

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
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«Воронежский государственный архитектурно-строительный университет»

**Л.В. Лукина**

## **ENGLISH MASTERS COURSE**

### **КУРС АНГЛИЙСКОГО ЯЗЫКА ДЛЯ МАГИСТРАНТОВ**

Учебное пособие  
по развитию и совершенствованию общих и предметных (деловой  
английский язык) компетенций

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Цель пособия – развитие и совершенствование общих и предметных (деловой английский язык) компетенций, необходимых как для выпускников магистратуры, так и для широкого круга лиц, совершенствующихся в Business English. Пособие охватывает тематику и ситуации общения в профессиональной, академической и социокультурной сферах.

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## ВВЕДЕНИЕ

В связи с введением Федеральных государственных образовательных стандартов (ФГОС) третьего поколения возникает необходимость кардинального пересмотра подходов к разработке пособий по иностранному языку в высшей школе. Особенно важным это представляется для второй ступени высшего образования – магистратуры, поскольку владение иностранным языком признано разработчиками ФГОС одной из обязательных общекультурных компетенций магистра, независимо от направления подготовки.

Основной целью обучения иностранному языку является достижение магистрантами «практического владения иностранным языком, позволяющего использовать его в их будущей профессиональной деятельности и научной работе, а также для активного применения в деловом общении».

Задачами обучения иностранному языку магистров инженерно-строительных направлений и специальностей являются:

1) развитие и совершенствование лингвистической иноязычной компетенции (овладение общеязыковой деловой лексикой, лексикой нейтрального научного стиля, а также терминологией по основной специальности; совершенствование лексико-грамматических навыков, необходимых как для письменного, так и для устного использования в процессе профессионально-ориентированной коммуникации);

2) развитие и совершенствование коммуникативной компетенции (овладение основами публичной речи и навыками презентации научной продукции; формирование основ коммуникативных стратегий и тактик, ориентированных на профессиональный формат общения и социокультурные параметры; развитие креативного потенциала обучаемых на базе проблемно-проектных и инновационных технологий).

Целью учебного пособия является развитие новых и совершенствование общих и языковых компетенций, предъявляемых к выпускникам магистерских программ. А также коммуникативных умений различных видов речевой деятельности: составления презентаций и устных докладов, деловой переписки на английском языке.

Пособие состоит из трех частей (Part), каждая из которых включает три раздела (Unit). Учебное пособие включает темы, отражающие важные аспекты современной деловой сферы: Master's Degree (Степень магистра), Business Skills (Деловые навыки), Business English (Деловой английский). А также материал, обучающий написанию и оформлению научных статей, деловых писем, резюме, презентаций и др.

Каждый раздел (Unit) включает в себя текст, который имеет деловую направленность и предназначен для изучающего чтения в аудитории и дома. Текст снабжен вокабуляром терминов, необходимых для понимания и активизации данного языкового материала и послетекстовыми заданиями. В пособие включен тест, помогающий магистранту определить уровень своих знаний.

# Part I

## MASTER'S DEGREE

### Unit 1



### Master's programme, a second cycle of higher education

- ✓ the Bologna Process
- ✓ the Master's Degree
- ✓ Manager's Role

### Reading and Speaking (1)

1. What do you know about the Bologna Process?
2. Scan the text below for 3 minutes and say if your prediction is true.
3. Read the text carefully.

### The Bologna Process

The **Bologna Process** is a series of agreements between European countries designed to ensure comparability in the standards and quality of higher education qualifications. It is named after the place it was proposed, the University of Bologna, celebrating the 900th anniversary, with the signing of the Bologna declaration by Education Ministers from 29 European countries in 1999, forming a part of European integration.

The Bologna Process currently has 47 participating countries.

The basic framework adopted is of three cycles of higher education qualifications. These are statements of what students know and can do on completion of their degrees.

- 1st cycle: a bachelor's degree.
- 2nd cycle: a master's degree.
- 3rd cycle: a doctoral degree.

In most cases, these will take 3–4 years for a bachelor's degree, 1–2 years for a master's degree, and 3–4 years for a doctoral degree, respectively to complete.



The Bologna Process was a major reform created with the goal of providing responses to issues such as the public responsibility for higher education and research with the most demanding qualification needs.

With the Bologna Process implementation, higher education systems in European countries are to be organized in such a way that:

- it is easy to move from one country to the other (within the European Higher Education Area) – for the purpose of further study or employment;
- the attractiveness of European higher education has increased, so that many people from non-European countries also come to study and/or work in Europe;
- the European Higher Education Area provides Europe with a broad, high-quality advanced knowledge base, and ensures the further development of Europe as a stable, peaceful and tolerant community.

The Russian higher education framework was basically incompatible with the Process: the general degree in all universities since Soviet era is the *Specialist* which can be obtained after completing 5–6 years of studies. Since the mid-90s, many universities have introduced limited educational programmes allowing students to graduate with a bachelor's degree (4 years) and then earn a master's degree (another 1–2 years) while preserving the old 5–6 year scheme. In October 2007 Russia enacted a move to two-tier education in line with Bologna Process model. The universities inserted a BSc diploma in the middle of their standard *specialist* programs; transition to real MS qualification has not been completed yet.

## Post-Reading

### 1. Explain the following.

- 1) to ensure comparability
- 2) named after the place
- 3) participating countries
- 4) framework adopted
- 5) the public responsibility
- 6) tolerant community
- 7) a BSc diploma

### 2. Some competencies that you need to gain while learning for the Master's course.

- ability to apply knowledge in practice;
- profound knowledge in the field of study;
- oral and written communication in English (presentations, meetings, negotiations, etc.);
- advanced computing skills;
- basic research skills (research methods, academic writing, etc.);
- ability to generate new ideas (creativity);
- capacity to adapt to new situations and analyse information from different sources;

- planning and time management;
- decision-making and readiness to accept responsibility;
- ability to work in a team;
- ability to work in a multicultural business environment.

**3. Answer the questions below.**

- Why did so many countries sign the Bologna Declaration?
- What differences in European education systems surfaced in course of the Bologna process?
- What are three cycles of higher education qualifications adopted?
- What are the main goals of the Bologna process?

## **Language Work (1)**

**1. Look and memorise the combinations with the word *degree*.**

- 1) academic degree – ученая степень
- 2) bachelor's degree – степень бакалавра
- 3) master's degree – степень магистра
- 4) doctoral/ doctor's degree – докторская степень
- 5) (post) graduate degree – ученая степень выше бакалавра
- 6) a degree day – день получения диплома (на торжественной церемонии в университете)
- 7) by degrees – постепенно, понемногу
- 8) in the last degree – до последней степени, в высшей степени
- 9) of the first degree – чрезмерный, заправский
- 10) to a degree – очень, значительно

**2. Translate the sentences. Make up your variants.**

- ❖ To some *degree*, Katie had been right.
- ❖ Joe gained his Master's *degree* at London School of Economics.
- ❖ She achieved a high *degree* of proficiency.
- ❖ The new bachelor's *degrees* were initially focused on education, health care, and information technology.
- ❖ Students may obtain postgraduate *degrees* in economics and public relations.

## **Reading and Speaking (2)**

1. Read the text below and say which, in your opinion, the best way to gain a Master's degree is.
2. What factors influence the growth in master's degree enrollments in Russia?

## Master's Degrees

Students and employers demand for advanced education and certification within professional fields of study has sparked much of the growth in master's degree enrollments.

The master's degree is designed to provide additional education or training in the student's specialised branch of knowledge. Master's degrees are offered in many different fields, and there are two main types of programs: academic and professional.

**Academic Master's:** The master of arts (M.A.) and the master of science (M.S.) degrees are usually awarded in the traditional arts, sciences, and humanities disciplines. The M.S. is also awarded in technical fields such as engineering and agriculture. Original research, research methodology, and field investigation are emphasised. These programs are usually completed in one or two academic years of full-time study. They may lead directly to the doctoral level.

**Professional Master's:** These degree programs are designed to lead the student from the first degree to a particular profession. They do not lead to doctoral programs. Such master's degrees are often designated by specific descriptive titles, such as master of business administration (M.B.A.), master of social work (M.S.W.), master of education (M.Ed.), or master of fine arts (M.F.A.). Other subjects of professional master's programs include journalism, international relations, architecture, and urban planning. Professional master's degrees are oriented more toward direct application of knowledge than toward original research. They often require that every student take a similar or identical program of study that lasts from one to three years, depending on the institution and the field of study.

## Post-Reading

### 1. Explain the following.

- 1) advanced education
- 2) master's degree enrollments
- 3) field investigation
- 4) full-time study
- 5) urban planning
- 6) direct application of knowledge
- 7) descriptive titles

### 2. Read the passages below and discuss the trends mentioned in them.

#### Need For Good Managers Increasing

The need for good managers, people who can manage themselves and others in a high stress environment is intensifying. Anyone can be a good manager. It is as much trainable skill as it is inherent ability; as much science as art.

## Managing Your Career

Now, all organisations in the commercial sectors, and most organisations in the public sector, are demanding that each individual is continuously developing, is learning new skills, and is preparing for change. The organisation has a people development policy, each department has a local staff development plan, each individual is now expected to have a personal development plan. In some professions, such as accountancy, the legal profession, engineering, teaching, nursing and others the specialist must show that they are up to date in the knowledge and skills needed currently.

Professional development is a major, never-ending, personal task and needs considerable effort, a strategy, a plan to ensure the best jobs, the key roles, the interesting projects, the higher salaries, the better conditions. And if you are planning to be an entrepreneur, and you want to have a successful work life, there is no escape from managing your career proactively.

### Students Increasingly Choosing to Learn Foreign Languages

Innovative school curriculums, entertaining and affordable interactive computer training programs, more opportunities to travel, and a broader global outlook have motivated students to learn foreign languages. Students are interested in other cultures and traditions. Competition for job is another reason to learn foreign languages.

## Language Work (2)

### 1. Look and memorise the words dealing with education.

- 1) to learn = to get knowledge of some subject or skill in some activity –  
учить, выучить

*He learns typing at school.*

*You should learn the poem by heart.*

- 2) to study = to gain knowledge, it refers only to knowledge, not skills or abilities – изучать, учиться

*He studies at Princeton.*

**BUT:** *He goes to school.*

*He is a first-year student*

*He learns English at school.*

- 3) to do/ to get on well = to be a bright student – хорошо учиться

*How is he getting on at school?*

*He's doing well at college*

- 4) to teach = to give a person knowledge, to give lessons – преподавать, обучать

*He teaches Economics.*

*Who teaches you English?*

- 5) to train = to give teaching and practice, usually for a particular job or skills – готовить, обучать, тренировать

*College of Education trains 200 teachers a year.*

6) to instruct = to teach a practical skill – учить, наставлять

*Mr. Smith instructs them how to drive.*

7) education (general), training (more practical), tuition (refers to costs) –

обучение, подготовка

*Tuition fee is rather high.*

## **2. Fill in the missing words.**

1. Is he ... well at University? 2. He ... to high school. 3. He is a first ... student.  
4. They ... girls to be nurses. 5. Higher ... in US is rather expensive. 6. Mr. Bell ...  
me how to ride a horse. 7. She went to France for a year to ... French there. 8.  
When did you ... to swim? 9. We ... math every day. 10. It's very difficult to ...  
and work at the same time.



# Unit 2

## Academic System



- ✓ History of Academic Degree
- ✓ The Oldest Universities

### Reading and Speaking (1)

1. Do you know when the system of academic degrees evolved?
2. What is the oldest university in Europe?

### History of Academic Degree

An academic degree is a college or university diploma, often associated with a title and sometimes associated with an academic position, which is usually awarded.

The most common degrees awarded today are Bachelor's, Master's and Doctoral degrees. Most higher education institutions generally offer certificates and programs of Master of Advanced Studies, which is known as a *Diplôme d'études supérieures spécialisées* under its original French name.

The modern academic system of academic degrees evolved and expanded in the medieval university, spreading everywhere across the globe. No other European institution has spread over the entire world in the way in which the traditional form of the European university has done. The degrees awarded by European universities – the bachelor's degree, the licentiate, the master's degree, and the doctorate – have been adopted in the most diverse societies throughout the world.

The doctorate (Latin: *doceo*, I teach) appeared in medieval Europe as a license to teach at a medieval university. Its roots can be traced to the early church when the term "doctor" referred to the Apostles, church father and other Christian authorities who taught and interpreted the Bible.

Originally the terms "master" and "doctor" were synonymous, but over time the doctorate came to be regarded as a higher qualification than the master degree.

In the medieval European universities, candidates who had completed three or four years of study in the prescribed texts of the *trivium* (grammar, rhetoric, and logic), and the *quadrivium* (mathematics, geometry, astronomy and music), together known as the Liberal Arts, and who had successfully passed examinations held by their master, would be admitted to the degree of bachelor of arts.



Further study would earn one the Master of Arts degree. Master of Arts was eligible to enter study under the "higher faculties" of Law, Medicine or Theology, and earn first a bachelor's and then master or doctor's degrees in these subjects. Thus a degree was only a step on the way to becoming a fully qualified master – hence the English word "graduate", which is based on the Latin *gradus* ("step").

Today the terms "*master*", "*doctor*" (from the Latin "*teacher*") and "*professor*" signify different levels of academic achievement, but in the Medieval university they were equivalent terms, the use of them in the degree name being a matter of custom at a university. (Most universities conferred the Master of Arts, although the highest degree was often termed Master of Theology or Doctor of Theology depending on the place).

The earliest doctoral degrees (theology - Divinitatis Doctor (D.D.), philosophy - Doctor of philosophy (D.Phil., Ph.D.) and medicine - Medicinæ Doctor (M.D., D.M.) reflected the historical separation of all University study into these three fields. Over time the D.D. has gradually become less common and studies outside theology and medicine have become more common (such studies were then called "philosophy", but are now classified as sciences and humanities - however this usage survives in the degree of Doctor of Philosophy).

## Post-Reading

### 1. Explain the following.

- 1) an academic position
- 2) the licentiate
- 3) roots can be traced
- 4) the prescribed texts
- 5) a step
- 6) a matter of custom

### 2. Match the English word combinations with the Russian equivalents.

- |                         |                           |
|-------------------------|---------------------------|
| 1) to earn a degree     | a. изучать курс           |
| 2) to complete a course | b. выдавать диплом        |
| 3) to receive a grade   | c. получить степень       |
| 4) to take a course     | d. окончить курс обучения |
| 5) to issue a diploma   | e. получить оценку        |

## Language Work

### 1. Look and memorise the words:

- a) *enroll, v.* – вносить в список, регистрировать, записывать

- b) *enrollment, n.* – прием (регистрация) в университет (колледж) студентов и аспирантов
- c) *enrollee* – зачисленный (абитуриент)
- d) *enroller* – лицо, которое зачисляет

## 2. Fill in the gaps with the suitable words.

1. The Study Office will send you an electronic confirmation of ... via mail.
2. I could ... on an architecture course as a full-time student.
3. The Table shows average annual spending per ... .
4. The university can ... 5,000 students.
5. This university is the largest ... of international students.

## Reading and Speaking (2)

1. Do you know when Voronezh University of Architecture and Civil Engineering founded?
2. What are the oldest universities in Russia?

### The Oldest Universities in Europe (still-functioning)

The word *university* is derived from the Latin: *universitas magistrorum et scholarium*, roughly meaning "community of teachers and scholars". The term was coined by **the Italian University of Bologna**, which was founded in 1088, and is considered the first university in the sense of a higher-learning, degree-awarding institute. The University has about 100,000 students in its 23 schools.

Traditionally young people attended and earned degrees at the world's universities. The University of Bologna in Italy, regarded as the oldest university in Europe, was the first institution to confer the degree of Doctor in Civil Law in the late 12th century.

The University of Paris used the term "master" for its graduates, a practice adopted by the English universities of Oxford and Cambridge, as well as the ancient Scottish universities of St Andrews, and Edinburgh.

**The University of Oxford** is the oldest university in the English-speaking world. The exact date of this university's founding is unclear. The formal founding date is 1096. This institute developed rapidly from 1167, when Henry II banned English students from attending the University of Paris. Currently, this oldest English-speaking university contains 38 colleges, each with its own internal structure and activities.

**The University of Cambridge** is the second-oldest university in the English-speaking world. The university was formed by scholars who left the University of Oxford over a dispute in 1209. The two schools have a long history of rivalry

between them. Currently, Cambridge is ranked as one of the world's top five universities. As of 2009, the alumni from this university account for eighty-five Nobel Laureates. Cambridge now consists of 31 colleges comprised of over 150 departments, faculties, schools and other institutions. The two "ancient universities" have many common features and are often jointly referred to as Oxbridge.

The naming of degrees eventually became linked with the subjects studied. Scholars in the faculties of arts or grammar became known as "master", but those in theology, medicine, and law were known as "doctor". This led to the modern hierarchy in which the Doctor of Philosophy (Ph.D.), which in its present form as a degree based on research and dissertation is a development from 18th- and 19th-century German universities, is a more advanced degree than the Master of Arts (M.A.). The practice of using the term *doctor* for PhDs developed within German universities and spread across the academic world.

The French terminology is tied closely to the original meanings of the terms. The *baccalauréat* (bachelor) is conferred upon French students who have successfully completed their secondary education. When students graduate from university, they are awarded *licence*.

**The University of Paris** like the University of Oxford, its exact founding is unclear; however, teaching from this university existed since 1096. The university was reorganized as 13 autonomous universities in 1970. Often referred to as the Sorbonne after the College de Sorbonne (founded about 1257 by Robert de Sorbon), this institute grew up in the latter part of the twelfth century around Notre Dame Cathedral as a corporation centered on the fields of arts, medicine, law and theology.

Spain had a similar structure: the term "*Bachiller*" was used for those who finished the secondary or high-school level education. The standard Spanish university 5-years degree was "*Licenciado*". The highest level was "Doctor".

**The University of Salamanca** is a Spanish higher education institution, located in the town of Salamanca, west of Madrid. It was founded in 1134. The school was established by King Alfonso IX. Its historical high note was when Columbus consulted this institute's scholars in seeking a western route to the Indies. Today, Salamanca is the university where Spanish students focus on humanities and language studies.

In most countries, gaining an academic degree entitles the holder to assume distinctive academic dress particular to the awarding institution, identifying the status of the individual wearing them.

## Post-Reading

### 1. Explain the following.

- 1) community of teachers and scholars

- 2) in the sense of a higher-learning
- 3) to confer the degree
- 4) alumni (alumnus)
- 5) students focus on
- 6) academic dress

**2. Read the passage below and discuss it.**

**Academic dress** is a traditional form of clothing for those who have gained academic degree.

Contemporarily, it is commonly seen only at graduation ceremonies, but formerly academic dress was in many ancient universities worn daily. Today the ensembles are distinctive in some way to each institution, and generally consists of a gown (also known as a robe), and usually a cap (generally a square academic cap).

**3. Answer the questions below.**

- What does the word university mean?
  - What are the oldest still-functioning universities in Europe?
  - What was the difference between “master” and “doctor” degrees?
  - When has a holder of a master degree to wear academic dress?
  - What is academic dress look like?
- 4. Find some more information about famous universities and prepare a report.**



# Unit 3

## Digital Education

- ✓ Distance Learning
- ✓ Academic Mobility

### Reading and Speaking (1)

1. Do you know when the system of teaching by correspondence was launched?
2. What does it mean academic mobility?

### Distance Learning

Distance learning is a method of study that involves using electronic means (computers, Internet, etc.) to receive and send work rather than going to school or university.

Nowadays more and more information is gained not in the classroom, but via media such as the Internet, CD-ROM and cable TV all of which are playing a key part in the distance learning system.

Those who think that distance learning is a relatively new idea might be surprised to learn that English educator, **Sir Isaac Pitman**, had the same idea – only then they were called correspondence courses – more than 150 years ago. In 1840 Pitman began teaching shorthand (a system for writing down what people are saying using special signs to represent letters, words and phrases) by mail to thousands of students who did not have time to attend school. “Lessons” consisted of copying short passages of the Bible in shorthand, and posting them to Mr. Pitman to be corrected. His brother, Benn Pitman, introduces the idea to the United States, and the Pitman shorthand system is still one of the most widely used shorthand system in the world.

In 1969 the **Open University** offered courses via mail, with the back-up of TV and radio programmes shown outside normal broadcast times. Each student was assigned a tutor who discussed the course work over the phone, and in group sessions in the evenings or weekends. Thirty years on, the Open University has expanded to include the Internet, videoconferencing, satellite broadcast and e-mail. There are no entry qualifications or admission interviews, and anyone over the age of 18 can follow one of their courses. It is now Britain’s largest single teaching institution, with more than 200,000 people studying its courses every year, with another 16,000 in other countries around the world.

After a successful career in university education, **John S. Hendricks** entered the TV business and launched the Discovery Channel – the first cable TV channel

exclusively devoted to documentaries and nature programmes – in June 1985. Today the company's programmes reach over 150 million subscribers in more than a hundred countries. The Discovery Channel is a high-quality, educational TV.

## **Post-Reading**

### **1. Explain the following.**

- 1) via media
- 2) might be surprised to learn
- 3) with the back-up of TV
- 4) entry qualifications
- 5) admission interviews

### **2. Read the passage below and discuss it.**

Many students now successfully study for MBA (Master of Business Administration) degree through distance learning – one of the fastest-growing sectors of business education. Most distance learning programmes require attendance at workshops and residential weekends – often held at different locations throughout the world – and may take three to five years to complete.

In the UK there are 105 business schools, most of which offer MBA programmes.

### **3. Answer the questions below.**

- Who was the first get the idea of teaching by correspondence?
- Who took the idea of correspondence courses to the United States?
- What entry qualifications are required to do a course at the Open University?
- What programmes are shown in the Discovery Channel?

### **4. Find some more information about distance learning and prepare a report.**

## **Reading and Speaking (2)**

1. Do you think if there are any advantages of studying abroad?
2. What does it mean academic mobility?



## Studying Abroad

Academic mobility refers to students and teachers in higher education moving to another institution inside or outside their own country to study or teach for a limited time. Mobile students are usually divided into two groups: *free-movers* are students that travel entirely on their own initiative, while *programme students* use exchange programmes at department, faculty, institution or national level.

Studying abroad gives students the chance to live overseas, integrate themselves into a foreign culture, meet other students, and travel. An education abroad does not only present an opportunity to absorb the content of the course but also a new way of life. Students learn to use their strengths to overcome obstacles on the journey towards earning their degree. In the process, they also become adept at skills, making them invaluable to their future workplace.

Students applying to study abroad will be asked to complete forms and write letters during the application process. This will usually involve completing an application form. It is a form to request permission to enroll in a university. The application form introduces the student to the university by way of background and personal information. It is also called an enrollment form.

A CV or a resume is a summary of your personal details, educational qualifications and work experience, usually sent with an application form. The aim is to give a university administration an informative and positive view of a potential student.

In order to be admitted into a university's programme, applicants are requested to submit a financial statement, i.e. an official document issued by a bank which proves there are sufficient funds in a bank account to pay for university's tuition expenses and all living costs while enrolled in their programme.

An academic transcript is an official copy of a student's academic record detailing the courses the student has taken and each grade received. Applicants must submit their transcripts in English.

Nowadays, the traditional exchange (which involves travelling) has been complemented with virtual mobility. In such system students from different countries may study together without leaving their home.

## Post-Reading

### 1. Explain the following.

- 1) exchange programmes
- 2) to live overseas
- 3) to absorb the content of the course
- 4) to overcome obstacles
- 5) to complete forms

- 6) work experience
- 7) university's tuition expenses
- 8) an academic transcript

**2. Find in the text the information about documents requested during the application process and describe them.**

- an application form;
- a CV;
- a financial statement;
- an academic transcript.

**3. Answer the questions below.**

- What are the reasons to study abroad?
- What skills can study abroad provide you with?
- How can the knowledge of a foreign language contribute to your future career?
- Can living away from home help you adjust in transition to adulthood?
- What are advantages and disadvantages of studying abroad?

## Part II

### BUSINESS SKILLS

There are basic rules for business success that haven't gone away with the digital age – in fact, they have only become more important, and withstand the test of time.



# Unit 1

## Communication Skills



- ✓ Small Talk
- ✓ Time Management
- ✓ English Business Etiquette

## Reading and Speaking (1)

1. What does it mean “small talk”?
2. What forms of greeting do you know?

## Introductions and Small Talk

When you first meet someone it can be difficult to know how to start a conversation, especially if your first language is not English.

Small talk at work is essential: it expresses friendliness without demanding attention. Whether you talk about the traffic or the coffee in the vending machine, the vital message is that you are all part of the same team.

### 1 a. Formal Greetings:

*James:* **Good morning**, Professor Austin, how are you (doing)?

*Professor:* Good morning, James. I am (doing) well. And you?

*James:* I’m great, thank you. This is my friend Mary. She is thinking about applying to this college. She has a few questions. Would you mind telling us about the process, please?

*Professor:* **Hello**, Mary! **It’s a pleasure to meet you**. I’m more than happy to speak with you. Please stop by my office next week.

*Mary:* It’s a pleasure to meet you, professor. Thank you so much for helping us.

*Professor:* **Don’t mention it**. Hopefully, I will be able to answer your questions!

### Language Notes:

- The greetings **good morning/ good afternoon/ good evening** are used at different times of the day to greet people. “Good afternoon” is used after 12 p.m.; “Good evening” is often used after 6 p.m. or generally when the sun has set.
- **“Good night”** is not a greeting. It is used when leaving a place or group of people. *Thank you and good night! / Good night, and see you tomorrow.*

- When people meet in the United States, it is customary for them to shake hands. A handshake should be firm and usually lasts about two to three seconds – which allows enough time to say “*Nice to meet you.*”
- “**Don’t mention it**” is another way of saying “*You’re welcome.*” The phrase “*You are welcome*” is more formal. However, responses such as “*Don’t mention it.*” / “*No problem.*” / “*Happy to help.*” are informal ways of responding to a thank you.

