coming future? Why?

Task 2. Look at the A, B groups of words and match the verbs (1-7) with the nouns (a-h) in order to get the stable phrases. There may be several variants.

A.

1. apply for	a) part-time
2. take	b) a job
3. make	c) overtime
4. do	d) business
5. work	e) full-time
6. look for	f) a day off
7. go to	g) work
	h) a lot of money

B.

1. gain	a) shift work
2. go into	b) business
3. do	c) strike
4. go on	d) a living
5. take	e) experience
6. make	f) a profit
7. earn	g) leave
	h) manual work

Task 3. Read the dialogue between two businessmen. Translate the passages. Write down the highlighted words and word - combinations in your vocabulary.

Passage 1

B: - **Why work?** That's a-a very interesting question one which, uh, perhaps has a bit more complicated answer than you would at first think. I like to dichotomize the answer into-into two sections really: **intrinsic motivation** and **extrinsic motivation**. The obvious answer is **income**, uh, **to earn a living**, to, uh, **provide security** for your family, so on and so forth.

That's the obvious extrinsic motivation. But that doesn't come from within. I think there's a lot more to working than just the extrinsic motivation. For example, a lot of people whom work don't really need to. They could **be retired** at near full **salary** or on full salary. Uh, their

financial future is secure. So it's not any extrinsic motivation such as income that causes it. I think a lot of us are driven by intrinsic motivations to work. Uh, things such as a-a **feeling of accomplishment**, uh, **the desire to contribute to the world economy** in some productive way, or just a-a **general need to do something worthwhile** with one's time. Uh, it's also kind of humorous that, uh, you once in a while you bump into people who don't need to work, uh, but they do, they're compelled to, not by, uh, extrinsic, motivation, as I've mentioned but by, uh-uh, oh, such strange needs as **to get away from** one's wife, or to get out the house, get away from screaming children and so forth. So these things can all contribute to the, uh, **the rationale** for why we work.

Passage 2

G: - **Are men more ambitious than women**, do you think?

B:- Humm, that's a **tough** one. I-I, no, I don't think it's so. I think women are **ambitious**, you know. Let's take a woman who's not a **quote, unquote career** woman. (G: - Um, hum) Being a **housewife** is a pretty ambitious task. Getting married and **relegating yourself** to having children, that's a **tough job**. You know, my wife and I joke that when our children were born they didn't come with any instructions. What do we do? (G:- Right) – uh, that's a difficult job.

G:- Hasn't been given very high priority, you'd have to admit...

B:- That's unfortunate it hasn't. Uh, well, I think it's because it's not, uh, you're right. It's not given a lot of importance. But unfortunately for it, it is commonplace. (G:- Um, hum.) A lot of women are housewife. (G:-Yes.) And so it's nothing exceptional. (G-No.) But it's an important thing. And, uh, for a woman **to undertake** being a housewife and **to raise a family**..., uh, she's **embarking on** a tough career. And to do it right... And why does she do it? Well, she wants the children, she wants a feeling of accomplishment, and she likes someone around when she's sixty years old to see and talk to and has some dialogue with them. And to have a feeling that she has done something worthwhile in the world... I think. What's your opinion about that? I am interested to know.

G:- Yes, I think I agree. I would just like to ask you if you really think that a woman can be a total **success** as a mother, a total success as a wife with a

husband who has a professional **career** and, uh, has a career of her own. Is it possible, do you think? Have you seen many women who've **succeeded** in all three?

B:- I haven't seen one, who does all, perfectly.(G:- No.) I think, unfortunately that to spend eight or ten hours a day at work is tough on kids, especially if they're younger. Now as the kids get older and more independent, that becomes less of a problem.

G: - Yes. Right. I think it's a loaded question.

Passage 3

G: -Well, **why do you work?**

B: - I have no choice. I have **to make a living**; I 'm not **independently wealthy**.

G:- Okay, so your main motivation is just earning a living, ... to get money, money, money.

B:- Of course.

G: - **Survival** is the name of that game. (Laughter) But how do you associate earning a living with, for example, the interest that you have in your job? I mean, do you think it's possible to work, um, without being interested in what you're doing?

B:- As somebody said, sometimes you're forced to earn a living whether you like the job or not. As you go on, and you have more, uh, as you **mature**, as you have more **experience**, and get better jobs, you can choose your job, and when you choose your job, and then of course you enjoy making a living.

G:- But I earn a living **to support my family**, because I **am very keen on** my wife and child. [10]

Task 4. Answer the questions. Discuss in your group.

1. *What are intrinsic and extrinsic motivations? Give examples.*
2. *Why do people/ you work?*
3. *Are men more ambitious than women? What do you think?*
4. *Do you think it's possible to work without being interested in what you're doing?*

5. *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? Can you think of other reasons?*
6. *Why do so many people in the modern world become workaholics? Could it be called a disease?*
7. *Is having a happy family and personal life more important than a successful career? Why?*
8. *Is there a relationship between the education / qualifications you have and the money you earn?*
9. *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?*
10. *Should retirement be made compulsory for everyone at the age of 60? Have you any arguments?*

Task 5. Read the following words. Translate them in Russian. Put down the words into your vocabulary.

A. What is the difference in meaning between these words?

- | | |
|------------------------------|---------------------------------------|
| 1. an employer/ an employee | 2. an interviewer/ an interviewee |
| 3. an application form/ a CV | 4. experience / qualifications |
| 5. a salary/ a bonus | 6. a receptionist/ a secretary |
| 7. a company/ a factory | 8. a managing director/ a sales rep.* |

B. Choose the correct alternatives. Translate them in Russian.

1. Most of our *employers/employees* have been with the company since we started last year.
2. A good managing *director/ sales representative* knows how to listen to people and give them the products they need.
3. I'm afraid we need someone for this job with much more *experience/ qualifications*.
4. It's very important that a good *receptionist/ secretary* should be welcoming to visitors.
5. If we reach our sales targets, we will get a 20 percent *salary/ bonus*.

6. A good interviewer/ interviewee knows how to ask good questions to find out about people.
7. I must fill out the *application form/ CV* for that job at CoffeeCo.today.

C. Discuss these questions with a partner:

1. What qualities make a good interviewer/ secretary/salary rep./ managing director?
2. What is a typical salary in your country for a secretary/ a teacher?
3. Would you rather have a high salary and no bonus, or an average salary and possible bonuses?
4. When was the last time you were an interviewee? How did you feel?

Task 6. Read the advice How to Get That Job! Answer the questions below.

<p>Before the interview</p>	<ul style="list-style-type: none"> • Find out as much as you can about the company. • Think about questions which the interviewer might ask you. Plan how to answer them. • Dress smartly. • Don't be late. If you are very early, have a coffee in a local café and look at your notes. • Switch off your mobile and take two or three slow, deep breaths before you go in.
<p>During the interview</p>	<ul style="list-style-type: none"> • When you walk in, shake hands firmly with the interviewer, look in his eyes, and say 'Pleased to meet you'. • Answer the questions in a confident, firm voice. Don't speak too quietly, too quickly or be too hesitant. • Answer should not be one word or one sentence, but also should not be too long.

	<ul style="list-style-type: none"> • When answering questions, maintain eye contact with the interviewer. If there is more than one interviewer, give them equal attention. • Give clear, direct answers to questions. If you don't know something, say so. • Don't lie. • At the end of the interview, you might be asked: 'Are there any questions that you would like to ask us?' Make sure you have one or two good questions ready. • Above all, be positive and show enthusiasm for the job.
<p>After the interview</p>	<ul style="list-style-type: none"> • If you didn't answer a question well in the interview, don't be afraid to phone up soon afterwards and say something like: 'I don't think I explained myself very well in the interview. What I wanted to say was...' This will show enthusiasm and it will remind them of you.

[11]

1. What research do you need to do before the interview?
2. What kind of clothes should you wear to the interview?
3. What should you do if you arrive very early?
4. What should you do just before you enter the interview room?
5. What should you do and say when you meet the interviewer?
6. How long should your answers to questions be?
7. How should you answer questions?
8. Where should you look when you answer questions?
9. What should your general attitude in the interview be?
10. What should you do after the interview?

Task 7. Read the advice How to Get That Job once again. Discuss with your groupmates:

1. Do you disagree with any of the points? If so, which ones? Why?
2. Do you think you are good or bad at job interviews? Why?
3. Would you rather work for yourself or work in a company? Why?

Task 8. Read the examples of Questions & Answers at the interview. Put down new words into your vocabulary. What modal verbs are used in the questions? What do they express?

In English	In Russian
<i>-How are you today? Did you have any trouble finding us?</i>	— Как дела? Вы с трудом нас нашли?
-I'm fine! Thank you, and you?	- Спасибо! Я – хорошо. А Вы?
<i>-How would you describe yourself as a person?</i>	— Как бы вы сами себя описали?
<p>-I'm a perfectionist. I pay attention to all the details, and like to be sure that everything is just right.</p> <p>-I'm efficient and highly organized. This enables me to be as productive as possible on the job.</p> <p>-I'm a creative thinker. I like to explore alternative solutions to problems and have an open mind about what will work best.</p>	<p>-Я перфекционист. Обращаю внимание на все детали и мне нравится быть уверенным, что все идет по-плану.</p> <p>-Я продуктивен и дисциплинирован. Это помогает добиваться самых высоких результатов на работе.</p> <p>-Я изобретательный. Мне нравится находить альтернативные более эффективные решения к задачам.</p>

<p>-I enjoy solving problems, troubleshooting issues, and coming up with solutions in a timely manner.</p>	<p>- Мне нравится решать задачи и предлагать решения.</p>
<p><i>-What type of position are you looking for?</i></p>	<p>— <i>Какого типа должность вы ищете?</i></p>
<p>-I'm interested in an entry level (beginning) position.</p> <p>-I'm looking for a position in which I can use my experience.</p> <p>-I would like any position for which I qualify.</p>	<p>-Я заинтересован в должности начального уровня.</p> <p>-Я ищу должность, в которой я мог бы использовать свой опыт.</p> <p>-Мне подойдет любая должность, соответствующая моей квалификации.</p>
<p><i>- Are you interested in a full-time or part-time position?</i></p>	<p>— <i>Вам интересна работа на полную ставку или на частичную ставку?</i></p>
<p>-I am more interested in a full-time position. However, I would also consider a part-time position.</p>	<p>-Я больше заинтересован в работе на полной ставке. Однако, я бы рассмотрел также работу на неполную ставку.</p>
<p><i>-Can you tell me about your responsibilities at your last job?</i></p>	<p>— <i>Расскажите, пожалуйста, о своих обязанностях на последнем месте работы.</i></p>
<p>-I advised customers on financial matters. After I consulted the customer, I completed a customer inquiry form and catalogued the information in our database.</p>	<p>-Я консультировал клиентов по финансовым вопросам. После консультаций я заполнял опросную форму клиента и заносил информацию в каталог в нашей базе данных...</p>

<p><i>-What is your greatest strength?</i></p>	<p><i>– Каковы ваши самые сильные качества?</i></p>
<p>-I work well under pressure. When there is a deadline, I can focus on the task at hand (current project) and structure my work schedule well. ..</p> <p>-I am an excellent communicator. People trust me and come to me for advice. ..</p> <p>-I am a trouble shooter. When there was a problem at my last job, the manager would always ask me to solve it.</p> <p>-My time management skills are excellent. ---I'm organized and efficient...</p> <p>-I pride myself on my customer service skills and my ability to resolve what could be difficult situations.</p>	<p>-Я хорошо работаю в стрессовых ситуациях (под давлением). Если установлен крайний срок для выполнения задания, я хорошо организую свой план работ.</p> <p>-Я отлично лажу с людьми. Люди доверяют мне и приходят советоваться.</p> <p>-Я умею улаживать проблемы. Когда на моей предыдущей работе случались проблемы, руководитель всегда просил меня решить их. ...</p> <p>-У меня великолепные навыки управления временем. Я дисциплинирован и эффективен</p> <p>-Я горжусь своими навыками обслуживания клиентов и моей способностью решать сложные ситуации</p>
<p><i>-What is your greatest weakness?</i></p>	<p><i>– Каковы ваши самые большие слабости (недостатки)?</i></p>
<p>-When I'm working on a project, I don't want just to meet deadlines. Rather, I prefer to complete the project well ahead of schedule.</p>	<p>-Работая над проектом, мне не достаточно только уложиться в срок. Я предпочитаю выполнить задание досрочно.</p>

<p>-Being organized wasn't my strongest point, but I implemented a time management system that really helped my organization skills.</p>	<p>-Я не всегда был так отлично организован, поэтому я освоил систему управления временем, которая действительно помогла мне с моей дисциплиной.</p>
<p><i>-Why do you want to work for us?</i></p>	<p>– <i>Почему вы хотите работать у нас?</i></p>
<p>-After following your firm's progress for the last 3 years, I am convinced that you are becoming one of the market leaders and I would like to be part of the team.</p> <p>-I am impressed by the quality of your products. I am sure that I would be a convincing salesman because I truly believe that the ABC is the best product on the market today.</p>	<p>-Наблюдая за прогрессом вашей компании в течение последних 3-х лет, я пришел к мнению, что вы становитесь одним из лидеров рынка, и я хотел бы стать частью вашей команды.</p> <p>-На меня произвело впечатление качество вашей продукции. Я уверен, что буду убедительным продавцом, потому что искренне верю, что АБС – это лучший продукт на рынке сегодня.</p>
<p><i>-Why should we hire you?</i></p>	<p>— <i>Почему нам следует вас нанять?</i></p>
<p>-You should hire me because I'm not only qualified for this job due to my experiences, but also because of the positive attitudes that I have towards the tasks given to me.</p>	<p>-Вам следует меня нанять, не только потому, что я обладаю необходимой квалификацией и опытом, но еще и положительным отношением к делу, которое помогает мне выполнять полученные задания.</p>

<p>-Three reasons: I meet deadlines, I deliver on what I promised, and as a result I always make my managers to be proud of me.</p> <p>-I think I should be hired because I'm a hardworking, well-organized and responsible. I'm also effective.</p>	<p>-Вам следует нанять меня по трем причинам: Я всегда укладываюсь в сроки, достигаю обещанного, и позволяю моему руководителю гордиться мной.</p> <p>-Я считаю, что заслуживаю быть принятым, так как я трудолюбивый, хорошо организованный и ответственный.</p>
<p><i>-What can you contribute to the company?</i></p>	<p>— <i>Каким будет ваш вклад в компанию?</i></p>
<p>-I'm a hard worker with the experience to get things done efficiently.</p> <p>-I can contribute my organizational skills and my ability to work well in a group.</p> <p>-I have the experience, contacts, and knowledge to contribute to the rapid growth of this business.</p> <p>-I am experienced in the areas this company needs to grow, and my ability to plan ahead will help facilitate that growth.</p>	<p>-Я трудоголик с опытом и привычкой завершать дела с максимальной эффективностью.</p> <p>-Я готов привнести в компанию мои организаторские способности и мою способность хорошо работать в команде.</p> <p>-Я обладаю опытом, контактами и знаниями, которые позволят обеспечить стремительный рост этого бизнеса/компании.</p> <p>-Я обладаю опытом именно в тех областях, от которых зависит рост компании, и способностью планировать наперед, которая будет способствовать этому росту.</p>
<p><i>-Why did you leave your previous job?</i></p>	<p>— <i>По какой причине вы ушли с предыдущей работы?</i></p>

<p>-I am interested in a new challenge and an opportunity to use my technical skills and experience in a different capacity than I have in the past.</p> <p>-This position seemed like an excellent match for my skills and experience and I am not able to fully utilize them in my present job.</p> <p>-I am interested in a job with more responsibility, and I am very ready for a new challenge.</p>	<p>-Я заинтересован в новых задачах и возможности воспользоваться моими техническими навыками и опытом в другом объеме.</p> <p>-Данная должность идеально подходит для применения моих навыков и опыта в полном объеме, в отличие от моей нынешней работы.</p> <p>-Я заинтересован в работе с большей зоной ответственности, и я готов к новым вызовам и задачам.</p>
<p><i>-What motivates you most at work?</i></p>	<p>— <i>Что мотивирует /вдохновляет вас на работе?</i></p>
<p>-I want to excel and to be successful in my job, both for my own personal satisfaction and for my employer.</p>	<p>-Я хочу преуспеть и быть успешным в своей работе, как для своего внутреннего удовлетворения, так и работодателя.</p>
<p><i>-Where do you see yourself in 5 years?</i></p>	<p>– <i>Где вы видите себя через 5 лет?</i></p>
<p>-My goal right now is to find a position at a company where I can grow and take on new challenges over time. Ultimately, I'd like to assume more management responsibilities and get involved in product strategy. But most importantly, I want to work for an</p>	<p>- На данный момент, моя цель — найти именно ту должность и компанию, где я бы смог расти и постоянно принимать новый вызов. В конечном счете, я бы хотел больше ответственности по руководству людьми, а также, быть больше вовлеченным в</p>

organization where I can build a career.	стратегию разработки продукта. Но самое главное, я бы хотел работать на ту организацию, где бы я смог сделать карьеру.
<i>-Do you prefer to work independently or on a team?</i>	<i>— Вы предпочитаете работать самостоятельно или в команде?</i>
-I like working myself. But I love working in a team because one thing is for sure -gaining and sharing knowledge through experience. It is always said “Two heads are better than one”. Working as an individual, I can apply all that I have learned throughout the career. So I believe both have their importance and both are required to be successful in any field.	-Я люблю работать самостоятельно, но также, я предпочитаю командную работу, так как можно обмениваться знаниями и опытом. Как говорится, две головы лучше, чем одна. Работая индивидуально, в дальнейшем, я смогу применить приобретенные навыки. Поэтому, оба вида работы важны и требуют успешного выполнения.
<i>-When can you begin?</i>	<i>— Когда вы сможете приступить к работе?</i>
-Immediately.	-Немедленно.

[12]

Task 9. Read the examples of questions and give your own answers; work in pairs.

1. Student **A** is the interviewee. Student **B** is the interviewer.
2. Imagine that you want to get a job of an upbringing in a camp for children of 8-10 years old. Make up questions, which could be asked at your interview.

Task 10. Think what you should take for consideration when looking for a job; compare your answers with your groupmates' ones. Discuss them.

Use the criteria in order of importance:

- *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 quick promotion; -friendly boss and colleagues; -job security; - distance work.*

Task 11. Read the text Curriculum Vitae. Translate it. Write down new words in your vocabulary.

The curriculum vitae or CV is an account of an individual's educational background and previous work experience. Prospective employers can judge whether the skills, accomplishments and abilities described match their needs and organization goals. The CV should be clear to read and present an attractive image. It is important to highlight the features which will interest the reader. It should not be too long. Space left blank on the page makes it easy to read quickly. There are two main formats: the chronological and the functional. In both types there will be the same basic information (name, address, date of birth and civil status). When applying for a post abroad it is helpful to give the names of equivalent qualifications which can be easily understood by the reader. There may not be an equivalent qualification in some cases, so it is a good idea to describe the diploma obtained.

1. **A chronological CV.** This is the most familiar layout. It is possible to start from the present and work back in time (usual in the US) or begin at the start of one's career and work forward in time.
2. **A functional CV.** Here the content is organized into specific categories of abilities. It is useful if you have a short work record or previous jobs unrelated to current goals. It tells a potential employer what you can do.
3. When describing activities undertaken the following words are useful:

I was responsible for (initiating, planning, negotiating, achieving, implementing, and reviewing)



4. When stressing abilities, the following words and expressions are useful:

(creative, proficient, comprehensive, first-hand knowledge of, accurate, well-organized, efficient, well versed in, energetic, motivated, perform well under pressure, systematic, methodical, willing to take the initiative)

Task 12. CV- the Curriculum Vitae

Key points must be considered when writing your CV. Write down new words and word combinations in your vocabulary.

<p>1. Personal Information</p>	<p>Личная информация Напишите полностью свое имя, укажите адрес, телефон, электронный адрес.</p>
<p>2. Objective Краткий перечень наиболее употребительных слов:</p> <ul style="list-style-type: none"> • directed, led managed, supervised; • achieved, delivered, drove, generated, grew, increased, initiated, instituted and launched; • cut, decreased, reduced, slashed; • accelerated, created, developed, established, implemented, instituted, performed, pioneered, planned, produced, re-engineered, restructured, saved and transformed 	<p>Цель вашего устройства на данную должность</p> <p>В нескольких словах опишите работу, которой вы хотите заняться и причины, по которым вы считаете свою кандидатуру подходящей для нее.</p> <p>Представьте ваши самые важные достижения в данной области. Рекламируя себя с наилучшей стороны, показывая, в чем именно вы преуспели, вы будете выгодно отличаться от других претендентов на данную должность, просто перечислите свои способности. Рассказывая о себе, используйте больше прилагательных, это сделает</p>

<p>Избегайте таких клише, как: dynamic, people-oriented results-oriented self-motivated hands-on leader visionary</p>	<p>текст более ярким и иллюстративным.</p>
<p>3. Work Experience</p> 	<p>Опыт работы Начать нужно с вашего последнего места работы. Необходимо дать название компании, род ее деятельности, вашу должность. Рассказывая о вашем предыдущем опыте, не стесняйтесь упомянуть о своих достижениях. Перечисляйте места своей предыдущей работы в обратном хронологическом порядке, начиная с последнего. Не указывайте причин смены работы, это может выглядеть как оправдание или указать на ваши возможные недостатки.</p>
<p>4. Education and Training</p> 	<p>Образование Опишите когда, какое учебное заведение вы окончили, какую получили специальность. Не забудьте перечислить все дополнительные квалификации, стажировки, относящиеся к той должности, которую вы хотели бы получить.</p>

<p>1. Additional Skills Awards and Commendations</p> 	<p>Специальные навыки Награды и благодарности</p> <p>Дополнительная информация, такая как, уровень владения иностранными языками, умение работать с компьютером, наличие водительских прав и тому подобная, должна быть перечислена в данном пункте, если эта информация имеет отношение к вашим обязанностям в новой должности.</p>
<p>6.References</p>  <p>Последний пункт можно заменить фразой “ REFERENCES Available upon request.”</p>	<p>Рекомендации</p> <p>Обычно резюме заканчивается пунктом рекомендации, в котором нужно назвать несколько людей с предыдущей работы (желательно непосредственных начальников) с указанием должности, названием организации, контактным телефоном, электронным адресом, которые могли бы за вас поручиться. Выпускники вузов, не имеющие опыта работы, могут назвать в качестве поручителя заведующего кафедрой.</p>

[13]

Task 13. Read the example of CV. Get the main idea. Pay attention to the underlined words.



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термины

CV= Resume

идентичные

Energetic and motivating leader with proven ability to effectively manage both personnel and projects. Self-starter and strong independent worker. Excel at analyzing products and procedures to generate new ideas to improve efficiency and production quality. Highly adaptable to ever changing circumstances. Key member in any team developing and executing strategic business plans.

PROFESSIONAL EXPERIENCE

Uncomfortable, Inc., 2007- Present

Manager

Managed daily operations of a \$1 million foam insulation company.

Developed an effective marketing campaign and restructured product pricing/discounts resulting in an 80% bid acceptance rate.

- Implemented new bidding process utilizing Excel spreadsheets to formulate more accurate bids. Allowed for the tracking of individual job costs and provided feedback as to efficiency of crews with regards to material waste and labor hours.
- Trained and supervised work crews in more efficient product installation techniques that have reduced material waste by 20% and labor hours by 43%.

- Developed sales team's knowledge in the areas of building science and energy conservation in order to provide customers with the information to successfully plan for and utilize spray foam insulation.

United States Rescue Officer, 1995-2006

Manager, (2004- 2006)

- **Data Network Manager** - Managed command and control data network used to generate video representation of geographic area surrounding ship. Team consisted of 38 individuals from four departments.
- **Production Control Officer** - Coordinated the efforts of 135 personnel utilizing 37,000 man hours, completed 520 jobs totaling over \$4 million during 13 month refurbishment period.
- **Assistant Command Duty Officer** - Directed daily routine utilizing a duty section of 600 personnel from 12 different departments.

Instructor Pilot, (2001-2004)

- **Standardization Officer** - Administered, coordinated, and supervised flight and academic training for United States flight training program. Encompassed over 200 instructors and 600 students in five units.
- **Assistant Operations Officer** - Coordinated and supervised four Flight Commanders to insure pilot completion rates met quarterly and annual goals.
- **Flight Commander** - Managed and scheduled 11 instructor pilots and 38 flight students to complete primary and intermediate level flight training.

Instructor Pilot, (1998-2001)

- **Instructor** - Instructed junior pilots in all facets of large multi-engine aircraft operations to include crew resource management, emergency procedures, and basic flying skills.
- **Mission Commander** - Led, planned, managed, and executed assignments to maintain crew and aircraft at the highest levels of readiness.

- **Squadron Scheduler** - Scheduled daily flight operations in order to meet the individual training requirements of ten independently deployed crews consisting of 196 aircrew personnel.
- **Program Manager** – Managed and analyzed data that tracked and correlated flight hours expended as related to each individual’s qualifications. Reported the efficiency of squadron flight hours utilized to accomplish training objectives and identified inefficiencies in flight training as well as expired qualifications. Implementation of program allowed squadron to achieve the highest readiness levels at a reduced cost in flight hours.
- **Training Officer** - Developed and implemented monthly training plans for continuing professional education of all pilots assigned to squadron.

EDUCATION AND TRAINING

- **MBA** - Finance, Auburn University,
- **B.A. Business Economics** - University of Costa Rica
- **Aviator** - Advanced Flight Training, United States Flight Patrol
- **Integrated Project Team Course** - Project Management College, United States Flight Patrol

Selective courses in Building Construction, Construction Management, and Cost Estimating.

AWARDS AND COMMENDATIONS

- Navy Marine Corps Commendation Medal (2)
- Navy Marine Corps Achievement Medal
- Humanitarian Service Medal
- Global War on Terrorism Service Medal [14]

Task 14. Write your own CV. Use the recommendations in the Task 12 and the example in the Task 13.



LESSON 5

Spoken themes: Appearance. Dress-Code

Task 1. Read the following words, look up their pronunciation and stress in the Internet – translator. Write down them into your vocabulary. Add some more words which describe appearance of a person. Learn them.

