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Данное учебное пособие содержит задания, направленные на формирование иноязычной коммуникативной компетенции и развитие всех видов речевой деятельности (аудирование, говорение, чтение и письмо). Предлагаемые задания соответствуют уровню Intermediate (B1) согласно общеевропейской классификации уровней владения английским языком.

Пособие предназначено для студентов первого и второго курсов неязыковых вузов всех направлений подготовки.

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PREFACE

(Предисловие)

Знание английского языка является неотъемлемой характеристикой успешного и образованного человека, поэтому современный выпускник высшего учебного заведения должен быть готов к коммуникации на иностранном языке в устной и письменной формах для решения задач межличностного и межкультурного взаимодействия.

Учебное пособие «English for University Students» составлено в соответствии с рабочей программой дисциплины «Иностранный язык» и нацелено на формирование иноязычной коммуникативной компетенции у студентов первого и второго курсов неязыковых вузов всех направлений подготовки.

Задания, представленные в учебном пособии, согласно общеевропейской классификации уровней владения английским языком соответствуют уровню Intermediate (B1), позволяющему общаться на английском языке в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка, а также обсуждать широкий спектр бытовых тем и тем профессиональной направленности, понимать сказанное вслух представителями национальностей на английском языке.

Пособие содержит аутентичный текстовый материал, в том числе для аудирования, различные виды упражнений, направленных на развитие и совершенствование навыков устной и письменной речи и разработанных в рамках личностно-ориентированного, коммуникативного и социокультурного подходов в обучении иностранным языкам. Пособие может быть использовано как для аудиторных занятий, так и для самостоятельной работы.

Учебный материал организован в 6 тематических модулей (Modules), 18 разделов (Units) и 4 приложения (Appendixes). Каждый модуль включает три темы, которые имеют определенную бытовую или профессиональную направленность, соответствующую интересам целевой аудитории и потенциальным ситуациям будущей профессиональной деятельности: «Человек и его окружение» (Module 1), «Развитие современного общества» (Module 2), «Межкультурная коммуникация» (Module 3), «Международные

деловые контакты» (Module 4), «Возможности» (Module 5) и «Первые шаги в карьере» (Module 6).

Все главы имеют единую структуру. Задания, представленные в каждом разделе, сгруппированы в определенной последовательности:

LEAD-IN. Задания данного блока не требуют специальных знаний по определенной теме. Студенты могут поделиться мнением исходя из собственного опыта и общей эрудиции.

VOCABULARY. Представленные здесь задания предназначены для закрепления навыка употребления лексических единиц по определенной теме и совершенствования навыков устной речи. Все задания рекомендуется выполнять в письменном виде.

READING. Блок содержит аутентичный текстовый материал, который знакомит с темой раздела и способствует развитию навыков просмотрового и поискового чтения, которые закрепляются в текстовых заданиях.

GRAMMAR. Целью заданий этого блока является отработка навыка употребления определенных грамматических конструкций. Он содержит основные правила грамматики и задания, которые способствуют закреплению не только данного материала, но и лексических единиц соответствующего раздела. Все задания рекомендуется выполнять в письменном виде. В случае возникновения затруднений при выполнении заданий данного блока авторы советуют обратиться к учебным пособиям Л. М. Гальчук «5D English Grammar in Charts, Exercises, Film-based Tasks, Texts and Tests» (М., 2017) и С. А. Шевелевой «Грамматика английского языка» (М., 2015).

LISTENING. В блок включены задания, предназначенные для отработки навыков аудирования по определенной тематике.

SPEAKING/WRITING. Представленные в этом блоке задания направлены на развитие навыков говорения и письменной речи. Задания, представленные в данном блоке, направлены на закрепление лексического минимума и навыка использования в речи грамматических конструкций, а также на детальное обсуждение заявленных вопросов и выполнение письменных работ по теме соответствующего раздела.

Представленные в пособии приложения содержат дополнительную информацию для выполнения определенных групп заданий:

APPENDIX 1. Приложение 1 содержит список тематической лексики, ключевых слов и выражений для каждого раздела. Данные слова, фразы, речевые обороты и выражения представлены для выполнения заданий блока **SPEAKING/WRITING**.

APPENDIX 2. Приложение 2 знакомит с основными речевыми моделями в соответствии со структурой презентации и предлагается для использования при выполнении заданий блока **SPEAKING**.

APPENDIX 3. Приложение 3 включает информацию о структуре и лексическому оформлению эссе, а также лексические выражения для описания графиков и приведено для использования при выполнении заданий блока **WRITING**.

APPENDIX 4. В приложении 4 представлены аудиотексты соответствующего раздела для выполнения заданий блока **LISTENING**. Некоторые материалы этого блока (к разделам 1 и 2) представляют собой текстовую версию видеороликов, размещенных на канале YouTube.

При работе с разделами пособия авторы рекомендуют следовать их структурной организации, которая строится по принципу постепенного усложнения заданий.

Module 1. MAN AND HIS SOCIAL ENVIRONMENT

Unit 1. STUDYING AT UNIVERSITY

LEAD-IN

Task 1. Answer the following questions.

1. Why do you study at Novosibirsk State University of Economics and Management?
2. How will your choice of university affect your future?
3. Is studying at university very hard?

Task 2. Which of the following aims of education are the most important? Rank them in order of importance, then compare with your partner. Give your reasons.

1. to develop understanding of other people / cultures;
2. to develop social skills;
3. to prepare for work environment;
4. to become aware of how the past has affected the present;
5. to develop critical thinking.

VOCABULARY

Task 3. Choose the correct word in the sentences.

1. Tom goes to *boarding* / *grammar* school, so he only comes home during the holidays.
2. Most children go to *state* / *public* school where education is free.
3. I want my children to go to a *single sex* / *comprehensive* school because I think it's better for boys and girls to study separately.

4. If you're really interested in applying, ask the university to send you a *prospectus* / *curriculum* for the upcoming year.
5. I always revise thoroughly before I have to *take* / *fail* an exam.
6. If she doesn't get high enough marks in her exams, she will *resit* / *fail* them in September.
7. The institute only *keeps* / *holds* evening classes.
8. Apply for a *fee* / *grant* if you want to go to university.

Task 4. Fill each gap with the correct particle, and then explain the meaning of the phrasal verbs.

along, behind, in, over, up

1. Look _____ the word in the dictionary if you're not sure what it means.
2. If you don't pay attention, how do you expect to *keep* _____ with the lesson?
3. I need to *go* _____ my History notes because we've got a test on Monday.
4. If you miss school for more than a couple of days, you are in danger of *falling* _____ with your work.
5. The lesson *is* _____. You may go.
6. John is *getting* _____ very well in his study of English.
7. William wants to *take* _____ Medicine when he goes to college.
8. Every student has to *hand* _____ the original composition each week.

Task 5. Tick the boxes to form phrases. Consult a dictionary, if necessary. Use the phrases to make sentences of your own.

	Sit	Get	Have	Do
good marks				
an exam				
one's homework				
for one's finals				
expelled/suspended				
an Easter break				
a biology project				
extracurricular activities				

Task 6. Discuss the meaning of the phrases and word combinations and use them to translate the sentences from Russian into English.

bachelor's degree, credit course, elective (optional) course, foundation course, full-time student, master course (master's program), study for an examination, teachable, train for

1. Мы готовимся к экзамену.
2. Он вполне способный к обучению.
3. Он обучается в магистратуре.
4. Моя задача — подготовить студентов к участию в международной конференции по экономике.
5. В каждом университете есть обязательные и факультативные предметы.
6. Чтобы получить степень бакалавра, вам надо учиться четыре года.
7. Подготовка к поступлению в высшее учебное заведение длится один год.
8. Он студент очного отделения Новосибирского государственного университета экономики и управления.

READING

Task 7. Read the article and decide if the following statements are true (T) or false (F).

1. Time management is useful because it helps to combine studies and social life.
2. Lectures, seminars and exams are common types of assessment.
3. An essay is an opportunity to show the results of your research.
4. Lectures take place in smaller groups than seminars.
5. It is easier to take part in seminars if you read the suggested information.

Studying at university¹

You may find it a challenge coming to university. Managing your time effectively is a vital skill you will need while at university. You

¹Studying at university. URL: <http://www.dmu.ac.uk/dmu-students/the-student-gateway/adjusting-to-student-life/studying-at-university.aspx>

will need to juggle your studies along with fitting in a social life and mundane activities such as grocery shopping.

At university there are often large amounts of time that are to be used for independent study. It can be easy to put off a piece of work if the deadline is some while away. Some kind of time plan can be a very useful tool for ensuring that you meet your deadlines.

There are four types of assessment common across the university. These are essays, reports, presentations and exams. Writing an essay is your opportunity to show what you know about a given subject. You may be asked to write a report at the end of a practical or research project. A report differs from an essay in that it usually ends with clear recommendations as a result of your findings. You may be asked to give presentations in a variety of situations such as a research project, a piece of design work or a group project.

You may have between 10 and 25 hours teaching time a week, depending on the practical elements of the course. A lecture is a presentation from a tutor on a specific topic area to a large group of students. Lectures usually take place in a lecture theatre and can accommodate as many as 300 students. You will be expected to take notes and to have undertaken some reading on the topic beforehand. It can be tempting to miss lectures. Good attendance generally equates to good marks. Lectures often give direction to further reading and provide the foundation for further seminars.

Seminars take place in much smaller groups than a lecture and will often be timetabled to enable discussion to develop. Seminars give opportunity to ask questions, clarify areas and discuss the subject matter. Undertaking any suggested reading will make it easier to participate in seminars and feel more confident contributing to any discussion.

Task 8. Answer the questions.

1. Why is it necessary to manage time effectively?
2. What types of assessment do you know?
3. What is the difference between a report and a presentation?
4. What is the difference between a lecture and a seminar?
5. What opportunities do seminars give?

GRAMMAR

Study the information.

Impersonal sentences (Безличные предложения)

Безличные предложения **It + to be** + прилагательное, существительное или числительное используются:

1. Для описания явлений природы и состояния погоды.

It is cold. Холодно.

It is very sunny. Очень солнечно.

2. Для обозначения времени и расстояния.

It is 9 a. m. Сейчас 9 часов.

It is far away from here. Далеко отсюда.

3. Для перевода наречий: возможно, трудно, поздно, легко, рано, далеко.

It is easy for him to study English. Ему легко изучать английский язык.

4. Для указания количества времени, которое требуется для совершения действия.

It takes... to... соответствует русским «мне нужно ... времени, чтобы что-то сделать»; «у меня уходит ... времени на ...».

It takes me about thirty minutes to do my morning exercise. На утреннюю зарядку у меня уходит около тридцати минут.

5. С глаголами в страдательном залоге: believe, understand, say, know, report, expect, think, consider.

It is believed that English is easy to study. Считается, что английский язык изучать легко.

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
It is easy for me to speak English. It's very hot outside.	Is it easy for you to speak English? Is it hot outside?	It is not easy for me to speak English. It's not always hot in July.

Present Simple Tense (Настоящее простое время)

Present Simple употребляется, чтобы описать:

1. Привычные действия и распорядок дня. **Указатели времени:** always, usually, often, sometimes, occasionally, seldom, rarely, never; in the morning/afternoon/evening; every day/week/month/year.

We go to the cinema every weekend. Мы ходим в кино каждые выходные.

2. Постоянные состояния и действия.

She works as an economist. Она работает экономистом (это ее профессия).

3. Факты и законы природы.

The plants grow better in summer. Растения растут лучше летом.

4. События, происходящие по расписанию, программе (расписания поездов, самолетов, автобусов; телепрограммы, официальные встречи, конференции и т. п.).

The train arrives at the station at 8 o'clock. Поезд прибывает на станцию в 8 часов.

5. Инструкции и руководства.

First you go down the street and then you turn left. Сначала идите до конца улицы, затем поверните налево.

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
I/you/ we/they swim every day.	Do I swim every day?	I don't (do not) swim every day.
She/he/it swims every day.	Does she swim every day?	She doesn't (does not) swim every day.

Present Continuous Tense (Настоящее длительное время)

Present Continuous употребляется, чтобы описать:

1. Действие, которое происходит в момент речи.

He is not interviewing now. He is talking to his teacher. Он не проводит собеседование сейчас. Он разговаривает со своим учителем.

2. Временные действия и состояния. Указатели времени: today, this week, these days, tonight, at present.

She is working as a shop-assistant these days. В данное время она работает продавцом (это не постоянная занятость).

3. Изменяющиеся и прогрессирующие действия. Часто используется с прилагательными в сравнительной степени.

It is becoming colder. Становится холоднее.

4. Личные планы, назначенные на ближайшее будущее. Часто с указателями места и времени.

Mrs. Brown is arriving at the train station tomorrow at 9.00. Миссис Браун прибывает на вокзал завтра в 9:00.

5. Часто повторяющиеся действия, чтобы передать раздражение или удивление. Маркеры времени: always, constantly, continuously.

My brother is constantly interrupting me! Мой брат все время меня перебивает!

Образуется: **be + V-ing (Participle I)**

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
I am swimming now.	Am I swimming now?	I am not swimming now.
She/he/it is swimming now.	Is she/he/it swimming now?	She/he/it is not swimming now.
You/we/they are swimming now.	Are you/we/they swimming now?	You/we/they are not swimming now.

Глаголы, которые **не употребляются** в Present Continuous (употребляются в Present Simple): be, have, need, hear, see, like, love, dislike, hate, know, understand, want, hope.

Task 9. Read the sentences and translate them into Russian.

1. It's difficult to enter the university.
2. She is asking a question at the moment.
3. A report differs from an essay.
4. I always encourage questions at any time.

5. Lectures usually take place in a lecture hall.
6. It is easy to put off a piece of work if the deadline is some while away.
7. This year I am pursuing an English Specialist Major and a Book & Media Studies Minor.
8. But all students, throughout their education, experience the highs and lows of learning ability.

Task 10. Make negative and interrogative sentences.

1. It's easy to clarify areas and discuss the subject matter.
2. It's obligatory to participate in seminars.
3. It's important to get Bachelor's degree in Economics.
4. Formal education takes place in a school environment with classrooms of multiple students.
5. Educational methods include storytelling, discussion, teaching, training, and directed research.
6. In most countries today, full-time education is compulsory for all children up to a certain age.
7. Many countries are now drastically changing the way they educate their citizens.
8. The world is changing at an ever quickening rate, which means that a lot of knowledge becomes obsolete and inaccurate more quickly.

Task 11. Put the verbs in the brackets into the Present Simple or the Present Continuous Tense.

1. Every morning mother *goes / is going* to the university.
2. It is 8 o'clock now. She *teaches / is teaching* students.
3. Every day Anna *leaves / is leaving* the house at half past eight.
4. Now it is half past eight. Anna *leaves / is leaving* the house.
5. We often *watch / are watching* the latest international news.
6. Now we *sit / are sitting* in armchairs and *watch / are watching* TV.
7. Sometimes Mike *does / is doing* his homework in the evening.
8. Look at Mike. He *does / is doing* his homework.

Task 12. Find mistakes and correct them.

1. Where your sister work?
2. I'm go to the cinema tonight.
3. How much you sleep?
4. We no wear a uniform at school.
5. That's my brother over there. He stands near the window.
6. Claire not like oranges.
7. Sorry. You can't speak to Jane. She's sleep.
8. My friend live in Great Britain.

Task 13. Translate into English.

1. — Где Вадим?
— Он пишет доклад по экономике.
2. — Он умеет делать презентации на английском языке?
— Нет, он ужасно говорит по-английски.
3. Я не знаю человека, который разговаривает с моим преподавателем.
4. Я часто разговариваю с моим другом о нашей поездке на научную конференцию.
5. Он не видит, что я на него смотрю. Он читает учебник по экономике.
6. Позвоните ему сейчас. Я думаю, что он дома.
7. Посмотрите на человека, который стоит у окна. Это мой преподаватель английского языка.
8. Джон на улице. Он моет машину.

LISTENING

Task 14. You will listen to a talk about the University of Manchester. Before you listen, look at the statements (1–8) listed below and underline the key words. Think of synonyms for the key words.

1. University of Manchester is a wonderful place to study.
2. They can offer an unrivaled rang of opportunities.
3. You will find impressive teaching rooms across the campus.
4. Professors and lecturers are involved in cutting-edge research.
5. They offer around 500 different degree courses.

6. The University has a reputation for pioneering problem-based approach to learning.
7. Students work on real-life case studies.
8. Students develop their skills and talents.

Task 15. Listen to the talk and fill in the gaps using one to three words.

1. University of Manchester has a reputation for high quality ____ teaching.
2. They have got some of the _____ in the UK.
3. Students can use _____ John Ryland library on Deansgate.
4. Their courses are taught by men and women who are _____ in their field.
5. They offer _____ of subjects than any other British University.
6. They have a course to ____ everyone.
7. The study abroad unit organizes ____ placements.
8. Outside the _____ students can get involved in different activities.

Task 16. Discuss the following questions.

1. Do you think it is important for universities to offer an unrivaled range of opportunities?
2. Is it necessary for teachers and students to be involved in cutting-edge research?
3. Is it essential for students to be involved in Leadership programs where they develop their skills and talents?

SPEAKING

Task 17. Study the information about effective presentations in Appendix 2 and make a self-presentation. Follow the plan:

1. Your school and career choice.
2. Your major and favorite subjects.
3. The university you study at.

Unit 2. APPEARANCE AND CHARACTER

LEAD-IN

Task 1. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

- “I think that being happy makes the biggest impact on your physical appearance.”

Drew Barrymore

- “Our character is what we do when we think no one is looking.”

H. Jackson Brown, Jr.

- “Our ability to handle life’s challenges is a measure of our strength of character.”

Les Brown

- “You never get a second chance to make a first impression.”

Will Rogers

Task 2. Answer the following questions.

1. What is the first thing you notice about a person?
2. What do the clothes someone wears say about that person?
3. What kinds of things do you do to improve/maintain your appearance?
4. Do people in your country talk a lot about other people’s appearance?
5. What do you value in your friends?
6. Who are your role models?

VOCABULARY

Task 3. Choose the correct word in the sentences.

1. Nicole Kidman is a *redhead* / *blonde* now. But she often changes her hair colour.
2. Victoria Beckham is very *plump* / *thin*.
3. Sports personality Michael Jordan is very *short* / *tall*.

4. Mike thinks that the American singer Beyonce is very *beautiful / ordinary*. But Tom says she doesn't look Special.
5. Brad Pitt is very *ugly / handsome*.
6. The male actor Bruce Willis is *long-haired / bald*. He has a shaved head.
7. David Beckham is physically *fit / fat and very unfit*.
8. If you want to get ahead in your job, you need to look *scruffy / presentable*.
9. Arnold Schwarzenegger is *well-built / flabby*.

Task 4. Match the adjectives (A) to their opposites (B). Use them to tell the class about your personality.

Example: *I am normally quite an assertive person, as long as I know that what I want to do is the right thing.*

A.

1. assertive
2. confident
3. tolerant
4. impulsive
5. considerate
6. compliant
7. approachable
8. indiscreet

B.

- a. impatient
- b. unfeeling
- c. submissive
- d. tactful
- e. aloof
- f. insecure
- g. obstinate
- h. cautious

Task 5. The adjectives below can be used with the prefix 'self' to talk about personality traits. Read the sentences and decide what kind of person might say them.

self-	appointed centered confident conscious disciplined destructive obsessed reliant
-------	--

1. I follow a specific routine every day. I never stray from it. First it's exercising, then tidying up the house and off to work.
2. No, I want to go to the cinema! I don't care what you want to do.
3. You go in first. I know I look awful in this dress. Everybody's going to laugh at me.
4. No, no I can do it! Really, I'm used to doing things for myself.
5. I don't mind going to parties on my own. I find it easy to talk to people I don't know.
6. I'm sorry, I really can't help you. I'm tired and I just want to be alone.
7. I have no intention of giving up smoking, even though I can't afford it and I know it's affecting my health.
8. In the absence of the manager, I'm in charge.

Task 6. Translate the sentences into English.

1. Воспитанность — это хорошие манеры и умение вести себя в обществе.
2. Дисциплинированный человек соблюдает правила и умеет распоряжаться собственным временем.
3. Толерантность не позволяет предвзято относиться к представителям иных наций, этносов и религий.
4. Пунктуальность — это отсутствие опозданий и умение выполнять поручения в срок.
5. Щедрые люди занимаются благотворительностью, т. е. помогают нуждающимся, жертвуют средства специальным фондам.
6. Решимость — это готовность принимать решения, умение осуществлять задуманное, не робея и не поддаваясь опасениям.
7. Чувство собственного достоинства — это самоуважение и высокая оценка своих качеств, понимание их ценности и значимости.
8. Честный человек всегда уважает собеседника, поэтому говорит ему правду, иногда даже неприятную, но необходимую.

READING

Task 7. Read the article. Choose from the list (A–I) the heading which best fits each paragraph. There is one heading you do not need to use.

- A. Question everything.
- B. Set goals for your life.
- C. Surround yourself with mentors and teachers.
- D. Embrace new ideas and opportunities.
- E. Actively reject pessimism.
- F. Be fearless.
- G. Care for and about people.
- H. Do what's right, not what's easy.
- I. Lead by example.

How to Be The Leader Of Your Own Life¹

By Lolly Daskal, President and CEO, Lead From Within

Here are 8 ways that becoming the leader of your own life will make a big difference.

1. ____ Set daily, monthly and long-term goals tied to your visions and dreams. Don't be afraid to go for something big. Remember, nothing is impossible if you believe you can achieve it.
2. ____ Teach yourself to be daring, bold and brave. Be willing to fall down, fail and get up again for another round.
3. ____ Don't shy away from anything new, whether it's an opportunity, an idea, or an experience. Turn every day into an adventure and work to turn all the programs, projects and processes in your life into possibilities.
4. ____ Become the person who's constantly asking questions. The more you question, the more you learn, and the more you learn, the more you know. Ask yourself questions to stay focused. Curiosity is an important way to become the leader of your own life.
5. ____ There are some things you simply don't take liberties with. When it comes to integrity, honesty and ethics there is no room for compromise. Keep integrity at the heart of your character and you

¹How to be the Leader of Your Own Life. URL: <https://www.inc.com/lolly-daskal/how-to-be-the-leader-of-your-own-life.html>

will never lose sight of it. You can always make the effort to choose what's right over what's convenient or personally beneficial.

6. ____ The more you reject things that are defeatist, critical, fatalistic and apathetic, the more room you leave in your life for positivity. As leader of your own life, you have the power to either make yourself miserable or happy with the choices you make every day.

7. ____ You can't grow when you think you're the smartest person in the room. Always be on the lookout for teachers and mentors who are smarter and more experienced than you. Seek to be continually inspired by something and learning about everything.

8. ____ Make sure that compassion and empathy are a central part of who you are.

Task 8. Answer the questions.

1. Why is it necessary to set goals for your life?
2. Why should a person ask questions?
3. Should you do what is right or easy? Why?
4. Is it important to reject pessimism? Why?
5. What are the ways of becoming the leader of your own life?

GRAMMAR

Study the information.

Degrees of Comparison of Adjectives (Степени сравнения прилагательных)

Степени сравнения прилагательных могут быть образованы тремя способами:

1. Синтетический способ используется для всех односложных прилагательных и двухсложных прилагательных, оканчивающихся на *-ble*, *-er*, *-y*, *-ow*:

Положительная	Сравнительная	Превосходная
new	newer	the newest
happy	happier	the happiest
narrow	narrower	the narrowest

2. Аналитический способ используется для всех многосложных прилагательных. Перед прилагательным ставятся слова *more / most* (более/наиболее), *less / least* (менее/наименее):

Положительная	Сравнительная	Превосходная
effective more / less	effective the most / least	effective
light-minded more	light-minded the most	light-minded

3. Супплетивный способ. Некоторые прилагательные в английском языке образуют степени сравнения не по общим правилам:

Положительная	Сравнительная	Превосходная
good	better	the best
bad	worse	the worst
little	less	the least
many	more	the most
far	farther / further	the farthest / the furthest
old	older / elder	the oldest / the eldest

Comparative Constructions

(Сравнительные конструкции с прилагательными)

Все три степени прилагательных используются в сравнительных конструкциях.

Степень	Конструкция	Условия употребления	Пример
Положительная	as...asОдинаковое	качество двух предметов (лиц, явлений)	He is as tall as his father. Он такой же высокий, как и его отец.
	not so / as... as -	Разное качество предметов	Ann is not so beautiful as you (are). Анна не такая красивая, как ты.
	twice as... as half as...as	Если один из объектов отличается от другого вдвое или в несколько раз (... times)	Your classroom is twice (three times) as large as mine. Ваша аудитория в два (три) раза больше моей. Your flat is half as large as mine. Ваша квартира вдвое меньше моей.

Степень	Конструкция	Условия употребления	Пример
Сравнительная	than ...	Сравнение степени качества одного предмета с другим	Ann has more good marks than he has. У Анны больше хороших отметок, чем у него.
	much ... than far ... than	Усиление сравнительной степени	Ann is much older than me. Анна гораздо старше меня. This textbook is far better than that one. Этот учебник значительно лучше того.
	the ... the ...	Подача зависимости одного качества от другого	The more you read, the more you know. Чем больше ты читаешь, тем больше ты знаешь.
Превосходная	the ... of / in	Обычно при сравнении	Ann is the best student of us all. Анна — лучшая студентка из всех. Ann is the cleverest (girl) in the class. Анна — самая умная (девочка) в классе.

Modal Verbs (Модальные глаголы)

Модальные глаголы передают отношение к действию, выраженному смысловым глаголом в форме инфинитива и отличаются от других глаголов рядом особенностей:

1. Не изменяются по лицам и не имеют окончания *-s* в 3-м лице единственного числа.
2. Имеют только одну форму, за исключением глаголов *can* (*could*) и *may* (*might*).
3. Инфинитив смыслового глагола употребляется без частицы *to*, за исключением глагола *ought to*.
4. В вопросительном и в отрицательном предложениях употребляются без вспомогательного глагола.

Глагол	Значение	Эквивалент	Пример
Can (could)	Возможность или способность совершения действия	Be able to	I can read. Я умею читать.
Can	Просьба и предложение чего-либо		Can you give me that pen? Можете дать мне ту ручку?
May (might)	Разрешение совершить действие	Be allowed to Be permitted to	You may go. Вы можете идти.
	Предполагаемая возможность, зависящая от определенных обстоятельств		I may play football. Я могу сыграть в футбол (но могу и не сыграть).
Must	Долженствование, необходимость произвести действие	Have to Be to	I must go. Я должен идти. I must do it tomorrow. Я должен сделать это завтра.

Утвердительное предложение	Вопросительное предложение	Краткий ответ	Отрицательное предложение
She can speak English.	Can she speak English?	Yes, she can. No, she can't (cannot).	She cannot speak English.
You may go now.	May I go now?	Yes, you may. No, you mayn't (may not).	You may not go now.
You must go there.	Must I go there?	Yes, you must. No, you mustn't (must not).	You must not go there.

Task 9. Read the sentences and translate them into Russian.

- Does your boyfriend have small eyes or large eyes?
- Nothing is impossible if you believe you can achieve it.
- You can't judge people by their appearance.
- Leaders must understand technology for its revolutionary force.
- The more you question, the more you learn, and the more you learn, the more you know.

6. Always be on the lookout for teachers and mentors who are smarter and more experienced than you.

7. As a leader, you can see the bigger issues, but you can also see how things could be so much better if we could just remove those obstacles.

8. Today's leaders must have the ability to identify technological trends across different sectors, such as big data, cloud computing, automation, and robotics.

Task 10. Complete the sentences using adjectives in comparative or superlative degree.

1. Jill's a far (intelligent) person than my brother.
2. Kate was the (practical) of the family.
3. Jack was the (tall) of the two.
4. Jack is the (clever) of the three brothers.
5. Parents are (helpful) than teachers.
6. If you need any (far) information, please contact our head office.
7. The sinking of Titanic is one of (famous) shipwreck stories of all time.
8. The deposits of oil in Russia are by far the (rich) in the world.

Task 11. Make negative and interrogative sentences.

1. He can stay here for some time.
2. I can explain everything.
3. She could answer all the questions.
4. I'm able to take care of myself.
5. He may use my mobile phone.
6. You may borrow my things without asking.
7. You must try to get to work on time.
8. You must stay in bed until you are allowed to get up.

Task 12. Complete the sentences. Choose the word/words that best fit(s) the sentence.

1. Nobody____to park in front of this restaurant.
a) may

- b) must
- c) is allowed

2. A.: ____ I do it now?

B.: Yes, you ____.

- a) can, may not
- b) must, must
- c) may, can't

3. A.: ____ I borrow your pen?

B.: Yes, of course. Here you are.

- a) be able
- b) must
- c) may

4. I am glad to find you are still here, Mary. I was afraid you ____
be no longer in the house.

- a) might
- b) are able to
- c) can

5. Because I know her family I did what I ____ for her.

- a) can
- b) be able to
- c) could

6. You will ____ speak Spanish in another few months.

- a) can
- b) be able to
- c) must

7. Little children like books with large print. They ____ read them
more easily.

- a) can
- b) must
- c) be able to

8. My dentist says I ____ eat so many sweets.
a) can't
b) be able to
c) mustn't

Task 13. Translate into English.

1. Он никогда не может прийти на встречу вовремя.
2. Мой брат не умеет говорить на китайском языке.
3. Ты умеешь водить машину?
4. Она не может брать мои вещи без разрешения.
5. Теперь вы можете отдохнуть.
6. Студентам разрешают пользоваться словарями вовремя экзамена?
7. Студенты должны выполнять домашнее задание.
8. Вы не должны разговаривать по телефону во время за нятия.

LISTENING

Task 14. You will listen to Mrs. Langley describing her daughter to a police officer. Before you listen, think what questions a police officer can ask about the girl. Make up these questions.

Task 15. Listen to the speaker and decide if the following statements are true (T) or false (F).

1. The girl's name is Ann.
2. She is 17 years old.
3. She is short, about four feet six inches.
4. She is not thin.
5. She's got long dark hair.
6. She's wearing an orange blouse and green and brown skirt.
7. She is wearing a white coat.
8. She is carrying a small black bag and a parcel.

Task 16. Discuss the following questions.

1. What is necessary to do if a child gets lost?
2. What information will the police ask for?
3. How can you help a child who is lost?

WRITING

Task 17. Study the strategies for essay writing in Appendix 3 and write an essay on one of the following topics:

1. People can judge your personality just by looking at you.
2. Appearance as a guide to moral character: Does real beauty come from the inside?
3. Can a person's appearance influence his/her character?

Unit 3. TEAMWORK

LEAD-IN

Task 1. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

- “Great things in business are never done by one person. They’re done by a team of people.”
Steve Jobs
- “A key to achieving success is to assemble a strong and stable management team.”
Vivek Wadhwa
- “The target for every great champion is to play for the team.”
Antonio Conte

Task 2. Answer the following questions.

1. Who’s someone you really admire?
2. What’s your favorite family tradition?
3. Who had the most influence on you growing up?
4. What’s the best advice you’ve ever heard?

VOCABULARY

Task 3. Read the information about different types of team members (a–h) and then say if the statements (1–8) are true or false. Use a dictionary, if necessary.

Meredith Belbin has identified these types of team members or team players:

- a. the implementer, who converts the team’s plan into something achievable;
- b. the coordinator, a confident member who sets objectives and defines team members’ role;
- c. the shaper, who defines issues, shapes ideas and leads the action;
- d. the plant, a creative and imaginative person who supplies original ideas and solves problems;

- e. the resource investigator, who communicates with the outside world and explores opportunities;
- f. the monitor evaluator, who sees all the possible situations objectively, and sees what is realistically achievable;
- g. the team worker, who builds the team, supports others and reduces conflict;
- h. the completer, who meets deadlines, corrects mistakes and makes sure nothing is forgotten.

- 1. Implementers are not interested in final result.
- 2. Coordinators tend to take a leading, organizing role.
- 3. Shapers tend to follow what other people say.
- 4. Plants can be useful in providing new ideas when the team has run out of steam.
- 5. Some resource investigators might love using the Internet.
- 6. Monitor evaluators are not good at seeing all sides of a problem.
- 7. Team workers may help to defuse arguments between members.
- 8. Completers are bad at finding things on time.

Task 4. Members of a team (1–10) brought together to work on a design project said the following things. Match them to the stages of team life (a–e). There are two sentences relating to each stage.

- 1. We had such a great time working together.
- 2. We're really making progress now and we get on so well together.
- 3. We're beginning to get to know each other better.
- 4. Who does Jane think she is, taking over and behaving as if she's in charge?
- 5. We need to appoint a leader.
- 6. We'll never finish this.
- 7. Do you remember that time we worked until 3 in the morning?
- 8. I'm new here — I don't ever know what we are supposed to be doing.
- 9. I know we've had arguments, but can I help you with this?
- 10. I can see what we're supposed to be doing now.

The typical team goes through a series of stages:

- a. forming: the group is anxious and feels dependent on a leader; the group tries to discover how it is going to operate and what the 'normal' ways of working will be;
- b. storming: the atmosphere may be one of conflict between members, who may resist control from any one person; there may be the feeling that the task cannot be achieved;
- c. norming: at this stage, members of the group feel closer together and the conflicts are forgotten; members of the group will start to support each other; there is increasingly the feeling that it is possible to achieve the task;
- d. performing: the group is carrying out the task for which it was formed; members feel safe enough to express differences of opinions in relation to others;
- e. mourning: the group's work is finished, and its members begin to have pleasant memories of their activities and achievements.

Task 5. Read the definitions (a–d). Which word combination with 'culture' describes each of the following (1–6).

- a. Company or corporate culture — the way a particular company works, and the things it believes are important.
- b. Canteen culture — the ways the people in an organization such as the police think and talk, not approved by the leaders of the organization.
- c. Long-hours culture — where people are expected to work for a long time each day.
- d. Macho culture — ideas typically associated with men: physical strength, aggressiveness.

- 1. The men really dominate in this company, they don't make life easy for women. All they talk about is football.
- 2. Among the management here we try to be fair to people from different minorities, but there are still elements of racism among the workforce.
- 3. Of course, the quality of the work you do after you've been at work for ten hours is not good.

4. There was a time when a manager could only wear white shirts in this company — things are a bit less formal now.
5. Here the male managers talk about the market as if it was some kind of battlefield.
6. They say that if you go home at 5.30, you can't be doing your job properly, but I'm going anyway.

Task 6. Translate the sentences into English.

1. Люди работают в команде.
2. Группа совместно работающих людей проходит ряд важных этапов формирования коллектива.
3. На этапе адаптации люди анализируют задачи, но эффективность командной работы низкая.
4. На этапе группирования люди создают небольшие подгруппы по симпатиям и интересам.
5. Кооперация — это этап, в процессе которого члены команды работают над решением задачи.
6. Нормирование деятельности — это этап, во время которого люди разрабатывают нормы и принципы взаимодействия в команде.
7. На этом этапе возникает доверие и члены команды начинают общаться друг с другом.
8. Каждый член группы выполняет свои обязанности, а команда разрешает конфликты.

READING

Task 7. Read the article. Choose from the list (A–F) the heading which best fits each paragraph. There is one heading you do not need to use.

- A. Teamwork is a life skill.
- B. Accountability is required.
- C. Listening skills.
- D. Cooperation is key.
- E. The power of persuasion.
- F. Remember the ultimate goal.

Good Skills for Teamwork¹

by Neil Kokemuller

The ability to work well in teams is a skill set on its own. However, several related traits correlate with good teamwork and often make someone a good candidate for a position that requires teamwork.

1. The use of teams in the workplace is intended to foster sharing and debate about ideas and alternative solutions. Strong listening skills help an employee perform better by showing support of others when they speak, along with better understanding the ideas they share. Good listening skills are sometimes an afterthought compared to the ability to share ideas, but are equally important.

2. While listening to the ideas of other team members, a knowledgeable team member must often use his skills of persuasion to convince others to go along with his suggestion. Teams often use different approaches to come to agreements, but in certain situations, the team member with the best experience in a given situation needs to step up and sell that experience and point of view to ultimately bring out the best solution.

3. Responsibility and accountability are closely related traits that are critical to teamwork. Teams often distribute tasks to different team members. To achieve success, it is important that each team member accept accountability and complete his duties in a timely fashion. This skill means that you acknowledge and take responsibility for mistakes.

4. Cooperation is a general skill that encompasses a helpful nature and willingness to participate actively within the team. Work teams succeed only when all members are fully engaged in sharing ideas and performing tasks. These cooperative attributes make an employee much more valuable to his team.

5. Teamwork is required to accomplish a goal. The end result could make or break a department, successfully launch or derail a product or service or even the entire business. Those who are most willing to apply positive teamwork traits to accomplish a goal are the employees a company learns to appreciate and depend upon.

¹Good Skills for Teamwork. URL: <http://smallbusiness.chron.com/good-skills-teamwork-21681.html>

Task 8. Answer the questions.

1. What skills are important for teamwork? Why?
2. Why should employees have good listening skills?
3. What skill should a team member use to convince others?
4. What skills are critical to teamwork? Why?
5. How can work teams succeed?

GRAMMAR

Study the information.

Present Simple Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense

(Настоящее простое, настоящее длительное, настоящее совершенное, настоящее перфектно-длительное время)

Время	Значение	Образование	Пример
Present Simple	Повторяющееся действие, общеизвестный факт	V / V-s	She goes to school every day. Does she go to school every day? Yes, she does. No, she does not. She does not go to school every day.
Present Continuous	Действие, длящееся в настоящий момент времени	be + V-ing	I am reading a book now. Are you reading a book now? Yes, I am. No, I am not. I am not reading a book now.
Present Perfect	Действие, завершившееся к моменту речи, но связанное с настоящим	Have / has + V-ed / V ₃	I have written a letter. Have you written a letter? Yes, I have. No, I have not. I have not written a letter.
Present Perfect-Continuous	Действие началось в прошлом и продолжается в настоящем	Have / has + been + V-ing	I have been watching TV. Have you been watching TV? Yes, I have. No, I have not. I have not been watching TV.

Word order in negative and interrogative sentences (Порядок слов в отрицательных и вопросительных предложениях)

Отрицательные предложения

Основным средством выражения отрицания в английском языке является отрицательная частица **not**:

После вспомогательного глагола	После модального глагола	После форм глагола "to be"
We do not go to school on Sunday. Мы не ходим в школу в воскресенье.	Ann cannot (can't) go to school. Анна не может пойти в школу.	They are not in the city. Их нет в городе.

Вопросительные предложения

Общий вопрос

Вспомогательный или модальный глагол	Подлежащее	Смысловый глагол	Дополнения	Обстоятельство
Did	you	send	him a letter	yesterday?
Can	he	answer	my question	today?

Специальный вопрос

Вопросительное слово	Вспомогательный или модальный глагол	Подлежащее	Смысловый глагол	Дополнение
Where	are	you	going?	
What	can	you	tell	me?
How	do	you	like	it?
Where	are	you?		
When	will	you	come?	
Why	have	you	done	it?

Вопросы к подлежащему или определению подлежащего

Подлежащее	Сказуемое	Дополнение	Обстоятельство
Who	knows	English	well?
Who	is singing		in the street?
What	helped	you?	
What is done?			
Who	is busy?		

Task 9. Read the sentences and translate them into Russian.