### 1 b. Informal Greetings and Farewells:

Tom: **Hi**, Helen! **How’s it going?**

Helen: **Fine, thanks – and you?**

Tom: Just fine. **Where are you off to?**

Helen: To the library. I’ve got a statistics exam next week and need to start studying. Ugh.

Tom: **Oh, no.** Well, I’ll see you later then. Good luck!

Helen: Thanks. **See you later.**

#### Language Notes:

- “**Hi**” is an informal way of saying “*hello*”.
- “**How’s it going?**” is an informal way of saying “*How are you?*”
- “**Where are you off to?**” is an informal way of saying “*Where are you going?*”
- “**Oh, no**” is a way of saying “*I sympathize with you*” or “*I understand you are not happy.*”
- “**See you later**” is an informal way of saying “*goodbye.*”

### 2 a. Formal Introductions:

Jane: **Mr. Wilson, I’d like you to meet** Dr. Edward Smith.

Mr. Wilson: **It’s nice to meet you,** Dr. Smith.

Dr. Smith: Pleasure to meet you, too.

Jane: Dr. Smith is an economist. He has just finished writing a book on international trade.

Mr. Wilson: Oh? That’s my field, too. I’ve read your articles. They’re excellent.

#### Language Notes:

Addressing people:

- **Mr** (mister) – for a man
- **Mrs** (mistress) – for a married woman
- **Miss** – for an unmarried woman (a girl)
- **Ms** – for a married or unmarried woman (for a businesswoman)
- **Dr.** – doctor
- **Prof.** - professor

## 2 b. Informal Introductions:

*Jim:* Who's the tall woman next to Emma?

*Charles:* That's her friend Mary. **Let me introduce you** to her now. Mary, **this is my friend Jim.**

*Mary:* Hi, Jim. **Nice to meet you.**

*Jim:* You, too. Would you like a drink?

*Mary:* **Sure**, let's go get one.

### Language Notes:

- *Mary, this is my friend Jim.* This is a friendly way to introduce two people. It's common to follow this with "*Jim, this is Mary.*" In this case, Mary says "*Hi, Jim*" first.
- *Nice to meet you.* This is a typical response after you've been introduced to someone.
- "*Sure*" is often used in informal conversation to mean "*yes*".

### Topics for small talk:

**Introductions:** "Hello. May I introduce myself? My name is Mark."

**Travel:** "Did you have a good journey?"

**Family:** "How is your family?" (only if you already know about the person's family)

**Hospitality:** "Can I get you something to eat or drink?"

**The weather:** "It's a lovely day today, isn't it?"

**Holidays:** "Are you going anywhere this weekend?" or "Are you going anywhere on holiday this year?"

**Nature:** "The garden looks lovely, doesn't it?"

**Pets:** "What a lovely dog. What is his name?"

**General news:** "What do you think about the recent floods?" (avoid gossip and politics)

**Films:** "Have you seen the film *Bridget Jones's Diary*?"

**Television:** "Did you see *The X Factor* last night?"

**Music:** "What sort of music do you like?"

**Books:** "Have you read any good books recently?" (only if you know the person likes reading)

**Sport:** "Have you been watching Wimbledon?" (British people, especially men, enjoy talking about football)

**Hobbies:** "What do you enjoy doing in your spare time?"

**Business:** "How's your business going?" (only if you know the person has a business)

**Studies:** "What are you studying?" (only ask if you know the person is a student)

**Work:** "What sort of work do you do?"

**Food:** "I had a lovely Chinese meal last night - do you like Chinese food?"

**General matters about the person you are talking to:** "Have you lived in this area long?"

**General matters on subjects that you know that interests the person you are talking to:** cars, film stars etc

**Topics are best avoided for small talk:**

be careful when you talk about some topics, especially with people that you've only just met, people who are older than you, people who appear to have strong religious or political views, or people who may have some personal problems.

Be cautious if you discuss these subjects:

**Age:** "How old are you?"

**Appearance or weight:** "You seem to have put on some weight."

**Personal gossip** about somebody you know.

**Jokes that might offend.**

**Money:** "How much do you earn?"

**Previous or current relationships:** "Do you have a girlfriend?"

**Politics:** "Who did you vote for at the last election?"

**Religion:** "Do you believe in God?"

**Criticisms or complaints:** "Why is British food so bad?"

## Post-Reading

### 1. Find the correct response to the questions.

- 1) How are you today?
  - 2) So, what do you do exactly?
  - 3) How's it going?
  - 4) Long time no see.
  - 5) Is life treating you well?
  - 6) What are you working on at the moment?
  - 7) How do you do?
- 
- a) How do you do?
  - b) Things could be better, but I can't complain.
  - c) It's good to see you again.
  - d) At the moment I'm working on a project in Wales.
  - e) It's going well. And with you?
  - f) I'm fine. And you?
  - g) I'm a risk analyst.



## 2. Complete the sentences with the correct prepositions.

- How do you do, Mrs. Smith? It's nice \_\_\_ meet you.
- Welcome \_\_\_ our company.
- This is my cousin. Let me introduce you \_\_\_ her.
- Which hotel are you staying \_\_\_?
- It will be a long meeting. Which topics are you most interested \_\_\_?
- Have you met Ms Jones? She is responsible \_\_\_ the finance department.

## Personal Questions

Traditionally, in Britain, most direct questions are rude. For example, you don't say, 'How old are you?' Nor do you search for someone's age by asking her children's ages. Direct and indirect questions designed to discover other people's income, parentage, education or the costs of any possession are equally taboo.

If someone says he's been in hospital you don't ask what was wrong; you say 'I do hope it was nothing serious' and leave it to him to elaborate if he wishes. Generally, it isn't considered good form to say anything very personal unless you are really close friends. However, the under-30s are increasingly open about all these questions.

Pointing at monuments and landscapes is fine. Pointing at people is rude because it embarrasses others to realise they are talked about.

### Answer the questions below.

- What questions are personal in Britain?
- Is it polite to ask direct questions?



## Reading and Speaking (2)

1. What does it mean 'communication skills'?
2. How can you define Time Management?
3. Scan the text and write out all the combinations with the word 'time'.

## Time Management and Organization

**Communication skills.** The ability to construct an argument and make your case forcefully and clearly to your boss, client or coworkers will move your ideas to fruition. Communication is the activity of conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or

commands, as by speech, gestures, writings, behaviour and possibly by other means. It is the meaningful exchange of information between two or more participants.

**Personal Time Management.** The ability to stay organised and prioritise tasks will go a long way to moving you and your team forward. Personal Time Management is controlling the use of your most valuable resource. The absence of Personal Time Management is characterized by last minute rushes to meet deadlines, meetings which are either double booked or achieve nothing.

In Personal Time Management there is the simple concept of keeping a well ordered diary and the idea of planned activity. It is a tool for the systematic ordering of your influence on events. Personal Time Management allows you to eliminate wastage, be prepared for meetings, refuse excessive workloads, and plan each day efficiently.

There are various sources of waste. The most common are social: telephone calls, friend conversations around the coffee machine. It would be difficult to eliminate all non-work activity (we need a break) but if it's a choice between chatting to someone in the afternoon and meeting the next pay-related deadline. Your time log will show you if this is a problem, and decide how much time each is worth to you. If you have a task to do, decide beforehand how long it should take and work to that deadline – then move on to the next task.

One thing you can't recycle is wasted time. The most important type of activity is that which will save you time: allocate time to save time, a stitch in time (своевременная мера) saves days. And most importantly of all, always allocate time to time management: at least five minutes every day. Finally, for each activity you should estimate how much time it is worth and allocate only that amount. But Personal Time Management does not solve your problems; it reveals them and enables you to take control of your own time – how you use it is up to you.

**Time Management Skills.** Time. We make it, waste it, kill it. It stands still, it flies, it's infinite. It runs out. Learning how to manage time is a skill essential to a successful career in any field.

Successful time management means you should be able to avoid working harder or longer to achieve your goals; you'll get there by working more effectively. First identify areas where you waste time. Then make a list of all the research you have to do, make notes, arrange a meeting etc. Make 'To do' lists for today, this week and this month. Start by making a plan / keeping a diary. That'll help you reach your final goal.

When training yourself to work more effectively it is important to give yourself rewards (you can watch a film, have a game of tennis etc.). Michael Morris, a tutor for the Open University Business School, believes "The best reward of all is to take a big fat marker pen and cross the item off the list."

No business operation will get anywhere without a vision of the end result. Nothing helps lay the groundwork for advancement more than cultivating and

maintaining good relationships. Nothing makes a business a great place to work more than mutual respect and politeness.

## Post-Reading

### 1. Explain the following.

- 1) valuable resource
- 2) deadline
- 3) to eliminate wastage
- 4) excessive workloads
- 5) non-work activity
- 6) a time log
- 7) it is up to you

### 2. Read the passage below and discuss it. What polychronic/ monochronic cultures can you name?

#### Time Orientation

The attitude to past, present, and future differs widely across cultures. Some put more emphasis on the past, while others stress the present.

In the USA, for example, the future is more important for people than the past, whereas in Russia the importance of past and future are more equally balanced.

Cultures with short-term orientation tend to have the following features:

- respect for traditions
- people prepared to overspend to keep up with their neighbours
- small amount of savings
- people expect quick results

Cultures with long-term orientation tend to have the following features:

- traditions adapted for modern context
- people are thrifty
- large amount of savings
- people persevere for slow results.

In polychronic cultures, it is acceptable to do several things at the same time, and the approach to deadlines is flexible.

In monochronic cultures, one thing is done at a time, with great stress being laid on meeting deadlines and schedules.

*(from Gibson R., 2000, Intercultural Business Communication)*



### Answer the questions below.

- What are the most common time wasters?
- What time-saving tips are suggested in the text?
- Why is it so important in business to keep deadlines?
- Do you always meet deadlines?
- Do you think if time management skills are important for students?
- What helps reach the goals?

### 3. Make up a list of time-saving tips using all the materials and add the missing ones (if there are any).

## Language Work

### 1. Look and memorise the word-groups and tell the difference between *'take time'* and *'make time'*:

- a) *take time* – требовать времени
- b) *make time* – наверстать упущенное время
- c) *save time* – экономить время
- d) *waste time* – тратить время
- e) *time management* – управление временем (подраздел менеджмента, изучающий методы, которые позволяют эффективно расходовать собственное рабочее время)

### 2. Fill in the gaps with the suitable words.

1. I try to ... time to run at least twice a week. 2. Bill is very careful and ...(s) time so he won't make any mistakes. 3. On the flight back to Washington, the President ... time for reporters' questions. 4. There was no time to ... . 5. Time ... is usually a necessity in any project development.

### 3. Have a fun:

#### A MAN IS TALKING TO GOD

The man: "God, how long is a million years?"

God: "To me it's about a minute."

The man: "God, how much is a million dollars?"

God: "To me it's a penny."

The man: "God, may I have a penny?"

God: "Wait a minute."

## Reading and Speaking (3)



1. What do you think about business dress-code?
2. Should business etiquette differ from daily one?

### English Business Etiquette

- Conservative dress is very important for both men and women. Whether you're inter-viewing for a professional jobs or a restaurant position.
  - Dark suits, usually black, blue, or gray, are quite acceptable.
  - Men's shirts should not have pockets; if they do, the pockets should always be kept empty. Additionally, men should wear solid or patterned ties, while avoiding striped ties.
    - Men wear laced shoes, not loafers.
    - Businesswomen are not as limited to colours and styles as men are, though it is still important to maintain a conservative image.
    - It is unwise to rush the English into making a decision.
    - A simple handshake is the standard greeting (for both men and women) for business occasions.
      - Privacy is very important to the English. Therefore asking personal questions or intensely staring at another person should be avoided.
      - Eye contact is seldom kept during British conversations.
      - To signal that something is to be kept confidential or secret, tap your nose.
      - Personal space is important in England, and one should maintain a wide physical space when conversing.
        - A smiling face is a welcoming face. Smile a lot, respect the people and their customs and you will be treated with respect.

The English like to form orderly queues (standing in line) and wait patiently for their turn e.g. boarding a bus.

If someone is blocking your way and you would like them to move, say 'excuse me' and they will move out of your way.

It is very good manners to say "please" and "thank you". It is considered rude if you don't. You will notice in England that they say "thank you" a lot. If you accidentally bump into someone, say "sorry".

Men and women both hold open the door for each other. It depends on who goes through the door first.



# Unit 2

## Soft Skills

- ✓ Case Study
- ✓ Business Relationships
- ✓ Team Building

### Reading and Speaking (1)

1. What do soft skills include?
2. What is a purpose of case study?

**Soft Skills** – desirable qualities for certain forms of employment. They include common sense, the ability to deal with people, and a positive flexible attitude.

### Case Study

A **case study** is a detailed account of a company, industry, person, or project over a given amount of time. The content within a case study may include information about company objectives, strategies, challenges, results, recommendations, and more.

**Purpose:** The case method is a surrogate for personal experience in learning about complex business situations. By studying, analysing, and solving a number of case studies you will:

- *Gain experience* in problem solving and business decision-making.
- Improve your skills in *diagnosing* complex business problems.
- *Integrate* what you have learned from all your previous business courses and apply that knowledge to your situations.
- Develop *logical analysis* skills.
- Learn to *present* information and recommendations in a *clear and concise* manner.

A case study analysis should include:

- Basic information about the company (industry, person, or project) featured in the case study.
- An analysis of the company's/ person's history and growth.
- A summary of the company's/ person's strengths and weaknesses.
- Results of the company's/ person's current business strategy and recommendations for future strategies.



## Post-Reading

### 1. Explain the following.

- 1) a case study research
- 2) to gain experience
- 3) business decision-making
- 4) to present information
- 5) concise manner

### 2. Read the passage below and conduct the case study research dealing with: a) your faculty; b) the organisation where you work. The problem is -- how to make the place more attractive

A case study is a story about something unique, special, or interesting – stories can be about individuals, organisations, processes, programs, institutions, and even events. The case study gives the story behind the result by capturing what happened to bring it about, and can be a good opportunity to highlight a project's success, or to bring attention to a particular challenge or difficulty in a project.

The process for conducting case study research follows the same general process as is followed for other research: plan, collect data, analyze data, and disseminate findings.

There are three basic steps in case writing: research, analysis, and the actual writing. In a case, you can start by raising a question. You can, for example, quote someone you interviewed. For example, suppose you interviewed a tourist official and she told you she thought more people should be interested in visiting the town, and she can't understand why they don't come.

Then you could write something like this:

The historic town X is located in the mountains of the country X. The town tourism supervisor, Mrs. Joan Smith, said that she thought "many more people should visit here, but they just don't come. I don't know why – maybe we don't have the right kinds of places for them to eat or sleep and it's too far to travel in one day from the nearest big city."

The case writers wondered what would have to happen in order to make the town more attractive to tourists.

### 3. Answer the questions below.

- What information does case study content include?
- How can you define the case method?
- What should a case study research contain?
- How many basic steps are there in case writing?

## Reading and Speaking (2)

1. What do good business relationships depend on?
2. What “little things” influence the business relationships?

### Business Relationships

Growing, vital businesses are built on grand strategies. But having a grand strategy is just not enough. Most grand strategies boil down to relationships and relationships depend on the interaction between people – one-to-one.

There are many relationships, both internal and external in a business setting. Respect, ease of communication, more pleasant working conditions, faster flow of information, and easier negotiations all result from strengthened relationships. It is easier to implement the grand strategy when people have strong, positive relationships inside and outside the company.

These one-to-one relationships depend on many “little things”. It is a birthday card to a member of the staff, a congratulatory phone call to the salesperson who won a key account, a “welcome to our company” message to the new hire, a pizza party to a department that far exceeded its goals.

“Little things” are like individual bricks that are joined with many other little bricks to create a wall. When the walls are joined with other walls, a strong structure is created. Use “little things” in the same manner – join them, brick-by-brick, into a culture that shows respect and caring. When those little bricks become walls that then become structures, the grand strategy becomes much more attainable. And it’s all built on “little things” but don’t forget the mortar between bricks – the mortar is a smile – and that’s a “big thing”.

### Post-Reading

#### 1. Explain the following.

- 1) a grand strategy
- 2) interaction between people
- 3) one-to-one relationships
- 4) a congratulatory phone call
- 5) caring

#### 2. Answer the questions below.

- What does it mean a grand strategy?
- What do relationships between people depend on?
- What factors make business relationships stronger?





## Language Work (1)

### 1. Read the passage below and memorise how to say it.

#### Politeness

In business, as in life, you might have to say things that the other party does not want to hear. This is particularly true in negotiations. However, when we need to say difficult things, we need to be polite about it. We can “soften” utterances in the following ways:

#### ▪ Using **WOULD, COULD, MIGHT**

- a) *That is beyond our budget.* – That **would** be beyond our budget.
- b) *We need more time to think it over.* – We **might** need more time to think it over.
- c) *This is a difficult situation for us.* – This **could** be a difficult situation for us.

### 2. Now try to soften these sentences using *would, could, might*:

- 1) The Director needs the meeting to begin at 5 pm.
- 2) We want you to sign the contract before the end of the month.
- 3) She expects you to give them a bulk discount.

### 3. Using introductory phrases:

*I'm afraid ...*

*Actually, ...*

*I'm sorry to say, ...*

*With respect, ...*

*In fact ...*

*Quite honestly, ...*

*Example:* I'm afraid, that would be beyond our budget.

## Reading and Speaking (3)



- 1. What should you do to calm an upset customer?
- 2. What steps should you do dealing with angry clients?

### A “Big Thing” in Business Relationships

A day in the life of a business person can be filled with joy and satisfaction or it can be frustrating and stressful. When things go wrong, some people lose control. Holding emotions in check and reacting professionally are not always easy. It is difficult to be nice to people who are not being nice to you.

Most of the time, it is not even your fault. It could be that the problem was with a product or a service delivered by someone else in your organisation. You are getting the blame because the unhappy person found you first, and it's not pleasant. When faced with angry people, there are four key steps that will help you to calm them.

*Step one is to apologize.* It's not your fault; no matter – apologize anyway. As a representative of your company you have a responsibility to see that things go well. Your willingness to help will have a positive effect. You are not accepting blame – you are simply saying, "I'm sorry about the problem."

*Step two is to sympathize with the irate customer.* Let the person know that you understand his/her feelings of receiving a faulty product or poor service. The angry person begins to feel better as soon as his/her reaction is validated.

*Step three is to accept responsibility for the situation.* Let the customer know that you intend to do whatever it takes to make things right. You can't help what has already happened, but you will come up with a solution to the problem or you will find someone who can.

*Step four is to take action.* Decide what you can do and tell the customer. You will replace the incorrect product or deliver better service as quickly as possible.

*And the last is to remember to smile.* It will make everyone feel better and behave better.

## Reading and Speaking (4)



### TEAM BUILDING

1. How do you understand 'team building'?
2. Do you prefer working in a team or on your own?

## Working in a Team

To be a success, you must know your business well. But you also must learn how you can work as part of the team. Be a good team player.

When selecting employees for jobs, employers seek people with certain personal traits and soft skills:

- strong work ethics
- positive attitude
- good communication skills
- time management abilities
- problem-solving skills
- acting as a team player
- working well under pressure
- flexibility/ adaptability
- ability to accept and learn from criticism.



A **team** is really just a formal way to actualize and organize collaboration. Collaboration is at the heart of successful decision-making. Teaming creates harmonious work groups. It is a way to formalize the power of collaboration among individuals. It is a way to blend the talents, skills, and inherent creativity of diverse people. It is a way to use this collaboration so that the work group leverages its skills, time, and resources for their own benefit and that of the organization.

Look at the word ‘collaboration’, its core is *co-labor*, or working together. People combining their collective knowledge so that the sum total of the collaboration is greater than what could have been achieved individually. People with diverse knowledge, talents, and skills are able to combine their qualities and move toward some meaningful end.

So, **team building** is a process of awareness building. It’s helping people to understand that they are greater collectively than individually. It is an understanding that all of our decisions will be better when some degree of collaboration is applied. We have to cooperate with others to succeed.

Teamwork often involves finding solutions to various problems. The technique of brainstorming can be very helpful and productive in generating innovative ideas. Brainstorming creates new ideas, solves problems, motivates and develops teams. Brainstorming is a group or individual by creativity technique which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

## Post-Reading

### 1. Explain the following.

- 1) a team player
- 2) work ethics
- 3) collaboration
- 4) teaming
- 5) a process of awareness building
- 6) technique of brainstorming

### 2. Which of these characteristics describe you? (Yes/ No/ Sometimes)

<i>Friendly</i>	<i>Cooperative</i>
<i>Rude</i>	<i>Jealous</i>
<i>Well-liked</i>	<i>Busy</i>
<i>Lonely</i>	<i>Successful</i>
<i>Ambitious</i>	<i>A team player</i>

**3. Answer the questions below.**

- What distinguishes a team in business from an ordinary group of people?
- What's 'collaboration'? What's its power?
- Have you ever taken part in brainstorming? Was it fruitful?

**4. Speak about your teamwork experience.**

## **Language Work (2)**

**1. How to introduce and discuss ideas.**

▪ **Introducing an idea:**

*My personal feeling is that ...*

*Have you ever thought of ...?*

*We should consider ...*

*It would be a good idea if ...*

*In my view ...*

*I would argue that ...*

*It's obvious to me/ us that ...*

▪ **Insisting on a point:**

*I don't think we should dismiss this ...*

*I think this deserves careful consideration ...*

*There is a lot to be said for ...*

*I still think our first idea was the best.*

▪ **Suggesting an alternative:**

*There is another option ...*

*What about ... instead of ...?*

*Let's look at something else.*

*Of course we could always ...*

**2. You are a member of the team which is expected to decide which location of the building project to sponsor. Use the expressions above to argue in favour of your point.**

- in the center of the town
- in the suburbs
- in the country



# Unit 3

## Public Speaking and Presentation Skills



- ✓ Participating in a Conference
- ✓ Effective Presentations
- ✓ Presentation Skills

### Reading and Speaking (1)

1. Have you ever taken part in a conference?
2. Do you know what an academic conference is?

#### An Academic Conference

The best way to exchange ideas, learn new things and expand your network is to become involved in groups relevant to your craft. This can be through user groups for a particular software environment you work with, or professional associations. There are plenty of websites and forums that enable professionals to engage with one another online, but nothing seals a bond like face-to-face activities. The ability to communicate your ideas to audiences will raise your profile to new levels.

The Academic Conference presents a challenge to interaction with other scientists. They regularly take part in conferences and discussions around the world. A researcher receives an email about the opportunity to submit a proposal to be a presenter at the conference.

An academic conference or symposium is a conference for scholars and scientists to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information among researchers.

Conferences are usually composed of various presentations. They tend to be short and concise, with a time span of about 10 to 30 minutes. The work may be bundled in written form as academic papers and published as the conference proceedings. They are published to inform a wider audience of the material presented at the conference.

A conference usually includes a keynote speaker (основной докладчик). The keynote lecture is longer, lasting up to an hour and a half. Conferences also feature panel discussions, round tables on various issues and workshops.

Prospective presenters are usually asked to submit a short abstract of their presentation. Nowadays, presenters usually base their talk around a visual presentation that displays key figures and research results.

At some conferences, social or entertainment activities such as tours and receptions can be part of the programme. Business meetings for learned societies (научное общество) or interest groups can also be part of the conference activities. Academic publishing houses may set up displays at large conferences.

Academic conferences fall into three categories:

- a) the themed conference, a small conference organised around a particular topic;
- b) the general conference, a conference with sessions on a wide variety of topics, often organised by regional, national, or international learned societies, and held annually or on some other regular basis;
- c) the professional conference, large conferences not limited to academics (научные работники) but with academically related issues.

Traditional conferences mean participants have to travel and stay in a particular place. This takes time. And an online conference uses the Internet, and participants can access the conference from anywhere in the world and can do this at any time, using browser software. Participants are given a password to access the conference and seminar groups.

The conference is announced by way of a Call for Abstracts, which lists the topics of the meeting and tells prospective presenters how to submit their abstracts. Submissions take place online. An abstract is a brief summary of a research article, and is often used to help the reader quickly ascertain the purpose of the paper.

An academic abstract typically outlines four elements of the work:

- a) the research focus (statement of the problem) – an opening sentence placing the work in context, and one or two sentences giving the purpose of the work ;
- b) the research methods used – one or two sentences explaining what was (or will) be done;
- c) the results of the research – one or two sentences indicating the main findings;
- d) the main conclusions – one sentence giving the most important consequence of the work.

The typical abstract length ranges from 100 to 500 words.

## **Post-Reading**

### **1. Explain the following.**

- 1) to submit a proposal
- 2) scholars and scientists
- 3) tend to be short and concise
- 4) a time span

- 5) the conference proceedings
- 6) submissions

**2. Match the pairs of synonyms from A and B and translate them.**

A	B
1. brief	a. article
2. scientist	b. due to
3. paper	c. abstract
4. because of	d. scholar
5. summary	e. tend
6. have a tendency	f. concise

**3. Match the verb on the left with a suitable item on the right. Use each item once.**

1. run	a. to a conclusion
2. participate	b. a deadline for papers
3. announce	c. a keynote speaker
4. introduce	d. in a panel discussion
5. publish	e. on the screen
6. come	f. conference proceedings
7. display	g. a workshop

**4. Translate the words in brackets.**

1. Our university hosted an (научная конференция) last week. 2. Write your (аннотация) after the rest of the (статья) is completed. 3. (Статьи) accepted for the conferences were published in the (материалы конференции). 4. This (научное общество) offers its membership to those who have an interest in civil engineering. 5 The conference committee decided to postpone the (крайний срок) for submitting (тезисы) by one week.

**5. Answer the questions below.**

- What types of academic conferences are there?
- What are presenters usually asked to do?
- What is a call for abstracts?
- What does an academic abstract outline?