Vocabulary list:

hair cut -	стрижка	hairdo -	прическа
fashioned -	старомодный	body -	тело
to take after smb. -	походить на кого-то		
to attract -	привлекать		
to look alike	быть -похожим с кем-то	attractive -	привлекательный
strong -	сильный	plump -	пухленький
make-up -	косметика, грим	features -	черты
brave -	смелый	innocent -	невинный
sloppy-	небрежный, неухоженный		
firm -	крепкий	droopy-	обвислый
sluggish-	дряблый	wrinkles-	морщины
борода-	борода	moustache-	усы
tall -	высокий	short -	невысокий
delicate -	утонченный		
predisposition -	предрасположенность	eyes -	глаза
nose -	нос	lips-	губы
full lips -	полные губы	thin lips-	тонкие губы
fair complexion-	белесое лицо	olive complexion -	смуглое лицо
complexion-	цвет лица	peaches and cream -	кровь с молоком
bone-structure-	овал лица	hair -	волосы
blond hair -	русые волосы	ash-blond hair -	пепельно-русые

brown hair- каштановые	grey hair - седые волосы
handsome - хорошенький	pretty - хорошенькая
neck - шея	long neck - длинная шея
posture - осанка	proud walk - горделивая походка
shoulders- плечи	broad shoulders- широкие плечи
waist - талия	well-groomed - хорошо ухоженный
legs - ноги	feet (foot) - ступни
arms - руки	wrists - кисти рук
fingers - пальцы на руках	fingernails- ногти на пальцах рук

Task 2.

A. You meet a person for the first time, which one or two of the following things about physical appearance do you tend to notice first? Russell Brunson offers you some results he has got in the public opinion polls of the County of Surrey in Great Britain. (**Year of 1999**)

Women meeting men notice	%	Men meeting women notice	%
1. How he is dressed	35	1. Figure, build	45
2. Eyes	30	2. Face	34
3. Figure, build	29	3. How she is dressed	29
4. Face	27	4. Smile	24
5. Smile	27	5. Eyes	22
6. Hair	16	6. Hair	16
7. Teeth	11	7. Legs	6
8. Height	8	8. Teeth	5
9. Hands	2	9. Height	3
10. Legs	-	10. Hands	1

B. Make up your own lists of priorities and compare them with those in the table. Do they coincide? What are your conclusions?

C. Which parts of the body can be described by the following adjectives?

*fair long broad curly thick straight blue slim dark pale grey
small red tall*

D. What famous people can be described by the following adjectives?

well-build good-looking overweight unattractive handsome middle-aged feminine fit elderly pretty muscular attractive beautiful skinny perfect

E. Modify adjectives

With positive adjectives	He's very / good-looking
With negative adjectives	She's really skinny He's a bit overweight.
With comparative adjectives	She's much/ more attractive than most She's a bit/ taller than average.

Task 3. Describe a famous person but don't tell his/her name. Let your groupmates guess who is described. Use the words from the boxes above.

Task 4. Make up a list of modern items of clothing. Work with a dictionary.

Pay attention to the following:

style	casual, formal, fashionable, smart, tight, loose etc.
items of clothing	jacket or jumper, skirt or trousers, trainers or slippers, shirt or T-shirt, cap or hat,
fabrics	cotton, wool, linen, silk, leather, lycra, etc.
patterns	plain, flowery, striped, checked etc.
colours	white, black, green, red, yellow, blue, brown, grey, etc.

B. Answer the following questions:

1. What do young people wear? Describe the items of clothing.
2. What clothes are fashionable nowadays? Describe the style.
3. Does fashion have an influence on the age? Give some examples.
4. Do you follow any particular style? Why? / Why not?

Task 5. Grammar drill.

Here are some words connected with the theme Dress Code at School. Arrange the following words into three columns according to the parts of speech. Point out the prefixes and suffixes of their formation. Read and translate them. Write down them in your vocabulary. See App 22.

The Verb	The Noun	The Adjective & the Adverb
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- dress-code; - strapless; - restriction; -low-cut; - distract; -well-intentioned; - self-objectify; - disorder; -self-worth; - legitimately; - enforce; -helpful; - self-image; - objectification; - inappropriate; - recontextualize; - conclusion;- hypersexuality; - desirable; - dehumanized; - mistreat; - inadequate; - band-aid; - implication; - misorgynistic; - empowerment; - complications; - relationship

Task 6. Read the article Translate it into Russian. What Do Dress Codes Say About Girls' Bodies? by Marinda Valenti.

“You’re not going out dressed like that!”

“What mother would let her child wear such a short skirt?”

Think about it: How often do we police girls’ bodies? Recent talk of school dress codes reveals that it happens an awful lot, and for some confused reasons.

After a New Jersey middle school banned strapless dresses from a school dance, more schools have been making headlines with various clothing bans and restrictions. Some of these bans focus on attire for dances while others target daily wear such as yoga pants and low-cut tops. All, however, focus only on girls’ clothing, and most of these restrictions are put in place to avoid “distracting” other students (i.e. the boys).

The concern for overly exposed young bodies may be well-intentioned. With society fetishizing girl sat younger and younger ages, girls are instructed to self-objectify and see themselves as sexual objects, something to be looked at. A laundry list of problems can come from obsessing over one’s appearance: eating disorders, depression, and low self-worth. Who wouldn’t want to spare her daughter from these struggles?

But these dress codes fall short of being legitimately helpful. What we fail to consider when enforcing restrictions on skirt-length and the tightness of pants is the girls themselves—not just their clothes, but their thoughts, emotions, budding sexuality and self-image.

Instead, these restrictions are executed with distracted boys in mind, casting girls as inherent sexual threats needing to be tamed. Dress restrictions in schools contribute to the very problem they aim to solve: the objectification of young girls. When you tell a girl what to wear (or force her to cover up with an oversized T-shirt), you control her body. When you control a girl's body—even if it is ostensibly for her “own good”—you take away her agency. You tell her that her body is not her own.

When you deem a girl's dress “inappropriate,” you're also telling her, “Because your body may distract boys, your body is inappropriate. Cover it up.” You recontextualize her body; she now exists through the male gaze.

Says Soraya Chemaly in *The Huffington Post*, “What is a girl supposed to think in the morning when she wakes up and tries to decide what to wear to school? They aren't idiots. The logical conclusion of the “distracting” issue is, “Will I turn someone on if I wear this?” Now who is doing the sexualizing? My daughters would never have thought these things without the help of their school.”

Suddenly, offensive hypersexuality isn't just something a girl sees in music videos or magazines: It's embodied in her, and her dress-coded school reminds her of that every day.

So what about those distracted young boys? Where do they come in? By barring particular outfits from school, dress codes help boys identify and objectify “inappropriate” girls and women. Girls who violate dress codes are violating rules, and girls who violate rules are bad. Desirable and sexy, but they don't necessarily deserve respect (even from other girls). Bad girls can be

And where respect is absent, objectification is easy. In her guide to self-objectification, Caroline Heldman explains how sexually objectified women are dehumanized and viewed as “less competent and worthy of empathy by both men and women.” Those who are dehumanized may

be mistreated and made to feel inadequate. And if poor self-image is linked with objectification, it isn't hard to see that this cycle feeds itself: Those who are objectified by others are treated as less than human, and in understanding themselves as less than human may self-objectify.

Asking girls to cover up is a Band-Aid solution to far more socially ingrained problems such as general misogyny and rape culture. As long as a girl or woman is always sexualized, it won't matter how much she covers up—she'll still be faulted for her inappropriate behavior.

It's unfair to expect a young girl to understand the full implications of her body-implications put in place by an all-too-often misogynistic society - and punish her for not knowing better. A girl needs empowerment, not more complications in her relationship with her body.

Jada Pinkett Smith had the right idea when asked why she would “let” her daughter Willow shave her head: “This is a world where women, girls are constantly reminded that they don't belong to themselves; that their bodies are not their own, nor their power, or self determination. I made a promise to endow my little girl with the power to always know that her body, spirit, and her mind are her domain. Willow cut her hair because her beauty, her value, her worth is not measured by the length of her hair; even little girls have the right to own themselves.” [15]

Task 7. Find the English equivalents of the following sentences below in the text above (Task 3)

- контролировать тело девочек; - школьный дресс-код; широко освещать в печати; - сделать мишенью повседневную одежду; - чтобы не отвлекать парней; - чрезмерно обнаженное молодое тело; - благие намерения; - рассматриваться как сексуальный объект; - подробный перечень проблем; - одержим своей внешностью; - расстройство пищевого поведения; - низкая самооценка; - не быть полезным; - усиливать ограничения; - собственный воображаемый образ; - сексуальная угроза; - решить саму проблему; - объективизация молодых девушек; - мужской взгляд; - логический вывод; - заслуживать уважение; - достойный сочувствия; - подвергаться жестокому обращению; - чувствовать себя неадекватным; - полный смысл своего тела

Task 8. Read the Comments of American Teenagers in the WWW. Translate their comments.

Noah says:

“I am a fourteen year old girl who has recently stopped going to school because I was getting fed up with the fact that they would force girls to cover everything and anything that was skin. Yes, you should at least have enough clothes on to cover your breasts and butt, but I believe that covering your shoulder because they show is crazy! It makes girls feel like they are not good enough to feel good about their bodies. I am glad that there are certain dress codes for schools. But seriously? Half of them are just plain crazy!”

Ellie says:

“if they wanna wear tank tops, let them, but don't let them wear belly tops or bras to school, no one wants to see that.” I think the issue is that plenty of people “want to see that”. It is becoming a huge control issue between the school, the girls, and the boys. The school is making stricter dress codes, because they believe the boys can't control their own thoughts and behavior. They believe that if the girls are more covered the boys will do better in school because they will be less “distracted”. This seems to be sending the girls mixed messages. One is that her body is bad and needs to be covered. The other is that she has control over others with what she wears.”

Le me says:

“Also to add to that, this is making the boys think that there thoughts cant be there own, i mean like in a girl and i understand that boys think some horrible things when other girls wear certain things, but seriously not all boys are like that! Teens can't be expected to not do something that the last generation did, you gotta live what you preach.”*

***gotta** = (have got to - сокращенная форма)- должен что-то сделать

Task 9. Grammar drill. See App 28.

A. Change the following sentences from Direct into Indirect Speech.

1. Noah says, *“I am a fourteen year old girl who has recently stopped going to school because I was getting fed up with the fact that they would force girls to cover everything and anything that was skin.”*
2. Ellie says, *“The school is making stricter dress codes, because they believe the boys can’t control their own thoughts and behavior. They believe that if the girls are more covered the boys will do better in school.”*
3. Le me says: *“Teens can’t be expected to not do something that the last generation did, you gotta* (have got to) live what you preach.”*

B. Express your attitude to the teens’ statements. Discuss with your groupmates. Use the phrases given in the box below.

Как не согласиться с чужим мнением	Как согласиться с чужим мнением
That may be true, but... I’m not sure I agree with you. You/ it can’t be serious. I can’t agree with you there.	That’s exactly what I think I couldn’t agree more. I agree entirely.

Task 10. Read the dialogue between two businessmen. Get the main idea of the passages.

Passage 1. About Women

G: - Bill, hum, I feel quite strongly about a woman being provocatively dressed especially if she’s at the reception desk of a large company. How do you feel about this?

B: - I think the foxier she looks the better. (G: - Oh, Bill!) The more provocative, the better within reason of course but –

G: - What about in the boardroom? Do you –

B:- Well, first let’s get back to the receptionist. I think that more sales people are going to call on the company if there’s a foxy-looking girl at the front desk.

G: - Doesn't look terribly serious. I think it deters from the seriousness of a company uh, -

B: - Perhaps it casts the company in some kind of a bad light?

G:- Yes. I don't think it's terribly serious.

B:- Not in extremes. But what's wrong with it? I don't see that there's anything wrong with it.

G:- So, you don't really mind if your secretary comes into the office in the morning with a very low-cut, uh, dress that really is more appropriate for a dinner engagement? If you are expecting clientèle to take your business seriously, you wouldn't wish to have a secretary not correctly dressed. And correctly dressed I call a skirt and blouse or something similar. No?

B:- I think that, uh, the secretary should be correctly dressed, yes. But I think that she certainly wants to look like, uh, a lady.

G:- Yes, I would agree. What about wearing trousers? Do you object to –

B:- In the United States, a woman's wearing pants, it's not a bad thing. There's pant suits, dress suits, slacks.

Passage 2. *About Men*

G:- What about men? Do you object if one of your people working in your company, comes in, dressed rather sloppy? I mean, how does this affect you?

B:- Well I don't like sloppy dress, but I think that we should not discuss dress in neat versus sloppy. Well, maybe that's one subject. But the first subject that I was going to address as opposed to neat versus sloppy is uh, conservative versus casual. (G:- Yes.) I don't see anything wrong with casual dress. (G:- Oh, no.) Uh, for example, if I'm going to have a business meeting or if a customer is going to call on me in the course of my business, I'll wear a suit and tie usually. If I happen to know this customer particularly well, I might, uh, dress in something open-collar. (G:- Yes.) Uh, if I'm going to uh, be, grinding out letters all day long or working on a a big report and I'm going to be hiding somewhere in the office and have all my calls screened and so forth, I may come in with, uh, much more casual clothes, uh, neat but casual.

G:- Yes, I don't think that we have to wear a suit and tie every day. But I don't think you can deny, Bill, that people are affected by people's dress, can you?

B:- Well, I don't deny, that. I think they are affected and that's why and now we get into the subject of sloppy dress. That implies something about the individual. If he's satisfied with a sloppy appearance, he probably is satisfied with sloppy work. And there's no place for sloppy work in the business world. (G:- No. I agree.) It's a wanted poster for the person. You can't have it. [16]

Task 11. Find the English equivalents of the following word-combinations below in the texts above. (see Task 10)

- *быть вызывающе одетым; - на стойке регистрации; - привлекательная девушка; - выглядеть слишком серьёзно; - в неприглядном свете; - в крайних случаях; - не особо возражать; - более подходящий для званных ужинов; - серьёзно относиться к делу; - не правильно одет; - ношение брюк; - существуют брючные костюмы; - возражать против чего-либо; - быть одетым довольно небрежно; - консервативный против повседневного; - деловая встреча; - обычно носить костюм и галстук; - знать клиента лично; - одеть что-то с открытым воротом; - быть повседневно аккуратно одетым; - нет места для небрежной работы в мире бизнеса; - рекламный плакат*

Task 12. Describe what you usually wear when you are -

a). going to the office b). going to the university c). at home d). going to the party

Justify your choice.

Task 13. Write an essay “My attitude towards dress-code at school” (for students/ for teachers.) Use the structure of essay writing. See App 2.



LESSON 6

Spoken themes: Character Traits and Charisma. Famous People

Task 1. Read the following words, look up their pronunciation and stress in the Internet – translator. Write down them into your vocabulary. Add some more words which describe character traits of a person. Learn them.

Vocabulary list:

character – характер

personality – личность, особенности характера

trait – черта характера

charm – обаяние

irresistible – неотразимый

beautiful – прекрасный

pride – гордость

self-confidence – уверенность в себе

to estimate – оценивать

self-esteem – самооценка

energetic – энергичный

financially secure – материально устроен

emotionally stable – эмоционально устойчив

dependent – зависимый

independent – независимый

kind – добрый

soul – душа

high moral standards – высокая нравственность

talented – талантливый

romantic nature – романтическая натура

sensitive – чувствительный

chatter-box – болтушка/ болтун

lazy-bones – лентяй

shallow – пустой
 cheerful – весёлый
 lost – растерянный
 split-personality – противоречивый характер
 calm – спокойный
 dreamer – мечтатель
 wise – мудрый
 educated – образованный
 shy – застенчивый
 brave – храбрый
 nervous – нервный
 mad – злой, сумасшедший
 upset – расстроенный
 practical type of mind – практический склад ума

Task 2. A. Translate the following personality traits into Russian. Find Russian synonyms of these words in the dictionary of Ozhegov S.M. and Schwedova N.U. See - <https://gufo.me/> [17]

- ambitious, -witty, -sharp-minded, -aggressive, -compassion, -altruist, -generous, - simple-hearted, - simple-minded, -low level, -intelligent, -awkward, - coward , - easy-going, - high-tempered, -offensive, -stubborn, - selfish, -stingy, - envious, -arrogant, -tactful, -sophisticated, - honest, - confident, -patient, -organized, -mean, -brave, -careful

B. Which words have positive or negative meaning in today's life. Put the personality traits in the appropriate columns.

Justify your answer.

Positive	Negative	Neutral
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Task 3. Match people's descriptions with their character traits. Use the appropriate word from Task 1 and 2.

1. I like to help people. _____
2. I help people even when it's dangerous for me. _____
3. I don't like working. I prefer to relax all day long. _____
3. I only think about myself. I don't care about others. _____
4. I always tell the truth and I don't steal or cheat. _____

5. I have a big imagination and I come up with new ideas all the time. _____
6. I often feel nervous talking in front of other people. _____
7. I tidy up my room every day and my clothes are always clean. _____
8. Nobody can change my mind; I don't listen to other people's arguments. _____
9. I never buy people expensive presents. _____
10. I go into politics in the hope that I would one day become famous. _____
11. I always concern for the sufferings or misfortunes of others. _____

Task 4. Read the statement of the British writer about First Impressions. Get the main idea.

A. William Hazlitt once said, "First Impressions are often the truest, as we find (not infrequently) to our cost, when we have been wheedled out of them by plausible professions or studied actions. A man's look is the work of years; it is stamped on his countenance by the events of his whole life, nay, more, by the hand of nature, and it is not to be got rid of easily."

The truth of the matter is that the first impression can actually play a pivotal role in the way a person perceives you or continue to perceive you in future.

B. Read the words and word-combinations in the boxes, translate them and insert them into the text below instead of Russian equivalents:

our character and personality	judge
have any clue	any knowledge
correct their mistake	waste a lot of time
to be able to correct	much caution
an exaggeration	the first impression
to make strong efforts	much emphasis

To say that (*первое впечатление*) is the last would perhaps be (*преувеличение*) because like everything else, one can actually (*исправить свои ошибки*). However, one will have (*приложить большие усилия*) and (*тратить много времени*), to be able (*исправить свои ошибки*) that they made in the first place. Thus, it is best that a person takes (*большая осторожность*) and lays (*большой акцент*) on making (*первое впечатление*) prim and proper.

When we meet someone, we have never met before; they do not have (*любая подсказка*) about who we are. Since they do not know us or have never met us before, they do not have absolutely any (*представления*) about the person that we are. So, they (*оценивать*) us on the basis of what they see and hear. Everything else becomes secondary. The things that we say, the way in which we act and everything that indicates anything about our personality lays the foundation on which the other person builds an idea about our (*характер и личности*).

Task 5. Discuss the following questions with your groupmates:

1. Why is the first impression so important?
2. How does the first impression play an important role in creating an impression that can last for a very long time or forever?

Task 6. Read the text Charisma. Get the main idea of it. Write down new words and word-combinations into your vocabulary.

It is common for people to struggle with a definition of ‘charisma’ in relation to communication and the social sciences. Ultimately charisma is the result of excellent communication and interpersonal skills, as these skills can be learned and developed - so developing your charisma is possible.

How to be Charismatic

Becoming charismatic involves paying careful attention to how you interact with other people; the traits that make up charisma are positive and appealing to others.

The charismatic person uses their skills to get people on their side, perhaps from a professional, ideological or social point of view. For these reasons charisma is often linked to leadership skills - being charismatic can be an important trait of a successful leader.

When asked to think about a charismatic person most people think about a public figure, like a politician, celebrity or successful leader. These people are charismatic and successful, due often to their charisma, but there are also many 'ordinary' people who possess a charismatic personality. The popular child at school, the staff in the restaurant who make the most tips, the popular person in the office who is friends with everybody.

Some people are more charismatic than others - we can recognize charisma but what makes it? This page explores some of the traits of the charismatic person and how such traits may be developed.

Being Charismatic Means:

Being Confident

Charismatic people are confident people – or at least have the ability to appear confident.

Being confident to communicate in a variety of situations, one-to-one, in groups and in front of audiences is a skill that many people struggle with. A charismatic person can not only appear confident in communication but they can also help others feel confidence too, thus aiding and enhancing the communication process. Charismatic people are confident in a positive way, without being boastful or egotistical.

Showing Optimism

As with confidence charismatic people are, or have the ability to appear, optimistic.

This means they try to see the best in other people, situations and events - they usually remain cheerful and 'bubbly'. Charismatic people have the capability to encourage others to see things as they do, thus they can enthuse and enable others to feel more optimistic.

Positive thinking and optimism can be powerful forces for successful negotiation and problem - solving.

Being an Emotional Player

The ability to appear confident and/or optimistic if you are not requires a certain amount of ‘acting’.

Although charismatic people are very good at showing their true emotions when this works to their best advantage, they are usually also good at masking or acting in a way that makes others believe what they see.

The analogy of a swimming swan is useful in this example, calm and serene on the surface but with a lot of hidden activity out of view to the casual observer.

Being Interesting and Interested

Charismatic people are both interesting, others want to listen to what they have to say, and interested, they want to listen to what others have to say.

Charismatic people are often good storytellers, with an engaging manner when speaking and explaining. They are able to communicate their message clearly and concisely, being serious and injecting humour where appropriate to keep their audience attentive and focused. When they are in one-on-one or small group situations, charismatic people will use open, relaxed, body language including lots of eye contact. They will watch for feedback from their audience and clarify their position accordingly. When in larger groups or making a presentation to others, body language will be more exaggerated in an attempt to include everybody.

Charismatic people are also interested in others. They are likely to ask open questions to help them understand the views, opinions and feelings of others and, because of their ability to make others feel at ease, will often get honest and heartfelt answers. The charismatic person can be empathetic and considerate towards others, remembering details from previous conversations and therefore gaining respect and trust.

A sincere smile, maintaining eye contact, being polite and courteous is a very effective way of getting people on your side. People are much more likely to do things for you if they are treated well and you are nice to them.

Demonstrating Intelligence

Charismatic people often have expert knowledge in some area – they are able to explain complex topics in such a way that their audience understands, adapting their explanations according to the abilities, view point and expertise of those they are addressing. Expert knowledge also inspires the confidence and belief of others in the abilities of charismatic people.

Being Assertive

The power of charisma is the ability to make people want what you want or unite in a common cause.

This ability can be used for both good and bad causes, charismatic leaders may be able to influence and encourage their followers, to motivate people to do what they want. A charismatic confidence trickster may be able to use their skills to gain the trust and respect of their victims before ultimately extorting money or other valuables.

Charismatic people are assertive but usually in subtle ways, they can persuade through their words, encourage with their optimism and confidence and be assertive by utilizing their understanding of emotions, both theirs and those of other people.

Maintaining Attention to Detail

Charisma is all about attention to detail and the detail of how interpersonal interaction takes place.

Being charismatic involves communicating dynamically, with passion and enthusiasm whilst displaying positive body language. It involves thinking positively, having optimism and self-confidence, it's being persuasive and building the respect and trust of others.

We can all learn to be more charismatic by developing our interpersonal skills through understanding and practice. Remember, however charismatic you are - you can't please all of the people all of the time. [18]

Task 7. Continue the sentences. Use the text above (Task 6).

1. Charisma is the result of excellent communication and interpersonal skills, as these skills can

2. Becoming charismatic involves paying careful attention to how
....
3. The traits that make up charisma are
4. The charismatic person uses their
5. Being charismatic can be an important trait of
6. Charismatic people are confident in a positive way, without
7. Charismatic people have the capability to encourage others to see things as they do, thus they can
8. Charismatic people are usually good at masking or acting in a way that makes others
9. The charismatic person can be empathetic and considerate towards others, remembering
10. A sincere smile, maintaining eye contact, being polite and courteous is a very
11. Expert knowledge also inspires the confidence and belief of others in the abilities of
12. The power of charisma is the ability to make people want what
...
13. Being charismatic involves communicating dynamically, with passion and enthusiasm whilst
14. Remember, however charismatic you are - you can't

Task 8. Make up questions to the text Charisma. Work in pairs.

Task 9. Guess the meaning of the following words without using a dictionary.

Give Russian synonyms to them. Use a dictionary.

- *personal, - career, -financial, -positive, -information, - idea, - situation, -control, -intelligence, -contacts, -extraordinary, - conditions, -reserves, -potential, -plan, -action, -formula, -expert, - tragedy, -author, -systems, - to program, -automatically, -effect, - front, -limits, -mental, -stop, -commentary, to start*

Task 10. Read the text How To Be Successful In Life. Write down the highlighted words into your vocabulary, translate them, and mark the stress.

I think you'll agree with me when I say:

Some people spend their entire lives wondering how **to be successful** in life, but never figure it out.

Would you **be surprised** to find out that the secret really comes down to four key areas?

Well, it does.

You see, personal success is **achievable** for anyone who practices the four areas – or keys to success as I call them.

Over and over, I have found that the keys to success are a single piece of information, a single idea at the right time that can change your life in the right situation. I have also learned that the great truths are simple.

If you can follow these tips, you will be able **to take control of your life** and **achieve your goals**.

We All Have One Common Goal

Luckily for most of us, personal success is not **a matter of background, intelligence, or native ability**. It's not our family, friends, or contacts who enable us **to do extraordinary things**. Instead, the keys to success in life are our ability to get the very best out of ourselves under almost **all conditions and circumstances**. It is your ability to adapt and change your life.

You have within you, right now, deep reserves of potential and ability that, if properly harnessed and channeled, will enable you **to accomplish extraordinary things with your life**.

The Four Keys to Success

The great keys to success to change your life have always been the same.

1. Decide exactly what you want and where you want to go.
2. Set **a deadline** and make a plan to get there. (Remember, a goal is just a dream with a deadline.)
3. Take action on your plan; do something every day to move toward your goal.

4. Resolve **in advance** that you will persist until you succeed, that you will never, ever give up.

This formula is your key to success and has worked for almost everyone who has ever tried it. It will require the very most you can give and the best qualities you can develop. In developing and following these keys to personal success, you will evolve and grow to become an extraordinary person.

Learn How to Be Successful From the Experts to Change Your Life

You will not live long enough **to figure it all out** for yourself. And what a waste it would be to try, when you can learn from others who have gone before. In one of many great quotes, *Ben Franklin said, "Men can either buy their wisdom or they can borrow it from others. The great tragedy is that most men prefer to buy it, to pay full price in terms of time and treasure."*

Your greatest goal in life and in personal success should be to acquire as many of them as possible and then use them to help you do the things you want to do and become the person you want to become.

For example:

If you want to learn how to write a book, you can follow a step-by-step process created by a bestselling author. Learn from their mistakes and benefit from their systems by following their guide to writing a book. It will save you time in the end!

Program Yourself for Personal Success

You will change your life by achieving just one important goal, you **create a pattern, a template** for personal success in your **subconscious mind**. You will change your life and be automatically directed, and driven toward repeating that success in other things that you attempt.

This is the best way to get your life back in order.

