

МИНОБРНАУКИ РОССИИ
федеральное государственное бюджетное
образовательное учреждение высшего образования
«Череповецкий государственный университет»

ГУММАНИТАРНЫЙ ИНСТИТУТ

институт (факультет)

ИНОСТРАННЫХ ЯЗЫКОВ

кафедра

**УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ
ДИСЦИПЛИНЫ (МОДУЛЯ) К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ
И
САМОСТОЯТЕЛЬНОЙ РАБОТЕ**

Наименование дисциплины (модуля):

**МОДУЛЬ: КОММУНИКАТИВНЫЙ
ДИСЦИПЛИНА: ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
СФЕРЕ**

(полное наименование дисциплины (модуля) в соответствии с учебным планом)

**Уровень профессионального образования, в рамках которого изучается
дисциплина (модуль):**

Высшее образование-бакалавриат

(высшее образование - бакалавриат; высшее образование - специалитет, магистратура; высшее образование -
подготовка кадров высшей квалификации по программам подготовки научно-
педагогических кадров в аспирантуре)

Направление подготовки (специальности):

01.03.02 ПРИКЛАДНАЯ МАТЕМАТИКА И ИНФОРМАТИКА

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Учебно - методические материалы по дисциплине подготовлены в соответствии с рабочей программой дисциплины на основе ФГОС ВО по направлению подготовки 01.03.02 Прикладная математика и информатики (профиль Искусственный интеллект)

1 УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

ТЕМА 1

Базовый уровень

- Понятийный аппарат по теме. Основные речевые клише, необходимые для построения презентации. Основные клише, необходимые для реферирования текста профессионального характера.
- Устройство на работу. Резюме (CV). Собеседование при устройстве на работу.
- Действительный и страдательный залог.
- Условное наклонение (Первый тип).
- Сложное дополнение/подлежащее .

Повышенный уровень

- Понятийный аппарат по теме. Основные речевые клише, необходимые для построения презентации. Основные клише, необходимые для реферирования текста профессионального характера
- Устройство на работу. Резюме (CV). Собеседование при устройстве на работу.
- Действительный и страдательный залог
- Условное наклонение(Первый тип). Частные случаи использования условного наклонения в письменной речи
- Сложное дополнение/подлежащее. Частные случаи использования неличных форм глагола в письменной речи

Практическое занятие 1

1. Прочитайте данные слова и выучите их:

Positive Qualities — Положительные качества

affectionate нежный

candid/frank искренний

calm спокойный

caring заботливый

charming to smb очаровательный

cheerful жизнерадостный

courageous смелый, отважный

devoted преданный

disciplined дисциплинированный

easy-going легкий в общении

energetic энергичный

fair-minded справедливый

friendly to smb дружелюбный

funny забавный

generous щедрый

gentle мягкий, добрый

hard-working трудолюбивый
honest честный
level-headed/well-balanced рассудительный, уравновешенный
light-hearted легкий в общении
nice to smb приятный
optimistic оптимистичный
outgoing/easy-going общительный, дружелюбный
perceptive восприимчивый
polite вежливый
tidy аккуратный
thoughtful заботливый, внимательный
truthful правдивый
rebellious непокорный

Neutral Qualities — Нейтральные качества

calm тихий, спокойный
carefree беззаботный
humble скромный, робкий
impulsive импульсивный
gullible доверчивый, наивный
obedient послушный, подчиняющийся
placid спокойный
proud гордый
reserved необщительный, скрытный
sensitive чувствительный, восприимчивый
shy застенчивый
straightforward открытый
strict строгий
timid неуверенный, робкий
unstable непостоянный

Negative Qualities — Отрицательные качества

bossy властный
boastful хвастливый
depressed подавленный
angry сердитый
aggressive агрессивный
cowardly трусливый
cunning остроумный

fussy суетливый, привередливый
forgetful рассеянный
narrow-minded мелочный, недалекий
nosy любопытный
stubborn упрямый, неподатливый
pig-headed упрямый как осел
arrogant высокомерный
tight-fisted скупой
brusque грубый
extravagant расточительный
obstinate упрямый
odd странный
pompos пафосный
pushy бесцеремонный, настырный
self-centered эгоистичный, самовлюбленный
spiteful злобный
vain показной, самолюбивый
vindictive мстительный, злопамятный
violent/ruthless жестокий
unreliable ненадежный
weak-willed слабовольный

2. Опишите себя (своего коллегу), используя следующие слова:

I think of myself as ... -

I would describe myself...

My neighbours see me as...

I am proud to be...

3. What things do you usually notice about new people when you meet them for the first time? For example, do you typically notice their eyes, clothes, voice, character, hair, body language, or something else?

4. Изучите сновные речевые клише, необходимые для построения презентации.

Начало презентации	
Good morning / afternoon / evening ladies and gentlemen	Доброе утро / день / вечер дамы и господа
My name is... I am ...	Меня зовут ... Я являюсь ...
Today I would like to talk with you about ...	Сегодня я хотел бы поговорить с вами о...
My aim for today's presentation is to give you information about ...	Цель моей сегодняшней презентации – проинформировать вас о...
I have been asked to comment on what I think of	Меня попросили сказать / прокомментировать,

the way ...	что я думаю о способе ...
Please feel free to interrupt me if there are any questions.	Пожалуйста, не стесняйтесь прерывать меня, если возникнут любые вопросы.
If you have any questions, please feel free to ask me at the end of the presentation.	Если у вас есть какие-либо вопросы, пожалуйста, задайте их по окончании презентации.
Сообщение о плане презентации	
At the outset ...	Вначале ...
First of all, ... / Above all, ...	Прежде всего ...
First I would like to talk about ...	Сначала я хотел бы сказать о ...
I'd like to start by saying ...	Я бы хотел начать с ...
Before discussing ...	Перед тем как обсуждать ...
Describing this process, it is necessary to start with ...	Описывая этот процесс, необходимо начать с ...
Firstly, we must become accustomed to the terminology, which uses ...	Сначала мы должны ознакомиться с терминологией, которую использует ...
I'd like to come to the right point ...	Я бы хотел сразу приступить к делу ...
I am going to divide my review / report / article into 3 areas / parts ...	Я собираюсь разделить свой обзор / доклад / статью на 3 части ...
I will begin with a definition of ..., then go on to a brief review ...	Я начну с определения ..., затем перейду к краткому обзору ...
Let us start by mentioning a few facts ...	Давайте начнем с упоминания некоторых фактов ...
Then I would like to take a look at...	Затем я хотел бы взглянуть на ...
Following that we should talk about ...	Вслед за этим мы должны поговорить о ...
Lastly we are going to discuss ...	В заключение мы обсудим ...
I would like to talk to you today about _____ for _____ minutes.	Сегодня я хотел бы поговорить с вами о _____ в течение _____ минут.
We should be finished here today by _____ o'clock.	Мы должны закончить сегодня к _____ часам.
Управление презентацией	
Now we will look at ...	Сейчас мы посмотрим на ...
I'd like now to discuss...	Я бы хотел обсудить сейчас ...
Before moving to the next point I need to ...	Прежде чем перейти к следующему вопросу, мне необходимо ...
Let's now talk about...	Давайте сейчас поговорим о ...
Let's now turn to...	Давайте перейдем сейчас к ...
Let's move on to...	Давайте перейдем к ...
That will bring us to our next point ...	Это приведет нас к нашему следующему пункту ...
Moving on to our next point ...	Переходим к нашему следующему пункту ...

Let us now turn to ..., namely to ...	Теперь перейдем к ..., а именно к ...
We come now to the description of ...	Теперь мы подошли к описанию ...
Let's switch to another topic ...	Перейдем на другую тему ...
Let us now proceed to consider how ...	Давайте перейдем к рассмотрению того, как ...
Firstly ...	Во-первых ...
Secondly ...	Во-вторых ...
Thirdly ...	В-третьих ...
I'd like to describe in detail ...	Я бы хотел подробно описать ...
Let's face the fact ...	Давайте обратимся к факту ...
Consider another situation.	Рассмотрим другую ситуацию ...
Let's go back a bit to ...	Давайте немного вернемся к ...
It will take up too much time / space ...	Это займет слишком много времени / места ...
This point will be discussed later / after ...	Этот вопрос будет обсуждаться позднее / после ...
Lastly ...	Наконец / в заключение ...
Eventually we must confess ...	В конечном итоге, мы должны признаться ...
Now we come to the final phase of ...	Теперь перейдем к заключительному этапу ...
One more question remains to discuss ...	Остается еще один вопрос для обсуждения ...
And the last point, ...	И последний вопрос / замечание, ...
A final remark.	Последнее замечание.
Подведение итогов	
I would just like to sum up the main points again ...	Я бы еще раз хотел подвести итоги основных пунктов ...
If I could just summarize our main points before your questions. So, in conclusion ...	Я хочу только подвести итоги наших главных пунктов перед тем, как вы начнете задавать вопросы. Итак, в заключение ...
Finally let me just sum up today's main topics ...	В заключение, позвольте мне подвести итоги сегодняшних основных тем ...
Concluding what has been said above, I want to stress that ...	Подводя итог тому, что было сказано выше, я хочу подчеркнуть, что ...
I will sum up what has been said ...	Я подытожу все сказанное ...
To conclude this work ...	В завершение этой работы ...
To summarize, the approach to ... described here is ...	Резюмируем: подход к ..., описанный здесь, состоит в ...
We arrived at the conclusion that ...	Мы пришли к заключению, что ...
We shouldn't rush to a conclusion ...	Мы не должны делать поспешный вывод ...
We find the following points significant ...	Мы находим важными следующие моменты ...
We can draw just one conclusion since ...	Мы можем сделать лишь один вывод, поскольку ...

As a summary I would like to say that ...	В качестве обобщения, я бы хотел сказать, что ...
Finally, the results are given in ...	И, наконец, результаты представлены в ...
Уточнения	
I'm sorry, could you expand on that a little?	Простите, можно немножко поподробнее?
Could you clarify your question for me?	Могли бы вы прояснить этот вопрос для меня?
I'm sorry I don't think I've understood your question, could you rephrase it for me?	Извините, по-моему, я не понял вашего вопроса. Могли бы вы изложить его иначе (перефразировать) для меня?
I think what you are asking is ...	Я думаю то, о чем вы спрашиваете, это ...
If I've understood you correctly you are asking about ...	Если я правильно вас понял, вы спрашиваете о ...
So you are asking about ...	Итак, вы спрашиваете о ...
Разные полезные фразы	
Thus ...	Таким образом ...
Thus we see ...	Таким образом, мы видим ...
In consequence ...	В результате ...
In consequence of ...	Вследствие ...
Turning now to possible variants ...	Переходя теперь к возможным вариантам ...
We can further divide this category into two types ...	В дальнейшем мы можем разделить эту категорию на два типа ...
>We can now go one step further ...	Теперь мы можем продвинуться на шаг вперед ...
That is why we have repeatedly suggested that ...	Вот почему мы неоднократно предлагали ...
However this conclusion may turn out to be hasty, if ...	Однако этот вывод может оказаться поспешным, если ...
Maybe we could get definite results at an earlier date ...	Возможно, мы могли бы получить определенные результаты на более раннюю дату (раньше) ...
No definite conclusions have so far been reached in these discussions ...	В ходе этих дискуссий так и не были сделаны какие-либо определенные выводы ...
Results are encouraging for ...	Результаты обнадеживающие, поскольку ...
Results from such research should provide ...	Результаты такого исследования должны обеспечить ...
That yields no results ...	Это не дает никаких результатов ...
The logical conclusion is that ...	Логическим заключением является то, что ...
The result was astounding ...	Результат был ошеломляющим ...
The results are not surprising ...	Результаты неудивительны ...
Then eventually I came to the conclusion that ...	Затем, со временем, я пришел к выводу, о том что ...

There are two important consequences of ...	Есть два важных следствия ...
The first step is to develop ...	Первый шаг состоит в том, чтобы разработать ...
The second phase of is that ...	Второй этап ... в том, чтобы ...
There are two main stages in the procedure ...	В данной процедуре есть два главных этапа ...
Although I think that ...	Хотя я полагаю, что ...
I strongly believe that ...	Я решительно полагаю, что ...
In order to understand ...	Для того чтобы понять ...
It has to be said that ...	Необходимо сказать, что ...
Many experts are coming to believe that only ...	Многие эксперты все больше приходят к убеждению, что только ...
Some experts, however, think that ...	Некоторые эксперты, однако, думают, что ...
Someone may say that ...	Кто-то может сказать, что ...
Though we used to think ...	Хотя мы привыкли полагать ...
It is generally considered that ...	Обычно полагают, что ...
We should realize that ...	Мы должны осознавать, что ...
Now we understand why it is so hard to ...	Теперь мы понимаем, почему так трудно ...
Consider how it can be done ...	Рассмотрим, как это может быть сделано ...
At first glance it would seem that ...	На первый взгляд могло бы показаться, что ...
It can be viewed in a different light ...	Можно иначе смотреть на это ...
It has been assumed that ...	Предполагалось, что ...
Let us assume for a moment that ...	Предположим на минуту, что ...
Suppose, for example, that ...	Предположим, например, что ...
Though it might seem paradoxical, ...	Хотя это могло бы показаться парадоксальным ...
You might know that ...	Вы, возможно, знаете, что ...
But it can be claimed that ...	Но можно утверждать, что ...
Let us not forget that ...	Давайте не будем забывать, что ...
This simplified approach ignores the importance of ...	Этот упрощенный подход игнорирует важность ...

5. Сделайте презентацию на одну из предложенных тем, используя данную лексику:

- 1) Perfect employee.
- 2) Job description.
- 3) My workplace.

Практическое занятие 2

1. Расскажите, как вы выбираете статью для исследования, используя следующие слова:

to skip — пропустить, пролистать;
to skim — читать по диагонали;
to look up — искать, просматривать;
to dip into — просматривать поверхностно;
to browse — просматривать книгу в магазине, неспешно выбирать;
to peruse — внимательно, досконально прочесть;
to refer to — сослаться на, обращаться к;
to wade through — дойти до конца, осилить;
to flip through — бегло просмотреть, пролистать;
to read from cover to cover — прочесть от корки до корки.

2. Сделайте реферирование статьи, используя следующие выражения:

1. Название статьи, автор, стиль.

The article I'm going to give a review of is taken from... — Статья, которую я сейчас хочу проанализировать из...

The headline of the article is — Заголовок статьи...

The author of the article is... — Автор статьи...

It is written by — Она написана ...

The article under discussion is ... — Статья, которую мне сейчас хочется обсудить,

The headline foreshadows... — Заголовок предвещает

2. Тема. Логические части.

The topic of the article is... — Тема статьи

The key issue of the article is... — Ключевым вопросом в статье является

The article under discussion is devoted to the problem... — Статью, которую мы обсуждаем, посвящена проблеме...

The author in the article touches upon the problem of... — В статье автор затрагивает проблему....

I'd like to make some remarks concerning... — Я бы хотел сделать несколько замечаний по поводу...

I'd like to mention briefly that... — Хотелось бы кратко отметить...

I'd like to comment on the problem of... — Я бы хотел прокомментировать проблему...

The article under discussion may be divided into several logically connected parts which are... — Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

3. Краткое содержание.

The author starts by telling the reader that — Автор начинает, рассказывая читателю, что

At the beginning of the story the author — В начале истории автор

describes — описывает

depicts — изображает

touches upon — затрагивает

explains — объясняет

introduces — знакомит

mentions — упоминает

recalls — вспоминает

makes a few critical remarks on — делает несколько критических замечаний о

The story begins (opens) with a (the)

description of — описанием

statement — заявлением

introduction of — представлением

the mention of — упоминанием

the analysis of a summary of — кратким анализом

the characterization of — характеристикой
(author's) opinion of — мнением автора
author's recollections of — воспоминанием автора
the enumeration of — перечнем
The scene is laid in ... — Действие происходит в ...
The opening scene shows (reveals) ... — Первая сцена показывает (раскрывает) ...
We first see (meet) ... (the name of a character) as ... — Впервые мы встречаемся с (имя главного героя или героев)
In conclusion the author
dwells on — останавливается на
points out — указывает на то
generalizes — обобщает
reveals — показывает
exposes — показывает
accuses/blames -обвиняет
mocks at — издевается над
gives a summary of -дает обзор

4. Отношение автора к отдельным моментам.

The author gives full coverage to... — Автор дает полностью охватывает...
The author outlines... — Автор описывает
The article contains the following facts.../ describes in details... — Статья содержит следующие факты / подробно описывает
The author starts with the statement of the problem and then logically passes over to its possible solutions. — Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.
The author asserts that... — Автор утверждает, что ...
The author resorts to ... to underline... — Автор прибегает к ..., чтобы подчеркнуть ...
Let me give an example... — Позвольте мне привести пример ...

5. Вывод автора.

In conclusion the author says / makes it clear that.../ gives a warning that... — В заключение автор говорит / проясняет, что ... / дает предупреждение, что ...
At the end of the story the author sums it all up by saying ... — В конце рассказа автор подводит итог всего этого, говоря ...
The author concludes by saying that.../ draws a conclusion that / comes to the conclusion that — В заключение автор говорит, что .. / делает вывод, что / приходит к выводу, что

6. Выразительные средства, используемые в статье.

To emphasize ... the author uses... — Чтобы акцентировать внимание ... автор использует
To underline ... the author uses... Чтобы подчеркнуть ... автор использует
To stress... — Усиливая
Balancing... — Балансируя

7. Ваш вывод.

Taking into consideration the fact that — Принимая во внимание тот факт, что
The message of the article is that /The main idea of the article is — Основная идея статьи (послание автора)
In addition... / Furthermore... — Кроме того
On the one hand..., but on the other hand... — С одной стороны ..., но с другой стороны ...
Back to our main topic... — Вернемся к нашей основной теме
To come back to what I was saying... — Чтобы вернуться к тому, что я говорил
In conclusion I'd like to... — В заключение я хотел бы ...
From my point of view... — С моей точки зрения ...

As far as I am able to judge... — Насколько я могу судить .

My own attitude to this article is... — Мое личное отношение к

I fully agree with / I don't agree with — Я полностью согласен с/ Я не согласен с

It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. — Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

I have found the article dull / important / interesting / of great value — Я нахожу статью скучной / важной/ интересной/ имеющую большое значение (ценность)

3. Сделайте обзор любой статьи по специальности с опорой на текст.

The article "why have there been no great female artists?" was written by an American art historian famously known as Linda Nochlin. Throughout my entire reading of the essay, it is clear that the article focuses on the history of the feminist art and the theory of the feminist art. The author begins the article by an illustration of the facts about her will to take her feminist stance differently from the recent feminist activities. Linda Nochlin drives most of her argument through the appeal of emotions that provide a historical investigation. A keen reader will realize that the author points out some important issues regarding the problems that women face in the modern society by providing a standard discussion of other issues that women face socially. We should not judge women while answering this question, but rather find out what is going on in the organization of art (Nochlin and Linda 54).

It is evident from the reading that Linda portrays prove about the semireligious commencement of the role of artists that is more prevalent in the nineteenth era. You will always find notable artists with sentimentalized stories accompanying their success, for instance in the case of a weak position in their life (Nochlin and Linda 43). From the article, it is clear that the anticipation of the women and the aristocrats in the society does not leave the women at any time of their life to devote their lives to art. Linda also discusses the fact that it is incorrect to argue that all the countless women artists are different from the countless men artists. It is not correct to state that people like the Eskimo tennis players are great since it is an apparent fact they are not great. A keen reader will realize that in the same particular way that there are great women writers, for instance, Sylvia Plath smartness of writing; then this can also be compared to that of the male writers (Parker, Rozsika and Griselda 98). In this case, the women artists can easily be equated to the males artists in their respective periods of time. Article Review Why Have There Been No Great Female Artists Linda Nochlin also notes that the reason as to why there are no great women in art is due to the lack of chances for the women who are in the art. Notably, it is not correct to argue that art is a different job from any other ground that requires some decent prospects and training (Haynes, Rachael, and Courtney 76). It is always inappropriate to assume that the notable artists are born being great. It is also inappropriate to believe that the great artist was born being a genius or containing some secretive supremacies which make them notable artists. Every artist was once an apprentice or a student to a diverse artist while some had a family background that had some artists.

Linda Nochlin appears to argue that all these forms of enlightening institutions were not accessible to the females as enthusiastically as to the men. It is unfortunate that most of the upcoming artists could only look at the established male artists. It is also worth noting that only men in the family could learn the art. The art school and teachers also accepted only the male students. From the article, one will keenly realize that even the females who had the ability to train art came from the extremely wealthy families. All these ladies could only study art as being a hobby and not as a career that could later support them in future. Regarding Linda Nochlin, it is the lack of these training opportunities that can explain why great female artists do not exist. arguments on how language came to be, and even the evolutionary theory has failed them. For this reason, it remains unclear how people developed language, and the efforts towards learning this may become futile, just like the case of the French, who decided to ban such discussions.

Практическое занятие 3

Carrier. Job Application. Resume. Interview.

1. Прочитайте, переведите текст, составьте подобное резюме.

Applying for a Job

Information, which includes your suitability to the job, should be highlighted. This information is called a resume. If you have had previous experience in various phases of employment, it may be to your advantage to have two-three different resumes, each emphasizing a different area of competence.

1. It is a standard practice to begin the resume with personal data. Essentials such as your name, address, social insurance number, home phone number and business phone number (recommended only if your

present employer is aware of your job search). Facts, such as your date of birth, marital status, and number of dependents, may also be included.

2. An option, which may be included in your resume, is a brief explanation of your career objective or goals. This is usually included following personal data. If you have only one version of your resume, it may be best to include this section in a covering letter so that you can tailor it to the specific position for which you are applying.

3. The structure of the next portion of your resume will depend a great deal on the extent of your work history. If you are a recent graduate with limited business experience, begin with your education first. Highlight achievements and honours, and note extracurricular activities. Expand on any courses you took which are relevant to the position you desire, or specialized training you may have participated in. Progress to your part-time or summer employment, and indicate responsibility and achievements.

4. If you possess a strong background in the work, you should begin with your work experience first. Information provided here will include a job title, name of employer, address, date of employment, and a brief summary of duties. Emphasize responsibilities and highlight personal achievements, advancement and recognition. Your list of positions should be in reverse chronological order, so begin with your current employer.

Next, your resume could include a brief section designed to give employers an insight into your leisure and non-work activities. You might include:

clubs or professional associations

community volunteer work

sports and hobbies

5. Finally you could list references. It has become acceptable practice to write "References: Available upon request" since addresses, titles, phone numbers are subject to change. Choose references carefully and always get permission to use their names as references.

Thus, a resume must contain a summary of essential facts about your background:

1. Personal details. 2. Career objective. 3. Work experience. 4. Education. 5. References.

HERE IS A SAMPLE OF A RESUME IN TWO LANGUAGES:

RESUME

PERSONAL:	Taras Osipenko 376 West 186 th Street, Apartment 6.1, New York, N.J. 10033, Tel. (212) 973-792 Born Aug. 12, 1952. Married, two children. Arrived in the USA August 1986. Permanent US resident.
OBJECTIVE:	A position as a mechanical engineer.
EXPERIENCE:	BROWN MANUFACTURING Co.
1986-1988	Paterson, N.J. Design Engineer. Planned and designed both automatic and special machines, instrumental systems, and pneumatics.
1974-1986	KHARKOV MACHINE WORKS Kharkov, USSR.

	Design engineer at the Automation Department. Designed various automatic machines. Installed machinery and equipment. 15 years varied experience mechanical engineering.
EDUCATION:	KHARKOV POLYTECHNIC INSTITUTE Kharkov, USSR, 1969-1974 Mechanical Engineer.
SPORTS AND HOBBIES	Sailing.
REFERENCES:	Available upon request.

2. Прочитайте текст и ответьте на вопросы:

An Interview for a Job

It goes without saying that getting a job depends on how you talk and how you answer questions at the interview - in short, it depends on you. If you want to succeed, you must spend a little time preparing for the interview.

Rule One - never be late. Rule Two - if you have come too early, it is better to walk around outside than bother the interviewer with the problem of what you should do for the next 20 minutes.

If you are late, apologize distinctly, offer a reasonable explanation, and try to forget about it for the rest of the interview.

Pay attention to the way you are dressed. Your clothes should meet all the requirements of business style.

Usually the first question at an interview is: "Tell me about yourself". You must briefly describe yourself, but your words should contain some information to make them take notice (замечать) of you. For example, you might say that at your previous job you achieved good results. You may be sure that the interviewer will listen up (оживится) and ask what results.

Never distort (искажать) the facts. During the interview some inaccuracies may turn up (появиться) and if you fail to explain them you may be struck off the list of candidates.

