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ФГБОУ ВПО «Пермский государственный
гуманитарно-педагогический университет»

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие

Базовый курс
Часть II

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Английский язык: учебное пособие для студентов педагогических специальностей неязыковых факультетов. Базовый курс. Часть I.

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Данное пособие обеспечивает дисциплину Б1.Б3. «Иностранный язык» (английский). Усвоение содержания данной дисциплины способствует формированию у студентов различных аспектов иноязычной коммуникативной компетенции: ОК-10, ОПК-1, ОПК-5, ОПК-6 (Педагогическое образование) и ОК-5, ОК-6 (Психолого-педагогическое образование).

Данное пособие является частью учебно-методического комплекта по английскому языку наряду с «Кратким курсом грамматики английского языка» и контрольно-измерительными материалами. Вторая часть базового курса состоит из 2 уроков, которые включают тексты и лексико-грамматические задания в соответствии с тематикой программы ФГОС «Иностранный язык для неязыковых вузов и факультетов» и подготавливает будущих выпускников к осуществлению их профессиональной деятельности.

Издание предназначено для аудиторной и самостоятельной работы студентов-специалистов и бакалавров I-II курса.

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ПРЕДИСЛОВИЕ

Целью учебного пособия является дальнейшее развитие у студентов навыков устной и письменной речи на материале профессионально-ориентированных аутентичных текстов и подготовка их к выполнению федерального интернет-экзамена.

Вторая часть базового курса состоит из 2 уроков и включает тексты и лексико-грамматические задания в соответствии с тематикой программы по английскому языку для студентов неязыковых факультетов. Уроки 5-6 соответствуют третьему модулю УМК дисциплины «Иностранный язык», который определяется как профессионально-ориентированный курс. Урок 5 содержит материалы по теме «Моя будущая профессия» и имеет, таким образом, педагогическую направленность. Задания урока 5 отличаются повышенной сложностью: они включают грамматику неличных форм, в т.ч. конструкции письменной речи, и большое количество упражнений творческого характера: обучение дискуссии, написание эссе и т.п. Урок 6 посвящен теме «Деловая коммуникация». Основное внимание здесь уделяется составлению деловых писем различной тематики, факсов, служебных записок, резюме и др. видов письменных документов. Кроме того, студенты знакомятся с национальными особенностями делового общения англоязычного ареала. Каждое грамматическое задание сопровождается ссылкой на теоретический материал, содержащийся в «Кратком курсе грамматики английского языка». Задания, предназначенные для самостоятельной работы студентов, отмечены знаками * или ** в зависимости от уровня сложности.

Оглавление

Предисловие	3
Unit five. My future profession	
Grammar: Формы и функции неличных форм глагола (причастие I, причастие II, герундий). Объектный инфинитивный оборот. Субъектный инфинитивный оборот	5
Unit six. Business communication.....	21
Lesson 1.....	21
Lesson 2.....	24
Lesson 3.....	30
Lesson 4.....	38
Lesson 5.....	44
Список источников.....	47

UNIT FIVE MY FUTURE PROFESSION

Phonetic exercises

1. Read the limerick. Say what a limerick is.

There once was a student
named Bessor,
Whose knowledge grew
lesser and lesser;
It at last grew so small,
He knew nothing at all,
And today he's a college
professor.



2. Match the beginning and the end of the following quotations and express your opinion about them.

To teach is...	...I can only make them think.
I cannot teach anybody anything,but you enter by yourself.
Teachers open the door,to learn twice over.
Better untaughtbut the regard for it is a lost tradition.
Like teacher,are more to be honored than parents.
Teaching is not a lost art,than ill-taught.
Those who educate children well like pupil.

Learn the following words and expressions:

ability – способность	ignorant – невежественный
to afford – позволять себе	to be keen on – очень любить
approach – подход	to mark – выставлять отметки
attitude – отношение	to master – овладевать
background – опыт	narrow-minded – ограниченный
bright – яркий, умный	pros and cons – за и против
creative – творческий	quality – качество
to complain – жаловаться	to require – требовать
to consider – считать, рассматривать	responsibility – ответственность
desire – желание	to reward – награждать
to do one's best – делать все возможное	to serve – служить
dull – скучный, глупый	skill – умение
flexible – гибкий, творческий	solution – решение
generosity – великодушие	to succeed – добиться успеха
humanity – человечество	tolerance – терпение
	upbringing – воспитание
	vital – жизненно важный

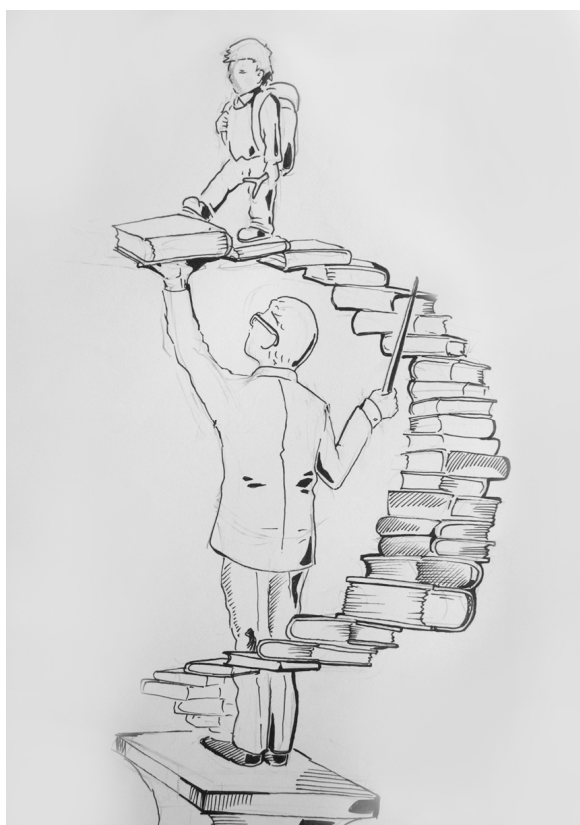
My Future Profession

Many young people consider teaching as a career. It's not surprising – teachers play a very important role in our lives. They serve humanity doing the most vital job of all. The successful solution of the complex tasks of upbringing depends to a great extent on the teacher, his professional skill and cultural background.

Every job has its pros and cons. The profession of a teacher is not an exception. On the one hand this work is creative and varied. Teaching is a constant stream of decisions and a real challenge to one's character and abilities; it requires a flexible approach to every lesson and good communication skills. This profession can be rewarded if you like dealing with children because children will love you too. On the other hand most jobs are done within the usual office hours from 9 a.m. till 5 p.m. but not for teachers. They are devoted to their work and their evenings are usually spent in marking exercise books and preparing for the next lesson. Teachers often complain that they are overworked and underpaid.

To be a teacher is a great responsibility. Everybody knows that it isn't easy to teach modern children. Teachers don't only give knowledge in their own subject. They must be a model of competence and know a lot of things in many other subjects. A teacher is a person who is always mastering and learning himself while teaching others because every time you learn something new you become something new. An ignorant teacher teaches ignorance but a good teacher catalyzes in his pupils the burning desire to know. Modern school is aimed to develop individual abilities of children, independent thinking and creativity.

To be a good teacher you must be deeply interested in what you are doing. You have to be quite creative and well educated yourself. Besides a teacher should have such personal qualities as generosity, tolerance, flexibility and so on. A boring teacher teaches boredom, so a teacher cannot afford being dull or narrow-minded. Only bright personalities are respected



by audience. Teachers have to be clever and obtain a set of specific skills to be able to explain difficult points in simple words because they must develop their pupils' intellect, form their views and characters, their attitude to life and to other people.

As for me I made my choice long ago – I want to become a teacher. I cannot say that all the necessary qualities can be found in me but I'm keen on this profession and I'll do my best to match it. It's not easy, as it may seem at first but I think that love for children combined with the knowledge I'll get at the University would be quite enough to succeed in my future work.

Answer the following questions.

1. Why do young people consider teaching as a career?
2. What are the advantages of this profession?
3. Teaching is done within the office hours from 9 a.m. till 5 p.m., isn't it?
4. What must a good teacher know?
5. What kind of person should a good teacher be?
6. Why is it a great responsibility to be a teacher?

****Ask your neighbour:***

- 1) what profession he (she) has chosen;
- 2) what specific skills teaching requires;
- 3) when the profession of a teacher is rewarded;
- 4) why teachers are always mastering and learning themselves;
- 5) what a good teacher catalyzes in her pupils;
- 6) if modern school is aimed to develop independent thinking and creativity;
- 7) what a teacher cannot afford himself /herself;
- 8) what a good teacher is able to explain;
- 9) if he / she is keen on this profession.