**6. Find in the text the information about the organisation of academic conference and describe it:**

- a) a keynote lecture;
- b) the submission of abstracts;



- c) social and entertainment activities at conferences;
  - d) types of academic conferences;
  - e) a call for abstracts.
7. **Find a paper dealing with your field of studying and write an abstract (150 to 250 words).**

## Language Work (1)

### 1. Look and memorise the words:

- a) *article* – статья (в печатном издании)
- b) *paper* – статья; научный доклад
- c) *academic paper* – научная статья; научный доклад

Please help to improve this *article* by adding citations to reliable sources.

I think your *paper* will interest your audience.

The types of *academic papers* presented at conferences can vary widely.

### 2. Phrases for writing a summary:

*This paper discusses the effects of ...*

*This paper reports on ...*

*This paper investigates ...*

*This article examines how ...*

*The paper attempts to answer question ...*

## Reading and Speaking (2)



1. Have you ever attended a successful presentation?
2. What types of presentations do you know?

### Making a Presentation

A presentation is the practice of showing and explaining the content of a topic to an audience or learner. In the business world, there are sales presentations, informational and motivational presentations, interviews, status reports, image-building, and training sessions.

Students are often asked to make oral presentations. You might have been asked to research a subject and use a presentation as a means of introducing it to other students for discussion.

Before you prepare for a presentation, it is important that you think about your objectives. There are three basic purposes of giving oral presentations: to inform, to persuade, and to build goodwill.

Decide what you want to achieve:

- inform – to provide information for use in decision making;
- persuade – to reinforce or change a receiver’s belief about a topic;
- build relationships – to send some messages which have the simple goal of building good-will between you and the receiver.

### **Preparation**

A successful presentation needs careful background research. Explore as many sources as possible, from press cuttings to the Internet. Once you have completed your research, start writing for speech bearing in mind the difference between spoken and written language. Use simple, direct sentences, active verbs, adjectives and the pronouns “you” and “I”.

### **Structuring a Presentation**

A good presentation starts with a brief **introduction** and ends with a brief conclusion. The introduction is used to welcome your audience, introduce your topic/ subject, outlines the structure of your talk. The introduction may include an icebreaker such as a story, an interesting statement or a fact. Plan an effective opening; use a joke or an anecdote to break the ice. The introduction also needs an objective, that is, the purpose or goal of the presentation. It informs the audience of the purpose of the presentation too.

Next, **the body** of the presentation comes. Do not write it out word for word. All you want is an outline. There are several options for structuring the presentation:

- 1) Timeline: arrangement in a sequential order.
- 2) Climax: the main points are delivered in order of increasing importance.
- 3) Problem/ Solution: a problem is presented, a solution is suggested.
- 4) Classification: the important items are the major points.

5) Simple to complex: ideas are listed from the simplest to the most complex; it can also be done in a reverse order.

After the body, comes **the closing**. A strong ending to the presentation is as important as an effective beginning. You should summarise the main points. This is where you ask for questions, provide a wrap-up (summary), and thank the participants for attending.

Each successful presentation has three essential objectives: the three Es – to educate, to entertain, to explain.

The main objective of making a presentation is to relay information to your audience and to capture and hold their attention. Adult audience has a limited attention span of about 45 minutes. In that time, they will absorb about a third of what you said, and a maximum of seven concepts. Limit yourself to three or four main points, and emphasise them at the beginning of your speech, in the middle, and again at the end to reiterate your message. You should know your presentation so well that during the actual presentation you should only have to briefly glance at your notes.

People process information in many ways. Some learn visually, others learn by listening, and the kinesthetic types prefer to learn through movement. It's best to provide something for everyone. Visual learners learn from pictures, graphs, and images. Auditory learners learn from listening to a speaker. And, kinesthetic learners like to be involved and participate.

## Post-Reading

### 1. Explain the following.

- 1) to build goodwill
- 2) to persuade
- 3) background research
- 4) outlines the structure
- 5) to break the ice
- 6) attention span
- 7) to briefly glance

### 2. Match the pairs of synonyms from A and B and translate them.

A	B
1. objective	a. item
2. inform	b. repeat
3. point	c. purpose; aim; goal
4. conclusion	d. provide information
5. reiterate	e. opening; beginning
6. wrap-up	f. closing; ending
7. introduction	g. summary

### 3. Match the noun on the left with a suitable item on the right. Use each item once.

1. The solutions	a. was in written form.
2. Goodwill	b. often glanced at his notes.
3. The content	c. was built with my colleagues.
4. The speaker	d. were suggested to do it better.

### 4. Read the text and find the English for:

- пояснить цель выступления
- растопить лед; установить доверительные отношения
- от простого к сложному



- завладеть вниманием аудитории и удерживать его
- повторять основную мысль

### 5. Translate the words in brackets.

1) The information in your presentation is (важна) to the audience. 2) His (задача) is to get a university education. 3) The (содержание) of his speech is new. 4) He is trying to (убедить) local business to invest in the project. 5) That was a chance to create (доброжелательные отношения) within your company. 6) This is the (основное содержание) of your presentation. 7) The buying process is a series of (последовательных) steps.

### 6. Answer the questions below.

- Have you ever made any presentations?
- What is the purpose of giving oral presentations?
- Do you know how to structure a presentation?
- Do you sometimes have to speak in public? On what occasions?
- What ends do presentations usually serve?

### 7. Suggest effective ways of breaking the ice (establishing rapport) with audience.

## Language Work (2)

### 1. Look and memorise the words:

a) *handout* – раздаточный материал

*The handouts* had all the major points of his speech outlined on them.

b) *visual aids* – наглядные средства (пособия)

*Visual aids* involve your audience and require a change from one activity to another.

c) *table* – таблица

d) *graph* – график, диаграмма

e) *bar graph* – гистограмма (диаграмма в виде столбцов)

f) *line graph* – диаграмма в виде ломанной линии

g) *chart* – диаграмма, схема, план, график

h) *pie chart* – секторная диаграмма

i) *flow chart* – блок-схема, график последовательности операций

He arranged the figures in *a table*.

She drew *a graph* for each month of the project.

*Bar graphs* are good for showing how data change over time.

The data were shown in the form of *line graphs*.



*The chart* shows how our sales figures have improved.

The managers were given *a pie chart* showing sales in their various sectors.

I can't finish it by the date on your *flow chart*.

j) *overhead projector (OHP)* –

проектор, диапроектор

Presentations using *overhead projectors* are useful for small groups.

k) *easel* – подставка; стенд

*Easels* are perfect for classrooms, offices and conferences.

l) *PowerPoint slide* – слайд

m) *microphone* – микрофон

n) *whiteboard* – электронная доска белого цвета (на которой можно писать маркерами и представлять информацию на экране ПК)

o) *pin board* – пробковая доска

p) *laser pointer* – лазерная указка

q) *flip chart* – лекционные плакаты (прикрепленные к рейке)

r) *data projector* – информационный проектор

s) *screen* – экран

t) *remote control* – пульт дистанционного управления

u) *loudspeaker* – динамик

v) *extension lead* – удлинитель

w) *LCD projector* – ЖК-проектор

2. **Fill in the gaps with the suitable words:** *projector, remote control, loudspeakers, extension lead, laser pointer.*

1. The batteries of the ... seem to be empty. 2. Do you have another ..., please?

3. How do I switch the ... on? 4. Are there any ... available? 5. The light bulb in the ... seems to be broken.

## Reading and Speaking (2)

1. How we take in information during a presentation?

2. Why should we use visual aids?

## Presentations with Visual Aids

75% of what we know comes to us **VISUALLY**. One of the most powerful things that you can do to your presentation is to add in visual aids. Professor Albert Mehrabian did a lot of research into how we take in information during a presentation. He concluded that 55% of the information we take in is visual and only 7% is text. A picture is worth a thousand words.

A visual presentation is a teaching method used to communicate an idea. Charts, whiteboards, pin boards, flash cards, slides, models, photography, or chalk boards are aids that can be used. A visual presentation includes demonstrations and illustrated talks.

A visual presentation teaches you to do the following:

- Research a subject.
- Express yourself clearly.
- Organise ideas in logical order.
- Emphasize the major points of a presentation through visuals.
- Develop speaking skills before an audience.
- Develop self-confidence.

Visual aids help presenters to emphasize the key points the audience will understand and remember. The following visual aids should be selected with respect to the needs of the audience and specific portions of the presentation: tables bar/ line graphs, diagrams, pie/ flow/ organizational charts. The presentation vehicles are based upon the audience's seating arrangement: overhead projectors, easels, handouts, slides, models, and computer screens. A presentation programme Microsoft PowerPoint is often used to generate the presentation content.

Plan your visual presentation on paper. Planning saves time and is the key to an effective visual presentation. Decide what you will say along with each slide. The title should be short, descriptive, and image making.

During presentation:

- Stand straight but relaxed – do not lean on table or twist one foot behind the other.
- Keep hands by your side.
- When you feel nervous hold a pen or cards in your hands.
- Make eye contact with the audience. Spread attention around the audience.
- Control your voice. Speak loudly enough to be heard and understood. Also speak slowly. About 20% more slowly than normal.
- Avoid long, unnatural pauses.
- Use a pointer to draw attention to important facts.

When presenting text on overheads or PowerPoint slides, it is a good idea to use *the rule of six* which means:

- a maximum of six lines per slide
- a maximum of six words per line

If you stick to this rule, you won't risk overloading your presentation with too much information.

### **Items on Creating Effective Visual Presentations**

1. Tell a **great story** that engages the audience and creates curiosity.
2. The **10/ 15/ 30** Rule of PowerPoint.
  - ✓ 10 slides – too many slides overload information. Pick the most important points and focus on them.
  - ✓ 15 minutes – present in less than 15 minutes; any longer and you will lose the engagement of the audience.
  - ✓ 30<sup>PT</sup> Fonts – choose the right font and size; large fonts are easier to read, small font sizes are hard to read.
3. **Less is more** – use headlines, not paragraphs. Use single words or simple phrases for information.

*“Perfection is achieved, not when there is nothing more to add, but when there is nothing left to take away” (Antoine de Saint Exupery).*
4. **Photos = 1,000 words** – use high quality images, they say a thousand words. Pictures can help listeners to remember and understand information more effectively than words.
5. Use **symbols** and **graphs** to visualize text.
6. **Typography** is important.
7. Pick the appropriate **colour** combination – colour palette makes good design and looks great. Colour also helps to show the organization of the presentation and to separate ideas where necessary.

Colour combinations for good visibility:

  - black on yellow
  - black on orange
  - bottle green on white
  - scarlet red on white
  - black on white
  - navy blue on white
  - white on black
  - white on purple
  - yellow on black
  - purple on orange
  - emerald green on yellow (white)
8. **Structure slides** – use guides for consistent alignment; master slides for consistent formatting.

## **You're giving a presentation ...**

1. **Introduction (Why) = Opening a Presentation** (Tell the audience what you are going to say!)
  - **Welcoming the audience**

Good morning/ afternoon, ladies and gentlemen.  
Hello/ Hi, everyone.  
First of all, let me thank you all for coming here today.  
I'm happy/ delighted that so many of you could make it today.

▪ **Introducing yourself**

Let me introduce myself. I'm Kate Needham from ...  
For those of you who don't know me, my name's ...  
As you probably know, I'm the new top manager.  
I'm head of logistics here.  
I'm here in my function as the Head of Controlling.  
We haven't all met before, so I'd better introduce myself. I'm ...  
I hope you'll excuse my English. I'm a bit out of practice.  
My name is ... and I'm the ... (your position) at ... (your company).

▪ **Saying what your topic is**

As you can see on the screen, our topic today is ...  
Today's topic is ...  
What I'd like to present to you today is ...  
The subject of my presentation is ...  
I'd like to tell you about ...

▪ **Explaining why your topic is relevant for your audience**

My talk is particularly relevant to those of you/ us who ...  
Today's topic is of particular interest to those of you/ us who ...  
My/ The topic is very important for you because ...  
By the end of this talk you will be familiar with ...

The purpose of the introduction is not only to tell the audience who you are, what the talk is about, and why it is relevant to them; you also can tell the audience (briefly) how the talk is structured.

▪ **Structuring a presentation** (The most common way to structure a presentation is to have three main parts, and then subdivide them into smaller sections)

I've divided my presentation into three (main) parts: x, y, and z.  
In my presentation I'll focus on three major issues.  
First (of all), I'll be looking at ..., second ..., and third ...  
I'll begin/ start off by explaining ...  
I'll start/ begin with ...  
Then/ Next/ After that, I'll go on to ...  
Now I'll move on to .../ turn to ...  
Finally, I'll offer some solutions.

The final part of the introduction deals with the organization of the talk: how long it will last, whether there will be handouts, and how questions will be handled.

- **Timing**

My presentation will take about 15 minutes.

It should take about 20 minutes to cover these issues.

- **Handouts**

Does everybody have a handout/ report? Please take one, and pass them on.

Don't worry about taking notes. I've put all the important information (statistics) on a handout for you.

I'll email the PowerPoint presentation to you.

- **Questions**

There will be time for questions after my presentation.

If you don't mind we'll leave questions to the end.

Feel free to ask questions at any time during my talk.

## 2. **Body (How) = Main part (Say it!)**

- **Signal the beginning of each part**

In this part of my presentation, I'd like to tell you about ...

Let me give you a brief overview ...

This means that ...

- **Talk about your topic**

I must emphasize ...

At this point we should consider ...

As I mentioned before, ...

This leads directly to the next part of my talk.

Let's go back to what we were discussing earlier.

This now leads us to my next point.

I'd like to stress the following point.

I'd like to draw your attention to the latest figures.

I'd like to emphasize that ...

It would be completely wrong to ...

I think this fact is extremely important.

- **Signal the end of each part**

I'd like to sum up the main points.

Let me briefly summarize what I've said so far.

Finally ...

- **Talking about visuals** (visuals should be clear and easy for the audience to follow)

Let's now look at the next slide which shows ...

First, let me quickly explain the graph.

You can see that different colours have been used to indicate ...

Have a look at this slide.



As you can see ...

This graph/ diagram/ table/ slide shows ...

The map in the bottom (upper) left (right)-hand corner (in the centre) shows you ...

### 3. Summary (What) = Conclusion (Tell them what you said!)

- **Quoting a well-known person**

As ... once said, ...

To quote a well-known economist, ...

To put it in the words of ..., ...

- **Referring back to the beginning**

Let me just go back to the story I told you earlier.

I'd like to quickly go over the main points of today's topic.

Before closing I'd like to summarize the major points again.

That's all I have to say for the moment.

- **Dealing with questions**

Now if you have any questions I'll be happy to answer them.

Does anyone have any questions or comments?

Any questions?

Please feel free to ask questions.

Would you like to ask any questions?

I'm sorry. Could you repeat your question, please?

I'm afraid I don't quite understand your question.

If you don't mind, I'd prefer not to discuss that today.

Perhaps we could deal with this after the presentation.

Sorry, that's not my field. But I'm sure Peter Hot could answer your question.

I'm afraid I don't know the answer to your question. Perhaps Maria could help.

- **Calling the audience to action**

So now it's your turn.

So that's the plan. Now let's go and put it into practice.

Now let's make a real effort to achieve this goal.

- **Make your final statement** (thank the audience)

Thank you very much for your attention.

Thank for your listening.

## Post-Reading

### 1. Explain the following.

- 1) to communicate an idea
- 2) to emphasize the key points
- 3) eye contact
- 4) visuals

### 2. Complete the sentences with the prepositions: *about; at; for; into; of; on; to; with*

1. Thank you \_\_\_\_\_ coming all this way.
2. I've divided my presentation \_\_\_\_\_ three parts.
3. First of all, I'll give you an overview \_\_\_\_\_ our financial situation.
4. First, we'll be looking \_\_\_\_\_ the company's sales in the last two quarters.
5. In the first part of my presentation I'll focus \_\_\_\_\_ the current project status.
6. Point one deals \_\_\_\_\_ new regulations for Internet use.
7. Secondly, I'll talk \_\_\_\_\_ our investment in office technology.
8. After that I'll move on \_\_\_\_\_ the next point.

### 3. Match the two parts to make typical sentences from the introduction.

1. For those of you who don't know me,
2. Feel free to
3. This won't take more
4. I'll be passing out
5. This part of the presentation will take
6. I'll start off by giving you
7. There's no need
8. There will be time

- a. to take notes. Everything is on the handout.
- b. about 10 minutes.
- c. I'm Bob Kay in charge of the software division.
- d. ask question at any time.
- e. for questions after my talk.
- f. an overview of our product range.
- g. handouts in a few minutes.
- h. than 20 minutes of your time.

### 4. Match English phrases dealing with the ending of a presentation with Russian ones.

- |                         |                                      |
|-------------------------|--------------------------------------|
| 1. Right. To sum up ... | A. В заключение ...                  |
| 2. In other words ...   | B. Большое спасибо за ваше внимание. |
| 3. Let me finish by ... | C. Чтобы подытожить ...              |
| 4. Finally ...          | D. Если есть еще вопросы ...         |

5. Thank you for your attention. Е. Позвольте мне закончить ...  
6. If anyone has any questions ... F. Другими словами ...

**5. Answer the questions below.**

- What are the essentials of effective presentations?
- How can a presenter keep and hold the attention of his/her audience?
- How would you deal with questions which you don't want to answer?
- Are visual aids useful for making presentations?
- What presentation tips do you find interesting and useful?

**6. Read a sample presentation. Study its structure and standard phrases. Practice it.**

Good morning, ladies and gentlemen. First of all, let me thank you all for being here today. Let me introduce myself. My name is Don Taylor from IT. I'm a team leader.

I'm glad that so many of you could come, especially since I know that this time of the year is probably the busiest for you, so I'd like to start with my presentation right away.

As you can see on the screen, our topic today is project documentation. We're going to look closely at storing, archiving as well as accessing documents in our new system. We also examine the much improved handling of all project documentation as well as user rights.

This talk is extremely important for all of us who are directly involved in international project management, right?

Well, I'll start with the background to the project; and then move on to a description of the new system. Finally, I'm going to list some of the main points that we should emphasize in the accessing documents. I think if you don't mind, we'll leave questions to the end.

Now firstly, as you all know, ...

Well, with this summary I would like to finish off my presentation. I hope I have been able to convince you of the importance of our new project and would be happy to answer any questions. For more detailed information you may call me at my office. You'll find my phone number and email address on the top right of the handout.

Thank you very much for the attention.

**7. Write a detailed plan of your presentation and prepare a short presentation based on any topic you are interested in. Use visual aids in your presentation.**

## Language Work (3)

### 1. Look and memorise the words dealing with graphs:

- a) *pie chart* – секторная диаграмма  
*Pie charts show percentages. Limit to 4-6 slices and use contrasting colours, or explode the slice of interest to emphasize your point.*
- b) *vertical (horizontal) bar chart* – гистограмма (диаграмма в виде столбцов)  
*Vertical bar charts show change over time. For clarity, only show 4-8 bars. Horizontal bar charts compare quantities, for example number of trainees by department. Similar to vertical bar charts, limit the bars to 4-8.*
- c) *line chart* – диаграмма в виде ломанной линии  
*Line charts illustrate trends, for example number of employees trained per year. One bar, with proper axes can clearly show a trend with very little clutter.*
- d) *table* – таблица  
*Tables can be used to show side-by-side comparisons, but require more effort for the audience to comprehend. Sometimes you might want to reduce the impact of the data (for example, showing a decrease in the numbers of employees trained), in which case a table might be more appropriate.*

### 2. Match the more formal phrases with the less formal phrases.

#### More formal

1. Good afternoon, ladies and gentlemen.
2. Today I would like to ...
3. Let me just start by introducing myself. My name is ...
4. It's a pleasure to welcome you today.
5. In my presentation I would like to report on ...
6. The topic of today's presentation is ...
7. I suggest that we begin now.
8. I'm aware that you all have very tight schedules ...

#### Less formal

- a) It's good to see you all here.
- b) OK, shall we get started?
- c) Hi, everyone.
- d) Today I'm going to talk about ...
- e) What I want to do today is ...
- f) I know you are all very busy ...
- g) In my talk I'll tell you about ...
- h) As you know, I'm ...

# Part III

## BUSINESS ENGLISH

Business English is a functional variety of the English language used in various business and commercial situations. Business English is a set of written and oral skills used for business communication

### Unit 1

#### Business Ethics



- ✓ Meeting People
- ✓ Telephoning
- ✓ Business Meetings

#### Reading and Speaking (1)

1. In what way do you understand the expression “business ethics”?
2. What formal and informal ways to address people do you know?



#### Business Communication

Most of the scholars agree that British English is a functional variety of the English language used in various business and commercial situations. However, if we use a more specific and linguistically sophisticated definition given by the professor T. Nazarova, Business English, being a “medium for business communication worldwide”, is also “an interactive interplay of registers and a set of written and oral skills used for business communication”.



Communication, in all its different types, presupposes that every participant of any particular situation observes some rules and laws of behaviour accepted in this or that environment. And this is where Ethics, as a discipline dealing with “good” and “bad” choices and behaviour, comes to the fore.

The majority of thinking businessmen would agree with the following statement **good ethics is good business**.

International relations and knowledge of national etiquette in different countries are most important aspects of international business. The most necessary means of establishing, supporting and developing contact with businessmen are official: official meetings, business dinners, etc.

Relationship building is often a key to long-term business success. In the United States there is a ritual way to meet and greet people. Certain rules or formulas should be followed. The degree of formality in business varies according to the company culture. Some companies are more conservative and formal in how they address each other, how they share information, how decisions are made, how authority is delegated, how people dress, and so on. Other companies, especially the younger, smaller high technology companies are more progressive and informal.

If you are a foreigner doing business in the US and you want to call someone by his or her last name, you may do so. But do not be surprised if your American colleagues call you by your first name. In a formal situation, you should be more formal by using titles (*Mr., Mrs., Ms., Dr., Professor, etc.*) and by adding *Sir* or *Ma'am* (*Yes, Sir/No, Sir, Yes, Ma'am/No, Ma'am; Thank you, Sir/ Thank you, Ma'am, etc.*).

Along with the handshake, nod of the head, hug, or hand gesture, Americans engage in small talk. This conversation or chitchat may not carry much meaning in itself, but is designed to break the ice – to ease into a conversation with someone you have just met. The same questions are always asked: *How are you?* and is answered by *Fine, thanks* or *How are you?* It is not questions about your physical health; it is a standard greeting. *Fine, thank you* is what is expected.

Small talk is always used when you first meet someone. If you do not take part in this polite type of conversation, you will be considered rude and unfriendly; therefore, it is essential to know the formulas. The goal of small talk is to get to know someone, but you should never ask personal questions too soon.

In the business world, when a relationship is established one may talk about business. After business hours, when socializing with colleagues or partners, you will need to know the topics of conversation: weather, sports, good news, travel, movies, entertainment, and food. If asked, you may discuss work, where you live, or where you are staying. When people want to relax, discussions about work or anything too serious are usually not welcomed. Avoid subjects about money, personal health, bad news, religion, politics, and details about your family.

Be careful about jokes. Humour varies from culture to culture, and you may offend without realizing it.

Small talk is the best way to initiate a conversation with a potential new friend, and may last from a few minutes to over an hour, depending upon circumstances, and is actually important in society. It plays a role in people's getting to know one another. It establishes a polite and friendly tone. We form impressions from how people look, dress, speak.

Small talk at work is essential: it expresses friendliness without demanding attention. Whether you talk about the traffic or coffee in the vending machine, the vital message is that you are all part of the same team.

The British are rather formal. Many from the older generation prefer to work with people and companies they know. Younger businesspeople do not need long-standing personal relationships before they do business. They prefer to deal with people at their level. The British are direct, but modest. If communicating with someone they know well, their style may be more informal, although they will still be reserved. Most people use titles *Mr*, *Mrs* or *Miss* and their surname. Wait until invited before moving to a first-name basis. People under the age of 35 may make this move more rapidly than the older British.

Generally, British people do not shake hands, except when they meet for the first time. People use the handshake as a way to greet a person, make an agreement or say goodbye.

## Post-Reading

### 1. Explain the following.

- 1) to engage in small talk
- 2) medium for business communication
- 3) chitchat
- 4) to break the ice
- 5) handshake
- 6) to delegate authority
- 7) relationship building
- 8) to initiate a conversation

### 2. Match the pairs of synonyms from A and B and translate them.

A	B
1. welcome	a. chitchat
2. clasp hands	b. respond
3. greet	c. vary
4. answer	d. greet
5. chat	e. shake hands
6. change	f. address

**3. Match the verb on the left with a suitable item on the right. Use each item once.**

- |              |                      |
|--------------|----------------------|
| 1. engage    | a. hands             |
| 2. delegate  | b. relations         |
| 3. establish | c. in small talk     |
| 4. shake     | d. the ice           |
| 5. chat      | e. about the weather |
| 6. break     | f. authority         |

**4. Translate the words in brackets.**

1. He welcomed me with a wide smile and a warm (рукопожатие). 2. I soon learned how to make (легкая светская беседа) with people at formal receptions. 3. She sent me a (вежливый) letter thanking me for my invitation. 4. The topic of (разговор) was our business plan. 5. A (приветствие) in Japan is usually the bow. 6. The election results showed that that party had lost (власть). 7. It is (невоспитанный) not to say "Thank you" when you are given something.

**5. Answer the questions below.**

- What is small talk?
- Is there a standard course of etiquette when you meet and greet people?
- What formal and informal ways to address people do you know?
- What does the question *How are you?* mean?
- What are the acceptable topics of the conversation after business hours?
- What subjects do you have to avoid when you have just met people?

**6. Complete the sentences choosing the best variant.**

- 1) In a formal situation a foreigner can call someone by using
  - a) his/her first name.
  - b) his/her last name.
  - c) his/her title.
- 2) Small talk carries ... in itself.
  - a) a lot of meaning
  - b) little meaning
  - c) no meaning
- 3) The goal of small talk is ...
  - a) to get to know people.