By overcoming adversity and achieving one great goal in any area, you will program yourself for success in other areas as well. In other words, you learn to succeed by succeeding. The more you achieve, the more you can achieve. Each of the keys to success, especially the first one, builds your confidence and belief that you will be successful next time and achieve **ultimate personal success**.

Try to **leverage** your momentum from an achievement in your personal success to reach a goal in your career or at school. Eventually, you will create a **synergistic** effect and find that success comes easier on all fronts.

Unlimited Potential

The only real limits on what you can do, have, or be are **self-imposed**. Once you make a clear, **unequivocal decision** to change your life by casting off all your mental limitations and throw your whole heart into the accomplishment of some great goal, you o you want to start achieving any goal you can imagine? Success is goals, everything else is commentary, and it all starts with my *14-Step Goal-Setting Guide* (by **Brian Tracy**) [19]
*** *About Brian Tracy — Brian is recognized as the top sales training and personal success authority in the world today. He has authored more than 60 books and has produced more than 500 audio and video learning programs on sales, management, business success and personal development, including worldwide bestseller The Psychology of Achievement. Brian's goal is to help you achieve your personal and business goals faster and easier than you ever imagined. You can follow him on:*

Google+, Twitter, Facebook, Pinterest, LinkedIn and Youtube.

Task 11. Discuss in your group the following statements:

- 1. Everyone wants personal success and to learn the keys to success.*
- 2. Everyone wants to have a happy, healthy life, do meaningful work, enjoy a career, and achieve financial independence.*
- 3. Everyone wants to make a difference in the world, to be significant, to have a positive impact on those around him or her.*
- 4. Everyone wants to do something wonderful with his or her life.*
- 5. Do you agree with the statement of Ben Franklin? Justify your answer.*

“Men can either buy their wisdom or they can borrow it from others. The great tragedy is that most men prefer to buy it, to pay full price in terms of time and treasure.”

Task 12. Read the text 7 Habits of Successful People That Will Make You Feel Unstoppable

Many people wonder how they can become highly successful, not realizing that they hold within them everything they need to achieve all of the success they desire.

Successful people are where they are today because of their habits. Habits determine 95% of a person's behavior.

Everything that you are having today, and everything that you will ever accomplish, is determined by the quality of the habits that you form.

By creating good habits and adopting a positive behavior, you too can become successful and live a prosperous life.

These 7 Success Habits Are Good Predictors of Greatness

For thousands of years, success in human life has been studied by great thinkers and philosophers. I have personally studied the subject for more than 30 years. What I have found is that the very best people have developed good habits.

I have identified seven valuable habits that you need to develop if you want to perform at your very maximum in everything you do.

1) *They Are Goal-Oriented*

The first habit is to become goal-oriented.

You need to be a habitual goal setter, and dedicate yourself to working from clear, written goals every day of your life, forming daily habits. All highly successful people are intensely goal oriented. They know exactly what they want, they have it written down, they have written plans to accomplish it, and they both review and work on their plans as a daily routine.

2) *They Are Results Driven*

The second habit of highly successful people is being results driven. This is made up of two practices. The first is the practice of continuously learning so that you become better at what you do.

The second practice is that of time management. This means setting very clear priorities on what you do and then concentrating simple-mindedly on the most valuable use of your time.

All really successful people are intensely result-oriented.

3) They Are Action Oriented

The third major habit you need to develop is that of continually taking action.

This is really the most important habit for material success. It is the ability to get on with the job and get it done fast. It is your ability to develop and maintain a sense of urgency, and a bias for action. Fast tempo in whatever you do is essential to your success.

You need to overcome procrastination, push aside your fears and launch 100% toward the achievement of your most important goals. The combination of goal orientation, result orientation, and action orientation, in themselves, will virtually assure great success.

4) They Are People Oriented

The fourth habit you need is people orientation.

This is where you put relationships in the center of your life. This is your decision to cultivate within yourself the habits of patience, kindness, compassion, and understanding. Virtually all of your happiness in life will come from your ability to get along well with other people.

The good news is that you can become a wonderful human being in your relationships with others when you decide to.

As Aristotle said, the only way that you can learn any habit is by practicing it on a regular basis. The more you practice being a truly excellent person in your relationships with others, the more you will internalize those qualities and actually become that person.

Focusing on being more pleasant with the people in your life is a great technique to promote a positive thinking lifestyle .

5) They Are Health Conscious

The fifth habit that highly successful people develop is health consciousness.

This means that you must fastidiously watch your diet, and always eat the right foods in the right portions. You must exercise on a regular basis, continually using every muscle and joint of your body to keep it limber and fit. And finally, you must have good habits of rest and recreation that will enable you, in combination with diet and exercise, to live out your years in a healthy state.

Remember, your health is the most important single thing you have, and it is completely subject to the habits that you develop with regard to the way you live.

6) They Are Honest

The sixth habit is that of honesty and integrity.

In the final analysis, the character you develop as you go through life is more important than virtually anything else.

Honesty means that you practice the “reality principle” in everything you do. You are completely objective with yourself and with the world around you. You set very clear values for yourself and you organize yourself around your values. You develop a vision for yourself and then you live your life consistent with your highest ideals. You never compromise your integrity or peace of mind for anyone or anything.

This attitude of honesty is critical to your enjoying all of the other good habits that you are developing.

7) They Are Self-Disciplined

The seventh habit, and the one habit that guarantees all the others, is that of self-discipline.

Your ability to discipline yourself, to master yourself, to control yourself, is the most important single quality that you can develop as a person. The habit of self-discipline goes hand in hand with success in every area of life.

If you would like some help staying motivated during your journey to the life of your dreams then checkout these inspirational success quotes.

Every one of these habits, being goal oriented, results driven, action orientated, and people orientated, health conscious, honest and self-disciplined can be developed. You are where you are and what you are today because of your habits. Your habits have been developing, mostly accidentally, from the time you were an infant. Today you can take complete control over the shaping of your character and personality, and everything that happens to you in the future, by making the decision, right now, to find the definition of the habits that will lead you to great success. And when you develop the same good habits possessed by other successful people, you will enjoy having success in common. Your future will become unlimited. [20]

Task 13.

A. Write a summary of *The Seven Habits of Successful People*.

B. Give a full answer to the question:

What habits of successful people do you need to learn?

Task 14. Before reading the text about one of the famous persons - MADAME TUSSAUD work with the vocabulary.

Vocabulary list:

to move – переезжать

to make – создавать

wax models – восковые фигуры

entrepreneurial flair – предпринимательский талант

craft – ремесло

to sculpt – лепить

royal family – королевская семья

to be interested in – интересоваться чем-л.

fame – слава

glamour – привлекательность

to keep on top of all – быть в курсе всего

to happen – случаться

to be obliged to – быть обязанным

under sentence of death – приговоренный к смерти

victims – жертвы

guillotine- гильотина

populous – многолюдный

oppressor – угнетатель

value – ценность

to create – создавать

to exhibit – выставлять

evidence – свидетельство

to look like – выглядеть
to exhaust – истощать
to decide – решать
to settle – поселиться
to realize – осознавать
to fascinate – восхищаться
innovator – новатор
static – статичный, неподвижный
to breathe – дышать
poster – плакат
billboard – рекламный щит
retail company – компания розничной торговли

Task 15.

A. Read the text about Madame Tussaud

Marie Tussaud was born 1 December 1761 in Strasbourg, France.^[1] Her father, Joseph Grosholtz, was killed in the Seven Years' War just two months before Marie was born. When she was six years old, her mother, Anne-Marie Walder, took her to Bern, in Switzerland. There the family moved into the home of local doctor Philippe Curtius (1741–1794), for whom Anne-Marie acted as housekeeper. Curtius, whom Marie would call her uncle, was skilled in wax modeling. He initially used this talent to illustrate anatomy, but he later used it for portraits. Curtius taught Tussaud the art of wax modelling. She showed talent for the technique and began working for him as an artist. In 1777, she created her first wax figure, that of Voltaire. From 1780 until the Revolution in 1789, Tussaud created many of her most famous portraits of celebrities. [21]



Madame Tussaud at the age of 42

Madame Tussaud

- *was very good at advertising;*
- *quite an innovator, her models weren't just static;*
- *was an amazing business woman, mother, and entrepreneur;*
- *established her first permanent exhibition in Baker Street;*
- *made a self-portrait*

B. Read some memories about Madame Tussaud of her great-great-great-grandson and some statements of managers and sculptors of T's Studios:

“Quite soon afterwards she moved to Paris where she learnt her art of making wax models. Her entrepreneurial flair was the product that she crafted and sculpted and it was the very best that there was”. / *Kieran Lancini Archivist and External Relations Executive/*

“Very popular were the royal family of France at the time, Louis XVI and the young Marie Antoinette. Madam Tussaud was interested in fame; she was interested in glamour, in sensationalism.”

/ *Ben Lovett PR Manager, Madame Tussaud, London/*

“She liked to keep on top of all these things. For example, in her day she had an area where you could actually see the Royal Family sitting down to diner, ...where else would that happen?”

When the French Revolution came she was obliged under sentence of death herself to make models of the victims of the guillotine. Those models were then put on pikes and taken to the Place de la Concorde* and there the populous could see that the evil oppressor had been brought to his end.

The values that we have today that are the same that Madame Tussaud created all those years ago, that is listening to what our guests are asking us to create in terms of figures.

She realized that she had a product people were fascinated by, humans love to look at humans.

In 1802, Madame Tussaud decided to make a new life and go to England. She set up a travelling waxwork museum and she was on the road for 36 years of intensive hard work.

At one time, on the way to giving her exhibition in Ireland she was shipwrecked off the west coast of England and had to swim ashore, losing quite a lot of her objects and figures.

She was mostly travelling, so she would have to set something up every time or she would have had to find a room in wherever it was she was exhibiting. She would have been working in considerably more primitive conditions I guess; the lighting wouldn't have been as good.”

/ Stephen Mansfield, principle Sculptor, T's Studios/

“There weren't cameras; there wasn't any type of photographic evidence of what people look like. Madame Tussaud would have used contemporary busts or paintings for her reference.

I think that her traveling exhibition was certainly very exhausting and profitable.

Eventually it was decided with her children, Madame Tussaud and Sons Ltd., that she would settle in the Portman Rooms until the famous site in Baker Street was purchased and a purpose built exhibition was erected on that site which is there to this day.

Madame Tussaud was actually quite an innovator, her models weren't just static. Fairly recently we did a model of Britney Spears here which had a breathing chest and there was a lot of press coverage about it, but hundreds of years ago Madame Tussaud had a figure that breathed the same way ours does.”

/ Stephen Mansfield, principle Sculptor, T's Studios/

“Madame Tussaud was very good at advertising. She would circulate personally thousands of posters and billboards around the areas where her attraction was at that time. She would use omnibuses and public transport and they’d use the sort of language that big retail companies use today.

Madame Tussaud was an amazing business woman, mother, and entrepreneur: she had incredible bravery and vision and if ever there was a story for a Hollywood movie it should be Madame Tussaud.”

/ Ben Lovett PR Manager, Madame Tussaud, London/

In 1802, after the Treaty of Amiens, Tussaud went to London with her son Joseph, then four years old, to present her collection of portraits. She had accepted an invitation from Paul Philidor, a magic lantern and phantasmagoria pioneer, to exhibit her work alongside his show at the Lyceum Theatre. She did not fare particularly well financially, and left for Edinburgh in 1803.

As a result of the Napoleonic Wars, Tussaud was unable to return to France so she travelled with her collection throughout the British Isles. In 1822, she reunited with her other son, François, who joined her in the family business. Her husband remained in France and the two never saw each other again. In November, 1825 her touring exhibition was in the Wisbech Georgian theatre (now the Angles Theatre), having already been at Yarmouth, Norwich, King's Lynn and Bury St Edmunds. Entrance was 1s. In 1835, after 33 years touring Britain, she established her first permanent exhibition in Baker Street, on the upper floor of the "Baker Street Bazaar". In 1838, she wrote her memoirs. In 1842, she made a self-portrait which is now on display at the entrance of her museum. Some of the sculptures done by Tussaud herself still exist.

She died in her sleep in London on 16 April 1850 at the age of 88. There is a memorial tablet to Madame Marie Tussaud on the right side of the nave of St. Mary's Roman Catholic Church, Cadogan Street, London. [22]

B. Answer the main question: *WHO IS MADAME TUSSAUD?*

Task 16. Grammar drill.

Explain grammatical meaning of the underlined word-combinations in the text B, Task 13. Translate the sentences with these word-combinations.



LESSON 7

Spoken themes: Telephone Calls. Business Correspondence

Task 1. Read the following phrases How to Speak on the Phone. Translate and learn them.

	Как начать телефонный разговор
Hello,(this is) Mary Smith speaking.	-
Can I speak to Steven Jones, speaking?	-
I'd like to speak to Steven Jones, please.	-
	Как попросить оставаться на линии
Hang on, I'll see if he's in.	-
Just a minute. I'll connect you.	-
Hold on a sec. I'll put you through.	-
Hold on, please. / Hold on while I find a pen.	-
	Как сообщить, что позвать кого-л. к телефону в данный момент невозможно
He's out, I'm afraid.	-
I'm afraid he's not available at the moment.	-
Can you call back this afternoon?	-
He'll call you back as soon as he comes in.	-

	Как оставить сообщение
Could I leave a message?	-
Do you think you could take a message?	-
Would you like to leave a message?	-
Can I take a message?	-
No, thank you. I'll call back later.	-

[24]

Task 2. Match the statements (1-5) with the statements (a-e) in the box below to get mini dialogues.

1. Could you take a message, please?
2. Can you call again later?
3. Hello
4. Can I speak to Olga, please?
5. I'm afraid he's not in at the moment.

a. Hello, Peter Clark speaking.	d. Yes, of course. I'll just get a pen.
b. Could I call later then?	e. Well. I'm afraid I'll be very busy all day.
c. Just a minute. I'll call him.	

Task 3. Fill in the gaps in the dialogues to make them complete.

1. A. Hello. _____
 Could I speak to Mary?
 B. _____
 How are you?
 A. _____
 B. I am fine, too.

2. C. Hello, this is Paul Jones speaking.

 D. I'm afraid he's out.

C. No, thank you, it's a personal call.

D. In about two hours, I think. And he'll be in the office all day.

Task 4. Answer the following questions. There may be several answers.

1. Can I speak to Tom, please?
2. Would you like to leave a message?
3. When will she be back?
4. Can I help you?
5. Is that 876 45 73?
6. Who's calling, please?
7. Can I have your name, please?
8. Could I have a message?

Task 5. Work in pairs. Make up dialogues and play them in roles.

1. A-student is calling a hotel in London to book a room for yourself. The receptionist answers the phone. (B-student -Mr.Smith is a receptionist)

Use the prompts: single room – одноместный номер;
double – room – двухместный номер;
room with a bath – номер с ванной
room with a shower – номер с душем
restaurant – ресторан
coffee shop – кафе
car park – стоянка машин
cable television – кабельное телевидение
credit cards accepted – возможна оплата кредитной картой

2. A-student is calling a taxi company to order a taxi for a specific time tomorrow. The taxi operator answers the call. (B-student – a taxi operator)

Task 6. Read the text Business Letter Writing. Write down new words into your vocabulary. Translate the text.

Letter-writing is an essential part of business. The letter is often evidence of an arrangement or a contract, and must therefore be written with care; even the shortest and most usual of letters may have this importance. The need for thought in writing is clear when you realise that in speaking—either face-to-face or by telephone – the reaction to the spoken word can be seen or heard immediately, but reaction to a letter is not known until the answer is received.

When you have written a letter, read it through carefully; see that you have put in everything you intended, and have expressed it well; read it again, trying to put yourself in the place of the receiver, to find out what impression your letter will make.

It is obvious that what has been said above becomes even more important when you write a letter in a foreign language. Unless you know that particular language very well you are certain to translate some phrases from your own language literally; these phrases may then convey quite a different meaning from that intended. It is in any case impossible to translate all business phrases literally as each language has its own characteristic idiom.

A question frequently asked is: “How long should a good letter be?” The answer is: “As long as is necessary to say what has to be said.” The aim of the letter is to secure the interest of the reader, and his co-operation, the letter should begin with sentences that will introduce the matter without undue delay, and polite forms to help the introduction must not be too long. The letter should to continue with the subject itself and all the necessary information or arguments connected with it, but the wording must carry the reader along smoothly; jerky, over-short or disjointed sentences spoil the impression. The letter should have a suitable ending – one that is not long but makes the reader feel that his point of view is being considered. This is especially when sellers are writing to buyers.

A good vocabulary is necessary, both in your own and foreign language; repetition should be avoided as much as possible, except where the exact meaning does not allow any change of word.

Everyone has a characteristic way of writing, but it must be remembered that the subject of the routine business letter lacks variety and certain accepted phrases are in general use. This is of great help to the foreigner, who can rely on them to compose a letter that will be understood. Let us say, perhaps, that a routine business letter is like a train, running on a railway track, whereas other letters are like cars that must, of course, keep to the road but are otherwise given greater freedom of movement than a train.

The writer must remember that simplicity of word and phrase usually gives the impression of sincerity. Also a style of writing which is natural to the writer carries his personality to the reader.

The growing use of phones and Internet is reducing correspondence in this age when, as never before, “time is money” and business letters might seem to be out-of-date and unnecessary. But still, in many cases business letters are as important nowadays as they used to be twenty, thirty and even forty years ago. Letter-writing remains an essential part of business. In spite of telephone, fax, and Internet communication the writing letters continues to be important.

Business letters are usually typed on notepaper bearing a specially designed heading which provides the reader of the letter with essential information about the organization sending it. Normally the heading will include the company's name and address, its telephone numbers and e-mail, the type of business it is engaged in, its telex code, and in many cases the names of the directors. It is becoming increasingly common for firms to print an emblem or trade-mark on their stationery. [23]

See an example App 3

Task 7. Grammar drill.

Explain the usage of the underlined modal verbs in the text by translation them into Russian.

Task 8. Read the text *The Parts of the Business Letter*. Write down new words into your vocabulary. Translate the text.

The parts of the business letter:

1. The heading. This has already been mentioned above in the text.

2. The reference. This is typed on the same line as the date, but on the left, and consists of the initials of the person who signs the letter. Sometimes other initials or figures are added, according to whatever may suit the filing system of the firm in question. It is usual to quote the reference initials of the addressee company in a reply.

3. The date. The form in which the date is written in a letter – 14 July, 2020 – is probably the simplest and clearest of all the current forms used in the English-speaking world, but there are alternative ways of writing the date, for example: July 14, 2020 (Americans put the name of the month first)

14th July, 2020 или July 14th 2020 Some firms still insist on a comma before the year, but others consider this unnecessary. It is important to note that the name of the city where the letter originates is not repeated before the date, although this is normally done on the Continent. Another practice widely used in Europe is to write the date in a highly abbreviated form – 12.7.19, for example – but this should not be done in letters written in English, since in Britain 12.7.19 means 12 July 2019, whereas in the U.S.A. it means December 7, 2019. It is obvious that the use of such forms could result in confusion. **See more App 4.**

4. The inside address. A few points concerning the name and address of the firm writing need to be made. Firstly, they are typed on the left, normally against the margin. The diagonal grading of the name and address is rare nowadays. Secondly, the use of Messrs (an abbreviated form of Messieurs, the French word for Gentlemen) should not be used in front of the name of a limited company, nor should it appear with the names of firms which indicate their line of business and do not consist of family names. It follows, therefore, that Messrs, will be used mostly when a partnership is being addressed, as in the example:

Messrs. Hamilton and Jacobs
257 High Holborn
London WC1 7GS

Note also that the number of the street in the address always precedes the name of the street, and that in the case of large towns and cities in the

United Kingdom the name of the county is not required. It is not necessary. However, when the firm addressed is situated in a smaller town, the county name is necessary, and it should be remembered that in Britain there are two Richmonds, one in Surrey and another in Yorkshire, and several Newports, for example.

5. The salutation. Below the address a double space at least is left and the words 'Dear Sirs' are typed. This is the usual salutation in British business letters addressed to a company rather than to an individual within the company. Very often a comma is typed after the salutation, but a number of firms are eliminating this, considering the spacing to fulfill the function of traditional punctuation. But there are no hard-and-fast 'rules'; every firm will have its own policy. In the U.S.A. the most common salutation is 'Gentlemen'. Note that the salutation is typed against the left-hand margin. When writing to an individual within the firm addressed, the salutation is 'Dear Sir' /'Dear Madam', or Dear Mr____, Dear Miss_____or 'Dear Ms___ if the addressee is addressed by name rather than by position. The use of the form Ms has become quite common. It originated in the US, and, like its 'male' equivalent Mr, it doesn't indicate whether the person addressed is married or unmarried.

6. The complimentary close. This is typed above the name of the firm sending the letter, and then a space is left for the signature. If the salutation is ' Dear Sirs' or 'Dear Sir', the complementary close will read 'Yours faithfully' or, less commonly, 'Yours truly'. If the correspondent is addressed by his or her name -'Dear Mr Brown', 'Dear Miss James', etc.- the complementary close will take the form 'Yours sincerely'.

Here are some examples:

Name and address	Salutation	Complimentary close
Southern Airways Ltd. 251 Oxford Street London W1 7TM	Dear Sirs Dear Sir/Madam	Yours faithfully (Yours truly)
Ms J.Faulkner British Firms Ltd. 3 Wardour St. London W 1 5JN	Dear Ms Faulkner	Yours sincerely

7. **The signature.** The name of the person signing the letter is typed below the space left for the signature, and is followed on the next line by his position in the company or by the name of the department he represents. Traditionally the complimentary close and signature have been typed in the middle of the page, but it is becoming more and more common for firms to place them against the left-hand margin.

If an enclosure accompanies the letter, this fact is indicated both in the text itself and by the word *Enclosure* (often reduced to *Enc.* or *Encl.*) typed against the left-hand margin some distance below the signature.

The subject matter of a letter is often indicated in **a subject line** which appears below the salutation. [24]

Task 9. Read the following phrases concerning the formal letter writing. Learn them.

1. Обращение

Dear Sirs, Dear Sir or Madam	(если вам не известно имя адресата) (если вам известно имя адресата; в том случае, когда вы не знаете семейное
Dear Mr, Mrs, Miss or Ms	положение женщины, следует писать Ms, грубой ошибкой является использование фразы “Mrs or Miss”)
Dear Frank,	(В обращении к знакомому человеку)

2. Вступление, предыдущее общение.

Thank you for your e-mail of (date)...	Спасибо за ваше письмо от (числа)
Further to your last e-mail...	Отвечая на ваше письмо...
I apologize for not getting in contact with you before now...	Я прошу прощения, что до сих пор не написал вам...
Thank you for your letter of the 5th of March.	Спасибо за ваше письмо от 5 Марта

With reference to your letter of 23rd March
Относительно вашего письма от 23 Марта

With reference to your advertisement in «The Times»
Относительно вашей рекламы в Таймс.

3. Указание причин написания письма

I am writing to enquire about Я пишу вам, чтобы узнать...

I am writing to apologize for Я пишу вам, чтобы извиниться за...

I am writing to confirm Я пишу вам, что бы подтвердить...

I am writing in connection with Я пишу вам в связи с ...

We would like to point out that... Мы хотели бы обратить ваше внимание на ...

4. Просьба

Could you possibly... Не могли бы вы...

I would be grateful if you could ... Я был бы признателен вам, если бы вы ...

I would like to receive Я бы хотел получить.....

Please could you send me... Не могли бы вы выслать мне...

5. Соглашение с условиями.

I would be delighted to ... Я был бы рад ...

I would be happy to Я был бы счастлив...

I would be glad to Я был бы рад...

6. Сообщение плохих новостей

Unfortunately ... К сожалению...

I am afraid that ... Боюсь, что...

I am sorry to inform you that Мне тяжело сообщать вам, но ...

We regret to inform you that... К сожалению, мы вынуждены сообщить вам о...

7. Приложение к письму дополнительных материалов

We are pleased to enclose ...	Мы с удовольствием вкладываем...
Attached you will find ...	В прикрепленном файле вы найдете...
We enclose ...	Мы прилагаем...
Please find attached (for e-mails)	Вы найдете прикрепленный файл...

8. Высказывание благодарности за проявленный интерес.

Thank you for your letter of	Спасибо за ваше письмо
Thank you for enquiring	Спасибо за проявленный интерес...
We would like to thank you for your letter of ...	Мы хотели бы поблагодарить вас за...

[25]

Task 10. Read the example of a formal letter. Translate it. Write down new words in your vocabulary. Mind the structure of formal letter writing.

You want to establish a local club for young people. You need some financial support from an international company which has its headquarters in your region. Write a letter to this company including the following information:

- explain what you are asking for;
- describe your experience in social activities;
- give reasons why such a club is necessary in your area;
- suggest the possible benefits of such a club

<p>Начало Официальное обращение</p>	<p><i>Dear Sir or Madam,</i></p>	<p>* Каждый абзац посвящен одной определенной информации</p>
<p>Первое предложение: причина, по которой вы пишете письмо</p>	<p>* <i>I am writing to apply for your support and financial assistance in establishing a local club for young people.</i></p>	
	<p>* <i>We are a group of students with experience in organizing social events such as the Protect Our Planet festival which is held every spring in our district. As a matter of fact, we are particularly concerned with the quality of life in our city.</i></p> <p>* <i>The problem is that at present the young people who live here do not have much to do. As a result, crime and vandalism are on the rise in the vicinity. We strongly believe that the club would distract young people from engaging in illegal activities by providing them with more purposeful ways of spending their time.</i></p> <p>* <i>Moreover, as your firm specializes in fashion for young people, the club members could help in promoting your products.</i></p>	<p>Слова-связки структурируют текст и облегчают понимание</p>

Типичные предложения, завершающие официальные письма	* <i>Thank you for considering our application and we look forward to hearing from you.</i>	Официальные выражения, нет кратких форм.
Конец письма: формула вежливости и полная подпись (имя и фамилия)	<i>Yours faithfully,</i> <i>Ann Ivanova</i>	

[26]

Task 11. Complete the formal letters. Translate Russian phrases into English ones. See Task 9.

A.

Dear Sir/Madam!
Разрешите пригласить вас на ежегодную конференцию, посвященную вопросам защиты окружающей среды, которая состоится в понедельник, 31 мая в 11:00.
Please find the detailed information in attached.
С уважением,
John Brown/...
Senior Specialist/....

B.

Dear Charles Milton,
Я хотел бы пригласить Вас на семинар, который я уверен, заинтересует Вас.

The 3D Technologies Seminar held at the Moscow Crocus Congress Centre on June 13 will feature lectures by several key programmers and designers in the field of 3D modeling, with topics including trilinear filtering, anti-aliasing and mipmapping.