Lexical Exercises

****Exercise 1. Complete the table of the derivatives.***

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
1. to tolerate		
2.		creative
3. -----	generosity	
4.	success	
5.		responsible
6. -----	flexibility	
7. to bore		
8. -----		ignorant
9. to solve		-----

Choose the right word from each group of the derivatives to complete the sentences.

1. Members of a liberal society must be ... of alternative opinion, race and gender differences, religion, political views.
2. ... is the ability to produce something new through imaginative skill, whether a new solution to a problem, a new method or device.
3. My first teacher was always ... in sharing his knowledge and giving help.
4. I want to get a profound knowledge and professional skills in order ... in my future work.
5. Teachers are ... for the effective learning process and creating beneficial relations with their students.
6. ... is a characteristic of a person who can cope with changes in circumstances and think about problems and tasks in novel, creative ways.
7. Sometimes teachers may have repeatedly covered a curriculum until they begin to feel bored with the subject which in turn ... the students as well.
8. An ... person is showing the lack of knowledge, information, or education.
9. ... the complex tasks of upbringing a teacher must possess professional skills and cultural background.

Exercise 2. Translate the words in brackets into English.

1. (Воспитание детей) is not easy.
2. Serving (человечество) is (самая важная профессия) of all.
3. Teachers (преданы своей работе) and like (общаться с детьми).
4. To be a model of competence teachers (постоянно совершенствуют свои знания и навыки).
5. It is very important (развивать независимое мышление и творческие способности у детей).
6. Modern school is interested in (яркие личности) who catalyzes in their pupils (жажду знаний).
7. A good teacher should be (творческий, умный, великодушный).
8. Only those who possess (культурный опыт) and (комплекс специальных навыков) can (преуспеть) in their future career.

Exercise 3. Finish the sentences.

1. Many young people consider teaching as a career because
2. The profession of a teacher is
3. Every job has its
3. Teaching requires
4. Teachers often complain that
5. Teachers don't only give knowledge in their own subject but they must know
6. Teachers develop ... and form

7. Modern school is also aimed to develop
8. Teachers have to obtain
9. Personal qualities of a teacher include
10. A good teacher cannot afford
11. I want to become a teacher because

Speaking

Exercise 1. Translate the clichés usually used for a discussion.

Introduction

Today we are going to speak about ...
 The topic of our today's discussion is ...
 In our discussion we are going to deal with ...
 Our discussion is devoted to the problem of ...

Body

- *General phrases*

I think that ... / I suppose that ... / I believe that ...

As for me ...

As far as I know ... / As far as I remember ... / As far as I understand ...

In my opinion ... / To my mind ... / From my point of view ...

The fact is that ... / As a matter of fact ...

I'd like to add ... / I'd like to say ...

Frankly speaking ... / To tell the truth ...

It is necessary to mention that ...

We shouldn't forget that ...

- *How to agree*

That's right. / That's correct. / That's true.

You're right.

I agree with you. / It's really so. / I think so too.

- *How to disagree*

That's not right. / That's not correct. / That's not true. / That's wrong.

I don't agree with you. / I disagree with you.

I think you are mistaken. / I'm afraid you are wrong.

I may be mistaken but it seems to me that ...

On the one hand ..., on the other hand ...

Conclusion

Let us summarize the main conclusions of our discussion. ...

Today we have discussed the problem of ...

****Exercise 2. Fill in the chart below using the information from the text “My Future Profession” and your own ideas, then discuss the problem using the clichés from Ex. 1.**

What are the pros and cons of the profession of a teacher?

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Exercise 3. Read the following quotations and answer the questions.

1) **John Steinbeck** (1902-1968), an American novelist: “A great teacher is a great artist. Teaching might even be the greatest of arts since its medium is the human mind and the human spirit.”

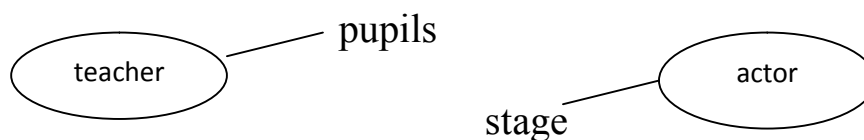


2) **Gail Kathleen Godwin** (born June 18, 1937), an American novelist and short story writer: “Good teaching is one-fourth preparation and three-fourths theater.”

So the question is: what sign should we put (**teacher ? actor**).

- Where do a teacher and an actor work? Who do they deal with?
- Can a teacher be considered an actor?
- Do a teacher and an actor have anything in common?

Exercise 4. What comes to your mind when you hear the words ‘teacher’ and ‘actor’? **Write a mindmap in your copybook.** You may use the words of any part of speech: nouns, adjectives. The following words will help you to start.



****Exercise 5. Choose the adjectives from the list to characterize a teacher and an actor.***

Kind-hearted, creative, communicative, competent, sociable, tactful, well-bread, intelligent, just, tolerant, arrogant, patient, hard-working, energetic, charismatic, enthusiastic, talented, energetic, famous, outstanding, well-known, ...

The qualities of a teacher	The qualities of both a teacher and an actor	The qualities of an actor

Exercise 6. Read the text and answer the questions given below.

Teachers and Actors

To be a good teacher, you need some of the gifts of a good actor; you must be able to hold the attention and interest of your audience; you must be a clear speaker, with a good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching, in order to make its meaning clear. Watch a good teacher, and you will see that he does not sit motionless before his class; he stands the whole time he is teaching, he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him, and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the qualities of a good actor does not mean that he will indeed be able to act well on the stage, for there are important differences between the teachers' work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and the ways in which he uses his voice are usually fixed before. What he has to do is to make all these carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play; they ask and answer questions. The teacher, therefore, has to understand the needs of his audience, which is his class. He cannot learn his part by heart, but must invent it as he goes along.

There are many teachers who are fine actors in class, but are unable to take part in a stage-play ...

1. What do a teacher and an actor have in common?
2. How do they differ?
3. Do you think teaching is easy?
4. What difficulties do young teachers face?
5. What is an ideal teacher? What qualities should he or she possess?

****Exercise 7. Write an essay on the subject “Good teaching is one-fourth preparation and three-fourths theater”.**

Grammar Exercises

Exercise. 1. Translate the sentences paying attention to the phrasal verbs:

1. I can't make out your handwriting. What does this say? 2. Don't believe anything she says. She always makes up stories. 3. It takes me 10 minutes to make my face up. 4. You two have been friends for so long that I think you should make up. 5. Don't cry, my child! We'll sort everything out! 6. Though his birthplace was London, he was brought up in the countryside. 7. The teacher brings a lot of visuals to hand out. 8. Children, hand in your papers! The lesson is over!

****Exercise. 2. Insert the phrasal verbs from exercise 1:***

1. They've got a problem and they've asked me to ... it.... 2. We are going to be late, so I'll have to ... something 3. I am sorry about that scandal yesterday, I have to apologize. Don't be angry, let's ...! 4. I cannot ... anything he says, the line is so bad. 5. At the end of the class the students ... their tests – papers. 6. To ... children is a hard job, but it is also a satisfying one. 7. When I ... the forms, please fill them in.

Exercise 3. Join the sentences using Present Participle. § 11.2.1.

Model: Yesterday I saw Ann. She was having lunch in a café. – Yesterday I saw Ann having lunch in a café.

1. We listened to an old man. He was telling his story from the beginning up to the end.
2. Do you know that woman? She is talking to Tom.
3. Life must be very unpleasant for these people. They live near the airport.
4. When I entered the waiting room it was empty except for a young man. He was sitting at the window and reading a magazine.
5. Who are those people? They are waiting outside.
6. I am going to enter the English course at the college. The course begins next Monday.

Exercise 4. Use Present or Past Participle (Participle I or II). § 11.2.

1. Are you ... in football? The last match between Holland and Germany was very ... (interesting, interested).
2. We are deeply ... with the lecture. The way the lecture was read was ... (disappointed, disappointing).
3. The news was absolutely Everybody was ... (surprising, surprised).
4. It was really a ... experience. They were ... (terrifying, terrified).
5. Their parents were greatly The information about the children was ... (shocking, shocked).
6. The noise was absolutely We were ... to death (frightening, frightened).
7. This lecture was really The listeners were ... (bored, boring).