1. I have had a fascinating conversation with my colleagues at work.
2. I generally see people who are living in a foreign country.
3. What are companies doing wrong in their hiring process?
4. But if you've hired the people who are the most similar to your own culture, then you lose out on the advantage of diversity.
5. Global teamwork has big rewards, but it also requires big investment.
6. If your British manager tells you something is interesting, does he really mean the opposite?
7. It gives you the experience to move internationally.
8. How long have you been working on this problem?

Task 10. Make up questions and negative sentences.

1. theatre / you / fond / are / of / going / the / to ?
2. wood / I / the / yet / not / new / have / of / painted / pieces .
3. can / I / you / how / help ?
4. do / like / sports / you / what ?
5. you / have / to / there / anybody / talked ?
6. repaired / I / not / yet / have / anything .
7. what / do / I / can / you / for ?
8. I / can / station / to / get / how / the / railway ?

Task 11. Make up special questions and negative sentences.

1. You get a chance to learn different cultures.
2. The world has become more globalized.
3. Students have been working in their groups for 3 hours.
4. I am planning a birthday party for someone I work with.
5. The boss acts like a facilitator among equals.
6. You are working long hours.
7. They think you have worked as a part of a team project.
8. She has completed her task.

Task 12. Complete the sentences using Present Simple, Present Continuous, Present Perfect or Present Perfect Continuous.

1. I (be) in this country for some time.
2. He (admire) you greatly. He (see) the play three times.
3. — Is Andy here? — I don't know, I (not see) him today.
4. Linda is disappointed. She (fail) her test.
5. We (be) to the cinema about twice a week since then.
6. Hello, what you (do) here at this late hour?
7. I always (stay) at home in the evenings.
8. Mike (talk) to his friend for an hour already.

Task 13. Translate into English.

1. — Вы когда-нибудь отдыхали в Крыму?
— Да.
2. Не шумите! В соседнем офисе совещание: они обсуждают важные вопросы.
3. — Где твой коллега?
— Он у начальника. Они работают над решением задачи.
Он там уже два часа.
4. — Кого ты ждешь?
— Я жду свою подругу. Я стою тут уже пятнадцать минут, но она еще не пришла.
5. Анна на работе. Она только что пришла и сейчас анализирует эффективность командной работы.
6. — Я только что понял, что его нет дома. Где он?
— Он на работе. Он работает уже четыре часа.
7. — Михаил ушел к начальнику отдела разрабатывать принципы взаимодействия в команде.
— Как долго они уже работают?
— Михаил только что ушел.
8. — Вы все еще изучаете английский язык?
— Да. Я изучаю его уже два года. Мой учитель говорит, что я достиг успехов в своем обучении.

LISTENING

Task 14. You will listen to a talk about teamwork. Before you listen, look at the statements (1–5) listed below. What do you think teamwork is?

1. A group of people work together to accomplish a common purpose.
2. One person on the team does all the work but everyone on the team gets the credit.
3. Everyone on the team does an equal amount of work and everyone gets an equal amount of credit.
4. Everyone on the team does an equal amount of work, except one person who does nothing but that person gets all the credit.
5. Some people do all the work, the rest do nothing but the entire team gets the credit for it.

Task 15. Now listen to the talk and fill in the gaps using 1 to 3 words.

1. Teamwork is a very_____.
2. It needs to be defined so that everyone_____will know what is expected of him.
3. Someone is not_____if they don't know how a team is supposed to operate.
4. Team work doesn't just apply to the____at the office.
5. There are teams_____: volunteer organizations, athletic school clubs, etc.
6. Just like your family all team are a little____at times.
7. _____to define your team.
8. _____everyone on your team knows the definition of your team.

Task 16. Discuss the following questions.

1. What is teamwork?
2. What have you enjoyed the most/the least about getting to know your group mates?
3. How much do you feel you can rely on your groupmates to complete the required task(s)?
4. Do others understand your ideas? If not, why not?

SPEAKING

Task 17. Role play. Describe a picture to your group mates without actually saying what it is. All other students should guess what is in the picture, based on your verbal description. They can ask 3 questions.

MODULE 1. Progress check list

- ▶ I can give basic information about myself and tell about my university in English.
- ▶ I can describe a person's appearance and tell about his/her character.
- ▶ I can tell about different types of team members and necessary skills for teamwork.

Module 2. DEVELOPMENT OF MODERN SOCIETY

Unit 4. OUR CHANGING WORLD

LEAD-IN

Task 1. Discuss the following quotes. Do you agree with them? Why / Why not? Give your reasons.

- “Of all of our inventions for mass communication, pictures still speak the most universally understood language.”

Walt Disney

- “I never did anything by accident, nor did any of my inventions come by accident; they came by work.”

Thomas A. Edison

- “Thought is the original source of all wealth, all success, all material gain, all great discoveries and inventions, and of all achievement.”

Claude M. Bristol

Task 2. Answer the following questions.

1. What are the best and the most useful inventions of the mankind in the 20th and 21st centuries?

2. What famous inventors do you know? What were their inventions?

3. What do you think is the worst invention of the mankind (weapon, atomic energy, cigarettes, television, mobile phones, cars, genetically modified products, etc.)?

4. Can you name any inventions you are looking forward to (human cloning, time traveling, eternal-life pill, AIDS/cancer vaccine, teleportation)?

VOCABULARY

Task 3. Choose the correct word in the sentences.

1. The advent of *endoscopic surgery* / *telemedicine* has greatly reduced the post-operative recovery of most patients.
2. Supermarkets of the future will make use of *personal organizers* / *scanners* to read the content of your trolley and total up your bill.
3. Factories which rely on humans working on *processing equipment* / *assembly lines* are becoming a thing of the past.
4. You would be quite astounded by the number of *satellites* / *space capsules* orbiting the Earth.
5. After little more than forty years, we have seriously polluted the final frontier with *space junk* / *landing craft* and other debris.
6. The government has refused to pass a law which states that all *GM foods* / *fast food* must be clearly marked.
7. It is well known that many countries are hiding stores of potentially lethal *biological species* / *biological weapons*.
8. *Nuclear power* / *solar power* could be extremely dangerous if it were to fall into the wrong hands.

Task 4. Read the text that follows. Use the words in the box to form words that fit the numbered spaces in the text. There is an example (0).

- | |
|--|
| <ol style="list-style-type: none">0. EVOLVE1. SELECT2. HOSPITALITY3. EXPLORE4. MAN5. BEHAVE |
|--|

Dinosaurs and Satellites

In the beginning, life appeared on our planet on a molecular scale and, very gradually, developed into multi-cell organisms that co-operated in colonies. Eventually, due to (0) *evolution*, small

complex mobile creatures emerged. Through a process of natural (1) ___ and supported by a (2) climate, some species thrived and grew exceedingly large – culminating in the reign of dinosaurs.

The story of human (3)_ of space is not very different. For tens of thousands of years, mankind's attempts at understanding the cosmos were restricted to puzzling observations made from the surface of our planet. Small but essential steps were taken and, as human technology mushroomed, we jumped out of our biosphere for the first time. Nearer to home, we placed a (4)_ outpost on the edge of space to observe our planet's (5) and provide communications. The satellites orbiting the earth have evolved rapidly and, like the dinosaurs before them, have become larger and larger.

Task 5. Look at the following possible technological advances. Which ones do you think will occur in the next 50 years? Are there any which you think will never happen? Give your reasons.

- a computer that can hold a proper conversation;
- a manned mission to Mars;
- a vaccine against AIDS;
- an electric car which is as fast as a petrol-powered one;
- a device which predicts earthquakes accurately;
- a hurricane-proof home.

Task 4. Translate the sentences into English.

1. Ученые и изобретатели придумали и разработали различные продукты и механизмы.

2. Братья Райт сконструировали и построили первый в мире самолет.

3. Кто-то утверждает, что Гульельмо Маркони (Guglielmo Marconi) изобрел радио, кто-то настаивает, что это был Никола Тесла (Nikola Tesla).

4. Телефон стал одним из самых важных изобретений современного мира. Первый патент на телефон был выдан Александру Грейаму Беллу (Alexander Graham Bell) в 1876 году.

5. Телевидение имеет длительную историю, которая началась в 1920-х годах и развивается до сих пор.

6. Пенициллин был открыт шотландским ученым Александром Флемингом (Alexander Fleming) в 1928 году и стал одним из важнейших изобретений.

7. Изобретение солнечной батареи позволило использовать возобновляемый источник энергии более эффективно.

8. Сборочный конвейер позволил создать массовое производство одинаковых компонентов.

READING

Task 7. Read the article and decide if the following statements are true (T) or false (F).

1. The inventions are intended for the purpose to make life easier and safer for senior citizens.

2. The students asked their grandparents a series of questions to know the way to design a shoe that will allow a person to slide the shoe on without bending down.

3. It took about five weeks of brainstorming to come up with the idea.

4. The students were learning how to program and build the robots.

5. The best solution is always at your fingertip.

Young students work on inventions for the future¹

By Marilyn Miller

What if you could slide your shoes on without bending down? Or use a walker that prevented you from falling or running into things?

Middle school students throughout the region have come up with ideas to help solve these kinds of problems. And the student inventors are sharing their work this weekend in the Northeast Ohio First Lego League district tournament on the University of Akron campus.

This year's Lego challenge is 'Senior Solutions'. The inventions are designed to make life easier and safer for senior citizens. Thirty-one teams advanced to the tournament. To compete, the teams choose a senior partner to help them with the theme and tackle some

¹Young Students Work on Inventions for the Future. URL: <https://www.ohio.com/akron/news/young-students-work-on-inventions-for-the-future>

of the issues seniors have in their daily lives as they age, such as walking or putting on their shoes.

“We interviewed our grandparents, a hospice nurse and the president of Adidas to help us figure out a way to design a shoe that would be easy for seniors to put on their feet without having to bend down all the time,” said Ellie Plaster, 12, a seventh-grader from North Canton Middle School.

The team, the Big Brain Theory, came up with the idea of placing magnets in the shoe and a track on each side of the shoe that allows a person to slide the shoe on more easily. “Four magnets will be built in the shoe fabric and the tracking will be built into the shoe,” said Nicole Tysa, 11. The girls said it took about five months of brainstorming to come up with the idea. It has earned them a provisional patent for their invention.

Another portion of the competition is the use of robots constructed with Lego Mindstorms technology. The students recently spent a day at Rockwell Automation learning how to program and build the robots. “The students have learned so much. I tell the kids to work with principles behind the theory and figure out what to do to get there,” said coach and mentor Heidi Cressman, director of UA’s Women in Engineering program. “The best solution is not always at your fingertip, you have to work toward change using more sensible approaches, looking more at strategy.”

Task 8. Answer the questions.

1. What was the aim of the Northeast Ohio First Lego League tournament?
2. How many teams competed in the tournament?
3. Do you think that the idea of placing magnets in the shoe and a track on each side of the shoe is great? Why / Why not?
4. What is necessary to do to find the best solution? Why?

GRAMMAR

Study the information.

Past Simple Tense and Present Perfect Tense (Простое прошедшее время и настоящее совершенное время)

Past Simple	Present Perfect
Действие не относится к настоящему моменту. <i>He broke a lot of windows. Он разбил много окон.</i> (Констатация факта)	Результат действия относится к настоящему. Наречия неопределенного времени just, already, yet, recently, lately. <i>I heard a noise. He has just broken a window. Я слышал звук. Он только что разбил окно.</i> (Мы видим результат действия, которое произошло в прошлом)
Нам известно время, когда произошло действие. Оно указывается говорящим или понятно из контекста. <i>My friend bought a new car yesterday. Мой друг купил новую машину вчера.</i>	Время, когда произошло действие, неизвестно и неважно. Говорящему важен результат. Указатели: just, already, yet, recently, lately. <i>My friend has bought a new car recently. Мой друг недавно купил новую машину.</i>
Когда период, за который произошло действие, завершен и данное действие не может повториться в дальнейшем. <i>Ann wrote two books last year. В прошлом году Анна написала две книги.</i> (Прошлый год закончился, действие не может повториться)	Если период времени, за который произошло действие, не завершен и данное действие может повториться. <i>Ann has written two books this year. Анна написала две книги в этом году.</i> (Год продолжается)
Когда речь идет о жизни и достижениях людей, которых нет в живых. <i>Edward Jenner created the smallpox vaccine. Эдвард Дженнер создал вакцину от оспы.</i>	Когда речь идет о жизни и достижениях здравствующих людей. <i>This scientist has created a new vaccine. Этот ученый создал новую вакцину.</i> (Может создать больше)

Past Simple	Present Perfect
В вопросах после вопросительных слов: When...? How long ago...? <i>When did you meet Ann? Когда вы познакомились с Анной?</i>	В вопросах после вопросительного слова: How long...? <i>How long have you known Ann? Как долго вы знаете Анну?</i>
Повествование о последовательных событиях в прошлом. <i>We arrived at the hotel. After that we checked in and went to the restaurant. Мы прибыли в гостиницу. После этого мы зарегистрировались и пошли в ресторан.</i>	Если рассказываем о недавнем событии, о новости, то сама новость передается в Present Perfect, а детали и подробности (время, место) в Past Simple. <i>I have been to a restaurant recently. It was my sister's birthday party. Недавно я была в ресторане. Это был день рождения моей сестры.</i>

Future Simple Tense (Простое будущее время)

Future Simple используется, чтобы описать:

1. Простое действие в будущем.

We'll go to the cinema tomorrow. Мы пойдем в кино завтра.

2. Регулярные, повторяющиеся действия в будущем.

*He promises he'll visit me every day. Он обещает, что будет
навещать меня каждый день.*

3. Последовательность действий в будущем.

*I cannot wait for my vacation. I will go to the country, pick berries
and mushrooms every day. Не могу дождаться своего отпуска.*

Буду каждый день ездить за город, собирать ягоды и грибы.

Указатели времени: tomorrow, next week / month / year, in five years.

Образуется: **will + infinitive**

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
He will go to the cinema tomorrow.	Will he go to the cinema tomorrow?	He will not go to the cinema.

Task 9. Read the sentences and translate them into Russian.

1. The students have learned so much.
2. Thirty-one teams advanced to the tournament.
3. Middle school students have come up with ideas to help solve these kinds of problems.
4. The girls said it took about five months of brainstorming to come up with the idea.
5. It has earned them a provisional patent for their invention.
6. The sensors will correct the path.
7. You will hear the shoe click into place and when you remove your foot from the shoe.
8. There will be five magnets, one on the toe of the shoe, one on the sole and others on the sides of the shoe.

Task 10. Make negative sentences and interrogative sentences.

1. The battle took place on a chessboard.
2. The solution came to Einstein suddenly in a dream.
3. Ray Tomlinson developed the first electronic communication message.
4. The link will allow us to share ideas directly with other people.
5. I have been familiar with it for many years.
6. They will remember their outstanding lecturers.
7. I fell in love with English because it was a subject that allowed me to express my ideas freely.
8. The majority of students have understood the principles.

Task 11. Put the verbs in the brackets into the Past Simple or the Present Perfect Tenses.

1. Maria (to get) some bad news last week. She (to be) sad since she (to get) the bad news.
2. I (to start) school when I was five years old. I (to be) at school since I (to be) five years old.
3. The weather was hot and dry for many weeks. But two days ago it (to rain).

4. Tom (break) his leg five days ago. He's in hospital. He (to be) in hospital since he (to break) his leg.

5. Are you going to finish your work before you go to bed? — I (to finish) it (already). I (to finish) my work two hours ago.

6. I (to cut) some flowers from my garden yesterday. I (to cut) lots of flowers from my garden so far this summer.

7. We first (to meet) in 2001. So we (to know) each other for 8 years.

8. Is Jim going to eat lunch with us today? — No. He (to eat) (already). He (to eat) lunch an hour ago.

Task 12. Put the verbs in the brackets into the Future Simple Tense.

1. I (to leave) home at half past seven.
2. It (to take) me about twenty minutes.
3. I (to take) a bus to the university.
4. She (to go) to the university in the morning.
5. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
6. It (to take) her an hour and a half to do her homework.
7. I (to get) up, (to switch) on the TV and (to brush) my teeth.
8. It (to take) me about fifteen minutes to get there.

Task 13. Translate into English.

1. Вчера вечером я встретил своего друга. Он был в Санкт-Петербурге на XXII международной научно-практической конференции.

2. — Вы когда-нибудь отдыхали в Италии?

— Да. Мы были там прошлым летом.

3. Они поженились много лет назад и все еще любят друг друга. Они женаты с 1977 года.

4. Он предложил детям пойти в музей открытий и изобретений. Он никогда там не был.

5. — Он уже перевел статью «Возобновляемые источники энергии»?

— Да, он перевел ее вчера вечером.

6. Завтра она будет в университете. Она будет готовиться к конкурсу изобретателей James Dyson Award 2018.

7. — Вы увидите своего друга на встрече?
— Нет, он будет в отпуске на следующей неделе.
8. Мы увидим их завтра в три. Мы договорились о встрече на прошлой неделе.

LISTENING

Task 14. You will listen to a talk about First Lego League Ohio State Championship. Before you listen, look at the statements (1–5) listed below.

1. These teams are building robots.
2. The teams are building robots completely out of Lego.
3. They compete against other teams.
4. It shows that doing robots is not as difficult as what it actually sounds.
5. It is a chance for them to develop.

Task 15. Listen to the talk and fill in the gaps using 1 to 3 words.

1. After four months of_____36 teams had two days to prove that they deserved to be champion.
2. The event was sponsored by First Lego League or FLL which is_____.
3. First Lego League works to inspire STEM*_____in kids and teens.
4. First Lego League creates_____.
5. Wright-Patterson Air Force Base_____to help future scientists of Ohio.
6. They've stayed after school to 7.30 almost_____a day.
7. The_____ was anyone who was lucky enough to participate.
8. Robotics competitions are_____you will ever have.

*STEM education — education for all young people in science, technology, engineering and mathematics (STEM).

Task 16. Discuss the following questions.

1. Do you think it is important for kids and teens to take part in robotics competitions?
2. Would you like to participate in such competitions? Why / why not?
3. What competitions did you participate in?

SPEAKING

Task 17. Study the information about effective presentations in Appendix 2 and make presentations on ‘Famous inventions that helped change the world’. Follow the plan:

1. Some facts about the inventor.
2. The background and the story of invention.
3. The way it has changed the world.

Unit 5. NEW COMMUNICATION TECHNOLOGIES

LEAD-IN

Task 1. Discuss the following quotes. Do you agree with them? Why / Why not? Give your reasons.

- “Waiting is so unusual that many of us can’t stand in a queue for 30 seconds without getting out our phones to check for messages or to Google something.”

Julian Bagгинi

- “We can be incredibly disconnected in this day and age with computers and cell phones.”

Marcia Gay Harden

- “We live in an age where people will watch epic entertainment on their phones.”

Will Arnett

- “Our mobile phones have become the greatest spy on the planet.”

John McAfee

Task 2. Answer the following questions.

1. Can you name at least 10 forms of communication?
2. How has communication changed through human history?
How is communication changing between people?
3. How have smart phones changed communication? Is a smart phone a computer or not? How?
4. What does :-) mean? Can you give examples of any other emoticons and explain their meanings?

VOCABULARY

Task 3. Choose the correct word in the sentences.

1. My new cellular phone allows me to send *text messages* / *telegrams* anywhere within the country and abroad.

2. Don't forget to turn on the *printer / modem* if you want to go on-line.
3. When you save your work on a computer, it is stored on one of its *storage devices / tools* — the hard disk, the floppy drive or CD-ROM.
4. It's a mobile phone, but it can be used as a walkie-talkie, too. It's quite an interesting little *model / gadget*.
5. A laptop is easy to carry with you, but it's not as powerful as a proper *office / desktop* computer.
6. A word processor is a software *appliance / application* which helps you type, format and edit texts.
7. Before attempting any repair, make sure you have cut off the power *supply / source*.
8. I'm sorry I couldn't take your call before; the *sign / signal* on my phone was too weak.

Task 4. Fill each gap with the correct word.

art, charger, chip, computer, mat, mobile, recognition, virus

1. In the long term the cost of making a call from a ____ phone will fall.
2. We found the person responsible for spreading the e-mail ____ and sent for the police.
3. When we got the new ____ home and switched it on, nothing happened, so we sent it back.
4. In case of virus attack, we have given our team of technicians state of the ____ protection software to install.
5. Your mouse will work on any surface but, ideally, you should use a mouse ____.
6. All mobile phones have a call ____ feature which lets you see who's calling before you answer.
7. My mobile has gone dead, and I've left my battery ____ at home. Can I borrow yours?
8. The invention of silicon ____ meant the computers advanced at an unprecedented rate.

Task 5. Read the text that follows. Use the words in the box to form words that fit the numbered spaces in the text. There is an example (0).

- 0. ELECTRIC
- 1. SIMULATE
- 2. RESPOND
- 3. CURIOUS
- 4. EAGER
- 5. PRIVATE
- 6. DISTURB

An extraordinary gadget.

Recently, in an (0) *electrical* shop, I tried on a pair of Olympus FMD-700 Eye-Trek TV glasses. When wearing them, one is supposed to be treated to a (1) similar to that of watching a 52 in television from a distance of six feet. My immediate (2) to the glasses was, “What are they for?” My (3)_____ was partially satisfied by a salesperson named Alan, who very (4) tried to sell me a pair for a mere £149. “You can use them to watch anything — videos, TV, even your PlayStation 2.” “What — all in the (5)_ of my own head?” I asked. “That’s right!” enthused Al, and (6)_____ by my look of incredulity, went on to add, “You just lie in whatever position is most agreeable to you. You won’t have to leave your bed ever again!”

Task 6. Translate the sentences into English.

1. В настоящее время сотовая связь — самая распространенная из всех видов мобильной связи.
2. Сотовый телефон обычно называют мобильным телефоном.
3. Мобильными телефонами также являются спутниковые телефоны и радиотелефоны.
4. Большинство операторов мобильной связи использует SIM-карту для идентификации абонента.
5. Смартфон — это мобильный телефон, который выполняет функции карманного персонального компьютера.

6. Мобильные телефоны практически всегда имели дополнительные функции, такие как калькулятор и календарь.

7. Смартфоны отличаются от обычных мобильных телефонов тем, что у них есть развитая операционная система.

8. В последнее время граница между «обычными» мобильными телефонами и смартфонами все больше стирается.

READING

Task 7. Read the article. Five sentences have been removed from the article. Choose the most suitable sentences from the list (A–E) to fill each gap (1–5).

A. All over the world, millions of people can talk to each other.

B. People were suddenly able to witness iconic events, such as the first moon landing and the progression of the civil rights movement.

C. In 2010, about half of the world's population has access to the Internet.

D. This invention of the radio allowed sound and information to be broadcast to an extremely wide audience.

E. People can now deliver massive amounts of data with the push of a button.

Types of Communication Technology¹

By Anthony Szpak

Since the end of the 19th century, the way people communicate has been completely transformed. (1)_____New communication technologies have connected not only people but also businesses, changing the way people interact on a daily basis.

Alexander Graham Bell revolutionized the way people communicate with his patent on the telephone in 1876. Over the past century, advances in technology have replaced the heavy hardware and metal wiring of the original design with lightweight micro circuitry. These advancements have also allowed for the transition from landlines to wireless, freeing people to communicate from remote locations.

¹Types of Communication Technology. URL: <https://www.techwalla.com/articles/types-of-communication-technology>

(2) ____ Telephones also allow for instant communication, and new technology integrates video and Internet.

In 1906, Reginald Fessenden, creator of the first sophisticated radio transmitter, expanding on the ideas of Guglielmo Marconi, sent music and speech across the airwaves. (3) ____ Radio reached its golden age during the 1920s.

Television was introduced to the public in 1946. Over the following decades, television became the predominant source of communication to a wide audience, and it changed the political and cultural landscape forever. (4) ____

The creation of the Internet allowed computer networks from around the globe to network with each other, giving individuals access to an incredible wealth of information. (5) ____

Email, social networks, newsgroups and video transmission have connected the world like never before. High-speed connections allow for an immense amount of information to be transferred in seconds.

Task 8. Answer the questions.

1. Who was Alexander Graham Bell? What did he do?
2. What do you know about Reginald Fessenden? What did he create?
3. Why did television become the predominant source of communication?
4. How do people network with each other?
5. How will people be able to communicate in the future?

GRAMMAR

Study the information.

Past Simple Tense **(Простое прошедшее время)**

Past Simple используется для обозначения действия, которое регулярно происходило или повторялось в прошлом; однократного действия в прошлом; цепи последовательных событий в прошлом.

Указатели времени: two days ago, last week/month/year, yesterday, in 2001.

Образуется: *V-ed/V₂*

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
I went to the cinema yesterday. I was at school last week.	Did you go to the cinema yesterday? Were you at school last week?	He did not go to the cinema yesterday. I wasn't at school last week.

Past Continuous Tense (Прошедшее длительное время)

Past Continuous используется, чтобы описать действие, которое длилось в определенный период времени в прошлом:

- В предложении указано конкретное время, когда продолжалось действие.

Указатели времени: at 8 a. m., at 6 p. m., at 4 o'clock, at 6 o'clock, yesterday.

What were you doing at 6 p. m.? I was reading a book. Что ты делал в шесть часов вечера вчера? Я читал книгу.

- В предложении указан период времени, когда длилось действие.

Указатели времени: all day, this time last month/year, at that moment.

This time last week I was reading a book. В это самое время на прошлой неделе я читал книгу.

- Придаточное предложение с другим прошедшим действием (Past Simple), которое произошло на фоне длительного действия в Past Continuous.

I was reading a book when my mom came. Я читал книгу, когда мама пришла домой.

Образуется: *was/were + V-ing (Participle I)*

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
I was playing the violin yesterday at 3.	Were you reading the book when I called?	She wasn't swimming this time last week.

Past Perfect Tense (Прошедшее совершенное время)

Past Perfect используется, чтобы описать:

1. Действие, которое произошло раньше другого действия или определенного момента в прошлом. Другое действие в прошлом обозначается Past Simple, при этом могут использоваться специальные слова: *by* — к какому-то времени/моменту, *after* — после того как, *before* — перед тем как, до того как, *when* — когда, *earlier* — раньше, *first* — сперва, сначала.

He arrived at the station at 9.30, but the train had left. Он прибыл на вокзал в 9:30, но поезд уже ушел (сначала поезд ушел, потом мы прибыли на вокзал).

2. Причину: действие, выраженное Past Perfect, стало причиной того, что произошло другое действие.

She couldn't buy a new dress as she had lost her money. Она не могла купить новое платье, потому что потеряла свои деньги.

Образуется: **had + V-ed/V₃ (Participle II)**

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
I had finished my work by that time.	Had you finished your work by that time?	He hadn't finished my work by that time.

Task 9. Read the sentences and translate them into Russian.

1. In 1906, Reginald Fessenden, the creator of the first sophisticated radio transmitter, sent music and speech across the airwaves.

2. Radio reached its golden age during the 1920s, and companies advertised their products to consumers around the world.

3. Alexander Graham Bell revolutionized the way people communicate with his patent on the telephone in 1876.

4. He was reading Sir Isaac Newton's famous work — Principia Mathematica.

5. By 1877 he had developed the phonograph (an early form of the gramophone player).

6. By 1932 he had effectively abandoned his research on penicillin.
7. When Facebook was launched in 2004, current college seniors were just finishing up their high school years.
8. Current college freshmen, however, had just begun high school.

Task 10. Make negative sentences and interrogative sentences.

1. She came in, sat at the table, and started writing.
2. He entered the café, ordered a cup of tea and a piece of cake.
3. Yesterday at this time, I was sitting at my desk at work.
4. While I was writing the email, the computer suddenly went off.
5. I was studying while he was making dinner.
6. I had learned English before I entered the university.
7. They were not at home. They had gone shopping.
8. He had been a usual clerk before he became a successful businessman.

Task 11. Put the verbs in the brackets into the Past Simple or the Past Continuous Tenses.

1. — What he (to do) yesterday?
— He (to read) a book.
2. — What he (to do) at 7 p. m. yesterday?
— He (to read) a book.
3. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday.
4. My sister (not to play) the piano at four o'clock yesterday.
5. I (to play) computer games yesterday. I (to play) computer games at five o'clock yesterday.
6. We (to wash) the floor in our flat yesterday. We (to wash) the floor in our flat from three till four yesterday.
7. You (to do) your homework yesterday? You (to do) your homework from eight till ten yesterday?
8. When I (to ring) up my friend, he (to sleep).

Task 12. Put the verbs in the brackets into the Past Simple or the Past Perfect Tenses.

1. By 8 o'clock the rain (to stop).
2. I (to have) breakfast before I (to go) to school.
3. Alice (to be) late because she (to miss) the bus.
4. He (to work) at the factory before he (to enter) the college.
5. He (to get) a bad mark for his test because he (to make) a lot of mistakes in it.
6. I (to go) to bed after I (to finish) reading the book.
7. The child (to fall) asleep before the parents (to come) home.
8. They (to marry) before they (to buy) this house.

Task 13. Translate into English.

1. Когда я пришел домой, я увидел, что моя сестра ищет какую-то информацию в Интернете.
2. Я хотел помочь ей, но она уже нашла необходимую информацию.
3. — Где ты был в два часа?
— Я был в офисе. Я искал информацию о современных технологиях в Интернете.
4. — Что она делала в семь вечера?
— Она разговаривала по мобильному телефону.
5. Что делал твой сосед, когда ты пришел домой?
6. Когда я зашел в комнату, я увидел, что мои друзья играли в новую компьютерную игру, которую я купил в Англии.
7. Когда она появилась в офисе, она заметила, что все смотрят на нее.
8. Когда мы вышли из дома, шел сильный дождь.

LISTENING

Task 14. You will listen to a talk about Information and Communication Technology in Barcelona. Before you listen, read the sentences below. What do you think the person is going to talk about?

1. Information and communications technology is one of the key sectors in Barcelona.
2. It has an impact on the competitiveness of the country.
3. The large majority of companies are located in Barcelona.

Task 15. Now listen to the talk and fill in the gaps using 1 to 3 words.

1. Barcelona has an ideal ecosystem for the _____ of ICT companies.
2. The metropolitan area of Barcelona has _____.
3. Barcelona has an outstanding _____ in scientific production.
4. The _____ of digital and e-commerce is another example of the city's policy of private public partnerships.
5. This was born as a result of the work between _____ and entrepreneurs themselves.
6. The success of this _____ has helped to consolidate the sector in Barcelona.
7. The city has experience in _____ cutting-edge technology events.
8. Barcelona has been named the European _____.

Task 16. Discuss the following questions.

1. Do you agree that information and communications technology is one of the key sectors in Barcelona? Why/why not?
2. What is a business cluster in Barcelona?
3. Do you think that Barcelona is the European capital of innovation?

SPEAKING

Task 17. Read the quiz below. It is used to diagnose Internet addiction.

- test yourself and your friends;
- share the results with the group;
- discuss the ways the Internet and e-mails may affect people's relationships;

- make recommendations to help the person to recover from the addiction.

While discussing, you can use the expressions for building on other's ideas vafter the 'scoring' section below.

QUIZ

HOOKED ON THE NET?

Let's Find Out

Take this quiz to see if your passion for the Net has become an all-consuming addiction. Check the appropriate boxes. Remember — be honest!

1. Do you check your e-mail more than six times a day?
2. Do you lose track of the time because you are on the computer all night?
3. Do you dream about surfing the Net?
4. Have you ever missed class or called in sick to work because you were too busy online?
5. Do you introduce yourself by immediately giving out you e-mail address?
6. Do you neglect your pets because you are online and forget to feed and walk them?
7. Does your family constantly complain that you are spending too much time in front of the computer?
8. Have you forgotten to do usual chores around the house?
9. Do you talk more to your friends around the world via e-mail (Skype) than you do to your neighbors?
10. Do you feel uncomfortable at the thought of going on vacation without your computer?

SCORING

If you answered **YES** to ...

0 to 4 questions:	Don't worry! You can get a bit carried away, but it's just a fun hobby.
5 to 8 questions:	You may be getting hooked! Try to cut down on the number of hours you're on the Net.
9 to 10 questions:	Watch out! <i>Stop cold turkey</i> * now, and run to the nearest support group.

* *Stop cold turkey* (*quit cold turkey*) — to stop doing something abruptly.

Expressions for Building on Other's Ideas

The following is a list of useful expressions that can be used in conversations to build and expand on each other's ideas.

- **To add to your idea, I think** students socialize differently online than they do when they are face-to-face.
- **Not only that, but I would also say that** people are thinking more creatively.
- **Your point makes me think of** another issue, which is the trend toward giving students access to the Internet in dormrooms.
- **Another thing I'd like to bring up** is the fact that some addictions are more harmful than others.
- **You speak of** needing to stay connected; then, **can I also assume that** you carry your cell phone with you at all times?

Unit 6. VIRTUAL VS REAL WORLD

LEAD-IN

Task 1. Discuss the following quotes. Do you agree with them? Why / Why not? Give your reasons.

- “I know how addictive videogames are — I have friends who can’t get up off the couch because they’re so hooked. They provide these different virtual worlds that you can live in.”

Olga Kurylenko

- “I really believe that the virtual world mirrors the physical world.”

Marissa Mayer

- “I like to think of it as this new field. Instead of computer science, it’s going to be virtual science.”

Brendan Iribe

- “I expect there will be more virtual schools.”

Betsy DeVos

- “News is virtual now. It is not 24-hour news cycles; it is instant news cycles. It is live. News is live all the time, around the clock.”

Mark McKinnon

Task 2. Answer the following questions.

1. Are we living in a real or virtual world? Is a virtual world real?
2. What is the difference between friends in a real world and in a virtual world?
3. Are we getting more into virtual world and focusing comparatively less on the real world?
4. What is the most unrealized difference between our real lives and the Internet’s virtual world?
5. Is the increasing importance of virtual worlds making the real world less relevant?

VOCABULARY

Task 3. Choose the correct word in the sentences.

1. We enjoy social *media* / *newspaper*, rather than the real world conversation.
2. People update their *posts* / *instructions* before they accomplish or sometimes start the task.
3. People are busy with their virtual worlds so they have no time for real world *conversation* / *speech*.
4. Moreover, we can use many sites for our study and get up-to-date *information* / *quotes* with the latest achievement in our subject.
5. We can *watch* / *see* videos and get a lot of helpful tips.
6. Through *chat* / *survey* group, students can share their opinions over any subject which may be fruitful for the study.
7. It is up to us to set a *frontier* / *block* between a virtual and a real world.
8. Posting a status 'Welcome to the world' for a newborn and 'RIP' for the gone ones in our *profile* / *column* doesn't make us responsible.

Task 4. Fill each gap with the correct word.

character, communication, experience, online platforms, real world, science fiction, users, virtual advertisements

1. A virtual world is a computer-based simulated environment which may be populated by many__ who can create a personal avatar.
2. Online games depict a wide range of worlds, including those based on_ , the real world, super heroes, sports, horror, and historical milieus.
3. Players create a__ who travels between buildings, towns, and worlds to carry out business or leisure activities.
4. The form of__ used can substantially affect the experience of players in the game.
5. Virtual worlds offer advertisers the potential for__ , such as the in-game advertising already found in a number of video games.
6. Some virtual worlds have off-line, __ components and applications.

7. There are also____such as Universe which are designed to re-connect people to the real world via virtual means.

8. Users can post activities and services on-line and meet up off-line to share the_____.

Task 5. Read the text that follows. Use the words in the box to form words that fit the numbered spaces in the text. There is an example (0).

- | |
|---|
| <ol style="list-style-type: none">0. EQUIP1. RESIDE2. OCCUPY3. FAVOUR4. CENTRE5. APPLY6. SECURE7. AUTOMATE |
|---|

Home of the future

To demonstrate what homes may be like in the future, the mobile phone company Orange installed £2 million worth of state-of-the-art (0) *equipment* in an ordinary pre-war house, creating one of the most hi-tech (1) in the world.

The integrated TV, video, DVD, CD and radio system pipes sound and video throughout the house and the intelligent video recorder learns to record the kind of programmes the (2) like, while plasma wall screens can be programmed to show a continuous slide-show if their (3) snaps. The door locks are controlled (4) and can be operated by a single key. When somebody leaves the house, a single button can turn off all the non-essential systems and (5) and switch on the (6) alarm. If anything should go wrong with the self-diagnosing heating system, it will (7) call the repair man or arrange for a service.

Task 6. Translate the sentences into English.

1. Большинство людей убегают от реальных проблем в виртуальный мир.

2. Пользователи социальных сетей пребывают в иллюзии общения.
3. Виртуальная реальность пропитана обманом, как любые другие зависимости.
4. Где мы по-настоящему общаемся с удовольствием: в реальной или в виртуальной жизни?
5. У нас не хватает времени на общение с друзьями, а в виртуальном мире такое общение более доступно.
6. В Интернете, особенно в социальных сетях, возможно найти близких по духу людей.
7. Постарайтесь не верить людям в виртуальном мире, что бы они вам ни рассказывали.
8. «Тролли» — это пользователи, которые размещают провокационные сообщения в Интернете.

READING

Task 7. Read the article and decide if the following statements are true (T) or false (F).

1. All young people are in contact with strangers when on the web.
2. Children said they were happier in their real lives than online.
3. Children consider cyberspace as detachable from the real world.
4. Children deceived about their age and personal relationships.
5. Teenagers can relate the risks to themselves.

Generation net: The youngsters who prefer their virtual lives to the real world¹

By Liz Thomas

Children are often happier with their online lives than they are with reality, a survey has revealed.

They say they can be exactly who they want to be — and as soon as something is no longer fun they can simply hit the quit button.

¹Generation net: The youngsters who prefer their virtual lives to the real world.
URL: <http://www.dailymail.co.uk/sciencetech/article-1354702/Children-happier-virtual-lives-real-world.html>

The study also shows that, despite concerns about online safety, one in eight young people is in contact with strangers when on the web and often lies about their appearance, age and background.

Researchers for children's charity Kidscape assessed the online activities of 2,300 11 to 18-year-olds from across the UK and found that 45 per cent said they were sometimes happier online than in their real lives. Around 47 per cent of children said they behaved differently online than they did in their normal lives with many claiming it made them feel more powerful and confident.

Psychotherapist Peter Bradley, who is also deputy director of Kidscape, said that the desire for so many to adopt a different identity online was a cause for concern because the children were being divorced from reality. He added: "These findings suggest that children see cyberspace as detachable from the real world and a place where they explore parts of their behaviour and personality that they possibly would not show in real life. We can't allow cyberworlds to be happier places than our real communities, otherwise we are creating a generation of young people not functioning adequately in our society." The report found that of those who spoke to strangers online 60 per cent did not tell the truth about their age, and 40 per cent were not honest about personal relationships. Around 10 per cent said they changed aspects of their appearance and their personality for their online activity. Mr. Bradley warned that children were still taking serious risks with encounters, putting themselves or their friends in danger.

"We were alarmed by the number of risks being taken by teenagers whilst online," he said. Safe online behaviour is taught in schools, but teenagers seem to be unable to relate the risks to themselves. "This research should challenge teenagers, parents and professionals to do their best to make internet safety guidelines meaningful."

Task 8. Answer the questions.