Я прилагаю 3 билета для Вас. Я надеюсь, что Вы примете участие в семинаре, и я с нетерпением жду встречи с вами.

С уважением,

Igor Petrov ,
Managing Director Ltd. The company "Center"
Tel: +7 912 XXXXXXXX

C.

Mr Ken Smith
9034 Commerce Street
Detroit, Michigan
USA, 90345

Park Inn Hotel
7834 17th Street
Tampa, Florida

June 28, 2019

Уважаемый(ая) г-н /г-жа,

Я бы хотел забронировать одноместный номер в Вашем отеле с 1 по 10 августа. Не могли бы Вы сообщить мне стоимость за одну ночь, включая завтрак и ужин, если это возможно? У Вас есть доставка из аэропорта и услуга аренды автомобиля?

С нетерпением жду Вашего ответа,

С уважением,

Ken Smith

[27]

Task 12. Read the short messages. Translate them. Write down new words into your vocabulary.

A. Passing on a message

Dear Andreas!

Igor called me today. He's been delayed in Moscow so he'll miss the dinner today. Can you give him apologies, please?

Best regards,

Katya

B. Appreciation

Hi, Bill!

Just a quick note to say many thanks for sorting out the problems with the delivery. We really appreciate everything you have done!

All the best,

Ann

C. Responding to thanks

Ann,

Glad to hear that everything went well! Very happy to help you.

Bill

D. Invitation

Dear Mr. Brown!

We were interested to hear that you will be in Russia for International Conference and we would be very pleased if you could visit our university during your stay in Moscow.

Please let us know your availability and we will arrange a tour of our city.

Yours sincerely,

Mrs. Ivanova

Vice-president Communications

E. Replying to an invitation

Dear Mrs. Ivanova!

Thank you for the invitation to visit your University! I would be very interested in seeing your city and I will be available on 6th of May.

I look forward to your confirmation.

Yours sincerely,

Mr. Brown

F. Confirmation

Hi, John!

I confirm your visit to us on May 31 at 10:00. Just come to reception and ask for me. If you need to contact me please call on my mobile (+7-111-98-00).

See you on Friday!*/ I look forward to meeting you on Friday.

Regards,

Kevin

* Вариант «See you on Friday» является неформальным завершением письма. Более официальным является предложение «I look forward to meeting you on Friday».

G. Confirming a reservation

Dear Mr. Johnson!

I'm writing to confirm a reservation made by phone this morning for 2 single rooms in Savoy hotel on May, 26.

Could you please email us a booking confirmation?

Thank you!

Mrs. Sergeeva

Office Manager

[28]

Task 13. Compose your own formal letter.

The themes of the letter may be the following:

1. You are an international conference organizer at your school/ university. Come up with a topic for the conference. Invite the colleagues from London school/ university to this conference. Specify the conditions of accommodation, meals and transfer.
2. You have seen in Internet an advertisement of English language short-term study at Stay Campus London. Find out - visa, course, accommodation prices and details. (*term study from June till August*)

Use the prompts:

Address: Stay Campus London
18 Charcot Road,
London NW 5WU
United Kingdom
Tel.: 0044 XXX XXX

E-mail: info@londoncampus.com

Vocabulary list:

course – курс

price - list – прейскурант, цены на услуги

to enroll – зачислять(ся), записываться (на курсы)

to include – включать (в список, в прейскурант)

accommodation – жилье, удобства для проживания

to check in – регистрация при въезде (в отель, кампус)

to check out – регистрация при выезде (из отеля, кампуса) transfer –
перемещение на транспорте



LESSON 8

Spoken themes: Gift Giving in Business. Traditions and Customs

Task 1. Translate the following words without using a dictionary. Find Russian synonyms to these words. Use Internet-translator.

-etiquette, - colleagues, - clients, -season, -perfect, -present, -protocol, - catalog, -reason, - corporate, -companies, -to contact, -assistant, -to associate, -logo, -human, -sex, -humor, -person, -certificate, -special, - problem, -confusion, -secret, -financial, -boss, -to centralize

Task 2. Read the text *The Etiquette of Gift-Giving in Business*

Choosing a gift for your colleagues and clients during the holiday season can be a challenging task. It is not always easy to come up* with the perfect present while following business gift protocol.

Whether you head for the mall, haul out those holiday catalogs or go online, the following tips should guide you to a gift that will be appropriate, appreciated and remembered for all the right reasons.

Follow the corporate guidelines.

Some companies have strict policies about what kinds of gifts, if any, their employees may receive. If you have any doubt, ask your clients or check with their Human Resources department.

Consider your client's interests.

Find out* what sports, hobbies or pastimes your clients enjoy. Perhaps your client has a favorite food or beverage. If you can't determine this on your own, contact an assistant or associate. Make your gift stand out just as you want your company to stand out.

Consider the cost.

An inexpensive gift can make you look cheap. On the other hand, a lavish present could be embarrassing or alienating. Giving or receiving expensive items may be against company policy. Do your homework. What could be more embarrassing than to have your corporate gift returned or refused?

Rethink printing the company logo on your gift.

Make sure the item meets a certain quality standard and that your logo is understated enough so as not to look like a blatant advertisement.

Be appropriate.

Sometimes a gift given in innocence can be taken the wrong way. Avoid anything that is even slightly intimate when giving to members of the opposite sex.

Think twice about a humorous gift.

What seems funny to one person could be insulting to another. Know your client's sense of humor first.

Consider a charitable donation.

Find out what charities your client supports and choose one of those. Everyone wins. A charity is served, and no one has another unwanted gift to deal with.

Presentation is important.

Have your gift wrapped and presented in a festive way. The packaging is part of the present. A gift certificate or notice of a donation to charity should arrive in a special envelope with a handwritten note.

Be generous with group gifts.

If you decide to send food to your client's office, make sure there is enough for everybody. The holiday season is not the time to cause a food fight.

Keep the goal in mind.

The purpose of gift giving is to show appreciation and have people think of you when it's time to do business. It's also a means of expressing gratitude to those who support you.

Proceed with caution when exchanging gifts with colleagues and co-workers.

Inner office gift-giving, although well-intended, can cause problems and confusion. Establish guidelines.

Everyone in the office or department should be in agreement as to how this will be done.

Will everyone be expected to have a gift for everyone else? Will there be a drawing for names—like a Secret Santa—so that only one gift needs to be purchased? Will a price range be established? All of these are important questions to have answered before the holidays arrive. In difficult financial times, consideration should be given to each individual's circumstances. No one should be made to feel embarrassed if entering the office pool is a financial burden.

Do you need to give the boss a gift?

The boss, whose salary no doubt exceeds yours, should give gifts to his staff, but not the other way around. Often members of a department will contribute to a pool for the boss's gift. As a result the boss ends up with the most elaborate or expensive gift of all. If you decide to give your boss a gift, choose something in a low to moderate range. Anything lavish looks as if you are attempting to curry favor.

What if you want to give special gifts to just a few close colleagues and not everyone?

If that is the case, give your gifts at a time and place away from the office and other co-workers.

The boss should be even-handed when giving gifts to employees.

Everyone need not receive an identical gift—although it is the easiest route to go—but they should all be of equal value.

When all is said and done, remember to say thank you.

Say it when you receive the gift, and say it again in a handwritten note.

For some business cases, however, a pack of template newsletter greetings for a huge database of contacts would be more than enough as a sign of appreciation – use Nimble CRM* to centralize and automate your business correspondence. [29]

- **Nimble** is the industry-leading **CRM** for Office 365 and G Suite that builds award-winning contact management solutions for teams and individuals.

Task 3. Find English equivalents in the text above The Etiquette of Gift-Giving in Business to the following Russian word-combinations. Write down them in your vocabulary. Mind the stress and pronunciation of them.

– сложная задача; - придумать идеальный подарок; - следовать протоколу; - дарение подарка; - отправляться в торговый центр; - подарок, который будет уместен, оценен и запомнен; - следовать общим правилам; - любимая еда или напитки; - отдел кадров; - щедрый подарок; печать логотипа компании; - вопиющая реклама; - представитель противоположного пола; - подумать дважды о подарке с юмором; - чувство юмора; - благотворительное пожертвование; - праздничный вид подарка; - упаковка как часть подарка; - рукописная записка; время отпусков; - цель дарения подарка; - показать признательность; - средство выражения благодарности; - вызывать проблемы и замешательства; - индивидуальные обстоятельства; - всё наоборот; самый продуманный и дорогой подарок; - пытаться заслужить благосклонность; пакет шаблонов поздравлений

Task 4. Grammar drills. Explain grammatical meaning of the underlined words in the text (Task 2). Translate the sentences with these words.

Task 5. Discuss the following questions in your group.

1. Is it a challenging task for you to choose a gift for your colleagues/ friends?
2. Do you find out his/her interests when buying a present?
3. Do you usually buy an expensive or cheap present? Why? Why not?
4. Would you like to have a present with a logo of your/ a company? Why?

5. What is your attitude to a slightly intimate gift/ a humorous gift/ food gift?
6. Do you support charities? Why? Why not?
7. What is your attitude towards unwanted gifts?
8. What do you think about gift-giving in difficult financial times?
9. Does a person need to give the boss a gift? Why? Why not?
10. Do you use template greetings from a database of Internet? Why?

Task 6. Read the text Advise for UK Business Travellers. Write down new words in your vocabulary. Translate the text.

Text A. Giving Gifts

Japan

Unlike the UK, gift-giving is very important in Japan and it usually happens at the end of a visit. Pens are a good idea or something not available in Japan. If you give flowers, avoid giving four or nine flowers as these are unlucky numbers.

China

Chinese people will probably refuse your gift several times, but is polite to continue offering it to them. Do not give clocks to Chinese people as the Chinese word for 'clock' is similar to the word for 'death'.

Middle East

Give gifts of highest quality leather, silver, or crystal. Remember to avoid alcohol and leather from pigs.

South America

Gift-giving is less formal in South America but still an important part of the culture. Avoid leather, as many of the world's best leather products come from South America.

Australia, Canada, USA and Europe

Gift-giving in these countries is informal and not always expected. However, it is polite to bring someone flowers, chocolates or wine when visiting their house. In some European countries, you should avoid red flowers (associated with romance).

Text B.

Forms of Address

In most countries, business people use surnames when they talk to each other. In some countries when they talk to each other. In some countries (e. g. Germany and Switzerland) business people use surnames even when they know each other well. To be safe, continue using someone's surname until he/she asks you to use his/her first name.

Personal Space

People in South America and southern Europe stand quite close to each other when talking, - about 60 centimetres apart, while in the Middle East they sometimes stand even closer – less than 30 centimetres apart. People from northern Europe and the USA stand further apart and feel uncomfortable if you stand too close. Their preferred distance is 75 to 90 centimetres apart.

Physical Greetings

In most countries people shake hands when they meet in business situations. You should be careful that your handshake is not too strong or too weak. In Asia, the main form of greeting is the bow. When greeting Westerners, many Asians follow the bow with a handshake. Even in countries where it is common to kiss (e.g. Italy and Russia), it is usually only for people who know each other well.

Here are some final tips for travellers:

1. In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.
2. In Afghanistan you should spend at least five minutes saying hello.
3. In Pakistan you mustn't wink. It is offensive.
4. In the Middle East you must never use the left hands for greeting, drinking or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
5. In Thailand you should claps your hands together and lower your head and your eyes when you greet someone.
6. In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten. [30]

Task 7. Make up questions using words in the box below:

kiss	clocks
first name	shake
should	be careful
stand	kind

1. When ... you give presents in Japan?
2. What ... of gift should you give in Japan?
3. Is it OK to give ... in China?
4. Why should you ... with leather products in South America?
5. Should you use ... in Germany?
6. In what part of the world do people ... closest to each other?
7. Do Asian people ever ... hands?
8. What countries do people ... each other in?

Task 8. Before reading the text English Customs and Traditions work with the vocabulary. Translate it.

Vocabulary list:

to be reputed – БЫТЬ ИЗВЕСТНЫМ

haughty – ВЫСОКОМЕРНЫЙ

customs – ОБЫЧА

stay-at-homes – ДОМОСЕД

substantial – ЗНАЧИТЕЛЬНЫЙ, ВАЖНЫЙ

castle – ЗАМОК

to overlook – НАБЛЮДАТЬ, ПОДСМАТРИВАТЬ

fireplace – КАМИН



**My house
is my
castle –
МОЙ ДОМ -
МОЯ
КРЕПОСТЬ**

The English are reputed to be cold, reserved, rather haughty people. They are steady, easy-going and fond of sports. There are certain kinds of behavior, manners and customs which are peculiar to England.

The English are naturally polite and are never tired of saying "**Thank you**" and "**I am sorry**". They are generally disciplined; you never hear loud talk in the street. They don't rush for seats in buses and trains, but they take their seats in queues at bus stops. English people do not shake hands when meeting one another; they do not show their emotions even in tragic

situations. They seem to remain good-tempered and cheerful under difficulties.

The English are a nation of stay-at-homes. There is no place like home. The Englishman says "*My house is my castle*" because he doesn't wish his doings to be overlooked by his neighbours. It is true that English people prefer small houses, built for one family. The fire is the focus of the English Home. The fireplace is the natural centre of interest in the room. They like to sit round the fire and watch the dancing flames, exchanging the day's experience. Britain is a nation of animal lovers. They have about five million dogs, almost as many cats, 3 million parrots and other cage birds, aquarium fish - and 1 million exotic pets such as reptiles. In Britain they have special dog shops selling food, clothes and other things for dogs.

There are dog hair-dressing saloons and dog cemeteries. In Britain pets can send Christmas cards to their friends, birthday cards.

There are some traditions concerning food. English cooking is heavy, substantial and plain. The Englishman likes a good breakfast. To him a good breakfast means porridge with, fish, bacon and eggs, toast and marmalade, tea or coffee. Tea is part of the prose of British life, as necessary as potatoes and bread. Seven cups of it wake you up in the morning; 9 cups will put you to sleep at night. From 4 to 6 there is a very light meal called 5 o'clock tea. It is a snack of thin bread and butter and cup of tea with small cakes. This became a kind ritual. At this time everything stops for tea. English are proud of their traditions and carefully keep them up. [31]

Task 9. Answer the questions:

1. What are peculiar features of the English?
2. Why are the English a nation of stay-at-homes?
3. Where does the English family prefer to live?
4. Why do the English like to sit round the fire?
5. Do the English show great love for animals?
6. What is an Englishman's idea of a good breakfast?
7. When do the English have the third meal of the day?
8. Why are the Englishmen proud of their traditions?

Task 10. Before reading the text A. British Cuisine work with the vocabulary. See and learn more words to the theme 'Food'. Use a dictionary. Translate the text.

Vocabulary list:

proverb — пословица, поговорка

cookery — кулинария; стряпня

variety — многообразие, разнообразие

cuisine — кухня, стол (питание; поваренное искусство)

particular — редкий, особенный; особый, специфический

lunch — обед (обычно в полдень в середине рабочего дня), ланч

porridge — (овсяная) каша

rasher — тонкий ломтик бекона/ветчины (для поджаривания)

sausage — колбаса; сосиска; колбасный фарш

mushrooms — грибы

in spite of — несмотря на

strictly — бдительно, внимательно, неусыпно

cereal — злак; крупа, крупяной продукт (полученные из зерновых культур)

honey — мед

substantial — питательный (о пище); существенный, большой

poultry — домашняя птица

beef — говядина

mutton — баранина

veal — телятина

ham — ветчина, окорок

boiled — кипяченный, вареный

fried — жареный

chop — небольшой кусок мяса, отбивная (котлета)

steak — бифштекс, кусок мяса/рыбы (для жаренья)

snack — легкая закуска

tea-spoonful — целая чайная ложка

tin — жестяная консервная банка; жестянка

apricot — абрикос

pear — груша

pineapple — ананас

instant coffee — растворимый кофе
disgusting — отвратительный, плохой, противный
roast — жаркое; жареный
lamb — мясо молодого барашка
gravy — подливка, соус
delicious — восхитительный, очень вкусный

A. British Cuisine

Some people criticize English food. They say it's unimaginable, boring, tasteless, it's chips with everything and totally overcooked vegetables. The basic ingredients, when fresh, are so full of flavor that British haven't had to invent sauces to disguise their natural taste. What can compare with fresh peas or new potatoes just boiled and served with butter? Why drown spring lamb in wine or cream and spices, when with just one or two herbs it is absolutely delicious?

If you ask foreigners to name some typically English dishes, they will probably say "*Fish and chips*" then stop. It is disappointing, but true that, there is no tradition in England of eating in restaurants, because the food doesn't lend itself to such preparation. English cooking is found at home. So it is difficult to a good English restaurant with reasonable prices.

In most cities in Britain you'll find Indian, Chinese, French and Italian restaurants. In London you'll also find Indonesian, Mexican, and Greek. Cynics will say that this is because English have no "cuisine" themselves, but this is not quite the true.

Text B. English Meals

One cannot say English cookery is bad, but there is not a lot of variety in it in comparison with European cuisine. The English are very particular about their meals. The usual meals in England are breakfast, lunch, tea and dinner.

Every cook praises his own broth-

Каждый повар хвалит свой бульон = (Всяк кулик свое болото хвалит)

Breakfast time is between 7 and 9 a.m. A traditional English breakfast is a very big meal. It consists of juice, porridge, a rasher or two of bacon and eggs, toast, butter, jam or marmalade, tea or coffee. Marmalade is made from oranges and jam is made from other fruit. Many people like to begin with porridge with milk or cream and sugar, but no good Scotsman ever puts sugar on it, because Scotland is the home of porridge. For a change you can have sausages, tomatoes, mushrooms, cold ham or perhaps fish.

But nowadays in spite of the fact that the English strictly keep to their meals many people just have cereal with milk and sugar or toast with jam or honey.

The two substantial meals of the day are lunch and dinner.

Lunch is usually taken at one o'clock. For many people lunch is a quick meal. Office workers usually go to a cafe at this time. They take fish, poultry or cold meat (beef, mutton, veal and ham), boiled or fried potatoes and all sorts of salad. They may have a mutton chop or steak and chips, followed by biscuits and a cup of coffee. Some people like a glass of light beer with lunch. Pubs also serve good, cheap food. School children can have a hot meal at school. Some of them just bring a snack from home.

Tea is very popular among the English; it may almost be called their national drink. Tea is welcome in the morning, in the afternoon and in the evening. The English like it strong and fresh made. The English put one tea-spoonful of tea for each person. Tea means two things. It is a drink and a meal. Some people have afternoon tea, so called «high tea» with sandwiches, tomatoes and salad, a tin of apricots, pears or pineapples and cakes, and, of course a cup of tea. That is what they call good tea. It is a substantial meal.

Cream teas are also popular. Many visitors, who come to Britain, find English instant coffee disgusting. Dinner time is generally between six and eight p.m. The evening meal is the biggest and the main meal of the day. Very often the whole family eats together. They begin with soup, followed by fish, roast chicken, potatoes and vegetables, fruit and coffee.

On Sundays many families have a traditional lunch consisting of roast chicken, lamb or beef with salads, vegetables and gravy.

The British enjoy tasting delicious food from other countries, for example, French, Italian, Indian and Chinese food. Modern people are so busy that they do not have a lot of time for cooking themselves. So, the British buy the food at the restaurant and bring it home already prepared to eat. So we can conclude that take-away meals are rather popular among the population. Eating has become rather international in Britain lately. [32]

Task 11. Fill in the appropriate words from the texts above (Task 10).

1. If you ask foreigners to name some typically English dishes, they will probably say ... then stop.
2. In most cities in Britain you'll find ..., and ... restaurants. In London you'll also find ..., and
3. One cannot say English cookery is bad, but there is not a lot of variety in it
in comparison with
4. The usual meals in England are and... .
5. A traditional English breakfast is a very big meal. It consists of a rasher or two of ... andor ..., tea or coffee.
6. The two substantial meals of the day are ... and....
7. Lunch is usually taken at ... o'clock. For many people lunch is a ... meal.
8. Tea is very ... among the English; it may almost be called their ... drink. Tea is welcome in the ..., in the ... and in the....
9. Dinner time is generally between ... and ... p.m. The evening meal is the.. and the ... meal of the day.
10. On Sundays many families have a traditional ... consisting of ... chicken, lamb or beef with ..., and....

Task 12. Read the text Tea is the Most Popular Drink in Britain. Write down new words in your vocabulary. Translate the text.

Everyone knows that tea is the most popular drink in Britain. It's even more popular than coffee, which is favoured throughout Europe and America. The Dutch brought the first tea to Europe in 1610. But it was not until 1658 that the first advertisement for tea appeared in a London newspaper. At that time a pound of the cheapest tea cost about one-third of a skilled worker's weekly wages. Tea was guarded by the lady of the house and kept in special containers, often with a lock and carefully doled out by the teaspoon.

It is not my
cup of tea.–
(не)быть по
вкусу

By 1750 tea had become the principal drink of all the classes in Britain. Later, tea-drinking developed into a fashionable social ritual. Tea parties were popular at home and soon the ritual of "afternoon tea" was firmly established.

Nowadays, throughout the homes, tea shops and hotels of Britain, the custom of tea-time continues. Tea in Britain is brewed in a teapot. Then the one spoonful of tea per person and one for the pot is added.

Most people in Britain prefer a rich, strong cup of tea with milk, and sugar is sometimes added to taste. [32]

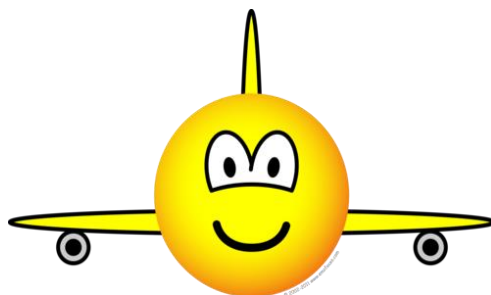
Task 13. Answer the questions. Work in pairs.

1. What is the most popular drink in Britain? In the USA? In Russia?
2. When did the Dutch bring first tea to Europe?
3. When did tea become the principal drink in Britain?
4. What is the way to brew tea in Britain?
5. Do you like tea? What drink do you like the most?

Task 14. Read the saying below; explain its meaning in a form of essay - "When in Rome, Do as the Romans Do."

Write about some traditions & customs in Russia that should be known by any foreigner arriving to Russia as a tourist.

See essay writing App 2.



LESSON 9

Spoken themes: Business Trip. Difficult Situations

Task 1. Write down all the phrases that the English use to ask and tell the time. See App 8. Learn them.

Task 2. Read the Greetings and Farewells. Learn them.

Hello, Hi	Привет В США кроме hello очень популярно слово hi. Оба слова обозначают одно и то же.
Good morning	Доброе утро Говорят в первой половине дня, до 12 часов. Используется и при прощании в это время.
Good afternoon	Добрый день Употребляется с 12 часов дня до 6-7 часов вечера. Используется и при прощании в это время.
Good evening	Добрый вечер Говорят с 7 часов вечера, здороваясь и прощаясь с кем-то.
Good night	Спокойной ночи. Как и в русском языке говорят, когда хотят пожелать спокойной ночи.
Goodbye, Bye, See you later, See you soon	До свидания. Пока. До встречи. Эти слова употребляются в течение всего дня при прощании. Используются в разговорной речи.

Task 3. Before reading the dialogue At the Airport work with the following words and word - combinations:

Vocabulary list:

check-in desk – регистрация пассажиров

passport control – паспортный контроль

departure lounge – зал отлёта

duty-free shop – магазин беспошлинной торговли

gate – выход на посадку в самолет

board – борт

boarding card – посадочный талон

excess baggage – багаж сверх нормы

hand luggage – ручной багаж

fasten – застегнуть

flight – полёт

fly – летать

get on – садиться (в самолёт)

heavy – тяжёлый

position – положение

seat belt – ремень безопасности

take off – взлетать

upright – вертикальный

valid – действительный, годен до

overhead locker – верхний шкафчик в самолете

terminal building – здание аэропорта

luggage reclaim – выдача багажа

customs – таможня

green – nothing to declare (товары, не облагаемые пошлиной)

red – goods to declare (товары, облагаемые пошлиной)

Read the dialogue At the Airport in roles. Translate it.

A. At the check-in desk

- Good morning.
- Good morning. May I see your ticket, please?
- Here you are.

- Please, put your **luggage** here.
- OK.
- I'm afraid your bags are too heavy.
- How many kilograms can I take with me?
- Twenty kilos. Your bags weigh more than twenty kilos.
- What should I do then?
- You will have to pay excess **baggage**.
- All right. How much is it?
- \$ 50.
- Here you are.
- Thank you. How here is your boarding card. You will find your seat number written here.
- Thank you. And where should I go now?
- First to passport control and then you will have to wait about forty minutes before getting on the plane.
- Where is passport control?
- Over there, on the left.
- Thank you.

B. At passport control

- Good morning, may I see your passport, please?
- Your passport is only valid till the 20th August and now it is 20th July.
- I know but I'll be back home before the 10th of August.
- After arrival you will have to get a new one. Here you are. Have a nice flight.
- Thank you.

C. On the plane.

- Welcome on board. Please fasten your seat belts and put your seats in the upright position. We are going to take off in two minutes...
- We are now flying at five thousand metres.

Task 4. Insert suitable words into sentences using the prompts in the box below; read the sentences and translate them.

When you arrive at the airport, you first go to the (1)___ desk where they weigh your (2)___. If it is too heavy you have to pay excess (3)___. The airline representatives gives you a (4)___ card for the plane with your seat number. Then you have to wait about forty minutes in the (5)___ lounge. Here you can buy things in the (6)___ shop. Then you get on the plane and put your (7)___ luggage in the overhead (8)___. The stewardess asks you to (9) __your seat belt and the plane (10)___ off.

check-in	luggage
boarding	baggage
departure	locker
duty- free	fasten
hand	takes

Task 5.

A. Complete the instructions and information about the flight; read and translate them.

1.your seat...., please.
2. Please put your seat in the ... position.
3. We are now ... at an of 8, 000 metres.
4. The cabin ... are now coming round to serve meal and drinks.
5. The plane is now ... off.
6. The life vest is under your ...
7. You mustn't use your ... during the flight. ... them, please.
8. The takes four hours to London.

Use the prompts:

flight/ mobile phones / taking/ cruising, altitude/ fasten, belts/ upright/crew/ seat/ switch off

B. Make up dialogues and play them in roles.

1. Вы впервые летите самолетом. Спросите бортпроводника, как пристегнуть ремни и где находится спасательный жилет.
2. Узнайте, сколько времени длится полет до Лондона и когда подадут еду и напитки.
3. Спросите, должны ли вы отключить мобильный телефон, можно ли пользоваться им во время полета.