- b) to ask personal questions.
- c) to talk about business.
- 4) After work hours, people like discussing ...
  - a) their business.
  - b) weather and sports.
  - c) their health problems.
- 5) You can offend people you have just met by ...
  - a) the way you look.
  - b) your politeness.
  - c) your joke.

7. **Mark the main ideas of the text and retell it in English.**

## Language Work (1)

### 1. Look and memorise the words:

a) *greet, v.* – приветствовать; здороваться

*greeting, n* – приветствие

*customary greeting* – обычное приветствие

Friends and family members usually *greet* each other in an informal way.

Business *greetings*, on the other hand, are more formal.

A *customary greeting* in India is pressing your palms together at around chest level.

b) *vary, v.* – менять, изменять

*various, adj.* – различный, разный, разнообразный

*variety, n.* – разнообразие

Business practices *vary* all over the world.

The *various* types of websites to meet people bring together millions of people from around the world.

You can meet people in a *variety* of different ways.

### 2. Expressions to introduce yourself and others.

1) *Introducing yourself:*

I don't think we've met before. I'm ...

Let me introduce myself. My name is ...

I'd like to introduce myself. I'm ...

2) *Introducing others:*

Let me introduce you, John, this is Martin Brown.

I'd like to introduce you to ...

There's someone I'd like you to meet. This is ...

Tom, please meet Patrick.

Ben, have you met Thomas?

Jane, this is Mary. Mary, this is Jane.

3) *Expressing pleasure to have met someone:*

Nice to meet you.

Happy to meet you.

It's pleasure to meet you.

How do you do? (It is not a question, it means *здравствуйте*.)

**3. Introduce yourself to each other.**

Hello/Hi, nice to meet you. / I'd like to introduce myself. I'm ... / My name is ...

I'm from ... I am a master of ... / I work for ...

**4. Ask questions, as small talk, from the following notes.**

- a) you/come from;
- b) university/you/study;
- c) company/you/work;
- d) the job interesting;
- e) your/ hotel/like;
- f) you/find/the weather/here;
- g) you/think/ e.g. London;
- h) you/been/before/e.g. London;
- i) you/spend/weekends.

## Language Work (2)

### Dialogue 1: Formal Greetings

*Tom:* **Good morning**, Professor Austin, how are you doing?

*Professor:* Good morning, Tom. I'm doing well. And you?

*Tom:* I'm great, thank you. This is my friend Emma. She is thinking about applying to this college. She has a few questions. Would you mind telling us about the process, please?

*Professor:* Hello, Emma! It's a pleasure to meet you. I'm more than happy to speak with you. Please stop by my office next week.



*Emma:* It's pleasure to meet you, professor. Thank you so much for helping us.

*Professor:* **Don't mention it.** Hopefully, I will be able to answer your questions!

- The greetings *good morning/ good afternoon/ good evening* are used at different times of the day. "Good evening" are used after 6 p.m.
- When people meet in the United States, it is customary for them to shake hands. A handshake lasts for about two or three seconds – which allows enough time to say "*Nice to meet you*".
- "**Don't mention it**" is another way of saying "*You're welcome*". The phrase "*You're welcome*" is more formal. However, responses such as "*Don't mention it. / No problem./ Happy to help*" are informal ways of responding to a thank you.

### Dialogue 2: Informal Greetings and Farewells

*Jane:* **Hi**, Helen! **How's it going?**

*Helen:* **Fine, thanks – and you?**

*Jane:* Just fine. **Where are you off to?**

*Helen:* To the library. I've got an exam next week and need to start studying.

*Jane:* **Oh, no.** Well, I'll see you later then. Good luck!

*Helen:* Thanks. **See you later.**

- "**Hi**" is an informal way of saying "*hello*".
- "**How's it going?**" is an informal way of saying "*How are you?*"
- "**Where are you off to?**" is an informal way of saying "*Where are you going?*"
- "**Oh, no**" is a way of saying "*I understand you are not happy*" or "*I sympathize with you.*"
- "**See you later**" is an informal way of saying "*goodbye.*"

### Dialogue 3: Formal Introductions

*Margaret:* **Mr. Wilson, I'd like you** to meet Dr. Edward Smith.

*Mr. Wilson:* It's nice to meet you, Dr. Smith.

*Dr. Smith:* Pleasure to meet you, too.

*Margaret:* Dr. Smith is an economist. He's just finished writing a book on international trade.

*Mr. Wilson:* Oh? That's my field, too. I work for the United Nations. I've read your articles. They're excellent.

- "***I'd like***" means "*I would like*".

#### Dialogue 4: **Informal Introductions**



*Jim:* **Who's** the tall woman next to Barbara?

*Charles:* That's her friend Mary. **Didn't you meet her** at Steve's party?

*Jim:* No, I wasn't at Steve's party.

*Charles:* Oh! Then let me introduce you to her now. **Mary, this is my friend Jim.**

*Mary:* Hi, Jim. **Nice to meet you.**

*Jim:* You, too. Would you like a drink?

*Mary:* **Sure**, let's go get one.

- "***Who's***" is the contracted form of *who is*.
- "***Didn't you meet her...***" a negative question is used to show surprise.
- "***Mary, this is my friend Jim.***" This is a friendly way to introduce two people.
- "***Nice to meet you.***" is a typical response after you've been introduced to someone.
- "***Sure***" is often used in informal conversation to mean "yes."

#### **Introduce the following people a) formally, and b) informally.**

- a) a new student to your teacher;
- b) your close friend to your parents;
- c) your colleague to the head of the company;
- d) a friend of your age to an elderly man/woman you know;
- e) a guest speaker holding a PhD degree to the audience.

## Reading and Speaking (2)

1. Can you imagine working without a telephone?
2. Can you imagine living without a telephone?

### Telephone Calls

Even in these days of computers and fax machines the telephone is still a company's artery to the world. Of all the communication devices we have available today, the telephone remains the form most widely used for contacting the outside world. With telephone communication increasingly complicated by such high-tech devices as beepers, voice mail, and car phones, new phone etiquette has evolved.

Most of the rules for private calls apply, but business calls need extra skills. The first secret of being effective on the phone is to smile; it makes the voice sound friendly. At the beginning of the phone talk the good-mannered say '*Good morning (or afternoon), could I speak to ... please*', or greet them by name if they know them.

A business call is not a chat. Politeness should start at the top. Efficient executives can deal with calls rapidly and courteously and take calls that come through. If the matter isn't urgent, and some discussion is needed the caller should ask whether it's a good moment to talk or not.

A company receptionist is one of the most important people on the staff. Because he or she is the gatekeeper for every call that goes through. A telephone greeting should begin with '*Good morning*' or '*Good afternoon.*' Following should be a company name and the name of the person who answered the phone. For example: '*Good morning! Customer service, this is Mary.*' Be compact, callers, especially long-distance ones, hate lengthy greetings.

Good telephone manners require that you identify yourself when placing a call. '*Good afternoon, this is Mary Smith of Graphics calling. Is Mr. Jones available?*' When you reach Mr. Jones don't just jump into the conversation. Ask if he has time to talk.

If a caller is connected through a secretary she/he should identify herself/himself, for example, '*I'm Gemma Jones, a secretary. I wonder if I can help you?*' And the following questions should be politely phrased, such as '*May I say who's calling?*' and '*Can I tell her what it's about?*', but not '*What company are you from?*' or '*What's it about?*' – which can put people in an awkward position if they aren't from a company or the matter is delicate or complicated. Before answering the phone, turn away from your other work. Smile when you answer the phone. A secretary should let other people speak without interruption.

Almost every business office has an answering machine if the company has overseas clients, or dealings with those who work flexible hours or from home.

Many people answer the phone haphazardly. Some identify themselves with first names; some with last; others, with both, and some don't bother to identify themselves at all. It's important to remember that the words you choose set the tone

for the conversation that follows. So it's to your benefit to choose the words that will get your conversation off to a good start.

When you are the caller, before dialing, summarize the reason for your call in a few sentences. When you are connected to a voice mail box, you'll be ready to leave a message. Speak slowly. Recognize that writing a message takes longer than saying it. Leave your telephone number. This saves the other person the time of looking it up.

Finally, a word about wrong numbers. Everyone misdials occasionally. When this happens to you, simply apologize hanging up without an explanation.

## Post-Reading

### 1. Explain the following.

- 1) high-tech devices
- 2) a company receptionist
- 3) a telephone greeting
- 4) a long-distance caller
- 5) to place a call
- 6) to jump into the conversation
- 7) an overseas client
- 8) a voice mail box

### 2. Complete the business telephone conversation with the phrases: *put you through, goodbye, hold the line, thank you, ask who is calling, leave a message, how may I help you.*

**Secretary:** Hello, ABC ltd. \_\_\_\_\_?

**Caller:** Hello, I'd like to speak with Patric Palmer.

**S.:** May I \_\_\_\_\_?

**C.:** My name is Mrs. Palmer. It's urgent.

**S.:** Okay, I'll \_\_\_\_\_. Please \_\_\_\_\_.

**S.:** I'm sorry Mr. Palmer is in a meeting. I can \_\_\_\_\_ to say that you called.

**C.:** \_\_\_\_\_. I would appreciate that.

**S.:** You're welcome. \_\_\_\_\_.

### 3. Choose the best answer.

1. I'd like to speak to Mr. Wrinkle, please.
  - a) He is not here.
  - b) I'm afraid he's not here at the moment.



- c) Well, you can't. He is absent.
- 2. Can I speak to a manager, please?
  - a) Hold on, please.
  - b) Don't go away.
  - c) All right.
- 3. Can I ring you back later?
  - a) Yes, ring me.
  - b) Yes, please do.
  - c) Of course, yes.
- 4. When can I reach you?
  - a) One hour.
  - b) When you want.
  - c) I'll be in till 7.00 p.m.

#### **4. Translate the telephone phrases.**

- Is that Electronics?
- Да, могу я Вам чем-нибудь помочь?
- I would like to speak to Mr. Alov, please.
- Извините, но его сейчас нет в офисе, могу я узнать Ваше имя?
- This is Nick Soames from Brown & Co. When will Mr. Alov be back?
- Он вернется в 15 часов. Вы хотите оставить сообщение?
- No thanks. I'll ring up again at half past three. Good-bye.
- Всего доброго.

#### **5. Answer the questions below.**

- What is the best way to answer the phone?
- What is the best way to identify yourself when placing a telephone call?
- What rules should be observed when putting someone on hold?
- What recommendations should be taken into account when answering company phones?
- What is the best way to ensure that your calls are returned quickly?

## **Language Work**

### **1. Look and memorise the useful phrases:**

Answering machine

- *The number you're calling is momentarily unavailable* (не доступен)
- *Please, leave a message after the tone / signal / beep.*
- *We'll call you back as soon as possible.*

## 2. Dialogue 1: A Telephone Call

*John:* **Hi, Alice, it's John.** How are you?

*Alice:* Oh, hi, John! I was just thinking about you.

*John:* That's nice. **I was wondering if you'd like to** go to a movie tonight.

*Alice:* Sure, I'd love to! What's playing?

*John:* **I was thinking about** that new comedy 'Lights Out'. **What do you think?**

*Alice:* **Sounds great!**

*John:* OK, **I'll pick you up** around 7:30. The movie starts at 8:00.

*Alice:* See you then. Bye!

- **Hi, Alice, it's John:** Hi, \_\_\_\_, it's \_\_\_\_ is a casual and friendly way to say hello on the phone.
- **I was wondering if you'd like to ...** - this is a polite and indirect way of asking 'Do you want to ...?' John doesn't want to appear too direct.
- **I was thinking about ... / What do you think?** John wants to give Alice a chance to suggest a movie.
- **Sounds great!** – is an informal way of saying 'That is a good plan.'
- **I'll pick you up** – is an informal way of saying 'I'll come to your house so that we can go together.'

## Dialogue 2: A Telephone Call

*Luke:* Hello? Hi, Stephanie, how are things at the office?

*Stephanie:* Hi, Luke! How are you?

*Luke:* What did you say? Can you repeat that, please? Sorry, the phone is **cutting out**.

*Stephanie:* Can you hear me now? No, Luke, **talk to you later**.

*Luke:* Sorry, Stephanie, my phone has really bad **reception** here.

- **Cutting out** describes a difficulty in understanding a caller due to poor cellphone reception. You can also say *'The line is breaking up / I am losing you / The call dropped.'*
- **Talk to you later** is the equivalent in a phone conversation of *'See you later'* in a face-to-face conversation.
- **Reception** here means the availability of cellular service. Cellphone reception can be limited in remote areas, inside large buildings or underground.

## Reading and Speaking (3)

1. What types of meetings do you know?
2. What does it mean a successful meeting?

## Effective Business Meetings

Great things happen when people come together. Face-to-face interaction is the place where ideas are generated. Meetings come in all shapes and sizes. There are the everyday office meetings, board meetings, business meetings, seminars, conferences, conventions, trade shows and exhibitions. Meetings help to work on teams, share of ideas, and effectively coordinate. If communication is the lifeblood of any organization, then meetings are the heart and mind. Meeting is the place where we communicate our ideas; develop new understandings and new directions, where we engage with others.



Meetings are an important part of doing business. Executives on average spend 40%-50% of their working hours in business meetings. A successful meeting has no surprises. With proper preparation and careful organization, a meeting can run smoothly. Setting goals and time limits, keeping to the agenda are the key components of an effective meeting. Preparation also means attention to details including: room bookings, catering, equipment, etc.

Meetings can be announced by email or be posted on bulletin boards. The date, location, time, length, and purpose of the meeting should be included. In order to keep the meeting on task and within the set amount of time, it is important to have an agenda. The agenda is a list of matters to be discussed in the meeting, and indicates the order of items. The person in charge of the setting the agenda and running the meeting is the 'chairperson'.

Whether you are holding the meeting or attending the meeting, it is polite to make small talk while you wait for the meeting to start. You should discuss things unrelated to the meeting, such as weather, family, or weekend plans.

At the beginning of the meeting the chairperson should formally welcome everyone and thank the attendees for coming. If anyone at the meeting is new to the

group, or if there is a guest speaker, a person in charge of the meeting should introduce him or her. In order attendees can be able to follow the agenda it is better use an overhead projector. Before beginning the first main item on the agenda, the speaker should provide a brief outline of the objectives.

One of the most difficult things about holding an effective meeting is staying within the time limits. A good agenda will outline how long each item should take. A chairperson should stay within the limits.

When decisions cannot be easily made, they are often put to a vote. Most votes occur during meetings. Votes can be open, where people raise their hands in favour or in opposition of the issue, or closed (private), where attendees fill in ballots and place them in a box to be counted. When a motion is voted and agreed upon, it is carried. When it is voted and disagreed upon, it is failed. Votes are often put to a majority.

During the meeting, participants comment, provide feedback, or ask questions. A meeting comes to an end when time runs out, or all of the items on the agenda are checked off.

## Post-Reading

### 1. Explain the following.

- 1) face-to-face interaction
- 2) to work on a team
- 3) proper preparation
- 4) room bookings
- 5) to hold the meeting
- 6) formally welcome
- 7) an overhead projector
- 8) to stay within the time limits
- 9) to put to a vote

### 2. Match the noun(s) on the left with a suitable item on the right. Use each item once.

- |                      |                                  |
|----------------------|----------------------------------|
| 1. The staff members | a. indicates the order of items. |
| 2. The motion        | b. have been counted.            |
| 3. The time limit    | c. are going to have the floor.  |
| 4. The agenda items  | d. is running smoothly.          |
| 5. The agenda        | e. attended the meeting.         |
| 6. The chairperson   | f. have been put to a vote.      |
| 7. The ballots       | g. has been set.                 |
| 8. The meeting       | h. has been carried.             |



**3. Complete the sentences with the words (phrases):** *takes the floor; set a time limit; in charge; a vote; estimated; chairperson; hold a meeting;*

1. They decided to \_\_\_\_\_ to discuss the latest sales report.
2. We \_\_\_\_\_ that it would take two years to complete the job.
3. The representative of the company \_\_\_\_\_.
4. She is \_\_\_\_\_ of the family business.
5. The \_\_\_\_\_ will determine the order in which people will speak.
6. Each shareholder has \_\_\_\_\_ at the annual general meeting.
7. We \_\_\_\_\_ of ten minutes for each speaker.

**4. Answer the questions below.**

- What is required to run a meeting smoothly?
- What is the purpose of having an agenda?
- What are the roles of a chairperson at a meeting?
- Is it important to make small talk before starting a meeting?
- Do you know how to finish a meeting?

**5. Seven golden rules to a successful business meeting.**

1. Be punctual but *a few minutes earlier is acceptable*.
2. Do not ask too many personal questions *during small talk*.
3. A business meeting is important *even when it is held in the pub*.
4. Dress in a neutral coloured suit – either *black, navy or dark grey*.
5. Do not hold eye contact *for too long during business meetings*.
6. Do not bring a personal gift *for your business partners*.
7. Do not rush or rush your attendants *into making business decisions*.

**6. Find in the text key words and expressions to speak about holding a business meeting. Retell the text in English.**

## Language Work

**1. Look and memorise the words:**

a) *attend a meeting* – присутствовать на собрании

*hold a meeting* – проводить собрание

*run a meeting* – руководить собранием

I was unable *to attend the meeting*.

They *hold a meeting* every Tuesday.

He is going *to run the meeting* today.

b) *staff members* – сотрудники (учреждения)

They are *staff members* of the personnel department.

c) *have (take) the floor* – выступать, брать слово.

The chairperson *has the floor* at the beginning of the meeting.

d) *vote* – голосование, право голоса; голосовать

*open vote* – открытое голосование

*private (closed) vote* – закрытое голосование

*put to the vote* – ставить на голосование

He *has voted* against the proposal.

All staff members are elected by *open vote*.

The proposal is to be *put to the vote*.

e) *in favour* – «за» (при голосовании)

*in opposition* – «против» (при голосовании)

All those *in favour* raise your hands.

The unions are *in opposition* to the government.

f) *ballot* – избирательный бюллетень, список кандидатов для голосования

They are counting *the ballots* now.

g) *carry* – принимать (при голосовании)

*fail* – отклонить, не принять (при голосовании)

The proposal *was carried* by 210 votes to 150.

The resolution *was failed*.

h) *time limit* – регламент, предельное время

*set a time limit* – установить регламент

We have already gone over *the time limit* for this meeting.

i) *motion* – предложение (на собрании)

*put the motion to vote* – поставить предложение на голосование

*Her motion* was voted on.

All members of the assembly *put the motion to vote* on a resolution.

## **2. Phrases for conducting a meeting:**

### ***Opening the Meeting***

- Good morning / afternoon, everyone.
- If we are all here, let's start the meeting.

### ***Welcoming and Introducing Participants***

- We're pleased to welcome (name of participant)
- We're pleasure to welcome (name of participant)
- I'd like to introduce (name of participant)

### ***Stating the Main Objectives of the Meeting***

- We're here today to ...
- Our aim is to ...
- I've called this meeting in order to ...

### ***Introducing the Agenda***

- Have you all received a copy of the agenda?
- There are (5) items on the agenda. First, ... second, ... third, ... lastly, ...
- Shall we take the points in this order?

### ***Setting a Time Limit***

- We'll have to keep each item to ten minutes.
- There will be five minutes for each item.
- I've called this meeting in order to ...

### ***Introducing the Items on the Agenda***

- So, let's start with ... / Shall we start with ...
- So, the (first) item on the agenda is ...
- (name), would you like to introduce this item?

### ***Closing an Item***

- I think that covers the (first) item.
- Shall we leave that item?
- If nobody has anything else to add, lets ...

### ***Next Item***

- Let's move onto the next item.
- The next item on the agenda is ...

- Now we come to the question of ...

#### ***Summarizing***

- Before we close today's meeting, let me just summarize the main points.
- Let me go over today's main points.
- To sum up, ...
- In brief, ...

#### ***Finishing up***

- Right, we've covered the main items.
- Let's bring this to a close for today.

#### ***Thanking Participants for Attending***

- Thank you all for attending
- Thanks for your participation.

#### ***Closing the Meeting***

- The meeting is closed.
- I declare the meeting closed.
- See you all at the next meeting.

### **3. Phrases for expressing your ideas in a meeting:**

#### ***Giving Opinions***

- May I have a word?
- Excuse me for interrupting.
- My view is ...
- I think that ...
- In my opinion ...
- The way I see things ...

#### ***Commenting***

- That's interesting.
- I never thought about it that way before.
- Good point!
- I see what you mean.

#### ***Agreeing***

- I totally agree with you. Exactly!



- That's the way I think.
- I have to agree with (a participant's name).

### *Disagreeing*

- I'm not sure ...
- Unfortunately, I see it differently.
- I agree with you, but ...
- I'm afraid I can't agree ... I suggest that ...

### *Asking for Clarification*

- Please, could you ...
- I'd like you to ...
- I didn't understand that. Could you repeat what you said?
- What exactly do you mean?
- Could we have some more details, please?
- Keep to the point, please.
- 

### **4. Which expressions are used to:**

- 1) comment?
- 2) disagree?
- 3) introduce the agenda?
- 4) ask for repetition?
- 5) get the chairperson's attention?
- 6) request information?
- 7) give opinions?
- 8) start a meeting?
- 9) clarify?
- 10) agree?
- 11) summarize?
- 12) close a meeting?

# Unit 2

## Business Correspondence

- ✓ Business Letters
- ✓ Emails & Fax Messages
- ✓ Business Documents & Contracts

### Reading and Speaking (1)

1. What types of business communication can you name?
2. What is the most common form of communication in the 21<sup>st</sup> century?

### Structure of the Business Letter



We can't imagine business without communication. Business is made through communication. It can be face-to-face conversation organized in the office or at the restaurant or business correspondence. It can be held with the help of regular mail or E-mail.

A business letter is the principal means used by a business firm to keep in touch with its customers. According to the purpose of the letter there may be different kinds, e.g. a letter of request, a memo (memorandum), a letter of advice, an invitation letter, a congratulation letter, a letter of thanks (gratitude), a letter of apology, an enquiry letter, a letter of guarantee, a letter of complaint, a letter of claim, an order letter, etc.

There are special rules to organize a business letter in a right way. The business letter consists of several parts.

First you should write your own name and address (in the right up corner), telephone numbers, and then write down the title, name and address of the recipient. Always type the date, in the logical order of day, month, year (*10<sup>th</sup> November 20...*).

It is important to use the correct title of the person you are addressing to:

*Dr.* – means doctor (a person, who has Doctor's degree or PhD);

*Professor* – if you are addressing the professor;

*Mr. / Sir* – if you are addressing a male, but is not sure in his title;

*Mrs.* – if you are addressing a female (married);

*Miss* – if you are addressing a female (single);

*Ms* – if you are addressing a female (married or unmarried businesswoman);

*Madam* – addressing a female if you are not sure in her family status.

The salutation is the greeting with which every letter begins. **Opening salutation** is typed in the left-hand corner. There are several types of opening salutation:

*Dear Sirs* – to a company;

*Dear Sir* – to a man if you do not know his name;

*Dear Madam* – to a woman if you do not know her name;

*Dear Sir or Madam* – to a person if you know neither the name, nor sex;

*Gentlemen* – the most common salutation in the United States.

If your correspondent is known to you personally the warmer and more friendly greeting, *Dear Mr ...* is preferred.

The message forms the body of the letter and is the part that really matters. Some letters are very short and may consist of only one paragraph. Many others have three paragraphs: *Introduction* (why are you writing?), *Details* (facts, information, instructions), *Action* (what action will you take?).

**Finishing the letter** is a polite way of bringing a letter to a close and you should write one of the following phrases:

*Yours sincerely; Truly yours, Yours faithfully* sign the letter and put your (title), name and surname.

Business letters have to be written (typed) accurately in plain language.

## Post-Reading

### 1. Explain the following.

- 1) face-to-face conversation
- 2) the principal means
- 3) the salutation
- 4) the message
- 5) plain language

### 2. Match the following attributes on the left with a suitable noun on the right.

- |              |             |
|--------------|-------------|
| 1. logical   | a. address  |
| 2. capital   | b. sirs     |
| 3. mailing   | c. order    |
| 4. dear      | d. greeting |
| 5. customary | e. letter   |

### 3. Match the English word combinations with the Russian equivalents.

- |                         |                                 |
|-------------------------|---------------------------------|
| 1. to sign a letter     | a. поддерживать контакт         |
| 2. to refer to a letter | b. иметь значение для кого-либо |
| 3. to enclose documents | c. подписать письмо             |

- |                          |                          |
|--------------------------|--------------------------|
| 4. to keep in touch with | d. расположить адрес     |
| 5. to match a style      | e. прилагать документы   |
| 6. to matter to somebody | f. соответствовать стилю |
| 7. to set out an address | g. ссылаться на письмо   |

**4. Complete the sentences with the words:** *to mean* (значить; подразумевать); *meaning* (значение; смысл); *means* (средство; способ); *by means of* (посредством)

1. Business letters may be defined as a \_\_\_\_\_ through which information is communicated in writing in the process of business activities.
2. One word can have several \_\_\_\_\_ (s).
3. Doing business \_\_\_\_\_(s) working out agreements with other people.
4. Students are selected for scholarships \_\_\_\_\_ an open competition.
5. What does business \_\_\_\_\_?

**5. Answer the questions below.**

- What is a business letter?
- What types of business letters do you know?
- What parts does a business letter consist of?
- Why is the language style very important for business letter writing?

**6. Find in the text the information about the parts of a business letter and describe them:**

- a) the date;
- b) the name and address;
- c) the salutation;
- d) the message;
- e) the complimentary closure;
- f) the signature.