1. Why are children happier with their online lives than they are with reality? Do you agree?
2. What do you know about Peter Bradley?
3. What was the main cause for concern?
4. What did the report find?
5. What is necessary to do to reduce the number of risks being

taken by teenagers whilst online?

GRAMMAR

Study the information.

Future Simple Tense, Present Simple Tense, Present Continuous Tense, Future Continuous Tense (Будущее прошедшее время, Будущее длительное время, Будущее совершенное время)

Время или конструкция	Образование	Значение	Пример
Future Simple	will + infinitive	• Предположения о будущем, обычно в сочетании с глаголами think/believe и др., выражениями be sure/be afraid и др., наречиями probably, perhaps.	Perhaps, I will come. Возможно, я приду.
		• Обещания, угрозы, просьбы, надежды (с глаголами hope, promise и др.).	I promise I will learn this rule. Обещаю: я выучу это правило.
		• Спонтанные решения I'm thirsty. I'll have a cup of coffee. Я хочу пить. Я выпью чашечку кофе.	
Present Simple	V / V-s	• Действие, которое произойдет в будущем по расписанию	The train leaves at 5 o'clock. Поезд отправляется в пять часов
Present Continuous	be + V-ing (Participle I)	• Личные планы и намерения на ближайшее будущее	I'm making a report on Monday. Я выступаю с докладом в понедельник.
Future Continuous	will + be + V-ing (Participle I)	• Длительное действие, которое будет происходить в определенный момент в будущем	I will be reading a book at 8 p. m. tomorrow. Я буду читать книгу в восемь часов вечера завтра.
Be going to		• Личное намерение осуществить некое действие.	She is going to visit her grandparents on Sunday. Она собирается навестить бабушку и дедушку в воскресенье.
		• Может иметь значение неизбежности, огромной вероятности, очевидности будущего события	She has missed the bus. She's going to be late. Она пропустила автобус. Она опаздывает.

Task 9. Read the sentences and translate them into Russian.

1. I hope you will have a successful trip.
2. Bill is so tired! He is going to take a nice, long vacation this year.
3. Christina is meeting Melanie for coffee this afternoon. They reserved a table at their favorite café.
4. Ann and Joe are traveling to Las Vegas in July. They have their tickets and are very happy about their trip!
5. Don't phone me before 12.00. I will be meeting with a client.
6. Won't you be visiting your mother when I'm in town?
7. You dropped your purse. I'll get it.
8. I am not going to make dinner tonight. We're going out to a restaurant.

Task 10. Put the verbs in the brackets into the Future Simple or the Present Continuous Tenses.

1. Do you think it (to rain) tomorrow?
2. I can't visit you tomorrow. I (to work).
3. I'm sure you (to win) this match.
4. What time he (to leave) tomorrow?
5. Perhaps, she (to visit) London one day.
6. I think, I (to buy) this dress.
7. Look at the clouds! It (to go) to rain!
8. Our neighbors (to have) a party next week. They invite us.

Task 11. Put the verbs in the brackets into the Future Simple or using 'be going to'.

1. She is sure that he (not / to manage) to catch the train.
2. Next year we (to travel) together around Europe.
3. The athletes soon (to return) from the competition.
4. His parents think Jim (to become) a doctor one day.
5. They have bought new sports shoes. They (to start) running next week.
6. It's getting dark. I (to turn) on the light.
7. They (to be) eighteen next month.

Task 12. Put the verbs in the brackets into the Future Simple or the Future Continuous Tenses.

1. I (to send) you a postcard from Spain.
2. She (to stay) at Sunrise Hotel if you need her.
3. Miss Richards (to attend) a lecture from 2 till 5 p. m. today.
4. We (to wash) those dirty dishes when we come home from work.
5. I know that Jerry (to stand) on the platform and (to wave) his hand when our train arrives.
6. Your dress (to be) ready in half an hour.
7. He (not / to return) to that island anymore.
8. I (not / to work) in the library tomorrow evening.

Task 13. Translate into English.

1. В субботу я играю в новую компьютерную игру.
2. Я обещаю, что куплю новый компьютер.
3. Что ж, Алекс, во сколько мне можно зайти к тебе завтра?
4. Я буду ждать тебя завтра вечером, но, пожалуйста, не приходи в 6 часов.
5. Думаю, я буду работать в это время.
6. Я буду общаться с друзьями в социальных сетях с 3 до 6 часов вечера. Значит, я буду свободен в 6:30.
7. Кстати, ты будешь где-нибудь вблизи аптеки?
8. Я буду проходить мимо аптеки по пути в университет.

LISTENING

Task 14. You will listen to a talk about the world's first Virtual Reality travel search and booking experience. Before you listen, read the information about Amadeus IT Group and discuss the advantages of the Virtual Reality travel search and booking experience.

Amadeus IT Group. This virtual reality travel search and booking experience allows travellers to spin a globe of the world, visit a destination, search for flights, walk through a plane to select their seat, check out different rental cars, and pay for their entire trip — all without leaving virtual reality.

Task 15. Now listen to the text and complete the gaps using 1 to 3 words.

1. We live in a _____.
2. Why shouldn't we _____ for our travel this way?
3. Travelers will be able to select _____ and a date for their flight.
4. Once selected a traveler will pick the flight and see the _____ to select a seat.
5. You will add other services to your _____.
6. Once you have all set for your trip you can _____ with the payment.
7. This could change the way travelers will _____ trips.
8. Navitor and Amadeus are helping airlines to shape a _____ at every stage of the journey.

Task 16. Discuss the following questions.

1. Do you think that virtual reality travel search and booking will be very convenient for travelers? Why / Why not?
2. What other services will travelers be able to add to their booking?
3. Should travelers shop for their travel this way? Why?

WRITING

Task 17. Study the strategies for essay writing in Appendix 3 and write an essay on one of the following topics:

1. What is virtual reality?
2. Are we already living in virtual reality?
3. Virtual reality in the real world.
4. Virtual Reality vs Real Life.

MODULE 2. Progress check list

- I can tell about different inventions and give a presentation about famous inventors.
- I can speak about inventions of the future.
- I can explain the difference between a real and a virtual world.

Module 3. CROSS-CULTURAL COMMUNICATION

Unit 7. FOREIGN LANGUAGES AS A MEANS OF CROSS-CULTURAL COMMUNICATION

LEAD-IN

Task 1. Answer the following questions.

1. Have you ever communicated with anyone who doesn't know your language? How did you communicate, what language did you use?
2. Do you use English in your life? Where?
3. Which languages in your opinion had, have or will have the same popularity as the English language has now?

Task 2. Work in pairs. How far do you agree with these opinions on language? Talk about them with your partner(s).

1. The number of languages you speak is the number of times you are human.
2. If the whole world learned English, there would be fewer communication problems.
3. To be successful in the world, it is now better to learn Chinese.
4. English should become the official world language.
5. The English language is a form of imperialism. It erodes other cultures.
6. It is a sin for any nation not to make its citizens at least bilingual.
7. There should be just one world language in the future.
8. My mother tongue is too beautiful to die.

Task 3. Chart the history of your English language learning over the years on a piece of paper. Can you remember your first lesson and teacher? What have been the low points and high points? Are you happy with your current level? In pairs/groups, talk about your charted histories.

VOCABULARY

Task 4. Match the words and phrases on the left with their synonyms.

- | | |
|-----------------------------------|--------------------------------|
| 1. lingua franca | a. to know something very good |
| 2. essential | b. huge number |
| 3. to get a deep understanding of | c. to do business |
| 4. to rely on | d. notices in airport |
| 5. to conduct business | e. to get to |
| 6. airplane announcements | f. interlanguage |
| 7. to access | g. to count on |
| 8. enormous number | h. necessary |

Task 5. Complete the sentences with the correct word from the list.

health benefits, an enormous number, street signs, official language, an active mind, conduct business, language of diplomacy, improve life

1. Attention was also drawn to the _____ of walking.
2. _____ of development policies, however, affect this social group in both positive and negative ways.
3. They did a study saying that _____ are more noticeable if only the first letter is capitalized, not the whole name.
4. It also stated that the _____ of communication was English.
5. _____, able to range freely and widely, is one of the joys and rewards of human existence.
6. At present many organizations and consumers remain reluctant to _____ electronically, for example on the Internet.
7. French was the _____.
8. That is a positive sign that may _____ in that city and in the entire region.

Task 6. Match the name of an international organization with its definition:

- | | |
|--|---|
| 1. European Union (EU) | a. a regional trade organization |
| 2. United Nations (UN) | and free trade area consisting of |
| 3. North Atlantic Treaty Organization (NATO) | four European states: Iceland, Liechtenstein, Norway, and Switzerland |
| 4. European Free Trade Association (EFTA) | b. an intergovernmental military alliance between three of the five official nuclear-weapon states |
| | c. a political and economic union of 28 member states that are located primarily in Europe |
| | d. an intergovernmental organization tasked to promote international cooperation and to create and maintain international order |

Task 7. Translate the sentences into English.

1. Если ты решил изучать иностранный язык, тебе следует глубже понимать культуру народов, говорящих на этом языке.
2. Английский язык стал языком межнационального общения, как когда-то латынь.
3. На земле существует огромное количество языков, но самым распространенным является английский.
4. Вы можете легко добраться до остальных районов города отсюда.
5. Департаменту следует ускорить создание эффективной системы управления информацией о чрезвычайных ситуациях.
6. Теперь компании стало легче вести дела со своими партнерами.
7. Он может рассчитывать на поддержку Европейского союза, его государств-членов и всего международного сообщества.
8. Мы ставим целью обретение навыков, необходимых для достижения независимости, в частности, изучение иностранного языка.

READING

Task 8. Read the article and decide if the following statements are true (T) or false (F).

1. One can choose a foreign language to study from more than 6,000 spoken languages in the world.
2. Lingua franca is an official language of a country.
3. 2.5 billion people in the world speak or learn English.
4. Companies conduct business in language of their home country.
5. All information in airports, train and bus stations is given in English.

Why Should I Learn English?¹

There are many reasons why learning a new language is a good idea. It allows you to communicate with new people. It helps you to get a deeper understanding of another culture.

It even has health benefits, as studies have shown that people who speak two or more languages have more active minds later in life! Those are all reasons to learn any language — but did you know that there are 6,500 languages still spoken in the world today? With such an enormous number to choose from, why pick English?

Here are five big reasons that learning English can improve your life.

It's the Official Language of Many Countries

English is spoken in more countries than any other language. About 60 of the world's 196 countries have English as their official language. It's the language of diplomacy and the official language of the European Union, the United Nations, NATO and the European Free Trade Association. Even in countries where English is not an official language, it is often used as a lingua franca.

English is One of The Most Widely Spoken Languages

English is the rest of the world's 'second language'. Most people in the world choose to learn some English after their native language. In total, around 1.5 billion people speak English worldwide — and

¹<https://www.eurocentres.com/blog/5-great-reasons-learn-english/>

another billion are in the process of learning it. In fact, one in five people on the planet speak or understand at least a little bit of English.

It Can Help You Get a Better Job

Companies are becoming more international, and English is listed as an essential skill for more and more jobs. There are some organisations that now conduct all their business in English, no matter where in the world they are based. If you want the best paid opportunities, learning English is a great idea.

It Makes It Easier to Travel

Learning English makes it much easier to travel anywhere you want. For example, airplane announcements, train timetables, emergency information and street signs are often translated into English.

It's the Language of the Media

Most of the content on the internet is written in English. Many of the world's newspapers, magazines and radio, are produced in English. Some of our favourite films, TV shows and pop music are probably English-language.

English is the international language of media and arts and so, if you want to access as much as possible for yourself, without relying on translations, it's the most powerful language you can learn!

Task 9. Answer the questions.

1. Which countries and organizations have English as an official language?
2. What language do we call a 'second language'?
3. Why does knowledge of English provide more opportunities in your career?
4. How can knowledge of English help in travelling?
5. Why is it better to watch films and read books, newspapers and magazines in the original language rather than in translation?

GRAMMAR

Study the information.

Questions

(Вопросительные предложения)

По способу образования и конструкции вопросительные предложения в английском языке можно разделить на три основных типа:

I. Инверсия без вспомогательного глагола.

Вопросы образуются при помощи инверсии и не требуют использования вспомогательного глагола, если в вопросительном предложении есть глагол *to be* (если он выступает в качестве смыслового), модальные глаголы (*can, must, should, may, ought*) или вспомогательные глаголы (*be, have, shall, will, should, would*). Смысловой глагол *to be*, вспомогательный или модальный глагол выносятся на первое место перед подлежащим, а остальная часть сказуемого остается на своем месте после подлежащего. Когда в вопросительном предложении есть вопросительное слово, оно всегда ставится в начале предложения.

I am reading a book. Are you reading a book? Я читаю книгу. Ты читаешь книгу?

I will go there tomorrow. Will you go there tomorrow? Я пойду туда завтра. Ты пойдешь туда завтра?

I can come on Monday. Can you come on Monday? / When can you come? Я могу прийти в понедельник. Ты можешь прийти в понедельник? / Когда ты можешь прийти?

II. Использование вспомогательного глагола.

Такие вопросительные предложения образуются при помощи вспомогательного глагола *to do*. В данном случае сказуемым является любой смысловой глагол (кроме *to be*) в Present Simple или Past Simple. При образовании вопросительных предложений глагол *to do* употребляется в соответствующих времени, лице и числе (в Past Simple — *did*, в Present Simple для 3-го лица единственного числа — *does*, для остальных — *do*). Он ставится перед подлежащим, а основной глагол в инфинитивной форме — после подле-

жащего. Если в предложении имеется вопросительное слово, оно занимает место в начале предложения.

I understand you. Do you understand me? Я тебя понимаю. Ты меня понимаешь?

My brother knows English. Does your brother know English? Мой брат знает английский. Твой брат знает английский?

I have breakfast at 8 o'clock. When do you have breakfast? Я завтракаю в 8 часов. Когда ты завтракаешь?

III. Прямой порядок слов.

Вопросительное слово в предложении является подлежащим (*who, what*) или его определением. Такие вопросительные предложения образуются без инверсии и без вспомогательного глагола *to do*, независимо от состава сказуемого. За вопросительным словом, которое выполняет функцию подлежащего, следует сказуемое, а после него — остальные члены предложения. То есть сохраняется прямой порядок слов.

Which way is shorter of the two? Какая дорога из этих двух короче?

Who can answer the question? Кто может ответить на этот вопрос?

Who is absent today? Кто отсутствует сегодня?

Reported questions (Вопросы в косвенной речи)

В английском языке вопросы в косвенной речи передают только содержание вопроса прямой речи, поэтому представляют собой не вопросы как таковые, а утвердительные предложения. Чтобы передать вопрос в косвенной речи, необходимо знать следующее:

- в косвенных вопросах прямой порядок слов;
- личные и притяжательные местоимения заменяются по смыслу;
- указательные местоимения и наречия времени/места при необходимости также заменяются по смыслу;
- общие вопросы вводятся союзами *if* или *whether*, означающих «ли»; вспомогательные глаголы *do / did* опускаются, таким образом порядок слов становится прямым; другие вспомогательные глаголы меняются местами с подлежащим;

• специальные вопросы вводятся с помощью вопросительного слова, которое использовалось в вопросе прямой речи: *what / who / where / when / why / which / whose / how*, таким образом, косвенный специальный вопрос имеет структуру:

вопросительное слово + подлежащее + сказуемое;

• соблюдается закон согласования времен.

He asks me, "Do you like chocolate?" He asks me if I like chocolate. Он спросил, нравится ли мне шоколад.

He asks me, "Where do you live?" He asks me where I live. Он спросил, где я живу.

He asks me, "What are you doing?" He asks me what I am doing. Он спросил, чем я занимаюсь.

Task 10. Make questions to the following sentences from the text and explain the way the question is formed.

1. There are many reasons why learning a new language is a good idea.
2. It helps you to get a deeper understanding of another culture.
3. English is spoken in more countries than any other language.
4. Companies are becoming more international.
5. There are some organizations that now conduct all their business in English.
6. Learning English makes it much easier to travel anywhere you want.
7. You can learn English.
8. Most of the content on the Internet is written in English.

Task 11. Put the words in the right order to make sentences.

Example: does / he / travel / train / how / often / by? — How often does he travel by train?

1. summer / Paris / to / went / last / who?
2. flowers / Mike's / grow / in / what / garden?
3. now / where / they / walking / are?
4. charge / denied / why / has / a / Lola?
5. when / visit / grandmother / will / we / our?

6. which / you / language / have / foreign / studied?
7. languages / are / the / how many / there / in / world?
8. official / in / language / which / Russia / is / the?

Task 12. Make a subject question.

Example: Jane works for a law firm. — Who works for a law firm?

1. Tony has married.
2. He knows five foreign languages.
3. Today we will attend a new museum.
4. His car needs urgent repairing.
5. Darla cooked a tasty cake yesterday.
6. Many countries have English as their official language.
7. Signs in our airport are all in English.
8. English is my second language.

Task 13. Change the following sentences into reported speech.

1. “Can you give me an ice-cream?”, asked the little girl.
2. “Do you know when she will return?”, he asked.
3. “Who is the best player here?”, she asked.
4. “What can I do for you?”, the kind man asked the boy.
5. She asked me, “Do you speak English?”
6. He said, “Hurry up! Find your key. I’ll be waiting for you outside.”
7. She asked me, “Do children learn a second language at school in your country?”
8. She asked me, “How many foreign languages do you know?”

Task 14. Translate the sentences into English.

1. Ты видел ее вчера?
2. Она ходит в кино каждую неделю?
3. Они придут домой завтра?
4. Кто был твоим учителем английского?
5. Он спросил, во сколько можно мне позвонить.
6. Он спросил меня, написала ли я статью.
7. Он спросил меня, говорю ли я по-английски.
8. Он спросил меня, пойду ли я в театр.

LISTENING

Task 15. Match the following synonyms.

- | | |
|---------------|--------------|
| 1. reckon | a. reveals |
| 2. set aside | b. improving |
| 3. cites | c. overtaken |
| 4. brush up | d. allocated |
| 5. enriching | e. whopping |
| 6. staggering | f. forks out |
| 7. shows | g. improve |
| 8. usurped | h. bumped up |
| 9. elevated | i. quotes |
| 10. spends | j. figure |

Task 16. Listen to the speaker and decide if the statements are true (T) or false (F).

1. Europeans become increasingly better at other languages.
2. Eighty percent of European students are bilingual.
3. September 26 is the official European Day for the English language.
4. A European proverb says you are not human unless you are bilingual.
5. Ninety-nine percent of Luxembourgers are at least bilingual.
6. Britons are amongst the top of bilingual speakers.
7. French is the lingua franca among Europeans.
8. Russian has lost ground on other European languages.

Task 17. Look at the words below. Try to recall exactly how these were used in the text you listened to.

- | | |
|----------------|---------------|
| • increasingly | • top |
| • figure | • poorest |
| • capabilities | • widely |
| • cites | • usurped |
| • brush | • incorporate |
| • enriching | • tied |

WRITING

Task 18. Study the information about writing an essay in Appendix 3. Write an essay on one of the following topics.

1. It is very clear now that English should be the primary foreign language taught in all schools around the world. Learning a different foreign language before English, in today's world, is a waste of time. Do you agree or disagree with this statement?

2. Some people say that the only reason for learning a foreign language is to travel or work in a foreign country. Others say that these are not the only reasons why someone should learn a foreign language. Discuss different points of view and give your own opinion.

3. Several languages die every year. Many people feel this is a positive trend and that a world with fewer languages promotes harmony and understanding between people. Analyze both sides of this argument and provide your opinion.

Unit 8. BUSINESS ETIQUETTE OF THE ENGLISH-SPEAKING COUNTRIES

LEAD-IN

Task 1. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

- “Tradition simply means that we need to end what began well and continue what is worth continuing.”

Jose Bergamin

- “Custom is the great guide to human life.”

David Hume

- “We are all part of a tradition, at least we depend on the past.”

Klaus Schulze

Task 2. In 1976, Edward T. Hall (an American anthropologist) developed the iceberg analogy of culture. Hall reasoned that if culture is an iceberg, there are some aspects which are visible and can be seen (above the water), and a larger aspect which is hidden beneath the surface (below the water). How reasonable is such a comparison from your point of view?

Task 3. Do you think cultures are becoming more alike? Is this a good or bad thing? Think about:

- improved communications
- cheap foreign travel
- global business
- trading groups (EU, ASEAN, etc.)

VOCABULARY

Task 4. Match the words and phrases on the left with their explanations on the right.

- | | |
|-----------------------|--|
| 1. cultural awareness | a. closeness |
| 2. personal space | b. difficulty |
| 3. proximity | c. knowledge about other countries |
| 4. shake hands | d. the act or practice of giving or accepting a bribe |
| 5. bow out | e. the most common way of greeting people |
| 6. intricacy | f. the variable distance at which one person feels comfortable talking to another |
| 7. networking | g. to bend or incline (the knee, body, or head) in worship, submission, respect, civility, agreement, etc. |
| 8. bribery | h. to socialize for professional or personal gain |

Task 5. Complete the sentences with the correct word from the list.

master, bribery, transmit, considered, eye contact, punctual, awareness, intricacies, gesture

1. Cultural_____is absolutely essential for doing business abroad.
2. Though it is impossible to fully_____all the_____of other societies, it is worth learning at least the basics.
3. In America and most of Europe, handshake with good _____is expected at introductions.
4. If you don't know the rules of nonverbal communication, you may_____unintended messages.
5. Time is treated differently amongst cultures, but everyone expects from you to be_____.
6. If you feel uncomfortable by the close conversation distance of Arabs, don't step back as that would be_____impolite.
7. In North America or the UK, gift-giving is rare in the business world and may be seen as_____.
- 8._____ of openness are important and welcome in Arab cultures.

Task 6. Complete the text below with the given words.

bow, greet, meet, kiss on both cheeks, manners, shake hands, greeting, unfriendly

Greeting People in Different Countries

Our planet is divided into many different countries that have many different races of people, different customs, and different (1) _____. Each country has its own way of (2) _____ people.

In the USA it is normal for men to (3) _____ when they meet but it is unusual for men to kiss when they greet each other.

The British often do no more than say 'hello' when they see friends. Even adults usually shake hands only when they (4) _____ for the first time.

French people, including school-children, shake hands with their friends, or (5) _____ them _____, each time they meet and they leave. That's why French people think the British are (6) _____ and impolite.

In Japan it is polite and normal for men and women to (7) _____ when they (8) _____ someone.

Task 7. Translate the sentences into English.

1. Хорошие деловые отношения строятся на культурной компетентности, потому что большинство из нас предпочитают иметь дело с людьми, которые нам нравятся.

2. В большинстве стран люди пожимают друг другу руку, когда встречаются или когда уходят.

3. Необходимо обращать внимание на свои жесты, потому что можно передать собеседнику информацию непреднамеренно.

4. В азиатских странах при приветствии люди делают небольшой поклон.

5. В некоторых странах подарки в деловых отношениях рассматриваются как взятка.

6. Вашим азиатским партнерам потребуется время, чтобы узнать вас, но потом бизнес будет строиться на доверии.

7. Для немцев очень важны время и установленные сроки.

8. Без знания особенностей культуры вы не сможете заключить выгодную сделку.

READING

Task 8. Read the article and decide if the following statements are true (T) or false (F).

1. Culture is the way we do things in our home country.
2. One can build business through networking all over the world.
3. Some cultures need time to get to know business partners before making a deal.
4. In European countries and America eye-contact is an integral part of handshaking.
5. If you don't like to be close with the person you speak with just step back.
6. Gift-giving is necessary when doing business abroad.

Business across cultures

“Culture is the way we do things here”, they say. Here may be a country, an area, or a company. We tend to assume that the way we see the world and the way we do things is best. However, doing business across cultures asks for a more flexible approach. Recent literature suggests that cultural awareness is essential for doing business abroad. What is considered acceptable behavior in Croatia does not have to be so desirable in Saudi Arabia.

Western cultures are in general time-conscious, deadline-oriented, and focused on results. On the other hand, Latin and Eastern cultures are more interested in getting to know the people involved in the transaction and business is built on trust over a long period of time. The best way to build a business relationship in a Latin American country, China, Japan or even Spain and Italy, is through networking. Get yourself introduced by a trusted relation of your new client and expect many lunches and dinners before the deal is made.

Though it is impossible to fully master all the intricacies of other societies, it is worth learning at least the basics.

GREETINGS

In America and most of Europe, handshake with good eye-contact is expected at introductions and departures. The Japanese often shake hands with westerners as sign of respect and appreciate when westerners bow out of respect to their culture. In most European

countries, people like to be addressed by their academic and professional titles followed by their surname. The exceptions are the egalitarian societies of Scandinavia and the Netherlands, where every person is considered as equal and titles are usually not used.

BODY LANGUAGE

If you don't know the rules of non-verbal communication, you may transmit unintended messages. In European countries and America, a person who is reluctant to maintain eye-contact arouses suspicion. But in Asian countries, maintaining eye-contact is perceived as a sign of aggression. In Arab cultures, eye-contact and other gestures of openness are important and welcome. Europeans and Americans feel uncomfortable with silent moments but in Japan long pauses in conversation are normal.

PERSONAL SPACE

Americans and northern Europeans may be made uncomfortable by the close conversation distance of Arabs, Africans or southern Europeans, who also tend to touch each other on the arm, back and shoulder. If you feel uncomfortable with that proximity, don't step back as that would be considered impolite.

GIFT-GIVING

In North America or the UK, gift-giving is rare in the business world and may be seen as bribery. In many other countries gift giving and its etiquette are very important, especially in Asia.

Task 9. Answer the questions.

1. What is culture?
2. Do people in all countries understand good behavior in the same way?
3. What is the common understanding of Western countries and Latin and Eastern countries?
4. What are the differences of greeting and addressing people in different countries?
5. Is eye contact considered important in your culture?
6. Does touching each other on arm, back and shoulder mean that people are the best friends?

7. Is it always appropriate to give gifts?
8. Would you mind if your friend, business partner, colleague behaves differently? Can it change your attitude towards him or her?

GRAMMAR

Study the information.

Passive voice (Страдательный залог)

Случаи употребления страдательного залога:

1. Лицо/предмет, совершающее действие, неизвестно.

Our house was broken into last week. Наш дом ограбили на прошлой неделе.

2. Лицо/предмет, совершающее действие, не важно.

The job will be finished by Monday. Работа будет закончена к понедельнику.

3. Лицо/предмет, совершающее действие, очевидно из контекста.

My brother was fined for driving without license. Моего брата оштрафовали за вождение без прав.

4. Когда мы заинтересованы в действии, а не в деятеле (в новостях, инструкциях, заголовках, объявлениях).

The international exhibition of sport equipment will be held next month. Международная выставка спортивного оборудования будет проведена в следующем месяце.

5. Для описания процесса приготовления, инструкции проведения исследований и пр.

Water is heated and added to the mixture. Вода нагревается и добавляется к смеси.

6. В официальных объявлениях, научных докладах.

Much research has been conducted on this topic. Множество исследований было проведено по этой теме.

Образование страдательного залога:

- Для того чтобы получить форму глагола в страдательном залоге, необходим вспомогательный глагол *to be* в соответствующих времени, лице и числе и причастие прошедшего времени (Participle II) значимого глагола.

Christmas is celebrated by Christians all over the world.
Рождество празднуют христиане по всему миру.

Tests are written by the students every week. Тесты пишутся студентами каждую неделю.

- В отрицательных предложениях частица *not* ставится после вспомогательного глагола *be*, а если их несколько, то после первого из них.

Smoking is not allowed here. Курение здесь запрещено.

The job was not done yesterday. Работа не была выполнена вчера.

- В вопросительных предложениях вспомогательный глагол (или первый из них) выносится на место перед подлежащим.

Is Christmas celebrated all over the world? Рождество празднуется во всем мире?

Is smoking allowed here? Курение здесь разрешено?

- Страдательный залог не может быть использован во временах группы Perfect Continuous и времени Future Continuous.
- Дополнение в предложении с глаголом-сказуемым в пассивном залоге употребляется с предлогом *by* или *with*. Это дополнение соответствует русскому дополнению в творительном падеже без предлога.
- Дополнение с предлогом *by* выражает действующее лицо или действующую силу:

The fish was caught by the seagull. Рыба была поймана чайкой.

- Дополнение с предлогом *with* выражает орудие действия:
Shafts are turned with cutters. Валы обтачиваются резцами.

Task 10. Find examples of passive voice structures in the text from the Reading section.

Task 11. Make sentences passive.

1. They are now building new hospitals in the provinces.
2. Will they publish her new novel next year?
3. They will finish the course by winter.

4. The police have just arrested Jimmy on suspicion of murder.
5. They cut the gas off because Mr. and Mrs. Green hadn't paid their bill.
6. They will open a new hotel next week.
7. Our managers discuss important matters every Tuesday.
8. The government closed the plant last year.

Task 12. Match the sentences with the rules of using passive voice. You can use some of the rules (a–e) twice.

- | | |
|--|--|
| 1. Smoking is not allowed in the reception room. | a. неизвестно, кто выполняет действие |
| 2. Talks will be held in Stockholm next week. | b. неважно, кто выполняет действие |
| 3. Fees must be paid in advance. | c. из контекста ясно, кто выполняет действие |
| 4. The kidnappers have been arrested. | d. газетный заголовок (название статьи), привлекающий внимание к происходящим событиям |
| 5. Cars left here will be towed away. | e. описание процесса в инструкциях, научных работах, собственно инструкции, правила |
| 6. The research was carried out last year. | |
| 7. The check must be signed. | |
| 8. All the documents have been stolen. | |

Task 13. Complete the gaps with prepositions 'by' or 'with'.

1. Molly's bedroom wall was covered _____ posters.
2. The house was surrounded _____ flowerbeds.
3. His shorts were covered _____ mud.
4. The deer was shot _____ a hunter _____ rifle.
5. Rare books, issued _____ British publishers, are being shown at the exhibition.
6. The new swimming pool has been just opened _____ the mayor.
7. Extra training was provided _____ the company.
8. University laboratories are equipped _____ up-to-date devices.

Task 14. Translate the sentences into English.

1. Рукопожатие считается наиболее распространенной формой приветствия.
2. В азиатских странах отношения строятся на доверии долгое время.
3. В Англии любой подарок могут расценить как взятку.
4. В скандинавских странах, где люди считаются равными, не принято при обращении использовать титул.
5. Чтобы преуспеть в бизнесе, стоит выучить основы кросс-культурных коммуникаций.
6. В каждой стране свои особенные обычаи и традиции.
7. Невербальное общение состоит из жестов, выражения лица, тона голоса и зрительного контакта и считается важной частью процесса коммуникации.
8. Оскорбить можно случайно, но восстановить отношения будет очень трудно.

LISTENING

Task 15. Match the following synonyms.

- | | |
|-----------------|-------------------|
| 1. universal | a. put into words |
| 2. conclusion | b. look at |
| 3. interpret | c. believed |
| 4. scan | d. ignore |
| 5. neglect | e. read |
| 6. similarities | f. difficult |
| 7. clear | g. likenesses |
| 8. convey | h. common |
| 9. complicated | i. understandable |
| 10. thought | j. judgment |

Task 16. Listen to the speaker and decide if the statements are true (T) or false (F).

1. Facial expressions are the same all over the world.
2. People worldwide share the same way of reading facial expressions.

3. People from East Asia focus more on people's lips to read emotions.
4. A study says East Asians don't really look at other people's mouths.
5. The way we use emoticons is similar to how we read facial expressions.
6. East Asians show emotions in emoticons using symbols for the eyes.
7. Communication between cultures is easier than we thought it was.
8. The study suggests translation problems among cultures will continue.

Task 17. Look at the words below. Try to recall exactly how they were used in the text you listened to.

- | | |
|---------------|-------------|
| • universal | • suggested |
| • differently | • clear |
| • differences | • convey |
| • suggests | • findings |
| • added | • thought |
| • neglect | • lost |

SPEAKING

Task 18. Study the information about effective presentations in Appendix 2. Choose a country and make a presentation about its business etiquette. You should cover the following points:

1. How to get connected.
2. How to meet, greet and address people.
3. Time needed to establish rapport and get down to business.
4. Gift giving.
5. Attitude to time.
6. Decision making process (where decisions are made, who makes decisions).

Unit 9. HOW TO ADAPT TO A DIFFERENT CULTURE

LEAD-IN

Task 1. Answer the following questions.

1. Have you lived in another culture, or do you know someone who has? What have been your/their experiences with the new culture?

2. What countries have a similar culture to your own? Which are totally different?

3. What makes people change country of living?

Think about:

- earning more money;
- having more relaxing life;
- for political reasons;
- to study;
- to retire in a sunny place;
- something else.

Task 2. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

• “As migrants we leave home in search of a future, but we lose the past.”

Gary Younge

• “A fish only discovers its need for water when it is no longer in it. Our own culture is like water to a fish. It sustains us. We live and breathe through it.”

Dr. F. Trompenaars

VOCABULARY

Task 3. Match the words and phrases on the left with their synonyms.

1. to cite

a. great number of

- | | |
|------------------|--|
| 2. host of | b. accommodation |
| 3. alienated | c. make one's permanent home somewhere |
| 4. values | d. refer to |
| 5. settle in | e. licensed |
| 6. qualified | f. psychological state |
| 7. housing | g. moral principles |
| 8. mental health | h. estranged |

Task 4. Complete the sentences with the correct word from the list.

religious diversity, social circle, ethnic origin, public transport services, sense of isolation, cultural difference, prize, social customs

1. The fact that their families are often far away and are difficult to keep in touch with further increases their_____.
2. Soon, Indian political parties began to break up, giving rise to a large number of regional and caste-based parties. Most of these parties are led by political dynasties that_____loyalty_____merit.
3. This is not really a disagreement; it is a _____ that international society has to live with.
4. Dialogue on racial, cultural and_____was key to fighting intolerance and discrimination.
5. However,_____and stereotypes predominate that are stronger than the law and produce a powerful influence on the minds of young people, especially those who lack extensive familiarity with the cultures of other peoples.
6. This woman is a very important person in our_____.
7. This, combined with low quality of_____and a lack of investments for renewal of the public transport system, results in serious urban mobility problems.
8. This change does not mean that protection against discrimination on grounds of_____is weakened.

Task 5. Translate the following adjectives, which describe feelings and emotions, put them in three groups to describe 1) happiness, 2) anger and 3) fear.

afraid	excited	insecure
aggressive	fearful	nervous
cautious	frustrated	offended
critical	hateful	open
delighted	hesitant	optimistic
disorientated	hopeful	peaceful
displeased	horrified	satisfied
doubtful	hostile	shocked
encouraged	impatient	worried

Now think of the situations when immigrants can have these feelings, give your examples.

Task 6. Translate the sentences into English.

1. Языковой барьер является серьезным препятствием для осуществления проектов технического сотрудничества в Центральной Азии.
2. Терроризм, насилие и конфликты стоят в начале списка нынешних угроз международному и региональному миру и безопасности.
3. Как кадровые службы, так и соответствующие департаменты должны тщательно проверять квалификационные документы и рекомендации всех кандидатов.
4. Сбор и распространение соответствующей информации о национальном и местном опыте может помочь адаптироваться в новой стране.
5. Правительство, безусловно, со всей серьезностью подходит к проблеме интеграции иммигрантов.
6. Если вы всерьез хотите обосноваться в новой стране, вам необходимо изучить особенности культуры и устранить языковой барьер, чтобы свободно общаться с другими людьми.
7. Иммигранты часто чувствуют себя отчужденными, дезориентированными и незащищенными.
8. Даже после нескольких лет проживания в стране иммигранты по-прежнему сталкиваются с множеством проблем.

READING

Task 7. Read the article. Choose from the list (a–g) the heading which best fits each paragraph. There is one heading you do not need to use.

- A. Housing.
- B. Cultural differences.
- C. Language barriers.
- D. Health problems.
- E. Transportation issues.
- F. Employment.
- G. Isolation.

The Top Problems Faced by Immigrants¹

Settling in a new region poses many challenges, and there are some that are common experiences for migrants across the globe.

1. It's no great surprise that language tops the list of issues facing immigrants to any country. Being able to communicate (or not) affects every area of life in which we have to interact with others.

2. The next barrier that many new immigrants commonly cite when starting life in a new country is finding suitable employment. Many new immigrants face two particular problems: getting their credentials recognized and relevant local work experience.

3. A big priority for anybody moving to a new area or country is to secure housing. Lack of local knowledge or how the housing market works in the new country can present problems.

4. Access to transportation can be essential in that it will make access to education and employment far easier. Immigrants face particular problems in this respect on two levels.

Firstly, the driver's license may not be recognized in the new country, which means there may be costs associated with becoming qualified. Secondly, that language barrier can, again, make understanding or even finding useful local public transit services a hard task.

¹The Top 10 Problems Faced by Immigrants. URL: <https://www.immigroup.com/news/top-10-problems-immigrants>

5. Many immigrants report that, on arrival, it is the cultural differences that really make a big impression. This can range from social customs to more significant issues such as attitudes towards gender, religious diversity, ethnicity and sexuality, which can all be vastly different in a new country. This can raise a host of problems for both immigrants and the people they interact with. It can also lead to a sense of isolation for immigrants and even affect mental health negatively. It is important to accept that values will be different and that this is something that you cannot control.

6. Missing the support of friends, family and extended social circles is a big factor for most migrants. Those who come from societies where traditional support structures within communities are strong can find that they feel lost, alienated and disorientated when moving to a Western country where individualism is often prized over family.

Task 8. Answer the questions.

1. Why does the language top the list of issues that immigrants to any country face?
2. What should a person do to find a suitable employment in a new country?
3. What are the two levels problems with transportation that immigrants may face?
4. What are possible cultural differences?
5. What is the advice for immigrants to cope with cultural differences given in the text?
6. In which part of the world is individualism prized over family? What is your priority: family, your friends, yourself, community, your company, your nation.
7. Would you like to move to a new country?
8. Do you think immigration is a good or bad thing?

GRAMMAR

Study the information.

Modal Verbs (Модальные глаголы)

В английском языке долженствование может быть выражено глаголами, за которыми следует:

1. Инфинитив без частицы *to*:

- **Must** (должен, надо, нужно) в настоящем времени, во всех лицах. Выражает необходимость в силу обстоятельств (приказание, совет).

I must do it now. Я должен сделать это теперь (мне нужно, надо).

These questions must be answered at once. На эти вопросы нужно сейчас же ответить.

- **Shall** (должен, должны) во 2-м и 3-м лицах единственного и множественного числа. Выражает приказ.

You shall go there! Вы должны идти туда! (Вы пойдете туда немедленно).

Примечание. Вопрос, который в русском языке выражается инфинитивом, передается на английский язык с использованием глагола *shall*:

Shall I read? Читать? (Мне надо читать?)

Shall I translate? Переводить?

- **Should** (должны, следует, следовало бы) во всех лицах.

В самостоятельном предложении выражает моральный долг или совет, относящийся к настоящему или будущему времени.

You should help them. Вы должны (вам следует) помочь им.

Tools should always be kept clean. Инструменты всегда следуют держать в чистоте.

Should с перфектным инфинитивом выражает действие, которое должно было произойти в прошлом, но не произошло.

You should have helped them. Вам следовало бы помочь им.

2. Инфинитив с частицей *to*:

- **To have to** (должен, приходится) в настоящем, прошедшем и будущем времени. Выражает долженствование, вытекающее из

внешних обстоятельств, условий, часто переводится на русский язык глаголом *приходится*.