There is yet another standard question they may ask you: why are you looking for a job? Get ready to answer this question beforehand, and don't hesitate (колебаться) and don't think too long. You must find convincing (убедительный) reasons.

You may be interviewed in different ways but the interviewer will have a clear-cut (четкий, определенный) aim – to find out what kind of person you are. In addition, he will be appraising whether you have the necessary set of knowledge and skills. Therefore, you must be ready to answer the most unexpected questions and describe your previous work experience.

Be ready for your interviewer to assess what you can do for the company that is going to employ you. You should be ready for the questions like "How do you see your future duties?"

The next question will usually be "What are your strong points?" Remember that an answer like "I can do everything" won't do. The enumeration of your valuable merits (достоинства) - "I am energetic,

hard-working, loyal and so on" - will produce no effect unless you back them up (подкреплять) with examples.

"What are your weak points?" You must also be able to answer this question. Be ready to speak about failures or mistakes in your career, since no one will believe that you had none, but don't start enumerating all of them. Tell your interviewers what conclusions you have drawn from your failures. Just remember that an employee who has the experience of overcoming failures and analyzing his mistakes is much more valuable for the company because he won't lose his head when facing difficulties.

Think about the achievements you can mention at the interview. If you can't answer questions about them or mumble (бормотать) something unintelligible, your chances won't be great. If possible, quote some figures or examples.

Be ready for practical tests. If you apply for a job as a salesperson you may be asked to sell something or you may be required to describe some production situation, to express your opinion on the settlement of the conflict in a hypothetical situation.

What salary are you expecting? Think of concrete figures. You should found your answer on the average salary of other employees having the same qualification. If you are sure that the company is interested in you, you may increase your demands but, naturally, not to scare off (отпугнуть) your employer.

As a rule, they will ask at the end of an interview if there is anything you would like to know. This is your turn (очередь) to interview a staff member. No matter how interested you are in this position, remember that you should not only be selected but actively choose the job, for it may not be the job you have been dreaming about.

1. What is a resume? 2. What is a standard practice to begin a resume with? 3. What essentials and facts make up (составляют) your personal data? 4. What option may be included in your resume after your personal data? 5. What will be the next portion of your resume if you are a recent graduate with limited business experience? 6. What should you highlight in this case? 7. Is this desirable to expand on any courses you took or specialized training you may have participated if they are relevant to the position you want? 8. What should you begin your resume with if you possess a strong background in the work? 9. What will the information include in this case? 10. In what order should you give your list of positions if you possess a strong background in the work? 11. What might you include into a brief section giving an insight into your leisure and non-work activities? 12. What should be the final point (пункт) of your resume? 13. What does getting a job depend on? 14. What is the first question at an interview? 15. What is another standard question they may ask you? 16. What question should you be ready for? 17. What will the next question be? 18. What question must you also be able to answer? 19. What will they ask at the end of an interview?

3. Составьте диалог по аналогии:

A job vacancy

Oleg was watching TV when the telephone rang. It was his

American friend Dick Jones.

Dick: Oleg, I hope I'm not calling too late.

Oleg: No, Dick, I was watching television. How are you?

D.: I'm fine. I'm calling you at such a late hour because there is good news for you. An hour ago I spoke to a friend of mine. He's on the Board of Directors at "A&B Instrument Company". They have an immediate opening for a software programmer. They are looking for a specialist in this field. I told my friend about you. He wants to know if you can come tomorrow for an interview. You shouldn't miss this opportunity.

O.: Dick, you're absolutely right. I agree with you completely. I realize that I should see the interviewer; but what about my job at the gas station?

D.: Oh, come on. Don't tell them where you are going. Just tell your supervisor you have some personal business to attend to. Promise him to make up the time.

O.: That makes sense, Dick. But I'm a bit afraid because of my poor English.

D.: Stop worrying about it. All you have to do is to explain your previous experience. You can do it perfectly well. You've to show your experience but not English stylistic subtleties. Even a few grammatical errors won't harm you. I'm sure you'll feel at ease with the interviewer.

O.: I hope so. I've made up my mind and I'm going to see the interviewer.

D.: Okay. Would you write down the address?

O.: All right. I'm listening.

D.: 620 Broadway, 25 th floor. Ask for the personnel department. Don't leave home without your resume. Good luck.

O.: Thank you, Dick.

4. Прочитайте текст:

There are so many options out there. How can you **choose a career** path that's right for your skills and interests? A career you can enjoy and do well in? Print out and keep this list of ways to pick your top career choices – and take some time to go through it.

Assess Yourself – Who Are You Right Now?

Think about who you are, what you're good at and what you enjoy. This will help you choose career ideas that match your skills and interests.

Here are some useful questions and activities to explore:

- What subjects have you enjoyed studying at school and beyond? Why? Is it because you like the person teaching you, or there's something about that subject you can really relate to?
- What subjects have you done well at, and why?
- If you had to pick a favourite out of words, numbers, visuals and physical activities, which would it be? Could you see yourself in a job where your top choice formed a big part of what you do every day?

USEFUL SELF-ASSESSMENT ACTIVITIES

Take one of these online **career personality tests** to find out more about your personal qualities and strengths. Also known as career aptitude tests or self-assessment tests, they can help you make career choices based on your personal traits, or qualities.

Do a SWOT analysis. All you need is a pen, paper and a willingness to be honest about yourself. Don't worry, no-one else is going to see the results of this exercise, just you! Use your SWOT analysis to figure out your current strengths, weaknesses, threats to your goals and opportunities you can reach out and grab if you put your mind to it.

Think about the **5 most important life and work skills** you already have – and which ones you want to build on. Which skill comes easiest to you out of communication, self-management, self-belief, teamwork and problem solving? *Every* career needs these skills, but some more than others. Sales, nursing, teaching and investigative reporting careers need you to be great at communication. Being a sports coach or a firefighter need you to have a level of fitness and you'll enjoy these careers if you enjoy physical activities. Some really unusual careers need you to be good at numbers, like being a **platform error correction associate** or a **food technologist**. You can develop all these skills for free as a **Young Professional**.

Once you've had a good think about your skills and interests, make a list of all the careers you think could be a good match. Remember, there are lots more careers that could be a good match that you haven't thought of yet!

Build A List Of Careers You Want To Learn More About

If you've assessed your strengths, skills and interests, you should *biq* have a list of careers to think about. It's useful to have a long list, with at least ten career choices because there is no such thing as just one dream career. Lots of careers could be a great match for you.

Have you got some 'dream careers' high on your list already? Use those top choices to expand your careers list. Head over to our **careers hub** and see which of the fifteen business areas, or 'sectors' you think your dream career would fall into – like **creative careers** or **science careers**, for example. You can find out more about that sector and jobs you could do in it. Each sector features a range of jobs you could be great at. You'll learn how much they pay, what qualifications you might need, how to get started when you leave school or education, and who can help.

EXAMPLE: Say you like the idea of being a **teaching assistant**. You visit **childcare and education jobs** on our careers hub to find out more. You discover the job description for an **IT trainer** and decide that sounds pretty good. That gets you thinking – maybe you'd find a whole load of exciting career choices in **digital careers** as well?

By now, you should have built up a good-sized list of career choices you like the sound of. Aim to have at least ten careers on your list. There will probably be some career ideas you've already thought about, but also some possible careers you don't know that much about, or haven't really thought about before.

Create A List Of 2-5 Top Career Choices

Now it's time to narrow down your list of careers – but not too much! You want to keep an open mind, because there is more than one dream career out there waiting for you. Pick careers you are interested in. Aim to choose careers that match your qualifications so far (or pick them if you genuinely want to build up any needed qualifications over time. Remember, Rome wasn't build in a day – you can always do extra courses or learn part-time if you need to).

See if your top career choices feature similar qualifications and skills that could be useful in your future career journey. Perhaps all your top career choices say it's good to have strong passing grades in the sciences, or in English, or geography. Make a note of that, because it can help you decide what your future study options might be – whether it's choosing GCSES and A-levels, or thinking about courses and study once you've left school.

Think About Your Short-Term And Long-Term Goals

Now that you've done all this thinking to choose a career that's right for you, your next step is to think about some achievable goals.

To make your top career choice a reality, what are you going to work towards in the next few months? And in the next few years?

Create a document or spreadsheet. List down all the steps you can take to achieve your goals – and add a date you'd like to achieve them by. Is there a grade you want to get on a school project or exam? A course you'd like to research? An hour you'd like to spend finding online interviews with people doing your dream job? Your goals can be small or large. They can be achieved this evening or next year – but they must be achievable.

Create your list of achievable goals, add do-by dates, and you've taken a big step to not only choosing a career but setting your dream in motion.

There's More Than One Path To All Your Dream Career Choices.

Never forget – if you've got the interest, you can build the skills and qualifications.

There's no one set path to a career destination, whatever careers you choose. We always list multiple career paths in all the **career ideas** we offer. You can go to university. You can start in a junior job and work your way up. And you can get **apprenticeships** for almost any career you can think of. It's all about **finding the right apprenticeship for you**. For example, if you want to get into a **finance career** or a **digital career**, financial service giants **EY** offer **business apprenticeships** and even **digital degree apprenticeships** – where you can become an apprentice and get a degree for free!

Remember – there is more than one path to your dream career, and there's also more than one dream career.

Your skills and interests could be a great match for all kinds of careers – even some you haven't heard of yet. What's important is figuring out a range of careers that excites you, because a career path that starts with customer service (maybe you love being social) could lead to a career path in **healthcare, catering and hospitality, journalism** or **sales careers** – to name a few.

5. Сделайте групповой проект "Tips how to make a career"

Практическое занятие 4

1. Active and Passive Voice.

Exercise 1. Раскройте скобки, употребляя глаголы в Present Simple Passive.

The postbox (to empty) every day.

The stamps (to postmark) at the post office.

The letters (to sort) into the different towns.

The mail (to load) into the train.

The mailbags (to unload) after their journey.

The bags (to take) to the post office.

The letters (to sort) into the different streets.

The letters (to deliver).

Exercise 2. Раскройте скобки, употребляя глаголы в Past Simple Passive.

The postbox (to empty) yesterday.

The stamps (to postmark) at the post office.
The letters (to sort) into the different towns.
The mail (to load) into the train.
The mailbags (to unload) after their journey.
The bags (to take) to the post office.
The letters (to sort) into the different streets.
The letters (to deliver).

Exercise 3. Раскройте скобки, употребляя глаголы в Future Simple Passive.

The postbox (to empty) tomorrow.
The stamps (to postmark) at the post office.
The letters (to sort) into the different towns.
The mail (to load) into the train.
The mailbags (to unload) after their journey.
The bags (to take) to the postoffice.
The letters (to sort) into the different streets.
The letters (to deliver).

Exercise 4. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

My question (to answer) yesterday.
Hockey (to play) in winter.
Mushrooms (to gather) in autumn.
Many houses (to burn) during the Great Fire of London.
His new book (to finish) next year.
Flowers (to sell) in shops and in the streets.
St. Petersburg (to found) in 1703.
Bread (to eat) every day.
The letter (to receive) yesterday.
Nick (to send) to Moscow next week.
I (to ask) at the lesson yesterday.
I (to give) a very interesting book at the library last Friday.
Many houses (to build) in our town every year.
This work (to do) tomorrow.
This text (to translate) at the last lesson.
These trees (to plant) last autumn.
Many interesting games always (to play) at our PT lessons.
This bone (to give) to my dog tomorrow.
We (to invite) to a concert last Saturday.
Lost time never (to find) again.
Rome (not to build) in a day.

Exercise 5. Раскройте скобки, выбирая требующуюся форму глагола.

At the station they will (meet, be met) by a man from the travel bureau.
She will (meet, be met) them in the hall upstairs.
The porter will (bring, be brought) your luggage to your room.
Your luggage will (bring, be brought) up in the lift.
You may (leave, be left) your hat and coat in the cloakroom downstairs.
They can (leave, be left) the key with the clerk downstairs.
From the station they will (take, be taken) straight to the hotel.
Tomorrow he will (take, be taken) them to the Russian Museum.
Answers: 1. will be met. 2. will meet. 3. will bring. 4. will be brought. 5. may leave. 6. can leave. 7. will be taken. 8. will take.

Exercise 6. Передайте следующие предложения в Passive Voice, обращая внимание на место предлога.

• E.g. *We often speak of her.* — *She is often spoken of.*

The senior students laughed at the freshman.

The group spoke to the headmistress yesterday.

Young mothers looked after their babies with great care.

Nobody lived in that old house.

They sent for Jim and told him to prepare a report on that subject.

We thought about our friend all the time.

The doctor will operate on him in a week.

The teacher sent for the pupil's parents.

They looked for the newspaper everywhere.

Nobody slept in the bed.

The neighbour asked for the telegram.

Everybody listened to the lecturer with great attention.

Exercise 7. Раскройте скобки, употребляя глаголы в Active Voice или Passive Voice.

Nobody (to see) him yesterday.

The telegram (to receive) tomorrow.

He (to give) me this book next week.

The answer to this question can (to find) in the encyclopedia.

We (to show) the historical monuments of the capital to the delegation tomorrow.

You can (to find) interesting information about the life in the USA in this book.

Budapest (to divide) by the Danube into two parts: Buda and Pest.

Yuri Dolgoruki (to found) Moscow in 1147.

Moscow University (to found) by Lomonosov.

We (to call) Zhukovski the father of Russian aviation.

2. Conditional sentences

1) Подчеркните правильный вариант ответа.

1. This burglar alarm is so sensitive: it goes off if a mouse runs / will run across the floor.
2. George may go to prison unless he won't pay / pays his taxes.
3. The company was / would be more successful if it spent more money on advertising.
4. If the employees of a company are/were happy, they work harder.
5. We might sell our business if it makes / would make another loss this year.
6. It looks like Molly'll be okay, unless something new will happen / happens.
7. Unless Shelly had read him wrong, Jack would find /would have found her unorthodox approach irresistible.
8. Mat would not trust/ didn't trust that unless he had to.

2) Раскройте скобки, употребляя глаголы в требующейся форме условного наклонения.

1. Michael would not agree even if you (to ask) _____ him.
2. If they (mention) _____ this yesterday, everything would have been done.
3. If I (to find) _____ that letter, I'll show it to you.
4. If I meet him, I (to invite) _____ him.
5. Would they come if we (to invite) _____ them?
6. The boss (be) _____ very disappointed if you aren't at the meeting tomorrow.
7. The teacher said, "I'll begin the lesson as soon as Jack _____ (stop) talking."

8. The old gentleman doesn't go out in winter. He _____ (go) out if the weather gets warmer.
9. She's flying to Cairo tomorrow. She'll send her family a telegram providing she _____ (arrive) with a delay.
10. If the plane had left on time, they _____ (be) in Minsk now.
11. If they hadn't walked 40 km, they _____ (not / be) exhausted now.
12. What would have become of us, if I _____ (come) to you then!"
13. He would have been scrupulous — if he (can) _____ !
14. What is the answer if you (add) _____ 17 to 75?

3) Образуйте условные предложения, употребив нужную форму глагола.

1. Molly (be) _____ a splendid woman, if only she didn't talk so much!
2. The evening will be fine, if only we _____ (not have) a storm.
3. You might be of interest to me, if only I (have) _____ time to waste on you.
4. If you (leave) _____ at two, you will be there before dark.
5. When he is drowning, a man (clutch) _____ at any straw.
6. If only Greg (can) _____ get some favourable shock, that's what would do it!
7. You (can) _____ do it if you try
8. You (can) _____ do it if you tried.
9. You (can) _____ it if you had tried.
10. We (go) _____ if it does not rain.
11. Fred (come) _____ if he has time.
12. If you (take) _____ a taxi, you'll be in time.
13. If Mark (have) _____ enough money, he will go to the university.
14. They won't unless you (ask) _____ them to come
15. What remains if you (subtract) _____ 5 from 10?
16. If you (buy) _____ a packet of cigarettes costing 3\$ and matches costing 2\$, and gave the shopkeeper 10\$ note, how much change ought you to receive?

4) Определите, к какому типу условных предложений относятся следующие предложения. Раскройте скобки.

1. If you (to heat) _____ iron, it (to start) _____ to get red hot and then white hot.
2. If Molly and Paul (be not) _____ misinformed about the train times, they (not be) _____ late.
3. If Ioannis (stay) _____ longer at the party, he (have) _____ a good time
4. If the government (lose) _____ the next election, the Prime Minister (resign) _____ from politics.
5. If we (not go) _____ to your friend's party, I never (meet) _____ Alan.
6. If train fares (be) _____ cheaper, more people (use) _____ them.
7. If Molly (get) _____ that job she's applied for, she will be delighted.
8. It (be) _____ a disaster if it the explosion had happened in the middle of the day.
9. If the talks (be broken) _____ down again, there (be) _____ a war between the two countries
10. If Ali (know) _____ anything about mechanics at that time, I'm sure she (help) _____ us.
11. He (have) _____ a bad accident last Friday if he _____ (not / drive) more carefully.

5) Переведите следующие условные предложения на английский.

1. Джаггер пригрозил уйти в отставку, если правительство потерпит поражение
2. Если бы в компании согласились, мы могли бы достичь быстрого прогресса.
3. Компания вернет деньги, если вы передумаете.
4. Выставка, возможно, закрылась бы, если бы они не нашли новых спонсоров.
5. Я бы отказался сотрудничать, если бы я был в вашем положении

6. Пожалуйста, сообщите врачу немедленно, если она покажет признаки улучшения.
7. Молли и Салли поняли бы свою ошибку, если бы только остались до конца.
8. Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.
9. Если вы выпьете слишком много кофе, вы не сможете уснуть.
10. Если бы Джек привез карту, мы бы не заблудились.
11. Если бы Джон знал о встрече, то приехал бы
12. Если вы столкнетесь с Павлом, скажите ему, что я хочу его видеть.

3. Complex Object, Complex Subject

1) Используйте сложное дополнение:

1. The Smiths want _____ (we, visit) them next month.
2. Do you want _____ (she, post) the letter for you?
3. What does the teacher expect _____ (his pupils, do) during the lesson?
4. When do you expect _____ (they, arrive) ?
5. The man wouldn't like _____ (his son, become) a dentist.
6. Alice didn't expect _____ (the exams, start) in April.
7. Don't make _____ (I, repeat that again).
8. The teacher let _____ (the class, go) home early.
9. She wanted _____ (her husband, borrow) some money to buy a car.
10. I know _____ (he, be) a very experienced driver.
11. Nobody noticed _____ (we, leave) the room.
12. Tim didn't want _____ (Richard, be invite) to the party.
13. She made _____ (her daughter, do the chores).
14. What made _____ (you, believe) him?
15. Let _____ (Mary, explain) you everything.

2) Используйте сложное дополнение с to или без

1. The mother made her son _____ tell the truth.
2. Let me _____ pay for the meal.
3. Lisa doesn't want Pete _____ come back.
4. Martha didn't expect David _____ ask such an embarrassing question.
5. They would like us _____ take part in the competition.
6. Glasses make him _____ look older.
7. My lawyer advised me not _____ tell anything to the police.
8. Having a car enables you _____ travel round more easily.
9. Don't let him _____ punish the child.
10. I've never been to England but I'd like _____ go there.

3) Составьте предложения:

1. her/ to/ the text/ the teacher/ wanted/ translate/ pupils.
2. recommend/ for my holidays/ you/ me/ where/ to go/ would?
3. her pupils/ the lessons/ doesn't/ the teacher/ miss/ want/ to.
4. always/ me/ my parents/ study/ encourage/ hard/ to/ at school.
5. invited/ for a few days/ Jane's/ to/ with them/ her/ stay/ friends.

4) Перефразируйте предложения по образцу:

Example: He must wash the car. I want him to wash the car.

1. You mustn't be late for work. I don't want _____.
2. Clair must tidy her bedroom. I want _____.
3. She mustn't go to the disco. I don't want _____.
4. They must go to the school tomorrow. I want _____.
5. Gary mustn't make so much noise. I don't want _____.
6. You mustn't make a mess. I don't want _____.
7. He must mend his bike. I want _____.

Complex Subject

1) Переведите на русский:

1. They are likely to win the match.
2. She is unlikely to be a good actress.
3. We are sure to meet you at the station.
4. My parents are certain to believe me.
5. Los Angeles is sure to be the capital of the world movie production.
6. Celebrities are certain to need peace and quiet.
7. They are thought to have gone away some days ago.
8. The patient is unlikely to follow the doctor's recommendations.
9. This picture is sure to be the best at the exhibition.
10. The delegation is reported to be leaving Russia tonight at 11 a.m.

2) Переведите на английский:

1. Вероятно, он станет популярным певцом.
2. Маловероятно, что мы забудем этот вечер.
3. Маловероятно, что они примут решение сразу.
4. Несомненно, вы победите.

5. Родителям, конечно, понравится наше представление.
6. Учителя, конечно, помогут ученикам подготовиться к экзаменам.
7. Сообщают, что гуманитарный груз был доставлен вовремя.
8. Он, похоже, не слышал эту новость.

3) Используйте нужную форму инфинитива:

Example: She has grown taller. She seems to have grown taller.

1. He is getting used to his new job. He appears _____.
2. Kate makes friends easily. Kate tends _____.
3. He has finished the report. He claims _____.
4. It is raining over there. It seems _____.
5. She is not on a diet. She appears _____.
6. They have sailed round the world. They claim _____.
7. She is feeling better. She seems _____.
8. He was a qualified economist. He proved _____.
9. You may miss the train unless you hurry. You are likely _____.
10. The interview with the young artist was rather interesting. The interview with the young artist turned out _____.

ТЕМА 2

Чтение

Базовый уровень

- Чтение текстов профессиональной направленности. Выполнение заданий после знакомства с текстом: переформулировать выделенную идею по образцу, расширить исходный текст, используя дополнительную информацию, развёрнутая аннотация текста.
- Структурирование прочитанного текста; составление цитатного плана текста, трансформация тезисов плана, реферативный перевод.
- Реферативный перевод текста; поисковое чтение (текст больших объемов) с заполнением матрицы ответа, развернутый пересказ.

Повышенный уровень

- Поиск информации в тексте; определение основной идеи параграфа; расширение исходного текста, используя дополнительную информацию. Аннотирование текста.
- Реферативный перевод текста; составление развернутой описательной аннотации к тексту; поисковое чтение (текст больших объемов) по указанным критериям поиска, развернутый пересказ с комментарием к прочитанному.
- краткий пересказ прочитанного/прослушанного; составление описания по образцу; спонтанное высказывание на заданную тему, написание делового письма (запрос); участие в дискуссии по теме доклада; презентация по теме курсового исследования; дублирование/ комментирование видеоролика по изучаемой теме.

Практическое занятие 1

PRESENTATION

1) Read the passage below.

At the age of sixty-five, Laura Ingalls Wilder could write a series of novels for young people based on her early experiences on the American frontier. Born in the state of Wisconsin in 1867, she and her

family were rugged pioneers seeking better farm land, they could go by covered wagon to Missouri in 1869, then on to Kansas the next year. They returned to Wisconsin in 1871 and traveled on to Minnesota and Iowa before they were able to settle permanently in South Dakota in 1879. Due to this constant moving Wilder's early education could take place in a succession of one-room schools. From age thirteen to sixteen, she could attend school more regularly although she never graduated. Although her novels were written many years ago, young generation loves them very much. They can understand her life and her ideas through her stories.

Grammar questions

1. Look at these sentences and find out what verbs are used in the underlined words.

They can understand her life and her ideas through her stories.

- "At the age of 65, Laura Ingalls Wilder could write a series of novels for young people".

- "They traveled on to Minnesota and Iowa before they were able to settle permanently in South Dakota in 1879".

- "From age thirteen to sixteen she could attend school more regularly, although she never graduated.

2. Rule: We use _____ + _____ to talk about present ability to do something.

We use _____ + _____ to talk about past ability to do something.

PRACTICE

A. Work in pairs. Ask and answer the following questions:

1. How many languages can you speak?

2. Could you speak English when you were 6?

3. Can you compose a poem?

4. Can you read a novel all day?

5. How do people communicate?

6. Can you record what you say and think?

7. Can you communicate through time? Why or why not?

- Think of a many questions as you can about communication.

B. Complete these sentences using can, can't, could or couldn't and the verb in brackets.

1. I am a student of Philology faculty. I _____ (compose) a poem.

2. When I was ten years old. I _____ (read) a short story in English. I learned English when I was seven years old.

3. I don't want to read this book. I _____ (study) Chinese)

4. She _____ (drive) until she went for lessons last year.

5. My grandmother was Chinese, so she _____ (use) chopsticks.

6. My sister _____ (speak) German and French.

7. My brother _____ (talk) to foreigners when he was only six years old.

8. My father is slightly deaf. He _____ (hear) very well.

C. Jane and Joan are friends but each one always wants to be better than the other at everything. Complete their conversation using can, could or be able to. Follow the example.