**7. Write an official letter explaining why you are not able to visit the meeting.**

## Language Work

**1. Look and memorise the words:**

a) *a letter of request* – письмо-просьба

*memo (a memorandum)* – письмо с напоминанием; памятная записка

*a letter of advice* – уведомительное письмо  
*a letter of credit, L/C* – аккредитив  
*an invitation letter* – письмо-приглашение  
*a congratulation letter* – поздравительное письмо  
*a letter of thanks (gratitude)* – благодарственное письмо  
*a letter of apology* – письмо с извинением  
*a letter of confirmation* – письмо-подтверждение  
*an enquiry (inquiry) letter* – письмо-запрос  
*a letter of acknowledgement* – письмо, подтверждающее что-либо  
*a letter of guarantee* – гарантийное письмо  
*a letter of complaint* – письмо-жалоба  
*a letter of claim* – письмо-рекламация  
*an order letter* – письмо-заказ

*A memo* was sent to all departments.

I sent the company *a letter of advice* warning them that they should be ready to accept payment.

I wanted to send *a letter of credit* to the branch nearest the hotel.

b) *letterhead* – шапка на фирменном бланке

Remember to change the address on *the letterhead*.

c) *salutation* – обращение

Leave two lines between the subject and *the salutation*.

d) *to sign* – подписывать

*signature* – подпись

He *signed* his name at the end of the letter.

Our company cheques need two *signatures*.

e) *closure* – заключительная формула (письма)

*complimentary closure* – заключительная формула вежливости (письма)

*The closure* is a polite way of concluding a letter.

f) *to enclose* – прилагать, вкладывать (в письмо)

*enclosure* – приложение

I *enclosed* documents.

g) *capital (letter)* – прописная буква



Print it in *capitals* (*capital letters*).

## **2. Standard Phrases to use in business writing:**

### ***The start***

- Dear Sir / Madam;
- Dear Mr Smith / Mrs Smith / Miss Smith / Ms Smith;
- Dear Jane.

### ***The Reference***

- With reference to your letter of 12<sup>th</sup> May, 2014;
- With reference to your phone call today (yesterday);
- With reference to your advertisement in the newspaper.

### ***The reason for writing***

- I am writing to confirm ...;
- I am writing to apologize for ...;
- I am writing to comment on ...;
- I am writing to apply for ... .

### ***Enclosing documents***

- I am enclosing ...;
- Please find enclosed ... .

### ***Closing remarks***

- Thank you for your help.
- Please contact us if you have any questions / problems.
- Please contact us if we can help in any way.

### ***Reference to future contact***

- I look forward to hearing from you soon.
- I look forward to meeting you next week.
- I look forward to seeing you next Monday.

### ***The finish***

- Yours faithfully / Yours sincerely;
- Sincerely yours / Yours truly (AmE);
- Best wishes.

### ***The thanks (gratitude)***

- Thank you for ...;
- I feel I must write to thank you for ...;
- I am very grateful for ...;
- I am truly grateful for ...;
- I wish to say how grateful I am for ... .

### ***The congratulation***

- Permit me to congratulate you on ...;
- May we congratulate you on ...;
- We congratulate you on ...;
- Please accept our sincere congratulations on ... .

## **Reading and Speaking (2)**

1. What is an email?
2. What is the purpose of a fax message?

## **Email and Fax Communication**

E-mail writing has become a large part of modern communication, particularly in business. The world has become much smaller now that we have the ability to send and receive e-mail messages over great distances at an incredible speed. However e-mail was originally used as an informal means of communication. Therefore business e-mail letters are less formal in style than ordinary business letters.



E-mail is short for electronic mail. E-mail correspondence gets from one place to another in a matter of minutes. Connecting to the Internet provides you with e-mail services and an e-mail address which looks like this: nickname@someplace.com (@ means *at*, and *com* indicates the domain, in this case, a company). The Internet is a communication network that links computers all around the world via modems. Companies send documents from one place to another in minutes. E-mail is an up-to-date method of transmitting data, text files, and digital photos from one computer to another over the Internet. And now e-mails have become one of the most widely used forms of business and personal

communication. E-mails are quick, so they are good for chatting, inviting people out, keeping in touch and doing business.

E-mails do not necessarily contain all the elements important for business letters. So e-mails are usually shorter and it takes less time to compile and send them. The e-mail language is much closer to spoken English than traditional business correspondence style.

Information about the sender and the receiver (addressee) appears at the top in a special frame – so the writer doesn't have to use traditional greetings. *Mr Black, Dear Peter, Peter* are all acceptable ways of starting an e-mail.

As e-mails are designed for speed, they usually avoid the formal expressions used in letters, and people often do not write in complete sentences using abbreviations. A message should be short to fit on one screen, whenever possible, thus keeping all important information visible at once. Be sure your message is easy to answer.

You can end your e-mail with:

- **Best wishes**
- **All best wishes**
- **Best regards**
- **Regards**
- **Yours**

To people you know well, you can end with:

- **All the best**
- **Best**

People often sign e-mail with their first name.

There are a few important points to remember when composing e-mail, particularly when the e-mail's recipient is someone who does not know you.

- Include a meaningful subject line; this helps clarify what your message is about.
- Open your e-mail with a greeting like *Dear Dr. Jones, or Ms. Smith.*
- Use standard spelling and punctuation.
- Don't write unnecessarily long e-mails (4 or 5 paragraphs). Write clear, short paragraphs.
- In business e-mails, try not to use abbreviations such as PLS (please) and BTW (by the way).
- Finish with a closing decision, hope or apology.
- Include a Signature Block in every e-mail – your name, title, business address, telephone number, fax numbers, e-mail address and website address. Be polite and give as many contact details as possible so that the reader can contact you in different ways.

Even in today's modern age of the Internet, it is still necessary to send and receive faxes. Most companies, large or small, have a fax machine. This allows them to send facsimiles of any document. A fax message is the message that is sent

or received over a fax machine (phone lines are used) or online fax service. The word *fax* comes from the word *facsimile* standing for *perfect copy*.

The original document is scanned with a fax machine; the information is then transmitted as electrical signals through the telephone system. A fax message is often sent when particular official correspondence needs to be sent or received urgently and it is not possible to send the documents via email.

## Post-Reading

### 1. Explain the following.

- 1) an e-mail message
- 2) in a matter of minutes
- 3) a communication network
- 4) an up-to-date method
- 5) personal communication
- 6) a sender and a receiver
- 7) subject line
- 8) a Signature Block

### 2. Match the pairs of synonyms from A and B and translate them.

A	B
1. current	a. transmit
2. send	b. reply
3. include	c. contain
4. answer	d. up-to-date

### 3. Make the sentences complete by translating the words in brackets.

1. We have come to deliver a (сообщение). 2. They have supplied (современный) equipment. 3. I sent the documents (с помощью) fax. 4. I will be able to (пересылать) that email to you.

### 4. Complete the sentences choosing the best variant corresponding to the contents of the text.

1. The most widely used form of communication is ...
  - a) a fax message.
  - b) an email.
  - c) a business letter.
2. The symbol @ is followed by ...
  - a) the person's name.

- b) headers and footers.
  - c) the domain.
3. A fax machine processes a text as a ...
- a) a graphic image.
  - b) a bit map.
  - c) electrical signals.
4. A fax messages faces a competition from ...
- a) modern technologies.
  - b) e-mails.
  - c) business letters.
- 5. Answer the questions below.**
- What are the advantages and disadvantages of e-mails?
  - Are e-mail letters as formal in style as ordinary letters?
  - What are the rules for writing e-mails?
  - What is the structure of an e-mail?
  - Do you know what the symbol @ means?
  - What is the procedure of sending a fax message?
- 6. Mark the main ideas of the text and retell it in English.**

## Language Work

**1. Look and memorise the words:**

a) *to transmit* – передавать, отправлять, посылать

The information *is transmitted* electronically to the central computer.

b) *destination* – место назначения

*send an email to its destination* – отправить электронную почту по адресу

This program allows you *to send an email* directly from PC *to its destination* on the Internet.

c) *to attach* – прикреплять

*attachment* – прикрепление; информация, прикрепленная к сообщению

*To attach* a file to an email, follow some steps.

d) *via* – через, путем, с помощью



Contact us *via* e-mail.

## 2. Phrases usually start an email:

- Dear Sir / Madam
- I'm sorry I haven't written before, but I've been very busy.
- It was wonderful to hear from you again.

## 3. Phrases usually end an email:

- Well, that's all for now.
- I look forward to hearing from you as soon as possible.
- Thanks for your email.
- Yours truly.
- Take care.

## Reading and Speaking (3)

1. What is a contract?
2. What's the difference between an agreement and a contract?

### Business Documents and Contracts

A contract may be defined as an agreement between two or more parties to do or not to do certain things which is binding in law. Every contract is an agreement but not every agreement is a contract. For example, a business contract could be for the sale of goods or supply of services at a certain price. There are different types of contracts including:



- a sales and purchase contract;
  - a partnership agreement;
  - a lease of business premises;
  - a lease of plant and equipment;
  - an employment agreement;
  - a loan contract;
- an employment contract;
  - a turnkey contract.

The process for creating a contract generally includes information exchange, discussion, negotiation and employment agreements. A business contract must contain four essential elements: offer; acceptance; intention to create legal relations; consideration. These elements of a contract can be briefly explained as follows: a contract is formed when one party makes an offer and that offer is accepted by

another party for an exchange of some benefit by the parties (this is the consideration element). The intention of the parties is that they are legally bound by the contract.

The party making an offer is known as the offeror, the party to whom the offer is made is known as the offeree. The contract comes into existence when an offer has been unconditionally accepted.

Contracts can be verbal or written. But a verbal contract is much more difficult to prove. Some types of contract such as those for buying or selling real estate and credit must be in writing.

If you are a business owner you are able to read a contract and understand what it means. But you should always get legal advice before signing a significant contract.

A business contract can include some general matters:

- parties to the contract
- date of the contract
- description of the goods and services that your business will provide
- payment amount and terms
- terms of delivery
- insurance conditions
- termination conditions.

Once a contract is made, it cannot generally be changed, that's why one should never be pressed into signing a contract without first reading it carefully. Contractual agreements give rise to rights and obligations known as the terms of a contract.

In common-law countries the term 'contract' covers much more than the formal legal documents. A contract may take the form of any written agreement or a series of letters or even a conversation (an oral contract), if the essential elements are present.

In the Middle East, the spoken word is often honoured and followed more than the written word. It is common to continue negotiating what is in the contract even after the contract has been written and signed.

## **Post-Reading**

### **1. Explain the following.**

- 1) to bind in law
- 2) legal advice
- 3) general matters
- 4) date of the contract
- 5) terms of delivery
- 6) termination conditions
- 7) the terms of a contract

## 2. Match the English word combinations with the Russian equivalents.

- |                            |                                 |
|----------------------------|---------------------------------|
| 1. to make an offer        | a. имеющий юридическую силу     |
| 2. acceptance an offer     | b. договорные обязательства     |
| 3. a verbal agreement      | c. предложение заключить сделку |
| 4. a written contract      | d. стороны в договоре           |
| 5. is binding in law       | e. устный договор               |
| 6. parties to the contract | f. письменный договор           |
| 7. the terms of a contract | g. принятие предложения         |
| 8. contractual obligations | h. условия контракта            |

## 3. Complete the dialogues by filling the gaps with the correct type of a contract: a loan contract, a lease contract, a hire purchase contract, a service contract, a hire contract

1. – We rented a car for a week. – What did the \_\_\_\_\_ cover?
2. – The office’s windows are always dirty. I want them clean regularly by a firm of window cleaners. – You’ll need a good \_\_\_\_\_.
3. – I want to buy a new car but we can’t afford to pay the whole price at once. I’m going to pay in monthly installments. – You’ll need to check the interest rate on the \_\_\_\_\_.
4. – We’re going to be living in London for about 18 months, so we’re going to rent a flat. – Make sure you get a reasonable \_\_\_\_\_.
5. – I’m going to have to borrow a large sum of money for about three years. – Try to get the best \_\_\_\_\_ you can from your bank.

## 4. Answer the questions below.

- What is a contract binding?
- In what situations do people need contracts?
- What types of contracts do you know?
- What essential elements must a business contract contain?

## Language Work

### 1. Look and memorise the words:

a) *a loan contract* – контракт на получение кредита

*a sales contract* – контракт на продажу

*a purchase contract* – договор купли-продажи

*an employment contract* – контракт найма

*a service contract* – договор о предоставлении услуг

*a consultancy contract* – договор о консультировании

*a hire contract* – договор о найме

*a hire purchase contract* – договор о продаже в рассрочку

*a lease contract* – арендный подряд

*a turnkey contract* – контракт «под ключ»

b) *to draw up a contract* – составлять контракт

*to sign a contract* – подписать контракт

*to enter into an agreement* – заключить договор

*to enforce a contract with someone* – обеспечить исполнение контракта

*the parties of a contract* – стороны договора

## **2. Situations when the agreement between the parties was explicit:**

- The relationship between the parties is based on the contract (not on personal relations).
- The exchange of promises was detailed (not general).
- Future can be predicted and is included in the contract.
- Clear beginning and ending to time of agreement.
- Responsibility is to both parties.
- Belief in cooperation.
- If business transaction doesn't work, both companies try to work together to solve the problem.





# Unit 3

## Applying For a Job

- ✓ Getting a Job
- ✓ Application Forms
- ✓ A Job Interview

### Reading and Speaking (1)

1. What is required to apply for a job?
2. What is the most difficult part to get a job?

### How to Apply For a Job

Getting a job begins with locating and applying for jobs that will advance your career plans. It also involves convincing employers that you are the best applicant for their job openings. The way you apply for a job and present your qualifications can greatly influence an employer's impression of you. Therefore, you should know how to contact employers, how to complete application forms, and how to make a good impression in job interviews.

All these skills can improve your chances for employment. Most employers consider several applicants for each job opening.

One of the most common ways to learn about job opportunities is by word-of-mouth. Many jobs are filled by people who have heard of job openings from friends, relatives, teachers and others.

Another way to locate job opportunities is through the classified section of newspapers. Many professional newsletters, magazines, and other trade publications carry advertisements for job openings. From such advertisements you can learn what profession, skills, and experience are necessary for the job. Information about job openings is also available from employment agencies.

Your first contact with an employer will be either to apply for a known job opening or to find out if any jobs are available. Your contact with employers should be effective and orderly. The most common ways of contacting employers are by mail, by telephone, and by personal visit to an employer's office.

Getting a job is a very hard period in the life of most people. Companies choose an employee according to special rules, that's why there're special factors, influencing on employer's choice. Among such factors are: age, sex, experience, family background and marital status, personality.



## Post-Reading

### 1. Explain the following.

- 1) locating and applying for a job
- 2) job openings
- 3) to contact an employer
- 4) chances for employment
- 5) to carry advertisements
- 6) to choose an employee

### 2. Match the English word combinations with the Russian equivalents.

1. to apply for a job
2. to advance a career
3. to contact an employer
4. to consider several applicants
5. the most common way
6. word-of mouth
7. to be available from an employment agency

- a. связаться с работодателем
- b. молва
- c. быть доступным в агентстве по найму
- d. подавать заявление о приеме на работу
- e. рассматривать нескольких кандидатов
- f. продвижение по служебной лестнице
- g. самый обычный способ

### 3. Fill the gaps with the suitable words and define parts of speech.

- a) *avail*   b) *available*   c) *unavailable*   d) *availability*

1. Unfortunately, the Career section you are trying to access is \_\_\_\_\_ for the moment. 2. I will check the \_\_\_\_\_ of my staff for that date. 3. I tried to \_\_\_\_\_ myself of this opportunity to improve my English. 4. Match your strengths with \_\_\_\_\_ jobs.

### 4. Answer the questions below.

- What job are you thinking of applying for?
- What are you worried about?

- Do you want to work full-time or part-time?
- Do you have a job now?
- Do you want to change your job?

**5. Mark the main ideas of the text and retell it in English.**

## **Language Work**

**1. Look and memorise the words:**

a) *to employ* – нанимать (на работу); использовать

*an employer* – наниматель, работодатель

*an employee* – служащий, работающий по найму

More than 2,000 people *are employed* in the industry.

*Employers* consider several applicants when they want hire a new *employee*.

b) *to advertise* – рекламировать, помещать объявление

*advertisement* – реклама, объявление

Many companies *advertise* jobs on the Internet.

Big companies often pay celebrities to appear in their *advertisements*.

c) *available* – наличный, имеющийся в распоряжении

*availability* – наличие

Part-time jobs are *available* for college students.

Many companies choose to produce abroad because of the low labour costs and *the availability* of skilled labour.

**2. References to the advert:**

- I see from your advertisement in the ... (newspaper) that you have a vacancy for a ...
- It was with great interest that I read the advertisement for ...
- I was interested to learn that your company wishes to recruit ...

**3. Applying for a job:**

- I should like to apply for the position of ...
- I wish to apply for the job of ...

**4. Request of a vacancy**

- I would be interested to know whether you have a vacancy for ...
- I am looking for a position in ...



## Reading and Speaking (2)

1. What application forms are required?
2. What information does a resume include?

### Job Application Forms

When you apply for a job, you will be asked to send your CV (resume), together with a letter or e-mail of application. It is important to know how to write a good resume, or a summary of background and qualifications, and a letter of application (a cover letter, a letter of interest). All these skills can improve your chances for employment.

If you are applying for a new work place you have to send your CV (curriculum vitae) or Resume, the Application (Cover) Letter, and the Letter of Recommendation that are expected in such cases.

Most applicants for white-collar jobs get in touch with employers by mail (email). A letter to an employer should be type-written. In the application letter, introduce yourself and explain why you are writing. Briefly indicate an experience and skills you have that relate to the kind of job you are seeking. Include your address and telephone number so that the employer can reach you. If you contact an employer by telephone, try to provide the same information that you would cover in a letter.

A resume or a CV is a summary of your history and professional qualifications. Most employers consider several applicants for each job opening. Thus, the employer has to consider two sets of qualifications if he wants to choose from among the applicants: professional qualifications and personal characteristics. A candidate's education, experience and skills are included in the professional qualifications. These can be listed in a resume or summary of your background.

Employers often receive a lot of applications for a job, so it is very important to make sure that your CV and job application letter create the right impression and present your personal information in a brief, well-structured, and attractive way. A CV should be clear, with a limited number of main sections, so that an employer can pinpoint the information they are looking for quickly and easily. You do not need to give a lot of details.

The resume usually consists of the following parts: Personal, Education, Work Experience, Interests and Skills, Hobbies.

Here is how you should organize your resume:

1. Your name, address and phone number go at the top.
2. Under **Personal** you write:
  - a) when and where you were born;
  - b) your marital status (married, single or divorced), your children;
  - c) citizenship.

3. Under **Education** you describe:

- a) University (school) you finished and the years of study (for example 2010-2014 The State University of Architecture and Civil Engineering of Voronezh);
- b) the diplomas and degrees obtained, also mention the subject (e.g. The State University of Voronezh, Economics);
- c) a higher degrees (e.g. Master; Ph.D), and the university which granted it.

4. **Work Experience:**

List the jobs, the years you worked, the position you held. This should be presented in the chronological order starting from the last job.

If you are a research scientist or deal with studies, you should list publications and mention in brackets their total number.

In case you have no work experience in the field, mention your summer jobs, extracurricular activities, awards.

5. **Interests and Skills:**

Include the foreign languages you speak, computer skills, extensive travel, particular interests or professional membership (for example, if you are after a job in computer programming, mention it).

6. The last is **Hobbies:**

It is good to mention here a hobby that can help get the job you are after (e.g. playing chess, reading).

It should be noted that a resume (CV) can be structured differently and may vary in length from one page to three.

Send your Resume, along with an Application (Cover) Letter and a Letter of Recommendation to a specific person. The person should be the top person in the area where you want to work. Refer him (her) to your Resume and ask for an interview.

The samples of a Resume (CV), an Application (Cover) Letter (a Letter of Interest) and a Letter of Recommendation:

### **Application Letter**

8 September, 2014

Dear Mr. Jones,

I am writing to apply for the job (position) of an accountant advertised in yesterday's "Financial Times". I enclose my Resume and a Letter of Recommendation from Mr. J. Smith of Smith and Sponsor Bank, Manchester.

I have recently moved to your town and feel that my qualifications would enable me to be a productive member of your company.

I am available for an interview.

I look forward to hearing from you.

Yours sincerely,

...

## Resume (CV)

Emily Alison Biggins  
47 Portney Hill  
London  
SW 16 4QX  
Telephone (508) 548-2353

### Personal:

Date of birth: 15 August, 1997 – London, the UK.  
Marital status: married, one child  
Nationality: British citizen, possessing United States Alien Registration and permanent residency.

### Education:

2007-2011 Bedford College, London University, England.  
BA – Economics  
2011-2013 University College, London University, England.  
MBA – Finance and Management

### Work Experience:

2013 – Present Accountant Company: Public relations officer. 205 Heritage Place. Falmouth, MA, 02540.  
2011-2013 Philip Wilson Publishers Ltd. Secretary to the Sales Manager.

### Interests and skills:

Languages: French, German. Computer skills  
Hobbies: Mountain skiing, reading.

## Letter of Recommendation

19 November, 2014

Dear Mr. Jones,

Having known Mrs. Biggins for three years as a staff-member of my department, I am pleased to write this Letter of Recommendation for her.

During the years that Mrs. Biggins worked with us she always excelled in whatever activity she undertook.

It is important to mention here that she has good working knowledge of French and German and speaks both languages fluently. I also want to emphasize her computer skills.

Mrs Biggins has my fullest support and I would be pleased to provide further information if necessary.

Yours sincerely,

...



## Post-Reading

### 1. Explain the following.

- 1) to apply for a job
- 2) a summary of background and qualifications
- 3) a white-collar job
- 4) job opening
- 5) two sets of qualifications
- 6) to pinpoint the information
- 7) extracurricular activities

### 2. Match the English word combinations with the Russian equivalents.

- |                                |  |
|--------------------------------|--|
| 1. as advertised               | a) в вашем распоряжении для интервью   |
| 2. broaden my experience       | b) ждать ответа                        |
| 3. my CV is enclosed           | c) основываться на объявлении в газете |
| 4. available for the interview | d) расширить свой опыт                 |
| 5. hearing from you            | e) прилагать свое резюме               |

### 3. Fill the gaps with the suitable words: *position, wide, to apply, fluently, ideally, in.*

I wish \_\_\_\_\_ the position of a salesman as advertised \_\_\_\_\_ Tuesday's Herald Tribune. This is a \_\_\_\_\_ for which I believe I am \_\_\_\_\_ suited. I speak Spanish \_\_\_\_\_ and have \_\_\_\_\_ experience of working abroad.

### 4. Answer the questions below.

- What information does an application letter usually include?
- Why is it important to send both an application letter and a CV to the job a person applies for?
- In what cases do people have to write a resume?
- How is a resume structured?
- Should the resume you write be a detailed personal history or a summary of your personal history and qualifications?

5. Write your own CV in English using qualifications you already have, or ones that you think you might get in the future.

## Language Work

### 1. Look and memorise the words:

a) *a position* – должность

She took up an important *position* in this firm.

b) *to pinpoint* – точно определять; выделять, подчеркивать

He *pinpointed* the city on the map.

c) *brief* – краткий, сжатый

The covering letter is a *brief* introduction to the rest of your written application.

d) *available* – наличный, имеющийся в распоряжении

Part-time jobs are often *available* for students.

e) *an applicant* – кандидат на должность, податель заявления

f) *two sets of qualifications* – два вида характеристик

The employer has to consider *two sets of qualifications* if he wants to choose from among the *applicants*.

g) *work experience (background)* – опыт работы

h) *reference letter* – рекомендательное письмо

i) *white-collar job* – высококвалифицированная работа

*blue-collar job* – низкоквалифицированная работа

j) *good working knowledge* – хорошие базовые знания, достаточные для бизнес-переговоров

k) *BA (Bachelor of Arts), BSc (Bachelor of Science)* – степень бакалавра гуманитарных или естественных наук (the first degree received on graduating a university)

l) *MA (Master of Arts), MSc (Master of Science)* – степень магистра гуманитарных / естественных наук (the second university degree)

*MBA (Master of Business Administration)* – степень магистра по менеджменту

m) *Ph. D (Doctor of Philosophy)* – кандидат наук (a science degree)

### 2. References to the work experience:

- For the past (5) years I have been employed as a ...

- I was responsible for ...
- I specialise in ...
- This is a position for which I believe I am ideally suited.
- I gained wide experience in market research.
- I am fluent in English and French.
- I am keen to broaden my knowledge in the field of ...

### **3. References to the resume:**

- I enclose my Curriculum Vitae which will give you more details of my career.

### **4. References to the interview:**

- I would greatly appreciate the opportunity of an interview.
- I am available for an interview at your convenience.
- I look forward to hearing from you. Hoping for a favourable reply.



## **Reading and Speaking (3)**

1. How do people prepare for a job interview?
2. What items do people bring to job interviews?

## **A Job Interview**

When you apply for a job, you will need to go on interviews to meet with employers face to face. Personal characteristics are evaluated through interviews. The interview helps the employer to find out if you are the best person to hire for the job.

The interview is probably the hardest part of getting a job. If you are invited to attend an interview, confirm the appointment by letter, telephone or email.

There are some recommendations, which can help you. If you're to go to an interview tomorrow, sleep well before it. Take your CV and application form to the interview. Sometimes the person who is interviewing you has not seen it. You should choose corresponding dress code for the interview – first impressions are important.

Read annual report of the company, use the Internet to research about the company to show your understanding of the corporate strategy on the interview. Prepare answers for questions which you think the interviewer may ask you. In particular, think of examples of your achievements in previous jobs or while at

university, and how you have managed difficult situations. Think about your personal strengths and weaknesses, and how you would describe your personality.

Prepare a list of questions which you may want to ask the interviewer. Possible subjects include the company, the job, working hours and holidays, responsibilities. Ask yourself why the company should choose to employ you, instead of the other people who are applying.