I had to work hard last month as I was to take my examinations.
Мне пришлось много поработать прошлый месяц, так как мне предстояло сдавать экзамены.

• **To be to** (предстоит) в настоящем и прошедшем времени. Означает долженствование, вытекающее из предварительной договоренности или плана. *To be* с инфинитивом следующего глагола как выразитель долженствования часто встречается в технической литературе.

We are to inspect this plant. Мы должны (нам предстоит) осмотреть этот завод.

He was to come at 5 but he didn't come. Он должен был (договорился) прийти в 5 часов, но не пришел.

Примечание. Глагол *to be* в Past Simple в сочетании с Perfect Infinitive указывает, что действие, которое должно было произойти, не совершилось.

They were to have made this experiment. Они должны были сделать этот эксперимент (но не сделали).

Глагол *to be* в сочетании с Infinitive Passive нередко выражает возможность и переводится на русский язык словом можно:

Evidence of great changes in the life of our people is to be seen everywhere. Повсюду можно видеть свидетельства великих изменений, происшедших в жизни нашего народа.

• **To be obliged to** (быть обязанным) во всех временах. Означает обязательство.

We were obliged to finish reading this book in two hours. Мы обязаны были (вынуждены были) закончить чтение этой книги за два часа.

• **Ought to** (должен, следует, следовало бы) во 2-м и 3-м лицах.

Употребляется для выражения морального долга или совета, относящегося к настоящему или к будущему.

You ought to help them. Вы должны (вам следует) помочь им.

Ought с перфектным инфинитивом выражает действие, которое должно было произойти в прошлом, но не произошло.

You ought to have helped them. Вам следовало бы помочь им.

Articles with proper names

(Употребление артиклей с именами собственными)

Артикль **не используется** с:

1. Собственными именами, названиями книг, пьес, фирм, университетов, за исключением случаев, когда артикль входит в само название:

Prince William is going to marry this girl. Принц Уильям собирается жениться на этой девушке.

He has never read Romeo and Juliet. Он никогда не читал «Ромео и Джульетту».

Martin works at Apple. Мартин работает в «Эпл» (название компании).

I would like to go to Oxford. Я хочу поступить в Оксфорд.

Ivan The Terrible loves The Beatles. Иван Грозный любит «Битлз» (артикль входит в титул и название группы).

The University of Toronto is really famous. Университет Торонто очень известный.

2. Названиями улиц, площадей, городов, штатов, стран, континентов, отдельных озер, островов и горных вершин:

Michael lives near Trafalgar Square. Майкл живет возле Трафальгарской площади.

Next week Pierre will go back to Paris. На следующей неделе Пьер вернется в Париж.

It will be nice to spend our holidays in Europe. Будет здорово провести наши каникулы в Европе.

3. Названиями языков:

English — английский;

French — французский;

German — немецкий.

Если в названии языка появляется слово language (язык), тогда с названием должен использоваться определенный артикль:
the English language — английский язык.

Определенный артикль **используется с** названием:

1. Театров, музеев, галерей, кинотеатров, памятников и других уникальных зданий и сооружений:

the Bolshoi Theatre — Большой театр;

the Royal Opera House — Королевский оперный театр;
the Hermitage — Эрмитаж;
the British Museum — Британский музей;
the Lincoln Memorial — мемориал Линкольна.

2. Отелей, ресторанов, пабов:

the Plaza Hotel — отель «Плаза»;
the White Horse Tavern — таверна «Белая лошадь».

3. Известных кораблей и поездов:

the Titanic — «Титаник»;
the Oriental Express — поезд «Восточный экспресс».

4. Организаций, политических партий:

the UN (the United Nations) — ООН (Организация Объединенных Наций);
the BBC (the British Broadcasting Corporation) — Би-би-си (Британская телерадиовещательная корпорация);
the FBI (the Federal Bureau of Investigation) — ФБР (Федеральное бюро расследований).

Обратите внимание, что сокращенные названия некоторых организаций могут употребляться как самостоятельные слова. С такими именами собственными артикль не используется. Однако с полными названиями артикль нужен.

5. Политических учреждений:

the House of Commons — Палата общин;
the Supreme Court — Верховный Суд.

6. Спортивных событий:

the Olympic Games — Олимпийские игры;
the World Championship — чемпионат мира.

7. Исторических эпох и событий:

the Middle Ages — Средневековье;
the Renaissance — эпоха Возрождения;
the First World War — Первая мировая война.

Task 9. Use ‘must’, ‘mustn’t’, ‘have to’, ‘don’t have to’ or ‘doesn’t have to’ to fill in the gaps.

1. It’s a secret. You _____ tell it to anyone.
2. You _____ respect your parents.
3. She is very rich. She _____ go to work.
4. This party is free. You _____ buy any tickets.
5. This is the last bus for Paris and we _____ miss it.
6. You _____ be on time for the exam.
7. You _____ forget to turn off the light before you leave.
8. It’s getting late. I think I _____ go now.

Task 10. These are tips that will help improve communication, trust and team spirit in a multicultural team. Rewrite the sentences using modal verbs ‘must’, ‘have to’, ‘be to’, ‘ought to’, ‘need’.

Example: Flexibility is the key to working in a multicultural environment. — Employees should be flexible while working in a multicultural environment.

1. Develop understanding for different cultures and values and respect those differences.
2. Regardless of the religion, ethnic or cultural background of a person, treat everyone ‘fairly’.
3. Do not expect all Asians or all European co-workers to be similar.
4. Do not impose your own set of values on others.
5. Remember that differences of culture or values are not the reason for communication gaps.
6. If you can be that courteous and can show respect you are building bridges without losing anything.
7. Many think it important to treat others as they want to be treated. In a diverse workplace though, that is rarely the case between two different cultures.
8. Some people do expect special attention.

Task 11. Use the article where necessary.

1. Are you going to... France or... Czech Republic?
2. My dream is to visit... Lake Baikal in... Russian Federation.

3. ... Suez Canal in... Egypt connects... Mediterranean Sea with... Red Sea.
4. ... United Kingdom of... Great Britain and... Northern Ireland is surrounded by... Atlantic Ocean and... North Sea.
5. When I visit... Hermitage Museum in... Petersburg, I'll find the collection of paintings by... Rembrandt there.
6. ... Doctor Brown was a veteran of... World War II.
7. ... Dutch are the people who live in... Netherlands.
8. ... Mary studies... French in a school near... Eiffel Tower.

Task 12. Use 'should', 'must', 'be to', 'have to' in your own sentences based on the text.

Example: People who decide to change the country of leaving should learn the language of this country before the move.

Task 13. Translate the sentences into English.

1. Приехав учиться в Японию, я была вынуждена учить японский язык, но он оказался слишком сложным для меня.
2. В европейских странах большинство работников имеют соревновательное отношение к работе, в то время как на востоке не нужно проявлять инициативу.
3. Следует помнить о том, что, отправляясь в незнакомую страну, лучше не полагаться на стереотипы, а почитать литературу о ее традициях и обычаях.
4. В арабских странах нельзя прикасаться к женщине, не спросив ее разрешения. Если вы схватите ее за руку, это может быть расценено как настоящее оскорбление и вам придется извиниться.
5. Если вы должны прийти на встречу в Германии в 10 часов, лучше придите на 5 минут раньше, но ни в коем случае не опаздывайте.
6. Организация Объединенных Наций сыграла основную роль в восстановлении Гаити после землетрясения.
7. Статуя Свободы была подарком от французского народа Соединенным Штатам Америки.
8. Джек Николсон получил премию «Оскар» за свою роль в фильме «Пролетая над гнездом кукушки» (One Flew Over the Cuckoo's Nest).

LISTENING

Task 14. Listen to the speaker and decide if the statements are true (T) or false (F).

1. More and more Britons are leaving the UK for warmer countries.
2. Politicians knew the immigration figures would be very high.
3. Enough people to fill quite a big city will move to the UK by 2031.
4. Politicians are confident the UK's roads and hospitals will cope.
5. British politicians are warning of possible overpopulation.
6. A political party said there should be no limits on immigration.
7. The immigration minister said immigrants increase the UK's wealth.
8. A migration expert warned of the importance of community.

Task 15. Match the following synonyms.

- | | |
|-----------------|----------------|
| 1. rate | a. reevaluated |
| 2. annual | b. amount |
| 3. revised | c. fundamental |
| 4. considerable | d. burden |
| 5. strain | e. yearly |
| 6. volume | f. unified |
| 7. sets in | g. extensive |
| 8. sweeping | h. begins |
| 9. radical | i. speed |
| 10. cohesive | j. substantial |

Task 16. Listen to the speaker again and fill in the spaces.

Rate of UK immigration rises sharply

The number _____ the United Kingdom is increasing at a rate that _____ surprise. The annual rise is 45,000 more than previously predicted. This is according _____ from Britain's National Statistics Office. Officials originally thought the increase in Britain's

population due to immigration_____145,000 a year. However, it has revised that figure to 190,000 migrants per annum. Population expert Sir Andrew Green said: “The result is that 86 % of our population increase_____immigration, which will add 7.2 million to our population between 2004 and 2031.” Politicians are warning this figure is the same size as a city and will_____Britain’s infrastructure and public services.

British politicians are_____slow down the volume of people relocating to the UK, before a population crisis sets in. The Conservative Party wants ‘_____’ on the number of people entering the UK. Members of the government agree. Immigration Minister Liam Byrne urged “_____sweeping changes to the immigration system in the next 12 months”. He added: “Migration is bringing new wealth_____to Britain. That means we need to drive through radical action now to make sure our ... policy _____.” Another migration expert, Danny Sriskandarajah, warned that Britain had to continue to build ‘cohesive communities’ despite_____of people arriving at its ports.

SPEAKING

Task 17. Role play. Immigration as it is.

You will explore immigration and the lives of immigrants from different perspectives. You should reflect and discuss the complexities of the current immigration issues. In your small groups, you will have two conversations, each conversation has two people playing their roles, while the others in the group listen. Take the roles and role-play the conversations.

Conversations & Roles:

Conversation 1: Two Central Americans discuss the risks and benefits of going to the US to work.

Role 1. A person (in a Central American country) who is planning to go to the US to find work.

Your family has always made a living by farming. Now family farms are no longer profitable and you cannot find work that pays enough money to meet your family’s basic needs (food, shelter,

clothes, health care, and education). Your parents are aging, and you have 3 children. You have friends with relatives in the US, and you have heard about opportunities to work in the US where you could earn more money in a month than you could earn in your country in a year. You have contacts that can help you make the trip. You are thinking of maybe taking your oldest son with you.

Role 2. A Central American who has just returned from the US

You went to the US two years ago, planning to work on a farm during the harvest season and then return to your family. Security tightened at the US border. You stayed in the US and found a job at a poultry processing plant. Recently, you have heard stories about US crackdowns and detentions of undocumented immigrants. But you also saw the rallies for immigrant rights in the US. You missed your family and decided to return to your country, hoping that you will have another chance in the near future to return temporarily to the US to work.

Conversation 2: A member of the National Guard and a social service worker discuss the issue of people crossing the US-Mexican border.

Role 3. A member of the National Guard.

You are from a Mid-Western state, but have recently been assigned to help patrol the US-Mexican border. Your parents were immigrants, and you are not anti-immigrant, but you think people should come to the US via legal means. You have been a little surprised at what you have seen on the border. You know you have a job to do, but sometimes you feel bad when you see people dying during their attempts to get into the US.

Role 4. A social service worker.

You work with a religious group who has a hospitality house near the US-Mexican border. You give people food, water, clothing, basic first aid, and a place to rest. You do not ask if they are 'legal.' People find out about your group via word-of-mouth. You try to maintain good relations with the border patrol and local authorities.

Conversation 3: Two elected officials discuss immigration policy.

Role 5. A local elected official in a state with a significant immigrant population.

You are getting calls from people in your community, complaining about the groups of ‘foreign’ men congregating in the parking lot of the local shopping center. Yet a friend of yours who has a construction business says that he likes to hire these men for temporary construction jobs. A recent law prohibits issuing driver’s licenses to anyone without documentation of legal residency. You are not sure if this is a good idea. Now there is talk about hospitals requiring documentation before they will treat people, and you are not sure what the consequences of this may be. You hope to get some help from the federal government on these issues.

Role 6. A member of the US Congress.

Last year you voted for a bill that requires a fence to be built along the US-Mexico border. It seemed like the right thing to do at the time, to pacify many of your anti-immigrant constituents before the election. You saw your vote as mostly symbolic, since no one really expects the fence to be built. You hear from some business groups who say they need the immigrant labor supply. You know that there are many ‘mixed’ families, with children who were born here to parents who are undocumented. You occasionally hear from some Catholic groups who say that our nation has a responsibility to people who come here looking for a way to provide their families with the basic necessities of life. But you believe that the law is important, and you do not favor amnesty for people who broke the law. You are trying to gauge public opinion in your district on the immigration issue. You are looking for advice from local officials.

When you finish with the conversations, in your groups discuss the following questions.

1. What is your opinion on immigration?
2. Why might people want to migrate to your country?
3. What would you think if a new city of 7 million immigrants appeared in your country?

4. Does your country welcome immigrants?
5. Does your country have a problem with immigration?
6. What strain do immigrants put on a country's infrastructure and public services?

MODULE 3. Progress checklist

- ▶ I can speak about the reasons to study foreign languages.
- ▶ I know about the differences in behavior of representatives of different cultures and can give examples.
- ▶ I can speak about the reasons of immigration, problems people face while moving to a new place and what should be done to cope with these difficulties.

Module 4. INTERNATIONAL BUSINESS CONTACTS

Unit 10. PLANNING A BUSINESS TRIP

LEAD-IN

Task 1. Answer the following questions.

1. Have you ever traveled to a foreign country?
2. Have you planned your trip yourself or bought a package tour? What is the difference?
3. Do hotels where people stay during a business trip differ from those for vacations?
4. What web sites for booking a travel do you know?

Task 2. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

- “Travel makes one modest. You see what a tiny place you occupy in the world.”

Gustave Flaubert

- “The world is a book, and those who do not travel read only one page.”

Saint Augustine

- “Travel and change of place impart new vigor to the mind.”

Seneca

VOCABULARY

Task 3. Match the words and phrases on the left with their synonyms or definitions.

- | | |
|----------------------|---|
| 1. amenity | a. a card which allows you to board a plane |
| 2. boarding pass | b. plan of travel |
| 3. itinerary | c. a business that accommodates travelers, as by securing tickets, arranging for reservations |
| 4. package tour | d. any feature that provides comfort, convenience, or pleasure |
| 5. hand luggage | e. a planned tour in which one fee is charged for all expenses |
| 6. holidaymaking | f. to decide that a planned tour will not take place |
| 7. travel agency | g. an industry for arranging vacations |
| 8. to cancel booking | h. luggage that is light enough to be carried by hand |

Task 4. Complete the sentences with the correct word from the list.

connecting flight, entry fee, departure (2), bags of check-in luggage, get on, boarding pass, one way flight, delayed, package tour

1. I printed the _____ online so that we don't have to stand in the queue.
2. I shall now make a move as you got to _____ to the bus now since it is almost time for _____.
3. The _____ for that museum is \$30.
4. We bought a cheap _____ to Spain and stayed in a big hotel by the sea.
5. We were having three _____ on our trip to New York.
6. My flight to India is a _____. I will have change planes at Abu Dhabi.
7. I booked a _____ to London because I didn't know when I would return.
8. The _____ of the flight has been _____ by two hours on account of heavy fog.

Task 5. Put the conversations in the right order. The first sentence is given in italics.

Conversation 1

1. You can fly out of Los Angeles International or Burbank Airport. Which do you prefer?
2. We can book your trip right now. What city are you flying to?
3. *I need to make a plane reservation.*
4. I need to fly to New York City.
5. I will fly out of whatever airport has the cheapest price.
6. I was able to find an inexpensive flight for you. We are sending you your tickets by e-mail.
7. I would like to be booked on the least expensive flight.
8. I need a flight on July 4th.
9. What date would you like me to book this plane ticket for?
10. If you have a choice, what time of day would you prefer to fly?

Conversation 2

1. Thank you very much. And what is the charge?
2. I always prefer the first floor.
3. I need accommodation for four nights.
4. Fine, thank you.
5. *Good morning! Is that the Savoy Hotel?*
6. All right. I book a room in the first floor for you.
7. For how long you require this accommodation?
8. I would like to book a double room with air conditioner, bath and phone.
9. When will you arrive here?
10. I will arrive a day after tomorrow in the early morning. I think I'll be at the hotel at about six a.m.
11. All right. And what floor would you like to book a room on?
12. It is ninety pounds a night.
13. Yes, that's right. What can I do for you?

Task 6. Translate the sentences into English.

1. В просторных, со всеми удобствами номерах нашего отеля можно с комфортом разместиться как во время отдыха, так и в деловой поездке.

2. Билеты по тарифам экономкласса доступны в ограниченном количестве, поэтому советуем бронировать их заблаговременно.

3. Пожалуйста, свяжитесь с вашим бюро путешествий или напрямую с авиакомпанией, чтобы получить дополнительную информацию.

4. Свой багаж вы сдаете в аэропорту вылета и можете удобно совершать пересадку без багажа.

5. Позапрошлой зимой мы с подругой ездили в турпоездку в Рим.

6. Когда пойдем на эту встречу, мы выберем деловой стиль одежды и будем разговаривать и вести себя как профессионалы.

7. Он не сдавал багаж, потому что у него с собой только ручная кладь.

8. С учетом результатов поездки в Брюссель, совершенной в 2018 году для изучения возможных вариантов, это предложение будет изменено.

READING

Task 7. Read the article and decide if the following statements are true (T) or false (F).

1. Participating in video conferences can replace business travel
2. Companies today consider business travel to be an extra cost.
3. It is easier to sign a deal when you meet in person.
4. You would never start serious business relations meeting a person by chance.
5. An existing customer can help you to make a new acquaintance.
6. Communication face-to-face improves personal relationships.
7. Conference calls allow people to build long, productive relationship with each other.
8. Modern gadgets have not replaced face-to-face communication.

4 Reasons Why Business Travel is Still Important¹

In an era when mobile phones and video conferencing are widely used, some people question the need for business travel at all. Many companies view business travel as simply an expense and don't see the benefits that come from it. Sitting in an office and staring at screen is not a replacement for putting your feet on the ground. There are three key reasons why business travel is still important.

Closing a Deal or Signing New Business

Face-to-face meetings are important to closing business. Oxford Economics has found that the rate of making prospects into actual customers nearly doubles when a face-to-face meeting is added. Some Fortune 100 companies won't sign large contracts without a face-to-face meeting between company leaders.

Networking

When you travel, you have the chance to meet people you would never interact with if you were sitting in your office. This networking can take several forms. First, you can meet someone you have no relationship with at all, start a conversation on a plane or in a restaurant, and you find that there are ways of cooperation. Another possibility is that you're visiting an existing customer and meet someone else you don't have a relationship with. You never would have uncovered these opportunities without an in-person meeting.

Human Interaction

The biggest reason why business travel is important is to foster personal interactions. Face-to-face meetings can increase understanding and empathy, reduce miscommunication, and foster a team spirit of "us." For example, an executive at an international advertising agency had a colleague in Europe, and their communications were fraught with tension and misunderstandings. They frequently felt like they were working against each other, instead of working together for mutual success. After about a year of this, they had a chance to meet in person. During their meeting, they found they had common goals and were able to build a long, productive relationship with each other. This never would have happened on a conference call.

¹ <https://www.tripit.com/blog/2016/01/4-reasons-why-business-travel-is-still-important.html>

Technology is not a substitute for getting in front of your customers and colleagues. Business travel is not only a cost to your business; it can also result in tremendous benefits and bring new business opportunities.

Task 8. Answer the questions.

1. Do all people agree with the fact that it is still important to communicate face-to-face in business world?
2. Do companies today sign large contracts without ever meeting each other?
3. Is it easy today to arrange networking in business just sitting in your office and using your computer?
4. What are the forms of networking mentioned in the text?
5. What example is given in the text to describe the importance of human interaction?
6. In your opinion, is there any difference between online and face-to-face communication?
7. As a customer, do you always need to visit a company's office before buying its products or services?
8. In your opinion, will people travel on business in future?

GRAMMAR

Study the information.

Perfect Infinitive with Modal Verbs (Употребление модальных глаголов с перфектным инфинитивом)

Когда модальные глаголы употребляются в сочетании с перфектной формой инфинитива, смысловая нагрузка перфектного инфинитива имеет разное значение и зависит от конкретного модального глагола и контекста.

- ***Can + Perfect Infinitive***

В отрицательных и вопросительных предложениях модальный глагол *can*, употребляемый с перфектным инфинитивом,

передает неверие в действие или событие, имевшее место в прошлом:

I don't believe he can have done it. He is too weak. Я не верю, что он мог сделать это. Он слишком слаб.

- **Could + Perfect Infinitive**

1. Употребляется в значении, аналогичном *can*, но выражает менее категоричную форму: *I don't believe he could have done it. He is too weak. Что-то мне не верится, что он мог сделать это. Он слишком слаб.*

2. Если содержание всего высказывания относится к прошлому, *could* может быть формой прошедшего времени *can*:

I didn't believe he could have done it. He was too weak. Я не верил, что он мог сделать это. Он был слишком слаб.

3. Употребляется для указания на действие, которое могло произойти, но не произошло:

We could have gone, but we didn't. Мы могли уйти, но не ушли.

- **May + Perfect Infinitive**

Выражает предположение, неуверенность в произошедшем:

She may not have known about it. But it doesn't constitute justification. Она, возможно, не знала об этом. Но это не служит оправданием.

I'm not sure but he may have been here. Я не уверен, но он мог быть здесь.

- **Might + Perfect Infinitive**

Указывает на меньшую вероятность действия или события по сравнению с употреблением *may*:

Don't be angry with her. She might not have known about it. Не злись на нее. Она, возможно, и не знала об этом.

- **Must + Perfect Infinitive**

Модальный глагол *must* с перфектным инфинитивом указывает на уверенность или высокую вероятность действия, имеющего место в прошлом и имеющего отношение к текущему моменту:

I can't find the key. I mustn't have taken it. Не могу найти ключи. Скорее всего, я не взял их.

- ***Need + Perfect Infinitive***

Выражает сомнение в целесообразности совершенного действия в прошлом, употребляется только в вопросительных и отрицательных предложениях:

Need you have done it? И какая была необходимость тебе делать это?

- ***Ought + Perfect Infinitive***

Выражает порицание, упрек за то, что не было сделано или было сделано неправильно:

You ought to have done it previously. Тебе следовало сделать это ранее.

- ***Will + Perfect Infinitive***

1. Употребляется для выражения решимости, желания или намерения выполнить действие, которое должно закончиться до определенного момента в будущем или до начала другого действия:

I won't have done it by the time you get back. Я не сделаю (не закончу) этого к твоему приходу.

2. Употребляется для выражения обычного или повторного действия в прошлом и продолжающегося до настоящего момента:

It differs to anything you will have done before. Это отличается от всего, что вы (обычно) делали ранее.

3. Выражает уверенность, заключение, вывод о произошедшем в прошлом и имеющем отношение к текущему состоянию или действию:

Everything says it will have been done when I was out. Все указывает на то, что это было сделано, когда меня не было.

- ***Would + Perfect Infinitive***

Употребляется для выражения желаемого субъектом действия, но не произошедшего:

I wouldn't have done it. But I was still so young! Я не хотел этого делать. Но тогда я был еще так молод!

I would have come but I was stuck in traffic. Я бы приехал, но я застрял в пробке.

Would в данном случае употребляется не для указания на действие в прошлом, а как более мягкая форма глагола *will*, и выра-

жает предпочтение. На то, что действие относится к прошлому, указывается с помощью перфектного инфинитива.

- ***Should + Perfect Infinitive***

Употребляется для выражения невыполненного обязательства, того, что следовало бы сделать, но сделано не было:

I should have stayed home. Мне следовало остаться дома.

You shouldn't have eaten so much. Тебе не следовало объедаться.

Infinitive **(Инфинитив)**

Неличные формы глагола, к которым относятся причастие, инфинитив и герундий, отличаются от личных тем, что не имеют категории лица, числа, времени и наклонения и не употребляются в предложении в функции сказуемого, хотя могут быть его частью.

Инфинитив — это неличная форма глагола, которая называет действие. Инфинитив является основной формой глагола и представляет глагол в словаре. Признаком инфинитива является частица *to*: *to read* — читать.

Инфинитив ***употребляется без частицы to*** в следующих случаях:

- После глаголов *shall, will*.

He will write to his parents tomorrow. Завтра он напишет своим родителям.

- После модальных глаголов (кроме глагола *ought*).

She can ski and skate. Она умеет кататься на коньках и на лыжах.

- После глаголов чувственного восприятия *feel, see, hear, watch* и др.

We saw him enter. Мы видели, как он вышел.

- После глаголов *let* (разрешать), *have, make* (заставлять).

What makes you think so? Что заставляет тебя так думать?

Let me take this book, please. Пожалуйста, разрешите мне взять эту книгу.

- После выражений *had better* (лучше), *would rather* (лучше бы).

You had better go now. Лучше уйди/иди сейчас.

I must see you at once. Мне надо сейчас же встретиться с тобой.

В современном английском языке инфинитив имеет следующие формы:

Aspect	Voice	
	Active	Passive
Simple	to write	to be written
Continuous	to be writing—	
Perfect	to have written	to have been written
Perfect Continuous	to have been writing—	

В предложении инфинитив может быть:

- Подлежащим:

To walk in the garden was very pleasant. Гулять в саду было очень приятно.

- Обстоятельством цели:

To read the book I went to the reading-hall. Чтобы прочитать эту книгу, я пошел в читальный зал.

- Определением:

He is going to take part in the conference to be held in Moscow. Он собирается принять участие в конференции, которая должна состояться в Москве.

- Дополнением:

He was glad to have been given a new job. Он был рад, что ему дали новую работу.

I decided to read this book. Я решил прочитать эту книгу.

- Частью сказуемого (часто модального):

You may come in. Вы можете войти.

We ought to leave early in the morning. Мы должны уехать рано утром.

Task 9. Translate the sentences into Russian and define the meaning of the modal verb and the perfect infinitive.

- 1 I would have come but I was on a business trip.
2. You shouldn't have checked in those two bags for luggage, now you have to pay extra.
3. I won't have packed by the time you get back.

4. He needn't have bought the tickets himself, our secretary usually arranges everything.
5. I can't find the draft contract which decided to sign with them. I mustn't have taken it.
6. I'm not sure but he may have booked the hotel already.
7. I don't believe he can have behaved properly. He knows nothing about business etiquette.
8. You ought to have booked direct flights.

Task 10. Put the words in the right order to make sentences.

1. already / in / passengers / and / may / passes / have / got / these / boarding / checked
2. the / have / delivery / trip / couldn't / discussed / during / last / terms / he / the
3. company / to / the / business / have / of / more / paid / planning / trips / in / attention / their / they / problem / must
4. may / the / have / cases / been / to / this / all / result / extended
5. carried / have / the / they / not / test / once / more / need / out
6. been / long / line / should / this / into / ago / put / operation / have
7. trip / on / to / ought / to / have / business / gone / he / Moscow / a
8. canceled / must / the / been / flight / have

Task 11. Read the story about John and his business trip and say what he should have done.

John planned to go to London on a business trip. However, he made many mistakes. He didn't book a plane ticket and hotel in advance, he checked in his luggage but it was lost so he didn't have any clothes to change and any necessary documents to discuss business deals with the partner. He was dressed casually. He didn't learn anything about business etiquette in England, so was surprised very often with the way the decisions were taken by his partners. He didn't investigate if the airport in England had Internet access so when arrived he was totally disconnected. When they were playing golf in London, he told his partner much more information than it was necessary.

Task 12. Translate the sentences paying attention to the use of the infinitive.

1. To choose the right time is to save time.
2. To solve this problem would justify all the costs.
3. Distance helps us to see similarities; nearness helps us to see differences.
4. They preferred not to change the conditions.
5. To perform this work one must have all necessary equipment.
6. Old wood is best to burn, old wine to drink, old friend to trust, and old author to read.
7. One must have a home to come to.
8. To put it mildly, he is wrong.

Task 13. Translate the sentences into English.

1. Я бы хотел погулять по городу и осмотреть самые известные достопримечательности, но я так устал.
2. Я бы позвонил, если бы знал о твоих неприятностях.
3. Почему ты не купил билеты заранее, ты должен был это сделать.
4. Она не ответила на звонок, потому что, должно быть, она заснула.
5. Не было нужды покупать билет в обе стороны. Мы могли бы купить их сейчас за полцены.
6. Чтобы собраться в командировку вовремя, он должен сегодня подписать все документы у начальника.
7. Для того чтобы узнать, как забронировать гостиницу, нужно прочитать эту статью.
8. Для начала давайте рассмотрим их предложение.

LISTENING

Task 14. Before listening. Imagine you are phoning a hotel to ask about room rates. Write down phrases and vocabulary you would expect to hear or say. Listen and see if any of your ideas are mentioned.

Task 15. Put the dialogue in the correct order.

1. Yes, I'd like to find out about your room rates in July, please.
2. Yes, of course, sir. Do you have specific dates in mind?
3. I see, sir. And for how many people would that be?
4. One moment, please. I'll put you through to reservations.
5. Well, there are various options. We could do a double for you and your wife, and a room with two singles for your children. Not adjacent though.
6. Yes, that is a possibility. Just let me check those dates for you. It is a very busy time of year, as I'm sure you realise!
7. Oh! That sounds wonderful. But what about the price? Can you do any special deals on that?
8. Majestic Hotel, can I help you?
9. Oh dear. Er, so that would mean either leaving on Friday or moving to two rooms for the last one or two nights, would it?
10. Reservations, can I help you?
11. Yes, I'm enquiring about room rates in July, please.
12. Mmm, ah. Well, I can offer you a family room for the nights of Saturday the 6th through to the night of Thursday the 11th, but I'm afraid there are no family rooms for the second weekend. They're all booked already, I'm afraid.
13. Well, there's myself, my wife and our two children. They're 9 and 5.
14. Yes, I'm afraid so... but I see we do have a suite available for all the nights you're interested in. That would give you two separate bedrooms, a sitting room, bathroom of course, and the one we have available also has a large balcony and a terrific sea view.
15. Yes, we're thinking of coming up the weekend of the 6th of July and staying for about a week, going back on Saturday the 13th or Sunday the 14th.
16. Is it not possible to have a family room for all of us?
17. Yes, I appreciate that.

Listen again and check your answers.

Task 16. Role play the dialogue. Take it in turns to play the caller. Introduce different scenarios.

SPEAKING

Task 17. Role-play. Travel Agency.

You are going to become travel agents for a travel agency. Each travel agency has two agents, so you should get in pairs. Each travel agent is going to design a trip to one city.

You should describe:

1. Population.
2. Climate.
3. Three tourist attractions.
4. One custom (e. g. 'people speak Italian there').
5. 'Other' can be used for anything miscellaneous

Now working in pairs role-play the conversations between a travel agent and a client, a client asks questions about the destination, travel agent tries to convince the client that this is the best destination. Finish your conversations with the phrase "Thanks for the information. I'll be back later." Change pairs several times.

Finally, you decide where you want to go, visit the agency and purchase a tour. Tell the class about purchase and a reason.

Unit 11. STAYING IN A FOREIGN COUNTRY

LEAD-IN

Task 1. Answer the following questions.

1. Have you ever been lost in an unknown city or town? How did you find the way?
2. Do maps help or just confuse travelers? What would you prefer: to ask a local or check the map?
3. What are your favorite mobile applications for traveling? Think of maps, language help, currency exchange help, transport help, etc.

Task 2. Work in pairs. Think of the best places to visit in your city, give your reasons why you think it is worth visiting and tell how to reach the place.

VOCABULARY

Task 3. Match the words and phrases on the left with their synonyms.

- | | |
|-------------------|---|
| 1. solo trip | a. a sign with information |
| 2. to take a nap | b. to take one's time |
| 3. to linger | c. traffic circle |
| 4. side street | d. walker |
| 5. pedestrian | e. traffic signal |
| 6. signposts | f. to sleep |
| 7. traffic lights | g. when you travel alone |
| 8. roundabout | h. a street leading away from a main street |

Task 4. Work in pairs. Use vocabulary to make and give directions. Make mini dialogues asking and telling directions based on the map.

Example:

— *Excuse me, where is the post office, please?*

— *You go straight the street, turn left on traffic lights and the post office is next to library.*



These expressions will help you:

1. Can you tell me how to get to the post office?
Can you tell me where the post office is?
Do you know where the post office is?
2. Can you tell me how to get to the post office?
...the museum
...the book shop
...the café
...the bus station
...the theater
3. I'm sorry. I don't know.
I'm afraid not.
I'm afraid I can't.
4. I'm from out of town.
I don't live here. I'm just a visitor.
I really don't know the city very well.
5. Sure. It's not far from here.
Yes. It's quite close to here.
It's only about a ten-minute walk from here.

- | | |
|--|---|
| <p>6. Walk straight ahead until you get to Main Street.
Walk down the street...
Walk three blocks...
Walk up the block...
Keep walking in this direction...</p> <p>7. How many blocks is that?
How far is that?</p> <p>8. It's about two or three blocks.
It's about a five-minute walk.</p> <p>9. It's the first traffic light you come to.
It's the second intersection...</p> <p>10. Then turn left and go about half a block.
Then turn right...</p> <p>11. Coming from this direction, it'll be on your right side.
...it's on your left.</p> | <p>12. It's in the middle of the block...
It's at the end of the block...
It's on the corner...
13. next to the shop.
...beside the book shop.
...between the underground station and the Italian restaurant.
...across the street from cinema.</p> <p>14. You can't miss it.
It's easy to find.</p> <p>15. Do you want me to repeat any of that?
Did you catch all of that?
Do you understand?</p> <p>16. No, that's okay. I've got it.
Yes. It's very clear.
It's okay. I understand.</p> |
|--|---|

Task 5. Complete the sentences with the correct word from the list.

side street, turn on the right, signpost, haggle, get to pavement, take a nap, volunteer, street corner

1. This is a _____ that you see in Amsterdam on every _____.
2. The _____ should in general not be used for parking of vehicles.
3. You can _____ at this forum.
4. Well, we could work for a bit and then maybe _____.

5. You will pass piazza Santa Maria del Suffragio, continue approximately 200 meters, and _____ in via Cellini.
6. This historic building is situated in a narrow _____ in the town park next to Liberec Castle.
7. Don't _____, you're not the buyer!
8. So... We need to _____ the spice shop now.

Task 6. Translate the sentences into English.

1. Ему было трудно найти дорогу в гостиницу.
2. Не могли бы вы мне сказать, как пройти к больнице?
3. Театры, кинотеатры и торговый центр Kamppi расположены буквально за углом.
4. Через 300 метров проезжайте прямо на светофоре.
5. Ты так говоришь, будто в этом есть смысл.
6. Каждый день — это изучение троп, следов у водополя, малейших запахов и звуков.
7. Рад видеть тебя в «большом мире».
8. Расположенная на верхнем этаже терраса представляет собой идиллическое место для чтения, паузы или наслаждения панорамным видом Лиссабона.

READING

Task 7. Read the article. Choose from the list (a–l) the heading which best fits each paragraph. There is one heading you do not need to use.

- A. Sketch.
- B. Explore the region.
- C. Take a hike.
- D. Don't feel pressured.
- E. Rent a bike.
- F. Wander through markets.
- G. Invent your own self-guided art tour.
- H. Read your heart out.
- I. Sign up for adventure activities.
- J. Volunteer.
- K. Have a really long breakfast.
- L. Advantages of traveling alone.

You are going to read a blog of Candace Rose Rardon, a writer and a sketch artist.

Conversations with Micaela, part 2: What do you do when you travel?¹

“What do you do when you travel?” my friend Micaela asked me a couple of weeks before leaving on her first extended solo trip.

“What do you mean?”

“Well, when I was in Edinburgh over Easter, I took a walking tour one morning. And when I got back to my hostel afterwards, all I really wanted to do was take a nap. But then I felt bad about it — did I really come all the way to Edinburgh just to take a nap? Does that make any sense?”

It more than made sense – I’d argue it’s one of the things that most stands in the way of someone taking their first solo trip, wondering, “But what will I do there by myself?”

Here are some of the ideas I shared with Micaela:

1. This is both a cheap and fun way to see more of a city than you might be able to on your own two feet. Especially in Europe, a few Euros is normally all it takes to get yourself out and about, moving at your own momentum.
2. Linger over your coffee and pastries. Revel in not having anywhere to be or a clock to punch.
3. Spend a morning searching for what makes a city unique, the little things you sometimes have to look down a side street for; whether it’s street art in Manchester, England, or the beautiful tiled façades of Porto, Portugal.
4. Get your heart racing for a few hours. Find out what a particular country or region is known for. My year in New Zealand involved lots of weekend trips centered around a particular activity I could do there.
5. Pick a city and make it your goal to explore the entire region. On a weekend break to Alghero, Sardinia, my friend Claire and I caught buses to the other villages and cities in the northwestern corner of the island.

¹Conversations with Micaela, part 2: What do you do when you travel? URL: <https://www.candaceroserardon.com/2012/07/what-do-you-do-when-you-travel/>

6. From England to Morocco to India, markets are everywhere — sample street food, soak up the vibrant scents and sounds, and watch locals haggle and go about their business.

7. I'm not ashamed to admit to spending huge amounts of time with my nose in a book while traveling. Cozy up in a café or that cute little bar you discovered down the street and get caught up on all those bestsellers you've been wanting to read.

8. Similar to № 1 and 4, get active. Maybe it's to hike up a bell tower for a bird's eye view of the city, or to explore that hill on the edge of town.

9. It doesn't matter how long your trip is: you can spend a month, week or even a day volunteering. My friend Terri, who blogs at A Fresh Chapter, is a perfect example of this: On her recent six-month, round-the-world solo Adventure of Hope, she volunteered in eight countries on five continents.

10. Sketching is one of my new favorite travel pastimes. You don't have to be the next Monet or Gauguin — it's just about taking the time to observe and capture the new scenes around you.

11. This is your trip, remember? So that means it's up to you to decide how you want to fill your days.

Ultimately, what this comes down to for me is a discomfort with the word 'do' when associated with travel. "So what did you do there?" people tend to ask when you return from a trip, which is a completely reasonable question, and yet I'm not exactly a fan of it.

I'd like to believe you don't have to do anything when you're in a new place.

For me, the allure of travel often comes down to simply breathing different air, seeing the world in a different light, and letting all that difference inspire you.

And if that inspiration leads to taking a nap, well, then so be it. Now I'm turning the question on you... What do you do when you travel?

Task 8. Answer the questions.

1. While traveling is it good to take a nap when you are tired?
2. Does it make sense to have a long breakfast? (You are in a new place, there are so many things to see!)

3. How do you find what makes a place you are visiting unique? A guidebook on sightseeing, Internet, something else?

4. All major attractions are in cities, why should I go to the countryside? Do you think the same?

5. The modern way to shop is to go to a supermarket or a shopping mall. Do you visit markets? What are the best purchases you have ever made in a market?