***Exercise 5. Use different forms of the Participle. §11.2.3, 11.2.4.**

1. (Поступив) the University I got seriously interested in methods of teaching mathematics.
2. (Покидая) the classroom, the teacher reminded the students about the difficult task.
3. (Выбрав) the profession of a teacher you must always develop your skills and abilities.
4. (Обучая) children you shouldn't forget about developing independent thinking and creativity.
5. (Выполняя – do) the most vital job of all, teachers serve humanity.
6. (Рассмотрев) the pros and cons of the profession of a teacher, we decided to make it our future career.
7. (После того, как [студенты] были проэкзаменованы), the students got certificates.
8. (Написанное) in pencil, the letter was difficult to make out.
9. A teacher must always keep up his/her knowledge while (обучая) others.
10. (Не зная) child psychology a teacher cannot be successful in his job.
11. (После того, как [вся литература] была прочитана), all the literature was discussed in class.
12. Students (обучаемые) at pedagogical universities should pay special attention to pedagogy and psychology.

Exercise 6. Read the sentences. Pay attention to different forms of the Gerund and translate the sentences. Match the forms. § 11.3.

- | | |
|--|--------------------|
| 1. I like <u>teaching</u> children. | a) Present Passive |
| 2. I enjoy <u>being taught</u> at the University. | b) Present Active |
| 3. I remember <u>having taught</u> my younger brother at 7. | c) Perfect Active |
| 4. I remember <u>having been taught</u> astronomy at school. | d) Perfect Passive |

Exercise 7. Define the functions of the Gerund. § 11.3.1.

Sentences with the gerund	Parts of the sentence
1. <u>Teaching</u> is my future profession. 2. My hobby is <u>playing</u> football. 3. I don't remember <u>doing</u> this exercise before. 4. Call me before <u>leaving</u> for Moscow. 5. He had a feeling of <u>being laughed</u> at. 6. Our main activities at the English lesson are <u>reading, translating and speaking</u> . 7. He admitted <u>having failed</u> in the exam. 8. What will you do after <u>graduating</u> from the University?	a) Object b) Subject c) Part of the predicate d) Attribute e) Adverbial modifier

***Exercise 8. Translate the sentences and define the functions of the Gerund in each sentence. § 11.3.1.**

1. Reading French is easier than speaking it.
2. Looking after children requires patience.
3. I'm sorry for keeping you waiting.
4. If we buy plenty of food now it will save shopping for the whole week.
5. Try to avoid driving in the rush hour.
6. We postponed making a decision till he would be given more information.
7. I remember my first teacher wearing a hat just like that.
8. The grass wants cutting.
9. These machines need regulating.

***Exercise 9. Complete the sentences with one of these verbs using the Gerund.**

begin	avoid	continue	suggest	hate
consider	like	be fond of	look forward	

1. Let's ... talking about the advantages of the teacher's profession.
2. Some of you are going to ... discussing pros and cons of working with children.
3. I ... speaking about the features of modern school.
4. I think we'll ... teaching children in the modern society.
5. She ... telling lies.
6. I ... playing with my little nephews.
7. My friend ... reading books to his children.
8. Sally tries to ... chatting too much.
9. They are ... to going to Sochi together.

Exercise 10. Use the correct preposition with the Gerund.

on	with	about	of (2)	from	to (2)
----	------	-------	--------	------	--------

1. We don't agree ... practicing such methods. 2. This boy was accused ... using his cell phone during the exam. 3. The young men are used ... spending much money on clothes. 4. Children often object ... eating something new and unknown. 5. Give me another chance ... doing the test. 6. How ... meeting me at the station? 7. Don't prevent him ... listening to the teacher. 8. The success of a teacher depends ... developing such qualities as generosity, responsibility, tolerance, kindness and so on.

Exercise 11. § 11.3.

A) Use different forms of the Gerund, answering the questions.

1. What do you prefer – teaching or being taught?
2. What do you like – giving lectures or being given lectures?
3. What do you dislike – ignoring people or being ignored?
4. What do you hate – telling lies or being told lies?
5. What do you enjoy – playing football or watching it over TV?
6. What are you fond of – giving presents or being given presents?

B) Say what you are (or are not) afraid of / fond of / like / hate.

Singing a song in public, giving lessons at school, solving difficult problems, taking exams, interrupting people, taking part in public discussions, speaking English with foreigners.

***C) Say what you or your friend succeeded in doing or failed doing.**

Learn to play the guitar, learn 3 foreign languages, pass an exam in mathematics, sing beautifully at a concert, learn to play tennis, write a good course paper.

***D) What do you usually do ...**

- ... before making a decision?
- ... before writing an important paper?
- ... before going to a party?
- ... before taking an exam?
- ... after passing an exam successfully?
- ... after flunking your exam?
- ... instead of doing some unpleasant thing?
- ... without having an umbrella on a rainy day?

Exercise 12. Choose the correct form of the Gerund, explain your choice.

1. They must admit (having been made; having made; being made) a mistake.
2. She had a feeling of (laughing; being laughed; having laughed) at.

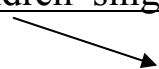
3. I hate (interrupting; having interrupted; being interrupted).
4. My friend is proud of (having been talked; talking; being talked) to by a famous scientist.
5. Lizzie denies (having spoken; speaking; having been spoken) to Dan yesterday.
6. Lizzie denies (speaking; having spoken; having been spoken) to by the headmaster.
7. Alex objects to (having helped; being helped; helping).
8. The man admits (having driven; having been driven; being driven) the car without a license.
9. Peter doesn't mind (being waited; waiting; having been waited) for his girlfriend.
10. The minister remembers (having asked; having been asked; asking) an unpleasant question during the interview.

Exercise 13. Continue the sentences using Gerundial Constructions.

§ 11.3.4.

1. I'd like to close the window. – Do you mind **my closing** the window?
2. John tells her lies. – She hates **John's telling** her lies.
3. Mary ignores me. – I don't like
4. I think I will be late for the meeting. – Will you excuse ...?
5. His parents treat him like a child. – I don't approve of
6. I think they should take part in the discussion. – I insist on
7. Jimmie plays the guitar wonderfully. – His mother enjoys
8. You interfere with my business, I don't like it. – I hate
9. Kate passed her exam well. – Can you imagine ...?

Exercise 14. Compare the word order in the Objective Infinitive Complex and its Russian translation. § 11.2.6, § 11.1.2.

1
2
 We heard children sing (singing) a song.

 Мы слышали, что / как дети поют песню.
 (чтобы)

Exercise 15. Read the sentences with the Complex Object and translate them into Russian. §11.1.2.

1. He wanted me to read.
2. I would like him to go with us.
3. We know her to have taken part in the conference.
4. I saw him draw this portrait.
5. I heard him come.
6. We watched them play chess.
7. She considered him to be the best actor.
8. Everyone knows the English language to be spoken on the

British Isles. 9. In Ireland, one can hear Irish be spoken. 10. One can find Scottish Gaelic to be used in Scotland.

***Exercise 16. Complete the sentences using Complex Object (infinitive with the particle “to”). § 11.1.2**

Model: *May Helen sit here? No, I don't want it. – I don't want her to sit here.*

1. He wants the book back. Bring it tomorrow.
2. Can Mary go alone? – No, I don't like it.
3. He is an honest man. Everybody knows it.
4. Barbie will do this work. Yes, we all expect so.
5. Did Paul take the letter? I don't remember.
6. Somebody must help him with his English. He expects it.
7. You must not talk about such things in the presence of the children. I don't like it.
8. I want you for a few minutes. Help me with the computer.

***Exercise 17. Combine the sentences using the Complex Object (infinitive without the particle “to”). § 11.1.2**

Model: *George came back home late tonight. I saw it. – I saw George come home late tonight.*

1. Did Bob close the door? – Yes, she heard it.
2. Bob left the house. – Really? I didn't hear it.
3. She stayed at home yesterday. They saw that.
4. Does George write compositions? – Yes, I watch the process every time.
5. They went out at eight. We saw it.
6. The students brought their books. The teacher noticed that.

Exercise 18. Pay attention to the Complex Subject and the word order in English and Russian sentences. § 11.1.3

Example: The events ² **are believed** ¹ to have taken ³ place in the 6th century.

Полагают, что события произошли в 6-м веке.

Exercise 19. Analyse the sentences with the Complex Subject and translate them into Russian. § 11.1.3

1. He seems to be unable to solve this problem.
2. The teacher is thought to be talented by most people.
3. The pupils are sure to be enjoying the lesson.
4. The headmaster is expected to make a speech at the party.
5. I happened to hear this yesterday.

****Exercise 20. Exclude the Complex Subject from the sentences.***

Model: The problem is likely to have been solved years ago. – The problem was (probably) solved years ago.

1. He seemed to enjoy the film. 2. The foreign teacher appeared to have been visited by her friends. 3. He was unlikely to know the answer. 4. Such situations seem to be impossible. 5. He is sure to have been there. 6. I happened to be out of town at that time. 7. Everything is sure to turn out all right. 8. The secret was reported to leak out. 9. You were expected to have heard that.