The first interview may be followed up over the phone. From there it is a short wait until the company calls back with their offer, or mails a rejection.

Statistics say that personal characteristics are often more important than professional qualifications on the interview. Show willingness to study and work and show loyalty to the company. Speak loudly and emphasize important aspects of your education and work experience.

On the interview you are asked questions, and the way you answer will show what kind of person you are and if your education, skills and experience are suitable for the job and match what they're looking for.

## **Tips for a Successful Interview**

Job interviews can be stressful; however, with the proper planning and preparation, you can get the job.

### *Before the Interview:*

- Research the company and prepare relevant questions. Interviewers appreciate when job candidates demonstrate interest in the company and the available position.
- Organize all paperwork, including your resume, and references from previous employers.
- Plan responses to common interview questions.
- Prepare for questions about your salary expectations by finding out how much employees in the position you are applying for are typically paid.

### *During the Interview:*

- Make a good first impression by arriving on time for the interview. Make sure to dress in clean and professional attire. Be polite and use the interviewer's name when speaking.
- Respond to all questions clearly. Interviewees should provide solid examples of how their previous experience relates to skills needed for the new position. Also, be sure to explain your future career goals.

### *After the interview:*

- Follow up immediately with a thank-you note restating your interest in the position.
- Employers may request a call-back to obtain more information.

### **1. Mark the following statements as true or false.**

1. A job candidate should ask about the company during the interview.

2. Interviewees make a good impression by dressing professionally for the interview.
  3. A call-back is a typical way for job candidates to follow up after an interview.
- 2. Fill the gaps with the suitable words or phrases:** *interview, followed up, salary, resume, interviewee*
1. Mac \_\_\_\_\_ by thanking his interviewer.
  2. After the \_\_\_\_\_, Ms. Mills wasn't sure if Tara was right for the position.
  3. Mary's \_\_\_\_\_ lists her professional background.
  4. Mr. Jones is paid a good \_\_\_\_\_.
  5. The \_\_\_\_\_ arrived early and waited until the manager was ready.
- 3. Choose the correct words or phrases.**
1. *interviewer / job candidate*
    - A. The \_\_\_\_\_ was impressed by Ms. Jones and offered her the job.
    - B. Mr. Cruz decides to interview the \_\_\_\_\_.
  2. *attire / paperwork*
    - A. The dress code requires professional \_\_\_\_\_.
    - B. Ms. Jessup had to fill out some \_\_\_\_\_ before she could begin her new job.
  3. *reference / call-back*
    - A. Traci received a \_\_\_\_\_ after the interview.
    - B. Jason asked Ms. Watson if he could list her as a \_\_\_\_\_ on his job application.
  4. *thank-you note / job offer*
    - A. Bob declined the \_\_\_\_\_ because he found a position at another company.
    - B. Paige sent Mr. Trujillo a \_\_\_\_\_ for helping her complete the project.

*The sample of an Interview:*

**Andrew Brandon has a job interview**

*Interviewer:* Good morning, Mr. Brandon. My name is Ms. Martin. Please have a seat.

*Andrew:* Good morning, Ms. Martin. It's pleasure to meet you.

*I.:* You've applied for the Saturday position, haven't you?

*A.:* Yes, Ms. Martin.

*I.:* Can you tell me what made you reply to our advertisement?

*A.:* Well, I am looking for a part-time job to help me through university. I think that I'd be really good at this kind of work.

*I.:* Do you know exactly what you would be doing as a shop assistant?

*A.:* Well, I imagine I would be helping customers, keeping a check on the supplies in the store, and preparing the shop for business.

*I.:* What sort of student do you regard yourself as? Do you enjoy studying?



- A.: I suppose I'm a reasonable student. I passed all my exams and I enjoy my studies a lot.
- I.: Have you any previous work experience?
- A.: No. I've been too busy with all the subjects to get a good result. But last summer holidays I worked part-time at a take-away food store.
- I.: Now, do you have any questions you'd like to ask me about the position?
- A.: Yes. Could you tell me what hours I'd have to work?
- I.: We open at 9.00, but you would be expected to arrive at 8.30 and we close at 6.00 pm. You would be able to leave then. I think I have asked you everything I wanted to. Thank you for coming to the interview.
- A.: Thank you, Ms. Martin. When will I know if I have been successful?
- I.: We'll be making our decision next Monday. We'll give you a call.
- A.: Thank you. Goodbye.
- I.: Goodbye, Mr. Brandon.

## Post-Reading

### 1. Explain the following.

- 1) to meet face to face
- 2) personal characteristics
- 3) corresponding dress code
- 4) to manage difficult situations
- 5) personal strengths and weaknesses

### 2. Match the English word combinations with the Russian equivalents.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. to make an appointment     | a) справляться с ситуацией    |
| 2. to advertise goods         | b) присутствовать на интервью |
| 3. to be suitable for the job | c) назначить встречу          |
| 4. to manage a situation      | d) удовлетворять требованиям  |
| 5. to attend an interview     | e) рекламировать товары       |
| 6. to meet the requirements   | f) соответствовать работе     |

### 3. Choose Do and Don't on the interview:

- Find out as much as you can about the job beforehand.
- Choose your interview clothing with care.
- Make sure you know where the interview office is and how to get there.
- Be on time, or better, a few minutes early.
- Bring with you certificates, samples of your work and letters of recommendation.

- Bring a pen; you will probably be asked to fill in an application form.
- Answer all the questions as best as you can, and write neatly.
- Answer every question the interviewer asks. Be clear.
- If you do not know something about the job, admit it. Stress that you are willing to learn.
- Show some enthusiasm when the job is explained to you.
- Ask questions at the close of the interview (for instance, about hours, pay, holidays, or if there is a training programme).
- Walk into the interview chewing gum or smoking.
- Shake hands with the interviewer.
- Answer 'Yes' or 'No' or shrug.
- Sit down until you are invited to.
- Have a drink beforehand to give you courage.

**4. Fill the gaps with the suitable words:** *advertise, resume, personal, applicants, qualification, an employment agency.*

1. We are going to interview three \_\_\_\_\_ for the position.
2. If you need an applicant for this position, \_\_\_\_\_ in a special section of the local newspaper.
3. She has a good \_\_\_\_\_ for the position: a college degree, wide experience.
4. I want to find a new secretary, so I'll call \_\_\_\_\_.
5. If you are an applicant for the position, you have to write your \_\_\_\_\_.
6. Don't ask him \_\_\_\_\_ questions, it will be impolite.

**5. Answer the questions below.**

- How to create a good impression at an interview?
- Why is an interview the most difficult part to get a job?
- What is required to prepare properly for an interview?
- Is it necessary to memorize all the answers beforehand?
- What does the saying mean "You never get a second chance to make a first impression"?
- What is meant by personal characteristics?

**6. You are applying for a job as ... (a manager, a book-keeper, an accountant, a financial analyst assistant, any job you want). Practice the following interview questions.**

1. Can you tell me a little about yourself?

2. What kind of training or experience do you have in this field?
3. Do you have a job now?
4. What are your responsibilities?
5. Why do you want to change your job?
6. Why did you leave your last job?
7. What do you think are your strong points (greatest strengths)?
8. What do you consider to be your weak points (greatest weaknesses)?
9. Why are you interested in this job?
10. Do you want to work full-time or part-time?
11. What salary do you want?
12. Do you have any questions?

## Language Work

### 1. Look and memorise the words:

- a) *requirement* – требование, необходимое условие  
*to meet the requirements* – удовлетворять потребностям  
 Your qualifications match the job *requirements*. I *meet the requirements* for a position.
- b) *interview* – собеседование, интервью; проводить собеседование  
*to attend an interview* – присутствовать на собеседовании (интервью)  
*an interviewer* – проводящий собеседование  
*an interviewee* – интервьюируемый, дающий интервью  
 I am getting ready for this job *interview*.  
 The *interviewer* asked him some questions.  
 They asked the *interviewee* about his work experience.
- c) *an appointment* – встреча, свидание  
*to make an appointment* – назначать встречу, договориться о встрече  
 I have *an appointment* with the director for three p.m.  
 Please *make an appointment* with my secretary.
- d) *to manage a situation* – справляться с ситуацией  
 How would you *manage a situation*?
- e) *strength* – сильная сторона, достоинство  
*weakness* – слабость, недостаток

What do you consider to be *weaknesses (strengths)* in the job you are applying for.

f) *rejection* – отказ, отклонение

When you apply for a job, it is possible that you may receive a letter of *rejection* for the position.

g) *to be suitable for the position* – соответствовать должности

If an employer can't find anybody *suitable for the position*, a personnel office can help him to find a qualified employee.

h) *to evaluate through interviews* – оценивать через интервью (собеседование)

Personal characteristics are *evaluated through interviews*.

## 2. Invitation to the interview

- We would be grateful if you could come for an interview with Mr Muller on Tuesday 4<sup>th</sup> April at 10 o'clock.

## 3. References to the approval

- We are pleased to inform you that ...
- We have pleasure in informing you that ...
- Your application for the position of ... has been successful.
- You have been accepted.

## 4. References to the rejection

- We regret to inform you that your application has not been accepted.
- I am sorry to inform you that the position has already been filled.
- We are sorry but we have no vacancies at the present time.

## 5. Job Interview. Decide the best response to your interviewer's questions.

1. Why should we hire you and not someone with experience?
  - a) I offer energy, intelligence and loyalty.
  - b) First come, first served.
  - c) You need to hire me to get the answer.
2. What do you consider loyalty to a firm?
  - a) No stealing stationery.
  - b) Confidentiality and dependability.
  - c) Coming to work.
3. What are your weaknesses?
  - a) I can't resist chocolate cake.

- b) Expecting others to be as honest as I am.
  - c) Always arriving late for meetings.
4. Why do you want this job?
- a) It is a job with prospects.
  - b) It pays well.
  - c) My friend works here; he likes the company.
5. Where would you like to be in five years?
- a) I don't know.
  - b) Running the company.
  - c) In a challenging position with responsibility.
6. Why do you want to work for this company?
- a) I've been unemployed for too long.
  - b) Well, I've heard that it's a company that pays its employees well.
  - c) It's a company with future.
7. How did you hear about this vacancy?
- a) I researched your company and rang Human Resources.
  - b) A friend of a friend told me about it.
  - c) My brother works here.
8. Have you looked at our website?
- a) Yes. It is very comprehensive.
  - b) Not yet, but I will after the interview.
  - c) Do you have a website?
9. We need someone now, not in three months. Could you begin earlier if you were offered the job?
- a) My present company will not allow it.
  - b) Well, that is a question I didn't expect.
  - c) If I were offered this job, I would try.
10. Do you like working with your current boss?
- a) No. I think he can't manage people.
  - b) No. He is too aggressive and lazy.
  - c) No. However, I've learnt a lot from him.
11. During the busy summer period we all work every weekend. Would you have a problem with this?



- a) I would hope to arrange a system so that not everyone has to work every weekend.
  - b) I'm a team player and would be prepared to work when necessary.
  - c) I have holidays booked and enjoy my free time too much.
12. Why do you think we should employ you?
- a) Some other company will if you don't.
  - b) I believe you won't find anyone better than me.
  - c) I believe I'm the best person for the job.

*Answers: 1. a; 2. b; 3. b; 4. a; 5. c; 6. c; 7. a; 8. a; 9. c; 10. c; 11. b; 12. c.*

**6. A Successful Interview. Match the questions to the answers.**

1. Why are you leaving your present job?
  2. How do you evaluate success?
  3. What are your salary expectations?
  4. What do people most criticize about you?
  5. Do you prefer to work alone or in a team?
  6. Do you tell your boss if he is wrong?
  7. What motivates you?
- a) I am comfortable in both situations.
  - b) I would like to know more about the job, please.
  - c) Ensuring our clients get the best service.
  - d) It depends on the situation and what he is about.
  - e) Meeting goals and having satisfied colleagues.
  - f) There is no on-going criticism. I learn from my mistakes.
  - g) There are now no new challenges for me.

*Answers: 1. g; 2. e; 3. b; 4. f; 5. a; 6. d; 7. c.*

## **Final Test for Masters**

**I. Use correct forms of the verbs 'be' and 'have' depending on the context.**

1. All managers \_\_\_\_ responsible for managing human resources.
2. Many firms \_\_\_\_ a personnel department.
3. The goal of this program \_\_\_\_ to ensure employee competence.
4. He performed his task perfectly.
5. The disciplinary actions \_\_\_\_ performed in three stages.

6. You \_\_\_\_ to compensate your workers adequately.
7. Sometimes firing can \_\_\_\_ avoided by transfer to another job.
8. We \_\_\_\_ hired several new sales representatives.
9. They \_\_\_\_ been hired after detailed interviews.
10. There \_\_\_\_ three steps in an effective disciplinary program.
11. Top, or administrative, management \_\_\_\_ complete responsibility for the whole organization and also \_\_\_\_ the authority to run it.
12. Middle management \_\_\_\_ to do with a lower level of the firm, such as a department within a division.
13. As one person cannot do all jobs, some work and authority \_\_\_\_ to be delegated from this person to subordinates who \_\_\_\_ lower down the chain of command.
14. We \_\_\_\_ seen that delegation helps to give people more experience and makes their work more interesting.
15. However, the person delegating authority \_\_\_\_ to keep overall responsibility for the decisions.

## II. Choose the right form:

1. He tries to finish his thesis, but he ... information.  
a) find; b) finds; c) has found; d) had found
2. It would be ... if you could answer my fax-message.  
a) cheerful; b) good; c) glad; d) kind
3. The objective is not only to identify the problem, . . . it.  
a) but solving; b) but also solving; c) but to solve; d) but also to solve
4. If you use pictures and slides, your report will be much ... .  
a) interesting; b) most interesting; c) the most interesting;  
d) more interesting
5. The article was so complicated that it ...the whole day yesterday.  
a) had translated; b) was translated; c) was being translated; d) is translated
6. The problem is easy enough for ... to solve at once.  
a) I; b) me; c) my; d) mine
7. The matter . . . at the meeting now is very important.  
a) is discussed; b) is discussing; c) has been discussed;  
d) is being discussed
8. . . . the firm is almost bankrupt, buying a computer is out of question.  
a) because; b) for; c) while; d) whether

9. Professor Smith makes us ... our reports.  
a) print; b) to print; c) printing; d) printed
10. Please . . . Xerox copies of copyrighted material without the publisher's permission.  
a) no make; b) not make; c) don't make; d) not to make
11. Microprocessors, unlike computers, are programmed to complete ... defined tasks.  
a) specific; b) arduous; c) several; d) similar
12. I have to write two ... this week.  
a) hundred-word articles; b) hundred-words articles; c) hundreds-word articles; d) hundred-word's articles
13. The staff ... in the conference room.  
a) is meeting; b) are meeting; c) meeting; d) have met

### **III.**

**1. Make up a question.**

We bought a new computer. (What ...?)

**2. Finish the question and answer it.**

You can take the train, ...? No, ... . It's too far.

**4. Make up negative sentence.**

You/ busy

**5. Change the sentence into Passive Voice.**

He runs the Marketing Department.

# ENGLISH GRAMMAR

## NOUNS (СУЩЕСТВИТЕЛЬНЫЕ)

Имя существительное — часть речи, обозначающая предмет и отвечающая на вопросы: *кто это?* (**Who is this?**) или *что это?* (**What is this?**) Имена существительные делятся на собственные (**John Black** — Джон Блэк, **Great Britain** — Великобритания) и нарицательные (**a table** — стол, **snow** — снег, **freedom** — свобода).

Существительные также подразделяются на исчисляемые (**a house** — дом, **houses** — дома) и неисчисляемые (**bread** — хлеб, **advice** — совет, **weather** — погода, **furniture** — мебель и др.).

Большинство имён существительных в английском языке употребляется с артиклями.

## ARTICLE (Артикль)

**a** (**an** — перед словами, начинающимися с гласной) происходит от числительного **one** и означает *один из многих, какой-то, любой*.

**I am a student.** Я студент (один из многих).  
**This is an apple.** Это — яблоко (какое-то одно из многих).

Если перед существительным в единственном числе стоит неопределённый артикль, то во множественном числе он опускается.

This is **a** book. These are books.

Таким образом, неопределённый артикль **a(an)** может употребляться только перед существительными в единственном числе.

Определённый артикль **the** происходит от указательного местоимения **this**. Часто переводится словами *этот, эта, это, эти*. Употребляется перед существительными, как в единственном, так и во множественном числе.

**Определённый артикль употребляется:**

1. Когда речь идёт об определённом лице или предмете.

**Where is the pen?** Где ручка? (известная нам)

2. Перед существительным, если ему предшествует прилагательное в превосходной степени или порядковое числительное.

**What is the longest river in the world? He was the first to come.**

3. Перед географическими названиями (названиями океанов, морей, рек, горных хребтов, частей света и т.д.).

**The Indian ocean, the Baltic sea, the North, the Thames, the Alps.**

4. Перед существительными, единственными в своём роде.

**What is the highest mountain in the world?**

5. В ряде выражений, таких как

**in the morning, in the evening, in the afternoon, etc.**

**Артикли не употребляются:**

1. Если какое-либо существительное употребляется в самом обобщённом значении.

**Crime is a problem in most big cities.** Преступность как таковая, а не какое-то конкретное преступление.

**Life has changed a lot in the last two years.** Жизнь как таковая, вообще.

2. Перед именами собственными:

**England, Russia, London, Mr. Johnson, Tuscany.**

Однако перед фамилиями, употребляемыми во множественном числе для обозначения членов одной и той же семьи, употребляется определённый артикль.

**The Johnsons.** Семья Джонсонов.

3. Перед названиями времён года, месяцев и дней недели..

**He always goes the South in summer. English classes are on Monday.**

### PLURAL FORM OF NOUNS

#### МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНЫХ

Основным способом образования множественного числа имён существительных является прибавление окончания **-s** или **-es** (если существительное заканчивается на **-o**, **-ch**, **-sh**, **-ss** или **-x** в единственном числе).

**-s**

**-es**

a bag — bags

a cat — cats

a rose — roses

a glass — glasses

a fox — foxes

a watch — watches

a bush — bushes

Tomato (помидор) – tomatoes; church (церковь) – churches; bush (куст) – bushes; kiss (поцелуй) – kisses; box (коробка) – boxes.

**Но:** kilo (килограмм) – kilos; photo (фотография) – photos; piano (рояль) – pianos; soprano (сопрано) – sopranos.

Если существительное оканчивается на **-y** и перед **-y** стоит согласная буква, мы **"y"** меняем на **"i"** и добавляем **-es**.

Например, **a dictionary — dictionaries**; baby (малыш, ребенок) – babies; fly (муха) – flies.

**Но:** a boy — boys, a day — days (перед **-y** стоит гласная).

Некоторые имена существительные, оканчивающиеся на **-f**, **-fe**, образуют множественное число путём изменения **-f** на **-v** и прибавлением окончания **-es**.

a half — halves

a wolf — wolves

a wife — wives

**Но:** roof — roofs, safe — safes.

Ряд существительных образуют форму множественного числа особым образом: **a man – two men; a woman – three women; a foot – two feet; a tooth – ten teeth; a goose – four geese; a mouse – five mice; a child – nine children; a sheep – six sheep; a deer – seven deer; datum – data; phenomenon – phenomena**



## POSSESSIVE CASE OF NOUNS ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ СУЩЕСТВИТЕЛЬНЫХ

В современном английском языке существительное имеет два падежа: **общий** и **притяжательный**. Существительное в общем падеже не имеет специальных окончаний, его отношение к другим словам в предложении определяется местом в предложении и смыслом.

**The student asked the teacher.** *Студент спросил преподавателя.*  
**The teacher asked the student.** *Преподаватель спросил студента.*

Существительное в притяжательном падеже обозначает принадлежность предмета лицу или другому предмету и служит определением к другому существительному. Притяжательный падеж образуется путём прибавления 's к форме единственного числа существительного и ' к форме множественного числа.

**the student's room** — *комната студента*

**Ann's book** — *книга Ани*

**the students' room** — *комната студентов*

**girls' books** — *книги девочек*

Другие значения русских падежей в английском языке передаются сочетанием существительного с предлогом.

**to the student** — *студенту*

**by the student** — *студентом*

**about the student** — *о студенте* и т.д.

## СОЧЕТАНИЯ СУЩЕСТВИТЕЛЬНЫХ БЕЗ ПРЕДЛОГОВ (цепочки существительных)

В сочетании существительных без предлогов опорным словом является не первое (как в русском языке: *заведующий кафедрой*; *скорость ветра*), а последнее существительное. Существительные слева от него выполняют функцию определения, т.е. отвечают на вопрос **what / which / what kind / whose?** (*какой / который / чей?*) и передаются на русский язык или при помощи прилагательного, или существительного в косвенном падеже:

**ocean floor** — *дно океана*

**ocean current** — *океаническое течение*

**surface current velocity** — *скорость поверхностного течения*

**air mass** — *воздушная масса*

**air mass density** — *плотность воздушной массы*

**temperature drop** — *падение температуры*

**water drop temperature** — *температура капли воды*

## КОНВЕРСИЯ

Конверсия — это способ образования новых слов другой части речи без изменения формы слова, без помощи словообразовательных элементов. Например, от существительного **work** (работа) образовался глагол **to work**

(работать), а от прилагательного **wet** (влажность) — глагол **to wet** (увлажнять). Если такого рода слова встречаются в тексте, и сразу нельзя определить их принадлежность к той или иной части речи, то необходимо выяснить, каким членом предложения оно является. Следует также обращать внимание на сопутствующие данным словам предлоги, артикли и т.д. Например. **The result of the match was 1:0 to England.** (**The result** — существительное: наличие артикля, функция подлежащего). **Heavy rains result in floods.** (**result** — глагол: функция сказуемого).

В словаре приводится весь комплекс значений какого-либо слова (существительного, прилагательного, глагола). Однако нет смысла читать всю словарную статью подряд: сначала нужно определить, какой частью речи является данное слово, исходя из его лексико-грамматических признаков и прежде всего функции в предложении, и лишь затем искать в словаре соответствующее лексическое значение и подбирать наиболее подходящий вариант перевода.

### ADJECTIVES. DEGREES OF COMPARISON ПРИЛАГАТЕЛЬНЫЕ. СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ

Имя прилагательное — часть речи, обозначающая признак предмета.

*fine weather* — хорошая погода

*English literature* — английская литература

Прилагательные имеют следующие степени сравнения: положительную, сравнительную и превосходную.

1. Односложные (т.е. состоящие из одного слога) прилагательные образуют сравнительную степень при помощи суффикса **-er**, превосходную степень — при помощи суффикса **-est**.

положительная степень	сравнительная степень	превосходная степень
<b>deep</b> — глубокий	<b>deeper</b> — глубже	<b>the deepest</b> — самый глубокий
<b>hard</b> — тяжёлый	<b>harder</b> — тяжелее	<b>the hardest</b> — самый тяжёлый
<b>big</b> — большой	<b>bigger</b> — больше	<b>the biggest</b> — самый большой
<b>cheap</b> — дешёвый	<b>cheaper</b> — дешевле	<b>the cheapest</b> — самый дешёвый

2. Некоторые двусложные прилагательные: а) имеющие ударение на втором слоге и б) оканчивающиеся на **-y**, **-er**, **-ow**, **-le**, образуют степени сравнения таким же образом.

положительная степень	сравнительная степень	превосходная степень
<b>polite</b> — вежливый	<b>politer</b> — вежливее	<b>(the) politest</b> — самый вежливый
<b>sunny</b> — солнечный	<b>sunnier</b> — более солнечный	<b>(the) sunniest</b> — самый солнечный
<b>shallow</b> — мелкий	<b>shallower</b> — более мелкий	<b>(the) shallowest</b> — самый мелкий
<b>simple</b> — простой	<b>simpler</b> — проще	<b>(the) simplest</b> — простейший

3. Большинство двусложных и многосложных прилагательных (т.е. состоящие из 3-х слогов и более) образуют сравнительную степень при помощи слов **more** — более и **less** — менее, а превосходную степень — при помощи слов **most** — наиболее, самый и **least** — наименее.

**положительная степень**

**interesting** — интересный

**expensive** — дорогой

**сравнительная степень**

**more interesting** — более интересный

**less interesting** — менее интересный

**more expensive** — более дорогой

**less expensive** — менее дорогой

**превосходная степень**

**(the) most interesting** — самый интересный

**(the) least interesting** — наименее интересный

**(the) most expensive** — самый дорогой

**(the) least expensive** — наименее дорогой

4. Некоторые прилагательные образуют степени сравнения от других корней.

**положительная степень**

**good** — хороший

**bad** — плохой

**much, many** — много

**little** — мало

**far** — далёкий

**сравнительная степень**

**better** — лучше

**worse** — хуже

**more** — больше

**less** — меньше

**farther (further)**

— дальше

**превосходная степень**

**(the) best** — самый лучший

**(the) worst** — самый плохой

**(the) most** — больше всего

**(the) least** — меньше всего

**(the) farthest (furthest)**

— самый дальний

**СРАВНИТЕЛЬНЫЕ КОНСТРУКЦИИ**

**as ... as** — такой ... как

**not so ... as** — не такой ... как

**than** — чем

**much / far / a lot** + сравнительная степень прилагательного — намного

...

**the** + сравнительная степень ..., **the** + сравнительная степень прилагательного — чем ... , тем

**He is as tall as his brother.** Он такой же высокий (такого же роста), как и его брат.

**He is not so brave as his brother.** Он не такой храбрый, как его брат.

**The winds in St.Petersburg are stronger than in Moscow.** Ветры в Санкт-Петербурге сильнее, чем в Москве.

**Some clouds form much higher in the sky than the others.** Некоторые облака образуются намного выше, чем другие.

**The farther north you go, the colder the climate becomes.** Чем дальше вы продвигаетесь на север, тем холоднее становится климат.