6. Is reading while traveling a good idea? You have to carry your book with you, you have to find a place to sit and read, while there are so many places to visit.

7. Have you ever volunteered or thought about volunteering? Why do people participate in such projects?

8. Answer the main question of the text “What do you do when you travel”?

GRAMMAR

Study the information.

Complex Object (Сложное дополнение)

Verb + object (noun or me, you, him, us) + infinitive (to или без to) / V-ing

I want you to go to the shop. Я хочу, чтобы ты пошел в магазин.

I saw him cross the street. Я видел, как он перешел улицу.

Complex object + инфинитив с частицей to

Наиболее часто употребляется после глаголов:

Want — хотеть

Tell — велеть

Expect — ожидать

Like — нравиться

Would like — рассчитывать

Ask — просить

Know — знать

Would prefer — предпочесть

Order — приказывать

Mother wants me to get good marks at school. Мама хочет, чтобы я получал хорошие оценки в школе.

Would you like me to help you with Math? Ты бы хотел, чтобы я помог тебе с математикой?

Конструкция *complex object + to + infinitive* также употребляется со следующими глаголами:

advise, allow, beg, cause, command, compel, encourage, forbid, force, get, hate, help, instruct, intend, invite, leave, love, mean, need, oblige, order, permit, prefer, recommend, remind, request, teach, tempt, trouble, warn, wish

Complex object + инфинитив без частицы to

Употребляется после глаголов *make* (заставлять) и *let* (позволять, разрешать)

Don't make me drink milk, I hate it! Не заставляй меня пить молоко, я его ненавижу!

Let the children play in the park, the weather is wonderful. Разрешите детям поиграть в парке, погода великолепная.

Complex object после глаголов восприятия

Complex object после глаголов восприятия употребляется либо инфинитив без частицы *to*, либо форма глагола на *-ing*.

Разница между использованием инфинитива (*do*) и формы глагола на *-ing* (*doing*) в следующем: если объект начал и закончил действие, то есть действие полностью завершено, то употребляется инфинитив без частицы *to*, если объект был в процессе действия и действие не закончено, то употребляется форма на *-ing*:

Я видел, как он открыл окно — действие завершено: окно открыто. В русском языке использован глагол совершенного вида: открыл — что сделал? Поэтому на английский это предложение будет переведено при помощи инфинитива без частицы *to*: *I saw him open the window.*

Я видел, как он открывал окно — я видел, как происходил сам процесс: окно открывалось. Здесь использован глагол несовершенного вида: открывал — что делал? Поэтому в английском языке здесь будет использована форма глагола на *-ing*: *I saw him opening the window.*

Сложное дополнение «to have something done»

Обозначает, что действие, выраженное глаголом-сказуемым + причастие прошедшего времени (V3), совершает не само лицо, а кто-то другой по просьбе или приказу действующего лица.

I want to have my hair cut. Я хочу подстричься (то есть я не сам себя буду стричь, это будет делать по моей просьбе парикмахер).

Father had his car repaired yesterday. Папа починил машину (то есть ему в мастерской починил ее механик).

For-to-infinitive Construction

Данная конструкция — это сочетание существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом при помощи предлога *for*:

It is difficult for me to tell. Мне сложно это рассказывать.

В случаях, когда конструкция в предложении исполняет роль подлежащего, часто используется вводное *it*, к примеру:

It is shame for me to ask. Для меня просить — стыдно.

Эта конструкция может играть роль:

- Дополнения:

They waited for me to come home. Они ждали, что я приду домой.

- Сказуемого:

This cake is for children to eat. Этот торт для детей.

- Определения:

The best advice for him to talk to his parents. Лучший совет для него — поговорить с его родителями.

- Обстоятельства цели:

He stepped aside for me to pass. Он отошел в сторону, чтобы я смог пройти.

- Обстоятельства результата:

He spoke loud enough for you to hear. Он говорил достаточно громко, чтобы вы могли слышать.

Task 9. Translate the sentences into Russian.

1. I have never heard him speak French.
2. She wants him to go on a bicycle trip to Asia with her.
3. Did you expect me to have gone?
4. I knew her to have graduated from the most prestigious University of our region.

5. I have never known my sister have travelled so far.
6. Sylvia has her grandmother taken care of while she works.
7. When I was little, my mum never let me go alone.
8. We heard him make a report on his new discovery.

Task 10. Choose the right answer.

1. We looked at the sky and saw ____ in the clouds.
 - a) the plane disappear
 - b) the plane to be disappearing
 - c) the plane to disappear
2. We expect the Chinese delegation ____ tomorrow.
 - a) leaving
 - b) to leaving
 - c) to leave
3. Mr. Smith didn't want his daughter ____ on this trip.
 - a) go
 - b) to go
 - c) going
4. We expected ____ in the tour to the famous city of Cadiz.
 - a) them to take part
 - b) they to take part
 - c) them take part
5. Betty felt ____ to tremble.
 - a) her hands begin
 - b) her hands to begin
 - c) her hands to beginning
6. Linda is being very rude. I have never heard ____ to her colleagues like that before.
 - a) that she talks
 - b) her talk
 - c) her to talk

7. I don't want ____ your roommates. It's very impolite of you.
 - a) that you disturb
 - b) you disturb
 - c) you to disturb

Task 11. Change the complex sentences into simple ones using complex objects.

Example: I think that the flat is very cozy. — I think the flat to be very cozy.

1. I think that a shower is a most important convenience when you choose accommodation.
2. I think that our water supply is not good.
3. I saw that he pressed the bell.
4. I did not expect that they would arrive in time.
5. I watched how he spoke on the phone with the travel agency and made a decision about our vocations.
6. He heard that the guide told about the history of the region.
7. He wants that this work will be done.
8. He wants that this work will have been done by Friday.

Task 12. Put the words in the right order to form sentences. Mind that all sentences have for-to-infinitive construction:

1. you / is / details / the / desirable / know / for / to / all / of / it / tour / the.
2. he / typed / to / waited / the / be / application / for.
3. work / be / for / to / experiment / we / had / the / to / successful / hard.
4. large / no / completed / are / for / the / enough / trip / to / research / be / efforts.
5. we / excursion / for / waiting / to / are / start / the / guide / the.
6. decades / it / many / take / will / for / things / the / to / settled / get.
7. all / have / it / meeting / convenient / us / be / to / will / our / for / on / of / Wednesday.

Task 13. Translate the sentences into English.

1. Я хочу, чтобы ты учил английский язык.
2. Мы думаем, она сдаст экзамен и сможет участвовать в волонтерской программе.
- 3 Я ожидал, что мой коллега вернется из командировки через несколько дней.
4. Мы видели, что она поселилась в этом отеле.
5. Поедем ли мы в Турцию, решать тебе (должен решить ты).
6. Его план присоединиться к нам в Швейцарии был ра зумным.
7. Необходимо, чтобы ты сделал это немедленно.
8. Она попросила, чтобы принесли документы.

LISTENING

Task 14. Listen to the conversation and choose the right answer.

1. He liked the _____.
 - a) nature
 - b) weather
 - c) both
2. He says the food was _____.
 - a) delicious
 - b) spicy
 - c) cheap
3. He traveld with _____.
 - a) family
 - b) a friend
 - c) classmates
4. He visited to _____.
 - a) Taipei
 - b) the south
 - c) a university

5. He wanted to learn about _____.
a) the language
b) the economy
c) the culture

Task 15. Complete the sentences.

1. I heard you went on a _____, where did you go?
2. They have like really, _____ beautiful _____.
3. Well, the food in Taiwan is _____.
4. And the good thing about it, it's _____.
5. That was really good because I cannot speak _____.
6. That was really good because I really _____ that.
7. Since it's really far from my _____, I really want to get to know better all those cultures.
8. I really want to _____ those differences.

SPEAKING

Task 16. Study the information about effective presentations in Appendix 2. Choose a country and make a presentation about its eating traditions and cuisine. You should cover the following points.

1. What are the main dishes in the country?
2. Which are the most famous dishes of the country?
3. What are the popular places to eat out?
4. What are the names of restaurants and cafes, which people recommend to visit in the country.
5. Any interesting fact about eating habits in the country.

Unit 12. NEGOTIATIONS

LEAD-IN

Task 1. Answer the following questions.

1. Do you agree that negotiation is very often considered a part of politics or business. Why / why not?
2. Do you think that we negotiate different issues and every day? Give your examples.

Task 2. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

- “In business, you don’t get what you deserve, you get what you negotiate.”

Chester L. Karrass

- “Negotiating is finding is finding out what the other person needs and working out the best way to give it to them.”

Philip Laut

Task 3. What makes a good negotiator? Put the qualities and skills in the order of importance for you. Compare your list with your partner’s ideas.

- ability to analyze
- ability to listen
- ability to explain
- hard work and stamina
- sense of humour
- knowledge
- persistence and persuasiveness
- professional skills
- calm, quiet and impersonal
- right attitude
- good judgment
- willingness to tolerate disagreement and confrontation
- dedication to painstaking preparation and detail

- logical mind
- quick thinking
- confidence
- intelligence

VOCABULARY

Task 4. Match the words and phrases on the left with their synonyms on the right.

- | | |
|----------------|-----------------------|
| 1. mediator | a. request |
| 2. outcome | b. place |
| 3. venue | c. opposite party |
| 4. in advance | d. good relationships |
| 5. opponent | e. convince |
| 6. rapport | f. result |
| 7. demand | g. beforehand |
| 8. to persuade | h. intermediary |

Task 5. Discuss the following statements. Do you agree with them? Why/why not? Give your reasons.

goodwill gesture, win-win, negotiate, agreement, reached, tough negotiator, concessions, intense

- The _____ followed months of negotiation.
- In her time at the United Nations she was considered a _____.
- The agreement is a _____ for everyone.
- After 48 hours of _____ negotiations in which we slept for one hour, Mr. Prescott said, "It has been both tough and incredibly complicated."
- Employers refuse to _____ with striking miners.
- The British were not prepared to make any _____.
- The unions suspended the strike until next week as a _____ aimed at reopening negotiations with employers' organizations on ending the strike.
- We have _____ agreement on the number of engines you are willing to buy, and that's very positive.

Task 6. Match the sentence beginnings with the correct endings.

- | | |
|--|---|
| 1. He also requested a meeting with ... | a) of direct face-to-face negotiations. |
| 2. Negotiations have been rare and limited in scope, and corporations ... | b) can you close a deal and get our house sold? |
| 3. Such compromises could have been accomplished only within the framework ... | c) have usually taken full advantage of their position of strength in negotiations. |
| 4. We need to move in a month, so how quickly ... | d) just taken reflected a fallback position. |
| 5. The Chairperson emphasized that the decision ... | e) a rapport with people and gain their trust to get the information required. |
| 6. They also establish the obligation ... | f) with the Government continued during the reporting period to resolve these issues. |
| 7. In many cases they were able to establish ... | g) the Minister of Defense 'on neutral ground'. |
| 8. Intense negotiations by the United Nations ... | h) to require a written contract between the employer and the migrant worker. |

Task 7. Translate the sentences into English.

1. Таков реальный факт, несмотря на все аргументы и оправдания.
2. На протяжении уже более десяти лет они поддерживают тесное взаимовыгодное сотрудничество с нашей организацией.
3. Он был жестким переговорщиком, поэтому наша сторона всегда получала то, что хотела.
4. Делегации зачастую вынуждены вести переговоры в условиях весьма ограниченного времени.
5. Страны Европейского союза вернули доклад со встречным предложением, которое в настоящее время рассматривается Президентом.

6. После встречи на высшем уровне мы подготовили письмо, посвященное устойчивой политике в области развития человеческих ресурсов.

7. Затем посредник от государства имеет в своем распоряжении четыре дня для достижения соглашения между сторонами.

8. Это решение, хотя и не является чем-то новым, позволит внести ясность в ситуацию.

READING

Task 8. Read the article and decide if the following statements are true (T) or false (F).

1. For a good talented negotiator preparation does not matter.
2. Understanding the information in details is crucial for a successful negotiation.
3. Having rapport with the opposite party can help a lot.
4. As soon as you start negotiations and understand the position of your opponent you will understand your objectives and think of the arguments.
5. Negotiations are always conducted face to face.
6. At the opening phase parties explain what they want and define their positions.
7. One should insist on what he wants and stick to the objective. No bargaining. You should get what you want.
8. Formalizing the agreement is a part of the closure phase.

The Four Phases Of The Negotiation Process¹

*“Let us never negotiate out of fear.
But let us never fear to negotiate.” John F. Kennedy*

The negotiation process can essentially be understood as a four-stage process. The four stages of the negotiation process are preparation, opening, bargaining and closure.

Phase 1: Preparation

Preparation is instrumental to the success of the negotiation process. Being well-prepared generates confidence and gives an edge to the negotiator. Preparation involves the following activities:

¹Characteristics of Negotiation. URL: <https://www.managementstudyhq.com/characteristics-and-steps-of-negotiation-process.html>

1. **Gathering Information:** One needs to learn as much as one can about the problem and ascertain what information is needed from the other side. Understanding clearly the issues involved is also needed.

2. **Understand the people involved:** It is important to know the people with whom the negotiation is to take place. An understanding of their objectives, roles and the issues likely to be raised by them will facilitate better handling of the situation during the negotiation process.

3. **Rapport:** It is helpful to establish a rapport with the opponent during the early stages, that is, before the bargaining process begins is helpful. This was, one can determine early on how cooperative the opponent is going to be.

4. **Know your objectives:** Clarity of objectives is absolutely essential. It needs to be decided in advance how much you are willing to concede to the opponent and what your priorities are. All arguments and justifications should be ready.

5. **Type of negotiation:** Anticipate the type of negotiation expected, that is, ascertain whether it will be highly competitive, cooperative or something unusual; whether the negotiation will be face to face, by fax, through a mediator, or in some other manner.

6. **Plan:** Decide on the negotiation approach and plan accordingly.

Phase 2: Opening Phase

Here the two sides come face to face. Each party tries to make an impression on the other side and influence their thinking at the first opportunity. Psychologically, this phase is important because it sets the tone for the negotiation to a large extent. It involves both negotiating parties presenting their case to each other.

Phase 3: Bargaining Phase

The bargaining phase involves coming closer to the objective you intended to achieve when you started the negotiation. In this phase, the basic strategy is to convince the other side of the appropriateness of your demands and then persuading the other party to concede to those demands. For this, one needs to be logical in one's approach and frame clearly-thought-out and planned arguments.

Phase 4: Closure Phase

The closing phase of a negotiation represents the opportunity to capitalize on all of the work done in the earlier phases. The research

that has been done in the preparation phase, combined with all of the information that has been gained is useful in the closing phase. It also involves the sealing of the agreement in which both parties formalize the agreement in a written contract or letter of intent. Reviewing the negotiation is as important as the negotiation process itself. It teaches lessons on how to achieve a better outcome. Therefore, one should take the time to review each element and find out what went well and what needs to be improved.

Task 9. Answer the questions.

1. How many stages are there in the negotiation process according to the text?
2. Do you agree that preparation is instrumental to the success of the negotiation process. Why / why not?
3. What does preparation involve?
4. What should you know about the people involved in negotiation?
5. What does rapport mean for you?
6. What types of negotiations can you name?
7. What are opening, bargaining and closure stages about?
8. In your opinion, do all the four mentioned phases have the same importance for success in negotiations? Can you add any other phase or suggest to omit any phase?

GRAMMAR

Study the information.

Imperative mood (Повелительное наклонение)

Повелительное наклонение выражает в большей или меньшей степени побуждение к действию. Оно может проявляться в форме просьбы, совета, приглашения, приказа или запрета.

Для того чтобы попросить, посоветовать или приказать что-то сделать, используется инфинитив без частицы *to*:

Stop talking! Прекрати(-те) разговаривать!

Switch off the light. Выключи(-те) свет.

Be quiet when you enter the lecture hall! Веди(-те) себя тихо, когда заходишь(-те) в аудиторию.

Для того чтобы образовать отрицание, в начало предложения ставится вспомогательный глагол *do* и частица *not* (*don't*).

Do not use cellphones here. Не пользуйтесь здесь мобильными телефонами.

Don't come in, the floor is wet and slippery! Не входи: пол мокрый и скользкий!

Для того чтобы смягчить повелительную фразу, к ней добавляются слова вежливости, такие как *please*, *just*, *if you don't mind*, или используют разделительный вопрос:

Please, close the window. Пожалуйста, закройте окно.

Put the cup on the table, please. Поставь, пожалуйста, чашку на стол.

Don't share this information with him, if you don't mind. Не сообщай ему об этом, если ты не против.

You've almost succeeded. Take another effort, will you? У тебя почти получилось. Попробуй еще раз, хорошо?

Иногда повелительное наклонение используется для того, чтобы что-то предложить или пригласить куда-нибудь.

Have another cup of tea. Выпей еще одну чашечку чая.

Повелительное наклонение с let

Если необходимо обратиться к 1-му лицу (*I* — я, *we* — мы) или 3-му (*he* — он, *she* — она, *it* — оно, *they* — они), используется глагол *let* (позволять). Если мы говорим о своем действии, за *let* будет следовать местоимение *me* (мне).

Let me buy you a present. Дай мне купить тебе подарок.

Для того чтобы пригласить кого-то к совместному действию, глагол *let* и местоимение *us* (нам) образуют форму *let's*. В формальном контексте используется полная форма *let us*.

Let's go to the cinema on Saturday. Давай пойдем в кино в субботу.

Let's see what's with your hand. Дай я посмотрю, что с твоей рукой.

В 3-м лице местоимения *he, she, it, they* трансформируются в *him, her, it, them* и ставятся после глагола *let*. Также после *let* может стоять имя человека или существительное.

Don't let Jill believe his words! Не позволяй Джил поверить его словам!

The vase is expensive. Don't let it fall down. Ваза дорогая. Не дайте ей упасть.

Эмоциональные формы повелительного наклонения

1. Для того чтобы подчеркнуть важность просьбы, приказа или нетерпения или сделать обращение вежливым и формальным, используется усилительный глагол *do* в начале предложения:

Do read this book! Обязательно прочитай эту книгу!

Do take your places. We begin the play. Прошу занять ваши места. Мы начинаем представление.

2. Для того чтобы добавить высказыванию сильную эмоциональную окраску, перед глаголом можно использовать подлежащее *you*:

You leave him alone! Да оставь ты его в покое!

You get out of here now! Сейчас же убирайся отсюда!

3. В отрицательных предложениях *you* может стоять перед или после *don't*:

You don't go, I'll be there in a minute! Не смей никуда уходить, я буду там через минуту!

Don't you touch the pictures in the gallery! Не смей трогать картины в галерее!

4. В качестве подлежащего иногда используется *someone / somebody* (кто-то), *everyone / everybody* (все), *no one / nobody* (никто):

She is going to pass out. Somebody call a doctor! Она сейчас потеряет сознание. Кто-нибудь, вызовите врача!

Nobody move! It's a robbery! Никому не двигаться! Это ограбление!

5. Использование наречий *always* (всегда) и *never* (никогда) усиливают эмоциональность высказывания:

Always wash up after dinner. Всегда мой посуду после ужина.

Never tell her your secrets. She's a gossip. Никогда не рассказывай ей свои секреты. Она сплетница.

Complex Subject (Сложное подлежащее)

Complex Subject представляет собой сочетание существительного или личного местоимения с инфинитивом.

Подлежащее	Глагол в страдательном залоге	Инфинитив
He	is known	to be a good writer
This girl	is told	to know Japanese language
He	was announced	to have gone to London

В Complex Subject может быть употреблена любая форма инфинитива (Active, Passive, Simple, Continuous, Perfect):

She is said to speak English fluently. Говорят, что она свободно говорит по-английски.

Many people were reported to have become homeless after the flood. Сообщалось, что много людей остались без крова после наводнения.

The company is expected to make profit this year. Ожидается, что компания получит прибыль в этом году.

The students are supposed to come in time for their lessons. Предполагается, что учащиеся приходят на занятия вовремя.

The construction company is believed to have concluded two big contracts. Полагают, что строительная компания заключила два больших контракта.

My close friend is known to have won the singers contest. Известно, что мой близкий друг выиграл в конкурсе певцов.

Complex Subject с глаголом в действительном залоге

В предложениях, содержащих Complex Subject, следующие глаголы употребляются в действительном залоге: *seem* (казаться), *appear* (оказаться), *happen* (оказаться, случиться, случайно произойти), *turn out* (оказаться)

Megan doesn't seem to have lost her weight. Кажется, Меган так и не похудела.

I happened to be out of town at that time. Случилось так, что в тот момент меня не было в городе.

One day Mary happened to meet Bill. Однажды так случилось, что Мэри встретила Билла.

С прилагательными *sure* (обязательно, наверняка) и *likely* (похоже, скорее всего) также используется действительный залог:

He is sure to come to the meeting. Он обязательно придет на встречу.

Peter is likely to be appointed to this position. Питера, скорее всего, назначат на эту должность.

Task 10. Choose the right form to complete the sentences.

1. _____ your negotiation first.
a) Prepares
b) Prepare
c) To prepare
2. Mr. Greenfield, _____, please.
a) come in and sit down
b) came in and sat down
c) come in sit down
3. _____ it seriously. It was a joke.
a) Don't took
b) Take don't
c) Don't take
4. _____, I am really enraged at their ignorance.
a) Let me calm down
b) Let I calm down
c) Me let calm down
5. _____ this way.
a) Don't let him behave
b) Let don't him behave
c) Don't let he behave

6. _____ in their family problems.
 - a) Let's interfere don't
 - b) Let's don't interfered
 - c) Let's not interfere
7. _____ with her speech. Stop interrupting her.
 - a) Let's Sally finish
 - b) Let Sally finish
 - c) Sally finish let
8. _____ your objectives to know how much you are able to concede.
 - a) Do prioritize
 - b) To prioritize
 - c) Does prioritize

Task 11. Translate the following sentences into Russian. Pay attention to complex subject.

1. He is said to know all about successful negotiation.
2. He is supposed to be a very tough negotiator.
3. He is believed to be honest in making deals
4. The company was announced to report profit in the first quarter.
5. The negotiations between Russia and China are expected to start by the end of next week.
6. The President of Russia was reported to speak to the nation on television tonight.
7. The deal was said to be one of the most promising deals in oil industry.
8. Mr. Strandford was expected to arrive at the weekend.

Task 12. Change the sentences to use complex subject.

Example: *People consider the agreement to be very promising. = The agreement is considered to be very promising (complex subject).*

1. It was announced that the Chinese representatives were arriving next week.
2. It is expected that the contract will be very profitable for our company.

3. It is said that the deal is to our mutual benefit.
4. It is believed that the contract was written in advanced.
5. It is supposed that the CEO is working at a new contract.
6. It is reported that the flood has caused much damage to the crops.
7. It has been found that this quality is very good for achievement success in commerce.
8. It was reported that terms and conditions of the contract were changed significantly.

Task 13. Make the answers less definite and express one's uncertainty of the following.

Example: Do you remember his name? — Unfortunately, I don't remember his name. — I don't seem/appear to remember his name.

1. — They started negotiations a month ago. Is there any agreement?
— No, they have not reached any agreement yet.
2. — Does she have the draft contract?
— No, she has forgotten it.
3. — We are so late. I am sure he has gone.
— No, he is waiting for us.
4. — She made an excellent presentation.
— Yes, but she has been very nervous.
5. — I want to be introduced to Ms. Smith.
— Peter will help you. He knows her well.
6. — I have much trouble with my new computer.
— No problem. I know this model very well.
7. — Does he work at the same office?
— No, he changed his job.
8. Look, this man is overhearing us. Speak more quietly.

Task 14. Translate the sentences into English.

1. Давайте обсудим этот вопрос первым, чтобы сразу определить наши приоритеты.
2. Простите же меня, я не хотел вас обидеть!
3. Прежде чем начинать переговоры, изучи детали дела.
4. Сообщают, что переговоры зашли в тупик.

5. Ожидают, что они успешно проведут переговоры и получат все, что запланировали.
6. Они, кажется, готовы уступить.
7. Вы, кажется, много готовились, прежде чем начать обсуждение сделки.
8. Полагают, что они знают об этом больше, чем хотят по казать.

LISTENING

Task 15. Listen to the talk of some people trying to resolve a dispute at work with the help of a mediator. Answer the following questions.

1. What is the dispute the people are resolving?
2. How far do they reach an agreement?
3. How successful is the moderator?

Task 16. Listen again and decide if the sentences are true (T) or false (F).

1. Gavin has worked for the company for about a year.
2. Gavin feels his colleagues are unfriendly.
3. Gavin wants to change the way he works.
4. Craig thinks that Gavin's personality is the problem.
5. Craig thinks being tolerant of change won't be difficult.
6. Mike wants Gavin and Craig to be less rude about each other.
7. Mike thinks that the problem can't be solved.
8. Mike thinks that changing people's roles and responsibilities will help the situation.

Task 17. Re-order the words to make conversational sentences and phrases used in the discussion.

1. idea / really / no / have / I
2. all / fair / not / at / that's
3. true / that's / not / just
4. to / just / can / we / the / facts / stick
5. it / quite / that's / I / isn't / think / clear

6. to / easy / say
7. that / don't / I / deny
8. you / respond / can / that / to

WRITING

Task 18. Study the information about describing trends in Appendix 3. Choose a topic (or think of your own topic) about your life and draw a graph. Then describe it. Use the words, phrases and the example given in Appendix 3.

Possible topics:

1. Number of books I read.
2. Number of hours I spend in gym.
3. Number of hour I spend in the Internet.
4. Amount of water I drink during a day.
5. Number of hours I spend with my friends.
6. Number of hours I spend commuting.
7. Number of hours I work.
8. Amount of fruit I eat.
9. Amount of coffee I drink.
10. Number of hours I sleep.

MODULE 4. Progress checklist

- I can plan my trip to a foreign country, book tickets and accommodation, pack for a business trip and for vacation, plan finance.
- I can ask the way to any place, understand the explanation, find a good place to have a meal and do sightseeing.
- I can prepare, start and successfully finish negotiations with a business partner. I can describe trends.

Module 5. OPPORTUNITIES

Unit 13. A KEY TO SUCCESS

LEAD-IN

Task 1. Answer the following questions.

1. What comes to your mind when you hear the word ‘success’?
2. What should a person do to succeed?
3. Do you consider yourself successful?

Task 2. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

- “Many of life’s failures are people who did not realize how close they were to success when they gave up.”

Thomas A. Edison

- “Put your heart, mind, and soul into even your smallest acts. This is the secret of success.”

Swami Sivananda

- “Eighty percent of success is showing up.”

Woody Allen

VOCABULARY

Task 3. Read the sentences. Match the words in italics with their meanings.

- | | |
|---|---|
| 1. He never gives up in difficult situations, he always <i>perseveres</i> . | a. To continue trying to achieve something difficult. |
|---|---|

2. Losing my job was a major *setback* in my career.
3. Some people are born with a *talent*, but others simply work hard.
4. Successful people often recognize the *potential* of an idea before others.
5. Many inventors do not have the *opportunity* to make their ideas a reality because other technology is not advanced enough.
6. The *value* of an idea is not always seen until it becomes profitable.
7. Successful people usually have a mixture of persistence and *passion*.
8. Success comes through *failure*.
- b. A problem that delays or that stops progress or makes a situation worse.
- c. A chance to do something.
- d. The possibility to develop or achieve something in the future.
- e. The degree to which someone or something is important or useful.
- f. A natural ability for being good at a particular activity.
- g. Lack of success.
- h. An intense desire or enthusiasm for something.

Task 4. Complete the table with words of the same root. Use a dictionary, if necessary.

	<i>Verb/Noun</i>		<i>Adjective</i>
1		vision	
2			successful
3	to connect		
4		value	
5	to persevere		
6			social
7		persistence	
8			beneficial

Task 5. Fill in the sentences with the given phrases:

absolute flop, total disaster, complete waste of time, significant breakthrough, great success, distant future, amazing achievement, real triumph

1. The conference was an_____. Only five people came to my presentation.
2. The trip was a_____. I spent three days there and found out nothing.
3. There has been a_____in negotiations for the new site.
4. Our new project has been a_____. Sales have doubled in three months.
5. He has been the best manager for three years. What an_____!
6. They had worked so hard that this victory was a_____for the whole team.
7. One can probably repeat such a success only in the_____.
8. That failure turned into a_____for the project.

Task 6. Translate the sentences into English using vocabulary from ex. 3–5.

1. Наша команда достигла такого результата благодаря новизны и настойчивости.
2. Его бизнес может стать успешным только в далеком будущем.
3. Его целеустремленность привела к удивительным достижениям.
4. Ей было полезно послушать мнение других экспертов.
5. Руководитель несет ответственность как за успех, так и за провал проекта.
6. Сотрудники компании извлекли пользу из встречи на прошлой неделе.
7. Чтобы достичь успеха, необходимо общаться с людьми из сферы твоих интересов.
8. Объем работы, который ей пришлось выполнить, снизил ее эффективность.

READING

Task 7. Read the article and complete the statements with no more than three words.

1. Having a vision is important because it gives you _____ your mind to work towards.
2. One benefit of experiencing setback is learning _____.
3. Successful people think of problems as _____.
4. In order to succeed, you must _____ what you do.
5. To succeed _____ is not enough.

What does it take to be successful?¹

Vision. Successful people visualize what they want. They have a picture in their mind of what their business will be like when they achieve their goals. This allows them to make decisions that support their vision. Bill Gates' vision was to 'put a computer on every desktop and in every home'. At the time he was developing his first models, computers were very large, expensive, and mainly used in offices and factories. Today, most of us can't imagine life without a computer, and Microsoft has grown into a multi-billion-dollar company.

Persistence. Success doesn't come easily. Successful people are disciplined and persevere through failure. A key benefit of failure is to learn from your mistakes and persist through them. You won't find one successful person who hasn't experienced any setbacks. Oprah Winfrey is one of the world's most successful women in television, but she was once fired from her job as a television reporter.

Creativity. Where other people see problems and limitations, successful people see possibilities and opportunities. When Akio Morita, the co-founder of Sony, developed a tape recorder he had great difficulty in selling it because people could not see a use for it. After observing people in their daily lives he realized people spent hours traveling and walking and so he adapted his design to become the world famous Walkman.

Passion. Successful people love what they do. Celebrity designer Jean-Paul Gaultier had no formal training in design, but loved creating

¹Rogers L., Wilkin J. Skillful. Reading and Writing. Student's Book 2. Macmillan Education. Oxford. 2013. P. 49.

clothing and at a young age began sending his drawings to famous French designers. One of these designers recognized his talent and hired him as an assistant. Later, he launched his own line of clothing, and quickly became a global success.

Talented individuals do not necessarily make successful ones since talent alone is not enough. However, talent combined with passion, vision, persistence and creativity is a potent force for success.

Task 8. Answer the questions:

1. What does it mean 'to visualize a goal'?
2. How can a person benefit from failures?
3. Why did Akio Morita have difficulties in selling tape recorders?
4. Can lack of formal training prevent a person from being successful?
5. Why aren't talented individuals always successful?
6. Which quality do you think is the most important factor in success? Why?
7. Is just one quality enough to be successful? Why / why not?
8. Think about your own experiences in life. What has the most influenced your success and why?

GRAMMAR

Study the information.

Gerund (Герундий)

Соответствующей формы в русском языке нет. По значению к герундию близки такие русские отглагольные существительные, как *чтение, ожидание* (reading, waiting) и т. п. Герундий обладает свойствами глагола и существительного. К глагольным свойствам относятся наличие форм залога и относительного времени, возможность иметь дополнение и определяться наречием. Как и существительное, герундий может быть в предложении подлежащим, частью составного сказуемого, прямым и предложным дополнением, определением, обстоятельством. Ему могут пред-

шествовать определители: местоимения и существительные в притяжательном падеже, предлоги, что не характерно для причастия.

Формы герундия:

Aspect	Voice	
	Active	Passive
Indefinite	doing	being done
Perfect	having done	having been done

В предложении герундий может выполнять следующие функции:

- Прямое дополнение. Употребляется после таких глаголов, как to like, to need, to prefer, to remember, to enjoy, etc.

I enjoy checking e-mails in the morning. Мне доставляет удовольствие проверять почту утром.

- Предложное дополнение. Может употребляться после глаголов с предлогами: to thank for, to be responsible for, to be fond of, to be tired of, to look forward to, to be interested in, etc.

He is responsible for checking e-mails in the morning. Он отвечает за проверку корреспонденции утром.

- Определение. Употребляется после абстрактных существительных с предлогами: the idea of, importance of, way of, experience in, interest in, reason for, etc.

I saw no other way of doing it. Я не видел другого способа сделать это.

- Обстоятельство. Употребляется всегда с предлогом.

В функции обстоятельства времени он употребляется с предлогами after, before, on; образа действия — by, without, instead of, besides.

Before sending this e-mail you must sign it. Перед тем как посылать это письмо, вы должны подписать его.

- Часть сказуемого. Употребляется после глаголов to stop, to finish, to continue, to go on, to keep on, to begin, to start.

Go on reading the e-mail. Продолжайте читать письмо.

После следующих глаголов и сочетаний возможно употребление как герундия, так и инфинитива: To like, to begin, to start, to continue, to intend, it is of no use, it is useless, it is no good, etc.

It is no use talking (or: it is no use to talk) about it. Бесполезно говорить об этом.

Task 9. Read the sentences and translate them into Russian. Explain the usage of the gerund.

1. Talking to successful people is very useful.
2. Stop wasting time and start working.
3. He finished speaking and left the meeting.
4. Some people prefer doing nothing but want to be a success.
5. He is thinking of setting up a new business.
6. I had no hope of meeting her there.
7. On seeing the new project, the manager smiled.
8. We're looking forward to hearing from you.

Task 10. Form the gerund from the infinitive, paying attention to spelling rules when you add -ing: drop, hurt, shoot, shop, hope, fly, judge, write.

Task 11. Complete the sentences with the gerund form of the given verbs.

1. She is good at (achieve goals).
2. He is crazy about (lose his fan club).
3. I don't like (watch) films at home.
4. They are afraid of (swim) in the sea.
5. You should give up (smoke).
6. Sam dreams of (be) a popstar.
7. He is interested in (make) friends.
8. My partner is afraid of (see) a new manager.

Task 12. Complete the sentences with the gerund or the infinitive.

1. Don't forget (call) the expert before (send) the document.
2. I wish (see) his achievement.

3. It's no use (wait).
4. I'm looking forward to (see) you.
5. My partner told me (not tell) anybody about it.
6. He tried (explain) but the manager didn't want (listen).
7. Would you mind (tell) me more about this project?
8. After (discuss) the question the committee left without (reach) any decision.

Task 13. Translate the sentences into English using the gerund.

1. It's no use (звонить им).
2. Do you have the opportunity of (связаться с ней)?
3. There are a lot of ways of (сделать это).
4. What is your idea of (обсудить этот вопрос сейчас)?
5. The exhibition is worth (посетить).
6. There were no other way of (сказать о провале).
7. I don't like (напоминать ему об этом).
8. He is busy (общаться с успешными людьми).

LISTENING

Task 14. Listen to three extracts about success and failure. Match them to pictures a–c.



Task 15. Listen again and decide if the sentences are true (T) or false (F).

Extract 1

1. The lecture was a failure.
2. The information at the lecture was new to the speaker.

Extract 2

1. Everyone is happy for the achieved results.
2. The project will soon become a success.

Extract 3

1. Nobody was surprised that the task was completed.
2. The project lasted 6 months.

Task 16. Answer the following questions.

1. What kind of lectures can be considered successful?
2. What makes a project successful?
3. How can you characterize a successful team?

SPEAKING**Task 17. Have a discussion with your groupmates about success at university.**

1. What is success for a university student?
2. Who can be considered as a successful student?
3. Why are some students unsuccessful?
4. What is the key to academic success?

Unit 14. SUCCESS STORIES

LEAD-IN

Task 1. Look at the names of people who are considered to be successful. What are they successful in? Do you know their success stories?

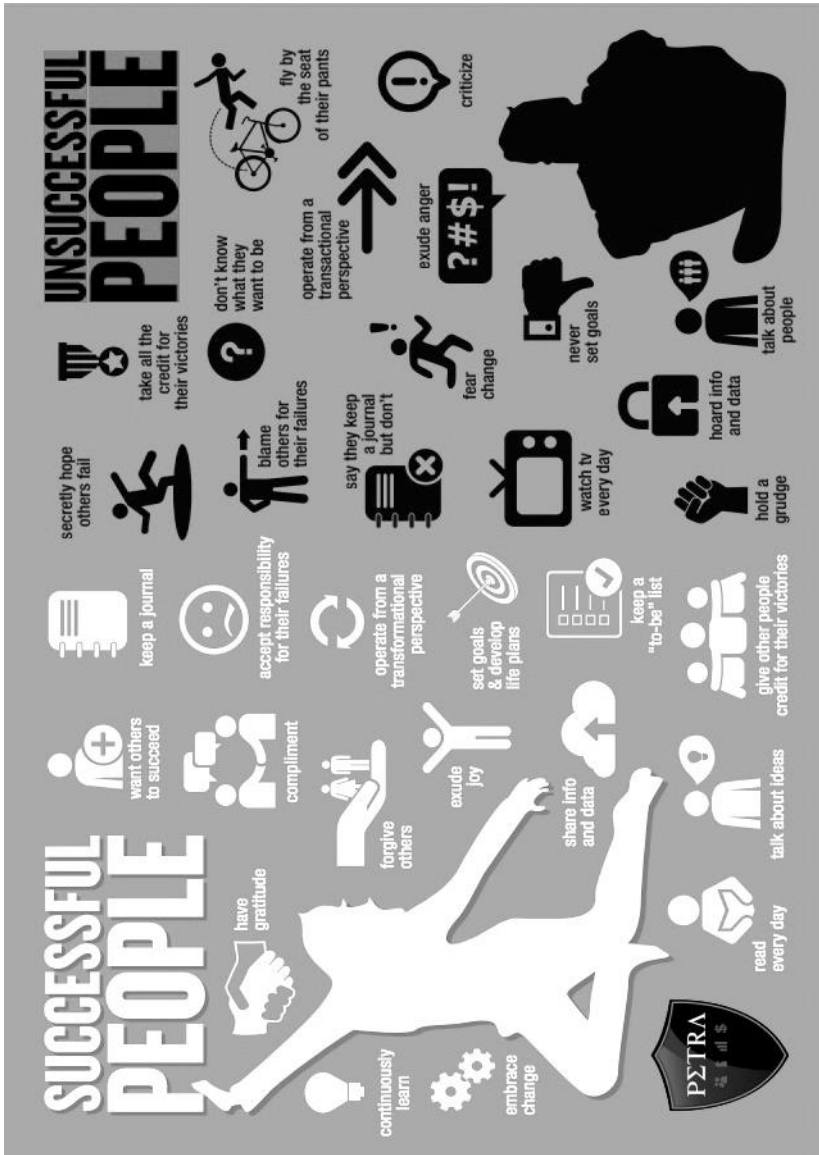
Bill Gates Walt Disney Usain Bolt Albert Einstein J. K. Rowling

Task 2. Answer the following questions.

1. Why are some people more successful than others?
2. Who is the most successful person you know?
3. Why has he/she become a success?

VOCABULARY

Task 3. Study the infographic, translate and discuss new vocabulary. Do you agree with the infographic? What would you add/remove from it?