1. Jane : I could read when I was only four years old. Joan : Well, I could read when I was three!

2. Jane : I _____ speak three languages. Joan : That's nothing! I _____ speak five languages.

3. Jane : Last week, with my savings, I _____ buy myself a pony. Joan : Really? Well, last week I _____ buy a racing horse.

4. Jane : The garden of my house is so big that I _____ walk to the end of it.

Joan : That sounds rather small. The garden of my house is so big that I _____ drive to the end of it in a car.

5. Jane : I _____ play the piano and the violin.

Joan : Is that all? I _____ play the piano, the violin, the flute and the trumpet.

6. Jane : When I was at school I _____ read a whole book in a day.

Joan : How slow. When I was at school I _____ write a whole book in a day.

7. Jane : Last year, I got so many presents on my birthday that I _____ fit them all in one room.

Joan : What a shame. Last year, I got so many presents on my birthday that I _____ fit them all in my house – I had to rent the house next door too!

8. Jane : I'm very fit. I _____ run a mile in less than four minutes.

Joan : Well, I _____ run a mile in less than four minutes – backwards!

Language review

1. **Can** is used to talk about the ability to do something. As with most modal verbs, we use can with the infinitive without to of the verb: **I can speak two languages**. The negative is **cannot or can't**:

Where's the foreign language centre of HCM city university of Pedagogy? I can't find it.

In questions using can, we do not use do, but we reverse the order of can and the subject.

Can you speak Japanese?

2. The past form of **can is could**. The negative of **could is could not (couldn't)**:

When I was young, I could speak English quite well.

Before this year, I couldn't compose any poems.

We use **could** to say that someone had a general ability in the past.

Could you read a novel all day?

We do not use could to talk about individual situations. For individual situations we have to use was/were able to:

He could speak French. When we got lost in Paris he was able to ask for directions.

However, we can use the negative form of could in both general and individual situations.

He couldn't translate the story into English because he lost the dictionary.

3. Can and could do not have other form such as infinitives or participles. If we need to use these forms, we must use be able to am/are able to, was/were able to, etc) instead of can and could:

I might be able to tell you about the main branches of linguistics.

They have been able to tell about problems of syllables and morphemes in Vietnamese.

2) Reading and speaking. Make up your own dialogue using the model.

1. Describe the company or organization you work for.

– I work for the Energy Development Corporation (EDC); it is a company that focuses on the development of renewable energy.

2. What is your position?

– I am part of the geophysical survey team, I am a geologist.

3. What are your responsibilities?

– Our team is **accountable for** identifying if a significant resource is present, as well as to collect and analyze samples within the area of research.

4. What do you like about your job?

– **The best thing about my job** is that I can travel and discover places in which I otherwise would not be able to see.

5. What do you dislike about your job?

– **Conducting projects** in far-flung areas means being away from my family for several days. Thus, I don't spend a lot of time with my wife and kids. I miss them so much.

6. How many hours do you work each day?

– When I am out in the **field work**, I spend several hours traveling to the area, then the survey usually lasts for a couple of days, and sometimes – even weeks. When there is no fieldwork, I usually work from 8 am to 5 pm at the office.

7. What would be your ideal job?

-My **ideal job** is be something that always brings something new to life, not a **repetitive monotonous work**. I am good at my responsibilities, but I also expect some pleasant moments at my **workplace**.

3. Read and then retell the text:

I must admit that I have realized one of my passions a little bit too late in life. Seems like I have always wanted to become a chef in a nice high-end restaurant. Eating food is great, isn't it? But the process of cooking food and the skill it requires to have is **what I find even more intriguing and fascinating**.

I could probably **enjoy working** and being trained in fine dining restaurants or some cruise ships that offer a variety of international dishes. I **would like to get to know** different cultures all over the world through food. I think it is one of the aspects that distinguishes countries.

To be able to be a chef, I need to have education in culinary arts. I also **need to undergo** a training in various restaurants to **be able to apply the knowledge** and information I obtained at school. A chef is a **highly creative person**, since one of his/her responsibilities is to arrange food with a final touch and think of its overall appealing look on the plate.

The kitchen is the only place I have ever felt like I really belong to. I love its heat and the pressure, apparently.

4. Describe the job you would most like to have. You should say:

- what this job would be
- where you would work
- which qualifications you would need and
- explain why you would like to have this job most.

ТЕМА 3

Продуктивная устная речь

Базовый уровень

- комментирование фрагмента текста; составление описания устройства/ явления по плану; комментарий к описанию или ответ на вопросы; вопросы к докладчику; участие в дискуссии по теме доклада; презентация по теме курсового исследования; дублирование видеоролика по изучаемой теме.

- краткий пересказ прочитанного/прослушанного; составление описания устройства/ элемента по образцу; устный пересказ составленного текста, участие в дискуссии по теме доклада; презентация по теме курсового исследования; дублирование видеоролика по изучаемой теме.

Повышенный уровень

комментирование фрагмента текста; составление описания устройства / явления по плану; комментарий к описанию или ответ на вопросы; вопросы к докладчику; участие в дискуссии по теме доклада; презентация по теме курсового исследования; комментарий к видеоролику по изучаемой теме

Практическое занятие 1

1. Reading and speaking

1 Vocabulary

to accept	to set set-up	make-up
step		to call
to involve	to put to input to output	to consist
to feed (fed)		main main memory
set	to make to make up	

influence	to provide	to enable
to influence		
influential	permanent	common
to execute	to equip	to extract
executive	equipment	
		means
to hold (held)	socket	by means of
to hold down		
	to connect	to plug
current	connection	
currently		range
	handle	
to attach	to handle	general
attachment		generally
	able	

a) Chose the correct translation:

- 1) consist
a) прикреплять b) состоять c) извлекать d) составлять
- 2) extract
a) прикреплять b) состоять c) извлекать d) составлять
- 3) step
a) шаг b) набор c) влияние d) средство
- 4) involve
a) предоставлять b) вовлекать c) устанавливать d) делать
- 5) set
a) шаг b) набор c) влияние d) средство
- 6) influence
a) шаг b) набор c) влияние d) средство
- 7) attach
a) прикреплять b) состоять c) извлекать d) составлять
- 8) provide
a) предоставлять b) вовлекать c) устанавливать d) делать
- 9) means
a) шаг b) набор c) влияние d) средство
- 10) make up
a) прикреплять b) состоять c) извлекать d) составлять

b) Match the words with their meanings:

- | | |
|------------|--------------|
| a) main | оборудование |
| b) execute | называть |
| c) enable | главный |

d) hold	в настоящее время
e) equipment	давать возможность
f) connect	диапазон
g) common	держать
h) call	распространенный
i) range	соединять
j) currently	выполнять

c) Match the words with their definitions:

able	1) clever, having or showing knowledge or skill
execute	2) now passing, of the present time
influence	3) have or keep in one's possession
general	4) one action in a series of actions
current	5) carry out
hold	6) make a connection
permanent	7) not special or particular
step	8) through, with the help of
by means of	9) not expected to change, going for a long time
plug	10) power to affect, action of some force

d) Make up two-word expressions:

to accept	data
main	devices
storage	units
optical	product
input	drive
physical	system
computer	storage
to process	memory
finished	data
permanent	devices

e) Find synonyms:

a) set up	1) connect
b) hold	2) input
c) step	3) chief
d) feed	4) contain
e) execute	5) by means of
f) via	6) give
g) currently	7) now
h) attach	8) install
i) provide	9) perform
j) main	10) operation

2 Reading

a) Read the text:

What is a Computer?

Computers are electronic machines which can accept data in a certain form, process the data and give the results of processing in a specified format as information.

Three basic steps are involved in the process: First, data is fed into the computer's memory. Then, when the program is run, the computer performs a set of instructions and processes the data. Finally, we can see the results (the output) on the screen or in printed form.

Information in the form of data and program is known as **software**, and the electronic and mechanical parts that make up a computer system are called **hardware**. A standard computer system consists of three main sections: the Central Processing Unit (CPU), the main memory and the peripherals.

Perhaps the most influential component is the **Central Processing Unit**. It is to execute program functions and to coordinate the activities of all the other units. In a way, it is the 'brain' of the computer. The **main memory** holds the instructions and data which are currently being processed by the CPU. The **peripherals** are the physical units attached to the computer. They include storage devices and input/ output devices.

Storage devices (floppy or hard disks) provide a permanent storage of both data and programs. **Input devices** enable data to go into the computer's memory. The most common input devices are the **mouse** and the **keyboard**. **Output devices** enable us to extract the finished product from the system. For example, the computer shows the output on the **monitor** or prints the results onto paper by means of a **printer**.

On the rear panel of the computer there are several ports into which we can plug a wide range of peripherals – modems, fax machines, optical drives and scanners.

These are the main physical units of a computer system, generally known as the **configuration**.

b) Use the information in the text to help you match the terms in the box with the appropriate explanation or definition below:

- | | | |
|-----------------|----------------------------|-------------|
| a) software; | d) peripheral devices; | g) monitor; |
| b) floppy disk; | e) hardware; | h) input; |
| c) output; | f) Central Processing Unit | i) port. |

1. The brain of the computer.
2. Physical parts that make up a computer system.
3. Programs which can be used on particular computer system.
4. The information which is presented to the computer.
5. Results produced by a computer.
6. Hardware equipment attached to the CPU.
7. Visual display unit.
8. Small device used to store information. Same as 'diskette'.
9. Any socket or channel in a computer system into which an input/output device may be connected.

c) Complete the sentences with the words from the box:

software process type hardware output operate

- 1) Computers are electronic machines that ... information.
- 2) Computers ... quickly and accurately in solving problems.
- 3) After processing the information, they ... the results.
- 4) You can ... and print any kind of document – letters, memos, or legal documents.
- 5) ... is a set of devices and ... is a set of programs.

3 Summing-up

1. What do we mean when we say “a computer”?
2. What parts make up a computer system?
3. What are the main units of measurement in computer science?
4. What is hardware?
5. What is software?
6. Why is the central processor called “a brain of a computer”?
7. What do we use to input data?

4 Speaking: Now you can tell what a computer is.

Практическое занятие 2

Reading and Speaking

Pre-reading task

Work in pairs :

1. “Psycholinguistics” is a combined word? Can you say what it means based on its formation?
2. Anyone can learn a foreign language. Do you agree with the opinion? Why or why not?

PSYCHOLINGUISTICS

Psycholinguistics is the study of the mental processes underlying the planning, production, perception, and comprehension of speech. A principal aim of modern linguistics, since the Chomskyan revolution, has been to arrive at an understanding of the way in which our minds work, and in this respect it could be argued that psycholinguistics, with its unique blend of psychology and linguistics, is the most significant of all the linguistic branches. Not surprisingly, because it covers a very large territory, the boundaries of psycholinguistics are rather fluid. One important sub-branch is concerned with psychological constraints on the use of language (e.g. how memory limitations affect speech production and comprehension), yet another with the investigation of speech disorders (clinical linguistics, aphasiology). All of these areas have been enriched in recent years by technical information about language and the brain (neurolinguistics).

Probably the best developed branch of the subject, however, is the study of language acquisition in children, the most important outcome of which has been the establishment of stages of acquisition. Recent studies of language acquisition all suggest that children are tuned into language from a very early age. Just as important is the issue of what language is used for, and how it relates to the child's emerging sense of self. One of the hotly debated issues in current psycholinguistic studies, not unrelated to this discussion, is the extent to which language activity can be seen as the responsibility of discrete language modules in the brain, or as the output of general cognitive abilities used in thinking and conceptualizing about anything. Some psycholinguists argue that syntactic processing, the way in which we produce and recognize well-formed strings, is carried out separately from other processes performed by the brain, whilst others argue

for a more wholistic view of linguistic and other competences. Much of the debate has centered on evidence from the study of language abilities can exist separately from others. Nevertheless, it is still a large step from evidence of this kind to the conclusion that language is a wholly discrete cognitive ability processed in a series of autonomous stages by autonomous components. The distinctive way in which language is interwoven with other human activities would suggest otherwise. What is at issue here is the relation between brain and mind. In popular thought these terms are often used interchangeably, but it's important not to confuse them. The brain is the physical organ in the skull which controls bodily behavior and thought, and, like any other organ, its operations can be observed. The mind, on the other hand, comprises the mental and emotional capabilities which make us human. In contrast with the brain, it's not a physical organ and not open to direct observation. Clearly our minds are dependent on our brains, but no one has yet managed to correlate their workings in any precise way. In an earlier age theologians were exercised with trying to find the exact location of the soul in the body. Attempting to determine the boundaries of the mind is proving no lesser task.

Psycholinguistics, however, is only indirectly concerned with the brain; its principal target is the human mind. As such it has gained considerably from the discipline of psychology. Making an utterance involves selecting the appropriate information one wishes to share (for whatever purpose), arranging it in such a way that its topic and focus are clear and will attract the attention of our addressee, and performing it successfully. There are various kinds of mental knowledge required here, including the conceptualization of the message, its formulation in terms of a linguistic structure, and its phonological processing. At the same time, however, it's important to bear in mind that language comprehension is not solely the preserve of autonomous linguistic processes. We also rely on non-linguistic cues from texts, and knowledge of characters, entities and events not explicitly mentioned, for a full interpretation. If an action takes place in a restaurant, for example, the listener can infer the presence of a kitchen, even though it may not be explicitly mentioned. This side of psycholinguistics connects with discourse analysis and is concerned with how we make sense of texts. Evidence suggests that we do so by constructing mental models or schemas based on our knowledge both of the world around us and of its representation in language.

Comprehension check

Are the following statements about the text True or False? Say why

1. Psycholinguistics is the significant branch of linguistics.
2. Technical information about neurolinguistics has enriched some areas of psycholinguistics.
3. The establishment of stages of acquisition is the most important outcome of the study of language acquisition in children.
4. Children can acquire a language from a very early age.
5. According to most psycholinguistics, syntactic processing occurs separately from other brain processes.
6. Brain and mind are basically different from each other.
7. Either the mind or the brain makes us human.
8. The principal target of psycholinguistics is both the human mind and brain.

9. Mental knowledge includes the conceptualization of the message, its linguistic structure and its phonological processing.

10. Language comprehension is not only solely the preserve of autonomous linguistic processes, but it is also relied on non-linguistic cues from the texts.

Discussion

Work in groups of four to discuss the questions.

1. In what age can a child start learning a foreign language?

2. Which learners may acquire a foreign language better? Children or adults?

- Writing

When you write any kind of composition, and especially when you write an analysis, you must operate on at least two levels: a general level that covers the whole topic and a more specific level that gives parts, or divisions, of the general.

In the following example, there are two levels: one whole (general) and two equal parts.

Example:

I have set several important
future goals for myself. First, I
want to master English in
order to complete my education.

general:

future goals

specific 1 :

English for education

Second, I want to get a good
job so that I can support my family.

specific 2 :

job for support

In the exercise below, write two sentences to complete each short text. In your sentences,

name some specific parts of the topic introduced by the general beginning sentence.

Express your own knowledge and experience in the specifics.

LEARNING ENGLISH

There are several linguistic factors that make it difficult for a foreign student to learn

English.

First, _____

Second, _____

- Listening

Listen to a teacher giving a talk about Guatemala.

Complete the chart below with facts about this country.

GUATEMALA

Capital City

Average income
Religions
Languages
Industries
Export crops

-Translation

MID-TWENTIETH-CENTURY DEVELOPMENTS It was America that many of the most important developments in mid-century linguistics took place. In many respects these owed much to the concern of American anthropologists to record the culture and languages of native Indian tribes, which were rapidly vanishing before the concerted power of the white races. The problem, however, was that no generally agreed descriptive framework existed to assist scholars in providing a coherent account of what were sometimes called “exotic” languages. But in 1933, the linguist, Leonard Bloomfield, published a book called *Language*, in which he outlined a methodology for the description of any language. Bloomfield’s approach was rigorously descriptive. It is sometimes referred to as descriptive linguistics, occasionally as “structuralist” (in a slightly different sense than the Saussurean), and, despite the revolutions that have occurred in linguistic thought it is still at the heart of much linguistic practice. For Bloomfield the task of linguists was to collect data from native speakers of a language and then to analyze it by studying the phonological and syntactic patterns. The concept that all language is patterned was fundamental to these procedures. Bloomfield argued that one of the principal ways in which items are ordered in a language is in terms of, what are called its immediate constituents. These, in turn, can be analyzed into further constituents, and so on, down to those at the ground level of words, which are the smallest constituents. A sentence is thus conceived of as a hierarchy of interlocking constituents, all of which can demonstrate their constituency, because they can be either substituted by similar constituents, or redistributed to form other sentences. Descriptive linguistics provided a powerful means of uncovering some of the surface structures of language but it ignored two important aspects of language. First, it was not interested in meaning, or semantics, partly because it proved too difficult to analyze the meanings of constituents in the same descriptive fashion and partly because it didn’t seem immediately relevant to providing an account of syntactic structure. Second, it laboured under the illusion that description alone was sufficient for arriving at a set of language rules. It was Chomsky who showed that more important than mere description for the linguist was explanation. To arrive at that meant penetrating beyond the output and understanding the system which produced it.

Практическое занятие 3

Reading and Speaking

THE NEWSPAPER

1. Reading a newspaper is different from reading a book. Newspapers are organized and written in a special way, a way that enables the reader to select exactly what he or she wants to read. For example, articles are generally categorized into sections on business, sports, entertainment, and local, national, and international news. Then the articles are evaluated by the newspaper staff as to

their relative importance within the section, with the most important articles or stories appearing at the beginning. The first page, or front page of a newspaper usually has an index listing the sections and their page numbers.

2. The front page of a newspaper also contains articles that are, in the judgment of the newspaper staff, the most important for that particular day. The headlines, the dark, large titles, serve two purposes: they tell the reader what the article is about, and they indicate, by size and darkness of the type, the importance of the story. Headlines help readers choose the articles that they want to read. Because some readers read only the headlines in papers, the wording of headlines is very important.

3. Just below the headline, at the beginning of the news article, are the abbreviations for the different news services, for example, AP for Associated Press, UPI for United Press International, and Reuters for Reuters Press. These abbreviations indicate the source of the information, the press service that is responsible for the writing. The place that the news originated is written just before the news service abbreviation. (News items like these are factual and usually do not include the name of the author).

4. The opening paragraph of a news article is called the lead; it contains all the essential facts of the story. A reader in a hurry could read only the headline and the first paragraph of a story and know the most important information. The rest of the article consists of additional details and explanation, organized according to importance. Thus, the closing paragraph of a news story is usually not a conclusion - instead, it contains the least important information.

5. This special newspaper style of writing is also evident in the length of the paragraphs. They are short, so they are easy to read in a column, the long narrow lines of print. Newspapers are generally printed in columns so they can be read faster: the reader's eyes can move down a column faster than on a line across the page.

6. Some articles have a "by-line" just under the headline that indicates who wrote the article. Feature articles and articles written by columnists have "by-lines". Any subjective article, one that presents the writer's point of view or opinion or that is not a serious news article, is likely to include the author's name in a "by-line" (for example, by John S. Smith).

7. The opinions of the editors of the newspaper are found on the editorial page. Those articles that have no author or "by-line" on that page are written by the newspaper staff to express their opinions or suggestions about a local, national, or international problem.

8. Newspapers are written to read efficiently by the reader. Whatever the reader's interests or needs, he or she can satisfy them more quickly by understanding how a newspaper is organized.

Comprehension check

Work in pairs:

1. What is another word for the first page?
2. What are headlines?
3. What is a press service ?
4. What is a lead ?
5. What is a column ?
6. What is a by-line ?

Writing

Analyze English as a language that is difficult to learn (if you think it is difficult). Narrow the topic down: what aspect of English is difficult (pronunciation, writing, listening comprehension, etc.) ? Who is it difficult for? Why is it difficult? Give reasons. Give examples.

Listening

Listen to the following text and fill in the blanks with the missing words. Syntax is a term in general use and in linguistics for the study of the 1_____ in which words combine into such units as phrases, clauses, and 2 _____. The sequences that result from these combinations are referred to in linguistics as syntactic 3 _____. The ways in which components of words are combined into words are studied in morphology, and syntax and morphology 4 _____ are generally regarded as the major constituents of grammar, although in one of its uses, grammar is strictly 5 _____ with syntax and excludes morphology. In models of 6 _____ description that are divided into levels of analysis or components, the 7 _____ level or component is contrasted with the phonological level and semantic 8 _____ or component. Syntactic descriptions do not usually go beyond the level of the sentence, though they may deal with 9 _____ between sentences such as are signaled by a 10 _____ (it, them) or a conjunction (therefore).

Translation

LINGUISTICS TODAY

It is a tribute to the combined influence of Saussure and Chomsky that the study of language has become increasingly important in the late twentieth century to non-linguists as well as linguists. The concern with the language potential of human beings has meant that a wide variety of disciplines, notably sociology, psychology and literary criticism, have begun to take more interest in linguistics, and in so doing have left their own mark on the subject, whilst the emphasis of Saussure on the symbolic functioning of language has appealed to students of media and communication systems. At the same time, however, the last quarter of the twentieth century has seen the development of alternative models of language. These are not necessarily at variance with existing models; as often as not they prioritize aspects with which they have not been primarily concerned.

Linguistics today then is a subject whose boundaries are forever widening and which presents no single face to the world. In the current work of Chomsky and other GENERATIVE grammarians it continues to grow in intellectual elegance and indeed one of the strengths of Chomsky, and one of the principal reasons for his continued dominance, is his ability to challenge, not simply other people's orthodoxies, but his own. The account of transformational grammar which exists today differs considerably from

that of its first heady outing. And yet, despite the inherent radicalism of linguistics there is much that suggests continuity. The leading ideas of the subject are now in place and, after many years in which it was considered as something of an "upstart" among academic disciplines, it has finally achieved the respect it deserves as a major humanistic discipline. Which is only what one would expect since the final subject matter of linguistics is not so much

language, as ourselves, our human existence in time and space, and that will always be endlessly fascinating.

ТЕМА 4

Продуктивная письменная речь

Базовый уровень.

- написание делового письма (запрос);
- составление электронного/делового письма по образцу (жалоба).

Повышенный уровень.

- написание делового письма (запрос);
- составление электронного/делового письма по образцу (жалоба);
- элементы описания графически представленной информации: вступление, выделение основных тенденций.

Business Correspondence

1. Прочитайте и переведите текст «Business correspondence»

Correspondence is an essential part of business. In spite of telephone, telex, telegraphic, facsimile and e-mail communication, the writing of letters continues; in fact most telephoned and telegraphed communications have to be confirmed in writing.

Every letter no matter what kind it is, should be laconic, precise, to the point and positive.

Letters are written on various occasions and on various subject matters. Many business letters are connected with establishing business relations, doing business and various miscellaneous questions.

2. Прочитайте и переведите текст делового письма

Dear Sirs,

An enquiry has come in from a company owning several high-class hotels in our country. They are opening a new hotel and have asked us to submit quotations for furniture and equipment in accordance with the attached list.

The furniture and equipment must be of the most up-to-date design, and it would have to be delivered in time for the opening of the hotel in October. Will you please let us know, therefore, whether you have the goods in stock and if not, how long it will take to complete an order for the quantities required. We shall also be glad to have an estimate of the number of cases required and the cost of packing.

We have sent you a telex today, text as copy enclosed. Your reply by telephone or fax would be appreciated.

Yours faithfully,

3. Составьте деловое письмо по образцу.

4. Выпишите из текста (см. задание 1) основные принципы ведения деловой переписки и деловой документации. Дополните этот список своими рекомендациями.

5. Заполните пропуски в диалоге, руководствуясь правилами делового общения:

Receptionist: Good morning, sir.

Mr. Brown: _____

Receptionist: Please, take a seat for a moment, sir. I'll ring through to his office and tell him you are here.

Mr. Brown: _____

Receptionist: Mr. Brown. Mr. James' secretary is just coming down to meet you. She'll take you up to his office.

Mr. James' secretary: Mr. Brown?

Mr. Brown: _____

Mr. James: I'm happy to see you. We haven't met for ages. How are you?

Mr. Brown: _____

Mr. James: Thank you. I hope you had a very good trip.

Mr. Brown: _____

Mr. James: Oh, it is nasty. We hate it. But it can't be helped.