## NUMERALS (ЧИСЛИТЕЛЬНЫЕ)

Имя числительное — часть речи, обозначающая количество предметов (количественные числительные), а также порядок предметов при счёте (порядковые числительные).

**0** — zero, o[ou], naught, **1** — one, **2** — two, **3** — three, **4** — four, **5** — five, **6** — six, **7** — seven, **8** — eight, **9** — nine, **10** — ten, **11** — eleven, **12** — twelve, **13** — thirteen, **14** — fourteen, **15** — fifteen, **16** — sixteen, **17** — seventeen, **18** — eighteen, **19** — nineteen, **20** — twenty, **30** — thirty, **40** — forty, **50** — fifty, **60** — sixty, **70** — seventy, **80** — eighty, **90** — ninety, **100** — a/one hundred, **200** — two hundred, **1,000** — a/one thousand; **8,000** — eight thousand; **200,000** — two hundred thousand; **1,000,000** — a/one million; **6,000,000** — six million; **121** — one hundred and twenty one; **7,006** — seven thousand and six.

**first** — первый, **second** — второй, **third** — третий, далее порядковые числительные образуются от количественных путём прибавления суффикса **-th**.

**fourth** — четвёртый, **fifth** — пятый, **sixth** — шестой, **seventh** — седьмой, **eighth** — восьмой, **ninth** — девятый, **tenth** — десятый.

Окончание **-y** при образовании порядкового числительного от количественного меняется на **-i** и прибавляется суффикс **-eth**.

**twenty** — **twentieth** — двадцатый, **forty** — **fortieth** — сороковой

**1/2** — a half, **1/3** — a/one third, **3/4** — three quarters, **2/9** — two ninths  
**0.25** — zero/nought point two five, **2.456** — two point four five six  
**7.089** — seven point o[ou] eight nine, **.7** — point seven.

## PRONOUNS. PERSONAL PRONOUNS МЕСТОИМЕНИЯ. ЛИЧНЫЕ МЕСТОИМЕНИЯ

Местоимение - часть речи, которая указывает на лицо, предметы или количество, но не называет их.

**we** - мы, **who** - кто, **that** - тот, **some** - несколько

Местоимение обычно употребляется в предложении вместо имени существительного или имени прилагательного, а иногда вместо числительного и наречия.

**Jane studies the Russian language. She likes it.** Джейн изучает русский язык. Он ей нравится.

**She has some books in Russian.** У неё есть несколько книг на русском языке.

### именительный падеж

**I** - я

**he** - он (о человеке)

**she** - она (о человеке)

**it** - он, она, оно (не о человеке)

**we** - мы

**you** - ты, вы

### объектный падеж

**me** - мне, меня

**him** - его, ему, им

**her** - её, ей

**it** - его, ему, ей

**us** - нас, нам

**you** - тебе, вам, вас

**they** - они

**them** - их, им

### POSSESSIVE PRONOUNS ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ

#### простая форма

**my** – мой  
**his** – его  
**her** - её  
**its** - его, её  
**our** - наш  
**your** - твой, ваш  
**their** - их

#### абсолютная форма (без сущ.)

**mine** - мой  
**his** – его  
**hers** - её  
**its** - его, её  
**ours** – наш  
**yours** - твой, ваш  
**theirs** - их

Местоимение **it** обычно заменяет ранее употреблённое существительное в ед. числе, не обозначающее человека: **wind / dog / lake = it** (= он / она / оно).

Местоимение **it** имеет две основные функции.

**It** может быть *словом-заместителем*, которое заменяет ранее употреблённое существительное в единственном числе, обозначающее предмет или понятие. В таких случаях **it** передаётся на русский язык словами "он / она / оно".

**This is a new map. It is very large.** *Это новая карта. Она очень большая.*

**It** может выполнять функцию *формального подлежащего* в безличных предложениях и на русский язык не переводится. Безличные предложения с **it**: а) дают оценку какому-либо действию (**It is important to know these facts.** *Важно знать эти факты*); б) указывают на пространственно-временные отношения (**It is 5 km to the port.** *До порта 5 км.* **It is 5 o'clock now.** *Сейчас 5 часов.*); в) указывают на погодные условия и состояние атмосферы (**It is cold.** *Холодно.* **It is getting.** *Темнеет.*).

Местоимение **you** требует сказуемого в форме мн. числа, каким бы способом оно ни передавалось на русский язык (ты, вы, Вы).

**You are a student.** *Вы (ты) - студент.*

**You are students.** *Вы - студенты.*

### DEMONSTRATIVE PRONOUNS УКАЗАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ

Местоимения **this** (этот) и **that** (тот) имеют формы множественного числа, соответственно: **these** (эти) и **those** (те). Если эти местоимения в предложении выполняют функцию подлежащего, то при грамматическом анализе предложения нужно искать сказуемое в соответствующем числе. В этом случае **these** обычно переводится - *они*.

**These elements are called metals.** *Эти элементы называются металлы.*  
**These are alike in ... .** *Они схожи в том, что ... .*



Местоимения **that / those** употребляются также как слова-заместители тех существительных, которые были употреблены ранее. Главным признаком такого употребления является наличие предлога (обычно **of**) или причастия после **that / those**.

*The climate of Great Britain is much like that of the Baltic republics.*  
**Климат Великобритании очень схож с климатом республик Прибалтики.**

Слово **that** также может является относительным местоимением или союзом со значением "что / который / то, что", если оно находится перед придаточным предложением.

*Copernicus proved that the Earth goes round the Sun.* **Коперник доказал, что Земля вращается вокруг Солнца.**

### ADVERBS. DEGREES OF COMPARISON НАРЕЧИЯ. СТЕПЕНИ СРАВНЕНИЯ НАРЕЧИЙ

Наречие - часть речи, указывающая на признак действия или на обстоятельства, при которых происходит действие. Наречие относится к глаголу и отвечает на вопросы *как? где? когда?* происходит действие.

Наречие может также относиться и к прилагательному и к другому наречию.

**He speaks loudly.** *Он говорит громко.*

**He is never late.** *Он никогда не опаздывает.*

**I do not know where you live.** *Я не знаю, где вы живёте.*

**She is a very good friend.** *Она - очень хороший друг.*

Многие наречия имеют степени сравнения: положительную, сравнительную и превосходную, которые образуются также как и степени сравнения прилагательных.

**Положительная степень      Сравнительная степень      Превосходная степень**

**fast** – быстро

**faster** – быстрее

**(the) fastest** - быстрее всего

**soon** – скоро

**sooner** – скорее

**(the) soonest** - скорее всего

**early** – рано

**earlier** – раньше

**(the) earliest** - раньше всего

Наречия, образованные от прилагательных при помощи суффикса **-ly**.

**clearly** – ясно      **more clearly** – яснее

**(the) most clearly** - яснее всего

**less clearly** - менее ясно

**(the) least clearly** - наименее ясно

Наречия **well** – хорошо; **badly** – плохо; **much** – много; **little** – мало; **far** – далеко образуют степени сравнения от других корней.

**well** (хорошо) – **better** (лучше) – **(the) best** (лучше всего)

**badly** (плохо) - **worse** (хуже) - **(the) worst** (хуже всего)

**much** (много) - **more** (больше) - **(the) most** (больше всего)

**little** (мало) - **less** (меньше) - **(the) least** (меньше всего)

**far** (далеко) - **further** (дальше) - **(the) farthest (the), furthest** (дальше всего)

## SENTENCE ПРЕДЛОЖЕНИЕ

Предложение - это сочетание слов, выражающее законченную мысль.

**The sun rises in the east.** Солнце всходит на востоке.

Члены предложения делятся на *главные* и *второстепенные*. Главные члены предложения - *подлежащее* и *сказуемое*. Второстепенные члены предложения - *дополнение, определение, обстоятельство*.

По составу предложения бывают *простыми* или *сложными*.

Структура английского простого повествовательного распространённого предложения следующая:

**подлежащее – сказуемое – дополнение  
обстоятельство**

Порядок слов в английском языке является основным средством различения членов предложения. Порядок слов английского повествовательного предложения - прямой, фиксированный: подлежащее, сказуемое, дополнение.

**I translated the text yesterday.** Я перевела этот текст вчера.

Сложные предложения бывают сложносочинёнными и сложноподчинёнными. В сложносочинённом предложении составляющие его простые предложения равноправны по смыслу и связаны сочинительными союзами: **and** - и; **but** - но; **while, whereas** - а, в то время как; **or** - или; **otherwise** - иначе; **either ... or** - или ... или.

**The weather was fine and there were lots of people on the beach.** Погода была прекрасной, и на пляже было много народу.

**John is a pupil, while his brother is a student.** Джон - ученик, а его брат - студент.

Сложноподчинённое предложение состоит из главного и одного или нескольких придаточных предложений, поясняющих главное предложение. Придаточные предложения выполняют роль различных членов предложения: подлежащего, именной части сказуемого, дополнения, определения, обстоятельства.

**1. Придаточные предложения подлежащие.**

**That he is a good friend is well known.** То, что он хороший друг, хорошо известно.

**2. Придаточные предложения предикативные,** выполняющие функцию именной части сказуемого.

**The weather is not what it was yesterday.** Погода не такая, как была вчера.

**3. Придаточные предложения дополнительные.**

**I don't know where you live.** Я не знаю, где вы живёте.

**4. Придаточные предложения определительные.**

**Here is the book (that / which) we have spoken about.** Вот книга, о которой мы говорили.

Эти предложения могут соединяться с главным предложением бессоюзно.

**English is the subject I like best.** Английский язык - это предмет, который я люблю больше всего.

5. Придаточные предложения обстоятельственные (времени, места, причины, образа действия, следствия, цели, условия).

**Although the weather was bad, we went for a walk.** Хотя погода была плохая, мы пошли на прогулку.

Придаточное предложение образа действия.

**She spoke as though nothing had happened.** Она говорила так, как будто ничего не произошло.

Придаточное предложение времени.

**When the cat is away, the mice will play.** Когда кот из дома, мыши - в пляс.

Условное придаточное предложение.

**If he has time, he will go there.** Если у него будет время, он поедет туда.

## QUESTIONS ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ

Существуют три основных типа вопросов: общие вопросы, специальные вопросы и вопросы к подлежащему.

**Общий** вопрос - это вопрос ко всему предложению, и на него можно кратко ответить **Yes / No** (да / нет). Если вопрос задаётся к какому-либо члену предложения, кроме подлежащего, то это **специальный** вопрос. Кратким ответом на него будет любое слово из предложения, кроме подлежащего.

Если вопрос задаётся к подлежащему или его определению, то это так называемый **"вопрос к подлежащему"**. Ответом на него будет либо само подлежащее, либо определение к подлежащему.

**The passenger ship crosses the Atlantic Ocean.**  
**What crosses the Atlantic Ocean?** Что пересекает Атлантический океан? - Корабль.

**What ship crosses the Atlantic Ocean?** Какой корабль пересекает Атлантический океан? - Пассажирский.

Эти типы вопросов различаются порядком слов.

## GENERAL QUESTION

### Порядок слов в общем вопросе

1. смысловой глагол (глагол связка) подлежащее остальные члены предложения

Is your brother at home?

Is he a student?

2. вспомогательный глагол подлежащее смысловой глагол остальные члены предложения

Does your father work in a bank?

Если в общем вопросе имеется модальный глагол, то он занимает первое место.

**Can you swim?** Ты умеешь плавать?

### SPECIAL QUESTION

Порядок слов в специальном вопросе

**1. вопросительное слово основной глагол подлежащее остальные члены предложения**

**Where is your sister now?**

**What is your friend?**

**2. вопросительное слово вспомогательный глагол подлежащее смысловый глагол остальные члены предложения**

**Where do you live in summer?**

Если в специальном вопросе имеется модальный глагол, то он занимает место после вопросительного слова.

**Where can I buy a newspaper?** Где я могу купить газету?

Вопросительные слова и словосочетания в английском языке: **what** (что, какой); **who** (кто); **when** (когда); **where** (где); **whose** (чей); **whom** (кого, кому); **which** (который); **how** (как); **why** (почему); **how much / many** (сколько).

Порядок слов в вопросах к подлежащему  
(или его определению)

При вопросе к подлежащему или его определению сохраняется прямой порядок слов.

**вопросительное слово      сказуемое      остальные члены предложения**

**Who are you?**

**Whose is this book?**

Оборот **there + be**

Оборот **there + be** употребляется в тех случаях, когда говорящий хочет сказать о наличии (отсутствии) какого-либо предмета или явления, а не место, в котором последний находится.

Оборот переводится словами "есть, имеется, существует".

**There are several classifications of these phenomena.** Существует несколько классификаций этих явлений.

Если предложение, содержащее рассматриваемый оборот, заканчивается обстоятельством места или времени, то перевод следует начинать с конца.

**There are many students in room 205.** В аудитории 205 много студентов.

Глагол **be** в этом сочетании может функционировать в различных видо-временных формах:

There is / are

There was / were

There will be

There has been / have been

There had been

There will have been

**Simple**

**Perfect**

Число глагола **be** определяется по **числу первого существительного**, стоящего после этого оборота.

**There is a table and two chairs in the room.** В комнате *стол* и два стула.

В вопросительных предложениях **there** ставится **после** соответствующей формы глагола **to be**.

*Are there many students in room 205? How many chairs are there in the room?*

Отрицательная форма оборота **there + be** образуется путём добавления частицы **no** после соответствующей формы глагола **be**.

**There are no clouds in the sky.** На небе *нет* облаков.

## VERBS (ГЛАГОЛЫ)

Глагол - часть речи, которая обозначает действие или состояние лица или предмета. Глагол в английском языке обладает гораздо более сложной, чем в русском, системой видовременных форм. Эта система охватывает *личные* формы и *неличные* формы.

Личная форма глагола, как и в русском языке, в предложении всегда употребляется в функции сказуемого.

**We live in Russia.** *Мы живём в России.*

По способу образования II и III форм все глаголы английского языка делятся на правильные (стандартные) и неправильные (нестандартные).

Правильные глаголы образуют формы прошедшего простого времени (**Past Simple**) и **причастия II** при помощи прибавления суффикса **-ed (-d)** к основе глагола. **Причастие I** образуется путём прибавления суффикса **-ing** к основе как правильных, так и неправильных глаголов.

	Употребление	Образование
<b>Simple</b> глагол в личной форме)		<b>Present</b> <b>Past</b> <b>Future</b>
показывает действие как факт (обычное, повторяемое)		
<b>Continuous</b> показывает действие как процесс		<b>Present be+ ing</b> <b>Past</b> <b>Future</b>
<b>Perfect</b> показывает действие, законченное до определённого момента в настоящем, прошедшем и будущем		<b>Present have + причастие II</b> <b>Past</b> <b>Future</b>



**Perfect Continuous**

показывает действие, начатое

некоторое время назад

и все ещё продолжающееся или только что закончившееся

**Present** have being + ing**Past****Future****TENSES. ACTIVE VOICE****Таблица времён. Действительный залог**

Время	Формы	Обстоятельства времени
<b>Simple:</b>		
Present	I (we, you, they) ask (write) he (she, it) asks (writes)	usually, sometimes, often, seldom, every
Past	+ed (2 форма глагола) asked (wrote)	yesterday, last year, 2 days ago
Future	will ask (write)	tomorrow, next year, in 2 hours

**Continuos:**

Present	am/ is/ are asking (writing)	now, at present, at the moment
Past	was/ were asking (writing)	yesterday from 5 till 6 (at that time)
Future	will be asking (writing)	tomorrow from 5 till 6 (at that time)

**Perfect:**

Present	have / has asked (written)	just, ever, never, yet, already, today, this year, for, since
Past	had asked (written)	by 3 o'clock yesterday
Future	will have asked (written)	by 3 o'clock tomorrow

**Perfect Continuous:**

Present	have / has been asking (writing)	for, since
Past	had been asking (writing)	for, since
Future	will have been asking (writing)	for

**SIMPLE TENSES****Употребление**

**Present Simple** обозначает постоянное повторяющееся, обычное действие, какой-либо факт или общеизвестную истину.

We **live** in St.Petersburg. The Earth **rotates** round the Sun. I leave home at 8 every morning.

**Образование**

**Present Simple** по форме совпадает с инфинитивом глагола (без частицы **to**) во всех лицах, кроме 3-го лица ед. ч., принимающего окончание **-s (-es)**.

Утвердительная форма	Отрицательная форма	Вопросительная форма
I we play	I we <b>do not</b> play	I we play?
you	you	you
they	they	they
he plays	he	<b>Does</b> he play?
she	she <b>does not</b> play	she
it	it	it

do not = don't

does not = doesn't

Спряжение глаголов *to be* и *to have* в *Present Simple*.

#### to be

I **am**  
he, she, it **is**  
we, you, they **are**

#### to have

I, we, you, they **have**  
he, she, it **has**

**Past Simple** обозначает действие, которое произошло и закончилось в прошлом; последовательно произошедшие в прошлом действия; повторяющиеся действия в прошлом.

#### Образование

**Past Simple** правильных глаголов образуется прибавлением суффикса -ed к основе глагола. Форме Past Simple неправильных глаголов соответствует II форма глагола (см. таблицу неправильных глаголов).

We went to the cinema yesterday. He arrived in London last year. She came up to the window and opened it.

Утвердительная форма I/he/she/it/we/you/they worked (saw)

Отрицательная форма I/he/she/it/we/you/they **did** not work (see)

Вопросительная форма **Did** I/he/she/it/we/you/they work (see)?

did not = didn't

**Future Simple** употребляется для обозначения незапланированного будущего действия.

**I think I'll go to the theatre with you.** Я думаю, я пойду в театр с тобой.

#### Образование

Утвердительная форма I (he, she, it, we, you, they) **will** go

Отрицательная форма I (he, she, it, we, you, they) **will not** go

Вопросительная форма Will I (he, she, it, we, you, they) go?

**I will come (I'll come) to see you tomorrow.** Я навещу вас завтра.

## CONTINUOUS TENSES

**Present Continuous** обозначает действие, происходящее в настоящий момент; действие, представляющее собой непрерывный процесс; будущее действие, если оно запланировано.

He is watching TV now.

The Earth is moving.

They are spending next winter in Spain.

Некоторые глаголы не употребляются в Continuous. Это глаголы обозначающие чувственное восприятие (**to see, to hear**), умственную деятельность (**to know, to believe, to remember, to understand**); желания, чувства (**to want, to wish, to like, to love, to dislike, to hate**).

### Образование

**Present Continuous** образуется при помощи глагола **to be** в настоящем времени и **-ing** формы смыслового глагола.

#### Утвердительная форма

I am working

he (she, it) is working

we (you, they) are working

#### Отрицательная форма

I am not working

he (she, it) is not working

we (you, they) are not working

#### Вопросительная форма

Am I working?

Is he (she, it) working?

Are we (you, they) working?

I am = I'm

He is = He's

We are = We're

is not = isn't

are not = aren't

**Past Continuous** обозначает действие, происходившее в определённый момент в прошлом, который обозначен либо обстоятельством времени, либо другим действием в прошлом. При этом ни начало, ни конец длительного действия неизвестны. Подчёркивается сам процесс действия, его продолжительность.

I was writing a letter to my friend ... at 5 o'clock yesterday.

... from 5 to 6 on Sunday.

... when my brother came.

... while my mother was cooking dinner.

### Образование

**Past Continuous** образуется при помощи глагола **to be** в прошедшем времени и **-ing** формы смыслового глагола.

#### Утвердительная форма

I (he, she, it) was working

we (you, they) were working

#### Отрицательная форма

I (he, she, it) was not working

we (you, they) were not working

#### Вопросительная форма

Was I (he, she, it) working?

Were we (you, they) working?

was not = wasn't

were not = weren't

**Future Continuous** обозначает будущее действие в процессе его совершения, т.е. незаконченное длительное действие. **Future Continuous** употребляется также для выражения намерения совершить действие в будущем или уверенность в его совершении.

He **will be writing** a letter to his friend ... at 5 o'clock tomorrow.

... from 5 to 6 on Sunday.

... when I come.

Он будет писать письмо другу

... завтра в 5 часов.

... с 5 до 6 в воскресенье.

... когда я приду.

**I will (shall) be visiting him tomorrow.** Завтра я собираюсь навестить его.

### Образование

**Future Continuous** образуется при помощи глагола **to be** в будущем времени и **-ing** формы смыслового глагола.

#### Утвердительная форма

I (he, she, it, we, you, they) will be writing

**Отрицательная форма** I (he, she, it, we, you, they) will not be writing

**Вопросительная форма** Will I (he, she, it, we, you, they) be writing?

I will = I'll

### Различные способы передачи будущих действий

1. **Present Continuous** может выражать действия, относящиеся к ближайшему будущему, которое обозначается обстоятельствами времени:

**tonight** - сегодня вечером;

**next week** - на следующей неделе;

**in a day or two** - через день-другой и др.

**What are you doing tonight?** Что ты делаешь сегодня вечером?

2. Сочетание **to be going** + инфинитив всегда передаёт будущее действие часто с оттенком намерения.

**He is going to take part in the competition.** Он собирается принять участие в соревновании.

## PERFECT TENSES

**Present Perfect** употребляется для выражения действия, завершившегося к моменту речи. Время действия не указывается, важен сам факт совершения действия к настоящему моменту или его результат.

**She has read this book.** Она *прочитала* эту книгу. (Действие завершено к моменту речи.)

**Present Perfect** часто употребляется с наречиями **just** - только что, **already** - уже, **yet** - ещё, **lately** - недавно, **of late** - в последнее время, **recently** - недавно.

**He has just come.** Он *только что пришел*.  
**He has seen many films lately.** В последнее время он *посмотрел много фильмов*.

Для выражения действия, которое завершилось, но тот период, в котором оно происходило, ещё продолжается и может быть обозначен обстоятельствами времени **today** - сегодня, **this week** - на этой неделе, **this month** - в этом месяце, **this century** - в нашем веке и др.

**I have written a letter this morning.** Я *написал письмо сегодня утром*.

Для выражения действия, которое началось в прошлом и продолжается до настоящего времени.

**I have known him all my life.** Я знаю его всю жизнь.  
**I have known him for 2 years.** Я знаю его 2 года.  
**He has not seen his parents since January.** Он не видел своих родителей с января.

**Present Perfect** может употребляться с наречиями **always** - всегда, **often** - часто, **seldom** - редко, **ever** - когда-нибудь, **never** - никогда.

**She has never been to London.** Она никогда не была в Лондоне.  
**Have you ever been to Moscow?** Вы когда-нибудь были в Москве?

### Образование

**Present Perfect** образуется при помощи глагола **to have** в настоящем времени и **Participle II (Причастия II)** смыслового глагола.

**Утвердительная форма** I (we, you, they) have worked (seen)  
he (she, it) has worked (seen)

**Отрицательная форма** I (we, you, they) have not worked (seen)  
he (she, it) has not worked (seen)



**Вопросительная форма** Have I (we, you, they) worked(seen)?  
Has he (she, it) worked (seen)?

I have = I've

He has = He's

I have not = I haven't

He has not = He hasn't

**Past Perfect** обозначает действие, законченное до определённого момента в прошлом или до начала другого действия в прошлом.

He **had finished** his work ... when I came.  
... by 3 o'clock yesterday.  
... before she arrived home.

Он закончил (уже закончил) свою работу ... когда я пришёл.  
... вчера к 3-м часам.  
... до того, как она приехала домой.

**They went home after they had finished their work.** Они пошли домой после того, как закончили работу.

#### Образование

**Past Perfect** образуется при помощи глагола to have в прошедшем времени и Participle II (Причастие II) смыслового глагола.

**Утвердительная форма** I (he, she, it, we, you, they) had worked (seen)

**Отрицательная форма** I (he, she, it, we, you, they) had not worked (seen)

**Вопросительная форма** Had I (he, she, it, we, you, they) worked (seen)?

I had = I'd

I had not = I hadn't

**Future Perfect** обозначает действие, которое закончится к определённому моменту в будущем или до начала другого действия в будущем.

He will have finished his work .... when I come.  
... by 3 o'clock tomorrow.  
... by the time you come back.

Он закончит свою работу ... ко времени, когда я приду.  
... завтра к 3-м часам.  
... к тому времени, как ты вернёшься.

**Future Perfect** образуется при помощи глагола to have в будущем времени и Participle II (Причастие II) смыслового глагола.

**Утвердительная форма** I (he, she, it, we, you, they) will have worked (seen)

**Отрицательная форма** I (he, she, it, we, you, they) will not have worked (seen)  
**Вопросительная форма** Will I (he, she, it, we, you, they) have worked (seen)?

### ACTIVE AND PASSIVE VOICES ДЕЙСТВИТЕЛЬНЫЙ И СТРАДАТЕЛЬНЫЙ ЗАЛОГИ

Действительный и страдательный залогов в английском языке совпадают со значением соответствующих залогов в русском языке. Глагол в действительном залоге (Active Voice) показывает, что действие совершает лицо или предмет, выраженный подлежащим.

**He often asks questions.** Он часто задаёт вопросы.

Глагол в страдательном залоге (Passive Voice) означает, что действие направлено на предмет или лицо, выраженное подлежащим.

**He is often asked questions.** Ему часто задают вопросы.

**Passive Voice** образуется при помощи глагола to be в соответствующей форме и Participle II (Причастие II) смыслового глагола.

	Present	Past	Future
<b>Simple</b>	I am asked he (she, it) is asked we (you, they) are asked	I (he, she, it) was asked we (you, they) were asked	I (he, she, it, we, you, they) will be asked
<b>Continuous</b>	I am being asked he (she, it) is being asked	I (he, she, it) was being asked we (you, they) were being asked	_____
<b>Perfect</b>	I (we, you, they) have been asked he (she, it) has been asked	I (he, she, it, we, you, they) had been asked	I (he, she, it, we, you, they) will have been asked

#### Simple Passive (be + Participle II)

- The newspapers are delivered every morning.** (Present Simple Passive) Газеты доставляются каждое утро.
- This book was bought a month ago.** (Past Simple Passive) Эта книга была куплена месяц назад.
- The letter will be mailed tomorrow.** (Future Simple Passive) Письмо будет отправлено завтра.