Task 4. Match the words with their meaning.

- | | |
|------------------|--|
| 1. entrepreneur | a. disagreement |
| 2. experience | b. in the end |
| 3. background | c. a person who sets up a business or businesses, taking on financial risks |
| 4. eventually | d. not suitable |
| 5. fascination | e. attraction |
| 6. exciting | f. knowledge or skill acquired during some period of especially in a particular profession |
| 7. controversy | g. enthusiastic |
| 8. inappropriate | h. a person's education, experience |

Task 5. Fill in the gaps with the given phrases. Change the form of the verb, if necessary.

attract client, develop an interest, turn into, be up to, keep in touch, undergo rebranding, go back to roots, share information

1. His project _____ a profitable company.
2. The manager had to _____ to understand the problem.
3. It was great to meet you! I'd love to _____ with you.
4. Our company _____ a new project. There is a lot of planning now.
5. We need to find more effective strategies to _____.
6. Some companies choose to _____ to stay on the market.
7. Think twice before you _____ with him.
8. You should _____ in this sphere, it will be a success.

Task 6. Translate the sentences into English.

1. Чтобы стать успешным, необходимо поставить цель, постоянно развиваться и излучать позитивный настрой.
2. Руководитель проекта выказал свое одобрение команде.
3. Думаю, что затаить обиду в этой ситуации не лучшая идея.
4. Успешные люди никогда не действуют вслепую.
5. Успех приходит к тем, кто не винит других в своих не удачах.

6. Его слова были неуместны.
7. Ее опыт будет полезен нашей команде.
8. Можешь поделиться информацией, чтобы мы привлекли больше клиентов?

READING

Task 7. Read the article and decide if the following statements are true (T) or false (F).

1. Sweet Saba products are in the shape of different objects.
2. Maayan Zilberman wants people to eat her candies as soon as they buy them.
3. She started to cook early because she moved to Canada.
4. She's got experience in clothes and film industries.
5. Maayan Zilberman set up a candy business because she wanted to do something with her own hands.
6. The entrepreneur has formal education in cooking.
7. You can buy Zilberman's candies only online.
8. Some of her clients are celebrities.

This entrepreneur found sweet success in the luxury candy business¹

Maayan Zilberman, 38, is the brains behind New York-based Sweet Saba, a luxury candy line. Her avant-garde collection includes edible versions of candy lipsticks, sunglasses, mix tapes and records that include hand-painted details. She also produces sugar crystal candy that looks like glass statues. "The way I approach candy is more from an artistic perspective," she said. "It's for grown-ups. I'm asking customers to take a moment to think about what it looks like, what it might taste like and what the experience might be."

As a child, Zilberman immigrated to Canada from Israel, and her fascination with creativity started early. She used to bake with her grandfather, experimenting and making sculptures in the kitchen. "Baking was exciting to me as a kid because it was the fantasy of turning materials into something else," she said.

¹ This entrepreneur found sweet success in the luxury candy business. URL: <https://www.cnn.com/2017/10/23/this-entrepreneur-found-sweet-success-in-the-luxury-candy-business.html>

Zilberman's creative resume includes a luxury lingerie brand she co-founded called, The Lake & Stars, which had its final season in the fall of 2012. From there, she moved on as a creative director of Frederick's of Hollywood, which was undergoing a rebranding. But working on more established, large brands means distance from the actual end products. This artist-entrepreneur yearned for a more hands-on connection with what was being created. Then came the candy.

"I wanted to get back to my roots of making art, and I didn't have an art studio at the time," Zilberman said. "So I started making small sculptures in my kitchen." She eventually posted the items online to share with friends, who began to order them. "I started to look at the numbers and opportunity and realized this was a business," she said. With no formal training in cooking or baking, Zilberman said she learned everything on YouTube.

Her candy is available exclusively at SweetSaba.com, and in pop-up shops in and around New York. And her unique, luxury candy has attracted top clients. Customers have included W Magazine, fashion label Alice+Olivia and Adam Selman, a favorite designer of pop star Rihanna. "To me, success is to have your voice heard, and to be creative and to be part of the conversation," Zilberman said.

Task 8. Answer the questions.

1. What is Maayan Zilberman's position in Sweet Saba?
2. What does the company produce?
3. How do Maayan's candies differ from other companies'?
4. When did Maayan become fascinated with creativity?
5. What kind of companies did she work for before coming to sweet industry?
6. Why did she set her own business?
7. Do you consider Maayan Zilberman to be a successful person? Why / why not?
8. How far do you agree with Zilberman's recipe for success: "To me, success is to have your voice heard, and to be creative and to be part of the conversation"?

GRAMMAR

Study the information.

Participle I (Причастие I)

Participle I соответствует русскому причастию с суффиксами -ущ, -ющ, -ащ, -ящ (*asking* — спрашивающий, *writing* — пишу-щий), а также деепричастию несовершенного вида с суффиксами -а, -я (*going* — идя, *crying* — плача) или совершенного вида с суффиксом -в (*seeing* — увидев).

Participle I, как и инфинитив, может иметь формы временной отнесенности (Present Participle и Perfect Participle) и залога (Active и Passive).

Participle	Voice	
	Active	Passive
Present Participle	asking	being asked
Perfect Participle	having asked	having been asked
Participle II—asked		

Формы **Present Participle** употребляются для обозначения действия, одновременного с действием глагола в личной форме:

Being late I took a taxi. Так как я опаздывал, я взял такси.

I heard a problem being discussed. Я слышал, как обсуждали эту проблему.

Формы **Perfect Participle** употребляются для обозначения действия, предшествующего действию глагола в личной форме:

Having passed the exams he went to Crimea. Сдав экзамены, он уехал в Крым.

Кроме глагольных свойств, причастие обладает свойствами прилагательного и наречия. Как и прилагательное, оно может выполнять функцию определения и стоять перед определяемым словом или после него.

Who is this smiling girl? Кто эта улыбающаяся девушка?

The girl speaking to her friends is my sister. Девушка, разговаривающая со своими друзьями, моя сестра.

Как и наречие, причастие может выполнять в предложении функцию обстоятельства.

Arriving at the station, I rang up the manager. Приехав на вокзал, я позвонил директору.

Task 9. Match a beginning from the left with an ending from the right to make a sentence. Explain the usage of participle I.

- | | |
|---|---|
| 1. Knowing you don't like seafood ... | a. I'd have no hesitation recommending her for the job. |
| 2. Taking her to the conference room ... | b. I can't really give you an opinion. |
| 3. Working all hours of the day and night ... | c. I've cooked some chicken too. |
| 4. Having seen her work ... | d. talking loudly. |
| 5. Seeing you haven't got much time ... | e. he left the room. |
| 6. Picking up his briefcase and coat ... | f. we'd better go through the news straight away. |
| 7. Not having read the book myself ... | g. he rarely has time for parties. |
| 8. They were walking down the street ... | h. he introduces the new team. |

Task 10. Complete the sentences with relative clauses.

1. We broke the computer (the computer belongs to my father).
2. The man is in the garden (the man is wearing a blue jumper).
3. We found a doctor (the doctor works at a hospital in Madrid).
4. People will not be allowed to enter (people have arrived late).
5. Who is that boy (that boy is walking in the forest)?
6. Those books were mine (those books had been lying on the table).
7. Julia is on the train (the train is arriving at Platform 3).
8. They called a lawyer (the lawyer lived nearby).

Task 11. Write sentences with participle clauses that have the same meanings as the given sentences.

1. I looked straight at her and said it was my fault.
2. I didn't want to quarrel so I apologized immediately.
3. I've never met her so I can't tell you what she's like.
4. I've worked here for ten years, so I can tell you it's a good place to work.
5. I'm not the sort of person who enjoys showing off so I didn't go to the party.
6. I meet all nationalities in my daily work so I know quite a few words of other languages.
7. I've seen his report so I can give you an idea of the situation there.
8. I've never been to Sydney so I can hardly recommend a hotel there.

Task 12. Define if the phrases in italics are participle I or gerund.

1. The candidate *getting the most votes* wins the election.
2. After *resting for an hour*, you will feel much better.
3. *Reading a good novel* always gives me pleasure.
4. They enjoyed *taking long walks*.
5. We won't discuss with people *waiting behind the doors*.
6. His profession, *teaching English to immigrants*, occupied a great deal of his time.
7. The magazine's cover, *appealing to younger readers*, will increase sales this month.
8. Mary's mistake is *eating snacks between meals*.

Task 13. Translate the sentences into English.

1. Сад был полон знаменитостей, улыбающихся и разговаривающих друг с другом.
2. Девушка, сидящая у окна, добилась большого успеха.
3. Будь осторожен, переходя дорогу.
4. Достигнув больших результатов, он решил отдохнуть.

5. Мне стало гораздо лучше, когда я сказал правду.
6. Он взглянул на меня, улыбаясь.
7. Не имея возможности увидеться, они очень долго разговаривали по телефону.
8. Она двигалась вперед, веря в свой успех.

LISTENING

Task 14. You will listen to a talk about Mark Zuckerberg, the founder of Facebook. Before you listen, look at the statements (1–5) listed below and underline the key words.

1. When Mark Zuckerberg was 12, he developed a _____ that his dad used in his dental office.
 - a) dental chair
 - b) messaging system
 - c) security system
 - d) sonic toothbrush
2. At Harvard, Zuckerberg created a _____ just for students.
 - a) website to sell books
 - b) cafeteria with organic food
 - c) social networking site
 - d) computer lab
3. Why did Zuckerberg drop out of Harvard?
 - a) His website was too inappropriate, so he was kicked out.
 - b) It was too competitive.
 - c) He wanted to work solely on Facebook.
 - d) He wanted to transfer to another university.
4. By the end of 2004, Facebook _____.
 - a) didn't have as many members as Zuckerberg would have wanted
 - b) had one million members
 - c) crashed because so many people were using it
 - d) became the most used website in the US

5. What is the controversy surrounding Facebook?
 - a) Zuckerberg's Harvard peers claimed that he stole their ideas.
 - b) There are too many internet predators.
 - c) Zuckerberg copied MySpace.
 - d) People were going on it too much.

Task 15. Now listen to the talk and choose the best option for the sentences above.

Task 16. Discuss the following questions with your groupmates:

1. What was the key to Mark Zuckerberg's success?
2. Were there any setbacks in his success story?
3. Can you imagine some of your groupmates to drop out of university to set up a business? Is it a good idea?

SPEAKING

Task 17. Study the information about effective presentations in Appendix 2. Choose a person that you consider to be a success and make a presentation about him/her. In your presentation, you should cover the following points:

1. Family background.
2. Education.
3. Timeline of success.
4. Setbacks they had to overcome.
5. Current achievements.
6. Additional interesting information.

Unit 15. AMBITIONS

LEAD-IN

Task 1. Answer the following questions.

1. Does ambition always bring success? Why do you think so?
2. Do you think younger people are more ambitious than older people? Why / why not?
3. Do you consider yourself to be an ambitious person? Why / why not?

Task 2. Tick factors that are important for an ambitious person to become successful. Give comments to your choices.

- ability to take risks
- a supportive family
- clear focus
- determination
- financial security
- hard work
- luck
- self-confidence

VOCABULARY

Task 3. Choose one word in a line that doesn't mean the same as the other three words. Make sentences with the given words.

1. dream / ambition / circumstances / desire
2. accomplishment / achievement / attainment / establishment
3. goal / image / objective / target
4. decide / hope / intend / resolve
5. constraints / limitations / objectives / restrictions
6. before / eventually / previous / prior
7. definite / precise / general / specific
8. benefits / criteria / requirements / specifications

Task 4. Match the words with their meaning.

- | | |
|------------------|---|
| 1. likely | a. normally |
| 2. undoubtedly | b. probably going to happen, or probably true |
| 3. typically | c. used for saying that you wish that something will happen |
| 4. apparently | d. mainly |
| 5. hopefully | e. used for saying that something is certainly true or is accepted by everyone |
| 6. unfortunately | f. used for saying that something is sad or disappointing |
| 7. largely | g. based only on what you have heard, not on what you are certain is true |
| 8. perhaps | h. used for saying that you are not certain about something, or that something may or may not be true |

Task 5. Rewrite the sentences using one of the given adverbs. The adverb should have the same meaning as the word(s) in brackets.

1. People are more successful in activities they enjoy doing. (probably)
2. Most people won't be rich or famous. (disappointingly)
3. IT professionals have to deal with people who don't understand computers. (usually)
4. People want more money nowadays. (definitely)
5. Movie stars are the wealthiest entertainers. (possibly)
6. Constant goal setting leads to more disappointment and pressure. (it has been said)
7. In the future, more people will have dream jobs. (we wish)
8. Children's career aspirations are based on becoming rich rather than finding job satisfaction. (mostly)

Task 6. Translate the sentences into English.

1. Очевидно, что на пути к успеху существуют трудности.
2. Говорят, что ее мечта — открыть свой бизнес.

3. К сожалению, не все люди могут реализовать свои амбиции.
4. Марк, несомненно, собирается поступать в магистратуру.
5. Вероятно, постановка цели — это не единственный ключ к успеху.
6. Достижения Александра — безусловно, заслуга его тренера.
7. Я надеюсь, что смогу получить работу своей мечты.
8. Предыдущий директор решил, что в основном требования нужно ужесточить.

READING

Task 7. Read the article and decide whether the author has a positive (P) or a negative (N) opinion about the topic below. Highlight words and phrases in the text that helped you identify the author's opinion.

1. The change in children's aspirations.
2. The wealth associated with sports stars, pop stars and actors.
3. The belief that a celebrity lifestyle is easily attainable.
4. People's job aspirations in the past.

Rich and Famous¹

Twenty-five years ago the most common aspiration of American children was to be a teacher, followed by working in banking and finance, and then medicine. Today's younger generation most commonly say they want to be a sports star, a pop star, or an actor. While many would argue that there is nothing wrong with having such ambitions, others feel that this trend will ultimately lead to dissatisfaction as more and more people are unable to reach their goals.

According to the survey, children desire these jobs largely because of the excessive wealth associated with them. But unfortunately, fame and fortune do not always have a positive impact on an individual's life. Many careers in the spotlight are short-lived. For example, many athletes' physical peak only lasts a few years and singers can have a very limited career. As a result, they have a feeling of worthlessness and a complete lack of control. It can also be difficult for them to adapt

¹Rogers L., Wilkin J. Skillful. Reading and Writing. Student's Book 2. Macmillan Education. Oxford. 2013. P. 61.

back to a normal everyday life because they have been so far removed from it for so long.

So despite the drawbacks of being rich and famous, there is greater ambition than ever among young people to attain that status. In many ways this has been brought about by cultural changes. Globally, more and more TV shows feature talent competitions where winners can achieve wealth and fame in just a few weeks or months. This quick route to fame and fortune creates a celebrity culture. People unrealistically believe that a celebrity lifestyle is easily attainable and leads to great satisfaction.

It is no longer enough to have simple aspirations. People are not satisfied just making a living — they want to be rich. In the past, people had more modest, sensible aims such as earning a steady income, not being unemployed, and enjoying their work. Job satisfaction was important. Unfortunately, not everyone realizes that it takes talent, skill, and hard work to be good at a sport or at singing. As a result, many people won't fulfill their childhood dreams, and this could have a negative effect on their happiness.

Task 8. Answer the questions.

1. What was the most common aspiration of American children twenty-five years ago?
2. Why do children desire such jobs as a sports star, a pop star or an actor?
3. What are the possible drawbacks in these careers?
4. How can cultural changes influence the choice of a profession?
5. Do children and teenagers in Russia want to have the jobs described in the article?
6. What are some other jobs that young people in your country want to have?
7. Are you among those who have an ambition to become rich and famous?
8. They say that once you achieve some goal it is replaced with a new one. Do you agree?

GRAMMAR

Study the information.

Participle II (Причастие II)

Participle II соответствует причастию страдательного залога (a forgotten letter — забытое письмо). Participle II имеет только одну форму, которая совпадает с третьей формой глагола.

Delivered goods will be stored in our warehouse. Доставленные товары будут храниться на нашем складе.

Самостоятельно в предложении может употребляться только Participle II, образованное от переходных глаголов. Причастие, образованное от непереходных глаголов, является частью сказуемого.

Participle II употребляется в функциях:

- Именной части составного сказуемого после глаголов: to be (быть), to feel (чувствовать), to look (выглядеть), to get (становиться), to become (становиться), и др. В этом случае Participle II переводится на русский язык страдательным причастием, прилагательным или наречием:

My pencil is broken. Мой карандаш сломан.

She looked scared. Она выглядела испуганной.

Joe felt depressed. Джо чувствовал себя угнетенно.

- Определения — причастие может находиться как перед существительным, так и после него:

Clara looked at the broken vase. Клара посмотрела на разбитую вазу.

Clara looked at the vase broken by someone. Клара посмотрела на вазу, разбитую кем-то.

- Обстоятельства времени — причастие отвечает на вопрос: когда?

When asked what he intended to do, he said he didn't know. Когда его спросили, что он намеревается делать, он сказал, что не знает.

- Обстоятельства причины — причастие отвечает на вопросы: почему? по какой причине?

Squeezed by the ice, the steamer couldn't continue his way. Так как пароход был сжат льдом, он не мог продолжать путь.

• Сложного дополнения с существительным в общем падеже или местоимением в объектном падеже:

She heard her name mentioned. Она услышала, что упомянули ее имя.

I want the work done immediately. Я хочу, чтобы работа была сделана немедленно.

Task 9. Find the form of participle II in the sentences and explain its usage.

1. A letter sent from Novosibirsk today will be in Moscow in two days.
2. Some of the questions put to the lecturer yesterday were very important.
3. The data presented by him was not correct.
4. A word spoken in time may have very important results.
5. The computer bought seven years ago is rather old-fashioned today.
6. This is a lecture room built in the 19th century.
7. The books written in Old English are hard for understanding.
8. I was proud for the achieved results.

Task 10. Combine the following pairs of sentences using participle II.

1. The house was decorated with lights. It looked beautiful.
2. We make some friendships in childhood. They last for ever.
3. The houses were destroyed by the storm. We should help to rebuild them.
4. The books will be put back to the library at 5.00 p. m. They are placed onto the cart.
5. Announcements will be posted on this bulletin board. They must receive approval from the dean.
6. The child sat on the ground and cried. He was terrified by the accident.

7. The meal was prepared by the best cook in town. It was amazing.
8. This house was built in the 15th century. It is one of the oldest in this area.

Task 11. Complete the sentences using the correct form of the word in brackets.

1. A woman (wear) a badge opened the door.
2. Cheese, (produce) in France, is exported all over the world.
3. My sister works in a bakery (make) cakes.
4. The jewelry (belong) to the President's wife has been stolen.
5. Pictures (paint) by Picasso are usually sold for millions of pounds.
6. A lorry (carry) fruit crashed on the motorway.
7. This is a vegetarian restaurant. None of the dishes (serve) here contain meat or fish.
8. The Harry Potter books, (write) by JK Rowling, have all been made into films.

Task 12. Choose the correct option:

1. It's ____ how popular American music is around the world.
a) surprised
b) surprising
2. I thought the movie 'Independence Day' was really _____.
a) bored
b) boring
3. That tall new building in Kuala Lumpur really ____ me!
a) fascinate
b) fascinating
c) fascinates
4. Bryan Adams is a really ____ singer.
a) interested
b) interesting
c) interest

5. The comedian we saw last night really ____ us.
a) amusing
b) amused
c) amuse
6. I think flying in an airplane is a ____ experience.
a) terrifying
b) terrified
c) terrify
7. Have you heard about the ____ new roller coaster at the amusement park?
a) excited
b) excite
c) exciting
8. That three hour lecture yesterday was really ____!
a) tired
b) tiring

Task 13. Translate the sentences into English using participle II.

1. Письмо, написанное им, было достаточно длинным.
2. Мы заинтересованы товарами, которые производит эта фабрика.
3. Мне не нравится книга, купленная тобой вчера.
4. Вопрос, который поднял наш руководитель, очень важен.
5. Статья, опубликованная в этом журнале, была написана моим другом.
6. Ты можешь взять учебник, рекомендованный преподавателем, в библиотеке.
7. Когда ему предложили работать за границей, он отказался.
8. Она не поняла ни слова из речи, сказанной им.

LISTENING

Task 14. Listen to the interview with April Considine who was very ambitious about her job as a design engineer. Decide if the following statements are true (T) or false (F).

1. April's father is Irish.
2. A glider is an aeroplane without an engine.
3. April can fly a glider.
4. April sometimes works at Marshall's at the weekend.
5. April's work is usually checked by four other people.
6. A hangar is a big building where you put aeroplanes.
7. April works in the hangars.
8. There were many girls in the hangars.

Task 15. Listen again and tick the things that April says are important in her job.

- arrive and leave work on time
- be a hard worker
- be able to communicate
- be decisive
- be courteous
- be energetic
- be well-dressed
- show initiative

Task 16. Discuss the following questions.

1. Is it a good idea for a woman to work in a male environment?
2. What factors made April successful in her profession?
3. Are you ambitious about your future job?

WRITING

Task 17. Study the strategies for essay writing in Appendix 3 and write an essay on one of the following topics:

1. A dream without ambition is like a car without gas. You're not going anywhere.

2. Ambition is the path to success.
3. Ambition is an idol, on whose wings great minds are carried only to extreme; to be sublimely great or to be nothing.

MODULE 5. Progress check list

- ▶ I can talk about factors that lead to success.
- ▶ I can make a presentation about a successful person, analyze his success story.
- ▶ I can talk about my ambitions in education and career.

Module 6. FIRST CAREER STEPS

Unit 16. CAREER CHOICE

LEAD-IN

Task 1. Work in small groups. Explain what it means to have each of these personal qualities:

- an eye for detail
- creativity
- an enquiring mind
- the ability to work in a team
- vision
- an outgoing personality
- good communication skills
- management skills

Task 2. Choose the qualities from ex. 1 that in your opinion are mostly demanded by employers today. Which of them do you possess?

VOCABULARY

Task 3. Complete the gaps in the sentences, using *work* or *job*.

1. I like outdoor_____so I'm applying for a job as a tour guide.
2. If you want to get a good_____in a multinational company, you'll probably have to get through several interviews.
3. As people climb the promotion ladder, they tend to spend longer and longer at_____as their responsibilities increase.

4. I really like living in Sydney so I'm planning to find _____ here.
5. I'm going to do a full-time course so I'm leaving my _____ at the health club at the end of the week.
6. I'd like to accept the _____ of deputy manager offered to me in your email received yesterday.
7. I received a part-time _____ at an international company.
8. It was hard _____, I feel tired.

Task 4. Match an adjective on the left to a noun on the right to make a phrase.

- | | |
|--------------|-----------------------|
| 1. flexible | a. contract |
| 2. heavy | b. discussion |
| 3. large | c. number |
| 4. informal | d. possibility |
| 5. poor | e. range |
| 6. strong | f. working conditions |
| 7. temporary | g. working hours |
| 8. wide | h. workload |

Task 5. Read the adverts below and complete the gaps, using a suitable phrase from ex. 4.

1. Past graduates have gone on to a (1) _____ of jobs in different areas of the computer industry. If you are interested in doing this course, phone to arrange a time for an (2) _____ with the course leader. This will give you the opportunity to ask questions so you're sure it's the right course for you.

2. AT IMG International we put our employees first. We know that a leading cause of stress in some industries is trying to deal with a (3) _____ under (4) _____. We will expect you to work hard during your contracted hours but in return we offer comfortable working environment with a sports club and subsidized canteen. For parents with young children (5) _____ can be an option.

3. During the summer months, Hotel Excel employs a (6) _____ of extra staff in its establishments around the country. We can offer you a (7) _____ for six months initially. If you are hard-working, there

is a (8)_____that we can find you work in our hotels in other parts of the world for the winter months.

Task 6. Translate the sentences into English.

1. Марк ищет новую работу в международной компании.
2. Большое количество выпускников хотели бы получить эту работу.
3. Гибкий график работы очень удобен для студентов.
4. Данная работа требует творческого подхода, способности работать в команде и управленческих навыков.
5. Компания предлагает испытательный срок в течение 3-х месяцев.
6. Когда будешь выбирать работу, обращай внимание на условия труда.
7. Внимание к деталям — важное качество для этой работы.
8. Мой брат проводит на работе слишком много времени.

READING

Task 7. Read the article and decide if the following statements are true (T) or false (F).

1. When you choose a career, you should look into the future.
2. According to people's opinion, healthcare jobs are the most demanded.
3. IT-specialists should continuously expand their professional knowledge.
4. Alternative energy is creating more and more jobs.
5. Experience in international law won't be required in the near future.
6. Creativity is a necessary quality for business writers.
7. Professionals who know current trends in marketing are more likely to climb the promotion ladder.
8. Financial analysts can't make predictions in unsettled economic times.

Careers in Demand for the Future¹

As the world evolves, job trends change. It's important to structure your career so that your job will still be in demand in several years. This article explores seven professions, both emerging and long-standing, that offer the best careers for the future.

Career 1: Healthcare

According to recent Labor Department data, an aging population will put healthcare workers such as doctors, nurses, physical therapists, home health aids, and pharmacists in more demand. Those who want to enter this field should prepare early by taking college courses in pre-med, biology, and science.

Career 2: Information Technology

As more technology is developed, IT professionals such as programmers, security specialists, and administrators will continue to be in high demand. As this field is rapidly changing, those who want to secure the best positions should keep up with those changes by seeking out and participating in cutting-edge classes, continuing education, and certification.

Career 3: Alternative Energy

Don't say good-bye to oil and gas quite yet, but alternative energies such as wind power, hydrogen power, geothermal power, and solar power will create dozens of new careers, from mechanics and plant managers to scientists, engineers, and even sales and marketing professionals, as these energies become more mainstream. Those with scientific minds who enjoy research and care about the earth's future are good candidates for a career in alternative energy.

Career 4: International Law

As the emphasis on global business and trade grows, organizations will be looking for individuals who will have the education, experience, and skill set to navigate areas like international law, tax codes, work and environmental regulations, and even ethics.

Career 5: Content Creation

As marketing becomes education-based and less sales-based, demand for business writers who specialize in blogs, newsletters, website articles, whitepapers, and special reports will also increase.

¹Careers for the Future. URL: <https://www.salary.com/articles/7-careers-for-the-future/>

Individuals in this field must have good communication and writing skills, and be highly creative and original. They must also be self-motivated and self-disciplined in order to meet deadlines.

Career 6: Marketing

Increased competition and the desire for companies to find new ways of differentiating their products and services will ensure that marketing professionals are kept in high demand. However, because trends and strategies change over time, those who can demonstrate they are keeping up with strategy will be better positioned.

Career 7: Financial Analyst

Unsettled economic times have demonstrated a need for sound financial advice and planning, for both individuals and businesses. As the world's financial future becomes less predictable, financial analysts and planners will continue to be in demand.

Task 8. Answer the questions.

1. What should be taken into consideration when choosing a future career?
2. Why will the demand for healthcare workers increase in the future?
3. Why is it particularly important for IT professionals to attend extra courses?
4. What types of jobs can alternative energy industry create?
5. What are the requirements for people who want to have a career in marketing?
6. Would you choose one of the careers described in the article? Why / why not?
7. What is important to think about when choosing a career?
8. How can you learn about jobs that will be in demand in the future?

GRAMMAR

Study the information.

Subjunctive Mood (Сослагательное наклонение)

Сослагательное наклонение отражает, как говорящий расценивает действие по отношению к действительности (возможное, желательное или предполагаемое). В русском языке в таких случаях используется частица «бы».

I wish we went to the lake. Как бы я хотел, чтобы мы пошли к озеру.

Глаголы в сослагательном наклонении совпадают с основной формой глагола (work, give) во всех своих формах (в том числе 3 л. ед. ч. — he work).

Глагол *to be* в сослагательном наклонении во всех формах настоящего времени имеет форму *be*, в прошедшем времени — форму *were*:

We demand you that all the goods be delivered by tomorrow. Мы требуем, чтобы все было доставлено до завтра.

Глаголы в сослагательном наклонении настоящего времени употребляются довольно редко, в основном в официальных документах. Они используются:

- В оборотах типа *it is necessary that, it is desirable that*:

It is desirable that all the work be finished today. Желательно, чтобы вся работа сегодня была закончена.

- В придаточных предложениях, дополняющих такие глаголы, как *to order, to command, to suggest, to agree to decide*:

We decided that another plan be prepared. Мы решили, что нужно подготовить другой план.

- В придаточных предложениях с союзом *lest*:

I am afraid lest rain should start. Боюсь, как бы не начался дождь.

Английские глаголы в форме сослагательного наклонения прошедшего времени используются:

- В таких условных предложениях, где условие уже не может быть выполнено:

If your mother were here, she would be mad. Если бы твоя мама была здесь, она была бы вне себя.

• В придаточных предложениях образа действия с союзом *as if*:

He behaves as if he were the boss here. Он ведет себя так, будто он здесь начальник.

• В придаточных предложениях, дополняющих глагол *wish*:

I wish I knew the answer. Хотел бы я знать ответ.

Task 9. Choose the correct words in italics.

1. *If / Unless* you want to get a dream job, spend some time on extra training.

2. You should back up your hard drive regularly *in case / unless* your computer crashes.

3. *If / As long as* you don't want to have poor working conditions, ignore this job offer.

4. *Provided that / Unless* you do a lot of work, there'll be little progress.

5. You may not make a proper impression *as long as / if* you dress casually for the interview.

6. It's worth working long hours *in case / provided that* you are climbing up the career ladder.

7. Taking extra courses can be a waste of time *in case / unless* they are relevant to your future job.

8. You can download your presentation from any computer *provided that / unless* it has the Internet connection.

Task 10. Put the verbs in brackets into the correct form.

1. It's time we (try) to do something about this situation.

2. I wish you (not put) you're your resume on this wet table.

3. If only we (know) sooner. We could have prevented the situation.

4. I'd rather you (not make) that comment last night.

5. It's time for you (finish) what you started.
6. We'd rather you (not come) too late tonight.
7. Suppose you (have) enough money to invest? Where would you invest it?
8. It's time you (think) seriously about what you want to do with your life.

Task 11. Rewrite these sentences using the offered beginnings.

1. If we want to arrive on time we should leave now. It's time...
2. What a pity he didn't spend more time revising. If only...
3. I should have learnt German at school! I wish...
4. I'd prefer to stay at home tonight if you don't mind. I'd rather...
5. Please don't interrupt me when I'm speaking. I'd rather...
6. We ought to find out how much it's going to cost. It's time we...
7. I've got so much to do today. I wish...
8. What a shame you didn't tell me earlier. If only...

Task 12. Put the verbs in brackets into the correct form.

1. I demand that he (apologize) immediately.
2. I suggested that she (consult) the professor before submitting the article.
3. It is necessary that everything (be) ready by two o'clock tomorrow.
4. They recommend that she (go) to a new training course.
5. It is advisable that you (submit) your application as soon as possible.
6. It is strange that he (be) so upset about his exam, isn't it?
7. The supervisor insisted that she (go) to this company for the internship.
8. She suggested that we (meet) in the office at 9.00 a. m.

Task 13. Translate the sentences into English.

1. Я предлагаю поехать на работу на машине.
2. Очень важно, чтобы вы понимали английскую речь.
3. Желательно, чтобы он рассказал о своих достижениях в вузе.
4. Хотелось бы, чтобы вы могли прийти на мою презентацию завтра.
5. Она хочет, чтобы я дал ей совет относительно ее будущей профессии.
6. Если бы я только знал эту информацию в то время!
7. Только бы она сдала этот трудный экзамен!
8. Если бы я только знал, какая профессия будет наиболее востребована в будущем!

LISTENING

Task 14. You are going to hear a conversation between a university student and a company representative at a career (or graduate) fair. Before you listen, look at the advertisement and discuss the questions below.

STAND OUT FROM THE CROWD

**UW-PLATTEVILLE 18TH ANNUAL
SPRING CAREER FAIR**

FEB. 6-8, 2018 ULLSVIK HALL, UW-PLATTEVILLE

DAY 1
Tuesday, Feb. 6, 2-6 p.m.
Science, Technology, Engineering,
Mathematics, and Industrial Technology
Management

DAY 2
Wednesday, Feb. 7, 2-6 p.m.
Science, Technology, Engineering,
Mathematics, and Industrial Technology
Management

DAY 3
Thursday, Feb. 8, 10 a.m.-2 p.m.
Business and Accounting, Agriculture,
Biology, Education, Criminal Justice,
Media Studies, Liberal Arts, Health and
Human Performance

**UNIVERSITY OF WISCONSIN
PLATTEVILLE**
CAREER AND PROFESSIONAL
DEVELOPMENT OFFICE

To request disability accommodations, contact the Career and Professional Development Office at 800.562.1183 or cpd@uwplatt.edu.

1. What do you think happens at a career fair? Why do you think they are useful?
2. Why do many jobs require you to have a university degree?
3. What might improve a graduate's chances of getting the job they want?

Task 15. Listen to the conversation and fill in the gaps.

Graduate Fair Registration

Graduate details

Name: Dominika

Nationality: (1) _____

Email address: (2) _____@gmail.com

University: London

Type of course: (3) _____BA

Date available: (4) _____

Personal information

Interests: (5) _____ and _____

Previous job(s): (6) _____

Career plans: (7) _____

Heard about the fair through: (8) _____

Task 16. Work in pairs. Imagine you are talking to another student who you have met at the coffee bar at a graduate fair. Introduce yourselves and tell each other about your:

1. Studies and qualifications / current job.
2. Career plans and reasons for them.
3. Free-time interests and related qualifications.

SPEAKING

Task 17. Look at the pictures showing unusual occupations. In pairs choose one job to speak about. What do you think attracts people to this occupation? What skills and qualities are necessary to do the job?



Bounty Hunter



TV Watcher



Oil and Gas Diver



Elevator Mechanic



Video Game Tester



Furniture Tester



Professional Sleeper



Face Feeler



Voice Over Artist

Unit 17. APPLYING FOR A JOB

LEAD-IN

Task 1. Discuss the following statements. Do you agree with them? Why / why not? Give your reasons.

- “Choose a job you love, and you will never have to work a day in your life.”
Confucius
- “If opportunity doesn’t knock, build a door.”
Milton Berle
- “The future depends on what you do today.”
Mahatma Gandhi

Task 2. Answer the following questions.

1. What are the most important factors for you in choosing a career? Consider the options:
 - challenge
 - colleagues
 - responsibility
 - salary
 - opportunity to travel
2. Are you optimistic about the future job market for you? Why / why not?

VOCABULARY

Task 3. Fill in the gaps with the correct words from the list.

advertisements, candidate, current, fill in, job center, job interview, personal details, work experience

Before looking for a job, make sure you have an up-to-date CV. It should be easy to read and include your (1)_____, your educational qualifications and your previous (2)_____. Visit your local (3)_____ to see what’s available. Check out newspapers, journals and websites for suitable job (4)_____. When you find

a job you want to apply for, write a letter or email explaining why you are interested in the job and why you think you are a good (5)_____. If you are in employment, you could also mention why you want to leave your (6)_____ job. You should enclose a copy of your CV and you may need to (7)_____ an application form. If all goes well, you'll receive a reply inviting you to go for a (8)_____.

Task 4. Using a dictionary, if necessary, choose the correct word in the sentences.

1. This is not a *part-time* / *full-time job*: it's only three hours a day.
2. We can offer you a *temporary* / *permanent* contract over the Christmas period.
3. The job at the burger restaurant only pays a *good salary* / *the minimum wage*.
4. Would you like to work *extra time* / *overtime* this weekend?
5. In this job you'll be responsible *of* / *for* looking after young children.
6. *The fringe benefits* / *odd jobs* include a company car and health insurance.
7. You should include your previous *work experience* / *story* in your CV.
8. She got good *qualifications* / *references* from her previous employer.

Task 5. Choose the correct preposition in italics in each of the sentences.

1. I haven't actually had any experience *in* / *with* business yet.
2. I want to concentrate *in* / *on* getting my qualifications first.
3. So when will you be available *on* / *for* the interview?
4. I'm quite good *at* / *in* accounting.
5. Have you done any other work in the past that would be useful *in* / *at* a marketing career?
6. It is important to have confidence *in* / *at* your own abilities.
7. A lot of students participated *on* / *in* the job fair.
8. The company has a reputation *of* / *for* producing top-quality products.

Task 6. Translate the sentences into English.

1. Какие у вас обязанности на текущей работе?
2. Я ищу работу с полной занятостью.
3. Расскажите о вашем предыдущем месте работы.
4. У меня пока нет опыта работы в этой области.
5. Мой друг нашел работу на ярмарке вакансий.
6. Я смогу прийти на собеседование в следующий вторник.
7. Какая квалификация необходима для этой вакансии?
8. Ты можешь поискать работу с хорошей зарплатой на сайте рекрутинговой компании.

READING

Task 7. Read the article. Fill in the gaps in the job interview with the questions from the list below to match them with the answers.

- A. How long would you expect to work for us if hired?
- B. Do you consider yourself successful?
- C. What do you know about this organization?
- D. What motivates you to do your best on the job?
- E. What is your greatest strength?

Common job interview Q&A¹

Here we offer some typical interview questions and strategy suggestions on how to answer them so that you succeed and get a job.

Tell me about yourself. You need to have a short statement prepared in your mind. Limit it to work-related qualifications, skills and experience.

(1) _____ You should always answer ‘yes’ and briefly explain why. A good explanation is that you have set goals, and you have met some and are on track to achieve the others.

(2) _____ This question is one reason to do some research on the organization before the interview. Find out where they have been and where they are going.

What kind of salary do you need? Try not to answer the question directly. Instead, say something like “That’s a tough question. It can depend on the details of the job.”

¹Job interview questions. URL: https://en.islcollective.com/resources/printables/worksheets_doc_docx/job_interview_questions/jobs-preintermediate-a2/20330

Are you a team player? You are, of course, a team player. Be sure to have examples that show you often perform for the good of the team rather than for yourself.

(3) _____ Specifics here are not good. Something like this should work “I’d like it to be a long time” or “As long as we both feel I’m doing a good job”.

Why should we hire you? Point out how your assets meet what the organization needs. Do not mention any other candidates to make a comparison.

(4) _____ Numerous answers are good, just stay positive. A few good examples are: your ability to prioritize, your problem-solving skills, your ability to work under pressure, your ability to focus on projects, your leadership skills, your positive attitude.

What is more important to you: the money or the work? Money is always important but the work is the most important. There is no better answer.

(5) _____ This is a personal trait that only you can say. But good examples are challenge, achievement, and recognition.

Do you have any questions for me? Always have some questions prepared. Good examples are: “How soon will I be able to be productive?” or “What type of projects will I be able to assist on?”

Task 8. Answer the questions.

1. What information should you give when asked to tell about yourself?
2. Why is it necessary to do some research on the organization before the interview?
3. Should you announce the desired salary directly?
4. What should the answer be to the question *How long would you expect to work for us if hired?*
5. What personal qualities are necessary to be mentioned at the interview?
6. Have you ever had a job interview? If you have, give some details.
7. Which of the listed above questions are the most difficult to be answered?
8. What questions would you ask your potential employer?

GRAMMAR

Study the information.