Task 6. Read and translate the following phrases How to Get an Information.

Как запросить информацию.
<ul style="list-style-type: none">- Excuse me, can you please help me? I'm a foreigner here.- Could you tell me where I can find a phone box?- Excuse me, do you know where the nearest underground station is?- Excuse me, I'm lost. Could you tell me where the 'Hilton Hotel' is?- Excuse me, does this bus go to Victoria Station?- Excuse me, where can I make a phone call?- Can you tell me how to get to the hotel 'London House'?- Can you tell me the way?- Can I pay by cheque?- Can you change a ten-pound note, please?
Как сообщить информацию
<ul style="list-style-type: none">- Yes, of course. It's just round the corner.- I'm afraid I don't know. Try the Information Centre.- Well, let me think...- I think there is an underground-station down this road.- No, I'm sorry. We don't accept cheques.
Как дать отказ предоставить информацию
<ul style="list-style-type: none">- I have no idea, I am afraid. I don't leave in this area.- I can't tell you, I'm afraid. I'm a tourist myself.- I'm afraid I can't help you/I don't work here.

Task 7. Answer the questions taking into account the real situations:

1.

A. - Excuse me, could you tell me where the ladies'/ men's toilets are?

B. - _____

2.

A. - Do you happen to know when the supermarket closes?

B. - _____

3.

A. - Could you help me? I'd like to get some information about trains to Oxford.

B. - _____

4.

A. - How much is it? Can I pay credit card?

B. - _____

5.

A. - Could you tell me where I can find a police station?

B. - _____

Task 8.

A. Before reading the dialogue Going by Train work with the following words:

Vocabulary list:

arrival – приезд, прибытие

buffet-car – вагон-ресторан

carriage – вагон

compartment – купе

departure – отъезд, отправление

fast train – скорый поезд

first class – первый класс

platform - перрон

return ticket – билет в оба конца
single ticket — билет в одну сторону
ticket office – касса
timetable - расписание

B. Read the dialogue Going by Train in roles. Translate it.

At the ticket office

- Good morning.
- Good morning. I'd like a ticket for the fast train to Glasgow.
- Which train?
- The one leaving at five past ten.
- Single or return?
- Single, please.
- Would you like first or second class?
- Second class, please. It's possible to have a seat by the window?
- Of course.
- Is this a direct train?
- Yes, it is.
- When does it arrive in Glasgow?
- It gets in at a quarter to twelve.
- Does this train have a buffet car?
- Yes, it does.
- Could you tell me, which platform this train leaves from, please?
- Platform six. You have everything written on the ticket, look: arrival and departure time, carriage and seat number, the date.... Everything is written here.
- Thank you very much. How much is it?
- It's 10 pounds.
- Here you are.
- Thank you.
- Goodbye.

C. Make up your own dialogues and play them in roles.

1. Вы на ж/д вокзале. Узнайте в справочной, где можно купить билеты, оставить багаж и подождать поезда. Спросите, на какую платформу подадут поезд на Лондон.
2. Вы на ж/д вокзале. Вы встречаете друга/подругу из Оксфорда в Лондоне. Спросите в справочной, на какую платформу прибывает поезд из Оксфорда.

Task 9. Read the dialogues At the Hotel in roles. Translate them.

A. Checking in

RECEPTIONIST: Welcome to “London House”. May I help you?

CLIENT: I’d like to check in. I have a reservation.

R: What’s your name, please?

C: Mike Stepanov.

R: Yes Mr. Stepanov. You requested a single room for five nights, is that correct?

C: Yes, that’s right.

R: Could you fill in the registration form, please. Thank you. Your room number is 312. Here’s your key. Enjoy your stay at “London House”. Would you like assistance with your bags?

C: No thanks, I only have one. I can manage.

B. Service at the Hotel

ROOM SERVICE: Hello. Room service.

CLIENT: Hello, I'm calling from room 312. I would like to order dinner.

R.S.: What would you like to order?

C: I'd like the roast beef dinner, with mashed potatoes and vegetable salad.

R.S.: Would you care for something to drink with dinner?

C: Ah, yes, a large glass of orange juice.

R.S.: Any dessert?

C: No, thanks.

R.S: Thank you. We'll bring it up in about thirty minutes.

C. Checking out

RECEPTIONIST: Good morning. May I help you?

CLIENT: Yes, I'd like to check out now. My name's Mike , room 312.

Here's the key.

R: One moment, please, sir. ... Here's your bill. Would you like to check and

see if the amount is correct?

C: What's the 14 pounds for?

R: That's for the phone calls you made from your room.

C: Can I pay with traveller's cheques?

R: Certainly. May I have your passport, please?

C: Here you are.

R: Could you sign each cheque here for me?

C: Sure.

R: Here are your receipt and your change, sir. Thank you.

C: Thank you. Goodbye.

D. Make up a dialogue and play them in roles.

Вы только что прибыли в отель и обращаетесь к администратору:

- выясните, готов ли ваш номер;
- попросите разбудить вас утром в 7:30;
- спросите, где вы можете пообедать, и в какое время подают завтрак;
- спросите, в какое время в воскресенье вы должны выписаться.

Task 10. Read the dialogue At the Restaurant in roles. Translate it.

A.

Waiter: Good afternoon, sir.

Tom: I would like a table for two.

Waiter: All right. Follow me, please.

Tom: Can we have the menu, please?

Waiter: Here you are, sir.

Tom: What would you like to eat, Katya?

Katya: I would like a vegetable soup and some grilled fish.

Waiter: Are you ready to order?

Tom: Yes, two vegetable soups and one grilled fish with salad and one roast beef. And two strawberry ice creams for desert.

Waiter: Would you like some bread?

Tom: Yes, please.

B. Use the following phrases in the box, translate them, write down them in you vocabulary. Make up dialogues At a restaurant/ a cafe and play them in roles.

- Is service included? - to tip the waiter, - Could I have a bill, please? - the main course, - I can recommend ... , - hot/spicy/mild, - Could you pass me ..., - to order food and drinks/ to make an order, - Could you bring us the menu/the wine list? - What would you like for a starter/ for dessert?

Task 11. Grammar drill.

Read the following words, translate them, and write them down in your vocabulary. State the part of speech of the words. Point out the prefixes and suffixes of their formation. See App 23.

-inherently, -dangerous, -rewarding, -actually, -comfortable, -fearlessly, -obviously, -minimize, -traveler, -precaution, -standard, -destination, -conservatively, -formally, -designer, -tentative, -nationality, information, -stranger, -preferably, - intake, - easily, -unattended, -location, -transportation, -questionable, -fearful, -humanity, -helper

Task 12. Read the text Information for People Travelling Alone.

Translate it into Russian.

Travelling alone is inherently dangerous, but also very rewarding at the same time. Plenty of people each year actually do so. If you have never before travelled alone, it is natural to feel rather daunted. We each go through life trying not to be afraid, comfortable within our envelope of security. The idea is to stretch that envelope. Keep stretching it until there is no envelope at all, and nothing separates you from your world. To travel

fearlessly, we obviously must avoid danger. Life involves risk whether you travel or stay at home, but there are ways to minimize a traveler's risk - standard precautions we should all take.

- Travel with the address and phone number of your country's embassy at your destination. Call if you need help or advice.
- Don't look like a tourist. Do not sport white athletic shoes, waist packs or camera bags. Dress conservatively and a bit more formally than you would at home. Avoid expensive or designer clothing, luggage and jewelry.
- Make at least a tentative (предварительный) itinerary маршрут and leave a copy with a relative or friend. Phone home or send e-mails with periodic updates.
- Do not advertise your nationality with lapel pins or flag imprinted clothes.
- Be selective about whom you tell you're alone. Normally, you can trust people with this information but, when in doubt, say you're with friends or a tour group.
- When you register for a hotel room, do not let the desk clerk announce your room number within earshot of strangers. If they do, ask for another room and explain why.
- Be careful about giving the name of your hotel to strangers. When you meet someone you'd like to see again, arrange a public place to meet.
- Before you go out with a new friend, get some information about him or her - preferably a business card and home phone number. Leave this information with a member of your tour, a member of the hotel staff, or just leave it in your room. Your instincts will tell you if this person is safe, but leave evidence in case your instincts are wrong.
- Limit your alcohol intake to what you can easily handle without becoming impaired ослабленный. To avoid being drugged, keep an eye on your drink and never leave it unattended.
- Ask your hotel staff to mark your map with the location of your hotel and any areas you should avoid. Ask if it's safe to use public transportation after dark.

- After dark, try to walk on well-lit streets with other people around. If you find yourself in a questionable area, duck (увиливать) into a public place to check your map or call for a taxi.

- When you are out and about, be alert, not fearful, and not caught up in daydreams. Be aware of your surroundings and the people around you.

Despite all the safety tips, I assure you the world is a safe place. Traveling alone will restore your faith in humanity. Wherever you go, guides and helpers will be there when you need them. Wander, and know that you have friends all over the planet. You just haven't met them yet.
[33]

Task 13. Answer the question. Discuss with your groupmates.

1. Do you think that going on a package tour is the best way of visiting foreign countries? Why?

Use the prompts:

travelling abroad, - business trip, - to learn traditions, -to enjoy picturesque places and ruins of ancient towns, - to discover different ways of life, - to meet people at their own homes, -to try different food, - to go by sea, by air, by road, on foot, - to take pictures.

Task 14. Write an essay 'Travelling Broadens the Mind'.

See essay writing App 2.



LESSON 10

Spoken themes: Attendance of Conferences Abroad. Speech at the Scientific Conference

Task 1. Read the following words. Write them down in your vocabulary. Mind their pronunciation and stress syllable.

Vocabulary list:

research – исследовательская работа

event – мероприятие

digital – цифровой

attendees – участники

agenda – повестка дня

like-minded – единомышленники

peers – сверстники

background – квалификация

to expand – расширять

knowledge – знание

field – область (науки)

technique – метод, способ

equipment – оборудование

opportunity – возможность

advice – совет

position – должность

development – развитие

Task 2. Translate the following words. Find Russian synonyms to each word. Use online Oxford English Russian dictionary – [synonyms.com](https://www.synonyms.com)

- conference, -organizer, -pause, -moment, -norm, -social, - distancing, -scenario, -person, -fundamental, -reasons, -industry, -sponsor, -confuse, -techniques, -data, - professional, -career, -project, -multidisciplinary, dramatically

Task 3. Read the text Why Do People Attend Conferences? Get the main idea of the text taken from the article “5 key reasons for attendees and event organizers”

A number of years ago, I was chatting with a friend of mine who works in market research and he turned to me and asked, “*This may be a stupid question, but why do people attend conferences?*”

It made me pause to think for a moment. As a conference organizer, this is the ultimate question. Even more now when we are tasked with the “new norm”, social distancing, an economic scenario like none we have previously experienced. Whether in-person events in the not-too-distant future or the wave of digital and online events currently, there are many translatable benefits to share. When I first entered the “conference realm”, I was oblivious and ignorant to the main answer(s) to this question. That being said, I am a believer that there isn’t a definitive answer which applies to everyone 13 years later. As a junior conference organizer, I was not directly taught the fundamental reasons as to why people attend industry events.

I learnt this over time, having witnessed the social and educational benefits which conferences bring to attendees, speakers and sponsors alike. Again, no two events are the same, and one mustn’t confuse a conference with a trade show or other event types. Participant agendas can be completely different in this respect.

This post is to share my personal top 5 reasons as to why people attend conferences, and how conferences can benefit attendees in the modern age we live in, especially given how much free information is readily available to us, and how important our time is.

5 key reasons for attendees and event organizers:

1. *To network*

A big reason for going to conferences is to meet with likeminded people and industry peers. Conferences bring together people from all different geographical areas who share a common discipline or field, and they are a great way to meet new people in your field. At a conference you will be able to get together with people from a wide range of backgrounds, of whom you may not encounter at your home workplace or institution. As you build your professional network, conferences can become a good place for meeting with people in your field that you haven't connected in a while.

2. *To expand your knowledge and find solutions to problems*

You will hear a lot about things in your field that will be new to you. These could be new techniques, new types of equipment, unpublished data, or learn from thought-leaders that you may not have previously heard of. You will get to keep onto of the research of some of the biggest names in your field, in addition to some of the newest faces in it. Conferences give you the opportunity to talk to these people one-on-one about what they are working on, and they may even give you advice on how to enhance your own work. You have the opportunity to ask presenters questions about their work and the rationale behind it, which you can't do when reading journal articles.

3. *To present your ideas and work to others*

This is one of the more obvious reasons for attending conferences: to present your work. It's good practice in talking about what you do with a variety of people from similar, related and/or completely different areas of study.

Presenting will make you more confident about the work that you do, and gives you new perspective about your work as people may ask questions that make you think about your project differently. At a conference you have the opportunity to get feedback on your work from people who have never seen it before and may provide new insight.

4. *For people to meet you*

It may not seem like a notable thing, but conferences are also a good way for people to meet you. Regardless if you are the CEO of a multinational company or a second year grade student, or even presenting for the first time, you may meet someone at a meal, in the exhibit hall or wherever and within a few minutes, you can make a connection with someone that could dramatically impact your professional career. This is especially important when you are looking for collaborators, jobs ideas, or in some fields you may even be looking for committee members. Conferences are another way to get your name and your work out there as you begin to establish yourself in your field of study, especially if fortunate to be invited as a speaker.

5. *Learn beyond your field or interest*

This is a two-fold benefit of attending conferences, since not only may you learn things outside your field about other areas of research in your discipline, but conference attendance also have many sessions for professional development and career advice. Chances are, when you go to a conference the attendees are united by a single broad topic but they have many different sub-fields of study, and many projects will be multidisciplinary.

And of course, there are other benefits to attending conferences such as finding a new job, recruiting skilled people for a position, getting out of the office for a few days and use the time to visit a new city, gain continuing education credits via attendance etc.

So why attend conferences? We each have our own reasons for attending but my personal opinion is that conference attendance dramatically enhances both your professional and personal development, as well as providing you with tools and skills which you cannot be taught in-house or online. The focused nature of learning at a conference allows you to dig deeper with the understanding of your topic of interest. [34]

Task 4. Find English equivalents in the text above Why Do People Attend Conferences? to the following Russian word-combinations.

Write down them in your vocabulary. Mind the stress and pronunciation of them.

- исследовательская работа; - элементарный вопрос; - быть озадаченным поставленным вопросом; - социальное дистанцирование; - ближайшее будущее; - волна цифровых и сетевых событий; - чем-либо делиться; - социальные и образовательные преимущества; - программы участников; - информация в свободном доступе; - создавать социальные связи; встречаться с единомышленниками; - собирать людей из разных географических мест; - расширять свои знания; - находить решение проблем; - возможность говорить с людьми один на один; - улучшить свою собственную научную работу; - задавать вопросы докладчикам; - чтение статей в журналах; - очевидные причины; - делать кого-то уверенным; новый взгляд на свою научную работу; - получить отзывы о научной работе; - новое понимание; - существенно повлиять на профессиональную карьеру; - быть приглашенным в качестве докладчика; двойное преимущество посещения конференций; - направления исследований; - профессиональное развитие; - одна широкая тема; - различные области науки; - набор квалифицированных людей на должность

Task 5. Fill appropriate words in the sentences below. Use the text Why Do People Attend Conferences?, (Task 3). Discuss them with your groupmates. Do you agree with the statements or not? What is your opinion?

1. Conferences people from all different geographical areas who share a common ... or ..., and they are a great way to meet new people in your field.

2. You have the opportunity to ask ... questions about their work and rationale behind it, which you can't do when reading

3. Presenting will make you more ... about the work that you do, and gives you new ... about your work.

4. *Conferences are another way to get your name and your work out there as you begin to establish ... in your field of study, especially if fortunate to be invited as a*

5. *There are other ... to attending conferences such as finding a new job, recruiting skilled people for a ..., getting out of the office for a few days and use the time to visit a new city, gain continuing ... credits via attendance etc.*

Task 6. Read some statements from the article Scientific Conferences as Way to Develop Students' Foreign Language Communicative Competence (written by educators and research scientists). Get the main idea of them.

1. Nowadays, the engagement of students in science-related and research activities is the actual task of educators and research scientists involved in the university educational process. This provides students with the possibility to foster their creative abilities in the various forms of their professional activity, to stimulate the desire to deepen knowledge, to search required information, and to form analytical, prognostic, and communicative skills, as well as to cultivate their professional and personal qualities.

2. Students' research activity appears to be one of the main directions of improving the content and structure of engineering education and a necessary component that characterises a professional person. The development of the ways to stimulate students' research activities enabling the release and use of their creative and intellectual potential contributes to a more successful professional education as a whole.

3. When students are engaged in science education, which is relevant to their lives and their future professional activity, they are goaloriented in acquiring research skills that facilitate students' personal development thus promoting readiness for future professional activity, as well as the adaptation process to their future profession.

4. Our university experience shows that a large part of students has either low or undeveloped communicative competence that proves the necessity for its further development. Consequently, the development of foreign

language communicative competence is the task requiring extra attention and solution. One of the effective ways to solve the problem can be the organisation of student scientific conferences held in foreign languages.

5. Speaking about the role of the communicative competence in the personal socialisation, it should be pointed out that it is an important prerequisite for effective adaptation in the closest community. The decreased communicative competence causes a decline in communication activity (narrowing the social network, selectivity in communication, introverting and self-isolation), and stronger emotional reaction to the social impact, dissatisfaction with various interpersonal relations.

6. Without proper communicative skills, a university graduate is unable to adapt to the professional community, to engage with colleagues, to remember and process a large volume of information and so on. During the process of communicative competence development, all communicative abilities of a student, his/her communicative literacy and culture undergo qualitative changes.

7. Considering the problem comprehensively, the reserves of the personality cannot be denied: I-concept, reflection, setting targets and their achievement, life perspective and values the personality should have. Inner reserves of the human mental state play an important role in the development of students' foreign language communicative competence, their self-development, and self-improvement. Thus, communicative competence may be considered as the willingness to take part in interpersonal relationship.

8. Undoubtedly, a student who is focused on communication will develop his/her communicative competence quicker. We hold the view that foreign language communicative competence refers to the ability to interact with other people for discussing of problems in foreign languages.

9. Interdisciplinary scientific conferences for students as one of the most effective way to develop their communicative competence and engage them in science-related education. Obviously, interdisciplinary scientific conferences for students held in foreign languages allow educators to foster the foreign language communicative competence of students and deepen their knowledge in professional area.

10. Doing science implies discussions when students share their observations, interpret evidence, and explain their findings. The interaction between students that takes place during discussions supports both science learning and the development of foreign language communicative competence. Positive conditions for providing social interaction among students are the key element to language development. [35]

Task 7. Find English equivalents in the text above Scientific Conferences as Way to Develop Students' Foreign Language Communicative Competence to the following Russian word-combinations. Write down them in your vocabulary.

- привлечение студентов к научной и исследовательской деятельности;
- преподаватели и научные работники, участвующие в образовательном процессе университета;
- развивать свои творческие способности в различных формах профессиональной деятельности;
- стимулировать желание углублять знания, искать необходимую информацию;
- возможность раскрытия и использования их творческого и интеллектуального потенциала;
- способствовать личностному развитию студентов;
- большая часть студентов имеет низкую или неразвитую коммуникативную компетентность;
- развитие иноязычной коммуникативной компетенции;
- важная предпосылка для эффективной адаптации в обществе;
- задача, требующая дополнительного внимания и решения;
- более сильная эмоциональная реакция на социальное воздействие;
- внутренние резервы психического состояния человека;
- взаимодействовать с другими людьми для обсуждения проблем на иностранных языках;
- ключевой элемент развития языка

Task 8. Read the dialogue Getting Registered in roles, and learn the key vocabulary:

Smirnoff: Good morning. My name is Alexander Smirnoff. Can I get registered here?

Girl: Hi. What is your name again, please?

Smirnoff (spells his name): S-m-i-r-n-o-f-f.

G.: Yes, thank you. Here's a registration form. Fill it out printing each word, please.

S.: Do you mean I must have it computer printed?

G.: No, that's not necessary, if you can print legibly with capitals.

S.: Oh, I see.

He took the registration form and completed it, printing as best as he could.

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Devices'.

Then he returned the form to the girl.

S.: Here you are

G.: Thank you. Here's your conference file. (Opens the file.) Your conference fee has been waived.

S.: Yes, I am giving an invited paper in the plenary session.

G.: Here is your identification card, or label. You have to wear it throughout the conference. And this is a free luncheon ticket. You'll have to show it to the waiter each time you have lunch.

S.: Does it mean I don't have to pay for lunch at my hotel?

G.: Right. It's free. And here's an envelope with 300 dollars for your living expenses. Please sign here.

S.: Do I sign in English?

G.: Oh no! You should put your regular signature. Thank you.

S.: Excuse me. One thing is still worrying me. Do I have to pay for the hotel room out of the three hundred dollars?

G.: No. Your hotel accommodation has been paid by the conference sponsors.

S.: Ah, fine. Thank you. Good-bye.

G.: Have a nice time in London.

B.: Thanks.

Task 9. Match the English words with their Russian equivalents:

legibly	взнос за участие в конференции
conference file	подписывать
conference officer	разборчиво
conference fee	удостоверение участника
identification card	пленарное заседание
to sign	папка с материалами конференции
plenary session	должностное лицо на конференции

Task 10. Translate the following phrases from Russian into English.

- 1) Вот ваш регистрационный бланк.
- 2) Вот ваша папка с документами.
- 3) Вот, возьмите.
- 4) Вы имеете в виду, что мне нужно заплатить за номер?
- 5) Вот вам деньги для расходов на проживание.
- 6) Вам нужно будет носить удостоверение участника на протяжении всей конференции.

Task 11. Read the dialogue Looking Through theFile in roles, and learn the key vocabulary:

A. Rundle: Is it OK?

Smirnoff: Yes, but I haven't seen the program yet.

R.: I haven't either. Could we sit down somewhere and have a look at it?

S.: Good.

R.: Here we are. (Opens his file.) A map of London. Ah, I don't need it. A copy of the proceedings, but that's later. I'll read them after the conference. Here's the scientific program. It includes daily working group session, poster sessions and panel discussions.

S.: It looks very crowded. Could you find my plenary lecture, please?

R.: Here it is. It's scheduled for tomorrow morning from 11.30 to 12.15.

S.: Good. I'll have the time to refresh it in my memory. When do you give your paper?

R.: Let me see. It's scheduled for the day after tomorrow, room 110, and you chair the session.

S.: I've been looking forward to your paper. But what are these sheets of different colors?

R.: The white one is the agenda.

S.: What is that?

R.: Alterations to the agenda. ... You see, in this panel discussion Stewart has been replaced by Roach of the same lab. Then the paper by Brown has been rescheduled for Wednesday from 1:30 to 1:50 instead of Lee's communication. The poster presentation on power device design has been canceled for good. That's a pity.

S.: That's OK. What does that red sheet say?

R.: It's a notice addressed to poster authors: «Please meet in room 121 at 1:00 p.m. on Tuesday to receive instructions for your poster sessions.» Signed by the poster chairs.

S.: And the green one?

R.: It's another notice for speakers and the session chairs. They are invited to meet in room 109 from 7:30 to 8:30 a.m. for a continental breakfast on the day of the presentation. You are advised to look for the table with your session title. Talking about breakfast, you know we are expected at the welcome reception in about 15 minutes.

S.: Is that so? It's wonderful. I feel like having a cup of tea.

B. Give the English equivalents for the following:

-заседание рабочих групп; - научная программа; - стендовые доклады; - быть назначенным на пятницу; - доклад перенесен на среду;- памятка для докладчиков и председательствующих;- дополнение к повестке дня; - торжественный прием.

Task 12. Translate from Russian into English.

See the dialogue above, (Task 11 A).

1) Я еще не видел программу симпозиума. Можно мне взглянуть на нее?

2) Вот научная программа, она очень насыщенная, так как включает в себя ежедневные заседания рабочих групп, стендовые доклады и обсуждение вопросов в узком кругу.

3) Я с нетерпением жду вашего доклада. Он назначен на завтра, и вы будете председательствовать на заседании.

4) В повестке дня произошли изменения: доклад доктора Смирнова перенесен на среду, а доклад доктора Рандла отменен (снят с повестки дня).

5) Еще одно объявление для участников симпозиума. Они приглашаются в комнату 256 для обсуждения этого вопроса.

6) Какие у вас впечатления от вчерашнего дня? - Меня поразили торжественный прием, который был совершенно неофициальным.

7) Превосходно, у меня будет время освежить доклад в памяти.

Task 13. Imagine that you are members of the organizing committee of a conference. Write a notice and -

- a) inform the participants that Dr. Lee's paper has been rescheduled for Friday from 9:15 to 9:30 instead of Mr. Shur's communication;
- b) inform everybody that L. Eastman's panel presentation has been canceled;
- c) notify the participants that the registration will be held in (place) on (date) from ___ to ___ (time) and that they may also register at any time during the conference.

Task 14. Get ready for the conference. Prepare a presentation on one of the problems that a teacher is facing nowadays. Use the following instruction:

The language of presentation

Язык презентации

В этой инструкции вы найдете фразы, которые помогут вам начать презентацию, управлять вниманием аудитории, отвечать на вопросы и подводить итоги выступления. Использование этих фраз структурирует ваш доклад, поможет уложиться в регламент и придаст вам чувство уверенности.

The beginning

Начало презентации

Лучше всего начать с приветствия аудитории, затем представиться, объявить тему презентации и определить время для вопросов.

1. Good morning/afternoon/evening ladies and gentlemen.....
2. My name is... I am
3. Today I would like to talk with you about.... My aim for today's presentation is to give you information about...
4. Please feel free to interrupt me if there are any questions.

Or

If you have any questions, please feel free to ask me at the end of the presentation.

The structure of presentation

Структура презентации

После вступительного слова полезно ознакомить аудиторию с регламентом презентации, это облегчит восприятие слушателей и снимет возможное напряжение от мысли, что им придется слушать вас целый день!

First I would like to talk about....

Then I would like to take a look at...

Following that we should talk about...

Lastly we are going to discuss...

I would like to talk to you today about _____ for ___ minutes.

Or

We should be finished here today by ___ o'clock

Audience management

Управление аудиторией

Очень важно во время выступления акцентировать внимание аудитории на очередном пункте доклада. Благодаря этому вы будете управлять вниманием слушателей и помогать им следовать логике повествования.

Now we will look at....

I'd like now to discuss...

Let's now talk about...

Let's now turn to...

Let's move on to...

That will bring us to our next point...