#### Continuous Passive (be + being + Participle II)

- The house is being repaired.** (Present Continuous Passive) Дом ремонтируется.
- When John was ill he was being taught at home.** (Past Continuous Passive) Когда Джон болел, его обучали дома.

#### Perfect Passive (have + been + Participle II)

- This letter has been brought by the secretary.** (Present Perfect Passive) Секретарь принёс письмо. (Письмо принесено секретарём)
- He decided to become a writer only when his first story had been published.** (Past Perfect Passive) Он решил стать писателем, только когда его первый рассказ был напечатан.

3. **By the 1st of July the last exam will have been passed.** (Future Perfect Passive) К 1-му июля будет сдан последний экзамен.

Сказуемое в страдательном залоге может переводиться на русский язык: а) кратким страдательным причастием; б) глаголом на -ся; в) неопределённо-личным глаголом.

**The house is built.** а) Дом построен. б) Дом строится. в) Дом строят.

Некоторые глаголы с предлогами в страдательном залоге переводятся следующим образом:

**hear of** - слышать о

**laugh at** - смеяться над

**look after** - присматривать за (кем-либо)

**look at** - смотреть на

**rely on** - полагаться на

**send for** - посылать за

**speak of (about)** - говорить о

**pay attention to** - обращать внимание на

**take care of** - заботиться о

**The book is much spoken about.** Об этой книге много говорят.

**He can't be relied on.** На него нельзя положиться.

При переводе не все глаголы сохраняют предлог:

**to listen to** - слушать что-либо, кого-либо

**to look for** - искать что-либо

**to provide for** - обеспечить кого-либо, чем-либо

**to explain to** - объяснять кому-либо

**He was listened to with great attention.** Его слушали с большим вниманием.

### MODAL VERBS МОДАЛЬНЫЕ ГЛАГОЛЫ

Модальные глаголы - это глаголы, обозначающие не само действие, а отношение к нему говорящего.

**I must come and see my parents next Sunday.** Я должен навестить своих родителей в следующее воскресенье.

**He can speak three languages.** Он может говорить на трёх языках.

Модальные глаголы в английском языке не имеют формы инфинитива, неличных форм на **-ed**, **-ing**, не принимают окончание **-s**, **-es** в 3-ем лице единственного числа. Они образуют вопросительную и отрицательную формы без вспомогательного глагола. После модальных глаголов инфинитив другого глагола употребляется без частицы **to** (исключение глагол **ought to**).

Модальный глагол **Can** имеет две формы: **can** - для настоящего времени, **could** - для прошедшего. Употребляется:

1. Для выражения возможности или способности совершения действия. В этом значении переводится как "мочь", "уметь".

**She can speak English well but she can't write it at all.** Она *может* (умеет) хорошо говорить по-английски, но совсем не умеет писать.

2. Для выражения разрешения совершить действие (в вопросительных и утвердительных предложениях).

**Can we go home?** *Можно* нам идти?

**Yes, you can go.** Да, вы *можете* идти.

3. Для выражения запрета совершить действие, выраженного инфинитивом (только в отрицательных предложениях).

**You can't speak at the lessons.** На уроке разговаривать *нельзя*.

4. Для выражения просьбы (в вопросительных предложениях).

**Can (could) you give me your dictionary?** Вы *не дадите* мне свой словарь?

Форма *could* употребляется для более вежливого обращения.

Сочетание **to be able** + инфинитив с частицей **to** является синонимом модального глагола *can* для выражения возможности или способности совершения действия.

**He is able to help you.** Он *может* помочь вам.

**He was able to help you.** Он *смог* помочь вам.

**He will be able to help you.** Он *сможет* помочь вам.

Модальный глагол **May** имеет две формы: **may** - для настоящего времени, **might** - для прошедшего. Глагол *may* употребляется для выражения:

1. Разрешения в утвердительных и вопросительных предложениях.

**You may go.** Ты *можешь* идти.

**May I help you?** *Разрешите* вам помочь.

2. Запрещения в отрицательных предложениях.

**You may not come here.** *Не смей* сюда приходить.

3. Предположения, неуверенности в утвердительных и отрицательных предложениях.

**It may rain today.** *Возможно* сегодня будет дождь.

Глагол *might* употребляется:

1. В придаточных дополнительных предложениях в соответствии с правилом согласования времён.

**She said that he might take her book.** Она сказала, что он *может* взять её книгу.

2. Для обозначения вероятности совершения действия.

**He might come.** Он, *может быть*, придёт.

Словосочетания **to be allowed** и **to be permitted** + инфинитив с частицей **to** являются синонимами модального глагола **may**.

**I am allowed to use this device.** Мне *разрешено* (я *могу*) использовать этот прибор.

**He will be allowed to use this device.** Ему *разрешат*.

Глагол **Must** имеет одну форму настоящего времени и употребляется:

1. Для выражения долженствования, необходимости произвести действие в настоящем или будущем.

**I must go.** Мне *надо* идти.

2. Для выражения запрещения в отрицательном предложении.

**You mustn't do it.** Нельзя этого делать.

3. Для выражения вероятности какого-либо действия, предположения.

**He must have read this book.** Он, *вероятно*, читал эту книгу.

4. Для обозначения настоятельного совета, рекомендации.

**You must come and see my new flat.** Ты *должен* придти посмотреть нашу новую квартиру.

Глагол **to have (to)** употребляется в сочетании с инфинитивом с частицей **to** для выражения необходимости совершить действие в силу определённых обстоятельств. Соответствует русскому "вынужден, необходимо, придётся".

**It was very dark and we had to stay at home.** Было очень темно, и нам *пришлось* остаться дома.

**I don't have to stay here.** Мне *не нужно* здесь оставаться.

Сочетание глагола **to be** с инфинитивом употребляется для выражения необходимости совершения действия в соответствии с предыдущей договорённостью или заранее намеченным планом. Переводится как "должен, должен был" и т.п.

**I was to meet her at 3 o'clock.** Я *должен* был встретить её в 3 часа.

Модальный глагол **shall** выражает обещание, намерение, угрозу, предостережение.

**He shall get his money.** Он *получит* свои деньги.

**The child shall be punished for it.** Ребёнок *будет наказан* за это.

Глагол **shall** также выражает запрос относительно дальнейших действий.

**Shall we begin?** Нам начинать?

Глагол **should** в основном употребляется для выражения настоятельного совета, рекомендации.

**You should see a doctor.** Вам следует показаться врачу.

## NON-FINITE FORMS НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА

К неличным формам глагола относятся *инфинитив (Infinitive)*, *герундий (Gerund)*, *причастие (Participle)*. Неличные формы глагола не имеют категорий лица, числа, времени и наклонения. Только некоторые из них выражают залог и вид.

Неличные формы глагола не употребляются в предложении в функции сказуемого, но могут быть его частью.

**To translate (инфинитив) the text I used a dictionary.** Чтобы перевести текст, я воспользовался словарём.

**Smoking (герундий) is not allowed here.** Курить (курение) здесь не разрешается.

**The stars shining (причастие I) in the dark sky seem blue.** Звёзды, сияющие в тёмном небе, кажутся голубыми.



## THE INFINITIVE (ИНФИНИТИВ)

**The Infinitive** - это неличная форма глагола, которая называет действие. Инфинитив является основной формой глагола и представляет глагол в словаре. Признаком инфинитива является частица **to**: **to help** - помогать, **to read** - читать. Инфинитив употребляется без частицы **to** в следующих случаях:

1. После глаголов **shall, will**.

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

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

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

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

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

4. 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.

5. 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.

	Active	Passive
<b>Simple</b>	to write	to be written
<b>Continuous</b>	to be writing	-----
<b>Perfect</b>	to have written	to have been written
<b>Perfect Continuous</b>	to have been writing	-----

Инфинитив в форме действительного залога обозначает действие, произведённое лицом, выраженным в предложении подлежащим, а в страдательном залоге - действие, направленное на это лицо.

**I like to help.** Я люблю помогать.

**I like to be helped.** Я люблю, когда мне помогают.

Инфинитив в **Simple Active** обозначает действие, не уточняя характер его протекания. Инфинитив в **Continuous Active** подчёркивает длительность действия.

**She likes to write letters.** Она любит писать письма.

**She must be still writing.** Она, должно быть, всё ещё пишет.

**Simple Infinitive** выражает действие, одновременное с действием глагола-сказуемого (или следующее за ним).

**Perfect Infinitive** выражает действие, предшествующее действию, выраженному глаголом-сказуемым.

**I am glad to study at the University.** Я рад, что учусь в университете.

**I am glad to have studied at the University.** Я рад, что учился в университете.

### Функции инфинитива

В предложении инфинитив может быть:

#### 1. Подлежащим.

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

*To read a lot is to know much.* Много читать - много знать.

#### 2. Обстоятельством цели.

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

#### 3. Определением.

Инфинитив в функции определения переводится на русский язык тремя способами:

- **Придаточным определительным предложением** с модальным сказуемым.

*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.

- **Неопределённой формой глагола.**

*I have nothing to say.* Мне нечего сказать.

- **Личной формой глагола**, если определение относится к порядковому числительному.

*She was the first to come.* Она пришла первой.

#### 4. 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.

#### 5. Частью сказуемого (часто модального).

*You may come in.* Вы можете войти.

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

*My wish is to read much.* Моё желание - много читать.

### COMPLEX OBJECT СЛОЖНОЕ ДОПОЛНЕНИЕ

Конструкция **Complex Object** состоит из существительного в общем падеже или местоимения в объектном падеже и инфинитива.

Обычно переводится на русский язык придаточным дополнительным предложением.

*He wants the book to be returned tomorrow.* Он хочет, чтобы книгу вернули завтра.

## COMPLEX SUBJECT СЛОЖНОЕ ПОДЛЕЖАЩЕЕ

Конструкция Complex Subject состоит из существительного или местоимения в именительном падеже и инфинитива. Переводится на русский язык следующим образом: говорят, сообщают, считают, полагают.

**She is expected to come any minute.** Ожидается, что она приедет с минуты на минуту.

**The water seems to be boiling.** Кажется, вода кипит.

**The Delegation is reported to have left London.** Сообщается, что делегация покинула Лондон.

**He is likely to know her address.** Он, вероятно, знает её адрес.

**He is sure to be asked about it.** Его, наверняка, об этом спросят.

**She is said to be very beautiful.** Говорят, что она очень красива.

**The car was seen to disappear.** Видели, как машина скрылась.

Конструкция употребляется:

- С глаголами, обозначающими чувственное восприятие - **to see, to hear, to notice** и др. и с глаголами, обозначающими умственную деятельность - **to think, to consider, to expect** и др. (в страдательном залоге); а также с глаголами **to say, to report, to ask, to order, to announce** (в страдательном залоге).

- Со словосочетаниями **to be likely** (вероятно), **to be unlikely** (маловероятно), **to be certain / to be sure** (несомненно / обязательно).

- С глаголами в действительном залоге **to seem / to appear** (казаться / по-видимому), **to prove / to turn out** (оказываться), **to happen** (случаться).

## FOR INFINITIVE CONSTRUCTION ИНФИНИТИВНАЯ КОНСТРУКЦИЯ С ПРЕДЛОГОМ FOR

В конструкции перед существительным или местоимением стоит предлог **for**. При переводе на русский язык используется или придаточное предложение или инфинитив.

It's easy *for me to answer* this question. Мне легко ответить на этот вопрос.

It will be very pleasant *for us to spend* a week in England. Нам будет очень приятно провести неделю в Англии.

There was nothing else *for me to say*. Мне больше нечего было сказать.

It is *for you to decide*. Вам решать.

Here are some books *for you to read*. Вот несколько книг для вашего чтения (вам почитать).

## PARTICIPLE (ПРИЧАСТИЕ)

**Participle I** (Причастие I) - неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Соответствует формам причастия и деепричастия в русском языке.

### Формы причастия

	Active	Passive
Simple	asking	being asked
Perfect	having asked	having been asked

**Participle I Simple** обозначает действие, одновременное с действием глагола-сказуемого.

*While translating difficult texts we use a dictionary.* Переводя трудные тексты, мы пользуемся словарём.

**Participle I Perfect** обозначает действие, предшествующее действию, выраженному глаголом-сказуемым.

*Having read the book I returned it to the library.* Прочитав книгу, я вернул её в библиотеку.

### Функции Participle I

В предложении **Participle I** может быть:

- **Определением.** В этой функции употребляется только **Participle I Simple**, которое соответствует русскому причастию настоящего времени в той же функции.

*A smiling girl.* Улыбающаяся девочка.

*A swimming man.* Плывущий человек.

*The men building our house with me are my friends.* Люди, строящие наш дом вместе со мной, - мои друзья.

*The house being built in our street is a new building of school.* Дом, строящийся на нашей улице - это новое здание школы.

- **Обстоятельством.** В этой функции **Participle I Simple Active** чаще всего стоит в начале предложения и переводится на русский язык деепричастием несовершенного вида.

*Translating the article he consulted the dictionary.* Переводя статью, он пользовался словарём.

Перед таким причастием в функции обстоятельства часто стоят союзы **when** или **while**. Такие словосочетания переводятся либо деепричастным оборотом (или деепричастием) с опущением союза, либо придаточным предложением, которое начинается с союзов "когда", "в то время как".

*While translating the article the student consulted the dictionary.* Переводя статью, студент пользовался словарём. / Когда студент переводил статью, он пользовался словарём.

**Participle I Simple Passive** переводится на русский язык обстоятельством придаточным предложением.

*Being built of wood the bridge could not carry heavy loads.* Так как мост был построен из дерева, он не мог выдержать больших нагрузок.

**Participle I Perfect Active** переводится деепричастием совершенного вида.

*Having built a house he began building a greenhouse.* Построив дом, он начал строить парник.

**Participle I Perfect Passive** в функции обстоятельства (времени, причины) переводится обстоятельственным придаточным предложением. При этом в качестве подлежащего русского придаточного предложения употребляется подлежащее английского предложения.

***Having been built of concrete, the house was cold in winter.*** Так как дом был построен из бетона, зимой в нём было холодно.

• **Частью сказуемого. Participle I Simple Active** может быть частью сказуемого.

***They are playing chess.*** Они играют в шахматы.

**Participle II** (Причастие II) - неличная форма глагола (3 форма глагола), имеет одну форму и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

Participle II правильных глаголов образуется при помощи прибавления суффикса **-ed** к основе глагола **to ask - asked, to help - helped**.

Participle II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола-сказуемого или контекстом.

***The book discussed yesterday was interesting.*** Книга, *обсуждавшаяся* вчера, была интересной.

***The books discussed at the lessons are always interesting.*** Книги, *обсуждаемые* на уроках, всегда интересны.

#### Функции Participle II

Participle II может быть:

• **Определением.**

***Lost time is never found again.*** Потерянное время никогда не вернёшь (дословно - не найти).

***A written letter lay on the table.*** Написанное письмо лежало на столе.

***They are reconstructing the house built in the 18<sup>th</sup> century.*** Они реставрируют здание, *построенное* в 18 веке.

• **Обстоятельством.** Перед причастием II в функции обстоятельства могут стоять союзы *if, unless, when*. В таком случае английское причастие переводится обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении.

***If built of the local stone, the road will serve for years.*** *Если построить дорогу (Если дорога построена)* из местного камня, она будет служить долгие годы.

#### СЛОЖНОЕ ДОПОЛНЕНИЕ С ПРИЧАСТИЕМ I

Конструкция состоит из личного местоимения в объектном падеже или существительного в общем падеже и причастия.

***I saw her crossing the street.*** Я видел, *как она переходит* улицу.



Конструкция употребляется, когда говорящий хочет подчеркнуть, что действие, выраженное причастием, на завершено и протекает в момент речи. В этой конструкции употребляется только одна форма **Participle I Simple Active**.

В этой конструкции местоимение в объектном падеже или существительное в общем падеже называют лицо или предмет, производящее действие. Она употребляется после глаголов чувственного восприятия **to see, to hear, to watch, to feel** и др.

**They watched him entering the house.** Они наблюдали за тем, как он входит в дом.

**I saw John passing our house.** Я видел, как Джон проходил мимо нашего дома.

#### NOMINATIVE ABSOLUTE PARTICIPIAL CONSTRUCTION НЕЗАВИСИМЫЙ ПРИЧАСТНЫЙ ОБОРОТ

В состав оборота **the Nominative Absolute Participial Construction** может входить как **Participle I**, так и **Participle II**.

- **The Nominative Absolute Participial Construction** с причастием I состоит из существительного в общем падеже (реже местоимения в именительном падеже) и причастия I. Действие, выраженное причастием, относится к этому существительному (или местоимению). В предложении этот оборот выступает в роли различных обстоятельств и на письме всегда отделяется запятой от остального предложения. На русский язык переводится придаточным предложением.

**The weather permitting, we shall go to the country.** Если погода позволит, мы поедем за город. (обстоятельство условия)

**It being very cold, we could not go for a walk.** Так как было холодно, мы не смогли пойти на прогулку. (обстоятельство причины)

**The sun having risen, we continued our way.** После того, как солнце взошло, мы продолжили свой путь. (обстоятельство времени)

**The article having been translated, the student showed it to the teacher.** После того как (когда) статья была переведена, студент показал её преподавателю. (обстоятельство времени)

- **The Nominative Absolute Participial Construction** с причастием II также состоит из двух частей: личного местоимения в именительном падеже или существительного в общем падеже, которые претерпевают действие, выраженное причастием II. Этот оборот употребляется в функции различных обстоятельств и переводится на русский язык соответствующим обстоятельством предложением.

**His work finished, he went home.** Когда его работа была закончена, он пошёл домой.

#### GERUND (ГЕРУНДИЙ)

**Gerund** имеет свойства как глагола, так и существительного. Подобной неличной формы в русском языке нет. Как существительное он может

выполнять в предложении функции подлежащего, дополнения, определения и обстоятельства с предлогом. Как глагол может иметь после себя прямое дополнение и определяться наречием, иметь перфектную форму, категорию залога, а также выражать действие как процесс.

Герундий образуется от основы глагола с помощью суффикса **-ing**. **To translate - translating, to read - reading.**

	<b>Active</b>	<b>Passive</b>
<b>Simple</b>	writing	being written
<b>Perfect</b>	having written	having been written

Формы герундия совпадают с формами **Participle I** и **Perfect Participle**. Однако, это разные формы глагола, отличающиеся и по значению и по синтаксическим функциям. Формы **Simple Gerund** обозначают действия, одновременные с действием, выраженным глаголом-сказуемым.

**He likes *inviting* friends to his place.** Он любит *приглашать* друзей к себе.

**He likes *being invited* to his friends.** Он любит, *когда его приглашают* к себе его друзья.

Формы **Perfect Gerund** обозначают действия, предшествующие действию, выраженному глаголом-сказуемым.

**He is proud of *having invited* this man to his place.** Он гордится тем, что *пригласил* этого человека к себе.

**He was proud of *having been invited* to the party.** Он гордился тем, что *его пригласили* на вечер.

В предложении герундий может быть:

- **Подлежащим.**

**Smoking is not allowed here.** Курить (Курение) здесь не разрешается.

- **Определением.**

**There are different ways of obtaining this substance.** Существуют различные способы получения этого вещества.

- **Именной частью сказуемого.**

**His hobby is driving a car.** Его хобби - вождение (водить) машину (ы).

- **Прямым дополнением.**

**The car needs repairing.** Машина нуждается в ремонте (Машину нужно ремонтировать).

В вышеприведённых функциях герундий переводится существительным или инфинитивом.

- **Предложным дополнением.**

**They spoke about their travelling.** Они говорили о своём путешествии (том, как они путешествовали).

В данной функции герундий переводится существительным или придаточным предложением.

• **Обстоятельством.**

**Learning rules without examples is of little use.** Изучение правил (изучать правила) без примеров приносит мало пользы.

**I like reading.** Я люблю чтение (читать).

**Think before answering.** Подумай, прежде чем ответить.

**By doing that you'll save a lot of time.** Делая это, ты сэкономишь много времени.

**I am tired of waiting.** Я устал от ожидания (устал ждать).

**The floor of the room needs painting.** Пол этой комнаты нуждается в покраске (нужно покрасить).

**Everybody laughed on hearing his answer.** Все рассмеялись, услышав (когда услышали) его ответ.

**Thank you for coming.** Спасибо за то, что вы пришли.

**He is proud of having won in the tournament.** Он гордится тем, что победил в турнире.

**She is sorry for being late.** Она сожалеет, что опоздала.

**He ran without stopping.** Он бежал, не останавливаясь.

**Before going to bed, she locked the door.** Прежде чем лечь спать, она заперла дверь.

В данной функции герундий переводится существительным с предлогом, деепричастием, придаточным предложением.

### SUBJUNCTIVE MOOD СОСЛОГАТЕЛЬНОЕ НАКЛОНЕНИЕ

Наклонение (**Mood**) это грамматическая категория, выражающая устанавливаемое говорящим отношение действия к действительности.

Говорящий может рассматривать действие как факт или событие реальной действительности, для этой цели используется изъявительное наклонение (**the Indicative Mood**).

Рассматривать действие как предположительное, нереальное, воображаемое, желательное действие - в таких случаях используется сослагательное наклонение (**the Subjunctive Mood**).

Просьба, приказ, побуждение к действию, адресуемые обычно к собеседнику, передаются с помощью повелительного наклонения (**the Imperative Mood**).

В русском языке сослагательное наклонение выражается сочетанием глагола в форме прошедшего времени с частицей "бы" и имеет только одну форму, которая может относиться к настоящему, прошедшему или будущему.

Если бы я закончил работу, я смог бы проводить Вас на вокзал сегодня (завтра, вчера).

В английском языке сослагательного наклонения образуется при помощи глаголов should или would с инфинитивом (Simple Infinitive или Perfect Infinitive).

**He demanded that the car should be repaired.** Он потребовал, чтобы машина была отремонтирована.

**He would come.** Он бы пришёл.

**He would have come then.** Он бы пришёл тогда.

Глагол **to be** имеет формы **be** и **were** для всех лиц при выражении предположения, желания или возможности, относящихся к настоящему и будущему временам.

**If I were you .** Если бы я был на твоём месте.

### CONDITIONALS (УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ)

Условные предложения делятся на три типа: реальные; маловероятные (условные предложения I типа) и нереальные условия (условные предложения II типа).

**Условные предложения реальные (1 тип),** обозначают действие, которое произойдет в будущем, как реально предполагаемый факт. Сказуемое главного предложения употребляется в Future Simple, а сказуемое придаточного – в Present Simple.

**If you come earlier, you will speak to him.** Если вы придёте раньше, вы поговорите с ним.

**If the weather is nice, we'll go for a walk.** Если погода будет хорошая, мы пойдём на прогулку.

**Условные предложения малореальные (2 тип),** обозначают действие маловероятное, относящееся к настоящему или будущему. В таком типе предложения сказуемое главного предложения имеет форму **should / would + Simple Infinitive без to**, а сказуемое придаточного предложения - форме **Past Simple** или **were** для всех лиц от глагола **to be**.

**If he were free, he would do it.** Если бы он был свободен, он бы это сделал.

**If we paid more attention to grammar, we should know the language better.** Если бы мы уделяли грамматике больше внимания, мы бы знали язык лучше.

**Условные предложения нереальные (3 тип),** обозначает неосуществимое действие, относящиеся к прошлому. Сказуемое главного предложения имеет форму **should / would + Perfect Infinitive**, а сказуемое придаточного предложения - форму **Past Perfect**.

**I should not have been late yesterday, if my watch had been right.** Я бы не опоздал вчера, если бы мои часы шли правильно.

**Условные придаточные предложения** присоединяются к главным с помощью союзов: **if** - если; **in case** - в случае, если; **suppose (that)** - предположим, что; **on condition (that)** - при условии, что; **provided (that)** - при условии, что; **unless** - если ... не; **but for** - если бы не.

\*\*\*

## ЗАКЛЮЧЕНИЕ

Учебное пособие «Курс английского языка для магистрантов» предназначено для магистрантов 1-2 курсов инженерно-строительных специальностей всех факультетов университета. Данное учебное пособие составлено на основе государственного образовательного стандарта и в соответствии с учебной программой курса Деловой английский язык для студентов (магистрантов) неязыковых вузов.

Цель пособия – обучить магистрантов основным навыкам англоязычной речевой деятельности в типичных ситуациях делового общения.

Пособие состоит из текстов, посвященных основным вопросам делового общения, а также учебного материала, способствующего усвоению содержания пособия и совершенствованию навыков владения английским языком (система упражнений, в том числе, и коммуникативных, лексика для эффективного профессионального общения и др.).

Учебное пособие состоит из 3 тематических частей, посвященных определенной сфере делового общения (образовательная система высшей школы, навыки делового общения и публичного выступления, деловая корреспонденция и рекомендации по поиску работы). Каждая часть делится на три раздела-урока, каждый из которых посвящен конкретному виду бизнес-коммуникации – знакомству, телефонным переговорам, электронной переписке и т.д., и подчинен единой структуре.

Поскольку количество учебных часов, отводимых на дисциплину, ограничено, большое значение приобретает организация самостоятельной работы: выполнение проектов, написание докладов, подготовка презентаций, составление резюме и др.

Обучение иностранному языку в магистратуре является завершающим этапом в обучении этому предмету в высшем учебном заведении и важно для подготовки выпускников к трудоустройству.

Работа по предлагаемому учебному пособию поможет Вам овладеть практическими базовыми навыками и умениями, освоить принципы и ключевые понятия английского языка делового общения.

Автор надеется, что материал данного учебного пособия послужит Вам основой для использования знаний в искусстве делового общения на английском языке в рамках вашей будущей специальности.

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**Лукина Людмила Владимировна**

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**ENGLISH MASTERS COURSE**

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