Conditional Sentences. Type I and II (Условные предложения I и II типа)

Условные предложения I типа выражают вполне реальные, осуществимые предположения и соответствуют в русском языке условным предложениям с глаголом в изъявительном наклонении. Такие условные предложения чаще всего выражают предположения, относящиеся к будущему времени.

В условных предложениях I типа, относящихся к будущему, глагол в придаточном предложении (условии) употребляется в *Present Simple*, а в главном предложении (следствии) — в *Future Simple*. В соответствующих русских условных предложениях будущее время употребляется как в главном, так и в придаточном предложении.

If the weather is fine tomorrow, we'll go to the country. Если завтра будет хорошая погода, мы поедем за город.

Условные предложения II типа выражают невероятные или маловероятные предложения. Они относятся к настоящему или будущему времени и соответствуют в русском языке условным предложениям с глаголом в сослагательном наклонении (т. е. с глаголом в форме прошедшего времени с частицей *бы*). В условных предложениях II типа в придаточном предложении (условии) употребляется форма *Past Simple*, а в главном предложении (следствии) — сочетание *would* с инфинитивом *без to*.

If Henry knew the right answer (now), he would write it in the text. Если бы Генри знал правильный ответ (сейчас), он бы написал его в тесте. (Данное предположение является невероятным, так как Генри не знает правильного ответа и поэтому не может его написать.)

Глагол *to be* употребляется в придаточном предложении в форме сослагательного наклонения, т. е. форма *were* употребляется со всеми лицами единственного и множественного числа. Однако в современном языке, особенно в разговорной речи,

наряду с *were* с 1-м и 3-м лицом единственного числа употребляется *was*.

If he were (was) here, he would help us. Если бы он был здесь, он помог бы нам.

Task 9. Transform the two given sentences into one conditional sentence (type I).

1. John mustn't go to the interview like this. He won't get the position.
2. Rachel might fail her knowledge test. But she can take it again.
3. Mary might fail. If she does, her parents will be upset.
4. The office may be closed. In that case Mark won't be able to get in.
5. Nick may arrive a bit early. If he does, he can help Tom to get things ready.
6. The meeting might go on all night. If it does, no one will want to do any work tomorrow.
7. Emma may miss the webinar. But she can watch it later.
8. Matthew is going to apply for a job. He'll probably get it.

Task 10. Complete the conditional sentences (type II) by putting the verbs into the correct form.

1. If we (have) work experience, we (apply) for higher positions.
2. If he (have) more time, he (study) marketing.
3. If they (tell) their supervisor, he (be) very angry.
4. She (spend) a year in the USA if it (be) easier to get a green card.
5. We (help) you if we (know) how.
6. My company (buy) new equipment if they (have) the money.
7. If I (feel) better, I (work) overtime.
8. She (talk) to you if she (not / be) busy at the moment.

Task 11. Choose the correct form of the verbs *in italics*, define the type of conditional sentences and translate them into Russian.

1. If I think of any new ideas, *I'll / I'd* phone you.

2. If we had more time, we *can / could* do more careful research.
3. People would be more creative if they *weren't / wouldn't be* so stressed.
4. People will buy the product if we *make / made* it more exciting.
5. If we *don't / didn't* take risks sometimes, we would never make any progress.
6. If I had my own business, *I'll take / 'd take* longer holidays.
7. If I *would work / worked* for myself, I'd be in charge of my own life.
8. What *do I do / would I do* if I was the boss? I'd pay my employees good salaries.

Task 12. Write what you would do in the situations below. Start your sentence with *If I were ...* .

1. Ben travels a lot in his work. He has a young family but he doesn't see them very often. He would like to travel less and spend more time with his family.
2. Tony has a tough boss who expects him to work very long hours, feels very stressed. He'd like to have a more sympathetic boss.
3. Marta has young children at school but also works full-time. She has to work fixed hours from 9 a. m. to 5 p. m. She'd like to work flexi-time so she can meet her children from school.
4. Kate has to travel for an hour by train every day to get to work. It is tiring and expensive. She would like to work from home for part of the week, to save time and costs.

Task 13. Translate the sentences into English.

1. Если ты будешь работать на себя, у тебя будет гибкий график.
2. Компания вернет деньги, если вы передумаете.
3. Если бы работодатель согласился, мы могли бы показать хорошие результаты.
4. Я бы отказался сотрудничать, если бы я был в вашем положении.
5. Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.

6. Если бы Джон знал о встрече, то приехал бы.
7. Если вы столкнетесь с Павлом, скажите ему, что я хочу его видеть.
8. Если бы я имел свой бизнес, я бы предлагал своим сотрудникам хорошие условия труда.

LISTENING

Task 14. Look at the advertisement on a college notice board. From the information in the advertisement, can you predict what you are going to hear?

Care for the community

Part-time student volunteers wanted.

Can you spare a few hours each week to help out in your local community? We urgently need volunteers to help us run and support a range of local care services. We especially need people who can:

- offer care and assistance to the elderly
- help those with mobility problems
- provide support for young people from disadvantaged backgrounds

Task 15. Listen to the conversation and complete the form below. Write no more than three words and / or a number for each answer.

Care for the community

Applicant details

Name: (1) _____

Sex: Female

Occupation: (2) _____ student at Brookfields University
studying on Social Care Studies Course (BA).

Contact details

Phone: (3) _____

Email: (4) _____@chatbox.co.uk

Availability: Up to (5) _____ per week

Other information

Reason for applying: Would like some (6) _____

Area of interest: Children with (7) _____

Experience: Has recently done similar work at summer camp

Perceived strengths: Has excellent (8) _____

WRITING

Task 16. Study basic information on nature and purpose of a resume.

What is a resume?

A resume is a summary of your life to date, which highlights the aspects that would be of interest to a prospective employer.

When do I need to do one?

As soon as you are about to apply for a job.

What should I include?

- Essential personal details: name, address, telephone number, date of birth, nationality.
- Education and training (your school, college, training program etc).
- Qualifications/Certificates.
- Employment and work experience.
- Interests and hobbies.
- Future targets/action plan.
- References —names and addresses of 2 or 3 referees.

What should I pay attention to?

- Present your resume in a neat professional manner.
- Rearrange information to make it suitable for different applications.
- Include all relevant information.
- Include all work experience including part-time and weekend jobs.
- List all certificates gained e.g. first aid, sports awards or even if you're just working towards them.
- Approach referees before including them on your resume.
- Always ask their permission before naming your referees.

Task 17. Examine sample resumes to determine the best layout and content.

SAMPLE 1

Surname	Clark
First Name(s)	Craig
Sex	Male
Age	16
Date of Birth	25th June 1984
Address	61, Selwick Drive, London, ON, Y01 2AJ
Telephone number	(171) 5268464
Nationality	Canadian
Health	Good
EDUCATION	
Schools Attended	1989–1995 Munster High School 1995–2000 Swinton High School
Examinations	High School Diploma
WORK EXPERIENCE	
Swinton Leisure Centre	Assistant —supervising & instructing children in sporting activities
Part time jobs	Local trout farm Sports shop

SAMPLE 2

Craig Clark
61, Selwick Drive
Swinton, Ontario, Y01 2AJ,
Tel: (171) 526-8464
Email: cclark@yahoo.com

Qualifications / Skills / Achievements/ Personal Qualities:

- Confident in communicating with both my peer group and adults.
- Good attendance and punctual.
- Able to work effectively in a team and alone.
- Represented school and area in soccer and athletics.
- Currently studying 9 subjects expecting above 70 % in all.

Interests: Soccer (school captain), athletics, and rock concerts.

Work Experience: **Swinton Leisure Centre**

- Planning and organising activities for children aged 7–13 years.
- Helping with display materials.
- Dealing with the public, mainly parents.
- General duties.

Local Trout Farm

- General assistant —feeding fish, cleaning ponds.
- Dealing with stock, managing transfer of trout.

Sports Shop

- Serving customers.
- Stock taking and ordering.
- Window display

Education: Swinton High School.

References: Mr J Hemsworth, Principal, Swinton High School, Swinton, London, Ontario.
Mr M. McDonald, Pickering Trout Farm, Pickering, London Ontario.

I feel I am a self-motivated and enterprising person with good communication skills and the ability to use initiative to realise my personal goals and ambitions.

Task 18. Develop and produce your own resume.

Unit 18. NEW FORMS OF EMPLOYMENT

LEAD-IN

Task 1. Work in pairs. Discuss advantages and disadvantages of the following work environments. Which one would you personally prefer?

- open-plan office with individual workstations
- office overlooking warehouse or factory
- office/studio outside the city
- individual office in a high-rise office block
- room converted into an office for working from home

VOCABULARY

Task 2. Put the events in Mark's career in chronological order. Discuss job-related vocabulary in italics.

- Before graduating, Mark *applied for* jobs in twenty countries.
- Mark *was offered a position* as a management trainee.
- He *attended a second interview* conducted by a panel of managers.
- He found a new job but *was dismissed* after arguing with his boss.
- Two years later he *was appointed* Logistics Manager.
- He *was short-listed* for a second interview at Wilson Brothers.
- While he *was unemployed* Mark studied for a master's degree.
- When Wilson's got into difficulties, Mark *was made redundant*.
- In his early fifties he *took a sabbatical* to write a book.
- He *retired from business* and now lives in the south of France.
- Thanks to his enhanced CV, Mark *was hired* by a firm of consultants.
- The book was a best-seller, and Mark *resigned from* the firm.

Task 3. Correct the sentences from a biography. The words in italics have been mixed up.

1. Lisa's resume was impressive; she was *dismissed* without even attending a first interview.
2. At the second interview Lisa did so well that she was *made redundant* on the spot.
3. A few years later she wrote her first novel while she was *unemployed*; it sold only 400 copies.
4. Lisa was a journalist who preferred to work at night; after arriving four hours late for a meeting she was *hired*.
5. When the editor in the next job refused to publish the article she had written, Lisa immediately offered to *retire* but the editor refused to let her.
6. However, when the newspaper was taken over by a large competitor, Lisa was *short-listed*.
7. After difficult times while she was *on sabbatical*, she was finally able to live in comfort when her sixth novel became a best-seller.
8. She was 74 when she finally decided to *resign* from writing novels.

Task 4. Fill the gaps with the given words. Use a dictionary, if necessary.

multiparty, technological, umbrella term, shifts, temporary, conditions, self-employment, integrated

'Non-standard forms of employment' is an (1) _____ for different employment arrangements that deviate from standard employment. They include (2) _____ employment; part-time and on-call work; temporary agency work and other (3) employment relationships; as well as disguised employment and dependent (4) _____. Non-standard employment features prominently in crowdwork and the gig economy.

The increase in non-standard forms of employment in the past few decades has been driven by a variety of forces, including demographic (5) _____, labour market regulations, macroeconomic fluctuations, and technological changes. In some instances, non-standard forms of employment accommodated such changes and allowed more workers

to get (6)_____into the labour market, in others, they posed challenges for working (7)_____and for performance of companies, as well as for the overall performance of labour markets, economies and societies. While digital labour platforms are a product of (8) _____ advances, work on these platforms resembles many long-standing work arrangements, merely with a digital tool service as an intermediary.

Task 5. Translate the sentences into English.

1. Мой друг сходил на второе собеседование и был принят на работу.
2. Если тебя не устраивает график работы, нужно уволиться и найти другую работу.
3. Благодаря своим достижениям Алекс был назначен исполнителем директором.
4. Компания столкнулась с некоторыми сложностями, и руководству пришлось сократить несколько сотрудников.
5. Пока я учусь, мне подходит временная работа на летних каникулах.
6. После окончания университета я буду работать на себя.
7. Экономика свободного заработка способствует развитию нестандартных форм занятости.
8. Многие из новых форм занятости связаны с технологическим прогрессом.

READING

Task 6. Read the article and complete the statements with no more than three words.

1. Zero-hours contracts caused much_____.
2. _____,_____and_____characterize new forms of working.
3. Employee and job sharing result in_____employment.
4. _____ is a form of employment when a professional works part-time to solve some particular problem using different opportunities.
5. In crowd employment the tasks are done by and .

New Forms of Employment¹

Social and economic changes in Europe have given rise to new forms of employment, many very different from traditional ‘work’. The huge increase in the use of zero-hours contracts for workers in the UK and some other parts of Europe has rightly attracted a lot of attention – and criticism. There are said to be almost 250,000 in the UK in this type of employment alone. But there are plenty of other new forms of working that have emerged in the last 15 years. Some appear to offer some flexibility and security; others some precarity. Some of these new forms of working have the potential to transform traditional relationships between employers and employees. Also, work no longer is done at a permanent place (office or factory). It can involve an intermittent visit to the internet café to perform some task for another person over a few hours or sitting at one’s laptop or tablet at home running a small business.

Here are the new — and widely differing — forms of employment:

Employee sharing, where an individual worker is jointly hired by employers in different companies, resulting in permanent full-time employment;

Job sharing, where an employer hires a group of workers to jointly fill a specific job, combining several part-time jobs into the equivalent of a full-time position;

Interim management, where experts are hired temporarily to conduct a specific project or solve a specific problem, integrating external management capacities within the organisation;

Casual work, where an employer is not obliged to provide regular work to the employee, but has the flexibility of calling them in on demand;

ICT-based mobile work, where workers do not exclusively work at the premises of the employer or client, but from any place at any time, supported by new technologies;

Voucher-based work, where the employer-employee relationship is not based on an employment or civil law contract, but on a voucher

¹ New Forms of Employment Offer Both Benefits and Risks. URL : <https://www.socialeurope.eu/new-forms-of-employment-offer-both-benefits-and-risks>

that the employer buys from an authorised organisation and hands over to the worker; this covers remuneration and social security contributions;

Portfolio work, where self-employed individuals work for a large number of clients and carry out small jobs for each of them;

Crowd employment, where a virtual platform matches employers and workers, often linked to larger tasks broken down into small jobs with a division of labour among a ‘virtual cloud’ of workers;

Collaborative employment, where freelancers, self-employed people or micro enterprises cooperate to overcome the limitations of their small size and professional isolation.

Task 7. Answer the questions.

1. What processes gave rise to new forms of employment in Europe?
2. What is a ‘zero-hours contract’?
3. Where are employees supposed to work in new forms of employment?
4. What is the difference between ‘employee sharing’ and ‘job sharing’?
5. What forms of employment are connected with information technologies?
6. In what jobs can the mentioned forms of employment be observed?
7. Which form of employment is currently popular in the field you study?
8. If you were to choose, what form of employment would you consider in your future career?

GRAMMAR

Study the information.

Conditional Sentences (Type III, Mixed Type) **(Условные предложения III и смешанного типа)**

Условные предложения III типа в английском языке описывают события прошедшего времени, которые могли бы прои-

зойти, но не произошли. Обратите внимание, что на русский язык данные предложения переводятся в сослагательном наклонении, с частицей *бы*.

Способ образования

If ... Past Perfect ..., ... would have + причастие прошедшего времени...

или

... would have + причастие прошедшего времени ... if ... Past Perfect ...

If you had invited them, they would have come. Если бы ты пригласил их, они бы пришли.

(Но ты их не пригласил, и поэтому они не пришли.)

If you had worked harder, you would have passed the exam. Если бы ты больше занимался, ты бы сдал экзамен. (Но ты не занимался, и поэтому не сдал экзамен.)

If I had won that award, my life would have changed. Если бы я выиграл эту награду, моя жизнь бы изменилась.

If she had studied science, she would have found a better job. Если бы она изучала науку, она бы нашла лучшую работу.

Использование модальных глаголов в предложении-результате

Вместо *would have* могут использоваться глаголы *could have, might have, should have*, и др.

If he had known, he could have helped you. Если бы он знал, он бы мог тебе помочь.

You might have finished the assignment on time, if you had planned more carefully. Ты, возможно, выполнил бы задание вовремя, если бы ты спланировал все более внимательно.

If you hadn't prepared, you should have told the professor. Если бы ты не подготовился, то ты должен был бы сказать об этом профессору.

Предложения с wish

Wish + Past Simple (пожелание на будущее)	I wish they came today. Приехали бы они сегодня. (Я хочу, чтобы они приехали)
Wish + Past Perfect (сожаление о прошлом)	I wish I had not said it. Жаль, что я сказал это. (Я хотел бы, чтобы я этого не говорил).

Иногда событие, о котором идет речь в главном предложении, и условие придаточного предложения могут относиться к разным моментам времени: условие — к прошедшему, а следствие — к настоящему/будущему или наоборот. В таком случае мы имеем дело со смешанным типом условных предложений. И мы можем использовать различные комбинации времен глаголов в главном и придаточном предложениях, те, которые больше всего подходят по смыслу.

Таким образом, в грамматике принято выделять три типа смешанных условных предложений:

1. Условие относится к прошлому (Type 3), а следствие — к настоящему/будущему (Type 2). Форма: **If + Past Perfect (Simple or Continuous), + would + bare infinitive.**

If he had won a lot of money, he would buy a yacht. Если бы он выиграл много денег, он бы купил яхту (но он не выиграл в прошлом и не купил яхту сейчас).

If my mother had taken English in the university, she would have more offers on her job. Если бы моя мама учила английский в старшей школе, то у нее было бы больше предложений работы (но она не учила и теперь у нее мало предложений).

2. Условие, как правило, не относится к конкретному времени, а следствие имеет отношение к прошлому. Отношения между условием и следствием Type 2 – Type 3. Форма: **If + Past Simple or Past Continuous, + would + have + Past Participle.**

If she were more concentrated, she would not have made so many mistakes in that test. Если бы она была более сосредоточенной, она не сделала бы столько ошибок в тесте (но она рассеянная, и наделала ошибок в тесте в прошлом).

Still John had taken the trouble to buy medications for me. He would not have done that if he didn't like me at all. Все-таки Джон взял на себя труд и купил мне лекарства. Он бы этого не сделал, если бы я ему совсем не нравилась.

Условие может относиться и к будущему:

If Mr. Smith weren't going on his holiday next month, he would have participated in the conference. Если бы мистер Смит не уезжал на отдых в следующем месяце, он бы принял участие в конференции.

3. Соотношение второго и первого типа условных предложений. Форма: ***If + Past Simple or Past Continuous + will + bare infinitive.***

If she got back late last night, she won't come to school today. Если она пришла поздно вчера, она не придет в школу сегодня.

Task 8. Put the verbs in brackets into the correct form to complete conditional sentences (type III).

1. If investors (give) more money to the company, it (not close).
2. If Dan (know) how to run a business, he (not lose) his money.
3. If Molly (listen) to her supervisor, she (make) such a mistake.
4. If Greg (tell) about the problem, I (be) more sympathetic.
5. If she (prepare) for the exam, she (pass) it.
6. If Bill (see) working conditions, he (not apply) for the job.
7. But what (you do), if you (see) what I saw?
8. It (be) all done though, if Jill (help) at the right time.

Task 9. Complete conditional sentences (type I, II, III) using the correct form of the verb in brackets.

1. If I had to make a speech, I (be) pretty nervous.
2. If I (know) you were busy, I would not have called you.
3. If she bought a suit, she (look) completely different.
4. If Tom (not write) a resume, he won't get a job.
5. They (come) to the meeting if they had been informed about it.
6. I'll (give) you the money if you pay me back next week.

7. If they had locked the door properly, nobody (break) into their office.
8. If he (not waste) much time, he would go to the university.

Task 10. Find and correct five sentences with mistakes. Tick the sentences that are correct.

1. If you would want to work in Europe, would you move to Brussels or somewhere else?
2. The job wouldn't have been so bad if there hadn't been so much travelling.
3. If we'd won the Innovation Award, it gave us many prospects, but unfortunately, we didn't win.
4. Your salary would be significantly bigger if you could speak a foreign language.
5. If currency rates would go up, many people would be able to buy less with the money.
6. If I moved to Stockholm, I have to sell my house, so I'm going to refuse the Swedish job offer.
7. If investors had more confidence in top management, would they be less critical of the company's recent economic results?
8. If they wouldn't have spent so much on the new offices, they wouldn't have had such problems.

Task 11. Highlight the verb form, define the type of conditional sentences and translate them into Russian.

1. If I were you, I would have gone to that interview.
2. If Jillian had studied at university, she would have a diploma now.
3. If Nick had turned in his application, he would probably be working here now.
4. If our partners had recorded that webinar last night, we could watch it now.
5. If Jim had not called Mary, they wouldn't be going to the presentation tomorrow.
6. If Nataly had finished her work, she would be able to take a day-off.
7. If Jim spoke better French, he could have got that job.
8. If you were smarter, you wouldn't have told this to me.

Task 12. Translate the sentences into English.

1. Марк не смог бы попасть в компанию, если бы он не встретил своего одноклассника.
2. Александр наверняка бы работал полный рабочий день, если бы не учился.
3. Если бы я работал в этом банке, я бы не опаздывал на работу.
4. Если бы у него были значимые достижения, он бы рассказал о них.
5. Я бы никогда не поставил себя в такое положение, если бы не доверял тебе полностью.
6. Ты бы работал сейчас в Бразилии, если бы подписал контракт.
7. Если бы ты не потерял его номер, я бы ему позвонил.
8. Мы бы хорошо знали китайский язык, если бы чаще ходили на занятия.

LISTENING

Task 13. Listen to the interview with business psychologists and write down the differences between:

1. Careers ten or fifteen years ago and careers today.
2. A vocation, a career and a job.

Task 14. Listen again and decide if the sentences are true (T) or false (F).

1. People in business have more choices today than before.
2. Previously people didn't stay at one job for a long time.
3. A decade or two ago companies were responsible for a person's career.
4. Today it is impossible to create your own career within a company.
5. Vocation is a current place of work.
6. People can have different careers at different points of their lives.
7. A job is work that you're doing at the moment.
8. It is common today to talk about your job prospects for the next 2–3 years.

Task 15. Discuss the following questions with your groupmates.

1. Would you like your company or yourself to be responsible for your career? Why?
2. How often do you think you'll change your job?
3. What can help a person to define his/her vocation?

SPEAKING

Task 16. Study the information about effective presentations in Appendix 2. Choose a profession that involves new forms of employment and make a presentation about it. In your presentation, you should cover the following points:

1. Duties and responsibilities.
2. Working conditions.
3. People who usually get the job.
4. Benefits and drawbacks.

MODULE 6. Progress check list

- ▶ I can talk about qualities demanded by employers in the field I study.
- ▶ I can write a resume and go through an interview in English.
- ▶ I can make a presentation of a job.

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WORDLIST

MODULE 1. MAN AND HIS SOCIAL ENVIRONMENT

Unit 1. Studying at University

To accommodate students	To fail an exam
Assessment	To fall behind
Bachelor's degree	To get along
Boarding school	To get expelled/suspended
Certificate of secondary general education	To give direction to further reading
Comprehensive school	To go over
Credit course	To hand in
Distance learning	To have bachelor's (master's) degree in economics
Elective (optional) course	To keep up
Fee	To look up
Foundation course	To major in finance
Full-time student	To manage time effectively
Grammar school	To meet deadline
Grant	To miss lectures
Honors degree (diploma)	To provide the foundation for further seminars
Lecture theatre	To pursue career in
Mundane activities	To put off a piece of work
Public school	To resit exams
Research project	To sit an exam
State school	To sit for one's finals
To attend classes	To study for an examination
To be over	To take an exam
To be timetabled	To take up
To clarify areas and discuss the subject matter	To train for
To do a project	
To do extracurricular activities	

Unit 2. Appearance and Character

Attractive	Thin
Bald	Tidy
Beautiful	To be daring, bold and brave
Beneficial	To be defeatist, critical, fatalistic and apathetic
Blonde	To be fearless
Compassion	To be inspired by
Curiosity	To be on the lookout for
Empathy	To care for and about people
Experience	To compromise
Fat	To embrace new ideas and opportunities
Fit	To keep integrity at the heart of your character
Flabby	To lose sight of
Gorgeous	To make the effort
Handsome	To reject pessimism
Integrity, honesty and ethics	To set goals for life
Mentors	To shy away from anything new
Miserable	To stay focused
Muscular	To surround yourself with mentors and teachers
Opportunity	To take liberties with
Ordinary	To turn something into an adventure
Plain	Ugly
Plump	Unkempt
Presentable	Well-built
Redhead	When it comes to
Scruffy	
Short	
Slender	
Tall	
Tattooed	
There is no room for	

Unit 3. Team work

A knowledgeable team member	To come to agreements
Accountability	To communicate with the outside world
To achieve the task	To convert the team's plan into something achievable
Aggressiveness	To correlate with
Canteen culture	To debate about ideas
Company or corporate culture	To define team members' role
Completer	To defuse arguments between member
Confident, creative and imaginative person	To derail a product or service
Coordinator	To evaluate situations
Implementer	To explore opportunities
Long-hours culture	To express differences of opinions in relation to others
Macho culture	To go along with
Make progress	To launch a product
Resource investigator	To meet deadlines
Shaper	To reduce conflict
Skills of persuasion	To resist control
Team member	To run out of steam
Team player	To set objectives
Team worker	To shape ideas
To accomplish a goal	To solve problems
To acknowledge and take responsibility for mistakes	To step up
To appoint a leader	To supply original ideas
To be engaged in	To support each other
To be fair to people	To take a leading, organizing role
To be good at seeing all sides of a problem	Trait
To be in charge of	
To carry out the task	

MODULE 2. DEVELOPMENT OF MODERN SOCIETY

Unit 4. Our changing world

Achievement	Senior partner
Advent	Seniors
Aids (cancer) vaccine	Sensible approach
Assembly lines	Solar power
Biological species	Space capsules
Coach and mentor	Space junk
Complex mobile creatures	Telemedicine
Co-operate in colonies	Teleportation
District tournament	Time traveling
Endoscopic surgery	To be astounded
Eternal-life pill	To be designed
Final frontier	To be restricted
Genetically modified products	To bend down
Hurricane-proof home	To come up with ideas
Invention	To emerge
Landing craft	To fall into the wrong hands
Lego challenge	To figure out a way to design
Lethal biological weapons	a shoe
Multi-cell organisms	To hold a proper conversation
On the edge of space	To look forward to
Outpost	To program and build the robots
Processing equipment	To rely on
Provisional patent for invention	To tackle the issues
Puzzling observations	To work on invention
Reign of dinosaurs	Tournament
Satellites	Useful inventions of the mankind
Senior citizens	Weapon

Unit 5. New communication technologies

Advancements	To advance at an unprecedented rate
Advances in technology	
Appliance	To allow for instant communication
Application	
Basic form of communication	To be broadcast to an extremely wide audience
Battery charger	
Cell phone (cellular phone)	To be incredibly disconnected
Civil rights movement	To be transferred
Communicate from remote locations	To become the predominant source of communication
Creator of the first sophisticated radio transmitter	To call recognition feature
Desktop computer	To change the political and cultural landscape
Emoticons	To check for messages
Floppy drive	To cut off
Hard disk	To deliver massive amounts of data
Heavy hardware and metal wiring of the original design	To expand on the ideas
High-speed connections	To give individuals access to an incredible wealth of information
Immense amount of information	
Laptop	To go on-line
Lightweight micro circuitry	To interact on a daily basis
Long term	To send text messages
Model gadget	To spread the e-mail virus
Mouse mat	To switch on
Patent on the telephone	To type, format and edit texts
Power supply	To witness iconic events
Silicon chip	Transition from landlines to wireless
Software	
State of the art protection software	Turn on the printer
Storage devices	Virus attack
Team of technicians	Walkie-talkie
	Word processor

Unit 6. Virtual vs Real World

Advertiser	To be alarmed
Around the clock	To be divorced from reality
Charity	To be fruitful for the study
Chat group	To be hooked
Computer science	To be in contact with strangers
Computer-based simulated environment	when on the web
Concerns about online safety	To challenge teenagers, parents and professionals to do their best
Cyber worlds	To create a personal avatar
Detachable from the real world	To depict a wide range of worlds
Generation net	To explore parts of their behaviour and personality
Hi-tech residence	To feel more powerful and confident
In-game advertising	To function adequately in society
Instant news cycles	To get up-to-date information
Intelligent video recorder	To hit the quit button
Off-line, real world components and applications	To meet up off-line
Online games	To post a status
Online platforms	To re-connect people to the real world via virtual means
Physical world	To reveal
Plasma wall screens	To share opinions
Real communities	To show a continuous slide-show
Real world conversation	To take serious risks
Relevant	To turn off all the non-essential systems
Safe online behaviour	To update posts
Science fiction	To warn
Security alarm	Virtual advertisements
Self-diagnosing heating system	Virtual school
Social media	Virtual science
State-of-the-art equipment	Virtual world
Survey	Youngsters
To adopt a different identity online	
To assess the online activities	
To be addictive	

MODULE 3. CROSS-CULTURAL COMMUNICATION

Unit 7. Foreign Languages as a Means of Cross-Cultural Communication

Active mind	Mutual
Airplane announcements	NATO
At least	Nowadays
Compulsory	Official language
Correspondence	Reasons
Emergency information	Secondary school
Enormous number	Street signs
Essential skill	To access
European Free Trade Association	To be able
European Union	To communicate
Foreign	To conduct business
Growing	To get a deep understanding of
Health benefits	To raise smb's professional level
Higher school	To rely on
To improve somebody's life	Train timetables
In the original	United Nations
Language of diplomacy	Wider
Lingua franca	

Unit 8. Business Etiquette of the English-Speaking Countries

Acceptable behavior	Gift-giving
Body language	Greeting
Bribery	Handshake
Cultural awareness	Insult
Culture	Intricacies
Deadline-oriented	Kiss on both cheeks
Doing business across cultures	Manners
Egalitarian society	Networking
Essential	Non-verbal communication
Flexible approach	Personal space
Gesture	Polite

Proximity	To get to know people
Punctual	To maintain eye-contact
Time-conscious	To make a deal
To address by academic and professional title	To master
To assume	To touch somebody on the arm, back, shoulder
To bow out	To transmit unintended message
To build business on trust	Trusted relation
To focus on results	Unfriendly

Unit 9. How to Adapt to a Different Culture

Access to	Gender
Afraid	Hateful
Aggressive	Hesitant
Alienated	Hopeful
Attitude towards	Horrificed
Cautious	Host of
Common experience	Hostile
Cost	Housing
Credentials	Housing market
Critical	Impatient
Cultural difference	Impression
Delighted	Insecure
Disorientated	Lack of knowledge
Displeased	Language barrier
Doubtful	Mental health
Driver's license	Nervous
Employment	Offended
Encouraged	Open
Essential	Optimistic
Ethnicity	Peaceful
Excited	Priority
Extended social circle	Public transport services
Fearful	Qualified
Frustrated	Relevant local experience

Religious diversity
Secure
Sense of isolation
Sexuality
Social customs
Suitable
Support of
Support structures
To be recognized
To cite

To face
To interact
To prize something over something
To report
To settle in
To top the list
Transportation
Values
Vastly

MODULE 4. INTERNATIONAL BUSINESS CONTACTS

Unit 10. Planning a Business Trip

Adult (child's) ticket
Amenity
Ancient times
Arrival and departure
Boarding
Boarding pass
Brief-case
Business etiquette
Casual situation
Check-in
Connecting flight
Direct flight
Embarrassing situation
Entry / Entrance fee
Excursion
Executive
Exploratory trip
Fame
Fare
Full ticket
Half fare ticket
Hand luggage

Holidaymaking
Itinerary
Left-luggage office
Luggage (baggage)
Luggage receipt (slip)
Luggage tag (label)
Package tour
Payment
Profitable industry
Proper business language
Purposes related to something
Return or round-trip ticket
Shipment
Significantly
Single or one-way ticket
Suit case
Table manners
Tickets for
To be conscious of conduct
To be on time / late
To be proper
To be sold out / to be booked up
To behave appropriately

To book tickets in advance
(beforehand)
To brush up on something
To cancel booking
To check/ register one's luggage
To conduct oneself with grace
and decorum
To discover new lands
To discuss different terms of
delivery
To do consultancy
To dress professionally
To get on / off a bus

To go on a business trip
To have tests
To improve skills
To leave / deposit one's luggage
To lose luggage
To make a contract
To pack items in a carry-on bag
To produce tickets
To provide with services
To withdraw one's luggage
Trade fair
Travel agency
Wealth

Phrases you need to know to book accommodation

You may say:

I would like to book ...
Do you have any rooms
available?
Would you have a room for
tonight please?
Can I reserve a room over the
phone, please?
How much is... a single room / a
double room / a suite?
Is there a reduction for children?
What time is check-in?
What time is check-out?
Is there a shuttle service to / from
the airport?
Do you have parking facilities?
Is there a restaurant in the hotel?
Are there any restaurants nearby?
Should you have no vacancies ...
I would be grateful for an
indication of your rates.
I would be grateful if you would
confirm this reservation.

You may hear:

How long will you be staying
for?
Could I take your credit card
details, please?
What kind of room would you
like?
What time will you be arriving?
Would you like an en suite room?
Do you need a smoking or non-
smoking room?
Can I see your booking reference?
Could you fill in this registration
form, please?
Would you like a wake up call?
Breakfast is from 7 a. m. until
9 a. m.
Check out is before 11 a. m.
Here is your room key.
Enjoy your stay!
Your room is on the second floor.

Unit 11. Staying in a Foreign Country

Allure of travel

At the corner of the road you will see red building.

At the end of

At the end of the road you will see a roundabout.

Bird's eye view

Bridge

Building

Can you please tell me how do I get to _____ Street?

Cross the junction and keep going for about 1 mile.

Crossroads or intersection

Follow the signposts for _____

Go straight on at the traffic lights.

Go straight on till you see the hospital then turn left.

How can I get to the local market?

How do I get to the office?

I'm trying get to _____ Street.

In front of / behind

Just around the corner is my house you will need to stop quickly or you will miss it.

Next to

On your left / on your right

Opposite

Out and about

Pavement or sidewalk

Pedestrian crossing or zebra crossing

Roundabout or traffic circle

Side street

Solo trip

Street corner

Street or road

Take the second road on the left and you will see the hospital straight ahead.

Take the second road on the left and you will see the house on the left.

Take the third road on the right and you will see the office on the right.

Take the third road on the right and you will see the shop on the left.

The hospital is opposite the railway station.

The house is next to the local _____.

The shop is in between the _____ and _____.

The shop is near the hospital.

To continue

To cozy up

To cross the road

To go straight

To haggle

To linger

To make sense

To move at your own momentum

To take a nap

To turn left / turn right

To volunteer

Traffic lights

Turn back, you have gone past the turning.

Turn left when you see a roundabout.
 Turn right at the crossroads.
 Turn right at the end of the road and my house is number ____.
 Until you get to ...
 Vibrant scents and sounds

What's the best way to get to your house next?
 Where is McDonalds can you tell me please?
 Where is the nearest supermarket?

Unit 12. Negotiations

Argument	To a large extent
Bargaining	To ascertain
Clarity	To capitalize
Counter proposal	To close a deal
Demand	To concede
Face to face	To conduct / carry / hold negotiations
Fallback position	To convince
Goodwill gesture	To decide in advance
Handling	To establish rapport
Intense negotiations	To facilitate
Issues involved	To generate confidence
Issues to be raised by somebody	To make a concession
Justification	To make an impression on
Letter of intent	To mutual advantage
Mediator	To persuade
Negotiate	To review
Negotiation	Tough negotiator
Negotiations from strength	Venue
Negotiator	Well-prepared
Neutral ground	Win-loose
Objective	Win-win
Opponent	Win-win solution / agreement
Outcome	Written contract
Priority	
Proposal	

MODULE 5. OPPORTUNITIES

Unit 13. A Key to Success

Absolute flop	Profitable
Advanced technology	Recognize the potential
Amazing achievement	Setback
Beneficial	Significant breakthrough
Benefit	Soul
Creativity	Success
Disaster	Support smb's vision
Disciplined	To achieve goals
Distant future	To delay a problem
Failure	To give up
Heart	To learn from mistakes
Intense desire	To make decisions
Inventor	To make ideas a reality
Lack of success	To persevere
Limitation	To succeed
Mainly	To visualize
Mind	Triumph
Natural ability	Value
Opportunity	Vision
Passion	Waste of time
Persistence	World famous

Unit 14. Success Stories

Attraction	Edible
Available	Entrepreneur
Customer	Eventually
Background	Exciting
Celebrity	Fascination
Competitive	Fascination
Continuously	Inappropriate
Controversy	Luxury
Disagreement	Peer

Predator
Timeline
To accept responsibility
To approach
To attract client
To blame smb for
To claim
To develop an interest
To develop life plans
To drop out
To embrace change
To exude joy
To fly by the seat of one's pants

To give people credit
To go back to roots
To have gratitude
To hoard information
To hold a grudge
To keep a 'to-be' list
To keep in touch
To set up a business
To share information
To turn into
To undergo rebranding
To yearn for

Unit 15. Ambitions

Accomplishment
Ambitious
Apparently
Aspiration
Attainment
Circumstances
Clear focus
Constraint
Courteous
Decisive
Determination
Disappointingly
Dissatisfaction
Drawback
Establishment
Excessive
Fame
Financial security
Generation
Hard work
Hopefully

In the spotlight
Largely
Luck
Modest
Objective
Positive impact
Precise
Requirement
Restriction
Self-confidence
Sensible
Steady income
Supportive family
Survey
Target
To argue
To attain
To intend
To reach goals
To resolve
To take risks

Typically
Ultimately
Undoubtedly

Wealth
Worthlessness

MODULE 6. FIRST CAREER STEPS

Unit 16. Career Choice

A leading cause
A wide range
Aging population
Career fair
Communication skills
Cutting-edge courses
Emerging professions
Enquiring mind
Flexible
Full-time job
In return
Increased competition
Long-standing professions
Management skills
Outgoing personality
Part-time job
Predictable
Rapidly
Temporary

To apply for a job
To be in demand
To climb the promotional ladder
To deal with
To evolve
To get through an interview
To have an eye for detail
To keep up with something
To meet deadlines
To offer
To put someone first
To secure the best positions
To seek out
To structure smb's career
Working conditions
Working environment
Working hours
Workload

Unit 17. Applying for a Job

Advertisement
Application form
Asset
Challenge
Current
Disadvantaged backgrounds
Job center
Job interview

Minimum wage
Numerous
Permanent contract
Personal details
Personal trait
Positive attitude
Previous
Problem-solving skills

Recognition
References
Relevant information
Salary
Short statement
Suggestion
Suitable
To ask for permission
To be in employment
To be on track
To be responsible for
To do research
To enclose
To fill in
To have confidence in

To make a comparison
To mention
To participate
To prioritize
To receive a reply
To work overtime
To work under pressure
Tough question
Unemployed
Up-to-date
Urgently
Work experience
Work-related

Unit 18. New Forms of Employment

Crowdwork
Employment arrangements
Fluctuation
Gig economy
High-rise office block
Individual workstations
Intergrated
Intermittent
Jointly
Merely
Multiparty
On-call work
Open-plan office
Performance of a company
Premises
Prominently
Remuneration
Self-employment
Shift
Social security

Society
Take a sabbatical
To attend an interview
To be appointed
To be dismissed
To be fired
To be hired
To be short-listed
To deviate from
To emerge
To give rise to
To make redundant
To offer a position
To overlook something
To pose challenge
To resemble
To resign from
To retire
Umbrella term
Variety of

SPEAKING REFERENCE

Presentation structure¹

Phase	Purpose	Vocabulary
INTRO- DUCTION	Signalling the start	Good. Let's begin. Perhaps we should begin... OK, let's get started. Let's start.
	Greeting the audience	Good morning, ladies and gentlemen. Good morning (evening, afternoon) everyone. Hello, everyone (everybody) and welcome to...
	Self-identification	My name is ... I'd like to welcome you to... on behalf of ... For those of you who don't know me already, ...
	Stating the target	My aim today is to discuss the prospects for... My purpose (objective, aim) today is to present the recent (inform you about, describe, analyse, explain our position, brief you on) ... I'd like to talk to you about ... We are here today to decide (agree, learn about) ... This morning I'm going to be talking to you about(telling you, showing you, reporting on, taking a look at) ...
	Providing an overview	I've divided my presentation into three parts: Firstly / first of all ..., Secondly / then / next ..., Thirdly / and then we come to ..., Finally / lastly / last of all ... This talk is divided into four main parts: The subject can be looked at under the following headings: ... (Let me begin with / Firstly, I'd like to look at..., Then, I'll be talking...