Moving on to our next point...

Firstly...

Secondly...

Thirdly...

Lastly...

Перед тем, как вам начнут задавать вопросы, нужно кратко подвести итоги выступления и обозначить ключевые моменты, чтобы аудитории стало предельно ясно, что вы хотели сказать. Этим вы избавите себя от лишних вопросов и повторно донесете информацию до невнимательных слушателей.

Summarizing

Подведение итогов

I would just like to sum up the main points again...

If I could just summarize our main points before your questions,.. So, in conclusion...

Finally let me just sum up today's main topics...

Во время вопросов аудитории очень важно понимать, о чем именно вас спрашивают. Ниже приведены фразы, которые вы можете использовать в случае, если смысл вопроса вам не ясен.

Explanations

Объяснения

I'm sorry could you expand on that a little? Could you clarify your question for me?

I'm sorry I don't think I've understood your question; could you rephrase it for me?

I think what you are asking is....

If I've understood you correctly you are asking about...

So you are asking about...

CONCLUSION

Цель учебно-практического пособия – формирование у студентов общекультурных компетенций в части, касающейся использования знаний, умений и навыков владения деловым английским языком.

Структурной единицей пособия является занятие, содержание которого способствует активизации современной наиболее употребительной тематической лексики, развитию навыков и умений речи и письма, формированию умений корректно выражать собственную точку зрения в межличностном и профессиональном общении.

Сочетание всех видов речевой деятельности в рамках каждого занятия позволяет не только активно усваивать лексико-грамматический материал, но и формировать иноязычную коммуникативную компетенцию.

Методический аппарат пособия предполагает использование инновационных технологий (мультимедиа, аудио- и видеоматериалов, информационно-образовательных телевизионных каналов зарубежных стран, интернет-ресурсов) как в аудиторной, так и в самостоятельной работе, что позволяет студентам существенно расширить свои знания.

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RECOMMENDATIONS FOR STUDENTS

1. Методические рекомендации студентам по выполнению внеаудиторного чтения

Как работать над чтением текста и составлением аннотации прочитанного материала:

а) для получения общего представления о содержании текста: внимательно прочитайте задание к тексту. Во время просмотрового чтения старайтесь понять основное содержание, не обращая внимания на незнакомые слова. Следите за развитием главной темы по ключевым словам, которые часто повторяются в тексте. Особенно внимательно прочтите первый и последний абзацы текста, в которых обычно формулируется основная мысль автора.

б) для поиска конкретной информации. При поисковом чтении быстро пробегайте глазами текст, не отвлекаясь на «лишнюю» информацию. Вдумчиво и внимательно прочтите текст, отмечая незнакомые слова, если они мешают пониманию текста. Посмотрите значение слов в разделе Vocabulary List или в словаре. Прочитав текст, проверьте свое понимание по вопросам или другим заданиям после текста, стараясь не заглядывать в текст.

в) изучающее чтение предполагает полное и адекватное понимание прочитанного текста, что предполагает умение пользоваться разными словарями (толковыми, страноведческими и др).

Работая над таким текстом, вдумчиво и внимательно прочтите его, отмечая незнакомые вам слова. Посмотрите их значения по словарю, выберите значение слова, подходящее по контексту и выучите его. Закончив чтение текста, проверьте свое понимание по вопросам и другим заданиям, которые вы найдете после текста.

1. Прочитайте заглавие и определите о чем / о ком будет идти речь в данном тексте.

2. Прочтите первые предложения абзацев и определите вопросы, которые будут рассматриваться в тексте.

3. Прочтите текст, разделите его на смысловые части.

4. Определите основные темы повествования.

5. Найдите в тексте предложения, выражающие основные

положения текста, и предложения, детализирующие основные положения.

6. Перечислите вопросы, освещенные в тексте.

7. Просмотрите текст и назовите слова, которые употребляются для обобщения сказанного или указывают на выводы.

8. Выпишите из текста предложения, которые передают основное содержание текста.

9. Подберите из текста ключевые слова к каждому предложению.

10. Пользуясь ключевыми предложениями и словами, передайте основное содержание текста.

2. Методические рекомендации для проведения тематических дискуссий и бесед

Тематические дискуссии активно применяются на занятиях по иностранному языку при обсуждении теоретических и практических проблем, являясь базовым элементом на завершающем этапе изучения как грамматических, так и разговорных тем. Метод учебных дискуссий улучшает и закрепляет знания, увеличивает объем новой информации, формирует умение обучающихся спорить, доказывать, защищать и отстаивать свое мнение и прислушиваться к мнению других.

Для проведения дискуссии необходимо составить план ее организации:

- несколько узловых вопросов и блоки (по 3-4 дополнительных, частных вопроса к каждому узловому), с помощью которых охватывается основное содержание темы;
- вступление, направленное на завязку дискуссии;
- основные аргументы и тезисы, которые будут главным ориентиром в ходе обсуждения.

Дискуссия имеет определенную динамику, в которой отчетливо выделяются три этапа: завязка, коллективное обсуждение, подведение итогов.

- Подготовьте список опорных слов и выражений по теме (при необходимости используйте словарь).

- Заучите фразы для поддержания беседы:

Как вежливо вступить в разговор:

By the way...,

That reminds me..

Excuse me, I'd just like to say that...

May I come in here?

May I say something?

That's right, but don't you think that...

Как попросить повторить что-л.:

Could you repeat that please?

Sorry. I don't catch what you said. Could you say it again, please?

Could you give an example?

I don't quite see what you mean.

Как выразить неуверенность:

Well... (I am not quite sure...)

You see...

What I mean is...

The point is...

Let me think...

Frankly speaking...

3. Методические рекомендации по подготовке проекта

Учебный проект предполагает самостоятельную творческую деятельность, направленную на разрешение конкретной исследовательской проблемы с помощью иностранных языковых и вспомогательных средств.

Начинать проект следует с этапа планирования действий по разрешению проблемы. Наиболее важной частью плана является поэтапная разработка проекта, в которой обучающиеся вместе с преподавателем намечают перечень конкретных действий с указанием сроков. Результатом работы над проектом является продукт, который создается в ходе разрешения поставленной задачи (устное выступление). Представлением готового продукта с обоснованием, что это наиболее эффективное средство решения поставленной проблемы, является презентация продукта и защита самого проекта.

Главное отличие между обычной и проектной работой состоит в том, что при обычной работе основная деятельность ограничивается рамками практического занятия, а при проектной работе она выходит за пределы занятия, и обучающиеся работают с большей долей самостоятельности.

Работа над проектом позволяет:

- использовать знания иностранного языка;
- расширить коммуникативные навыки, в частности навыки публичного общения;
- самостоятельно добывать знания;
- реализовать свой интерес к предмету исследования;
- сформировать умение работать в сотрудничестве.

Типы проектов

Исследовательский проект характеризуется хорошо продуманной структурой, обозначением целей, предмет исследования интересен для всех участников проекта. Такой проект является научным исследованием.

Творческий проект предполагает соответствующее оформление результатов проекта, например, в виде видеофильма или презентации.

Требования к подготовке презентаций в рамках проектной деятельности

Исследовательские и творческие проекты сопровождаются оформлением презентаций в программе MS Power Point.

Презентация как документ представляет собой последовательность сменяющих друг друга слайдов – то есть электронных страничек, занимающих весь экран монитора (без присутствия панелей программы). Количество слайдов адекватно содержанию и продолжительности выступления (например, для 5-минутного выступления рекомендуется использовать не более 10 слайдов).

Презентация создается индивидуально. Работа должна быть представлена в электронном варианте.

Первый слайд обязательно должен содержать Ф.И.О. обучающегося, название учебной дисциплины, тему презентации, Ф.И.О. преподавателя. Следующие слайды можно подготовить, используя две различные стратегии их подготовки:

1 стратегия: на слайды выносятся опорный конспект выступления и ключевые слова с тем, чтобы пользоваться ими как планом для выступления. В этом случае к слайдам предъявляются следующие требования:

- объем текста на слайде – не больше 7 строк;
- маркированный / нумерованный список содержит не более 7 элементов;
- отсутствуют знаки пунктуации в конце строк в маркированных и нумерованных списках;
- значимая информация выделяется с помощью цвета, начертания, эффектов анимации.

Особое внимание необходимо уделить проверке текстов на наличие ошибок и опечаток. Основная ошибка при выборе данной стратегии состоит в том, что выступающие заменяют свою речь чтением текста со слайдов.

2 стратегия: на слайды помещается фактический материал (таблицы, графики, фотографии и пр.), который является уместным и достаточным средством наглядности, помогает в раскрытии стержневой идеи выступления. В этом случае к слайдам предъявляются следующие требования:

- выбранные средства визуализации информации (таблицы, схемы, графики и т. д.) соответствуют содержанию;
- использованы иллюстрации хорошего качества (высокого разрешения), с четким изображением;
- максимальное количество графической информации на одном слайде – 2 рисунка (фотографии, схемы и т.д.) с текстовыми комментариями (не более 2 строк к каждому).

APPS

App 1

Таблица соответствия букв русского и английского алфавитов *			
Русский	English	Русский	English
А	A	Р	R
Б	B	С	S
В	V	Т	T
Г	G	У	U
Д	D	Ф	F
Е	E	Х	KH/H
Ё	E	Ц	TS/C
Ж	ZH/ J	Ч	CH
З	Z	Ш	SH
И, Й	I	Щ	SHCH/SC
К	K	Ъ	IE
Л	L	Ы	Y
М	M	Ь	-
Н	N	Э	E
О	O	Ю	IU
П	P	Я	IA

*** Таблица систем транслитерации для загранпаспорта. Приказ МИД № 4271 от 2016 г. по настоящее время.**

App 2

The Structure of Essay Writing

<p>1. Introduction Введение: начните с общего представления темы и предложения, выражающего ее двойственный характер</p>	<p>The problem / issue/ phenomenon of ...is/ appears to be / has always been ... People always say/have always thought/ agreed/said/ believed... It is a controversial/ burning/ hot question... There is a dispute/ discussion/ no agreement...</p>
<p>2. Body Основная часть: представьте аргументы «за» и затем «против». Эти аргументы можно представить в разных абзацах. Старайтесь представить их симметрично.</p>	<p>On the one hand...on the other hand; Firstly; To begin with; Secondly; Finally; In addition; Besides; Moreover; What is more; Furthermore; However; Despite this; In spite of this; In fact; As a matter of fact; As a result; Consequently One major advantage is ... As advocates of ... claim/ argue As critics point out/ claim ..., There are a number of</p>
<p>3. Conclusion Заключение: четко подведите итог сказанному и снова напишите предложение, отражающее противоречивость темы, но в то же время выражающее надежду на нахождение компромисса.</p>	<p>All in all; To sum up; In conclusion; In summary; In general; It seems important to add/ point out/ remind that...; the issue/ debate is far from solving / resolving yet, but...</p>

App 3

The Structure of Formal Letter Writing

<p>Обращение</p>	<p>Начните с Dear Sir or Madam (если вы не знаете, кто адресат — мужчина или женщина) или Dear Professor Smith, Dear Ms. Brown</p>
<p>Вводная часть Дайте причину, по которой вы пишете это письмо, и коротко представьтесь. Можно сначала представиться и, затем, дать причину.</p>	<p>I am writing to ask/enquire about/ in connection with... I would like to ask for further information concerning... I would be very grateful if you could... I look forward to receiving... I am writing in connection with the article ... I would like to take issue with... I would like to express my interest in... I enclose my CV/ references from my previous employers.</p>
<p>Используйте слова -связки:</p>	<p>As a matter of fact; As a result; Moreover;</p>
<p>Конец письма Перед подписью всегда ставится фраза (формула вежливости). Перед этой фразой напишите одно из предложений: Спасибо вам за... или С нетерпением жду вашего ответа.</p>	<p>Yours faithfully (если в обращении не стоит имя) или Yours sincerely (если письмо адресовано конкретному человеку). Thank you for... или I look forward to hearing from you.</p>
<p>Абзацы: Каждый абзац следует посвятить одной теме или одной определенной информации</p>	
<p>Язык и стиль используйте лексику характерную для письменной речи официального характера. Не используйте краткие формы, восклицательные и вопросительные знаки (пишите косвенные вопросы). Не используйте разговорные выражения. Используйте союзы и союзные обороты.</p>	<p>Союзы/ Conjunctions: - цели (purpose) <i>in order to, so as to, so that</i> - следствия (consequence) <i>as a result, in consequence, consequently</i> - противопоставления (contrast) <i>on the other hand, while, whereas, however</i> - добавления (addition) <i>first/second/third/first of all/ besides/ moreover/ in addition/ furthermore</i></p>

App 4

КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ			
ПРОСТЫЕ			СОСТАВНЫЕ
0 - 12	13 - 19 (+teen)	20 - 90 (+ty), 100, 1000, 1000000	1. Составные числительные от 20 до 100 образуются так же, как и в русском языке: 25 - twenty—five, 93 - ninety—three. 2. В составных числительных после 100 перед десятками, а если их нет, то перед единицами, ставится союз and : 375 (three hundred and seventy-five), 2941 (two thousand nine hundred and forty-one)
0 — zero 1 — one 2 — two 3 — three 4 — four 5 — five 6 — six 7 — seven 8 — eight 9 — nine 10 — ten 11 — eleven 12 — twelve	13 — thirteen 14 — fourteen 15 — fifteen 16 — sixteen 17 — seventeen 18 — eighteen 19 — nineteen	20 — twenty 30 — thirty 40 — forty 50 — fifty 60 — sixty 70 — seventy 80 — eighty 90 — ninety 100 — one (a) hundred 1,000 — one (a) thousand 1,000,000 — one (a) million 1,000,000,000 — a (one) milliard (в Англии); a (one) billion (в США)	

N. B.	Числительные hundred, thousand, million не приобретают окончание s как показатель <u>множественного числа</u> , однако если эти слова выполняют функцию существительных, т. е. перед ними нет числительного (а после них обычно стоит предлог of), то во множественном числе добавляется s : hundreds of people <i>сотни людей</i> , thousands of words <i>тысячи слов</i> .
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ПОРЯДКОВЫЕ ЧИСЛИТЕЛЬНЫЕ

ПРАВИЛА ОБРАЗОВАНИЯ ПОРЯДКОВЫХ ЧИСЛИТЕЛЬНЫХ		
№ п/п	ПРАВИЛО	ПРИМЕР
1	В составных порядковых числительных суффикс -th присоединяется к последнему слову	the forty- sixth <i>сорок шестой</i>
2	Перед порядковыми числительными обычно употребляется <u>определенный</u>	the tenth <i>десятый</i>

	<u>артикль</u>	
3	Десятки, имеющие конечное -у, меняют его на -ie-	ninety девяносто - ninetieth девяностый
4	ИСКЛЮЧЕНИЯ	the first первый, the second второй, the third третий, the fifth пятый, the ninth девятый, the twelfth двенадцатый

Иногда количественное числительное следует за определяемым словом, тогда оно имеет значение порядкового. Сравните: **Lesson One** урок 1 - **the first lesson** первый урок.

ДРОБИ

В простых дробях числитель обозначается количественным числительным, а знаменатель - порядковым. Порядковое числительное, т. е. знаменатель, принимает окончание множественного числа -s, если числитель больше единицы.

ПРОСТЫЕ ДРОБИ (THE FRACTIONS)			
ПИШЕТСЯ	ЧИТАЕТСЯ	ПИШЕТСЯ	ЧИТАЕТСЯ
1/2	a (one) half	2/3	two thirds
1/3	a (one) third	3/4	three fourths/quarters
1/4	a (one) fourth/quarter	4/7	four sevenths
1/5	a (one) fifth	7/18	seven eighteenths
1/10	a (one) tenth	9/10	nine tenths
1/25	a (one) twenty-fifth	2 1/2	two and a half
1/100	a (one) hundredth	3 1/4	three and a quarter/fourth
1/1225	a (one) thousand two hundred and twenty-fifth	2/5 ton	two fifths of a ton
		1/4 kilometre	quarter of a kilometre
		1/2 kilometre	half a kilometre

ДЕСЯТИЧНЫЕ ДРОБИ (THE DECIMAL FRACTIONS)		
ОСОБЕННОСТИ	ПИШЕТСЯ	ЧИТАЕТСЯ
В десятичных дробях в английском языке ставится точка (point) вместо запятой	0.2	(zero) point two
	.2	point two
	0.5	(zero) point five
	3.4	three point four
	3.215	three point two one five
	53.75	fifty-three point seven five

ДАТЫ

При чтении обозначения года называют два двузначных числа, соответствующих двум первым и двум последним цифрам обозначения:

ЧТЕНИЕ ОБОЗНАЧЕНИЯ ГОДА	
ПИШЕТСЯ	ЧИТАЕТСЯ
1612	sixteen twelve
1812	eighteen twelve
1941	nineteen forty-one
1960	nineteen sixty
1900	nineteen hundred
1905	nineteen o [əu] five
В таком чтении слово year <i>год</i> не добавляется:	
Годы могут читаться и по-другому: 1754 - the year seventeen hundred and fifty-four . Такое чтение иногда встречается в документах.	
2000 год — the year two thousand Начиная с 2001 , годы читаются как количественные числительные: 2007 — two thousand (and) seven	
N. B.	Начиная с 2010 года всё чаще встречается чтение года как двух чисел: 2014 - twenty fourteen , 2020 - twenty twenty Так, к примеру, 2013 год можно прочесть как (the year) two thousand (and) thirteen , либо twenty thirteen .

ОБОЗНАЧЕНИЕ И ЧТЕНИЕ ДАТ		
ПИШЕТСЯ	ЧИТАЕТСЯ	ПЕРЕВОД
17th June, 1995	The seventeenth of June, nineteen ninety five; June the seventeenth, nineteen ninety-five	<i>17 июня 1995 года</i>
June 17 (17th), 1995		
17 June 1995		

Заметьте, что названия месяцев всегда пишутся с заглавной буквы. Иногда перед годом ставится запятая — как правило, если дата является частью предложения.

Иногда даты полностью записываются числами. Существует несколько форматов:

- 14/5/2010
- 14-5-2010
- 14.5.2010

Стоит помнить, что в американском английском даты пишутся иначе — сначала идет месяц, потом день. Перед годом ставится запятая.

- June 6, 2001
- October 31, 2005

App 5

1. Advertisement text for travel agent

**THE WORLD AT YOUR FEET
GALAXY TOURS**

**THE SPECIALIST FOR SOUTH AND NORTH ASIA, AUSTRALIA,
NEW ZEALAND, AND BALI
OFFERS UNBEATABLE BARGAIN!!!**

TRAVEL TO EXCITING NEW ZEALAND

HURRY! BOOK NOW! LIMITED SEATS ONLY

Travel highlights

- Visit a native Maori village and observe their unique traditional dances and customs.
- Stay at peaceful sheep farms and dairy farms.
- Ski on Mount Cook, the highest peak in New Zealand.
- Asian meals provided.
- Five-star accommodation.

All flights on Air New Zealand
Departing 10 Dec, 16 Dec, and 22 Dec

Prices: \$2500	\$1800
\$2200	\$1600
(Adults)	(Children below 12)

BOOK NOW TO AVOID HOLIDAY CROWDS

2. Advertisement text about working at hotel

Hotel Work :

One Month Training Course

Suitable young men and women are invited to apply for places on the one month training course on hotel work organized by the Hong Kong Institute of Hotel Management. Tuition is free of charge and students who successfully complete the course will be offered employment in the Colony's leading hotels.

The Training Course will take place from Monday 21st July to Friday 22nd August, from 9 a.m. to 4.30 p.m. daily, except Saturdays and Sundays.

Applications for places on the course are welcome for students now in their third year at secondary school, who have good knowledge of English, and have interest in hotel work.

Application forms may be obtained from:

The Hong Kong Institute of Management,
Box 948,
The South China Times.

The closing date for applications is April 29th

APP 6

3. Advertisement text about apartment

This new and unusual building in the downtown business district offers unique opportunities for small to mid-sized tenants to occupy an entire floor



OFFICE SUITES

from 1,600 to 6,000 square feet are available for immediate occupancy.

Commuting is easy, with the subway stop only one block away. It's convenient to shops, restaurants, hotels, and business services.

For leasing information call

303-572-5947

4. Advertisement text about a zoo

HEY KIDS! HERE'S SOMETHING TO SEE

in the
SCHOOL
HOLIDAYS

A NEW
SHIPMENT OF
★ INDIAN CROCODILES
★ KING COBRAS
and PYTHONS at . . .

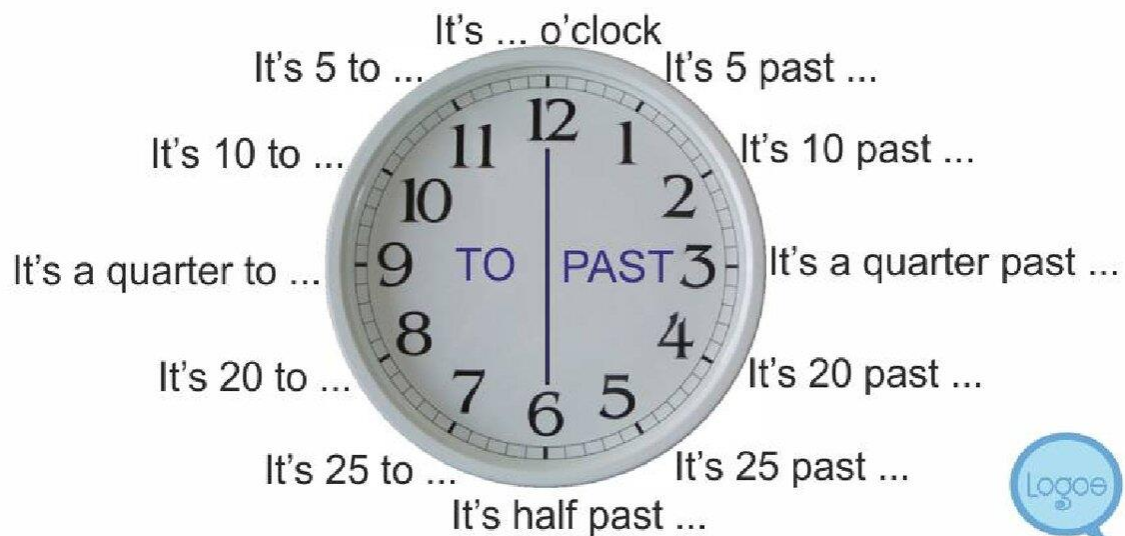


ERIC WORRELL'S REPTILE PARK, WYOMING

App 7



App 8



<https://yandex.ru/>

App 9

THE PRESENT SIMPLE (INDEFINITE) TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (we, you, they) ask. He (she, it) asks.	I am asked. He (she, it) is asked. You (we, they) are asked.
ВОПРОСИТЕЛЬНОЕ	Do I (we, you, they) ask? Does he (she, it) ask?	Am I asked? Is he (she, it) asked? Are you (we, they) asked?
ОТРИЦАТЕЛЬНОЕ	I (we, you, they) do not ask. He (she, it) does not ask.	I am not asked. He (she, it) is not asked. You (we, they) are not asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PRESENT SIMPLE (INDEFINITE) TENSE

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Обычное, регулярно повторяющееся действие в настоящем (часто со словами every day <i>каждый день</i> , usually <i>обычно</i> , often <i>часто</i> , never <i>никогда</i> и т. п.)	I often write letters to my sister. <i>Я часто пишу письма своей сестре.</i>
2	Общеизвестные факты, неопровержимая истина	Water freezes at zero. <i>Вода замерзает при 0 С.</i>
3	Ряд последовательных действий в настоящем (часто со словами at first <i>сначала</i> , then <i>затем</i> , потом , after <i>после</i> и т. п.)	I come to the office, look through the mail and then write letters. <i>Я прихожу на работу, просматриваю почту, а потом пишу письма.</i>
4	В придаточных предложениях времени и условия после союзов: if <i>если</i> , when <i>когда</i> , as soon as <i>как только</i> , before <i>прежде чем</i> и др. вместо Future Indefinite	As soon as I write the letter, I'll post it immediately. <i>Как только я напишу письмо, я сразу же его отправлю.</i>
5	Единичное, конкретное действие в будущем (обычно намеченное к выполнению, запланированное, с указанием времени в будущем, часто с глаголами, обозначающими движение)	He comes tomorrow. <i>Он приезжает завтра.</i> When does the conference take place ? <i>Когда состоится конференция?</i>
6	Действие, совершающееся в момент речи, с <u>глаголами</u> , не употребляющимися во временах группы Continuous (<i>to see, to hear, to recognize, to want, to understand</i> и др.)	I want to attend the conference in Moscow. <i>Я хочу посетить конференцию в Москве.</i>

See more: <http://study-english.info/>

App 10

THE FUTURE SIMPLE (INDEFINITE) TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will ask. (I (we) shall ask.)	I (he, she, it, we, you, they) will be asked. (I (we) shall be asked.)
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) ask? (Shall I (we) ask?)	Will I (he, she, it, we, you, they) be asked? (Shall I (we) be asked.)
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not ask. (I (we) shall not ask.)	I (he, she, it, we, you, they) will not be asked. (I (we) shall not be asked.)