Mr. Brown: _____

6. Прочитайте текст и выполните задания:

Business letters in english

I. Read and retell the text. Give the definition of a business letter.

Business letters are formal paper communications between, to or from businesses and usually sent through the Post Office or sometimes by courier. Business letters are sometimes called "snail-mail" (in contrast to email which is faster). This lesson concentrates on business letters but also looks at other business correspondence. It includes:

- letter
- memo
- fax
- email

WHO WRITES BUSINESS LETTERS?

Most people who have an occupation have to write business letters. Some write many letters each day and others only write a few letters over the course of a career. Business people also read letters on a daily basis. Letters are written from a person/group, known as the sender to a person/group, known in business as the recipient. Here are some examples of senders and recipients:

- business «» business
- business «» consumer
- job applicant «» company
- citizen «» government official
- employer «» employee
- staff member «» staff member

WHY WRITE BUSINESS LETTERS?

There are many reasons why you may need to write business letters or other correspondence:

- to persuade
- to inform
- to request
- to express thanks
- to remind
- to recommend
- to apologize
- to congratulate
- to reject a proposal or offer
- to introduce a person or policy
- to invite or welcome
- to follow up
- to formalize decisions

WHAT IS BUSINESS LETTER WRITING?

- A business letter is a formal communication between people or organisations who are involved in trading — exchanging money for goods or services.
- Writing a business letter is about developing that trade, so it is important to remember that a business letter is an official document. Of course there are many other communications between people and companies, for instance telephone conversations, e-mail, meetings, presentations, contracts, orders and invoices. A business letter is the most powerful communications tool for providing structured and considered information in a formal way.
- Business letters are serious — completely different to your Christmas 'thank you' letters or postcards written on holiday. The chairman of ICI wouldn't write to his mother on company stationery and say he had a nice week at work.
- In 1997 the Post Office estimated that of the 72 million items of post they delivered daily 80 per cent were business communications. Business letters are business tools—they are used to provide or request information, confirm less formal communications or highlight a problem that needs to be resolved. The business letter presented on company stationery is an official communication, and legally binding in disputes between companies and individuals.

WHY DO I NEED BUSINESS LETTER WRITING SKILLS?

- A business letter is an important document.
- It deals with a trade issue
- It shows the professionalism of both the writer and the company
- It is likely to be saved and filed so it must be accurate.
- So writing a business letter well helps you and your company be successful. Often a business letter is the first formal document a business contact receives — and the impression it gives creates opinions about the company and the writer. Think about how you feel when you read a restaurant menu that has not been translated well and has a lot of mistakes. Writing a business letter badly is worse than not sending one at all.

WHAT ARE THE KEY THINGS TO CONSIDER WHEN WRITING BUSINESS LETTERS?

- To write a good business letter you must:

- Use appropriate layout—with all the formal elements, the right titles and addresses
 - Ensure the content of your letter is correct and relevant
 - Use clear English—the correct grammar, and the right vocabulary
 - Make the style and tone of your writing appropriate for the reader, and the message you are sending.
- The ability to write business letter well is necessary for career development into management or specialist positions. Could you imagine a government minister or a company director being successful if he or she couldn't write letters?

II. Answer the questions:

1. Who usually writes business letters?
2. What are the reasons for writing business letters?
3. Why are business writing skills important?

2 УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ

Объем учебного содержания и количество часов, отводимых на самостоятельную работу обучающихся, определяется учебным планом. Самостоятельная работа обучающихся включает:

- освоение, усвоение и самостоятельное изучение теоретического материала по дисциплине (отдельные темы, вопросы тем и т. д.);
- работу со словарями, справочниками, аутентичными материалами, учебно-методической литературой, электронными информационными ресурсами, использование Интернета для поиска нужной информации
- подготовку к текущему и промежуточному контролю знаний (изучение необходимой учебно-методической литературы, электронных информационных ресурсов и рекомендаций для подготовки к контролю по дисциплине). Примерные тестовые задания представлены в рабочей программе дисциплины <https://edu.chsu.ru/>.
- выполнение заданий для самостоятельной работы по каждой из изученных тем дисциплины и по дисциплине в целом (задания представлены ниже)

Преподаватель доводит до сведения студента критерии оценки выполняемой самостоятельной работы, сроки выполнения и форму контроля, проводит групповые и индивидуальные консультации по вопросам выполнения самостоятельной работы во время аудиторных занятий и во внеаудиторное время, знакомит с примерами выполнения и оформления практических /контрольных/курсовых работ, сообщает о доступных для студентов источниках информации для освоения дисциплины и программных средствах учебного назначения, в частности, перечень адресов порталов и сайтов в Интернет, содержащих учебную информацию по дисциплине.

ТЕМА 1

Лексика и грамматика

Базовый уровень. Самостоятельная/проектная работа:

- изучение дополнительной информации по теме
- выполнение дополнительных заданий по теме онлайн и/или на образовательном портале ЧГУ

Продвинутый уровень. У Самостоятельная/проектная работа:

- изучение дополнительной информации по теме

- выполнение дополнительных заданий по теме онлайн и/или на образовательном портале ЧГУ

Практическое занятие 1

1. Дополните вокабуляр по теме "Презентация" следующими словами и выражениями:

Начало презентации

Good morning / afternoon / evening ladies and gentlemen

My name is... I am ...

Today I would like to talk with you about ...

My aim for today's presentation is to give you information about ...

I have been asked to comment on what I think of the way ...

Please feel free to interrupt me if there are any questions.

If you have any questions, please feel free to ask me at the end of the presentation.

Сообщение о плане презентации

At the outset ...

First of all, ... / Above all, ...

First I would like to talk about ...

I'd like to start by saying ...

Before discussing ...

Describing this process, it is necessary to start with ...

Firstly, we must become accustomed to the terminology, which uses ...

I'd like to come to the right point ...

I am going to divide my review / report / article into 3 areas / parts ...

I will begin with a definition of ..., then go on to a brief review ...

Let us start by mentioning a few facts ...

Then I would like to take a look at...

Following that we should talk about ...

Lastly we are going to discuss ...

I would like to talk to you today about _____ for ____ minutes.

We should be finished here today by ____ o'clock.

Управление презентацией

Now we will look at ...

I'd like now to discuss...

Before moving to the next point I need to ...

Let's now talk about...

Let's now turn to...

Let's move on to...

That will bring us to our next point ...

Moving on to our next point ...

Let us now turn to ..., namely to ...

We come now to the description of ...

Let's switch to another topic ...

Let us now proceed to consider how ...

Firstly ...

Secondly ...

Thirdly ...

I'd like to describe in detail ...

Let's face the fact ...

Consider another situation.

Доброе утро / день / вечер дамы и господа

Меня зовут ... Я являюсь ...

Сегодня я хотел бы поговорить с вами о...

Цель моей сегодняшней презентации – проинформировать вас о...

Меня попросили сказать / прокомментировать, что я думаю о способе ...

Пожалуйста, не стесняйтесь прерывать меня, если возникнут любые вопросы.

Если у вас есть какие-либо вопросы, пожалуйста, задайте их по окончании презентации.

Вначале ...

Прежде всего ...

Сначала я хотел бы сказать о ...

Я бы хотел начать с ...

Перед тем как обсуждать ...

Описывая этот процесс, необходимо начать с ...

Сначала мы должны ознакомиться с терминологией, которую использует ...

Я бы хотел сразу приступить к делу ...

Я собираюсь разделить свой обзор / доклад / статью на 3 части ...

Я начну с определения ..., затем перейду к краткому обзору ...

Давайте начнем с упоминания некоторых фактов ...

Затем я хотел бы взглянуть на ...

Вслед за этим мы должны поговорить о ...

В заключение мы обсудим ...

Сегодня я хотел бы поговорить с вами о _____ в течение _____ минут.

Мы должны закончить сегодня к ____ часам.

Сейчас мы посмотрим на ...

Я бы хотел обсудить сейчас ...

Прежде чем перейти к следующему вопросу, мне необходимо ...

Давайте сейчас поговорим о ...

Давайте перейдем сейчас к ...

Давайте перейдем к ...

Это приведет нас к нашему следующему пункту ...

Переходим к нашему следующему пункту ...

Теперь перейдем к ..., а именно к ...

Теперь мы подошли к описанию ...

Перейдем на другую тему ...

Давайте перейдем к рассмотрению того, как ...

Во-первых ...

Во-вторых ...

В-третьих ...

Я бы хотел подробно описать ...

Давайте обратимся к факту ...

Рассмотрим другую ситуацию ...

Let's go back a bit to ...
It will take up too much time / space ...
This point will be discussed later / after ...
Lastly ...
Eventually we must confess ...
Now we come to the final phase of ...
One more question remains to discuss ...
And the last point, ...
A final remark.
Подведение итогов
I would just like to sum up the main points again ...
If I could just summarize our main points before your questions. So, in conclusion ...

Finally let me just sum up today's main topics ...

Concluding what has been said above, I want to stress that ...

I will sum up what has been said ...
To conclude this work ...
To summarize, the approach to ... described here is ...
We arrived at the conclusion that ...
We shouldn't rush to a conclusion ...
We find the following points significant ...
We can draw just one conclusion since ...
As a summary I would like to say that ...
Finally, the results are given in ...

Уточнения

I'm sorry, could you expand on that a little?
Could you clarify your question for me?
I'm sorry I don't think I've understood your question, could you rephrase it for me?

I think what you are asking is ...
If I've understood you correctly you are asking about ...
So you are asking about ...

Разные полезные фразы

Thus ...
Thus we see ...
In consequence ...
In consequence of ...
Turning now to possible variants ...

We can further divide this category into two types ...

>We can now go one step further ...
That is why we have repeatedly suggested that ...
However this conclusion may turn out to be hasty, if ...
Maybe we could get definite results at an earlier date ...

No definite conclusions have so far been reached in these discussions ...

Results are encouraging for ...
Results from such research should provide ...
That yields no results ...
The logical conclusion is that ...
The result was astounding ...
The results are not surprising ...
Then eventually I came to the conclusion that ...
There are two important consequences of ...
The first step is to develop ...
The second phase of is that ...
There are two main stages in the procedure ...
Although I think that ...
I strongly believe that ...

Давайте немного вернемся к ...
Это займет слишком много времени / места ...
Этот вопрос будет обсуждаться позднее / после ...
Наконец / в заключение ...
В конечном итоге, мы должны признаться ...
Теперь перейдем к заключительному этапу ...
Остается еще один вопрос для обсуждения ...
И последний вопрос / замечание, ...
Последнее замечание.

Я бы еще раз хотел подвести итоги основных пунктов ...
Я хочу только подвести итоги наших главных пунктов перед тем, как вы начнете задавать вопросы. Итак, в заключение ...
В заключение, позвольте мне подвести итоги сегодняшних основных тем ...
Подводя итог тому, что было сказано выше, я хочу подчеркнуть, что ...
Я подытожу все сказанное ...
В завершение этой работы ...
Резюмируем: подход к ..., описанный здесь, состоит в ...
Мы пришли к заключению, что ...
Мы не должны делать поспешный вывод ...
Мы находим важными следующие моменты ...
Мы можем сделать лишь один вывод, поскольку ...
В качестве обобщения, я бы хотел сказать, что ...
И, наконец, результаты представлены в ...

Простите, можно немножко поподробнее?
Могли бы вы прояснить этот вопрос для меня?
Извините, по-моему, я не понял вашего вопроса. Могли бы вы изложить его иначе (перефразировать) для меня?
Я думаю то, о чем вы спрашиваете, это ...
Если я правильно вас понял, вы спрашиваете о ...
Итак, вы спрашиваете о ...

Таким образом ...
Таким образом, мы видим ...
В результате ...
Вследствие ...
Переходя теперь к возможным вариантам ...
В дальнейшем мы можем разделить эту категорию на два типа ...
Теперь мы можем продвинуться на шаг вперед ...
Вот почему мы неоднократно предлагали ...
Однако этот вывод может оказаться поспешным, если ...
Возможно, мы могли бы получить определенные результаты на более раннюю дату (раньше) ...
В ходе этих дискуссий так и не были сделаны какие-либо определенные выводы ...
Результаты обнадеживающие, поскольку ...
Результаты такого исследования должны обеспечить ...
Это не дает никаких результатов ...
Логическим заключением является то, что ...
Результат был ошеломляющим ...
Результаты неувидительны ...
Затем, со временем, я пришел к выводу, о том что ...
Есть два важных следствия ...
Первый шаг состоит в том, чтобы разработать ...
Второй этап ... в том, чтобы ...
В данной процедуре есть два главных этапа ...
Хотя я полагаю, что ...
Я решительно полагаю, что ...

In order to understand ...
It has to be said that ...
Many experts are coming to believe that only ...

Some experts, however, think that ...
Someone may say that ...
Though we used to think ...
It is generally considered that ...
We should realize that ...
Now we understand why it is so hard to ...
Consider how it can be done ...
At first glance it would seem that ...
It can be viewed in a different light ...
It has been assumed that ...
Let us assume for a moment that ...
Suppose, for example, that ...
Though it might seem paradoxical, ...
You might know that ...
But it can be claimed that ...
Let us not forget that ...

This simplified approach ignores the importance of ...

Для того чтобы понять ...
Необходимо сказать, что ...
Многие эксперты все больше приходят к убеждению, что ...
только ...
Некоторые эксперты, однако, думают, что ...
Кто-то может сказать, что ...
Хотя мы привыкли полагать ...
Обычно полагают, что ...
Мы должны осознавать, что ...
Теперь мы понимаем, почему так трудно ...
Рассмотрим, как это может быть сделано ...
На первый взгляд могло бы показаться, что ...
Можно иначе смотреть на это ...
Предполагалось, что ...
Предположим на минуту, что ...
Предположим, например, что ...
Хотя это могло бы показаться парадоксальным ...
Вы, возможно, знаете, что ...
Но можно утверждать, что ...
Давайте не будем забывать, что ...
Этот упрощенный подход игнорирует важность ...

2. Сделайте презентацию по теме исследования с опорой на данные слова и выражения.

Практическое занятие 2

1. Прочитайте и переведите текст. Ответьте на вопросы.

Read the text quickly. Match the headings (a-d) with the paragraphs (1-4):

a Memory **b** Speed **c** PCs and Notebooks **d** Hardware/ Software

1. The parts of a computer you can touch, such as the monitor or the Central Processing Unit (CPU) are hardware. All hardware except the CPU and the working memory are called peripherals. Computer programs are software. The operating system (OS) is software that controls the hardware. Most computers **run** the Microsoft Windows OS. MacOS and Linux are other operating systems.
2. The CPU controls how fast the computer **processes** data, or information. We measure its speed in megahertz (MHz) or gigahertz (GHz). The higher the speed of the CPU, the faster the computer will run. You can type letters and play computer games with a 500 MHz CPU. Watching movies on the Internet needs a faster CPU and a modem.
3. We measure the Random Access Memory (RAM) of the computer in megabytes (MB). RAM controls the **performance** of the computer when it is working and moves data to and from the CPU. Programs with a lot of **graphics** need a large RAM to run well. The hard disk **stores** data and software programs. We measure the size of the hard disk in gigabytes (GB).
4. Computer technology changes fast, but a desktop PC (Personal Computer) usually has a tower, a separate monitor, a keyboard and a mouse. The CPU,

modem, CD-ROM and floppy disk drives are usually inside the tower. A notebook is a portable computer with all these **components** inside one small unit. Notebooks have a screen, not a monitor, and are usually more expensive than desktops with similar **specifications**. (W)

2. Look at these words. Write H (hardware), P (peripheral), S (software) or M (measurement) next to each one:

1 CPU 2 MacOS 3 megabyte (MB) 4 printer 5 RAM 6 megahertz (MHz)
7 mouse 8 modem 9 Linux 10 scanner 11 gigabytes (GB)
12 floppy disk

3. Match the highlighted words and phrases in the text with the definitions (1-7):

- | | |
|------------------------|---------------------------------------|
| 1. parts | 4. measurements |
| 2. pictures and images | 5. use a computer program |
| 3. reads and uses data | 6. keeps data in the memory |
| | 7. how well a computer does something |

Практическое занятие 3

Carrier. Job Application. Resume. Interview.

1. Прочитайте диалог и ответьте на вопросы:

Job Interview

Mr Johnson is the boss of a trucking company. His office is a mess. There are papers, books and boxes everywhere. Nothing is clean, nothing is in order. He needs a good secretary.

Mrs Santana wants the job. She is in his office for an interview. He is surprised because she is an old woman and she has no office experience. Mrs Santana is talking:

“I’m the right person for this job. I’m a good typist. I took a typing course last year. I can type 50 words a minute. I’m a good talker and friendly on the phone... and I’m organized.

You see, I’m a mother. I’m the mother of 5 children. At home everything is organized, my house is clean and in order. I’m sure you want your office the same way.”

Mr Johnson is interested.

“Mr Johnson, look at your office. There are papers, books and boxes everywhere. Your basket is full. The date on your calendar is the fifth. Today is the tenth. I can take care of everything in your office, and I’m a hard worker.

Mr Johnson, I’m the right person for this job.”

Mr Johnson is sitting in his chair and smiling.

“Mrs Santana, when can you start?”

1. What kind of a company is this?
2. Who is the boss of the company?
3. In what condition is his office?
4. Whom does Mr Johnson need?
5. What does Mrs Santana want?
6. Why is she in Mr Johnson's office?
7. Has she any office experience?
8. Is she a young woman?
9. Why is Mr Johnson surprised?
10. Does Mrs Santana speak on any course she has taken?
11. What kind of course is it?
12. What does she say about herself?
13. What does she say about her house?
14. Does it mean (означает) that in this way she has highlighted her personal achievements?
15. What disorder (беспорядок) does she find in Mr Johnson's office?
16. How does she emphasize her competence?
17. Has Mr Johnson employed her?
18. Does it show that she has proved (доказала) her suitability to the job?

2. Прочитайте, переведите диалог и составьте по аналогии:

A job vacancy

Oleg was watching TV when the telephone rang. It was his

American friend Dick Jones.

Dick: Oleg, I hope I'm not calling too late.

Oleg: No, Dick, I was watching television. How are you?

D.: I'm fine. I'm calling you at such a late hour because there is good news for you. An hour ago I spoke to a friend of mine. He's on the Board of Directors at "A&B Instrument Company". They have an immediate opening for a software programmer. They are looking for a specialist in this field. I told my friend about you. He wants to know if you can come tomorrow for an interview. You shouldn't miss this opportunity.

O.: Dick, you're absolutely right. I agree with you completely. I realize that I should see the interviewer; but what about my job at the gas station?

D.: Oh, come on. Don't tell them where you are going. Just tell your supervisor you have some personal business to attend to. Promise him to make up the time.

O.: That makes sense, Dick. But I'm a bit afraid because of my poor English.

D.: Stop worrying about it. All you have to do is to explain your previous experience. You can do it perfectly well. You've to show your experience but not English stylistic subtleties. Even a few grammatical errors won't harm you. I'm sure you'll feel at ease with the interviewer.

O.: I hope so. I've made up my mind and I'm going to see the interviewer.

D.: Okay. Would you write down the address?

O.: All right. I'm listening.

D.: 620 Broadway, 25 th floor. Ask for the personnel department. Don't leave home without your resume. Good luck.

O.: Thank you, Dick.

3.Прочитайте, переведите диалог и составьте по аналогии:

Preparing a resume

Jack Holden: I'm pleased to meet you. Peter. My sister Linda has often spoken about you.

Peter Bubinsky: I'm happy to meet you, Jack.

J.: So you're a newcomer from Russia. How long have you been in New York?

P.: I've been living here about 10 months.

J.: Do you like living here?

P.: Yes, I do. New York is a fascinating city.

J.: Do you have a job?

P.: Yes, I do. But this is a sad story. I'm an electronics engineer without American experience. Now I'm a cab driver.

J.: Don't lose heart. Driving a cab is not what you have dreamed of. But if you have a good professional background, sooner or later you'll get a job in your special field. Do you have a resume?

P.: Yes, I do. I have it with me.

J.: Could you show it to me? I happened to work for the personnel department of a large company.

P.: Here it is.

J.: (*reading the resume*) That kind of resume won't get you a high-level job. Major companies receive about 300 resumes a week. They ignore 290 of them.

P.: What's the reason for it?

J.: Many job hunters stress details that don't count.

P.: But my resume should reflect my professional experience, shouldn't it?

J.: Yes, of course. You describe yourself as an electronics engineer. That's not enough. No doubt you have advanced knowledge. But what is your objective? What kind of position do you want? What abilities qualify you for a job as an electronics engineer with Manhattan Electronics to

name just an example? You should tell about your strengths and experiences which will let you do that job. Your strengths should be given more space. Other information could be left out.

P.: Sometimes it's rather difficult to decide what to stress and what to leave out.

J.: An employer's main interest is what you can do for the company. Include information that shows that you are the right kind of person for the job. Leave out anything that might give an employer reason for passing you by.

P.: But what about the lack of American experience? That's a serious obstacle to getting a job.

J.: If the employer realizes that you are a right man for a particular position, he will give you an appointment. Write another kind of resume and show it to me.

P.: Thank you so much.

J.: You are welcome. Call me as soon your resume is ready.

24. Английский юмор:

"One of the most tactful men I ever knew," says a California manufacturer," was the man who fired me from my first job. He called me in and said, "Son, I don't know how we're ever going to get along without you, but starting Monday we're going to try".

manufacturer – промышленник

fire – увольнять

get along without – обходиться без

4. Напишите собственное резюме.

Практическое занятие 4

1. Active and Passive Voice.

1) Передайте следующие предложения в Passive Voice.

He stole a lot of money from the shop.

By six o'clock they had finished the work.

At twelve o'clock the workers were loading the trucks.

By three o'clock the workers had loaded the trucks.

We send our daughter to rest in the south every year.

They will show this film on TV.

They are building a new concert hall in our street.

I bought potatoes yesterday.

We shall bring the books tomorrow.

They are repairing the clock now.

They sell milk in this shop.

I have translated the whole text.

They broke the window last week.

When I came home, they had eaten the sweets.

We shall do the work in the evening.

He wrote this book in the 19th century.

They were playing tennis from four till five.
They have made a number of important experiments in this laboratory.
Livingstone explored Central Africa in the 19th century.
By the middle of autumn we had planted all the trees.
They will stage this play at the beginning of next season.
They have forgotten the story.
Has anybody explained the rules of the game to you?
They haven't brought back my skates.

2) Передайте следующие предложения в Active Voice. Введите любые подходящие подлежащие.

The room was cleaned and aired.
Have all these books been read?
Whom were these letters written by?
The letter has just been typed.
She showed me the picture which had been painted by her husband.
I shall not be allowed to go there.
He has been told everything, so he knows what to do now.
All the questions must be answered.
The door has been left open.
Betty was met at the station.
The girl was not allowed to go to the concert.
She said that the new timetable had not yet been hung up on the notice board.
The roast chicken was eaten with appetite.
It was so dark, that the houses could not be seen.
The light has not yet been turned off.
The boy was punished for misbehaving.
By three o'clock everything had been prepared.
The dictation was written without mistakes.
Whom was the poem written by?
Her dress was washed and ironed.
I was not blamed for the mistakes.
The papers had been looked through and corrected by the next lesson.
This house was built last year.
The letter has just been sent.
This article will be translated at the lesson on Tuesday.
When will this book be returned to the library?

3) Переведите на английский язык, употребляя глаголы в Passive Voice.

Нам показали очень странную картину.
Тебя ищут. Иди домой.
Вас всех пригласят в зал и расскажут обо всех изменениях в школьной программе.
Почему над ним всегда смеются?
Нам всем дали билеты на выставку.
Лекции этого знаменитого профессора всегда слушают с большим вниманием.
Меня ждут?
Им задали три трудных вопроса.
За директором уже послали. Подождите немного.
Всех пригласили в большой зал.
Эти письма просмотрены. Их можно отправлять.
На станции их встретил гид и отвез в гостиницу.
Эти журналы должны быть возвращены в библиотеку на следующей неделе.

На наших занятиях много внимания уделяется произношению.
Иванову велели объяснить, почему он пропускает занятия.
Меня пригласят на ваш вечер?
Детей оставили дома одних.

2. Conditional sentences.

1) Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму.

Н-р: If it ... (rain), we ... (stay) at home. (Если пойдет дождь, мы останемся дома.) – If it rains, we shall stay at home.
If he ... (practice) every day, he ... (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)
She ... (help) us if we ... (ask). (Она поможет нам, если мы попросим.)
If they ... (have) enough money, they ... (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)
I ... (not talk) to you anymore if you ... (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)
If Bob ... (not keep) his word, Anna ... (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)

2) Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму.