*****Exercise 21. Write out Complex Subject Constructions and translate the text.***

A New Vision of Teaching

The 21st century education is certain to dictate new roles for teachers in their classrooms and schools. The teachers are expected to know and do new things to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is sure to be shared in order to see better the purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers are expected to make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers are unlikely to cover material; they, along with their students, uncover solutions. They are supposed to teach existing core content developing skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, all students are made to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) proves to be included in the core content areas.
- Subjects and related projects seem to be integrated among disciplines and involve relationships with the home and community.
- Teachers are known to demonstrate the value of lifelong learning and to encourage their students to learn and grow.

TEXT FOR SUPPLEMENTARY READING

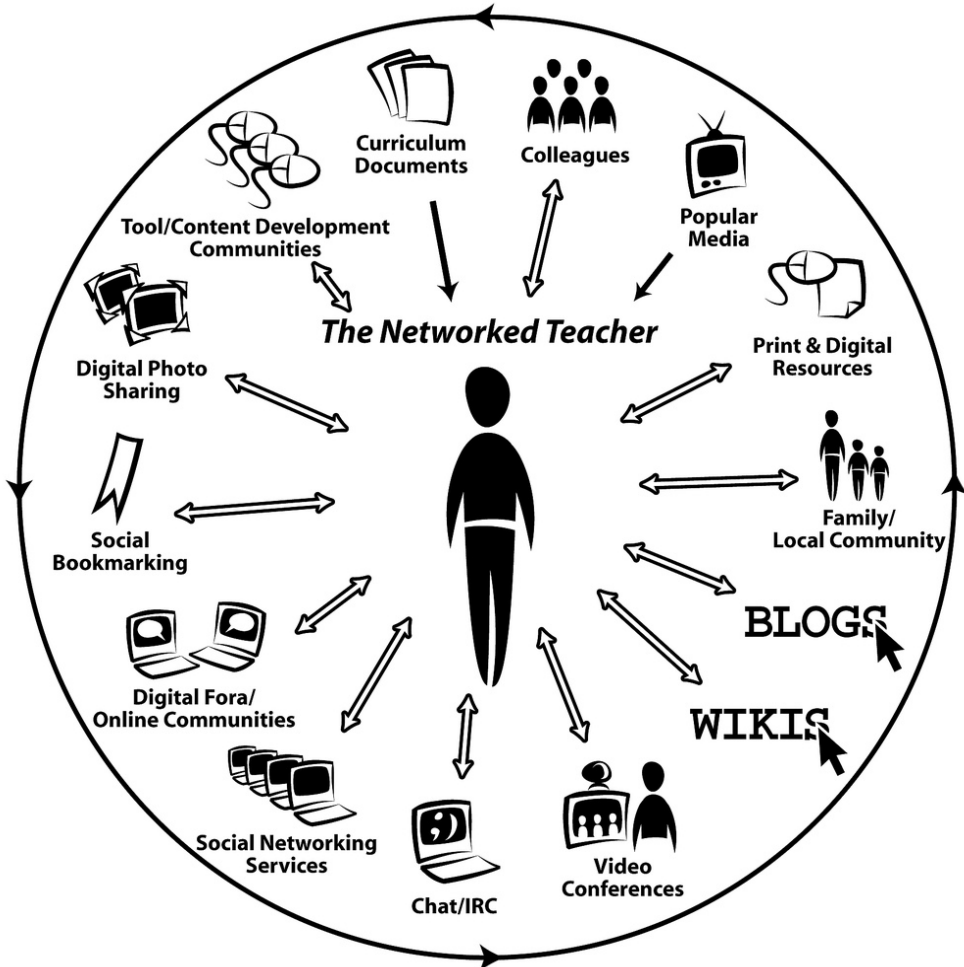
****Read the following text and do the tasks given below.***

Advice to a Young Teacher

1. A higher educational teaching qualification does not make you a professional, in the true sense of the word. Having graduated from the University or possessing a Bachelor degree does not automatically guarantee

that the service you provide, is a professional one. Read this article to find out how you can stand out as a true professional in your field: the classroom and school community.

2. Always be on time for work. A professional teacher understands the need to start the day well, every day. Truly professional teachers will make sure that they arrive at least ten minutes before the first bell rings, so as to prepare themselves mentally for the day ahead. Be prepared. Check your diary the night before and plan for your classes. Professional teachers plan thoroughly too for every lesson and class. They stick to their work program and assessment schedule, to ensure that not only syllabus content is covered, but also the necessary skills for their students' longer-term success in their specific subject or learning area. Make sure your notes and handouts are professionally presented.



3. Take an interest in every child. The better you get to know your students, the more influence you will have on their attitude towards your subject, and on their lives in general. Remember the adage: "Teachers touch eternity, they never know where their influence may end." Treat your students with respect. Never publicly humiliate or belittle your students. Leave their family, background, religion, behaviour, and personal circumstances out of public disciplinary processes and discussions.

4. Consult parents. Try to include parents in the educational process and encourage their support of the school's disciplinary processes and procedures. Be polite and calm when dealing with parents. Keep reminding them that every discussion about the child needs to be undertaken with the child's best interests at heart. As a teacher and a professional, you are likely to be judged by your words and actions. Be passionate, positive, and enthusiastic about your work. At all times, in your interactions with children, parents and members of the public, practice self-restraint, self-control, and assertiveness in declaring that all you do, after all, is in the best interests of the children in your care.

1. Say if it is true, false or there is no information in the text.

- a) After getting a Bachelor Degree you will become a real professional.
- b) A teacher should not discuss his children's personal information with others.
- c) A teacher should always dress tastefully and like a professional.
- d) A professional teacher should plan his/her work not only for every day, but for longer periods.

2. Choose the paragraph dealing with the following information.

- a) A teacher should be respectful for his pupils or students.
- b) A good teacher should try to make parents his supporters in maintaining school procedures.

3. Choose the correct answer to the question.

“How far does the influence of a teacher extend?”

- a) The teacher influences the attitude of his pupils to all the topics covered by his subject.
- b) The influence of the teacher often extends beyond the classroom.
- c) The teacher influences not only children in his care but also their parents and the community on the whole.

4. Choose the adequate summary of the text:

- a) A Bachelor Degree does not automatically make a young teacher a professional; he/she must take pains to become one.
- b) A teacher should be a model for his pupils in all respects.
- c) A good teacher works not only with children but also their parents.
- d) A teacher should be passionate, positive and enthusiastic about his work.

UNIT SIX
Lesson 1
Good Manners

Read and translate the following article.

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they are British they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:

- The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they hardly drink at lunchtime.
- The Germans like to talk business before dinner, the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.
- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.
- American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange

business cards immediately on meeting because it is essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal "Have a nice day!" American waiters have a one-word imperative "Enjoy!" The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather – unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link "Oh, really? You live in Ohio? I had an uncle who once worked there".

Oral Practice

Task 1. Answer the questions.

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understood their customs?
3. Which nationalities do not like to eat and do business at the same time?
4. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
5. What is the difference in behaviour of English and American businessmen?

Task 2. Discuss if these statements are true, false or there is no information in the text.

1. In Great Britain you are expected to shake hands with everyone you meet.
2. The British are happy to discuss business matters with their companions during a business lunch.
3. In France people prefer not to talk about business during meals.
4. It is not polite to insist on paying for a meal if you are in Italy.
5. Visitors to Germany never get taken out for meals.
6. American executives sometimes relax by putting their feet on the desk.
7. Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Germany.
8. British businessmen are often late for appointments.

Speaking

Business nowadays is very much an international and multinational activity. It is often during the talks that the cultural differences resulting from this fact are most evident.

1. What special cultural difficulties and needs would an American business person have in your country?
2. Think about social customs / behaviour, greeting people and meeting in general, language difficulties, food and eating habits (and meal table etiquette), and business situations (dress, negotiating, making deals, etc.)
3. Think of one or two examples of bad manners. For example, in Britain it is considered impolite to ask people how much they earn.
4. What advice would you give somebody coming to live and work in your country?

Writing

Translate this text from Russian into English.

Национальные особенности делового общения.