СЛУЧАИ УПОТРЕБЛЕНИЯ THE FUTURE SIMPLE (INDEFINITE) TENSE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Действие, которое совершится или будет совершаться в будущем. Это время может обозначать как однократное, так и повторяющееся действие (часто с такими обстоятельствами времени, как tomorrow завтра, in a week через неделю, next month в следующем месяце и т. д.)	He will return to Moscow in a few days. <i>Он вернется в Москву через несколько дней.</i>
2	Выражает ряд последовательных действий в будущем	They will come home, have their dinner and then go to the cinema. <i>Они придут домой, пообедают, а затем пойдут в кино.</i>
3	Общеизвестные факты, являющиеся неопровержимой истиной, сообщающие о том, что будет верно всегда, при всех условиях, в любой момент будущего	Water will boil at 100° C. <i>Вода (за)кипит при 100 °C.</i> Winter will follow autumn. <i>За осенью (но)следует зима.</i>

See more: <http://study-english.info/>

THE PAST SIMPLE (INDEFINITE) TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) went/ asked	I (he, she, it) was asked We (you, they) were asked
ВОПРОСИТЕЛЬНОЕ	Did I (he, she, it, we, you, they) go/ ask?	Was I (he, she, it) asked? Were (we, you, they) asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) did not go/ask.	I (he, she, it) was not asked. We, you, they were not asked

<u>СЛУЧАИ УПОТРЕБЛЕНИЯ THE PAST SIMPLE (INDEFINITE) TENSE</u>		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Действие в прошлом, произошедшее в какой-либо указанный момент	Yesterday I went to the library . <i>Вчера я ходил в библиотеку.</i>
2	Регулярно повторяющееся действие в прошлом (часто со словами every day <i>каждый день</i> , often <i>часто</i> , at first <i>сначала</i> и т. д.)	He called his parents every day. <i>Он звонил родителям каждый день.</i>
3	В этом случае часто вместо <u>Past Simple</u> употребляется оборот used to + инфинитив , который также может указывать на длительность периода действия в прошлом	He used to play football. <i>Раньше он играл в футбол.</i>
4	Последовательные действия в прошлом	He came home, had his dinner and went to bed at once. <i>Он пришел домой, поужинал и сразу лег спать.</i>

See more: <http://study-english.info/>

<u>THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE</u>		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I am asking. He (she, it) is asking. You (we, they) are asking.	I am being asked. He (she, it) is being asked. You (we, they) are being asked.
ВОПРОСИТЕЛЬНОЕ	Am I asking? Is he (she, it) asking? Are you (we, they) asking?	Am I being asked? Is he (she, it) being asked? Are you (we, they) being asked?
ОТРИЦАТЕЛЬНОЕ	I am not asking. He (she, it) is not asking. You (we, they) are not asking.	I am not being asked. He (she, it) is not being asked. You (we, they) are not being asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ <u>THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE</u>		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Действие в развитии, незаконченное, происходящее в момент речи	I am writing a letter to my sister now, don't bother me. <i>Я сейчас пишу письмо сестре, не беспокойте меня.</i>
2	Действие в ближайшем будущем (обычно с обстоятельством времени)	My wife is coming in a minute. <i>Моя жена придет через минуту.</i>

<u>СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ BE GOING + ИНФИНИТИВ</u>		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Намерение совершить действие в будущем, близость которого зависит от того, насколько далеко заходят планы говорящего	I am going to leave . <i>Я собираюсь уехать.</i>
2	Личное мнение какого-то лица о намерениях другого лица или о предстоящих событиях	She's going to be showing some of the latest things, I think. <i>Я думаю, он собирается показывать кое-что из новинок.</i>

ПРИМЕЧАНИЯ		
№ п/п	ПРИМЕЧАНИЕ	ПРИМЕР
1	Прошедшее время <u>глагола to be (was, were)</u> в составе конструкции указывает на существовавшее в прошлом намерение	I was going to fix breakfast for you. <i>Я собирался приготовить тебе завтрак.</i>
2	Служебный <u>глагол be going</u> изредка употребляется в форме <i>Past Perfect</i> . В таких случаях конструкция означает, что намечавшееся к осуществлению действие или состояние было потенциально возможно, но не осуществилось	Norman had been going to take her to a lecture that night. <i>В тот вечер Норман хотел сходить с ней на лекцию (но не получилось).</i>
3	Be going может предшествовать <u>глаголу to have</u> в модальном значении. Сказуемое в этом случае выражает намечающуюся необходимость совершить действие	You know, you're going to have to fight these engineers every inch of the way. <i>Знаешь, тебе придется отвоевывать у этих инженеров каждый дюйм.</i>
4	<u>Глаголы to go и to come</u> редко встречаются в данной конструкции: их обычно употребляют в форме <i>Present Continuous</i>	I am going... <i>Я иду...</i> He is coming... <i>Он идет...</i>
5	Инфинитив после сочетания может употребляться и в страдательном залоге	He is going to be appointed manager of that department. <i>Его собираются назначить управляющим этого отделения.</i>

See more: <http://study-english.info/>

APP 13

<u>THE PAST CONTINUOUS (PROGRESSIVE) TENSE</u>		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it) was asking. You (we, they) were asking.	I (he, she, it) was being asked. You (we, they) were being asked.
ВОПРОСИТЕЛЬНОЕ	Was I (he, she, it) asking? Were you (we, they) asking?	Was I (he, she, it) being asked? Were you (we, they) being asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it) was not asking. You (we, they) were not asking.	I (he, she, it) was not being asked. You (we, they) were not being asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PAST CONTINUOUS (PROGRESSIVE) TENSE

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Действие в развитии, незаконченное, происходившее в определенный момент в прошлом	Yesterday at 6 o'clock I was writing a letter. <i>Вчера в 6 часов я писал письмо.</i>
2	Действие, протекавшее в момент, когда произошло какое-либо другое действие, выраженное в <i>Past Simple</i> (в придаточных предложениях, обычно начинающихся со слова when <i>когда</i>)	He was reading a book when I <i>entered</i> the room. <i>Он читал книгу, когда я вошел в комнату.</i>
3	Параллельные действия в прошлом (в придаточных предложениях времени, обычно начинающихся со слова while <i>пока, в то время как</i>)	I was watching TV while he was looking through the magazines. <i>Я смотрел телевизор, в то время как он просматривал журналы.</i>
4	Действие, протекавшее в ограниченный период (когда в предложении подчеркивается длительность процесса), часто со словами all day long <i>весь день</i> , the whole month <i>целый месяц</i> и т. д.	I was talking to him from 7 till 8 o'clock last night. <i>Я разговаривал с ним вчера вечером с 7 до 8 часов.</i>

See more: <http://study-english.info/>

APP 14

THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will be asking. (I (we) shall be asking.)	
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) be asking? (Shall I (we) be asking?)	НЕ СУЩЕСТВУЕТ
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not be asking. (I (we) shall not be asking.)	

СЛУЧАИ УПОТРЕБЛЕНИЯ
THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Действие в развитии, незаконченное, происходящее либо в определенный момент в будущем, либо в течение целого периода в будущем	I'll be waiting for you at 5 o'clock. <i>Я буду ждать вас в 5 часов.</i> I'll be translating this article all day long tomorrow. <i>Завтра я целый день буду переводить эту статью.</i>
2	Действие, которое будет совершаться, протекать в тот момент, когда произойдет другое действие, выраженное <u>глаголом</u> в форме <i>Present Simple</i> (в придаточных предложениях времени, начинающихся со слова when <i>когда</i>)	I'll be working when you come. <i>Я буду работать, когда вы придете.</i>
3	Параллельные действия в будущем, т. е. протекающие в одно и то же время (в придаточных предложениях времени, начинающихся со слова while <i>пока, в то время как</i>)	He will be reading while the children will be sleeping . <i>Он будет читать, пока дети будут спать.</i>
4	Действие в будущем, которое явится результатом естественного хода событий, причем точное время его совершения может быть не указано	I'll soon be starting my studies in King's College. <i>Скоро я буду учиться в Королевском колледже.</i>

See more: <http://study-english.info/>

APP 15

THE PRESENT PERFECT TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (we, you, they) have asked. He (she, it) has asked.	I (we, you, they) have been asked. He (she, it) has been asked.
ВОПРОСИТЕЛЬНОЕ	Have I (we, you, they) asked? Has he (she, it) asked?	Have I (we, you, they) been asked? Has he (she, it) been asked?
ОТРИЦАТЕЛЬНОЕ	I (we, you, they) have not asked. He (she, it) has not asked.	I (we, you, they) have not been asked. He (she, it) has not been asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PRESENT PERFECT TENSE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Действие, совершившееся в прошлом, но имеющее непосредственную связь с настоящим моментом. Без уточнения времени	I have written this letter. <i>Я написал это письмо.</i>
2	Действие, совершившееся в истекший период в настоящем (с такими словами, как today сегодня, this week на этой неделе, this month в этом месяце и т. Д.)	This week I have called her twice. <i>На этой неделе я дважды звонил ей.</i> I have visited him today. <i>Сегодня я навестил его.</i>
3	С наречиями неопределенного времени: never никогда, ever когда-либо, yet еще, already уже, lately недавно (за последние дни или месяцы), recently недавно (за последние месяцы или годы); со словом since с, с тех пор	I haven't seen him since spring. <i>Я не видел его с весны.</i>
4	В придаточных предложениях времени и условия после союзов after после того как, if если, when когда, as soon as как только, before прежде чем вместо Future Perfect	I'll go to the Crimea after I have taken my exams. <i>Я поеду в Крым после того, как сдам экзамены.</i>
5	Действие или состояние, не законченное к моменту речи, переводится <u>глаголом</u> настоящего времени	I have known him for many years. <i>Я знаю его много лет.</i>
Н. В.	Общая формула образования времен группы Perfect: To have (в соответствующей форме) + <u>причастие II</u>	

APP 16

THE PAST PERFECT TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) had asked.	I (he, she, it, we, you, they) had been asked.
ВОПРОСИТЕЛЬНОЕ	Had I (he, she, it, we, you, they) asked?	Had I (he, she, it, we, you, they) been asked.
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) had not asked.	I (he, she, it, we, you, they) had not been asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PAST PERFECT TENSE

СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
<p>Действие или состояние, завершившееся до определенного момента в прошлом. Этот момент определяется либо обстоятельством времени с <u>предлогом</u> by к, либо другим действием или состоянием в прошлом, которое произошло позже и выражается <u>глаголом</u> в <i>Past Simple</i></p>	<p>Yesterday by 7 o'clock I had translated the text. <i>Вчера к 7 часам я перевел текст.</i></p> <p>I had had breakfast before he came. <i>Я позавтракал до того, как он пришел.</i></p>

N. В.	<i>Общая формула образования времен группы Perfect: to have (в соответствующей форме) + <u>причастие II</u></i>
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See more: <http://study-english.info/>

APP 17

THE FUTURE PERFECT TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	<p>I (he, she, it, we, you, they) will have asked. (I (we) shall have asked.)</p>	<p>I (he, she, it, we, you, they) will have been asked. (I (we) shall have been asked.)</p>
ВОПРОСИТЕЛЬНОЕ	<p>Will I (he, she, it, we, you, they) have asked? (Shall I (we) have asked?)</p>	<p>Will I (he, she, it, we, you, they) have been asked? (Shall I (we) have been asked?)</p>
ОТРИЦАТЕЛЬНОЕ	<p>I (he, she, it, we, you, they) will not have asked. (I (we) shall not have asked.)</p>	<p>I (he, she, it, we, you, they) will not have been asked. (I (we) shall not have been asked.)</p>

<u>СЛУЧАИ УПОТРЕБЛЕНИЯ THE FUTURE PERFECT TENSE</u>		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Действие, которое будет завершено до определенного момента в будущем, который определяется обстоятельством времени с <u>предлогом</u> by к, до	I'll have translated this text by 2 o'clock tomorrow. <i>Я переведу этот текст завтра до 2 часов.</i>
2	Действие, которое завершится до другого действия в будущем, выраженного <u>глаголом</u> в <i>Present Simple</i> (с <u>предлогом</u> by к, до)	I'll have written my composition by the time you ring me up. <i>Я напишу сочинение до того, как ты мне позвонишь.</i>
N. B.	Общая формула образования времен группы Perfect: to have (в соответствующей форме) + <u>причастие II</u>	

See more: <http://study-english.info/>

APP 18

<u>THE PRESENT PERFECT CONTINUOUS TENSE</u>		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (you, we, they) have been asking . He (she, it) has been asking .	
ВОПРОСИТЕЛЬНОЕ	Have I (you, we, they) been asking ? Has he (she, it) been asking ?	НЕ СУЩЕСТВУЕТ
ОТРИЦАТЕЛЬНОЕ	I (you, we, they) have not been asking . He (she, it) has not been asking .	

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PRESENT PERFECT CONTINUOUS TENSE

СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
Действие или состояние, начавшееся до настоящего момента, длившееся в течение некоторого периода времени и продолжающееся в момент речи или закончившееся непосредственно перед моментом речи. При этом указывается либо весь период действия (обычно с <u>предлогом for</u> в течение, уже), либо начальный момент (обычно с <u>предлогом since</u> с, с тех пор как)	<p>I have been watching TV for 2 hours. <i>Я смотрю телевизор уже 2 часа.</i></p> <p>I have been waiting since yesterday morning. <i>Я жду со вчерашнего утра.</i></p>

See more: <http://study-english.info/>

APP 19

THE PAST PERFECT CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, you, we, they) had been asking .	
ВОПРОСИТЕЛЬНОЕ	Had I (he, she, it, you, we, they) been asking ?	НЕ СУЩЕСТВУЕТ
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, you, we, they) had not been asking .	

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PAST PERFECT CONTINUOUS TENSE

СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
Выражает длительное действие или состояние, которое началось ранее другого действия или состояния, выражаемого обычно формой <u>Past Simple</u> , и при наступлении этого действия или состояния все еще некоторое время продолжалось или было прервано. При этом указывается либо весь период действия или состояния (обычно с <u>предлогом for</u> в течение, уже), либо начальный момент (обычно с <u>предлогом since</u> с)	<p>I had been writing a letter for 2 hours when he came. <i>Я писал письмо уже 2 часа, когда он пришел.</i></p> <p>I had been reading this book since 3 o'clock when he came. <i>Я читал эту книгу с 3 часов, когда он пришел.</i></p>

See more: <http://study-english.info/>

<u>THE FUTURE PERFECT CONTINUOUS TENSE</u>		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, you, we, they) will have been asking. (I (we) shall have been asking.)	
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, you, we, they) have been asking? (Shall I (we) have been asking?)	НЕ СУЩЕСТВУЕТ
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, you, we, they) will not have been asking. (I (we) shall not have been asking.)	

<u>СЛУЧАИ УПОТРЕБЛЕНИЯ</u> <u>THE FUTURE PERFECT CONTINUOUS TENSE</u>	
СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
<p>Действие или состояние, которое начнется до определенного момента в будущем и будет продолжаться вплоть до этого момента (либо продолжающееся в этот момент), с указанием всего периода действия или состояния (обычно с <u>предлогом</u> for в течение) или с указанием начального момента действия (обычно с <u>предлогом</u> since с)</p>	<p>By the time my alarm-clock rings I'll have been sleeping for 8 hours. <i>Когда прозвонит мой будильник, я буду спать уже 8 часов.</i></p> <p>By the end of September she will have been living here for 7 years. <i>К концу сентября она будет здесь жить уже 7 лет.</i></p>

See more: <http://study-english.info/>

МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ВОЗМОЖНОСТЬ СОВЕРШЕНИЯ ДЕЙСТВИЯ			
№ п/п	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	CAN (COULD)	Возможность совершения действия в силу наличия условий для его совершения в настоящем и будущем	I can stay with them. Я могу остаться с ними.
		Возможность совершения действия, основанная на позволении, разрешении	Can I see the producer? Могу я увидеть продюсера?
		Глагол can может также передавать немодальное значение способности, физической возможности совершить действие	He can speak English. Он умеет говорить по-английски.
		Вместо глагола can после глаголов seem казаться, appear оказаться, used to бывало в качестве формы инфинитива, а также для образования будущего времени употребляется сочетание to be able	Do you think you ll be able to come three days a week? Ты думаешь, что сможешь приходить три дня в неделю?
		Вместо could в прошедшем времени может употребляться сочетание to be able в прошедшем времени - was/were able . На русский язык was/were able переводится глаголом совершенного вида: смог, смогла, смогли	I was able to write this test correctly. Я смог правильно написать этот тест.
2	MAY (MIGHT)	Возможность совершения действия, которое может осуществиться, но может и не осуществиться	It may make that man furious. Это может взбесить этого человека.
		Возможность совершения действия, обусловленная разрешением, позволением. В этом значении вместо глагола may (might) могут использоваться эквиваленты — to be allowed, to be permitted	You ll be allowed to go out. Вам позволят выйти.

App 21

В.

<u>МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ, ВЫРАЖАЮЩИЕ НЕОБХОДИМОСТЬ СОВЕРШЕНИЯ ДЕЙСТВИЯ</u>			
№ п/п	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	MUST	Неизбежность совершения действия, обусловленная объективными причинами	He must understand it. Он должен понять это.
		Вынужденность совершения действия, обусловленная объективными причинами	You must not ask too much of it. Вы не должны спрашивать про это слишком много.
		Необходимость, обусловленная субъективным мнением говорящего	I must be off as soon as I can. Я должен уйти, как только смогу.
2	SHOULD	Необходимость совершения действия, вызванная субъективным мнением говорящего	You shouldn't have come here. Тебе не следовало приходить сюда.
		Необходимость совершения действия, вызванная объективными причинами	Insulators should be kept very clean. Изоляторы должны храниться в чистоте.
3	OUGHT TO	Необходимость совершения действия, вызванная субъективным мнением говорящего	I ought to do all I <u>can</u> to comfort her. Я должен сделать все, что могу, чтобы успокоить ее.
		Целесообразность действия, обусловленная субъективным мнением говорящего	Perhaps I ought to have a talk to him about it first. Наверное, мне следует сначала поговорить с ним об этом.
4	SHALL	Необходимость совершения действия, обусловленная субъективным мнением говорящего	Henry shall go home. Генри должен пойти домой.

		Вопросительное предложение с shall содержит вопрос говорящего о мнении собеседника по поводу совершения действия	Shall I open the door? Мне открыть дверь?
5	NEED	Передает оттенок нужности, надобности действия	We needn't talk to each other unless we feel like it. Нам не нужно говорить друг с другом, если только мы не захотим этого.
6	TO HAVE*(TO HAVE GOT)*	Вынужденность действия	I didn't have to make any decisions. Мне не пришлось принимать решения.
		Надобность действия	I have to know it. Мне надо это знать.
7	TO BE*	Неизбежность совершения действия	The novel, which is to be his last one has found a new sense. Роман, которому суждено было стать его последним романом, нашел новый смысл.
		Необходимость совершения действия согласно предварительной договоренности	He was to come yesterday. Он должен был прийти вчера.
		Необходимость совершения действия, вызванная объективными причинами	The wire may also be made of any metal though soft metals are to be avoided. Провод также может быть сделан из любого металла, хотя мягкие металлы не следует использовать.

App 21
С.

МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ПРЕДПОЛОЖЕНИЕ			
№ п/п	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	MUST	Предположение, основанное на фактах, знаниях, почти граничащее с уверенностью	He must be at home. Он, вероятно, дома.
2	SHOULD	Предположение, основанное на фактах	They should all be of equal mass. Вероятно, все они имеют одинаковую массу.
3	OUGHT	Предположение, основанное на фактах	It ought not to be very hard to find that man. Вероятно, найти этого человека будет не очень сложно.
4	WILL WOULD	Предположение, основанное на субъективном мнении говорящего	You 'll have heard of him? Вы, наверно, слышали о нем?
5	CAN (COULD)	Употребляется главным образом в отрицательных предложениях, выражая, таким образом, предположение о невероятности совершения действия	You can't really love me, or you wouldn't hesitate. Ты, на самом деле, не любишь меня, иначе ты бы не колебался.
6	MAY	Предположение о возможности действия, которое может произойти, но может и не произойти	I may have said it. Я мог сказать это (но не сказал).
7	MIGHT	Предположение, в верности которого говорящий не уверен	She might have been thirty-five. Ей тогда было лет тридцать пять.
		Предположение, не соответствующее действительности	Michael laughed and shouted and sang. He might have been fifteen. Майкл смеялся и кричал, и пел. В тот момент ему было лет пятнадцать.
8	NEED	Употребляется в отрицательных предложениях в значении предположения о необязательности действия	It needn't take you very long. Вряд ли это займет у вас много времени.

See more: <http://study-english.info/>

СЛОВООБРАЗОВАНИЕ

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ СУФФИКСЫ ГЛАГОЛОВ		
СУФФИКС	ЗНАЧЕНИЕ	ПРИМЕР
(сущ. +) -ize	делать(ся) таким, как на то указывает основа	summarize суммировать
(прил. +) -en		harden делать(ся) твердым
(сущ. +) -ify, -fy	превращать в, делать то, на что указывает основа	gasify превращать(ся) в газ; electrify электризовать
(сущ. +) -ate	подвергать воздействию, превращать в то, на что указывает основа	vaccinate делать прививку; granulate гранулировать
-er		whisper шептать
-ish		establish устанавливать

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ СУФФИКСЫ СУЩЕСТВИТЕЛЬНЫХ		
СУФФИКС	ЗНАЧЕНИЕ	ПРИМЕР
(гл. +) -er, -or	обозначение деятеля	worker рабочий
(гл. +) -ing	действие в процессе	boiling кипячение
(прил. +) -ness	свойство, качество	whiteness белизна
(прил. +) -ty, -ity	состояние, условие, качество	activity деятельность
(гл. +) -age	акт или факт действия	breakage поломка
(сущ. +) -age	содержание чего-либо (единиц измерения)	percentage процентное содержание
(гл. +) -ment	отвлеченные понятия (абстрактные <u>существительные</u>)	treatment лечение
(гл. +) -ance, -ence		resistance сопротивление
(гл. +) -ancy, -ency		expectancy надежда
(прил. +/сущ. +) -dom		freedom свобода
(гл. +)		revision повторение

-ion, -tion, -sion, -ssion		
-ure		pressure <i>давление</i>
-hood		childhood <i>детство</i>
-ship		friendship <i>дружба</i>
-th		length <i>длина</i>
-an, -ian	1) <u>национальность</u> ; 2) профессия	American <i>американец</i> , librarian <i>библиотекарь</i>
-ism	какое-либо течение (например, политическое)	communism <i>коммунизм</i>
-ist	1) принадлежность к какому-либо течению; 2) профессия	communist <i>коммунист</i> ; artist <i>художник</i>

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ СУФФИКСЫ ПРИЛАГАТЕЛЬНЫХ

СУФФИКС	ЗНАЧЕНИЕ	ПРИМЕР
(сущ. +) -al	наличие признака, свойств и качеств, выраженных основой	central <i>центральный</i>
(сущ. +) -ic		patriotic <i>патриотический</i>
(сущ. +) -ical		geological <i>геологический</i>
(сущ. +) -ous		famous <i>известный</i>
(сущ. +) -ful		useful <i>полезный</i>
(гл. +) -able, -ible		expressible <i>выразительный</i>
(гл. +) -ant, -ent		dependent <i>зависимый</i>
(гл. +) -ive		active <i>активный</i>
(сущ. +) -ly		friendly <i>дружелюбный</i>
(сущ. +) -y		grainy <i>зернистый</i>
(гл. +) -ite		favourite <i>любимый</i>
-ary		pecuniary <i>денежный</i>
-ate		fortunate <i>удачный</i>
-ed		cold-blooded <i>хладнокровный</i>

-less	отсутствие качества, признака	useless <i>беспользый</i>
-ish	1) наличие признака в слабой степени; 2) принадлежность к <u>национальности</u>	reddish <i>красноватый</i> ; Polish <i>польский</i>
-ese -ian, -an	принадлежность к <u>национальности</u>	Japanese <i>японский</i> Egyptian <i>египетский</i>
-like	сходство	birdlike <i>птицеподобный</i>
-ern	принадлежность к одной из сторон света	northern <i>северный</i>

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ СУФФИКСЫ НАРЕЧИЙ И ЧИСЛИТЕЛЬНЫХ					
СУФФИКСЫ НАРЕЧИЙ			СУФФИКСЫ ЧИСЛИТЕЛЬНЫХ		
СУФ- ФИКС	ЗНАЧЕНИЕ	ПРИМЕР	СУФ- ФИКС	ЗНАЧЕНИЕ	ПРИМЕР
(прил. +) -ly	таким образом, способом	Entirely <i>всецело</i>	-teen	количественное <u>числительное</u> от 13 до 19	fifteen <i>пятнадцать</i>
- ward(s)	направление движения	Backwards <i>назад</i>	-ty	десятки	seventy <i>семьдесят</i>
-wise	в таком направлении, таким способом	Clockwise <i>по часовой стрелке</i>	-th	Порядковое <u>числительное</u>	fourth <i>четвертый</i>

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ ПРЕФИКСЫ И ИХ ЗНАЧЕНИЯ

ОТРИЦАТЕЛЬНЫЕ ПРЕФИКСЫ		ДРУГИЕ ПРЕФИКСЫ		
ПРЕФИКС	ПРИМЕР	ПРЕФИКС	ЗНАЧЕНИЕ	ПРИМЕР
un-	unable <i>неспособный</i>	re- (+ гл.)	вновь сделать то, на что указывает основа	remake <i>переделывать</i>
in-	inactive <i>бездеятельный</i>			
im-	impossible <i>невозможный</i>	en-, em- (+ гл.)	придавать качество	embody <i>воплощать</i>
il-	illegal <i>незаконный</i>			
ir-	irregular <i>неправильный</i>	over- (+ гл.)	избыточная степень качества или выполнения действия	overproduce <i>перепроизводить</i>
mis-	misunderstand <i>неправильно понять</i>			
dis-	disapproval <i>неодобрение</i>	under- (+ гл.)	недостаточная степень качества или выполнения действия	underestimate <i>недооценивать</i>

See more: <http://study-english.info/>

ПОДЛЕЖАЩЕЕ	СКАЗУЕМОЕ (в действительном залоге)	<u>Существительное</u> в общем падеже или личное <u>местоимение</u> в объектном падеже + <u>инфинитив</u>
We Мы	expect надеемся,	him to do it in time. что он сделает это вовремя.

* При переводе конструкции на русский язык, почти всегда используется придаточное предложение.

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ДОПОЛНЕНИЕ»

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	После <u>глаголов</u> чувственного восприятия : to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др. в действительном залоге. После этих <u>глаголов</u> инфинитив употребляется <u>без</u> частицы to	I <u>watched</u> her approach. Я <u>смотрел</u> , как она приближается.
	После <u>глаголов</u> чувственного восприятия используется только Indefinite Infinitive Active . Чтобы выразить действие в страдательном залоге, можно использовать причастие II	I <u>saw</u> the fire slowly conquered. Я <u>видел</u> , как пожар постепенно потушили.
2	После <u>глаголов</u> , обозначающих умственную деятельность : to know знать, to think думать, to consider , to believe , to suppose думать, полагать, to expect ожидать, to imagine представлять, to find находить, узнавать, to trust верить, to assume допускать, предполагать и др. в действительном залоге. После этих <u>глаголов</u> в составе конструкции очень часто используется глагол to be	He <u>considers</u> this question to be of great importance. Он <u>считает этот</u> вопрос очень важным (= что этот вопрос является очень важным).
3	После <u>глаголов</u> со значением заявления : to pronounce произносить, говорить, to declare заявлять, to report докладывать	He <u>declared</u> the conferece to be over. Он объявил, что конференция завершилась.