Н-р: If Susan ... (move) to Tokyo, she ... (live) near her sister.
(Если бы Сюзан переехала в Токио, она бы жила рядом со своей сестрой.) – If Susan moved to Tokyo, she would live near her sister.
If you ... (have) a driving license, you ... (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)
My dog ... (be) 20 years old today if it ... (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)
I ... (go) to the police if I ... (be) you. (Я бы обратился в полицию на твоём месте.)
If people ... (not buy) guns, the world ... (become) safer. (Если бы люди не покупали оружие, мир стал бы безопаснее.)
Tom ... (not eat) much “fast food” if his wife ... (cook) at home. (Том не ел бы много «фастфуда», если бы его жена готовила дома.)

3) Раскройте скобки в условных предложениях III типа и поставьте глаголы в правильную форму.

Н-р: John ... (not have) a car accident if he ... (choose) another road. (Джон не попал бы в автомобильную аварию, если бы выбрал другую дорогу.) – John wouldn't have had a car accident if he had chosen another road.
I ... (visit) Sarah yesterday if I ... (know) that she was ill. (Я бы навестил Сару вчера, если бы знал, что она больна.)
If you ... (go) with me to Paris last month, you ... (see) the Eiffel Tower too. (Если бы ты поехал со мной в Париж в прошлом месяце, ты бы тоже увидел Эйфелеву башню.)
We ... (not get wet) if you ... (take) an umbrella. (Мы бы не промокли, если бы ты взял зонт.)
If Mum ... (not open) the windows, our room ... (not be) full of mosquitoes. (Если бы мама не открыла окна, наша комната не была бы полна комаров.)
Nick ... (not be) so tired this morning if he ... (go to bed) early last night. (Ник не был бы таким уставшим этим утром, если бы рано лег спать прошлой ночью.)

4) Подберите к первой части условных предложений (из первого столбика) их окончание (из второго столбика). Обратите внимание на тип условного предложения. Переведите получившиеся предложения.

Н-р: 1 – с (Мы бы испекли торт, если бы мы купили немного яиц вчера.)

- | | |
|--------------------------------|--|
| 1) We would have made a cake | a) if he hadn't shouted at them. |
| 2) If it rains much | b) if she loses weight. |
| 3) If I knew English well | c) if we had bought some eggs yesterday. |
| 4) My kids wouldn't have cried | d) if I were you. |
| 5) I would call him | e) I would be an interpreter. |
| 6) She will put this dress on | f) the flowers will grow very fast. |

5) Переведите условные предложения всех типов.

Если бы у меня был отпуск сейчас, я бы поехал на озеро Байкал.

Я посмотрю этот фильм, если он понравится тебе.

Если бы ты подписал документы вчера, мы бы отослали их сегодня.

Если бы Джон не потерял номер телефона, он бы позвонил ей.

Марк был бы здоровым мужчиной, если бы не курил.

Если я пойду в магазин, я куплю новый телефон.

3. Complex Object, Complex Subject

Complex Object

1) Раскройте скобки, используя сложное дополнение. Переведите.

1. I want (she) to be my wife.
2. My brother taught (I) to swim and dive.
3. They would like (we) to read aloud.
4. Bob advised (she) to stay for another week.
5. We expect (he) to arrive at noon.
6. I heard (you) open the door.
7. Dad always makes (I) go fishing with him every weekend.
8. Our parents expect (we) to stop quarreling.
9. Sara never lets (he) drive her car.
10. I saw (you) cross the street.

2) Поставьте «to» там, где необходимо.

1. We heard the lorry ... stop near the house.
2. I want my elder sister ... take me to the zoo.
3. I believe the Internet ... be the greatest invention ever.
4. The teacher doesn't let us ... use our mobile phones.
5. They didn't expect her ... be late.
6. The police officer made him ... tell the truth.
7. I would like you ... admit your fault.
8. Swan believes Vicky ... be the best manager in our store.
9. Nick persuaded me ... go in for sports.
10. We saw Jacob ... break the window.
11. I consider this sculpture ... be a masterpiece.
12. She noticed Mary suddenly ... turn pale.
- 13.

3) Перефразируйте предложения, используя сложное дополнение.

Н-р: I want that she will cook mushroom soup. (Я хочу, чтобы она приготовила грибной суп.) – I want her to cook mushroom soup.

1. The children were laughing and enjoying themselves on the beach. Their parents saw them. – Their parents saw
2. They said: “He is an expert in our industry.” – They consider
3. The bike disappeared in the forest. The policeman noticed it. – The policeman noticed
4. Elvis said to his son: “Don’t watch horror films.” – Elvis doesn’t let
5. “Mummy, please, buy me that doll”, said the little girl. – The little girl would like
6. Dad says that I can travel to China with you. – Dad allows
7. He swears a lot. Many people heard that. – Many people heard
8. “Bring me some water from the well,” my grandmother said. – My grandmother wanted
9. Somebody was watching me. I felt that. – I felt
10. Daniel said: “Helen, you can go to a night club tonight.” – Daniel let

Complex Subject

1) Раскройте скобки, употребляя требующуюся форму инфинитива:

1. He seems (to read) a lot. 2. He seems (to read) now.
3. He seems (to read) all the books in the library.
4. We expect (to be) back in two days.
5. We expected (to help) by the teacher.
6. I am sorry (to break) your pen.
7. The children seem (to play) since morning.
8. I want (to take) you to the concert.
9. She hoped (to help) by her friends.
10. I hope (to see) you soon.

2) Переведите на русский язык, обращая внимание на сложное подлежащее:

1. Many books are known to be published in our country every year.
2. His invention is considered to be of great importance.
3. For a long time the atom was thought to be indivisible.
4. He was said to be one of the most promising nuclear physicists.
5. She appeared to be an excellent actress.
6. This work seems to take much time.
7. The percentage of carbon in this steel turned out to be low.
8. They are sure to acknowledge your talent.
9. The article is likely to appear in the next issue of the journal.
10. She is not likely to change her opinion.

3) Перефразируйте следующие предложения, употребляя сложное подлежащее:

E.g.: It is believed that the poem was written by Byron. – The poem is believed to have been written by Byron.

1. People consider the climate there to be very healthful.
2. It is expected that the performance will be a success.
3. It is said that the book is popular with both old and young.
4. It was supposed that the crops would be rich that year.
5. It was reported that five ships were missed after the battle.
6. It appeared that he was losing patience.
7. It happened that I was present at the opening session.

8. It turned out that my prediction was correct.
9. It seems they know all about it.
10. It seems they have heard all about it.

4) Раскройте скобки, употребляя требующуюся форму инфинитива.

Переведите на русский язык, обращая внимание на функцию инфинитива.

1. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings.
2. He seems (to know) French very well: he is said (to spend) his youth in Paris.
3. You seem (to look) for trouble.
4. I heard the door of the entrance hall (to open) and (to close) softly.
5. The article is likely (to appear) in the next issue of the journal.
6. He is sure (to tell) me all about this even I don't ask him.
7. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
8. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget).
9. Irving turned out (to be) a long, pale-faced fellow.
10. I felt Nick (to put) his hand on my shoulder.
11. Soon we found that there was another complicated problem (to consider).
12. Here are some articles (to translate) for tomorrow.
13. Jane remembered (to tell) a lot about Mr. Rochester.
14. I am very sorry (to add) some more trouble by what I have told you.
15. (To play) chess was his greatest pleasure.
16. Isn't it natural that we like (to scold)?
17. I am sorry (to spoil) your mood.
18. I remembered (to move – растрогаться) by the scene I witnessed.
19. She was sorry (to miss) the beginning of the concert.
20. I should like him (to say) it to my face.

5) Перефразируйте следующие предложения, употребляя сложное подлежащее:

E.g. We heard that a car stopped outside the door.

A car was heard to stop outside the door.

It is believed that the poem was written by Byron.

The poem *is believed* to have been written by Byron.

1. People consider the climate there to be very healthy.
2. It was announced that the Chinese dancers were arriving next week.
3. It is expected that the performance will be a success.
4. It is said that the book is popular with both old and young.
5. It is believed that the poem was written by an unknown soldier.
6. It is supposed that the well-known playwright is working on a new play.
7. It is reported that the flood has caused severe damage to the crops.
8. It was supposed that the crops would be rich that year.
9. It has been found that this mineral water is very good for the liver.
10. Scientists consider that electricity exists throughout space.
11. It is said that the weather in Europe was exceedingly hot last summer.
12. It was reported that five ships were missing after the battle.

6) Переведите на русский язык, обращая внимание на сложное подлежащее.

1. This work seems to be taking too much time.
2. The operation seemed to be a complicated one.
3. Money just doesn't happen to interest me.
4. In the middle of the lecture Dr Sommerville

happened to pause and look out of the window. 5. From the very first mention of Long John, I was afraid that he might turn out to be the very one-legged sailor whom I had watched for so long at the inn. 6. Clyde seemed to have been thinking of no one else but Sondra since their last meeting. 7. Clyde appeared to have forgotten of his promise to spend his spare evenings with Roberta. 8. She appeared to be an excellent actress. 9. One day a Hare happened to meet a Tortoise. 10. The Tortoise seemed to be moving very slowly. 11. The Hare turned out to be the loser of the race. 12. The apparatus seemed to be in excellent condition. 13. You appear to have found in him something that I have missed. 14. The new methods of work appear to be very effective. 15. The percentage of carbon in this steel turned out to be low. 16. Irving turned out to be a long, pale-faced fellow. 17. His office turned out to be in one of the back streets. 18. He appeared to be an ideal man. 19. She doesn't seem to want to do anything I suggest. 20. He turned out to have no feeling whatever for his nephew. 21. This appeared to amuse the policeman. 22. You can easily get in through the window if the door happens to be locked. 23. The peasants did not seem to see her. 24. The Gadfly seemed to have taken a dislike to Signora Grassini from the time of their first meeting. 25. You don't seem to have done a lot of good for yourself by going away. 26. "Jim," he said at last, in a voice that did not seem to belong to him. 27. I happened to meet an old friend at the theatre. 28. Granny seems to be making a cake for my birthday.

7) Перефразируйте следующие предложения, употребляя сложное подлежащее.

E.g. It appeared that they had lost the way.

They appeared to have lost the way.

1. It seems they know all about it. 2. It seems they have heard all about it. 3. It seemed that the discussion was coming to an end. 4. It seems that you don't approve of the idea. 5. It seemed that the house had not been lived in for a long time. 6. It appeared that he was losing patience. 7. It appeared that he had not heard what had been said. 8. It happened that I was present at the opening session. 9. It so happened that I overheard their conversation. 10. It turned out that my prediction was correct. 11. It turned out that the language of the article was quite easy.

ТЕМА 2

Чтение

Базовый уровень. Самостоятельная/проектная работа:

Самостоятельное индивидуальное чтение специальной профессионально-ориентированной литературы (не менее 5000 печатных знаков в семестр). Составление глоссария по прочитанным текстам (не менее 50 лексических единиц в семестр, перевод). Реферирование прочитанного текста, устный отчет с опорой на письменный текст.

Повышенный уровень. Самостоятельная/проектная работа:

Самостоятельное индивидуальное чтение специальной профессионально-ориентированной литературы (не менее 5000 печатных знаков в семестр). Составление глоссария по прочитанным текстам (не менее 70 лексических единиц в семестр, перевод). Реферирование прочитанного текста, устный отчет без опоры на письменный текст и ответы на вопросы.

Практическое занятие 1

Прочитайте тексты, выпишите незнакомые слова по специальности и сделайте реферирование текстов

1) Linguistics may be defined as the scientific study of language. This definition, unexceptionable as far as it goes, is one that will be found in a large number of textbooks and popular introductions to the subject. The term 'linguistics' was first used in the middle of the nineteenth century; and there are many scholars currently engaged in research or teaching in the field of linguistics who would say that the subject itself is not much older than the term 'linguistics'. They would claim that earlier linguistic research (in Europe at least) was amateurish and unscientific. Now it is a matter of legitimate dispute just how far back one should go in tracing the history of what we would today recognize as 'linguistics'. We shall not go into this question here. But one point should be appreciated. The investigation of language, like the investigation of many other phenomena (including those that fall within the scope of what are commonly called the 'physical' sciences), has been subject to various changes in the interpretation of the words 'science' and 'scientific', not only in the remoter past, but also more recently. <...>

One topic that commonly finds a place in discussions of the status of linguistics as a science is its 'autonomy', or independence of other disciplines. Linguists have tended to be somewhat insistent on the need for autonomy, because they have felt that, in the past, the study of language was usually subservient to and distorted by the standards of other studies such as logic, philosophy and literary criticism. For this reason the editors of Saussure's posthumous *Cours de linguistique générale* (the publication of which is often taken to mark the beginning of 'modern linguistics') added to the text of the master its programmatic concluding sentence, to the effect that linguistics should study language 'for its own sake' or 'as an end in itself' (Saussure, 1916). Whatever might be the precise meaning of the phrase 'language as an end in itself, the principle of 'autonomy', as it has been applied in linguistics over the last fifty years, has led to a more general conception of the nature and function of language than was possible in the earlier periods of linguistic scholarship. An equally, if not more, important consequence of the principle of 'autonomy' is that it promoted the study of language as a formal system.<...> Now that linguistics has established its credentials as a mature academic discipline with its own methodology and criteria of relevance (and one can reasonably claim that this is the case), there is no longer the same need to insist upon the principle of 'autonomy'. The last few years have seen an increased interest amongst philosophers, psychologists, anthropologists, literary critics and representatives of other disciplines in linguistic theory and methodology. Some scholars consider that the time may be ripe for the incorporation of the theory of language into a more embracing synthesis of science and philosophy.<...>

Synchronic and diachronic. Throughout the nineteenth century linguistic research, was very strongly historical in character. One of the principal aims of the subject was to group languages into 'families' (of which the Indo-European family is the best known) on the basis of their independent development from a common source. The description of particular languages was made subsidiary to this general aim; and there was little interest in the study of the language of a given community without reference to historical considerations. Saussure's distinction between the diachronic and the synchronic investigations of language is a distinction between these two opposing viewpoints. Diachronic (or historical) linguistics studies the development of languages through time: for example, the way in which French and Italian have 'evolved' from Latin. Synchronic linguistics (sometimes referred to rather inappropriately as 'descriptive' linguistics) investigates the way people speak in a given speech community at a given point in time. It is now generally agreed that (due attention having been given to the definition of 'speech community') the history of a language is in principle irrelevant to its synchronic description: but this fact was not generally appreciated by earlier linguists. (From "New Horizons in Linguistics" edited by John Lyons)

2) STYLISTICS

Stylistics is concerned with using the methodology of linguistics to study the concept of “style” in language. Every time we use language we necessarily adopt a style of some sorts: we make a selection from a range of syntactic and lexical possibilities according to the purpose of the communication. The study of style has traditionally been the preserve of literary criticism, but since the rise of linguistics there has been a more systematic attempt to provide a “linguistic” foundation for literary effects, as well as a concern to broaden the scope of enquiry to include non-literary texts: recipes, car manuals, sermons,

and so forth. In many respects stylistics is a twentieth-century development of the classical study of rhetoric. The interest really began with the publication in 1909 because of a work on French stylistics by the linguist Bally, a pupil of Ferdinand de Saussure. Other European linguists were gradually attracted to the subject, and in the ensuing decades its influence spread. There are various sub-branches of stylistics, reflecting the diversity of approaches which exist within the field itself. General stylistics is used as a cover term to refer to the analyses of nonliterary varieties of language. The main focus of such studies is with establishing principles which can account for the choices made by individuals and social groups in their use of language. The problem for linguists is to establish a principled framework which can cope with the almost infinite acts of communication which occur between individuals, or groups. One of the most influential models has been that of Roman Jakobson, the Swedish linguist, presented at a conference at Indiana University in 1958. Despite the brevity of Jakobson’s paper, most discussions of the factors affecting style have taken his model, which seeks to match six general functions of language to their corresponding situational partners. The idea underlying this model is that all language is oriented in some way towards one or more features of the communicative situation. Language which is oriented towards the situational context, for example, is likely to be referential in nature (a discussion of the weather will contain lots of references to the elements), whilst language directed at the addressee, is likely to be

cognitive, i.e. persuasive, interrogative, or directive. The other functions can be paired as below: Phatic language (greetings, leave-takings, and so on) – oriented towards the contact or channel of communication.

Emotive language (the expression of feelings and attitudes) – oriented towards the addresser.

Metalingual language (language about language, e.g. requests for clarification, *I don’t understand/can’t read that*) – oriented towards the code.

Poetic language (verbal play, e.g. figurative devices, humour, and so on) – oriented towards the message.

3) RUSSIAN LITERATURE

In the course of Russia's thousand-year history, Russian literature has come to occupy a unique place in the culture, politics, and linguistic evolution of the Russian people. In the modern era, literature has been the arena for heated discussion of virtually all aspects of Russian life, including the place that literature itself should occupy in that life. In the process, it has produced a rich and varied fund of artistic achievement. [Source: Library of Congress, July 1996 *]

Before the 19th century, there really wasn't a Russian literature per se other than popular stories, legends and folk tales of which Russians were familiar and could recite. Most of what was described as literature was poor imitations of styles popular in Europe. Many Russian poets composed their work in French.

Once they became literate, which for peasants largely didn't occur until the Communists came to power, Russians became among the world's avid readers. Writers have traditionally been held in great esteem. Russians often read more Shakespeare, Dickens and Balzac than their Western counterparts. Many think the Russian passion for reading is based on the fact there is sometimes little else to do during the long cold winters. Others theorized it was because Soviet television was so bad.

The writer Lyudmila Uiltskaya told the Washington Post, "In Russian literature a writer is often a teacher." The writer "starts to lecture people about who to vote for, how to cook lunch, how to make do. He's only good at writing but tradition forces him into to it."

Early Russian Literature

Literature first appeared among the East Slavs after the Christianization of Kievan Rus' in the tenth century. Seminal events in that process were the development of the Cyrillic alphabet around A.D. 863 and the development of Old Church Slavonic as a liturgical language for use by the Slavs. The availability of liturgical works in the vernacular language--an advantage not enjoyed in Western Europe--caused Russian literature to develop rapidly. [Source: Library of Congress. 1996 *]

The Russian language emerged from the common East Slavic tongue (which also includes Ukrainian and Belarussian), Ancient Russian or Old Church Slavonic, by the A.D. 14th century in the Rostov-Suzdak area of central Russia. Old Church Slavonic (also known as Old Church Slavic) was the first Slavic literary language, which influenced the development of the modern Slavic languages, including literary Russian. Used in liturgies of the Slavic Orthodox churches, it became known as Church Slavonic after the twelfth century. Methodius translated the entire Bible into Old Church Slavonic in the 9th century.

Early Russian literature consisted by folk poetry often spread by traveling bards. Written literature appeared with the introduction of Christianity and the Cyrillic alphabet. The oldest work of Russian literature is The Lay of the Host of Igor, written in 1187. It is about a Russian prince who is captured in battle, imprisoned and escapes. It took Gutenberg's technology more than a century to reach Russia so the first printed books did not appear until the 16th century.

Through the sixteenth century, most literary works had religious themes or were created by religious figures. Among the noteworthy works of the eleventh through fourteenth centuries are the Primary Chronicle, a compilation of historical and legendary events, the Lay of Igor's Campaign, a secular epic poem about battles against the Turkic Pechenegs, and Zadonschina, an epic poem about the defeat of the Mongols in 1380. Works in secular genres such as the satirical tale began to appear in the sixteenth century, and Byzantine literary traditions began to fade as the Russian vernacular came into greater use and Western influences were felt. *

Written in 1670, the Life of the Archpriest Avvakum is a pioneering realistic autobiography that avoids the flowery church style in favor of vernacular Russian. Several novellas and satires of the seventeenth century also used vernacular Russian freely. The first Russian poetic verse was written early in the seventeenth century. *

Folk Stories in Russia

Children's stories from both East and the West are popular. Children grow up with stories from 1001 Nights and Grimm's Fairy Tales. The most popular Russian folk character are the Firebird, and Baba Yaga, a witch who lives in a hut that runs constantly on chicken legs.

Many Russian folk tales capture both peasant life and the vastness of Russia. They often contain phrases like "over three times fifty mountains" and "crossed three times fifty rivers." Many stories also describe the beauty and freshness of spring, the coldness and whiteness of winter and the wisdom of peasants.

A Grimm-like collection of Russian folk tales was made listening to old stories passed down over generations orally by Afanas'ev in the 19th century. Pushkin also recorded old tales, some of which appear in Skazki, a collection of old stories in verse. Collections of folk stories from the former Soviet republics have been translated into English by Port Wheeler, Charles Downing, Arthur Ransoms, Valery Carrick, George and Helen Papashvily, Babette Deutsch and Avrahm Yarmolinsky.

Russian Literature Under Peter and Catherine the Great

In the 15th and 16th century, Russia emerged as true nation. In the 17th it began having closer contact with the West. In the 18th century the first real Russian literature began to appear. The first highly regarded writer to emerge was Mikhail Lomonosov, a fisherman by birth who became highly educated and founded Russia's first university in 1755.

The eighteenth century, particularly the reigns of Peter the Great and Catherine the Great (r. 1762-96), was a period of strong Western cultural influence. Russian literature was dominated briefly by European classicism before shifting to an equally imitative sentimentalism by 1780. Secular prose tales--many picaresque or satirical--grew in popularity with the middle and lower classes, as the nobility read mainly literature from Western Europe. Peter's secularization of the Russian Orthodox Church decisively broke the influence of religious themes on literature. The middle period of the eighteenth century (1725-62) was dominated by the stylistic and genre innovations of four writers: Antioch Kantemir, Vasiliy Trediakovskiy, Mikhail Lomonosov, and Aleksandr Sumarokov. Their work was a further step in bringing Western literary concepts to Russia. [Source: Library of Congress, July 1996 *]

Under Catherine the Great, Western, particularly French, philosophies and literature were introduced to Russia (See Catherine the Great Under History). Writers that prospered under Catherine the Great, included Denis Fonvizin, the author of the comedy of manners *The Minor*; Ivan Krylov (died in 1844), much loved for his vivid fables about scheming crows and two-faced foxes; Aleksander Radishechev, who wrote *A Journey from Petersburg to Moscow*, satirizing corrupt officials; and Gavriil Derzhavin, who wrote *Odes*, which both praised and made fun of Catherine the Great's court.

Under Catherine, the satirical journal was adopted from Britain, and Gavriil Derzhavin advanced the evolution of Russian poetry. Denis Fonvizin, Yakov Knyazhnin, Aleksandr Radishchev, and Nikolay Karamzin wrote controversial and innovative drama and prose works that brought Russian literature closer to its nineteenth-century role as an art form liberally furnished with social and political commentary. The lush, sentimental language of Karamzin's tale *Poor Lisa* set off a forty-year polemic pitting advocates of innovation against those of "purity" in literary language. *

Russian Literature in the 18th Century

The 18th and 19th centuries were a time when the intellectual world was dominated by the English, French and Germans and Russians were searching for a literature and philosophy that described their existence and mentality. By 1800 Russian literature had an established tradition of representing real-life problems, and its eighteenth-century practitioners had enriched its language with new elements. On this basis, a brilliant century of literary endeavor followed.

The 19th century was the golden era of Russian literature. Novelists Leo Tolstoy, the author of *War and Peace*, Fyodor Dostoyevsky, who wrote *Crime and Punishment*, and Anton Pavlovich Chekhov, considered Russia's greatest playwright, are the three literary figures most well known in the West. Other notable writers included the poet Mikhail Lermontov and the novelists and short story writers Ivan Turgenev and Nikolay Gogol. The figure closest to the hearts of Russians is the poet Alexander Pushkin.