В каждой стране существуют свои обычаи делового общения. Национальные особенности имеют значение в переговорном процессе. Участники международного общения придерживаются единых норм и правил, тем не менее, национальные и культурные особенности могут оказаться весьма важными при деловых отношениях. Так, например, американцы внесли значительный элемент демократизма и прагматизма в практику делового общения. При деловых беседах на переговорах они концентрируют свое внимание на проблеме, подлежащей обсуждению. Стиль американского делового общения отличается профессионализмом. Что же касается общения партнеров в неформальной обстановке, то деловой прием в США – обычная вещь. Это благоприятный случай поговорить о семье и хобби, за столом не следует вести разговоры о политике и религии. Если вас пригласят в американский дом, то принесите в качестве подарка бутылку вина или сувенир.

Итальянцы экспансивны, горячи, порывисты, отличаются большой активностью. Немаловажное значение для представителей итальянских деловых кругов имеют неформальные отношения с партнерами. Крепкие напитки пьют редко. Обычно итальянцы употребляют местное вино, которое является непременным атрибутом любого обеда. Перед тем как выпить в Италии произносят «чин- чин», но тосты здесь не приняты.

Lesson 2

Writing 1 “A Memo”

A memorandum (or memo) is a very common form of business communication which is exchanged between members of the same organisation. The memo usually focuses on one message or piece of information, and often requests action to be taken. It may be sent to a single person or a group of people. There are many different techniques used in memo writing, but several basic rules should always be applied:

- Since memos are a little less formal than business letters, it is best to use simple language and a neutral tone.
- Keep your memo clear. Use short, simple sentences.
- A memo should not be any longer than one page. Most people do not have time to read long memos.
- The opening and closing formula can be more direct, and less formal than in a letter.

Pharmatec Pharmaceuticals is sending a delegation of executives to Japan for the first time to negotiate an important contract, so the executives are going to attend a series of seminars given by Tomomi Moriwake, a Japanese consultant.

Task 1. Learn how memos are organised.

- a** date (*дата*)
- b** name of the person / people the memo is addressed to (*имя адресата*)
- c** name of the person / people sending the memo (*имя отправителя*)
- d** information about the content of the memo (*главная тема*)
- e** introduction to the subject matter (*вступление*)
- f** main points (*основные вопросы*)
- g** conclusion, often recommending the action to be taken (*заключение, рекомендуемые действия*)
- h** closing, which can be the name or initials of the person sending the memo

Sample Memo

Qualcom Industries

- a** DATE 9th June
- b** TO All Marketing staff
- c** FROM ***Alan Stewart***, Marketing Manager (менеджер по маркетингу)
- d** SUBJECT New product launch (выпуск нового товара)
- e** I am delighted to inform you that the Finance Committee has approved (одобрил) the new product plans.

We need to get moving (взяться) ASAP (как можно скорее) on the marketing campaign.

- f**
- Could you send (выслать) me all the present market research data (данные) on the identified target (установленные плановые показатели).
 - I recommend we set up (собрать, организовать) focus groups (фокус-группы) for more up-to-date data (новейшие данные).
 - I would like to see a selection (подборку) of proposed (предлагаемых) brand names by the end of this week.
 - The creative team (творческая группа) must have a proposal for a print media (печатные средства массовой информации) and TV campaign by the end of this month.
 - We need to finalise (все завершить) and make decisions at the next meeting early next month.
- g** Make (предоставьте) this project an urgent priority (внеочередной приоритет). The team must meet the above deadlines (уложиться в вышеупомянутые предельные сроки).

h *A.S.*

Task 2. Read the memo from Managing Director to Human Resources Manager and match the parts of the memo (1-6) with the descriptions (a-f).

Memorandum

- 1 - c DATE 9th June
- 2 - TO Vincent Mills, Human Resources Manager
- FROM Philip Groves, Managing Director
- 3 - SUBJECT Seminars on Japanese culture and management
- Philip
- 4 - The trip to Japan has been confirmed for the 15th of next month. I've decided to go ahead with the seminars as we discussed.
- 5 - Could you contact the consultant you mentioned and get back to me about the following:
- the topics she covers
 - short description of each topic
 - whether you think we should use her services or look for someone else
- 6 - We haven't much time, so could you do this a.s.a.p. and also check the availability of the executives who will be involved in this training.
- P.G.

a The "body" of the memo.

- b A short heading which tells you what the memo is about.
- c When the memo is sent.
- d The conclusion of the memo, which often recommends a course of action.
- e Name of the person to whom the memo is sent.
- f A brief introduction to the memo giving the most important information.

Practice

Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки.

Task 1.

To _____ : Secretarial Supervisor
 (1) _____ : Claire McElroy
 (2) _____ : Demonstration of new office equipment

The (3) _____ of Smart Equipment will visit us on the 28 April to demonstrate their new computer and fax-machine which you are sure to be interested in.

Please arrange the time to meet him so that all your staff could be present.

(4) _____

Варианты ответов:

a) From b) Subject c) Sales Manager d) C.M.

Task 2.

To _____ : Eric Ford, Purchasing
 (1) _____ : Helen Wong, Marketing
 Subject _____ : (2) _____

Would you please (3) _____ for our new employee, and tell me when the furniture will arrive?

(4) _____

Варианты ответов:

a) Buying new furniture b) From c) H.W. d) buy a swivel chair and a desk

Task 3.

(1) _____ : Cole Hanson
 (2) _____ : Greg Murphy
 Date: 27 August 2008
 (3) _____ : Registration for FTN 370

I suggest the departments sending a message to all their students with details about the new subjects, and then let the students add themselves first come, first served.

Thank you for considering this, and please let me know if I can be of further assistance.

(4) _____ .

Варианты ответов:

a) Subject b) Y.M. c) To d) From

Writing 2 “Emails” and “Faxes”

Task 1. Learn how emails are organised.

- a** name of the person sending the email (*имя отправителя*)
- b** name of the person / people the email is addressed to (*имя получателя*)
- c** **cc (= carbon copy)** person / people who will also receive the mail though it is not addressed directly to them (*кому еще будут отосланы копии*)
- d** **bcc (=blind carbon copy)** person / people who will receive a copy without other people knowing (*«слепая копия», получателю «слепой копии» недоступен весь список адресатов рассылки*)
- e** date and time (*дата и время отправления*)
- f** **subject** (*предмет написания*), **re (=regarding – относительно чего-то)**, information about the content of the email (*содержание, главная тема*)
- g** files, documents, etc. sent separately rather than included in the actual message or body of the email (*приложение, прикрепление*)
- h** opening (*вступление*)
- i** body of the email (*само электронное сообщение*)
- j** closing (*заключение*)
- k** name and job title (*имя и должность отправителя*)

Sample Email (Formal)

- a** **From:** Sarah Bates, Personal Assistant
- b** **To:** Tom Peterson
- c** **Cc:** Alan Hickson, Production Manager
- d** **Bcc:** Katia Belmondo, Managing Director (*главный менеджер, управляющий, директор-распорядитель*)
- e** **Sent:** 12 January 200_ 14:54
- f** **Subject: Re:** Request for dispatch confirmation (*просьба о подтверждении отправки товара*)

- g Attachment:** Invoice doc (счет-фактура)
- h** Dear Mr Peterson
- i** Thank you for your mail. I have checked (сверился) with Mr Hickson, our Production Manager, and I can confirm that the 200 cases (контейнеров, ящиков) you ordered (заказали) left our warehouse (склад) yesterday and should arrive (должны прибыть) at their destination (в пункт назначения) by tomorrow at the latest. Please let me know if there is any delay (задержка).
I am sending a copy of the invoice as requested (согласно вашей просьбе), in the attached file (в прилагаемой папке).
- j** Yours sincerely (Искренне ваша)
- k** Sarah Bates
Personal Assistant (личный секретарь)

Task 2. Learn how faxes are organised and compare with the structure of e-mails. List the differences.

- a** letterhead (*шапка на фирменном бланке*)
- b** name of the person / people who will receive the fax (*имя получателя*)
- c** name of the person / people sending the fax (*имя отправителя*)
- d** sender's fax number (*номер факса отправителя*)
- e** date (*дата*)
- f** total number of pages (*общее количество страниц*)
- g** opening (*вступление*)
- h** body of the fax (*текст факса*)
- i** closing (*заключение*)
- j** signature (*подпись*)

Sample Fax

Central Hotel

- a** 194 Eastern Avenue
London, WC1 4AT
Tel: 020 798301

Fax Transmission (*передача факса*)

- b TO:** Christopher Hardy, PA
- c FROM:** Lynda Martel, Purchasing Manager
- d FAX NUMBER:** 020 755660
- e DATE:** Wednesday, 3rd April
- f NUMBER OF PAGES:** (including this – *включая эту*): 3
- g** Dear Christopher,

h Thank you for your fax and thank you for looking after things so well (хорошо присматриваешь за делами) while I'm out of the office.