¹ Гордина Е. А. Effective Presentations = Эффективные презентации: практ. Новосибирск: НГУЭУ, 2016. 100 с.

Phase	Purpose	Vocabulary
INTRO- DUCTION	Stating the rules	This will take about half an hour. To save time, could we leave questions until the end. My presentation (talk) will take (last) about 20 minutes.
	Inviting questions	I'd be glad to answer any questions at the end of my talk. If anyone has any questions, please feel free to interrupt me at any time. If you have any questions you'd like to ask, I'll be happy to answer them. Perhaps we can leave any questions you may have until the end of the presentation.
MAIN BODY	Providing basic information on the topic	Let's move on to ... / take a look at ... This leads me to the next point which is ... Let's examine this in more detail. I'd like to stress / emphasize that ... Let me explain with an example.
CONCLU- SION	Summary	So, to sum up, ... Let me now sum up. Let me just run over the key points again.
	Concluding	Let me end by saying ... In conclusion I'd like to say...
	Closing courtesies	That concludes my talk. Thank you all for your attention.
	Inviting questions	Please feel free to ask questions. If you have any questions or comments, I'll be happy to answer them.
	Closing	Thank you for your attention. Thank you for listening.

WRITING REFERENCE

Essay Structure

Element	Content	Vocabulary
THE INTRO-DUC-TION PART	In the introduction part you should write sentences relevant to the topic given and generally accepted ideas about it. Never just copy the sentence of the question. If you really need to, use synonyms and different sentence structure.	<p>Many/some people claim/believe that...</p> <p>There is no denying that...</p> <p>It is often said that...</p> <p>These days... / Nowadays... / In this day and age...</p> <p>It goes without saying that...</p> <p>It is universally accepted that...</p> <p>We live in an age when many of us are...</p> <p>People are divided in their opinion regarding...</p> <p>.... is one of the most important issues...</p> <p>Whether oris a controversial issue...</p> <p>Let us examine both views before reaching a concrete decision.</p> <p>The following paragraphs discuss whether orand reach a reasonable conclusion.</p> <p>The following essay takes a look at both sides of the argument.</p> <p>My two cents go for...</p> <p>However, I strongly believe that...</p> <p>I oppose the view and my reasons will be explained in the following paragraphs.</p> <p>I will support this view with arguments in the following paragraphs.</p> <p>I personally believe that...</p> <p>Thus the advantages far outweigh the disadvantages...</p> <p>I wholeheartedly believe that this trend should be changed.</p>

Element	Content	Vocabulary
THE OPINION PART	Use one of the following connective words/ linking phrases to write down your opinion. However remember that if the question does not ask you to give your opinion but to compare advantages and disadvantages, then you should not strongly express your opinion. Opinion should only be written for opinion essays.	<p>In my opinion...</p> <p>I strongly agree with the idea that...</p> <p>I strongly disagree with the given topic...</p> <p>In my view...</p> <p>I believe...</p> <p>Apparently...</p> <p>As far as I am concerned...</p> <p>From my perspective...</p> <p>It seems to me that...</p> <p>To my mind...</p> <p>My own view on the matter is...</p> <p>It appears that...</p> <p>In the same way...</p> <p>Likewise...</p> <p>Similarly...</p> <p>At the same time...</p> <p>On the other hand...</p> <p>On the contrary...</p> <p>However...</p> <p>Nevertheless... / Nonetheless...</p> <p>Although...</p> <p>Alternatively...</p> <p>Meanwhile...</p> <p>As an example...</p> <p>For instance...</p> <p>For example...</p> <p>As an evidence...</p> <p>To illustrate...</p> <p>When it comes to...</p> <p>Research shows that...</p> <p>Research has found that...</p> <p>As a result...</p> <p>Consequently...</p> <p>Thus...</p> <p>Therefore...</p> <p>Eventually...</p> <p>For this/that reason...</p>

Element	Content	Vocabulary
THE CON- CLU- SION PART	<p>The conclusion part usually begins with a special concluding phrase that links it to the rest of the essay.</p> <p>In essays of approximately 250 words the conclusion can be just one or two sentences long.</p> <p>The conclusion should briefly sum up what you have said in your essay and does not usually contribute a new idea unless it is a minor point. However, it is a good place to make recommendations or suggestions or to give advice and offer solutions, if you are asked to do so.</p>	<p>In conclusion...</p> <p>To conclude with...</p> <p>To sum up...</p> <p>In general...</p> <p>To summarise...</p> <p>In short...</p> <p>Overall...</p> <p>On the whole...</p> <p>To draw the conclusion...</p> <p>All things considered...</p> <p>By and large...</p> <p>Taking everything into consideration...</p> <p>Weighing up both sides of the argument...</p>

Describing Trends

Very often reports and other business documents contain graphs, tables, charts or diagrams. You have to know how to describe and interpret information presented in the visual format.

You will need to describe trends, compare and contrast data or report statistical information.

In order to do well, you need to know specific vocabulary related to describing trends.

Verbs to describe an upward trend:

climb (past: climbed)

go up (past: went up)

grow (past: grew)

increase (past: increased)

jump (past: jumped)

rise (past: rose)

rocket (past: rocketed)

Verbs can to describe a trend or pattern that goes down:

decline (past: declined)

decrease (past: decreased)

drop (past: dropped)

fall (past: fell)

go down (past: went down)

plummet (past: plummeted) = to fall or drop suddenly in amount or value

plunge (past: plunged) = to fall or drop suddenly in amount or value

* ‘Plunge’ and ‘plummet’, when describing trends, have the same meaning.

Words and phrases used to describe a stable trend:

maintain at the same level (past: maintained)

remain stable (past: remained)

stay (past: stayed)

stand (stood)

constant

unchanged
to level out / off (at) (past: leveled out / off)
do not change (past: did not change)

Words and phrases used to describe fluctuation:

to fluctuate (around) (past: fluctuated)
to vary (past: varied)
to be volatile

Adjectives used when describing trends:

small, slow, slight
considerable, dramatic, sudden, significant, rapid, quick, huge
steady, gradual, moderate

Adverbs used when describing trends:

sharply, rapidly, quickly, steeply
considerably, significantly, substantially
steadily, gradually, moderately
slightly, slowly

Nouns used when describing trends:

decline
decrease
dip (= a momentarily small drop in the level of something)
drop
fall
fluctuation (= an irregular rising and falling in number or amount;
a variation)
growth
increase
peak (= the highest point)
rise
slump (= a severe or prolonged fall in the price, value, or amount of
something)
variation (= a change or difference in condition, amount, or level)

Prepositions used in trends description:

There has been an increase **in** the number of people aged over thirty.

Between 1990 **and** 2000, there was a drop **of** 15 %.

Sales have increased **from** \$5 million **to** \$7 million.

Profits rose **by** 15 % **to** \$5.6 billion.

Sales now stand **at** \$2.3 million.

* Preposition 'by' is used with the verbs, and 'of' — with the nouns:

It increased **by** 20 %.

There was an increase **of** 5 %.

Phrases:

The chart is about ...

The bar chart deals with ...

The line graph clearly shows ...

According to the graph ...

As it may be seen from the chart ...

As the chart illustrates...

The graph presents data showing...

As it is evident from the graph ...

It may be concluded from the chart that ...

At the beginning

There was a sharp fall during March

Over the summer ... remained stable

In mid April the prices started to increase strongly

This was followed by

It then fluctuated around this level

Despite an overall increase, the ... figures were characterized by a number of peaks and troughs over the ... years

It continued an upward trend with some fluctuations

Over the period from ... to ...

Recovered slightly

Tips when describing trends:

Start by saying exactly what the chart shows and the time period.

Do not describe every small upwards or downwards movement. You need to look at the important trends or characteristics and give a general overview.

You will normally use verbs in the past tense when describing trends though always look for dates to confirm which tense to use.

Do not write about things that do not appear in the graph. You shouldn't give an opinion, just describe the information that appears.

Conclude by saying what the main trends or changes are.

You can describe the changes presented in the graph in two ways:

1. From October to December, attendance **decreased steadily**.
2. From October to December, there was a **steady decrease** in attendance.

More examples:

Prices of Model X dropped significantly once Model Y became available on the market.

There was a significant drop in prices of Model X once Model Y became available on the market.

Company profits decreased in 2017 by 15 %.

There was a decrease in company profits of 15 % in 2017.

The number of enrolments increased significantly between 2015 and 2018.

There was a significant increase in the number of enrolments between 2015 and 2018.

Production rose from 800 units in May to 1000 units the following month.

There was a rise in production from 800 units in May to 1000 units the following month.

Example of a graph description:

The graph shows information regarding the income trends of four cafés over the previous 12 month period.

There are two basic general trends: downward and upward. As regards the first, the earnings for the Tea Room were down over the year, falling significantly from almost \$160,000 earnings a month to just under \$50,000 in December.

By contrast, the income for the other three cafés went up by varying amounts. There was a rise in Café Cool's sales over the first ten months, followed by a sudden increase to \$120,000. Furthermore, the income for both Internet Express and the Wi-Fi Café also ended the year up in December. The former experienced a steady fall to June, but after that, income rose steadily ending the year at approximately \$130,000. Likewise, the trend for Wi-Fi was upward. Between January and July, earnings doubled from \$50,000 to nearly \$100,000, and then rocketed to around \$190,000.

It is noticeable that the income for the Tea Room is lower in the winter months than for the other three cafés.

SCRIPTS

Module 1. MAN AND HIS SOCIAL ENVIRONMENT

Unit 1. Studying at University

University of Manchester is a wonderful place to study with excellent facilities and a fantastic worldwide reputation for high quality innovative teaching and research. We can offer an unrivaled rang of opportunities. Having committed several hundred million pounds to improving our campus, it won't come as prize to know that we've got some of the best study facilities in the UK. You will find impressive lecture theatre teaching rooms across the campus. The John Rylands University Lighting is one of the largest and best docs in the country. Students can also use world-renowned John Rylands library on Deansgate, an amazing gothic building housing our rare and unique special collections. Our courses are taught by men and women who are world leaders in their fields. So lectures, seminars and tutorials are led by professors and lecturers are involved in cutting-edge research. We offer a wide range of subjects than any other British University, around 500 different degree courses from art history to engineering, Chinese to optometry and bioscience to radio astronomy. We have a course to suit everyone and it's not just what we do it's the way that we do it. The university's academic excellence is complemented by our worldwide reputation for pioneering problem-based approach to learning where students work on real-life case studies for peer assisted study where students help each other and for blended learning which combines face-to-face tuition with online loan. The Study Abroad Unit organizes exchange placements which offer students the chance to experience life. But the very best institutions in different countries are part of their Manchester degree closer to home. But still outside the lecture theatre students can get involved in activities such as the Manchester Leadership Program, an innovation scheme where they develop their skills and talents or contributions where range of community projects all of which is enormously valuable when it comes to getting the job of their dreams when they graduate.

Unit 2. Appearance and Character

Police officer: Yes, Madam. Can I help you?

Mrs. Langley: I'm looking for my daughter.

Police officer: Your daughter! What's her name?

Mrs. Langley: Ann. And I'm Langley.

Police officer: Mrs. Langley, how old is she?

Mrs. Langley: She is 7.

Police officer: Yeh. What does she look like?

Mrs. Langley: She is short, about four feet six inches. She's thin and she's got long dark hair. She's wearing an orange blouse and green and white skirt and a brown coat.

Police officer: Is she carrying anything?

Mrs. Langley: Yes, a small black bag and a parcel.

Police officer: Hello. Yes! Oh, a little girl. Yes! Oh, short, thin, long dark hair. Oh, what's she wearing? An orange blouse, green and white shirt and a brown coat. Yes, sir! Is she carrying anything? A small black bag and a parcel. Good! Yes! Yes! Thank you! Good-bye. Poor daughter, Mrs. Langley!

Mrs. Langley: Oh, thank you!

Unit 3. Teamwork

Nick Arnett teamwork. What is teamwork? How do we define it? Most would like say something like a group of people working together to accomplish a common purpose or goal. Would that be correct? Well, let's take a little teamwork quiz which of the following is an example of teamwork?

A. One person on the team does all the work but everyone on the team gets the credit.

B. Everyone on the team does an equal amount of work and everyone gets an equal amount of credit.

C. Everyone on the team does an equal amount of work, except one person who does nothing but that person gets all the credit.

D. Some people do all the work, the rest do nothing but the entire team gets the credit for it.

Or

E. All of the above.

Which is correct? Well, if you guesses E, you are right. Well, how can they be all correct because teamwork is a very vague term? It needs to be defined so that everyone on the team will know what is expected of him or her if the team doesn't know what teamwork is. How can the function as one? You've probably all been on a team like those I've just described. But how can they say someone is not a team player if they don't know how a team is supposed to operate and team work doesn't just apply to the folks at the office. There are teams all around us: volunteer organizations, athletic school clubs, etc. Your family is a team. Yes, even your family's a team. And just like your family all team are a little dysfunctional at times. Take time to define your team and make sure everyone on your team knows the definition of your team.

This is Nick Arnett. Me. we. and glee: how to have a great attitude, work as a team and keep your sense of humor.

MODULE 2. DEVELOPMENT OF MODERN SOCIETY

Unit 4. Our Changing World

Nick Dastas: After four months of hard work 36 teams had two days to prove that they deserved to be champion.

Col Daniel Semsel, 88th ABW Commander: Somewhere out there we may have Wright brothers.

Nick: But these teams aren't building planes they're building robot.

Maggie Moreds, FLL Competitor: The team is building robots completely out of Lego and compete against other teams and the clock.

Nick: The event was sponsored by First Lego League or FLL which is nonprofit organization that works to inspire STEM learning in kids and teens.

Ted Hood, volunteer FLL Coach: It shows that doing robots and science, technology, engineering, mathematics is not as difficult as what it actually sounds.

Kathy Levine, FLL Director for Ohio: First Lego League and first programs in general really creates sense of community so that smart kids feel like they're home when they're participating the robots.

Nick: And Wright-Patterson Air Force Base is always willing to help future scientists of Ohio.

Kathy Levine: The Wright-Pat educational outreach office is the lead for the state of Ohio.

Col Daniel Semsel: This is a chance for us to develop our youngsters that are going to the future.

Nick: The competition was serious.

Vidul Prasad, FLL Competitor: For like the last week we've stayed after school to 7.30 almost four hours a day.

Nick: But they had fun not taking themselves too seriously.

Ted Hood: We wear these silly hats to kind of break the ice a little bit. We made it so that the judges will never forget us.

Nick: After all the matches had run their course and champion had been crowned. The real winner was anyone who was lucky enough to participate.

Girl: Robotics competitions are fun you will ever have.

Nick: Their designs may not be turning the scientific community on its head but these competitors are working hard today so that in the future they can do just that.

Reporting for WrightPatterson Air Force Base public affairs.

Unit 5. New Communication Technologies

Information and Communications Technology is one of the key sectors in Barcelona and in Catalunya due to its impact on the competitiveness of the country. The innovation culture holds strong roots in Barcelona where the large majority of companies are located. Major efforts have been made to push the sector forward being strategic for the social and business future of the city in a globalized economy with a growing demand for services aimed at citizens. Barcelona has an ideal ecosystem for the creation and growth of ICT companies. The metropolitan area of Barcelona has first-rate infrastructures such as Mari incognito supercomputer, the Alba synchrotron, technical universities, research and technology transfer centers, incubators and competitive talent as well as a critical mass of very important companies. The marked faith in research and technology transfer as a source of competitiveness has put Barcelona in an

outstanding global position in scientific production. One of many business clusters — the cluster of digital and e-commerce — is another example of the city's policy of private public partnerships. This was born as a result of the work between public administration and entrepreneurs themselves thanks to their capacity for networking. The success of this business cluster policy has helped to consolidate the sector in Barcelona in addition to other important factors such as the city's experience in organizing cutting-edge technology events which have enabled it to be mobile world capital and position itself at the top of the world of technology and mobile communications. For all of these reasons Barcelona has been named the European capital of innovation.

Unit 6. Virtual vs Real World

Imagine if you could search for flights, walk through a plane to select your seat, book and pay for your trips using virtual reality. We live in a 3D world. Why shouldn't we shop for our travel this way? An Amadeus company Navitor unveils the world's first virtual reality travel search and booking experience. Travelers will be able to select a destination and a date for their flight. Once selected, a traveler will pick the flight and see the aircraft seat map to select a seat. You will also add other services to your booking. Once you have all set for your trip you can move ahead with the payment. This could change the way travelers will purchase trips helping airlines and other travel companies become the next generation retailers. In the era of empowered travel Navitor and Amadeus are helping airlines to shape a personalized customer experience at every stage of the journey.

MODULE 3. CROSS-CULTURAL COMMUNICATION

Unit 7. Foreign Languages as a Means of Cross-Cultural Communication¹

Residents of the European Union (EU) are becoming increasingly better at languages. Almost 50 percent of the EU population reckon they can speak at least one foreign language very well, with that figure rising to nearly 80 percent for students. To celebrate its linguistic

¹ <https://breakingnewsenglish.com/0509/050925-bilingual.mp3>

diversity and bilingual, trilingual or multilingual capabilities, a special day is set aside in the EU. September 26 is the European Day of Languages. The day's website cites a Slovak proverb that says: "The number of languages you speak is the number of times you are human". This aims to encourage all Europeans to brush up on and advance their language skills. The website predicts that Europe's young generation 'will fully contribute to enriching Europe's multilingual society'.

The results of the 'Eurobarometer' survey put Luxembourgers at the top of the language ability list. A staggering 99 percent of the Luxembourgish population is at least bilingual. Those with the poorest language skills are the Hungarians (29 percent) and British (30 percent). The survey also shows that English is the most widely spoken foreign language, used by more than a third of the population. It is followed by German (12 percent), which has for the first time usurped French (11 percent) for the second spot. European enlargement to incorporate former communist countries has elevated Russian to fourth place — tied with Spanish. The EU spends \$36 million a year on language programs.

Unit 8. Business Etiquette of the English-Speaking Countries¹

The reading of facial expressions may not be universal. This is the conclusion of researchers from Glasgow University in Scotland. They report that people from different cultures read facial expressions differently. In particular, they said there were big differences between the way Westerners and East Asians interpret facial expressions. The study suggests East Asians focus mostly on people's eyes to read an emotion, but Europeans and Americans scan the whole face. Researcher Rachael Jack said: "We show that Easterners and Westerners look at different face features to read facial expressions." She added: "Westerners look at the eyes and the mouth in equal measure, whereas Easterners favour the eyes and neglect the mouth."

Ms. Jack suggested there are similarities in interpreting facial expressions and the use of emoticons. She said East Asians use the eyes in emoticons to show emotion, for example ^_^ means happy and ;_; is sad. Westerners, however, use the mouth. For example :) is for

¹https://breakingnewsenglish.com/0908/090817-facial_expressions.html

happy and :(is for sad. She added: “Interestingly, there are clear cultural differences in the formations of these icons. Emoticons are used to convey different emotions in cyberspace as they are the iconic representation of facial expressions.” The researchers said their findings showed intercultural communication is more complicated than we thought. They said: “When it comes to communicating emotions across cultures, Easterners and Westerners will find themselves lost in translation.”

Unit 9. How to Adapt to a Different Culture¹

Rate of UK immigration rises sharply.

The number of people migrating to the United Kingdom is increasing at a rate that has taken politicians by surprise. The annual rise is 45,000 more than previously predicted. This is according to official estimates from Britain’s National Statistics Office. Officials originally thought the increase in Britain’s population due to immigration would be around 145,000 a year. However, it has revised that figure to 190,000 migrants per annum. Population expert Sir Andrew Green said: “The result is that 86 % of our population increase will now be due to immigration, which will add 7.2 million to our population between 2004 and 2031.” Politicians are warning this figure is the same size as a city and will put considerable strain on Britain’s infrastructure and public services.

British politicians are calling for action to slow down the volume of people relocating to the UK, before a population crisis sets in. The Conservative Party wants ‘an explicit annual limit’ on the number of people entering the UK. Members of the government agree. Immigration Minister Liam Byrne urged ‘the need for swift and sweeping changes to the immigration system in the next 12 months’. He added: “Migration is bringing new wealth but also new worries to Britain. That means we need to drive through radical action now to make sure our ... policy is fit for the future.” Another migration expert, Danny Sriskandarajah, warned that Britain had to continue to build ‘cohesive communities’ despite the ever-increasing numbers of people arriving at its ports.

¹ <https://breakingnewsenglish.com/0709/070930-immigration.html>

MODULE 4. INTERNATIONAL BUSINESS CONTACTS

Unit 10. Planning a Business Trip¹

F1: (phone ringing) Majestic Hotel, can I help you?

M1: Yes, I'd like to find out about your room rates in July, please.

F1: One moment, please. I'll put you through to reservations.

F2: (click) Reservations, can I help you?

M1: Yes, I'm enquiring about room rates in July, please.

F2: Yes, of course, sir. Do you have specific dates in mind?

M1: Yes, we're thinking of coming up the weekend of the 6th of July and staying for about a week, going back on Saturday the 13th or Sunday the 14th.

F2: I see, sir. And for how many people would that be?

M1: Well, there's myself, my wife and our two children. They're 9 and 5.

F2: Well, there are various options (typing). We could do a double for you and your wife, and a room with two singles for your children. Not adjacent though.

M1: Is it not possible to have a family room for all of us?

F2: Yes, that is a possibility. Just let me check those dates for you. It is a very busy time of year, as I'm sure you realise!

M1: Yes, I appreciate that.

F2: Mmm (typing), ah. Well, I can offer you a family room for the nights of Saturday the 6th through to the night of Thursday the 11th, but I'm afraid there are no family rooms for the second weekend. They're all booked already, I'm afraid.

M1: Oh dear. Er, so that would mean either leaving on Friday or moving to two rooms for the last one or two nights, would it?

F2: Yes, I'm afraid so... but I see we do have a suite available for all the nights you're interested in. That would give you two separate bedrooms, a sitting room, bathroom of course, and the one we have available also has a large balcony and a terrific sea view.

M1: Oh! That sounds wonderful. But what about the price? Can you do any special deals on that?

¹ <https://www.teachingenglish.org.uk/article/hotel-booking>

Unit 11. Staying in a Foreign Country¹

Hana: So Daniel, I heard you went on a vacation, where did you go?

Daniel: Yeah, I went to Taiwan.

Hana: Oh, sounds interesting. What did you do?

Daniel: Well, I did a lot of things. It's a really interesting place. I saw a lot of culture. I saw a lot of history. I went to beautiful places. They have like really, really beautiful nature. Everything was really, really good.

Hana: How was the food?

Daniel: Well, the food in Taiwan is amazing. You wouldn't believe how good it is. Everything tastes amazing. And the good thing about it, it's really, really cheap.

Hana: I see. Who did you go with?

Daniel: I went with a Taiwanese friend, so that was really good because I cannot speak Mandarin. And my friend helped me a lot with all the food, and that was really good because I really appreciated that.

Hana: How long did you go for?

Daniel: It was about eight days. And I think it was more than enough to get like a quick view of the whole island. It was really nice to go from Taipei in the north to some cities in the south. I think I got a really good impression of what Taiwan is.

Hana: Why did you go to Taiwan?

Daniel: Well I'm really interested in Asia and Asian cultures, and since it's really far from my background, I really want to get to know better all those cultures. And since for many western people are quite the same, I really want to find out those differences. And that's why I chose Taiwan.

Hana: I see.

Unit 12. Negotiations²

Mike: OK, Craig and Gavin, I realise that there have been some problems between you recently, and I'd like to try and sort them out right now. Gavin, can you tell me why you think this problem has arisen now?

¹ http://ello.org/english/1251/1257-Daniel_Hana-Vacations.htm

² <https://learnenglish.britishcouncil.org/en/podcasts-professionals/managing-conflict>

Gavin: You're asking me!?! I really have no idea. I mean, I came into this job a year ago with a special project to do ... I had a very positive attitude, I was excited about it and Craig's just blocked me all along ...

Craig: Well, that's not fair at all, that's just not true!

Mike: OK, OK, one second. Can everyone speak one at a time, please! Gavin, go on ...

Gavin: Well, that's about it really. I've never felt as if I've been welcomed here. I mean, when I walk into the office, the others don't even say hello to me ...

Craig: That's just not true! It's you who doesn't say hello!

Mike: Craig, please! Gavin, can you tell me why you think this situation may have arisen?

Gavin: Well, as I said, I've really no idea. Perhaps it's just my style — I'm very positive, energetic and outgoing, while everyone else here seems to be half-asleep ...

Mike: Erm, listen, I don't think that personal, judgemental comments like that help. Can we just stick to facts rather than opinions?

Gavin: OK. Well, I could see right away that some changes needed making here, so I set about making those changes ...

Mike: And was that part of your job description?

Gavin: Job description! Job description! That's all I ever hear round here ... That's the problem with this place ... there's no initiative, no energy ...

Mike: Hmm, OK. Craig, would you like to tell us what you feel the problem is?

Craig: Well, I think it's quite clear isn't it? Him! That's it!

Mike: OK, as I said, can we keep away from personal comments here, and stick to talking about the workplace ...

Craig: Well, I am talking about the workplace! He doesn't respect the limits of what he's supposed to do ... He came in here for a one-year project, but has then tried to change the way everyone else works as well ...

Mike: Gavin? Can you respond to that?

Gavin: Well, my project involved everyone else. It was impossible to do what I had to do without getting other people to rethink the way they work.

Mike: OK, I think that personality issues are crucial here.

Gavin/Craig: (murmurs of agreement)

Mike: Personality issues are the most difficult thing to change. Perhaps we'll never be able to resolve them. You are different people with different personalities and different ways of working.

Gavin: And so?

Mike: Well, that doesn't mean the problem can't be solved. We have to be flexible, accept change and be tolerant of difference.

Craig: Easy to say!

Mike: Well, yes, it is easy to say ... but difficult to do! I don't deny that. However, what we need to do is review your project, and look at everyone's roles and responsibilities in the project and in this organisation as a whole. If everyone sticks to and respects other people's roles and responsibilities, then we can at least settle on a good, constructive working atmosphere.

MODULE 5. OPPORTUNITIES

Unit 13. A Key to Success¹

I suppose I feel a bit sorry for him. I'm sure he didn't expect it to be such an absolute flop. Everything went wrong from start to finish — it really was a total disaster. I didn't learn anything new and it was just so boring! I wish I hadn't gone. It was a complete waste of time.

They've worked really hard on this and finally it looks like they've made a significant breakthrough. Everyone is very excited about it and we are sure it's going to be a great success in the not too distant future.

What an amazing achievement! Nobody thought they'd be able to do it. It's hard to believe they managed to complete such a huge project in only six months. It's a real triumph.

Unit 14. Success Stories²

The next time you decide to check your Facebook page to see if you have any new messages, likes, or just to see what your friends are up to, you can thank Mark Zuckerberg. Zuckerberg is the man who

¹ Hughes J., Naunton J. Business Result Intermediate. Oxford University Press. Oxford. 2012. P. 159.

² <https://www.eslfast.com/eslread/ss/s365.htm>

changed the way people keep in touch with each other. He literally changed the world.

Born in White Plains, New York on May 14, 1984, Zuckerberg developed an interest in computer programming at an early age. When he was just 12 years old, he had developed a working messaging system that his father Edward used in his dental office. Zuckerberg had many friends who were artists, and they would come by and draw pictures for Mark. He would then design a computer game based on the characters drawn. In high school, Zuckerberg developed a music software program that drew interest from several large companies. He enrolled into Harvard University in 2002, where he developed his first social networking site for students only. The site was very popular, but it was shut down by the school for being inappropriate.

During his sophomore year at Harvard, Zuckerberg began working on Facebook, a site that allowed its users to create a profile, share photos, and communicate with other members. He dropped out his sophomore year to dedicate his work to his site. He moved his operation to Palo Alto, California. By the end of 2004, Facebook had had more than 1,000,000 members.

Zuckerberg's rise to the top has not been without controversy. Some of his Harvard peers claimed he stole their ideas, and filed suit against Zuckerberg. The case was settled, but it continues to be an issue. Facebook generates more than \$1.5 billion in net revenues today.

Unit 15. Ambitions¹

April: I come from a very small village... umm ... my father, well, he's half Irish. He's...err... a lorry driver, but he's always been really keen on engineering and he's always working on cars and bits and pieces. I suppose I picked up a bit from him and he's always been really interested in flying — he did a little bit himself — but then ... umm ... he got interested in the gliding club that moved to our village. I started going up in gliders with him to look around, you know, try it out, and then I got involved with that and learned to fly. Then that led me on to working for Marshall Aerospace.

¹Harmer J. Just Listening and Speaking. Intermediate. Oxford. 2004. P. 65.

Interviewer: What sort of personal qualities do you think a good designer like you needs?

April: You've got to be a really hard worker. Some jobs will come in on a Friday afternoon and they need to be done by Sunday morning, so you have to work over the weekend. ...umm... You need to be able to work on your own as well as work with a team. You've got to be able to communicate with the others to understand if anything they're doing affects you ...umm... you've got to be quite organised and quite decisive really. You're doing a job that will affect an aeroplane and, even though about four other people check your work to make sure it's OK, it still comes down to you. You're responsible and you've got to make sure it's right.

Interviewer: Most engineers are men, so what sort of qualities does a 22-year-old woman need working in a male environment?

April: Yeah, umm, I think you've got to be able to prove yourself to people that might, might wonder how well you're going to do the job. ...umm... You've got to show initiative really and ask questions and want to learn. You won't be very successful if you just sit there and just do the minimum. There'll always be I think that bit extra to do so that people will notice you for the right reasons, I suppose. But as a woman you are watched a lot. Well, not watched but people follow your progress more. When I worked on the planes in the hangars everyone knew me because I was the only girl there, so that now they all know my name and they all keep an eye on what I'm doing, how well I'm getting on — that's unusual, I know a lot of the male apprentices know very few people in the hangars even though they worked here for the same time, but when I worked in there a lot of people spoke to me to find out how I was getting on.

MODULE 6. FIRST CAREER STEPS

Unit 16. Career Choice¹

Interviewer (I): Hi there — can I help you with anything?

Dominika (D): Oh, hi... I'm interested in the possibility of a career with TGS when I graduate. So I thought I'd come here and see if there are any opportunities suitable for people like me.

¹Brook-Hart G., Jakeman V. Complete IELTS. Student's Book. Cambridge University Press. Cambridge. 2013. P. 9.

I: OK. I'll take a few details from you, and then we can contact you when we start our recruitment programme.

D: Oh great.

I: So, if you were to work with us, what area would you want to focus on?

D: I'm hoping to make a career in the field of marketing. I'm quite an outgoing person.

I: OK. I'll just feed that into the computer. And what's your name?

D: It's Dominika Alexandrovna.

I: OK ... Can you just spell your surname for me?

D: Sure. It's A-L-E-X-A-N-D-R-O-V-N-A.

I: Thanks — it's important to spell names correctly in business!

D: Yeah!

I: And where are you from, Dominika?

D: Well, I was born in Poland actually, and my mum's Polish, but I'm Russian because we moved to Moscow when I was very small for my father's job.

I: Well I must say your English is very good.

D: Thanks. I've been here a couple of years now.

I: OK, well, we usually get in touch with students a bit later on ... and the easiest way for us to communicate with you is by email.

D: Oh yes — I can give you my email address.

I: Fine. Then we can send you any links that you need to read and attach the application forms.

D: Oh great... well, my email address is Dom, D-O-M 54 at gmail.com

I: Right — thanks. As you know, we like to encourage young people to start working for us as soon as they graduate.

D: Uh-huh.

I: Obviously our interest is related to the class of degree that you get.

D: Well, I'm hoping to get a 2:1. My tutors are all pretty confident that I will.

I: That's good ... So, which university are you studying at?

D: I'm just finishing my course at London University.

I: And I assume you're in the school of business ...

D: Yes, I've been doing a BA.

I: And is that part time?

D: No — I'm a full-time student. I haven't actually had any experience of business yet. I want to concentrate on getting my qualifications first.

I: OK. How have you found the course?

D: Oh — it's been really good. I've really improved my communication skills, and I've learned how to work in a team as well.

I: Well, that's good if you want to work in a global company. So when do you finish?

D: Urn — well, it's a 22-month course and I finish in two weeks' time.

I: I see. So when would you be available for an interview?

D: Well, I think the 21st of July. I'm taking a holiday on the 12th of July for a weekend. I'd need a couple of days to sort myself out after that.

I: We're obviously interested in your business qualifications, but it also helps if you've done anything in your spare time that shows you have some business-related skills.

D: Urn — well, I did run a competition last year for the charity 'Save the Children'.

I: That's just the sort of thing I mean ... shows you have some management skills. Right... and, apart from work and study, what do you like to do in your free time?

D: I'm quite good at cooking. I make sure I eat well ... you know, when you're a student, it's easy to forget to eat or to eat a lot of junk food. I do things like watch some of the cookery programmes on TV and then I copy them.

I: Great!

D: I'm not very sporty, but I do go swimming at least twice a week. I like to keep in shape.

I: Have you done any other work in the past that would be relevant to a marketing career?

D: Um, I did help my father with his business, but it wasn't really a job. I didn't get paid ... But I have been a children's tutor. I got that job through the people at my homestay.

I: That's good. So if you worked for us, how would you see your career developing?

D: What do you mean?

I: Well, are you ambitious? Do you want to get to the top?

D: I guess I'd like to get into management... you know ... I'd like to work my way up the ladder and end up as a project manager.

I: Well, that's about all I need to ask you for now. I'll let you walk around and look at some of our displays.

D: Thanks.

I: Can I just ask how you first heard about the fair?

D: Oh — from a friend. She told me about it last week, and then I looked it up on the Internet.

I: OK, thanks.

Unit 17. Applying for a Job¹

Alan (A): Hello. Care for the Community. How can I help?

Philippa (P): Oh, good morning. I'm interested in doing some part-time work for your organisation. Am I speaking to the right person?

A: You are. I'm Alan Carpenter, head of human resources.

P: Hello. My name's Philippa Tai...

A: Hang on, sorry, let me just get a pen so I can take this down. OK, fire away.

P: My name's Philippa Tailor.

A: F-I-L.

P: No, P-H-I-L-I-P-P-A.

A: Got that. And is it Taylor with a -Y-?

P: No, an -I-. T-A-I-L-O-R. Like the job.

A: Right. And what do you do at the moment, Philippa?

P: I'm a student. I've just started my second, sorry, I mean, my third year at Brookfields University.

A: Oh, right, what course are you doing?

P: A BA in Social Care Studies.

A: And have you got a number we can get you on?

P: Sure, I'll give you my mobile. It's 0878 643 9884.

A: 0878 643 9844.

P: No, that's 884 at the end, not 844.

¹Wyatt R. Complete IELTS. Workbook. Cambridge University Press. Cambridge. 2013. P. 6.

A: Sorry. Right, what next? Oh yes, your email address, if you have one.

P: I do. It's flip14 at chatbox.co.uk. That's F-L-I-P-T, and the number 14, all written as one word. At chatbox.co.uk.

A: Thanks. OK, and when would you be available to work? Days? Evenings?

P: Well, days would be difficult, as I have classes then, so it would have to be evenings, I guess. I was thinking maybe a couple of evenings a week, or maybe three. But no more than that. Oh, and not Saturday or Sunday, if possible. Would that be any good?

A: Oh, that would be fine. And would you be able to start immediately if we had anything for you?

P: Yes, I would.

A: Right, Philippa, so could you tell me why you're interested in working for us?

P: Well, I'm hoping to apply for a career in social care when I graduate, and this would give me some work experience in this field.

A: Any particular area?

P: Yes, I'm particularly interested in helping young people, teenagers who have learning difficulties. You know, providing them with the extra care and support they might not get at school or home.

A: And have you done anything like this before?

P: Yes, in fact I've just spent the holiday working at a summer camp for children from disadvantaged backgrounds.

A: Did you enjoy it?

P: Oh, yes. It was challenging but rewarding. That's the sort of thing I like, really. And I'd like to do more of that, if possible.

A: Great. And what makes you suitable for this kind of work, do you think?

P: Well, I have very good communication skills. That's my strongest point, I reckon. And I'm a good listener. Sometimes you can help by just listening, you know?

A: I agree. Hmm, right, what I'd like to do, if it's OK with you, is fix an appointment so we can meet and talk about this some more. It wouldn't be anything formal, not an interview or anything like that. Er, how are you fixed for Tuesday 9th September at 4.30?

P: Ah, I'm sorry, I have a tutorial then. Would Wednesday be possible?

A: The 10th? Yes, that would be fine. So we'll say Wednesday 10th at 4.30. Now, do you know where we are?

Unit 18. New Forms of Employment¹

Interviewer: Most people sense that choices in business today are different. When it comes to people and careers, what actually has changed?

James: People in business simply have many more choices today than ever before. Just a decade ago, when you took a job, the company dictated the moves you made. When it came to your career, you had one area that you specialized in. That was all you did and you more or less did it for your whole work life.

Ten or twenty years ago you'd join a company, put down roots and stay put, like a tree. Today the image of the tree has been replaced by a surfer on a surfboard: you're always moving. You can expect to fall into the water any number of times, and you have to get back up to catch that next wave.

But the biggest change is in who is responsible for your career. Ten or fifteen years ago, a social contract went along with a job. Companies accepted certain responsibilities for the people. Today that contract is completely different. You are responsible for creating your own career within an organization — and even more important, between organizations.

Interviewer: It's frequently said that careers are over. Instead, you should expect to hold a series of jobs and to participate in a succession of projects. Timothy, how do you see the evolution of the career?

Timothy: There are three words that tend to be used interchangeably — and shouldn't be. They are 'vocation', 'career' and 'job'. Vocation is the most profound of the three, and it has to do with your calling. It's what you are doing in life that makes a difference for you, that builds meaning for you, that you can look back on in your later years to see the impact you've made on the world. A calling is something you have to listen for. You don't hear it once and then

¹ Allison J. The Business. Intermediate. Student's Book. Macmillan Education. Oxford. 2011. P. 139.

immediately recognize it. You've got to attune yourself to the message.

Career is the term you hear most often today. A career is a line of work. You can say that your career is to be a lawyer or a securities analyst — but usually it's not the same as your calling. You can have different careers at different points in your life.

A job is the most specific and immediate of the three terms. It has to do with who's employing you at the moment and what your job description is for the next six months or so. These days, trying to describe what your job will be beyond 12 to 18 months from now is very dicey.

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