The major literary figure in the last decade of the nineteenth century was Anton Chekhov, who wrote in two genres: the short story and drama. Chekhov was a realist who examined the foibles of individuals rather than society as a whole. His plays *The Cherry Orchard*, *The Seagull*, and *The Three Sisters* continue to be performed worldwide. [Source: Library of Congress, July 1996 *]

Russian literature of the nineteenth century provided a congenial medium for the discussion of political and social issues whose direct presentation was censored. The prose writers of this period shared important qualities: attention to realistic, detailed descriptions of everyday Russian life; the lifting of the taboo on describing the vulgar, unsightly side of life; and a satirical attitude toward mediocrity and routine. All of those elements were articulated primarily in the novel and short story forms borrowed from Western Europe, but the poets of the nineteenth century also produced works of lasting value. *

Age of Realism in 19th Century Russia

The Age of Realism, generally considered the culmination of the literary synthesis of earlier generations, began around 1850. The writers of that period owed a great debt to four men of the previous generation: the writers Aleksandr Pushkin, Mikhail Lermontov, and Nikolay Gogol',

and the critic Vissarion Belinskiy, each of whom contributed to new standards for language, subject matter, form, and narrative techniques. Pushkin is recognized as the greatest Russian poet, and the critic Belinskiy was the "patron saint" of the influential "social message" writers and critics who followed. Lermontov contributed innovations in both poetic and prose genres. Gogol' is accepted as the originator of modern realistic Russian prose, although much of his work contains strong elements of fantasy. The rich language of Gogol' was much different from the direct, sparse lexicon of Pushkin; each of the two approaches to the language of literary prose was adopted by significant writers of later generations. [Source: Library of Congress, July 1996 *]

By mid-century a heated debate was under way on the appropriateness of social questions in literature. The debate filled the pages of the "thick journals" of the time, which remained the most fertile site for literary discussion and innovation into the 1990s; traces of the debate appeared in the pages of much of Russia's best literature as well. The foremost advocates of social commentary were Nikolay Chernyshevskiy and Nikolay Dobrolyubov, critics who wrote for the thick journal *Sovremennik* (The Contemporary) in the late 1850s and early 1860s. *

The best prose writers of the Age of Realism were Ivan Turgenev, Fedor Dostoevsky, and Lev Tolstoy. Because of the enduring quality of their combination of pure literature with eternal philosophical questions, the last two are accepted as Russia's premier prose artists; Dostoyevsky's novels *Crime and Punishment* and *The Brothers Karamazov*, like Tolstoy's novels *War and Peace* and *Anna Karenina*, are classics of world literature. *

Other outstanding writers of the Age of Realism were the playwright Aleksandr Ostrovskiy, the novelist Ivan Goncharov, and the prose innovator Nikolay Leskov, all of whom were closely involved in some way with the debate over social commentary. The most notable poets of mid-century were Afanasiy Fet and Fedor Tyutchev. *

An important tool for writers of social commentary under strict tsarist censorship was a device called Aesopic language--a variety of linguistic tricks, allusions, and distortions comprehensible to an attuned reader but baffling to censors. The best practitioner of this style was Mikhail Saltykov-Shchedrin, a prose satirist who, along with the poet Nikolay Nekrasov, was considered a leader of the literary left wing in the second half of the century. *

Soviet Era Literature

The period immediately following the Bolshevik Revolution was one of literary experimentation and the emergence of numerous literary groups. Much of the fiction of the 1920s described the Civil War or the struggle between the old and new Russia. But under Stalin, literature felt the same restrictions as the rest of Russia's society. After a group of "proletarian writers" had gained ascendancy in the early 1930s, the communist party Central Committee forced all fiction writers into the Union of Soviet Writers in 1934. The union then established the standard of "socialist realism" for Soviet literature, and many of the writers in Russia fell silent or emigrated. [Source: Library of Congress, July 1996 *]

Approved Soviet-era literature was dominated by Socialist Realism, defined as "concrete representation of reality in its revolutionary development...in accordance with...ideological training of workers on the spirit of Socialism." The authorities went through great length to get writer to the socialist-realist line. Those that did were great rewarded materially with apartments and cars and professionally with huge press runs. Those didn't conform were ignored. If there work was published at all it was published underground

Writers were at the forefront of fomenting social change. Between 1953 and 1991, Russian literature produced a number of first-rate artists, all still working under the pressure of state censorship and often distributing their work through a sophisticated underground system called samizdat (literally, self-publishing). Another generation of writers responded to the liberalized atmosphere of Gorbachev's glasnost in the second half of the 1980s, openly discussing previously taboo themes: the excesses of the Stalin era, a wide range of previously unrecognized social ills such as corruption, random violence, anti-Semitism, and prostitution, and even the unassailably positive image of Vladimir I. Lenin himself. *

Writers and Publishers in the Communist Era

In the Communist era, writers and intellectuals were endorsed and supported by the government. To gain membership to special unions and organizations they had to study at certain approved schools and create works which fit into parameters set by the government. Without government endorsement they were nobodies. According to Communist theory, the duty of the Communist party was to maintain that there was the correct number of artists and writers for society's needs and follow the party line. Writers were required to submit their work to censors before it was allowed to be presented to the public.

Writers recognized by the government received a salary, supplies, comfortable private homes or apartments, spacious offices or working space, other perks and markets for their works. Unofficial artist had to support themselves by other means. Boiler room supervisory jobs were sought after because they worked 24 hours straight and then had three days off.

Writers that cooperated with the government received dachas, apartments, stipends and cars. The Russian writer Alessandra Stanely wrote in the New York Times, "Obscurity was noble when professional achievement was bound up with political compromise." Poets were sometimes treated like rock stars. Tens of thousands of people used to flock to Moscow's Luzhniki stadium for poetry readings.

Works by Soviet writers were published in "thick journals" Poem collections and and political philosophy books sold well. Many folk tales and classics were given a communist spin. In Hänsel and Gretel, for example, the evil stepmother is replaced by loving mother who helped her woodchopper husband. Pearls and jewels replaced by a big pot of food. The villains were landlords and the theme was problems of capitalism.

Publishers were funded by the government and manuscripts were supplied by Glavit, the censorship board. Press runs for a single could run in the millions compared to the thousands today and almost every home had bookcases filled with books. One publisher told the Los Angeles Times, "In Soviet society, people ha plenty of time and practically no other from of amusement. They got used to thinking that a good book shod be read trough in one evening."

According to the Guinness Book of Records, the most prolific publisher was Progress Publishers (founded in 1931 in the Soviet Union). In 1989, it published 750 titles in 50 languages.

Soviet Era Writers

Soviet period writers basically fell into four categories: 1) those who towed the party line like Gorky; 2) those who condemned the Soviet system and either were repressed in their homeland or lived in exile like Solzhenitsyn and Brodsky; 3) those who wavered between supporting and condemning Communism like Pasternik; and 4) those who lived in exile and wrote about non-Soviet things like Nabakov.

The best prose writers of the 1920s were Isaak Babel', Mikhail Bulgakov, Veniamin Kaverin, Leonid Leonov, Yuriy Olesha, Boris Pil'nyak, Yevgeniy Zamyatin, and Mikhail Zoshchenko. The dominant poets were Akhmatova, Osip Mandel'shtam, Mayakovskiy, Pasternak, Marina Tsvetayeva, and Sergey Yesenin. [Source: Library of Congress, July 1996 *]

In the Stalin era, A few prose writers adapted by describing moral problems in the new Soviet state, but the stage was dominated by formulaic works of minimal literary value such as Nikolay Ostrovskiy's *How the Steel Was Tempered* and Yuriy Krymov's *Tanker Derbent*. A unique work of the 1930s was the Civil War novel *The Quiet Don*, which won its author, Mikhail Sholokhov, the Nobel Prize for Literature in 1965, although Sholokhov's authorship is disputed by some experts. The strict controls of the 1930s continued until the "thaw" following Stalin's death in 1953, although some innovation was allowed in prose works of the World War II period. *

The poet Pasternak's Civil War novel, *Doctor Zhivago*, created a sensation when published in the West in 1957. The book won the Nobel Prize for Literature in 1958, but the Soviet government forced Pasternak to decline the award. Aleksandr Solzhenitsyn, whose *One Day in the Life of Ivan Denisovich* (1962) also was a watershed work, was the greatest Russian philosophical novelist of the era; he was exiled from the Soviet Union in 1974 and eventually settled in the United States. *

In the 1960s and 1970s, a new generation of satirical and prose writers, such as Fazil' Iskander, Vladimir Voinovich, Yuriy Kazakov, and Vladimir Aksyonov, battled against state restrictions on artistic expression, as did the noted poets Yevgeniy Yevtushenko, Andrey Voznesenskiy, and Joseph Brodsky. Aksyonov and Brodsky emigrated to the United States, where they remained productive. Brodsky won the Nobel Prize for Literature in 1987. The most celebrated case of literary repression in the 1960s was that of Andrey Sinyavskiy and Yuliy Daniel, iconoclastic writers of the Soviet "underground" whose 1966 sentence to hard labor for having written anti-Soviet propaganda brought international protest. *

Among the best of the Gorbachev era generation were Andrey Bykov, Mikhail Kurayev, Valeriy Popov, Tat'yana Tolstaya, and Viktor Yerofeyev--writers not necessarily as talented as their predecessors but expressing a new kind of "alternative fiction." The glasnost period also saw the publication of formerly prohibited works by writers such as Bulgakov, Solzhenitsyn, and Zamyatin. *

Literature and Publishing After the Collapse of the Soviet Union

Beginning in 1992, Russian writers experienced complete creative freedom for the first time in many decades. The change was not entirely for the better, however. The urgent mission of the Russian writers, to provide the public with a kind of truth they could not find elsewhere in a censored society, had already begun to disappear in the 1980s, when glasnost opened Russia to a deluge of information and entertainment flowing from the West and elsewhere. Samizdat was tacitly accepted by the Gorbachev regime, then it disappeared entirely as private publishers appeared in the early 1990s. Writers' traditional special place in society no longer is recognized by most Russians, who now read literature much less avidly than they did in Soviet times. For the first time since their appearance in the early 1800s, the "thick journals" are disregarded by large portions of the intelligentsia, and in the mid-1990s several major journals went bankrupt. Under these circumstances, many Russian writers have expressed a sense of deep loss and frustration. [Source: Library of Congress, July 1996 *]

The circulation of Russia's main literary publications have plummeted. Novy Mir's circulation has dropped from 2.5 million to 22,000; Druzhba from 2 million to 40,000; and Znamya from 1 million to 40,000. The numbers of books printed has dropped from 1.8 billion in 1986 to 950 million in 1994. These days self-help books and American pulp fiction is much easier to buy from Moscow booksellers than Russian literature.

In the early 1990s the literary scene was quite depressing. Writers have a much lower status than they did in the Soviet era. Much of the serious fiction written sits unread in publisher's desks. The intellectual movement fragments after the break-up of the Soviet Union and lost its credibility as the nation's conscience by failing to rise up against the horrors of the Chechen War. There was competition from television. The stuff that gets published by serious writers tended to be depressing. AP reporter Julia Robin wrote, "Russian novelist today paint life so darkly you long for the lighthearted days of Dostoevsky or Solzhenitsyn."

By the mid 2000s, the publishing industry was picking up. The Booker prize is Russia's top literary prize. It is an offshoot of Britain's Booker literary prize, Britain's number one literary award. For awhile it was known as Smirnoff-Booker Award, then the Booker/Open literary award. The winner gets \$12,500. Each of the five writers who make the short list get \$1,000.

Russian bookshops offer far fewer titles than their Western counterparts and even books that sell well often sell out because a publisher doesn't want to print copies that don't sell. Many people purchase books from sidewalk hawkers. Russian translations of books like John Fowles' "French Lieutenant Women" sold for as little as 42 cents a copy in the early 2000s. Kiosks are filled with pornographic publications. The readership of a given book is often double or triple the sales figures because books are relatively expensive and people share copies and pirated versions are sold on the streets.

It seems Russians read less than they used to. Explaining why he read less, one music critic told the New York Times, "I'm much busier—everyone is. Life is busier. There's lots to do, there's money to make. Socialism—now that was a period of forced luxury!"

Image Sources:

Text Sources: New York Times, Washington Post, Los Angeles Times, Times of London, Lonely Planet Guides, Library of Congress, U.S. government, Compton's Encyclopedia, The Guardian, National Geographic, Smithsonian magazine, The New Yorker, Time, Newsweek, Reuters, AP, AFP, Wall Street Journal, The Atlantic Monthly, The Economist, Foreign Policy, Wikipedia, BBC, CNN, and various books, websites and other publications.

Практическое занятие 2

Прочитайте тексты, выпишите незнакомые слова по специальности и сделайте реферирование текстов

1) This is the second time I've read this book. The first was a copy I borrowed a few years ago, and now I've purchased one for my own library. I try to collect good books I really loved reading, and "War and peace" easily falls into this category.

It is an epic novel in the truest sense of "epic". Stretching over a period of several decades, it masterfully describes the history of Russia from the end of the 18th century and into the first third of the 1800s. At more than 1600 pages, it is definitely one of the longest novels out there, but unlike many much shorter books, its length is well justified. I can barely count on the fingers of one hand the amount of times I felt some section is too long. Although Tolstoy is very thorough, his writing is easily readable and the pages just fly.

The book focuses on two main topics. One is the Russian-French wars of 1805 and 1812. Tolstoy describes the wars, and in particular the battles of Austerlitz (1805) and Borodino (1812) in vivid detail and apparently very accurately from a historic point of view. The characters of Napoleon and Kutuzov (the Russian army leader) take active part in the narration, with the lesser leaders (Bagration, de Tolli, Davoux) also getting enough attention to build a complete and interesting story. Specific events of the war are highlighted with the participation of the book's main characters, like Andrey Bolkonsky, Nikolay Rostov and Pierre Bezoukhov.

The other is the high Russian society of that time. The book provides a very interesting and in-depth glimpse into this unusual society by today's standards, somewhat modeled after, and thus similar to, other European societies (French, British, etc.). Tolstoy also presents the life in rural Russia a little, and the interrelations between the rich and the serfs, although he doesn't spend on this topic nearly as much as in Anna Karenina.

The characters in the book are various and present the different ideas Tolstoy tries to infuse into his narration. They are all, without exception, extremely believable and well developed. I can't think of many authors who know how to present and develop their characters as well as Tolstoy.

Additionally, the book presents plenty of interesting philosophical and scientific ("science of history") ideas. The chief one is undoubtedly the question "What causes and shapes historical events?". Contrary to the popular dogma that historical events are the result of actions of single notable persons (such as Napoleon or king Alexander), Tolstoy believes that such persons don't really cause events, but rather can only affect them in some ways once they are already in existence. He claims that what really changes history is the amalgam of human actions, built from thousands, nay, millions of small decisions, desires and ambitions of the people. A historical version of chaos theory.

Well, this review can be arbitrarily long, and I have to wrap up at some point. I just want to address one important issue - the book's name. In Russian, the book's name is "Voina i mir", which may mean "War and peace" but may also mean "War and society", since "peace" and "society" are homonyms in Russian. Personally, I firmly believe that the "War and society"

translation is more correct. It is very obvious that Tolstoy places a lot of emphasis on society in the book. Pierre compares his experiences in the society with his war adventures to form philosophical opinions. The same for Andrey. I can barely see any mention of peace in its "non-war" sense in the book.

2) *The Canterville Ghost* Short Summary

A terrifying ghost is haunting the ancient mansion of Canterville Chase, complete with creaking floorboards, clanking chains and gruesome disguises – but the new occupants, the Otis family, seem strangely undisturbed by his presence. Deftly contrasting the conventional gothic ghost story with the pragmatism of the modern world, Wilde creates a gently comic fable of the conflict between old and new.

BOOK REVIEW

With so many wonderful new books being released I've not found time to read many of the classics. Only quite recently have I discovered the brilliance of Oscar Wilde's satirical works. I found the audiobook versions of *The Importance of Being Earnest* and *Lady Windermere's Fan* an absolute delight – the perfect thing to brighten my mood during the daily commute. Next on my list was his short story *The Canterville Ghost*.

I'm not drawn to ghost stories, so I was relieved to find *The Canterville Ghost* is atypical of the genre.

Firstly, a large portion of the hilarious narrative is from the viewpoint of the ghost of Sir Simon de Canterville who is immensely frustrated by the Otis family's arrival at his long-time home 'Canterville Chase'. Secondly, while the setting is definitely gothic this story actually lampoons traditional features of ghost stories; the appearance of bloodstains, the creaking floorboards and the sound of rattling chains. It is a satire or parody of gothic fiction.

Themes and characters

The underlying theme of this novel is actually the clash of stereotypical American consumerism and traditional British historical sensibilities but taken to the extreme.

"The next morning, when the Otis family met at breakfast, they discussed the ghost at some length. The United States Minister was naturally a little annoyed to find that his present had not been accepted. "I have no wish," he said, "to do the ghost any personal injury, and I must say that, considering the length of time he has been in the house, I don't think it is at all polite to throw pillows at him"—a very just remark, at which, I am sorry to say, the twins burst into shouts of laughter. "Upon the other hand," he continued, "if he really declines to use the Rising Sun Lubricator, we shall have to take his chains from him. It would be quite impossible to sleep, with such a noise going on outside the bedrooms."

The key characters, Sir Simon de Canterville (ghost), British aristocrats Lord and Lady Canterville (previous owners of the property), new wealthy American owners Mr and Mrs Otis (a minister and NY socialite, respectively), their artistic teenage daughter Virginia Otis and her younger twin brothers, read more like caricatures. The twin boy characters are not even named, simply referred to by their nickname 'The Stars and Stripes'. Virginia is the most likeable member of the Otis family, being sympathetic towards the curmudgeonly Sir Simon de Canterville (even when he steals her paints), rather than fearful.

Note: If you're wanting a detailed analysis of *The Canterville Ghost* characters, themes, plot and even chapter by chapter summaries, [CourseHero](#) is an excellent resource.

What I am continually impressed by is how modern and fresh Oscar Wilde's prose still sounds. It would be easy to forget it was penned in the late 1800s.

Rupert Degas' narration of *The Canterville Ghost* audiobook is first class.

The deadpan and quizzical tone of his delivery enhances the intended sarcasm of *The Canterville Ghost* text

While I strongly recommend enjoying this tale in the audiobook medium (it's only a short listen at 1 hr 17 mins), this novel has been translated to the big screen several times. For example, check out this movie trailer of *The Canterville Ghost* (1996) starring Patrick Stewart and Neve Campbell.

3) Aldous Huxley was a British writer. He was born in 1894 and died in 1963. He became most known to the public for his novels, and especially *Brave New World* published in 1932. Aldous Huxley came to be known mostly as a novelist and essayist but he would also write some short stories, poetry, travelogues and even film scripts. In his novels and essays Aldous Huxley always played the role of a critical observer of accepted traditions, customs, social norms and ideals. Importantly, he would be concerned in his writings with the potentially harmful applications of so-called scientific progress to mankind. 73 At the age of 14 Aldous Huxley lost his mother and he himself subsequently became ill with a disease that left him virtually blind. Aldous Huxley turned to literature because of his poor eyesight he couldn't do the scientific research that had attracted him earlier. It is important to note that in spite of a partial remission, his eyesight would remain poor for the rest of his life. This would not, however prevent him from obtaining a degree in English literature with high praises. While continuing his education at Oxford University in England, Aldous Huxley was no longer financially supported by his father, which would make him earn a living. As result, his need for money made him apply his literary talents. Aldous Huxley finished his first novel, which he would never publish, at the age of seventeen, and he decisively turned to writing at the age of twenty. At that point he became a journalist and art critic. Aldous Huxley was to be deeply concerned about the important changes occurring at the time in Western civilization. They would prompt him to write great novels in the 1930s about the serious threats posed by the combination of power and technical progress, as well as about what he identified as a drift in parapsychology: behaviorism (as in his *Brave New World*). Aldous Huxley wrote his best novel, *Brave New World*, in only four months. It is important to note that at that time Adolf Hitler (1889 - 1945) was not yet in power in Germany. The reality of that time didn't hint at the dictatorial future Huxley had the foresight to write about before it had happened. Indeed here Aldous Huxley imagined a society that would use genetics and cloning in order to condition and control individuals. In this future society all children are conceived in test tubes. They are genetically conditioned to belong to one of the five categories of populations, from the most intelligent to the stupidest. *Brave New World* depicts what the perfect dictatorship would look like. It would have the appearance of a democracy, but would basically be a prison without walls in which the prisoners would not even dream of escaping. It would essentially be, as Aldous Huxley tells us, a system of slavery where, through entertainment and consumption the slaves "would love their servitude". The title of the book comes from Shakespeare's *The Tempest* Act 5 Scene 1. Aldous Huxley's novel was eventually made into a film in 1998. Although this one contains many elements from the book, the film however portrays a rather different storyline. He would explore some of the same themes in his essays in 1937: "A democracy which makes or even effectively prepares for modern, scientific war must necessarily cease to be democratic. No country can be really well prepared for modern war unless it is

governed by a tyrant, at the head of a highly trained and perfectly obedient bureaucracy.” In 1937, the writer moved to California and became a screenwriter for Hollywood. Aldous Huxley would also be the author of an essay on the environment that would greatly inspire future ecological movements. In the 1950s he became addictive with drugs, especially LSD and mescaline, from which he wrote the collection of essays *The Doors of Perception* (1954), which would become a narrative worshipped by hippies. Aldous Huxley himself had found the title of the book in William Blake’s (1757 - 1827) *The Marriage of 74 Heaven and Hell*: “If the doors of perception were cleansed everything would appear to man as it is, infinite.” Considered one of the greatest English writers having written 47 books, Aldous Huxley died at the age of 69 in Los Angeles in 1963, the same day as President John F. Kennedy’s assassination. Aldous Huxley would be cremated and his ashes would be buried in the family vault in the U.K.

ТЕМА 3

Продуктивная речь

Базовый уровень. Подготовка мини-презентации; участие в обсуждении презентации, оценка выступления по критериям устного ответа.

Повышенный уровень. Подготовка мини-презентации; участие в обсуждении презентации, оценка выступления по критериям устного ответа.

Используя данные фразы подготовьте мини-презентацию по теме вашего исследования:

Начало презентации

Good morning / afternoon / evening ladies and gentlemen

My name is... I am ...

Today I would like to talk with you about ...

My aim for today’s presentation is to give you information about ...

I have been asked to comment on what I think of the way ...

Please feel free to interrupt me if there are any questions.

If you have any questions, please feel free to ask me at the end of the presentation.

Сообщение о плане презентации

At the outset ...

First of all, ... / Above all, ...

First I would like to talk about ...

I’d like to start by saying ...

Before discussing ...

Describing this process, it is necessary to start with ...

Firstly, we must become accustomed to the terminology, which uses ...

I’d like to come to the right point ...

I am going to divide my review / report / article into 3 areas / parts ...

I will begin with a definition of ..., then go on to a brief review ...

Let us start by mentioning a few facts ...

Then I would like to take a look at...

Following that we should talk about ...

Lastly we are going to discuss ...

I would like to talk to you today about _____ for _____ minutes.

Доброе утро / день / вечер дамы и господа

Меня зовут ... Я являюсь ...

Сегодня я хотел бы поговорить с вами о...

Цель моей сегодняшней презентации – проинформировать вас о...

Меня попросили сказать / прокомментировать, что я думаю о способе ...

Пожалуйста, не стесняйтесь прерывать меня, если возникнут любые вопросы.

Если у вас есть какие-либо вопросы, пожалуйста, задайте их по окончании презентации.

Вначале ...

Прежде всего ...

Сначала я хотел бы сказать о ...

Я бы хотел начать с ...

Перед тем как обсуждать ...

Описывая этот процесс, необходимо начать с ...

Сначала мы должны ознакомиться с терминологией, которую использует ...

Я бы хотел сразу приступить к делу ...

Я собираюсь разделить свой обзор / доклад / статью на 3 части ...

Я начну с определения ..., затем перейду к краткому обзору ...

Давайте начнем с упоминания некоторых фактов ...

Затем я хотел бы взглянуть на ...

Вслед за этим мы должны поговорить о ...

В заключение мы обсудим ...

Сегодня я хотел бы поговорить с вами о _____ в

We should be finished here today by ____ o'clock.

Управление презентацией

Now we will look at ...

I'd like now to discuss...

Before moving to the next point I need to ...

Let's now talk about...

Let's now turn to...

Let's move on to...

That will bring us to our next point ...

Moving on to our next point ...

Let us now turn to ..., namely to ...

We come now to the description of ...

Let's switch to another topic ...

Let us now proceed to consider how ...

Firstly ...

Secondly ...

Thirdly ...

I'd like to describe in detail ...

Let's face the fact ...

Consider another situation.

Let's go back a bit to ...

It will take up too much time / space ...

This point will be discussed later / after ...

Lastly ...

Eventually we must confess ...

Now we come to the final phase of ...

One more question remains to discuss ...

And the last point, ...

A final remark.

Подведение итогов

I would just like to sum up the main points again ...

If I could just summarize our main points before your questions.
So, in conclusion ...

Finally let me just sum up today's main topics ...

Concluding what has been said above, I want to stress that ...

I will sum up what has been said ...

To conclude this work ...

To summarize, the approach to ... described here is ...

We arrived at the conclusion that ...

We shouldn't rush to a conclusion ...

We find the following points significant ...

We can draw just one conclusion since ...

As a summary I would like to say that ...

Finally, the results are given in ...

Уточнения

I'm sorry, could you expand on that a little?

Could you clarify your question for me?

I'm sorry I don't think I've understood your question, could you rephrase it for me?

течение ____ минут.

Мы должны закончить сегодня к ____ часам.

Сейчас мы посмотрим на ...

Я бы хотел обсудить сейчас ...