I've decided to stay on an extra day to catch another fashion show and I'd like you to do the following:

- Cancel (отмени) tomorrow's taxi and arrange for (договорись, закажи) one same time Friday morning.
- Send reminders (напомни) about Friday afternoon's Product Managers' meeting to all participants (участникам).
- Photocopy (сделай ксерокопию) one copy of the attached (прилагаемого) price list and catalogue for each participant.
- Contact (свяжись с) Jeff Murrey from Finance and ask him if he can come. Tell him I'm bringing samples (образцы) and prices of the new lines I think we should buy.
- Email Mr Cameron and explain (объясни) why I'm coming back a day late.

See you Friday around 10am.

i Regards (с наилучшими пожеланиями)

j Lynda Martel

Practice

Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления факса или электронного сообщения.

Task 1.

To: BMarks@easynet.co.uk

(1) _____ : Jim.Byrne@lycos.com

(2) _____ : A one-day conference

Could you book (3) _____ in the name of Robert Dorey? If possible, he would prefer a non-smoking room. He's arriving on Thursday 5th June and leaving on the 7th in the morning. Could you find him somewhere comfortable but not too expensive, please?

Thanks.

(4) _____

Варианты ответов:

a) Subject b) Jim c) one single room d) From

Task 2.

(1) _____ : BMarks@easynet.co.uk

From: _____ robdore@lycos.com

(2) _____ : A conference

Dear Brian, this is to thank you for you hospitality during and after the conference. You made (3) _____ very memorable. Walking round the old town in the evening was really fascinating. If you come to Canada I would like to return your generosity.

Thank you.

Regards.

(4) _____

Варианты ответов:

a) Robert b) To c) Subject d) my visit

Task 3.

To: Marten Bros.
 +44 132 1175

(1) _____ : David Black

From: _____ Nathalie Druot

(2) _____ : 9 September

Subject: Sales trip

Dear David

I've tried to phone you several times but have been unable (3) _____.

I know you want to hear about my recent sales trip, so I'm faxing you this short report. ...

(4) _____

Nathalie.

Варианты ответов:

a) to contact you b) Attention c) Best wishes d) Date

L e s s o n 3

Writing 1 "The Curriculum Vitae"

Curriculum vitae = CV = resume (USA) = brief personal history (*резюме*).

Task 1. Learn how CVs are organized.

Name	Mirjam Brigitte Ott
Address	Landstrasse 482, CH 5962 Zurich, Switzerland
Place of Birth	Zurich
<i>(место рождения)</i>	
Nationality	Swiss, Father German, Mother French
Age (возраст)	22

Marital Status	Single
Education (образование)	11 years Swiss state school, 1 year Euro centre (Евро центр), passed Cambridge Certificate of Proficiency in English (владение английским), 1 year Secretarial College with emphasis on (с углубленным изучением) book-keeping and accountancy (бухгалтерское дело)
Languages	Fluent (бегло) French, German, Italian
Previous experience (стаж работы)	2 years in father's office – father is a jeweler (ювелир)
Interests	Travel, art, skiing, ballet

Task 2. Fiona Scott decides to apply for the job at Patagonia. Study her CV carefully to see how she has presented the information about herself. Where do you think each of the following headings should be placed? Are CVs in your country presented differently?

- a) References b) Education c) Activities d) Skills
e) Personal Details f) Professional Experience

- _____ Fiona Scott
52 Hanover Street
Edinburgh EH2 5LM
Scotland
Phone: 0131 4490237
E-mail: fiona.scott@caledonia.net
- _____ 1991-1992 London Chamber of Commerce and Industry
Diploma in Public Relations
1988-1991 University of London
BA (Honours) in Journalism and Media Studies (Class II)
1981-1988 Broadfield School, Brighton
A levels in German (A), English (B), History (B) and Geography (C)
- _____ 1995-present Public Relations Officer, Scottish Nature Trust.
Responsible for researching and writing articles on all aspects of the Trust's activities and ensuring their distribution to the press Editor of the Trust's monthly journal. In charge of relations with European environmental agencies.
1992-1995 Press Officer, Highlands Tourist Board. Preparation of

promotional materials and brochures. Co-ordination of media coverage. Summers of The Glasgow Tribune newspaper.

1990 and 1991 Two three-month training periods as assistant to the Sports Editor. Arranging and conducting interviews. Preparation of articles covering local community sports events.

4. _____

IT Office 2000 and Windows NT, Excel, Internet, Powerpoint
Languages Fluent German and proficient in French
Additional Driving license (car and motorcycle)

5. _____

Cross-country skiing, rock climbing and swimming

Ski Instructor (grade II)

Secretary of the local branch of "Action", an association organizing sports activities for disabled children.

6. _____

Geoffrey Williams	Brenda Denholm
Professor of Journalism	Sports Editor
University of London	The Glasgow Tribune

Writing 2 "Business Letters"

Task 1. Learn how business letters are organised.

- a** letterhead / address (but not name) of the writer (*фирменный бланк / адрес отправителя, без имени*)
- b** name and address of recipient (*имя и адрес получателя*)
- c** references (*ссылки на кого-либо, что-либо*)
- d** date (*дата*)
- e** opening (*вступление*)
- f** subject heading (*главная тема*)
- g** body of the letter (*само письмо*)
- h** closing (*заключение*)
- i** signature (*подпись*)
- j** name and job title (*имя и занимаемая должность*)
- k** enclosures (*вложение, приложение*)

Sample Letter

a

TechStart

Karelstraat 137
1051 Amsterdam
Netherlands
Tel. 00 31 20 98 74 63 35

b Carl Mays, Robert Ingram, Maria Ibanez
Stanfield Business School
Rochester
RC5 7JY (*ZIP Code – in USA, почтовый индекс*)
United Kingdom

c Our ref: TSBA/DK/136

d September 15th 2009

e Dear Carl, Robert and Maria,

f **Re:** Confirmation of award (Подтверждение присуждения награды)

pp: ... (= *per proxy, on behalf of – по поручению*)

g I am very pleased to announce that the project that your team presented to the annual TechStart business award committee has been selected as this year's winner. Congratulations to you all for your excellent Rainbow Systems project.

It is a great pleasure for me to be able to confirm this award. We will be arranging a meeting in late October. I am enclosing three invitations for the award ceremony, which will be held at TechStart's head office on the 7th October.

I look forward to seeing you on the 7th October and to having the pleasure of presenting you with the award in person.

h Yours sincerely, (С уважением,)

i *Dave Kloren* (подпись)

j Dave Kloren

Chief Executive (исполнительный директор)

k enc.

Task 2. Most business letters and faxes contain a lot of standard phrases. Notice how some standard phrases are used in this letter.

FOTOTECHNIQUE

31, rue de Constantine 16102 Cognac Cedex
Telefax: 45 39 16 11 Fax: 790 962 F Tel: 45 39 29 24

Mary Thatcher
Sales Manager
Galaxy Computer Supplies
221 Hills Road
Cambridge CB2 2RW

27 October 2010

Dear Ms Thatcher,

With reference to our telephone conversation today, I am writing to confirm our order for: 10 x Photoconductors Ref. No. 76905 A/K. I would be grateful if you could deliver them as soon as possible. Thank you for your help.

Yours sincerely,
Christophe Terrien
Director - Procurement.

Task 3. Study this list of standard phrases.

THE START

Dear Sir or Madam, *
Dear Mr Sloan, **
Mrs Sloan, **
Miss Sloan, **
Ms Sloan, **
Dear Mary-Lynn, ***

THE FINISH

Yours faithfully, *
Yours sincerely, **
Best wishes, ***
AMERICAN ENGLISH
Sincerely yours,
Yours truly,

* suitable if you don't know the name of the person you are writing to.

** suitable if you know their name.

*** suitable if the person is a close business contact or friend.

THE REFERENCE

With reference to your advertisement in the "Reporter",...
 your letter of 25th April, ...
 your phone call today, ...

THE REASON FOR WRITING

I am writing to enquire about ... / apologize for ... / confirm ...

REQUESTING

Could you possibly ... ?

AGREEING TO REQUESTS

I would be delighted to ...

I would be grateful if you could ...

GIVING BAD NEWS

Unfortunately ...

I'm afraid that ...

CLOSING REMARKS

Thank you for your help.

Please contact us again if we can help in any way.
there are any problems.
you have any questions.

REFERENCE TO FUTURE CONTACT

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

ENCLOSING DOCUMENTS

I am enclosing ...

Please find enclosed ...

Task 4. Use this list of standard phrases to complete the letters below.

Letter 1.

GEO ORT LTD

Tel: 01525 72245 Fax: 01525 72611

Dear Mr Cochet,

.....(1) phone call today, (2) for not sending
you our price list. (3) , it is still at the printers .
However, (4) a copy of the old list with the new
prices penciled in.