4	<p>После <u>глаголов</u>, обозначающих чувства и эмоции: to like нравиться, to dislike не нравиться, to love любить, to hate, cannot bear не мочь терпеть, ненавидеть и т. д.</p>	<p>I <u>hate</u> you to talk in this way. Я <u>терпеть не могу</u>, когда вы так говорите (= вы говорите таким образом).</p>
5	<p>После <u>глаголов</u>, обозначающих приказ или разрешение, принуждение: to order приказывать, to allow, to permit позволять, to suffer неохотно позволять, to have распоряжаться, to make, to have, to get, to force, to cause распоряжаться, приказывать, заставлять и др. в действительном залоге</p>	<p>She <u>caused</u> a message to be sent him. Она распорядилась, чтобы ему послали сообщение</p>
	<p>После <u>глаголов</u> to let позволять, to make, to have распоряжаться, приказывать, заставлять инфинитив другого глагола употребляется <u>без</u> частицы to.</p>	<p><u>Let</u> me describe what happened. <u>Позвольте мне</u> описать, что произошло. <u>Make</u> them work harder. <u>Заставьте их</u> работать усерднее. I can <u>have</u> them listen to me. Я могу <u>заставить их</u> слушать меня.</p>
	<p>В форме повелительного наклонения глагол to let в сочетании с 3-м лицом часто на русский язык переводится словом "пусть"</p>	<p><u>Let</u> him explain why he posted the picture. <u>Пусть он объяснит</u>, зачем он опубликовал эту фотографию.</p>

See more: <http://study-english.info/>

ПОДЛЕЖАЩЕЕ (<u>существительное</u> в общем или <u>местоимение</u> в именительном падеже)	СКАЗУЕМОЕ (обычно глагол в страдательном залоге)	ИНФИНИТИВ
He Он,	is known как известно,	to go to work to Siberia. поедет работать в Сибирь.

Особенность этой конструкции в том, что она не выступает как единый член предложения: именная часть конструкции является в то же время подлежащим предложения, а инфинитив представляет собой часть составного глагольного сказуемого.

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ПОДЛЕЖАЩЕЕ»		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	С <u>глаголами</u> чувственного восприятия: to hear слышать, to see видеть, to watch наблюдать, смотреть, to feel чувствовать, to observe наблюдать, to notice замечать и др. в страдательном залоге. В данной конструкции, после этих <u>глаголов</u> инфинитив употребляется с частицей to	Bob was heard to laugh heartily. <i>Было слышно, как Боб смеялся от всего сердца.</i>
2	С <u>глаголами</u> , обозначающими умственную деятельность: to know знать, to think думать, to consider , to believe , to suppose думать, полагать, to expect ожидать, to imagine представлять, to find находить, узнавать, to trust верить, to assume допускать, предполагать и др. в страдательном залоге. После этих <u>глаголов</u> в составе конструкции часто используется глагол to be	Philip was known to be a young man without money. <i>Знали, что Филипп был молодым человеком без денег.</i>

3	С глаголом to make заставлять (в страдательном залоге).	Little Bob <u>was made to put on</u> some warm clothes. <i>Маленького Боба заставили надеть ь теплую одежду.</i>
4	С глаголами в значении сообщения: to say говорить, to report сообщать, to state утверждать в страдательном залоге.	He is said to have gone to work to Siberia. <i>Говорят, что он уехал работать в Сибирь.</i>
5	В действительном залоге с глаголами: to seem казаться (по-видимому), to happen случаться (случается, случилось), to prove доказывать (оказывается, оказалось), to be likely вероятно, to be unlikely вряд ли, to be sure, to be certain быть уверенным (наверняка), to turn out оказываться (оказалось) и т. п.	They are unlikely to come in time. <i>Они вряд ли придут вовремя.</i> The work proved to be useful. <i>Работа оказалась полезной (= Работа, как оказалось, была полезной).</i> They seemed to have forgotten him. <i>Они, казалось, забыли его.</i>

КОНСТРУКЦИЯ "FOR-TO-INFINITIVE"

	FOR	СУЩЕСТВИТЕЛЬНОЕ (в общем падеже) или ЛИЧНОЕ МЕСТОИМЕНИЕ (в объектном падеже)	ИНФИНИТИВ
Here is the book	for	you	to read.
<i>Вот книга, которую вам надо прочитать.</i>			

ФУНКЦИИ КОНСТРУКЦИИ "FOR-TO-INFINITIVE" В ПРЕДЛОЖЕНИИ

№ п/п	ФУНКЦИЯ	ПРИМЕР
1	Подлежащее (часто с вводным it)	<u>It</u> is shame for me to ask . <i>Для меня просить - стыдно.</i>
2	Сказуемое	The instruction is for the engineers to follow . <i>Инструкция предназначена для того, чтобы инженеры ее выполняли.</i>

3	Дополнение	He waited for her to speak . <i>Он ждал, когда она заговорит.</i>
4	Определение	The best thing for you to do is to obey. <i>Лучшее, что вам следует сделать - подчиниться.</i>
5	Обстоятельство цели	He stepped aside for me to pass . <i>Он отошел в сторону, чтобы я смог пройти.</i>
6	Обстоятельство результата	He spoke loud enough for you to hear . <i>Он говорил достаточно громко, чтобы вы могли слышать.</i>

See more: <http://study-english.info/>

App 25

ФОРМЫ ГЕРУНДИЯ

	ACTIVE	PASSIVE
INDEFINITE	asking	being asked
PERFECT	having asked	having been asked

№ п/п	СХОДСТВО ГЕРУНДИЯ С СУЩЕСТВИТЕЛЬНЫМ	
1	Может иметь определение, выраженное притяжательным местоимением или существительным в притяжательном или общем падеже	I know of your reading . <i>Я знаю, что вы много читаете.</i>
2	Может сочетаться с предлогом	I insist on your going there now. <i>Я настаиваю на том, чтобы вы пошли туда сейчас.</i>
3	В предложении выполняет те же функции	

№ п/п	СХОДСТВО ГЕРУНДИЯ С ГЛАГОЛОМ	
1	Имеет залог (действительный и страдательный)	I like writing letters. <i>Я люблю писать письма.</i> The baby likes being spoken to. <i>Ребенок любит, когда с ним разговаривают.</i>
2	Имеет простую и перфектную формы. Перфектный герундий, так же как и перфектный инфинитив, выражает действие, которое произошло ранее действия, выраженного сказуемым	I know of his coming to Moscow. <i>Я знаю, что он приезжает в Москву.</i> I know of his having come to Moscow. <i>Я знаю, что он приехал в Москву.</i>
3	Может иметь прямое дополнение	I like reading books. <i>Я люблю читать книги.</i>
4	Может определяться обстоятельством, выраженным наречием	I like walking slowly. <i>Я люблю ходить медленно.</i>

В русском языке нет форм, соответствующих формам герундия, ввиду чего изолированно, вне предложения, они не могут быть переведены на русский язык.

ГЕРУНДИЙ В ФОРМЕ INDEFINITE И PERFECT

УПОТРЕБЛЕНИЕ ГЕРУНДИЯ В ФОРМЕ INDEFINITE

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Когда действие, которое он выражает, одновременно с действием, выраженным глаголом в личной форме	I am surprised at hearing this. <i>Я удивлен слышать это.</i> I was quite disappointed at not finding him there. <i>Я был очень разочарован, не застав его там.</i>
2	Когда действие, которое он выражает, относится к будущему времени	We intend shipping the goods in May. <i>Мы намерены отгрузить товары в мае.</i> We think of going there in the summer. <i>Мы думаем поехать туда летом.</i>

3	Когда действие, которое он выражает, безотносительно ко времени его совершения	<p>Swimming is a good exercise. <i>Плавание — хорошее физическое упражнение.</i></p> <p>Loading heavy weights requires great skill. <i>Погрузка тяжелых грузов требует большого искусства.</i></p>
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ГЕРУНДИЙ В ФОРМЕ PERFECT		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
	Когда действие, которое он выражает, предшествует действию, выраженному глаголом в личной форме	<p>I don't remember having seen him before. Я не помню, видел ли я его раньше.</p>
NB!		
1	<p>После предлогов on (upon) и after обычно употребляется Indefinite (Simple) Gerund, хотя в этих случаях действие, выраженное герундием, предшествует действию, выраженному глаголом в личной форме.</p>	<p>On receiving the answer of the firm we handed all the documents to our legal adviser.</p> <p>After concluding the contract he representative of the firm left Moscow.</p>
2	<p>Indefinite Gerund, а не Perfect Gerund, употребляется и в других случаях, когда нет необходимости подчеркнуть, что действие, выраженное герундием, предшествовало действию, выраженному глаголом в личной форме.</p>	<p>I thank you for coming. (a <i>ne</i>: for having come)</p> <p>He apologized for leaving the door open. (a <i>ne</i>: for having left)</p>

**СПИСОК ОСНОВНЫХ ГЛАГОЛОВ И ГЛАГОЛЬНЫХ СОЧЕТАНИЙ,
ПРИЧАСТИЙ И ПРИЛАГАТЕЛЬНЫХ, ЗА КОТОРЫМИ СЛЕДУЕТ GERUNДИЙ**

<p>to be disappointed at <i>быть разочарованным в</i></p> <p>to accuse of <i>обвинять в</i></p> <p>to approve (disapprove) of <i>одобрять (не одобрять) что-л.</i></p> <p>to think of <i>думать о</i></p> <p>to prevent from <i>препятствовать, мешать (сделать что-л.)</i></p> <p>to consist in <i>заключаться в</i></p> <p>to be fond of <i>любить что-л.</i></p> <p>to be proud of <i>гордиться чем-л.</i></p> <p>to count on (upon) = to depend on (upon) <i>рассчитывать на</i></p> <p>to succeed in <i>удаваться</i></p> <p>to insist on (upon) <i>настаивать на</i></p> <p>to be interested in <i>интересоваться чем-л.</i></p> <p>to be tired of <i>уставать от чего-л.</i></p> <p>to get used to <i>привыкать к</i></p> <p>to be used to <i>привыкнуть к</i></p> <p>to go on <i>продолжать(ся)</i></p> <p>to suggest <i>предлагать</i></p>	<p>to be surprised at <i>удивляться чему-л.</i></p> <p>to suspect of <i>подозревать в</i></p> <p>to be responsible for <i>быть ответственным за</i></p> <p>to hear of <i>слышать о</i></p> <p>to be afraid of <i>бояться чего-л.</i></p> <p>to be capable (incapable) of <i>быть способным (неспособным) на</i></p> <p>to persist in <i>упорно продолжать что-л.</i></p> <p>to result in <i>иметь результатом что-л., приводить к чему-л.</i></p> <p>to spend in <i>тратить (время) на что-л.</i></p> <p>to be engaged in <i>заниматься чем-л.</i></p> <p>to object to <i>возражать против</i></p> <p>to thank for <i>благодарить за что-либо</i></p> <p>can't help <i>не мочь не</i></p> <p>to mind <i>возражать</i></p> <p>to start <i>начинать</i></p> <p>to want <i>хотеть</i></p> <p>to need <i>нуждаться</i></p> <p>to finish <i>заканчивать</i></p>
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ПРИМЕРЫ

I am fond of **skating**. *Я люблю кататься на коньках.*

Go on **reading**, please. *Продолжайте читать, пожалуйста.*

Thank you for your **coming** here. *Благодарю вас за то, что вы пришли сюда.*

Would you mind **opening** the window? *Вы не будете возражать, если я открою окно?*

He thought of **going** to the theatre. *Он думал о том, чтобы пойти в театр.*

I couldn't help **laughing**. *Я не мог не засмеяться.*

**ОСНОВНЫЕ ГЛАГОЛЫ, ПОСЛЕ КОТОРЫХ МОГУТ УПОТРЕБЛЯТЬСЯ
КАК GERUNДИЙ, ТАК И ИНФИНИТИВ**

to begin <i>начинать</i>	to continue <i>продолжать</i>
to like <i>нравиться, любить</i>	to prefer <i>предпочитать</i>

See more: <http://study-english.info/>

ПРИЧАСТИЕ I (PARTICIPLE I) и ПРИЧАСТИЕ II (PARTICIPLE II)

ФОРМЫ ПРИЧАСТИЯ			
ЗАЛОГ (VOICE)	PARTICIPLE I	PARTICIPLE I PERFECT	PARTICIPLE II
ACTIVE	asking	having asked	asked
PASSIVE	being asked	having been asked	

ПРИЧАСТИЕ I (PARTICIPLE I)

Причастие I образуется путем прибавления суффикса **-ing** к основе глагола: **working- работающий, работая.**

ФУНКЦИИ ПРИЧАСТИЯ I В ПРЕДЛОЖЕНИИ

№ п/п	ФУНКЦИЯ	ПРИМЕР
1	<p align="center">Определение</p> <p>Употребляется перед определяемым <u>существительным</u> (левое определение) или после него (правое определение). На русский язык такое <u>причастие</u> переводится причастием действительного залога настоящего времени. Правое определение часто бывает выражено причастием I с относящимися к нему словами и в этом случае переводится на русский язык причастным оборотом</p>	<p>growing trees <i>растущие деревья</i> <i>Look at the trees growing in our garden. Посмотри на деревья, растущие в нашем саду.</i></p>
2	<p align="center">Обстоятельство</p> <p>Употребляется в начале или в конце предложения. В этом случае <u>причастие I</u> обычно переводится на русский язык деепричастием, оканчивающимся на -(а)я</p>	<p>Reading an English book he wrote out many new words. <i>Читая английскую книгу, он выписал много новых слов.</i></p>

3	Часть сказуемого В этом случае <u>причастие</u> I вместе с <u>глаголом</u> to be является сказуемым предложения в одном из времен группы Continuous . Такие сказуемые переводятся на русский язык <u>глаголом</u> в личной форме в соответствующем времени	They will be working at that time tomorrow. <i>Они будут работать завтра в это время.</i>
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ПРИЧАСТИЕ II (PARTICIPLE II)

Форма **причастия II** (причастия прошедшего времени) стандартных (правильных) глаголов совпадает с формой прошедшего времени этих глаголов, т.е. образуется прибавлением к основе глагола суффикса **-ed** с соответствующими орфографическими изменениями: to solve *решать* - solved *решил* - **solved** *решенный* (-ая, -ое).

Форма причастия II нестандартных (неправильных) глаголов образуется разными способами и соответствует 3-й форме этих глаголов: to speak - spoke - **spoken**, to make - made - **made**, to go - went - **gone**.

ФУНКЦИИ ПРИЧАСТИЯ II В ПРЕДЛОЖЕНИИ

№ п/п	ФУНКЦИЯ	ПРИМЕР
1	Определение В этой функции <u>причастие</u> II употребляется либо перед определяемым словом (слева от него), либо после (справа). В последнем случае, если нет относящихся к нему слов, при переводе <u>причастие</u> переносится влево. На русский язык <u>причастие</u> II обычно переводится причастием страдательного залога на -мый, -щийся, -нный, -тый, -вшийся	the solved problem, the problem solved <i>решенная задача</i> the houses built <i>построенные дома</i> the opened book <i>открытая книга</i> the method used <i>используемый метод</i>
2	Обстоятельство причины Соответствует в русском языке причастиям на -мый, -щийся, -нный, -тый, -вшийся или придаточным предложениям причины	Well-known all over the world the Russian book on electronics was also translated into English. <i>Так как русская книга по электронике известна во всем мире, она была переведена и на английский язык.</i>

	<p align="center">Обстоятельство времени</p> <p>Соответствует в русском языке придаточным предложениям времени. Такие обстоятельственные причастные обороты могут иногда вводиться союзами when <i>когда</i>, while <i>в то время как, во время</i></p>	<p>When given the book read the article about environment protection. <i>Когда вам дадут книгу, прочтите статью об охране окружающей среды.</i></p>
3	<p align="center">Часть сказуемого</p> <p>В этом случае <u>причастие II</u> вместе с <u>глаголом</u> to have является сказуемым предложения в одном из времен группы Perfect</p>	<p>He had translated the text before I came. <i>Он перевел текст, прежде чем я пришел.</i></p>

Объектная причастная конструкция представляет собой сочетание существительного в общем падеже или местоимения в объектном падеже и причастия (в этой конструкции может использоваться как причастие I, так и причастие II).

В предложении эта конструкция выполняет функцию сложного дополнения; в русском языке ей обычно соответствует дополнительное придаточное предложение, вводимое союзом **как** или **что**: I see **him losing** his temper. *Я вижу, что он выходит из себя.*

СЛУЧАИ УПОТРЕБЛЕНИЯ ОБЪЕКТНОЙ ПРИЧАСТНОЙ КОНСТРУКЦИИ

№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	<p>После <u>глаголов</u> чувственного восприятия: to hear <i>слышать</i>, to see <i>видеть</i>, to watch <i>наблюдать, смотреть</i>, to feel <i>чувствовать</i>, to observe <i>наблюдать</i>, to notice <i>замечать</i> и др.</p>	<p>She could feel her hands trembling. <i>Она чувствовала, как у нее дрожали руки.</i></p>
2	<p>После <u>глаголов</u>, обозначающих умственную деятельность: to know <i>знать</i>, to think <i>думать</i>, to consider, to believe, to suppose <i>думать, полагать</i>, to expect <i>ожидать</i>, to imagine <i>представлять</i>, to</p>	<p>I consider myself engaged to him. <i>Я считаю себя помолвленной с ним.</i></p>

	find <i>находить, узнавать, to trust</i> <i>верить, to assume</i> <i>допускать, предполагать</i> и др.	
3	После <u>глаголов</u> , обозначающих желание ; в этом случае используется только <u>причастие II</u>	I want it done quick. <i>Я хочу, чтобы это было сделано быстро.</i>
4	После <u>глаголов</u> to have и to get (в значении распоряжения); в этом случае используется только <u>причастие II</u>	I had my piano tuned . <i>Мне настроили пианино.</i>

Субъектная причастная конструкция

представляет собой сочетание существительного в общем падеже или местоимения в именительном падеже и причастия (в основном причастия I).

Существительное (или местоимение) является подлежащим предложения. Особенность этой конструкции — в том, что она не выступает как единый член предложения: один ее компонент - подлежащее, другой - часть составного глагольного сказуемого.

<u>СЛУЧАИ УПОТРЕБЛЕНИЯ СУБЪЕКТНОЙ ПРИЧАСТНОЙ КОНСТРУКЦИИ</u>		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Только после <u>глаголов</u> чувственного восприятия : to hear <i>слышать</i> , to see <i>видеть</i> , to watch <i>наблюдать, смотреть</i> , to feel <i>чувствовать</i> , to observe <i>наблюдать</i> , to notice <i>замечать</i> и др.	The horse was seen going down the hill. <i>Видели, как лошадь спускалась вниз по холму.</i>

Если независимый причастный оборот стоит в начале предложения, он переводится на русский язык придаточным предложением времени, причины, условия с союзами **когда, так как, если**. Независимый причастный оборот в конце предложения обычно переводится самостоятельным предложением (иногда со словами **при этом, причем**).

**ФУНКЦИИ НЕЗАВИСИМОГО ПРИЧАСТНОГО ОБОРОТА
В ПРЕДЛОЖЕНИИ**

№ п/п	ФУНКЦИЯ	ПРИМЕР
1	Обстоятельство времени	This duty completed , he had a leave. <i>Когда эта работа была закончена, он получил отпуск.</i>
2	Обстоятельство причины	It being now pretty late , we went home. <i>Так как было довольно поздно, мы пошли домой.</i>
3	Обстоятельство условия	Weather permitting , we'll start tomorrow. <i>Если погода позволит, мы двинемся завтра.</i>
4	Сопутствующие обстоятельства	Any moving object is able to do the work, the quantity of kinetic energy depending on its mass and velocity . <i>Любое движущееся тело способно совершать работу, при этом количество кинетической энергии зависит от массы и скорости.</i>

See more: <http://study-english.info/>

APP 27

СОГЛАСОВАНИЕ ВРЕМЕН В АНГЛИЙСКОМ ЯЗЫКЕ (SEQUENCE OF TENSES)

Правило согласования времен в английском языке представляет определенную зависимость времени глагола в придаточном предложении (главным образом дополнительном) от времени глагола в главном предложении. В русском языке такой зависимости не существует.

1. Основные положения согласования времен сводятся к следующему: если сказуемое главного предложения выражено глаголом **в настоящем или будущем времени**, то сказуемое придаточного предложения может стоять **в любом времени**, которое требуется по смыслу. Например:

He says (that)	he studies English	<i>Он говорит, что</i>	<i>изучает английский язык.</i>
	he will study English.		<i>будет изучать английский язык.</i>
	he has studied English.		<i>изучал английский язык.</i>

2. Если сказуемое главного предложения стоит **в прошедшем времени**, то сказуемое придаточного предложения должно стоять **в одном из прошедших времен**. Выбор конкретной видовременной формы определяется тем, происходит ли действие в придаточном предложении **одновременно с главным, предшествует ему, либо будет происходить в будущем**. Например:

He said (that)	he worked (was working)	<i>Он сказал, что</i>	<i>работает.</i> (одновременно)
	he had worked (had been working)		<i>работал.</i> (предшествование)
	he would work (would be working)		<i>будет работать.</i> (будущее)

ИЗМЕНЕНИЕ ГРАММАТИЧЕСКОГО ВРЕМЕНИ

№ п/п	ИСХОДНОЕ ВРЕМЯ	МЕНЯЕТСЯ НА
1	PRESENT SIMPLE (INDEFINITE)	PAST SIMPLE (INDEFINITE)
2	PRESENT CONTINUOUS (PROGRESSIVE)	PAST CONTINUOUS (PROGRESSIVE)
3	PRESENT PERFECT	PAST PERFECT
4	PRESENT PERFECT CONTINUOUS (PROGRESSIVE)	PAST PERFECT CONTINUOUS (PROGRESSIVE)
5	PAST SIMPLE (INDEFINITE)	PAST PERFECT
6	PAST CONTINUOUS (PROGRESSIVE)	PAST PERFECT CONTINUOUS (PROGRESSIVE)
7	FUTURE SIMPLE (INDEFINITE)	FUTURE SIMPLE (INDEFINITE) IN THE PAST
8	FUTURE CONTINUOUS (PROGRESSIVE)	FUTURE CONTINUOUS (PROGRESSIVE) IN THE PAST
9	FUTURE PERFECT	FUTURE PERFECT IN THE PAST

10	FUTURE PERFECT CONTINUOUS (PROGRESSIVE)	FUTURE PERFECT CONTINUOUS (PROGRESSIVE) IN THE PAST
11	PAST PERFECT	НЕ ИЗМЕНЯЕТСЯ
12	PAST PERFECT CONTINUOUS (PROGRESSIVE)	НЕ ИЗМЕНЯЕТСЯ

N. B.	В ряде случаев правило согласования времен не соблюдается :	
	1. В придаточных дополнительных предложениях, которые выражают общеизвестный факт или истину .	He said that 22 December is the shortest day of the year. <i>Он сказал, что 22 декабря – самый короткий день года.</i>
	2. В придаточных дополнительных предложениях, сказуемое которых выражено глаголом в сослагательном наклонении .	It was demanded that the work be improved . <i>Требовали улучшения работы.</i>
	3. Модальные глаголы must, should и ought употребляются в придаточном предложении независимо от того, в каком времени стоит глагол-сказуемое главного предложения	I told her that she should consult a doctor. <i>Я сказал, что ей следует обратиться к врачу.</i> The teacher told us that we must learn this rule. <i>Учитель сказал, что мы должны выучить это правило.</i>

<http://study-english.info>

APP 28

ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ

Содержание ранее высказанного сообщения можно передать **прямой речью** (от лица говорящего) или **косвенной речью** (от лица передающего).

Например: She said: "**I can speak** two foreign languages" (прямая речь). She said **that she could speak** two foreign languages (косвенная речь).

В косвенной речи также соблюдается правило согласования времен. При переводе утвердительных предложений из прямой речи в косвенную производятся следующие изменения:

- 1) косвенная речь вводится союзом **that**, который часто опускается;
- 2) глагол **to say**, после которого следует дополнение, заменяется глаголом **to tell**;
- 3) личные и притяжательные местоимения заменяются по смыслу;
- 4) времена глаголов в придаточном предложении изменяются согласно правилам согласования времен;
- 5) указательные местоимения и наречия времени и места заменяются другими словами:

this	-	that
these	-	those
now	-	then
today	-	that day
tomorrow	-	the next day
here	-	there
the day after tomorrow	-	two days later
yesterday	-	the day before
the day before yesterday	-	two days before
ago	-	before
next year	-	the next year, the following year
tonight	-	that night

Общие вопросы вводятся союзами **if, whether**, имеющими значение частицы **ли**. В придаточных предложениях соблюдается **порядок слов утвердительного предложения**.

He asked me: "Do you play the piano?"

He asked me **if** I played the piano.

Он спросил меня: «Вы играете на пианино?»

*Он спросил меня, играю **ли** я на пианино.*

Специальные вопросы вводятся тем же вопросительным словом, с которого начинается прямая речь. Соблюдается порядок слов утвердительного предложения.

He asked me: "**When** did you send the telegram?"

He asked me **when** I had sent the telegram.

Он спросил меня: «Когда ты отослал телеграмму?»

*Он спросил меня, **когда** я отослал телеграмму.*

Для передачи **побуждений** в косвенной речи употребляются простые предложения с инфинитивом с частицей **to**. Если прямая речь выражает приказание, то глагол **to say** заменяется глаголом **to tell велеть** или **to order приказывать**. Если прямая речь выражает **просьбу**, глагол **to say** заменяется глаголом **to ask просить**:

She said to him: "Come here at 9".
 She told him to come there at 9.
 I said to her: "Please, give me that book".
 I asked her to give me that book.

Она сказала ему: «Приходи сюда в 9 часов».
 Она велела ему прийти в 9 часов.
 Я сказал ей: «Дай мне, пожалуйста, эту книгу».
 Я попросил ее дать мне эту книгу.

See more: <http://study-english.info/>

APP 29

СОГЛАСОВАНИЕ ВРЕМЕН В АНГЛИЙСКОМ ЯЗЫКЕ (SEQUENCE OF TENSES)

1. Основные положения согласования времен сводятся к следующему: если сказуемое главного предложения выражено глаголом **в настоящем или будущем времени**, то сказуемое придаточного предложения может стоять **в любом времени**, которое требуется по смыслу. Например:

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2. Если сказуемое главного предложения стоит **в прошедшем времени**, то сказуемое придаточного предложения должно стоять **в одном из прошедших времен**. Выбор конкретной видовременной формы определяется тем, происходит ли действие в придаточном предложении **одновременно с главным**, предшествует ему, либо **будет происходить в будущем**. Например:

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It was demanded that the work **be improved**. *Требовали улучшения работы.*

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I told her that she **should** consult a doctor. *Я сказал, что ей **следует** обратиться к врачу.*

The teacher told us that we **must** learn this rule. *Учитель сказал, что мы **должны** выучить это правило.*

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