Прежде чем перейти к следующему вопросу, мне необходимо ...

Давайте сейчас поговорим о ...

Давайте перейдем сейчас к ...

Давайте перейдем к ...

Это приведет нас к нашему следующему пункту

...

Переходим к нашему следующему пункту ...

Теперь перейдем к ..., а именно к ...

Теперь мы подошли к описанию ...

Перейдем на другую тему ...

Давайте перейдем к рассмотрению того, как ...

Во-первых ...

Во-вторых ...

В-третьих ...

Я бы хотел подробно описать ...

Давайте обратимся к факту ...

Рассмотрим другую ситуацию ...

Давайте немного вернемся к ...

Это займет слишком много времени / места ...

Этот вопрос будет обсуждаться позднее / после

...

Наконец / в заключение ...

В конечном итоге, мы должны признаться ...

Теперь перейдем к заключительному этапу ...

Остается еще один вопрос для обсуждения ...

И последний вопрос / замечание, ...

Последнее замечание.

Я бы еще раз хотел подвести итоги основных пунктов ...

Я хочу только подвести итоги наших главных пунктов перед тем, как вы начнете задавать вопросы. Итак, в заключение ...

В заключение, позвольте мне подвести итоги сегодняшних основных тем ...

Подводя итог тому, что было сказано выше, я хочу подчеркнуть, что ...

Я подытожу все сказанное ...

В завершение этой работы ...

Резюмируем: подход к ..., описанный здесь, состоит в ...

Мы пришли к заключению, что ...

Мы не должны делать поспешный вывод ...

Мы находим важными следующие моменты ...

Мы можем сделать лишь один вывод, поскольку

...

В качестве обобщения, я бы хотел сказать, что ...

И, наконец, результаты представлены в ...

Простите, можно немножко поподробнее?

Могли бы вы прояснить этот вопрос для меня?

Извините, по-моему, я не понял вашего вопроса.

Могли бы вы изложить его иначе (перефразировать) для меня?

I think what you are asking is ...
If I've understood you correctly you are asking about ...
So you are asking about ...
Разные полезные фразы
Thus ...
Thus we see ...
In consequence ...
In consequence of ...
Turning now to possible variants ...
We can further divide this category into two types ...
>We can now go one step further ...
That is why we have repeatedly suggested that ...
However this conclusion may turn out to be hasty, if ...
Maybe we could get definite results at an earlier date ...
No definite conclusions have so far been reached in these discussions ...
Results are encouraging for ...
Results from such research should provide ...
That yields no results ...
The logical conclusion is that ...
The result was astounding ...
The results are not surprising ...
Then eventually I came to the conclusion that ...
There are two important consequences of ...
The first step is to develop ...
The second phase of is that ...
There are two main stages in the procedure ...
Although I think that ...
I strongly believe that ...
In order to understand ...
It has to be said that ...
Many experts are coming to believe that only ...
Some experts, however, think that ...
Someone may say that ...
Though we used to think ...
It is generally considered that ...
We should realize that ...
Now we understand why it is so hard to ...
Consider how it can be done ...
At first glance it would seem that ...
It can be viewed in a different light ...
It has been assumed that ...
Let us assume for a moment that ...
Suppose, for example, that ...
Though it might seem paradoxical, ...
You might know that ...
But it can be claimed that ...
Let us not forget that ...
This simplified approach ignores the importance of ...

Я думаю то, о чем вы спрашиваете, это ...
Если я правильно вас понял, вы спрашиваете о ...
Итак, вы спрашиваете о ...
Таким образом ...
Таким образом, мы видим ...
В результате ...
Вследствие ...
Переходя теперь к возможным вариантам ...
В дальнейшем мы можем разделить эту категорию на два типа ...
Теперь мы можем продвинуться на шаг вперед ...
Вот почему мы неоднократно предлагали ...
Однако этот вывод может оказаться поспешным, если ...
Возможно, мы могли бы получить определенные результаты на более раннюю дату (раньше) ...
В ходе этих дискуссий так и не были сделаны какие-либо определенные выводы ...
Результаты обнадеживающие, поскольку ...
Результаты такого исследования должны обеспечить ...
Это не дает никаких результатов ...
Логическим заключением является то, что ...
Результат был ошеломляющим ...
Результаты неудивительны ...
Затем, со временем, я пришел к выводу, о том что ...
Есть два важных следствия ...
Первый шаг состоит в том, чтобы разработать ...
Второй этап ... в том, чтобы ...
В данной процедуре есть два главных этапа ...
Хотя я полагаю, что ...
Я решительно полагаю, что ...
Для того чтобы понять ...
Необходимо сказать, что ...
Многие эксперты все больше приходят к убеждению, что только ...
Некоторые эксперты, однако, думают, что ...
Кто-то может сказать, что ...
Хотя мы привыкли полагать ...
Обычно полагают, что ...
Мы должны осознавать, что ...
Теперь мы понимаем, почему так трудно ...
Рассмотрим, как это может быть сделано ...
На первый взгляд могло бы показаться, что ...
Можно иначе смотреть на это ...
Предполагалось, что ...
Предположим на минуту, что ...
Предположим, например, что ...
Хотя это могло бы показаться парадоксальным ...
Вы, возможно, знаете, что ...
Но можно утверждать, что ...
Давайте не будем забывать, что ...
Этот упрощенный подход игнорирует важность ...

ТЕМА 4

Продуктивная письменная речь

Базовый уровень. Изучение дополнительных материалов, составление плана, написание писем, плана презентации.

Повышенный уровень. Изучение дополнительных материалов, составление плана, написание писем, плана презентации.

Business Correspondence

1. Прочитайте текст:

Text A. What is a business letter?

Most people who have an occupation have to write business letters. But the term "business letter" makes people nervous. Many people with English as a second language worry that their writing is not advanced enough for business writing. This is not the case. An effective letter in business uses short, simple sentences and straightforward vocabulary. The easier a letter is to read, the better. A business letter should be short and to the point. The content used in the letter should be clear and it should describe the objective of writing the letter. The letter should not have any typographical and grammatical error.

Business letters are formal paper communications usually sent through the Post Office or sometimes by courier. Business letters are sometimes called "snail-mail" (in contrast to email which is faster). Business letters also includes: letter, memo, fax, email.

Letters are written from a person/group, known as the sender to a person/group, known in business as the recipient. A business letter is written in formal language. The style of the business letter depends on the relationship that is shared between the two parties. Here are some examples of senders and recipients. The letter is written for official correspondence between two organizations, organizations and customers, clients, by job applicant to the company, between citizens and government, employer and employee, between staff members, etc.

A business letter is used for various purposes like offering a business deal to other organization, accepting an offer, rejecting an offer, applying for a job, extending the contract with a client, persuading, informing, requesting something, reminding about payment or delivery, recommending something, expressing thanks, introducing a person or a policy, inviting or welcoming people, etc.

2. Прочитайте текст:

How to write a business letter?

There are certain standards for formatting a business letter.

- Use A4 (European) or 8.5 x 11 inch (North American) paper or letterhead
- Use 2.5 cm or 1 inch margins on all four sides
- Use a simple font such as Times New Roman or Arial
- Use 10 to 12 point font

- Use a comma after the salutation. Sometimes a colon is used. It is also possible to use no punctuation mark at all.
- Single space within paragraphs
- Double space between paragraphs
- Double space between last sentence and closing (Sincerely, Best wishes)
- cc: (meaning "copies to") comes after the typed name (if necessary)
- enc: (meaning "enclosure") comes next (if necessary)
- Block format is the most common format used in business today. With this format, nothing is centred. The sender's address, the recipient's address, the date and all new paragraphs begin at the left margin

Follow *the following steps* at writing a business letter:

1. **The heading.** Always use a letterhead to write a formal letter. If you don't have it, then type your name, designation and address at the top of the page.

2. Mentioning the date in a letter is a must as it serves the purpose of reference in further letter regarding the same topic. After the date, you need to write the full name, designation and full address of the recipient.

3. **The salutation** in a business letter is always formal. First make sure that you spell the recipient's name correctly. You should also confirm the gender and proper title. Use Ms. for women and Mr. for men. Use Mrs. if you are 100% sure that a woman is married. Under less formal circumstances, or after a long period of correspondence it may be acceptable to address a person by his or her first name. When you don't know the name of a person and cannot find this information out you may write, "To Whom It May Concern". Here are some common ways to address the recipient:

Dear Mr Powell,

Dear Ms Mackenzie,

Dear Frederick Hanson:

Dear Editor-in-Chief:

Dear Valued Customer

Dear Sir or Madam:

Dear Madam

Dear Sir,

Dear Sirs

Gentlemen:

4. **The body** is written as text. A business letter is never hand written.

I. In most types of business letter it is common to use a friendly greeting in the first sentence of the letter. Here are some examples:

Thank you for your kind letter of January 5th.

I came across an ad for your company in The Star today.

It was a pleasure meeting you at the conference this month.

I appreciate your patience in waiting for a response.

II. After your short opening, state the main point of your letter in one or two sentences:

I'm writing to enquire about...

I'm interested in the job opening posted on your company website.

We'd like to invite you to a members only luncheon on April 5th.

III. Use a few short paragraphs (or one if you don't need more) to go into greater detail about your main point. Here are some common ways to express unpleasant facts:

We regret to inform you...

It is with great sadness that we...

After careful consideration we have decided...

IV. Your last paragraph should include requests, reminders, and notes on enclosures. If necessary, your contact information should also be in this paragraph. Here are some common phrases used when closing a business letter:

I look forward to...

Please respond at your earliest convenience.

For further details...

If you require more information...

Thank you for taking this into consideration.

Feel free to contact me by phone or email.

5. The Closing. Use a comma between the short, polite closing and your handwritten name (or typed in an email). It is usually at the left margin. The signature line may include a second line for a title, if appropriate. The term "By direction" in the second line means that a superior is authorizing the signer.

Yours truly,

Yours sincerely,

Sincerely,

Sincerely yours,

Thank you,

Best wishes,

All the best,

6. Business letters should not contain postscripts.

7. **"Proofread"** means to read a text carefully to check it for errors and general tone. You should always proofread a business letter before sending it. The most important thing when proofreading any document is to read the text out loud. Print the letter rather than read it on your computer screen. Make notes where your letter sounds awkward. If possible allow one day between writing and sending your letter. You can correct errors with a fresh eye. If possible, ask another person to double-check your letter. You could offer to return the favour for your colleague and become proofreading partners.

Ms, Miss or Mrs?

Mrs – to address a married woman

Miss – to address an unmarried woman (rarely used now)

Ms – to address a woman whose marital status you don't know; also used to address an unmarried woman

3. Прочитайте текст E-mails.

When using email in business, most of the guidelines for standard formatting in business letters apply. Here are a few differences:

- Choose a subject line that is simple and straightforward. Don't use key words that might cause an email to go into another person's trash box.
- Repeat the subject line in the body of the email, beneath the salutation (as with a letter).
- Use the "cc" address line to copy more than one person with your correspondence.
- You can request a receipt for important letters. The system will automatically let you know when someone has opened your email.
- Instead of a signature, include your typed name, and below it include your email address, business name and address, phone and fax number, and website if appropriate.

4. Переведите и запомните слова по теме:

attachment	extra document or image that is added to an email
block format	most common business letter format, single spaced, all paragraphs begin at the left margin

body	the content of the letter; between the salutation and signature
certified mail	important letters that sender pays extra postage for in order to receive a notice of receipt
coherent	logical; easy to understand
concise	gets to the point quickly
confidential, personal	Private
diplomacy, diplomatic	demonstrating consideration and kindness
direct mail, junk mail	marketing letters addressed to a large audience
double space	format where one blank line is left between lines of text
enclosure	extra document or image included with a letter
formal	uses set formatting and business language, opposite of casual
format	the set up or organization of a document
heading	a word or phrase that indicates what the text below will be about
informal	casual
inside address	recipient's mailing information
letterhead	specialized paper with a (company) logo or name printed at the top
logo	symbol or image that identifies a specific organization
margin	a blank space that borders the edge of the text
memorandum (memo)	document sent within a company (internal), presented in short form
modified block format	left justified as block format, but date and closing are centered
on arrival notation	notice to recipient that appears on an envelope (e.g. "confidential")
postage	the cost of sending a letter through the Post Office
proofread	read through a finished document to check for mistakes
punctuation	marks used within or after sentences and phrases (e.g. periods, commas)
recipient	the person who receives the letter
salutation	greeting in a letter (e.g. "Dear Mr Jones")

sincerely	term used before a name when formally closing a letter
single spaced	format where no blank lines are left in-between lines of text
spacing	blank area between words or lines of text
tone	the feeling of the language (e.g. serious, enthusiastic)

5. Оцените высказывания с точки зрения их истинности (true or false):

1. In business letters a salutation is generally followed by a comma or a colon. 2. Business letters should be simple and easy to read.
3. It is advisable to wait a day between writing and sending an important letter. 4. The date on a business letter should appear after the salutation.
5. An "Enclosure" note should appear below the typed name of the sender at the end of the letter.
6. The first paragraph of a business letter should be comprised entirely of "small talk". 7. Contact information generally appears in the closing paragraph of the letter. 8. It is considered standard formatting to include the recipient's address before the salutation in a business letter.

6. Поставьте вопросы к следующим предложениям:

1. The term "business letter" makes people nervous.
2. Business letters are sometimes called "snail-mail".
3. Business letters also includes: letter, memo, fax, email.
4. In emails instead of a signature the typed name is included.
5. "Proofread" means to read a text carefully.

7. Выберите правильный ответ:

1. Before you seal and send your letter, make sure to _____.
A) punctuation B) proofread C) sensitive D) transition
2. As soon as your certified letter reaches the_____, you will be notified.
A) recipient B) margin C) logo D) salutation
3. The envelope indicated that there was_____, but in fact there was only a letter inside.
A) an enclosure B) a sender C) a solution D) an indent
4. The _____ of the first paragraph was optimistic, so I wasn't expecting the bad news in the middle.
A) tone B) active voice C) direct mail D) punctuation

5. I decided not to interview her, because her cover letter contained very poor _____ .

A) on arrival notation B) block format C) single spacing D) grammar

6. The _____ about the meeting was posted on the bulletin board for everyone to read.

A) memo B) heading C) sender D) junk mail

7. Our address and phone number are shown on our _____ .

A) letterhead B) snail mail C) postage D) salutation

8. The first goal in writing a business letter is to get the recipient's _____ .

A) address B) attention C) services D) trade

8. Выделите основные части письма:

Maison d'Antiquites

29, rue Gavin Paris,

XIVeme France

Mr. Jan Van May 25, 2010

Estate Specialist Associates

Harlem

The Netherlands

Dear Mr. Van,

I'm writing to introduce myself and my company. My name is Robert Tomford and I am with an antiques company in Paris.

Our company would like to establish ties with you for a mutually beneficial relationship. We buy and sell antiques. It is our understanding that you, as estate appraisers and consultants, are involved in the deposition of antique furnishings.

I am enclosing my card and our company brochure. It would be a great pleasure to meet with you personally. I will be calling you next week to see what we can arrange.

Yours truly,

Robert Tomford

Executive Director

Enclosures: brochure, business card.

9. Вставьте следующие слова в текст письма:

sincerely forward representative call writing sellers enclosing

Ukrainian Beauty Products

110 Shevchenko Street

Chernihiv

May 12, 2010

Chan's Beauty Spa

125 Maiden Lane

San Francisco

Dear Mr. Chan,

My name is Sandra Kikimara and I am an account _____ with Ukrainian Beauty Products, Inc. in Chernihiv.

The reason I am _____ to you is that we have an exceptional new of cosmetic products that give long-lasting improvement in skin and hair, and that have been good _____ in many salons.

I am _____ a brochure and price list for your consideration. I would like to _____ on you next week, give you some samples, and see if you are interested in learning more about our products. I look _____ to talking to you at that time.

_____ yours,

Sandra Kikimara

Enclosures: brochure, price list.

10. Переведите аббревиатуры:

FYI	for your information
FYA	for your attention
CEO	Chief Executive Officer
VP	Vice President
HR	Human Resources
R&D	Research and Development

AGM	Annual General Meeting
ASAP	as soon as possible
VAT	Value Added Tax
PA	Personal Assistant
n/a	not available
dept.	department
HR	Human Resources
e.g.	exempli gratia (for example)
ETA	estimated time of arrival
HQ	headquarters
MD	Managing Director
No(s)	Number(s)
RSVP	repondez s'il vous plait (please reply)
PR	Public Relations
PTO	please turn over

11. Вставьте следующие слова в текст:

considerable participation company submit bid appreciate preparing taking

Dear Ms Faber,

Thank you for (1) _____ the time to (2) _____ your bid to do the construction and installation for our Hotel project. We (3) _____ the time and effort you spent in (4) _____ this one.

Unfortunately, we must decline your (5) _____ at this time, as we have awarded the job to another (6) _____ that has (7) _____ experience in this type of project.

We thank you for your (8) _____ and hope we will be able to use your services at some time in future.

Sincerely yours,

Robert Hort,

Vice president

12. Определите тип делового письма:

1. Letter of invitation ____
2. Response to an enquiry ____
3. Letter requesting payment ____
4. Letter of rejection ____
5. Letter of apology ____
6. Letter of enquiry ____
7. Letter of application ____
8. Letter of complaint ____
9. Written warning ____
10. Order ____
11. Reservation ____

a)

Mr Kazoulis would like a double room with shower and full board from 12 to 14 September inclusive.

b)

I am extremely sorry about the incident last week during the visit of your representative to our offices.
Unfortunately...

c)

This is not the first time that this has happened and I must inform you that if it happens again we shall be compelled to issue a formal reprimand.

d)

I regret to inform you that your application for the post of Deputy Catering Manager has been unsuccessful. Thank you for...

e)

Please find enclosed my CV and a recent photograph.

f)

I should be grateful if you would send me more information about your LK range of products including details of prices and discounts.

g)

Thank you for your letter of 9 June. Please find enclosed a price list and full details of ...

h)

Please would you send to the above address 37 units of product reference number 37/LK/45006 (brown) and send the invoice to our West Central office in the usual way.

i)

Kazoulis Communications would be pleased to welcome Udo Schmidt to the opening of its new...

j)

With reference to outstanding invoice number 9602132/64, we should be grateful if you would settle...

k)

I wish to draw your attention to the very poor treatment our representative received when she called on you last week.

13. Расставьте слова в правильном порядке:

1. for apologize the I delay May
2. very problem to I'm hear delivery sorry the about
3. happen not that again problem I will this hope
4. a your mistake There invoice in is number 3749
5. like would I to an
6. the writing of offer explanation about complain level to your charges I am

ТЕМА 5

Изучение материалов выбранного дистанционного обучающего курса

Знакомство с основными обучающими платформами (МООС), выбор учебного курса. Самостоятельное изучение материалов выбранного обучающего курса. Отчет о прослушанном курсе:

Базовый уровень. Составление глоссария по изученной теме (не менее 50 лексических единиц в семестр, перевод), письменный отчет по содержанию прослушанного курса (базовые положения с использованием отобранной лексики), устный отчет по содержанию прослушанного курса с опорой на письменный текст (сообщение и ответы на вопросы).

Повышенный уровень. Составление глоссария по изученной теме (не менее 50 лексических единиц в семестр, перевод), письменный отчет по содержанию

прослушанного курса (базовые положения и типичные примеры с использованием отобранной лексики), устный отчет по содержанию прослушанного курса без опоры на письменный текст (сообщение/презентация и ответы на вопросы).

3 Фонд оценочных средств для проведения текущей и промежуточной аттестации обучающихся по дисциплине (модулю)

1. Темы для презентации/проектной работы/дискуссии/ собеседования:

1. Как успешно пройти собеседование? Рекомендации новичку.
2. Ресурсы для поиска работы.
3. Правила поведения/ техника безопасности на рабочем месте.

(Другие варианты контрольных работ по иностранным языкам см. в Банке методических разработок кафедры иностранных языков)

2. Тестирование: студентам предлагается пройти тесты по основным лексическим грамматическим темам курса. Тестирование проводится в аудитории, в компьютерном классе или на Образовательном портале ЧГУ. Тесты включают три вида вопросов:

- с одним вариантом правильного ответа;
- с несколькими вариантами правильных ответов
- с открытым вопросом

Примерные варианты тестов:

Пример 1. Выберите правильный вариант ответа из предложенных вариантов

- | | | | |
|----|--|---|-----------------|
| 1 | _____ at school yesterday | | |
| a | Was you | c | Did you |
| b | Were you | d | Is you |
| 2 | Is your family large? _____ | | |
| a | Yes, it is. | c | No, it not. |
| b | Yes, they are. | d | No, they isn't. |
| 3 | What _____ he want? | | |
| a | does | c | have |
| b | do | d | was |
| 4 | _____ do you have dinner? | | |
| a | When time | c | What kind of |
| b | What time | d | What for |
| 5 | He _____ to go home. | | |
| a | want | c | didn't want |
| b | did | d | didn't wanted |
| 6 | Where _____ to school? | | |
| a | did you go | c | did you went |
| b | went you | d | did go |
| 7 | Latin _____ compulsory in Irish schools. | | |
| a | used to be | c | has |
| b | would be | d | has been |
| 8 | The boy _____ cake when his mother came into the room. | | |
| a | was eat | c | was eating |
| b | eats | d | has eating |
| 9 | There _____ milk for my breakfast. | | |
| a | isn't some | c | any |
| b | isn't any | d | — |
| 10 | _____ people from Poland went to Scotland in the 20th century. | | |
| a | Many of | c | Some of |
| b | Many | d | — |

- 11 There are _____ French speakers in Montreal.
 a too much c a little
 b a lot of d not much
- 12 She _____ with her friends on Facebook™ everyday
 a is communicating c will communicating
 b communicates d —
- 13 More and more people _____ divorced every year.
 a are wanting c getting
 b wanting d are getting
- 14 Many, but not all, people _____ get married in a church. .
 a want to c wanting to
 b are wanting to d used to want
- 15 Would you like _____ to the theatre tonight?
 a go c going
 b to go d to going
- 16 I _____ to Peru on holiday next month.
 a am flying c am go flying
 b flying d will flying
- 17 Oh! It _____. I'll take an umbrella with me.
 a raining c rains
 b will raining d 's raining
- 18 Do you have any plans for tonight? Yes, we _____ to the cinema.
 a will go c go
 b going d are going
- 19 I plan to _____ two weeks by the beach.
 a bring c spending
 b spend d making
- 20 The fast food restaurant was _____ dirty. We didn't eat there.
 a extreme c bit
 b extremely d very much

Ключи

- | | | |
|------|-------|-------|
| 1. b | 8. c | 15. b |
| 2. a | 9. b | 16. a |
| 3. a | 10. b | 17. d |
| 4. b | 11. b | 18. d |
| 5. c | 12. b | 19. b |
| 6. a | 13. d | 20. b |
| 7. a | 14. a | |

НЕМЕЦКИЙ ЯЗЫК

Практическое занятие I.

1.1. Kontakte in der Geschäftssituation

1. Welche von den folgenden Städten würden Sie gerne geschäftlich besuchen? Sprechen Sie darüber mit Ihrem Partner.

Hannover	Düsseldorf	London	New York	Hong Kong	
Paris	Berlin	München	Tokio	Moskau	Hamburg
Sankt-Petersburg	Peking	Wien	Bern		

Muster:

- Ich würde gerne Hannover geschäftlich besuchen. Die Stadt liegt in Deutschland, in Niedersachsen. Jedes Jahr findet in Hannover CeBIT statt. CeBIT ist die weltweit bedeutende

Messe, die die wichtigste Trendschau der digitalen Welt, zukunftsweisende Ideen, erfolgreiche Geschäfte, beeindruckende Innovationen präsentiert. Ich bin Programmierer bei der N. und interessiere mich für das Neue in der digitalen Welt.

- Ich würde nach Sankt-Petersburg reisen. Die Stadt liegt im Nord-Westen Russlands. Das ist eine sehr interessante Stadt. Es gibt viele Sehenswürdigkeiten. Ich würde unter anderem das Russische Museum, die Eremitage, die Isaak-Kathedrale, die Christi-Auferstehungs-Kirche („Erlöser auf dem Blute“/ «Спас-на-крови») besuchen. Ich möchte auch im Sommergarten spazieren gehen.

2. Wenn man sich in einer Geschäftssituation zum ersten Mal trifft, worüber spricht man?

- a) Sport b) das Wetter c) Politik d) das Hotel e) Einkommen f) die Reise
g) die Heimat h) die Arbeit i) den Urlaub j) die Familie k) Städte, die man kennt
l) etwas anderes (Was?)