..... (5)

....., (6)

Jacqueline Scott.

Letter 2.

GEO ORT LTD

Tel: 01525 72245 Fax: 01525 72611

Dear Mary,

..... (1) your phone call yesterday. (2) to
confirm that (3) come and speak at the GMB Congress
in Manchester on July 13th. (4) send me a map showing
how to get to Queen Mary's Hall?

..... (5)

....., (6)

Jacqueline Scott.

Task 5. Complete the following letter using the correct word or phrase from the list below.

- a) I would be grateful ...
- b) Thank you for your help.
- c) I look forward to hearing from ...
- d) I am writing to confirm ...
- e) Could you possibly ... ?
- f) Yours ...
- g) With reference to ...

Dear Mr Hendrikson,

_____ ¹our telephone conversation today, _____ ²
that I will be in Sweden from 11-14 June. _____ ³ if you
could arrange for me to visit the Technical Department in Stockholm. If
possible, I would also like to meet Mr Elmqvist. _____ ⁴ also send me
a list of any hostels near Head Office that you would recommend, and I will
make the bookings from here?

_____ ⁵
_____ ⁶ you.
_____ ⁷ sincerely.

M K Vernon

Task 6. Now complete the reply using a word or phrase from the list below:

- a) I am afraid that ...
- b) Please contact us again if ...
- c) Thank you for your letter of ...
- d) I am enclosing ...
- e) I would be delighted to ...
- f) ... sincerely
- g) I look forward to meeting you ...
- h) I am writing to ...

Dear Mr Vernon,

_____ ¹ May 21.
_____ ² give you details of the arrangements for your visit.
_____ ³ show you round the Technical Department when
you arrive. I have arranged a visit for Monday June 12 at 11.00 am.
_____ ⁴ Mr Elmqvist will not be here when you come, but
his deputy, Mr Karlsbad, will be pleased to meet you.
_____ ⁵ a list of hotels near Head Office. I would
particularly recommend the Sheraton, which most of our visitors enjoy.
_____ ⁶ we can help in any way.

_____ ⁷ in June.
Yours _____ ⁸

K K Hendrickson

Practice

Расположите части делового письма в правильном порядке.

Task 1. 1 – ____, 2 – ____, 3 – ____, 4 – ____, 5 – ____.

a) Cell First, Inc.
10, Harbor Place
Baltimore
Maryland 21220
January 28, 2006

b) Best wishes,
Curt Marks
Special Projects Officer

c) In our telephone conversation yesterday, we discussed plans to conduct our training seminar at your conference center... I look forward to meeting you next week when I come to look over your facilities.

d) Dear Ms. Turner,

e) Jan Turner
Arrowhead East Conference
Center
412 Bellevue Lane
Annapolis, MD 21401

Task 2. 1 – ____, 2 – ____, 3 – ____, 4 – ____, 5 – ____.

a) Help the Ocean
2601 Ocean Park Avenue
Santa Monica, CA 90405
February 23, 2008

b) Dear Ms. Glass,

c) We are holding our annual meeting from May 2-5... I look forward to hearing from you soon.

d) Ms. Rachel Glass
Sunburst Conference Planning
P.O. Box 61875
Monterey, CA 93940

e) Sincerely yours,
Frank Feder
Director of Operations

Task 3. 1 – ____, 2 – ____, 3 – ____, 4 – ____, 5 – ____.

a) Dear Mrs. Bragg,

b) Yours sincerely,
Brenda Wallis

c) Suzanna Bragg
127 Polk Drive, No.112
Gary, Indiana, 46402

e) Meridian National Bank
12187 S. Polo Dr.
Fairfax, VA 22030
26 May 2008

d) After a thorough review of your application and the supporting documents you supplied, we have concluded that current financial situation precludes this institution from extending further credit to you at this time. When your financial picture changes and your current level of risk-exposure becomes lower we would be happy to reconsider your application.

L e s s o n 4

Different Types of Business Letters

There exist different types of business letters: letter of application (письмо-заявление), invitation letter (письмо-приглашение), letter of complaint (письмо-жалоба), letter of inquiry/request (письмо-запрос), enquiry reply (ответ на запрос), letter of apology (письмо-извинение), cover letter (сопроводительное письмо), acknowledgement letter (письмо-подтверждение) and others.

Writing 1 “The Letter of Application”

The letter of application can be as important as the CV in that it often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains four paragraphs in which you should:

- confirm that you wish to apply and say where you learned about the job
- say why you are interested in the position and relate your interests to those of the company
- show that you can contribute to the job by highlighting your most relevant skills and experience
- indicate your willingness to attend an interview (and possibly say when you would be free to attend)

Below you will find details from Fiona Scott’s letter of application. Look at the outline of the letter and indicate where the information below should go. (Put the paragraphs in the right order.)

a) Although I am presently employed by a non-profit making organisation, it has always been my intention to work in a commercial environment. I would

particularly welcome the chance to work for your company as I have long admired both the quality of the products that it provides and its position as a defender of environmental causes. As you will notice on my enclosed CV, the job you are offering suits both my personal and professional interests.

b) I would be pleased to discuss my curriculum vitae with you in more detail at an interview. In the meantime, please do not hesitate to contact me if you require further information. I look forward to hearing from you.

c) Dear Ms Baudoin

d) 8th January 2000

e) I am writing to apply for the position which was advertised last month in The Independent.

f) 52 Hanover Street
Edinburgh
EH2 5LM
UK

g) Nathalie Baudoin
Patagonia GmbH
Reitmorstrasse 50
8000 Munich 22
Germany

h) My work experience has familiarized me with many of the challenges involved in public relations today. I am sure that this, together with my understanding of the needs and expectations of sport and nature enthusiasts, would be extremely relevant to the position. Moreover, as my mother is German, I am fluent in this language and would definitely enjoy working in a German-speaking environment.

i) Fiona Scott

j) Yours sincerely

Work in pairs. Do you think that Fiona has a chance of getting the job? What are her strengths and weaknesses?

Writing 2 “Cover Letter”

A letter sent with, and explaining the contents of, another document or a parcel of goods is a cover letter. A check, a contract, a CV or any other business paper sent by mail should always be accompanied by a cover letter. The letter says what is being sent so that the recipient knows exactly what you intended to send. It is a typical everyday business letter which some people call “routine”.

Sample letter

Dear Sirs,

In reply to your letter of 22nd August, we enclose here with our latest catalogue and price-list, and apologize for not having sent these earlier.

The latest samples and patterns are being sent by separate post, and should arrive within seven days. The parcel is too bulky to send by air. We have noted your instructions to give future quotations CIF Rotterdam.

We look forward to receiving further orders when you have had a chance to go through the catalogue and examine the samples and patterns.

Yours faithfully, ...

Writing 3 “Acknowledgement Letter” and “Letter of Response”

You have just received an important document and a covering letter from your partner. Naturally you must answer it. A letter of acknowledgement (подтверждение) and letters of response (ответное письмо) are just saying “thank you” to your partner.

Sample letter 1

We acknowledge receipt of your Order № 152/AS for diesel engines dated 10 February 2012. As requested, we enclose the copy, duly signed, as order acknowledgement. We sincerely hope that you will be able to place repeat orders with us in the near future.

Yours faithfully, ...

Sample letter 2

We have received your letter of 10 June 2011 for which we thank you.

Please find enclosed our latest price list and catalogue, together with details of different types of carbon paper. We are also sending you under separate cover a full range of sample paper we are at present producing. Please do not hesitate to write if you require any further information.

Yours faithfully, ...

Writing 4 “Notifications and Announcements”

Your primary intention when sending a notification announcement is to inform the recipient about something. These kinds of letters can hardly be called routine, everyday correspondence.

Sample letter 1 (Announcement Letter - уведомление)

Dear Sirs,

In spite of our attempts to maintain prices at their present level we have been obliged to raise the price of our product owing to increased cost of raw materials (labor costs, distribution costs, etc.)

Sample letter 2 (Notification Letter - извещение)

Dear Sirs,

We wish to inform you that your order № 315 dated 29 August 2010 has been shipped today. The goods were shipped by truck through Collins Forwarding Agency FOB Glasgow.

We hope you will be satisfied with the goods and we look forward to more orders from you.

Yours faithfully, ...

Writing 5 “Introduction”

Letters that introduce are important, they do not only characterise, they advertise your company. The purpose of the letter is to persuade the reader that you are the best in business.

Sample letter

Dear Sirs,

I am writing to introduce ... (name), our Representative, and hope that you may be able to offer him some assistance. ... (name) is making a study in definite fields of science certain areas of Scotland and I'll be extremely grateful if you are able to give him any information which will help him to carry out his work.

Yours faithfully,

Writing 6 “Letter Of Request/ Enquiry”

Many requests are written in every business. A businessman writes to a supplier, asking for a catalogue; to a hotel, asking for a reservation; to a partner, asking for an appointment and so on. Very often asking letters sound like "please send me" messages, because they contain a request to send brochures, materials, catalogues, etc. An ordinary request turns into an enquiry if it deals with some commercial information.

Sample letter 1

Dear Sirs,

We do not appear to have received your latest catalogue and price-list, and should be glad if you airmail these to us without delay, together with some new samples and patterns.

Yours faithfully, ...

Sample letter 2

Dear Sirs,

We enclose a list showing the goods we require for delivery before the end of April.

Please let us have your lowest quotation by return.

Yours faithfully, ...

Writing 7 “Order Letter”

Some business firms use special order forms when ordering goods. Other companies send letters or even postal cards. When writing an order letter (письмо-заказ), accuracy is extremely important: figures and items must be correct.

Sample letter

Dear Sirs

Thank you for your quotation of 30 October 2012 . We have pleasure in placing an order with you for plaster: plaster, first quality, in casks of 150

kilos; price: U.S. \$ 30.00. per 1,000 kilos, f.o.b. Hamburg; quantity: 30,000 kilos; payment: 30 d/s draft against documents; deliver from factory 14 days after receipt of order.

We look forward to hearing from you soon.

Yours faithfully, ...

Writing 8 “Appointment and Invitation Letter”

Before you notify your partners of smb’s (or perhaps your own) visit to their firm, you must take certain steps to arrange this visit and, first of all, write a letter requesting an appointment. These requests are generally different from other kinds of requests, they sound more personal because you inform your partner of your plans. This is usually an important part of these letters which is logically connected with the invitation or request for an appointment.

Sample letter 1 (Appointment – назначение деловой встречи)

Dear sir

I shall be visiting Moscow next week as a member of the British-Russian Chamber of Commerce Delegation. It would be appreciated if I could visit your office on Thursday, 8 September, at a time convenient to yourself. If this date is not convenient could you please advise an alternative.

I look forward to receiving your confirmation.

Yours faithfully, ...

Sample letter 2 (Invitation - приглашение)

Gentlemen

From 1 to 14 April there will be a Garden Exhibition in Perm.

We would like to inform you that our best plants will be displayed at this exhibition. You will find several new examples which might be of special interest to you. We should be very happy if you visit our Stand № 5 in Exhibition Hall № 2. We have enclosed several tickets for the exhibition.

Sincerely yours, ...

Practice

Определите, к какому виду делового документа относится представленный ниже отрывок.

Task 1.

In the winter issue of Multimedia News we read that your company sells language laboratories. Our school needs a new language laboratory and we are looking for the best equipment.

Could you please send us information on your laboratories and include a price list and ordering information. Thank you for your assistance.

I look forward to hearing from you.

Варианты ответов:

- a) CV b) Letter of complaint c) Contract d) Letter of enquiry / request

Task 2.

Dear Akram,

Thank you for your fax. I was sorry to hear that you've had some problems with the WR 458. We do all we can to make sure that our product leave our factory in perfect condition, but unfortunately sometimes a bad one does slip through. If you can arrange for it to be returned to me, I'll let you have a replacement by return.

Hoping that you are keeping well,

Regards

Tony

Варианты ответов:

- a) Offer letter
- b) Enquiry Response
- c) Invitation Letter
- d) Letter of Apology

Task 3.

Dear Mr Marinichenko,

I'm a first-year student in the MBA program at the Wharton Business School in Philadelphia. ...

I wish to place my experience at the disposal of your airline. I have enclosed a copy of my resume. If my background and qualifications are of interest to you, please telephone me at (215) 748-3037.

Варианты ответов:

- a) Cover Letter
- b) Appointment Letter
- c) Letter of Introduction
- d) Order Letter

Task 4.

Dear Mr North,

... The most suitable of our products for your requirements is the Artemis 66A Plus. This product combines economy, high power output and quick charging time and is available now from stock.

Варианты ответов:

- a) Offer Letter
- b) Application Letter
- c) Announcement Letter
- d) Cover Letter

Task 3.

1.1. The Seller has sold and the Buyer has bought the machinery, equipment, materials, and services as listed in Appendix 1 being an integral part of this Contract. ...

Варианты ответов:

- a) Notification Letter
- b) Contract
- c) Letter of Request
- d) Acknowledgement Letter

Lesson 5

Writing 1 “An Envelope”

Learn how envelopes are written.

*Отправитель, обратный адрес
(the sender, the return address)*

- название фирмы (*the sender’s name*)
- номер дома, улица (*the house number, the street name in the return address*)
- город (*the town the letter comes from*)
- индекс (*ZIP Code in the return address*)
- страна (*the country, the state the letter come from*)

*Получатель, почтовый адрес
(the addressee, the mailing address)*

- имя, фамилия / фирма (*the addressee*)
- название фирмы (*company’s name*)
- номер дома, улица (*the house, the street ...*)
- город (*the town the letter is sent to*)
- индекс (*ZIP Code in the mailing address*)
- страна (*the country the letter is sent to*)

Practice

Перед вами конверт. Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

Task 1. 1 – ____, 2 – ____, 3 – ____, 4 – ____, 5 – ____, 6 – ____.

(1) Design Plus

55 (2) Stevenson Road

(3) San Francisco, CA 94015

(4) Mr. P.T. Vitale

(5) Mutual Insurance Company

33 South Street

New York, (6) NY 3476

Варианты ответов: A) the sender’s name

B) the town letter comes from

C) the street name in the return address

D) the addressee

E) the ZIP Code in the mailing address

F) the addressee’s company name

Task 2. 1 – ____, 2 – ____, 3 – ____, 4 – ____, 5 – ____, 6 – ____.

Harvard Plastics Inc. (UK)

(1) Birmingham (2) B189LL

(3) United Kingdom

(4) The President

(5) Harvard Plastics Inc.

Broadway

(6) New York, NY 10018

USA

Варианты ответов: A) the town in the return address

B) the addressee's company name

C) the country the letter comes from

D) the ZIP Code in the return address

E) the addressee

F) the town in the mailing address

Task 3. 1 – ____, 2 – ____, 3 – ____, 4 – ____, 5 – ____, 6 – ____.

(1) Gary F. Marshal

Pacific Electronic

1325 Alan Boulevard

(2) Santa Monica, CA (3) 90415

(4) Ms. Eleanor R. Fleming

246 Shasta Avenue

(5) Redding, CA (6) 96001

Варианты ответов: A) the town in the return address

B) the sender's name

C) the ZIP Code in the mailing address

D) the ZIP Code in the return address

E) the addressee

F) the town in the mailing address

Writing 2 “Agenda” (Повестка дня)

Role – play “the minutes of the meeting” (протокол собрания)

Task 1. Read the text and make notes about the situation.

Your company is negotiating an alliance with a company which insists that employees only work 35 hours per week. If your company goes ahead with the alliance, the employees will not have to take a salary cut but they will not be allowed to work overtime. Ordinary workers, who often work overtime to earn extra money, will therefore lose some of their earning potential. Executives in the company who are not paid overtime will be less concerned about that, but the 35-hour week will have other consequences for them. If they don't have enough time to complete their projects, they will have to share power and control with new employees who will need to be brought in to meet work demands.

Task 2. In groups, you will be given a role to play. Read the agenda and your role carefully. Then prepare how you will express your opinions and suggestions at the meeting. Be prepared to agree and disagree with the other participants.

1. The chairperson will bring everybody up to date on the negotiations concerning the alliance. If it goes ahead we will be obliged to adopt their policy of working a 35 hour week. (2 mins.)
2. Each person will be invited to put forward his/her views on this situation. (2 mins. per person)
3. A general discussion period will follow, where each member will put forward suggestions and recommendations to help reach a satisfactory compromise. Action points will be decided upon. (5 mins.)
4. The chairperson will appoint people to be responsible for the various action points. (2 mins.)

Task 3. In groups, conduct the meeting. Every member should take notes in order to write a full report on the meeting later. Feel free to add other opinions and recommendations.

Task 4. Using the notes you took at the meeting, write the minutes.

Remember the minutes of a meeting should include:

- a summary of the chairperson's introduction
- a summary of the opinions and suggestions made by the participants
- the action points that were decided upon
- the people involved in carrying out the action points
- the deadlines that were fixed
- the date and time of the next meeting

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