3. Welche Themen sind Tabu-Themen in einer Geschäftssituation in Ihrem Land? Welche Themen sind Tabu-Themen in Deutschland, Ihrer Meinung nach? Recherchieren Sie in den Quellen. Vergleichen Sie die Ergebnisse in Kleingruppen.

Als „Tabuthema“ wird ein Thema bezeichnet, das nicht oder nur eingeschränkt öffentlich thematisiert wird. „tabu“ (oder „tapu“ ursprünglich) = „unter Verbot stehend“, „nicht erlaubt“.

4. Bilden Sie einen Dialog mit Hilfe der Stichwörter. Das Thema des Dialogs ist „Der erste Kontakt in der Geschäftssituation“

Büro leicht gefunden ↔ Ja/ kein Problem/Stadtplan
einen guten Flug? ↔ schrecklich/ drei Stunden Verspätung
Ach.../ Warum? ↔ schlechtes Wetter
Wie/ Hotel? ↔ sehr gut/ zentrale Lage
Oft geschäftlich hier? ↔ Ja/viele Kunden in ...
Wann/ das letzte Mal hier? ↔ vor vier Wochen
Gefällt/ unsere Stadt? ↔ Ja/ sehr interessant/ Leute freundlich

5. Wie begrüßt man einander in Deutschland? Lesen Sie die Texte unten. Diskutieren Sie über die Informationen im Plenum. Wie ist es in Russland? In den USA? In Japan?

Text I. Begrüßung in Deutschland

In Deutschland gibt man sich im allgemeinen bei jeder Begrüßung die Hand. Die Dame reicht dem Herrn die Hand. Eine wesentlich ältere Person reicht der jüngeren die Hand.
Die Person, die in der Betriebshierarchie höher steht, reicht – unabhängig vom Geschlecht und Alter – als erste die Hand.

Text II. Händeschütteln kommt aus der Mode

Eine Umfrage in der Bundesrepublik Deutschland 2008: Nur noch 53 % der Bundesbürger sind für das Händeschütteln bei der Begrüßung, 40 % sind dagegen. 7 % haben keine Meinung. 50 % der Männer begrüßen sich mit der Hand, aber nur 30 % der Frauen. 1980 waren noch 68 % der Bundesbürger für das Händeschütteln. Die Gegner des Händeschüttelns finden es unangenehm, unhygienisch und überflüssig. Die Befürworter finden Händeschütteln menschlich, freundlich und herzlich.

1.2. Sich und andere vorstellen

1. Lesen Sie die Texte darüber, wie man sich in Deutschland vorstellt. Besprechen Sie, wie sie in Ihrem Land vorkommt.

Text I. Selbstvorstellung

Für die Selbstvorstellung gibt es mehrere Formulierungen.

- Ein Mann kann sich vorstellen: *Bernd Meier./ Meier./ Ich bin Bernd Meier./ Ich heiße Bernd Meier./ Mein Name ist Meier.*
- Eine Frau kann auch diese Formulierungen wählen: *Mein Name ist Mertens./ Ich heiße Maria Mertens./ Ich bin Mertens.*
- Je nach Situation kann es hilfreich sein, eine Zusatzinformation zu geben: *Ich bin Max Müller, Exportleiter unserer Firma./ Ich bin Frau Mertens, Einkaufsleiterin in unserer Firma.*

Text II. Bekanntmachen durch Dritte

Beim Bekanntmachen durch Dritte wird im allgemeinen der Mann der Frau, die/ der Jüngere der/ dem Älteren vorgestellt. Im Berufsleben richtet man sich z. T. – unabhängig vom Geschlecht – nach der Betriebshierarchie. Es wird der Person, die „ranghöher“ steht, vorgestellt: *Frau Dr. Schuhmacher, darf ich Sie mit unserem neuen Mitarbeiter, Herrn Meier, bekannt machen?*

Text III. Höfliche Reaktionen

Höfliche Reaktionen auf eine Vorstellung sind:

Freut mich sehr. – Freut mich auch.

Angenehm. – Angenehm.

Es freut mich, Sie kennen zu lernen, Herr Meier. – Ganz meinerseits, Frau Dr. Schuhmacher.

2. Spielen Sie in der Klasse Mini-Dialoge zum Thema „Bekanntschaft“.

3. Stellen Sie sich vor: Sie arbeiten in einem Betrieb als Programmierer. Beantworten Sie die Fragen:

- 1) Wie ist Ihr Name?
- 2) Bei welcher Firma arbeiten Sie jetzt?
- 3) Was ist Ihre Stellung/ Position im Betrieb?
- 4) Was sind Sie von Beruf?
- 5) Was ist Ihre Telefonnummer im Büro?
- 6) Was ist Ihre Privatnummer?

4. In einem Betrieb sind viele Mitarbeiter beschäftigt. Überlegen Sie sich, welche Funktionen die Leute in der Firma machen könnten.

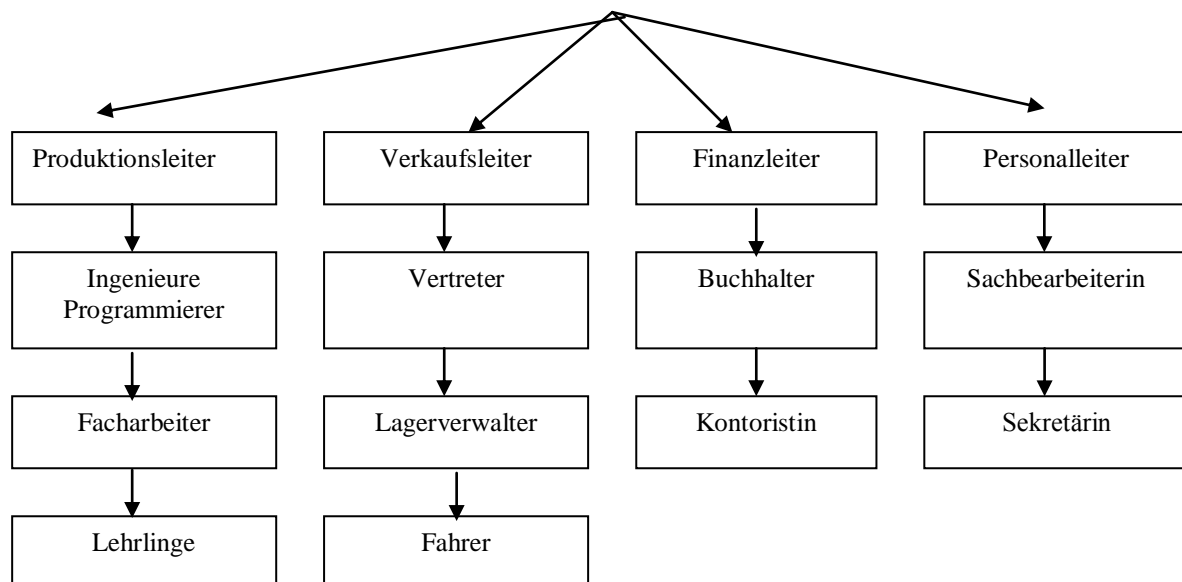
Beschreiben Sie

- die Position/ die Stellung einer Person,
- wofür ist sie zuständig/ verantwortlich.

Das Schema unten kann Ihnen helfen.

5. Sehen Sie sich das Schema an. Erzählen Sie, welche Positionen es in einem Betrieb gibt. Welche Person ist sozial niedriger/ höher?

Geschäftsführer



6. Ergänzen Sie die Antworten mit Hilfe der Informationen auf der Visitenkarte.

- 1 _____?
- _____ ist Max Klein.
- 2 _____?
- Die Firma ist in _____.
- 3 _____?
- Arnestraße 26, _____.
- 4 _____?
- (0 40) 25 19 37

Fritz Blum GmbH

Max Klein
Produktionsleiter

Fritz Blum GmbH,
Arnestraße 26, 22045 Hamburg
Tel. (0 40) 25 19 37
Privat (0 40) 75 81 38

7. Machen Sie Ihre eigene Visitenkarte und stellen Sie sich dem Plenum vor. Erzählen Sie nach dem Plan:

- a) Wie heißen Sie?
- b) Wo arbeiten Sie?
- c) Welche Firma ist das? In welcher Branche ist sie tätig?
- d) Wo ist der Sitz der Firma?
- e) Was stellt sie her?
- f) Wie groß ist das Unternehmen (die Zahl der Beschäftigten, der Umsatz)?
- g) Wie ist Ihre Position in der Firma?
- h) Wofür sind Sie zuständig?
- i) Gefällt Ihnen Ihre Arbeit?
- j) Etwas noch ...

Практическое занятие II.

1. Die deutschen Unternehmen. Kennen Sie diese Firmen?

A 1 Kennen Sie diese Firmen? Sprechen Sie die Namen nach.



2 Buchstabieren Sie diese Firmennamen.



2. Recherchieren Sie: wo befinden sich die Unternehmen. Was stellen sie her?

3. Schreiben Sie die russischen Unternehmen, die dieselbe Produktion erzeugt.

4. Lesen Sie Dialoge. Was stellen die Firmen her? Spielen Sie die Situationen zu zweit.

Wörter zum Verstehen:

das Porzellan – фарфор
für, durch etwas bekannt sein – быть известным чем-либо
die Tonbänder – магнитофонные ленты
die Arzneimittel – лекарства
rezeptfrei – без рецепта
vertreiben – продавать
herstellen – производить
die Haushaltsgeräte – бытовая техника
der Anrufbeantworter – автоответчик
die Branche – отрасль
tätig sein – работать

Dialog 1.

Partner A: Eine Frage, bitte. Was bedeutet für Sie der Name Rosenthal?

Partner B: Rosenthal? Ach, Rosenthal ist doch für Porzellan bekannt.

Dialog 2.

Partner A: Verzeihung, darf ich mal fragen, was bedeutet für Sie der Name BASF?

Partner B: BASF – das bedeutet für mich in erster Linie Tonbänder und Videos.

Dialog 3.

Partner A: Was für ein Image haben die Produkte von Porsche?

Partner B: Porsche? Das bedeutet für mich schnelle, rassige Sportwagen.

Dialog 4.

Partner A: Bayer ist ein Unternehmen, das unter anderem Arzneimittel produziert. Was für Produkte haben Sie eigentlich?

Partner B: Bayer produziert und vertreibt rezeptfreie Arzneimittel gegen Schmerzen, Husten und Erkältung. Unser bekanntestes Produkt ist Aspirin.

Dialog 5.

Partner A: Das neueste Produkt des Münchener Kraftfahrzeugherstellers MAN ist der Reisebus „Lion's Star“. Ich mache eine Testfahrt mit Herrn Kuriat... Herr Kuriat, können Sie uns etwas über den neuen Reisebus sagen?

Partner B: Ja, unser neuer Fernreise-Hochdecker „Lion's Star“ hat eine ganze Reihe technischer Raffinessen...

Dialog 6.

Partner A: Sagen Sie mir bitte, was stellt eigentlich die Firma Siemens her?

Partner B: Siemens hat unterschiedliche Produkte. Die Firma ist Ihnen wahrscheinlich durch Haushaltsgeräte bekannt. Wir produzieren zum Beispiel Staubsauger, Kühlschränke, Kaffeemaschinen und so weiter. Wir sind aber auch in der Informationstechnik tätig. Vielleicht haben Sie ein Siemens Telefon mit Anrufbeantworter zu Hause?

Dialog 7.

Partner A: Was für eine Firma ist Thyssen?

Partner B: Thyssen ist ein führender deutscher Stahlhersteller.

Dialog 8.

Partner A: In welcher Branche ist Hoechst tätig?

Partner B: Hoechst ist ein großer Chemiekonzern.

Partner A: Was macht die Firma Hoechst eigentlich?

Partner B: Hoechst produziert Chemikalien, Farben, Kunststoffe und Spezialprodukte für Industrie und Technik.

2. Recherchieren Sie weiter, was die Firmen IBM, BMW, AEG, Volkswagen, Braun und Mercedes-Benz herstellen.

3. Sie werden die Präsentation über eine Firma machen. Informieren Sie sich über Unternehmenstypen und Rechtsformen der Unternehmen:

1). Unternehmenstypen werden nach verschiedenen Kriterien unterschieden:

a) nach Wirtschaftszweigen:

- Handwerks-,
- Industrie-,
- Handels-,
- Verkehrsbetriebe-,
- Banken,
- Versicherungen.

b) nach Leistungserstellung:

- Produktionsgüterbetriebe, (оборудование, товары для производства)
- Konsumgüterbetriebe, (потребительские товары)
- Dienstleistungsbetriebe.

c) nach Beschäftigungszahl:

- Kleinbetriebe (bis 50),
- Mittelbetriebe (bis 500),
- Großbetriebe (500 und mehr).

Die deutsche Wirtschaft ist eine überwiegend mittelständische Wirtschaft. Ca. 2,5 Mio. Unternehmen sind kleine oder mittlere Betriebe.

a) nach Rechtsform:

- Einzelunternehmen,
- Personengesellschaften,
- Kapitalgesellschaften.

2) Rechtsformen von Unternehmen:

Zunächst unterscheidet man zwischen **Betrieben des öffentlichen Rechts** und **Betrieben des Privatrechts**. Öffentlich-rechtliche Betriebe finden wir bei Bund (федерация), Ländern und Gemeinden als Rundfunk- und Fernsehanstalten, Sparkassen und Banken, Universitäten, Elektrizitäts- und Wasserwerke, Verkehrsbetriebe und vieles andere mehr.

Bund, Länder und Gemeinden sind auch häufig Eigentümer von privatrechtlichen Unternehmen, die meist als AG geführt werden, z.B. **Lufthansa**.

Im privaten Recht dominieren 3 Rechtsformen:

- Einzelunternehmen (единоличные предприятия);
- Personengesellschaften (компании, объединяющие отдельных лиц);
- Kapitalgesellschaften (компании, объединяющие капитал).

Einzelunternehmen ist alleiniger Eigentümer, er ist in der Regel für die Leitung zuständig und haftet unbeschränkt (mit seinem gesamten Vermögen) für die Geschäftsschulden. Der erwirtschaftete Gewinn gehört ihm. Das sind nicht nur Händler, sondern auch Handwerker (Bäcker, Metzger usw.).

Personengesellschaften schaffen sich die Gesellschafter mit ihren Kapitaleinlagen. Zu den Personengesellschaften gehören:

- die Gesellschaft bürgerlichen Rechts (GbR) (общество гражданского права). Das ist die Vereinigung einiger Betriebe, bzw. Freiberufler oder Bankkonsortien (кредитные консорциумы) für die Verwirklichung großer Projekte;
- die Stille Gesellschaft (анонимное общество): der stille Gesellschafter (негласный компаньон) beteiligt sich mit seinem Kapital an der Handelstätigkeit anderer Firma. Er bekommt dafür Gewinn. Die Stille Gesellschaft besteht nur aus 2 Gesellschaftern.
- die offene Handelsgesellschaft (OHG) (открытое торговое товарищество) vereinigt viele natürliche und/oder juristische Personen (физические и юридические лица). Sie bilden ein Unternehmen unter einem gemeinsamen Namen. Sie haften auch unbeschränkt mit dem Privatvermögen.
- Die Kommanditgesellschaft (KG) (коммандитное товарищество). Die Gesellschaft mit 2 Typen von Gesellschaftern: **Komplementären** (комплементарии), die unbeschränkt mit dem Privatvermögen haften, und **Kommanditisten** (коммандитисты), die im Umfang ihrer Einlage haften. Die Komplementären leiten die Gesellschaft.

Zu den **Kapitalgesellschaften** gehören:

- Gesellschaft mit beschränkter Haftung (GmbH). Diese Form ist in Deutschland sehr beliebt. Die GmbH ist die juristische Person. Man braucht einen notariellen Gesellschaftsvertrag

(нотариальный учредительный договор), um solche Gesellschaft zu bilden. Das Stammkapital (основной/уставный капитал) muss in der BRD 25000 Euro betragen. Die Stammeinlage jedes Gesellschafters ist min. 100 Euro. Die Gesellschafter haften nur in Höhe ihres Anteils am Kapital. Die GmbH-Organe sind die Gesellschaftsversammlung und die Geschäftsführung. Die GmbH mit mehr als 500 Beschäftigten hat auch einen Aufsichtsrat (наблюдательный совет).

- Die Aktiengesellschaft (AG) – die Form der Großunternehmen. Die Eigentümer einer AG sind Aktionäre, die in Höhe ihres Anteils am Kapital haften. Das Grundkapital beträgt 50 000 Euro. Dem Aktiengesetz nach kostet eine Aktion min. 25 Euro. Es gibt min. 5 Aktionäre, die einen Vertrag schließen (die Satzung). Sie bestimmen den Nennwert (номинальная стоимость акций) und die Art der Gewinnverteilung. Der Kurswert (курсовая цена) entsteht nach Angebot und Nachfrage auf der Aktienbörse. Die AG-Organe: der Vorstand (правление), der Aufsichtsrat, die Hauptversammlung.

Die **Banken** und **Versicherungen** haben ihre eigene Unternehmensstruktur.

4. Vergleichen Sie die 10 großen Unternehmen Deutschlands. (Stand 2012)

5. Recherchieren Sie, welches deutsche Unternehmen was produziert und wie der Unternehmenstyp und die Rechtsform dieser Unternehmen sind:

Hersteller	Produktion/ Unternehmenstyp/ Rechtsform
Agfa	
Rosenthal	
Varta	
BASF	
Porsche	
Schwarzkopf	
Grundig	
Bayer	
MAN	
Siemens	
Hoechst	
Mercedes-Benz	
IBM	
BMW	
AEG	
Thyssen	
Mannesmann	
VEBA	

Dienstleistungssektor

Unternehmen	Dienstleistungen/ Unternehmenstyp/ Rechtsform
Lufthansa	
Aldi	
Neckermann	
Hertie	
Allianz	
Kühne und Nagel	

6. Informieren Sie sich, welche Firmen in Ihrem Bereich tätig sind. Welche Aufgaben lösen sie?
Setzen Sie die Liste fort:

- Softwaren entwickeln,
- Prozesse automatisieren,
- Webseiten erstellen,
- Kunden helfen,
- Daten auswerten,
- neue Bau-Projekte entwickeln,
- chemische Eigenschaften der Stoffe untersuchen...

Практическое занятие IV.

Berufe, Berufe ...

Wortschatz zum Thema:

die Arbeit	работа
der Arbeitsmarkt	рынок руда
der Arbeitsplatz	рабочее место
der Azubi	ученик
die Aussicht	перспектива, шанс
befriedigen	удовлетворять
betragen	составлять, равняться
die Bevölkerung	население
der Beruf	профессия
die Berufswahl	выбор профессии
das Berufsfeld	профессиональная сфера
ist/sind ... gefragt	востребован, имеет спрос
beruflich	профессионально
die Fachkraft	специалист
die Fähigkeit	способность
freiberuflich	работающий на себя, не по найму
die Gage	гонорар, оклад, вознаграждение
das Gehalt	зарплата, оклад
der Job	работа
die Lebenserwartung	предполагаемая продолжительность жизни
der Lohn	зарплата
der Mangel	недостаток
der Nachwuchs	молодые кадры, смена, пополнение
das Rentenalter	пенсионный возраст
die Sicherheit	уверенность; безопасность
die Überalterung	старение
das Versicherungswesen	страхование
der Wandel	перемена, изменение
die Wirtschaft	экономика
die Zukunft	будущее

Übung 1. Was passt zusammen?

Lehrer	Haare schneiden, legen, färben
Programmierer	Gemälde malen

Friseur	Leute behandeln
Maler	die Kranken pflegen
Arzt	das soziale Verhalten der Menschen erforschen
Krankenpfleger	Schüler unterrichten
Soziologe	Texte übersetzen
Übersetzer	Metalle verarbeiten
Bierbrauer	Computerprogramme entwickeln
Metallurg	Bier brauen

Übung 2. Beschreiben Sie, was die Fachkräfte oben machen.

Text 1. Die 10 aussichtsreichsten Berufe für das kommende Jahrzehnt

Welche Jobs haben Zukunft? Welche Studienplätze garantieren einen guten Arbeitsplatz? Diese zehn Berufe sind derzeit gefragt und bieten Studenten und Azubis von heute beste Aussichten.

Der eigene Beruf ist mehr als nur ein Job: Er sollte die eigenen Interessen befriedigen, aber auch Sicherheit für die Zukunft bieten. Doch welche Berufswahl ist die Richtige? Welche Fähigkeiten sind auf dem Arbeitsmarkt gefragt?

Die Wirtschaft unterliegt einem stetigen Wandel, aus dem sich aber Tendenzen für die Zukunft herauslesen lassen. So haben die Datenskandale der vergangenen Monate gezeigt, dass gerade im IT-Bereich Fachkräfte benötigt werden. Und während durch die Finanzkrise einige Gewerbe an Bedeutung verloren haben, so haben sich doch für Vertriebler oder Analytiker völlig neue Perspektiven ergeben. Generell gilt: Technisch versierte oder mathematisch und naturwissenschaftlich interessierte Personen haben gute Jobperspektiven.

Andere Berufsfelder hingegen leiden an Überalterung: Viele der derzeit berufstätigen Lehrer, Ärzte oder Ingenieure nähern sich dem Rentenalter, ohne das Nachwuchs folgen würde. Wer sein Studium oder seine Ausbildung gerade beginnt, oder wer auf einen anderen Beruf umsatteln möchte, sollte einen Blick auf diese Liste werfen:

1. Wirtschaftsmathematiker/-in: Die jüngste Wirtschaftskrise hat deutlich gemacht, wie hoch der Bedarf an guten Analytikern derzeit ist. Das Abschätzen von Risiken und Chancen bei Investitionen oder kostenintensiven Entscheidungen hat wieder mehr Bedeutung gewonnen. Speziell im Versicherungswesen und Bankgewerbe...
2. Altenpfleger/-in und Pflegemanager/-in: Die deutsche Bevölkerung wird immer älter. Während weniger Kinder geboren werden, steigt die Lebenserwartung (pro Dekade etwa 2,5 Jahre). Bereits heute besteht ein Mangel ein Pflegepersonal, ein Umstand, der sich mit dem Wegfall des Zivildienstes im Jahr 2012, in den kommenden Jahren wahrscheinlich noch verschärfen wird...
3. IT-Sicherheitstechniker/-in: In den letzten Jahren wurde Datenschutz in Deutschland ein immer wichtigeres Thema, die jüngsten Datenskandale bei großen Konzernen sind vielen sicher noch gut im Gedächtnis. Gerade in Großunternehmen werden Spezialisten gesucht, die Datenklau und -betrug nicht nur bekämpfen, sondern auch effektiv vorbeugen können...

4. Softwareentwickler/-in: Auch wenn IT-erfahrene Berufsanfänger verstärkt gesucht werden, hat sich dennoch die Zahl der Erstsemester-Studenten im Bereich Informatik seit 2000 halbiert. Dabei sucht die Branche mehr denn je nach qualifiziertem Nachwuchs...
5. Ingenieur/-in für Energie- und Gebäudetechnik: Ingenieure sind gefragt. Gerade im Bereich der Gebäude- und Energietechnik besteht dringender Bedarf: Zum Einen schlossen bis 2014 jährlich weniger als 5.000 Bauingenieure ihr Studium ab, so wenige wie noch nie zuvor. Zum Anderen überaltert die Branche....
6. Vertriebsingenieur/-in: Ob in der Chemie oder der Elektrotechnik, in der Textil- oder Metallindustrie, Vertriebsingenieure kommen in den verschiedensten Branchen zum Einsatz. Da Unternehmen zunehmend ihre Produktionsstätten auf unterschiedliche Standorte verteilen werden verstärkt Arbeitskräfte benötigt...
7. Mechatroniker/-in: Wer sich einen Neuwagen ansieht, hat es sicher bereits bemerkt: Neue Maschinen und Armaturen bestehen schon lange nicht mehr aus rein mechanischen Teilen, sondern besitzen häufig elektronische Komponenten. Wartung und Einbau dieser Elemente werden zunehmend komplexer und anspruchsvoller...
8. Lebensmittel-Techniker/-in und Lebensmittel-Technologe/-in: Das Berufsfeld der Lebensmitteltechnik oder -technologie wird gerne unterschätzt. Dabei besteht an Fachkräften in beiden Bereichen stets hoher Bedarf. Lebensmittelkontrolle ist nicht nur für den Bedarf von Allergikern, Diabetikern oder Kleinkindern wichtig...
9. Zahn- oder Allgemeinarzt: In Deutschland herrscht Ärztemangel: Wie die Bundesärztekammer prognostiziert wird es im Gesundheitswesen 22 Prozent weniger Fachkräfte geben als benötigt werden. Viele Medizinstudenten, Mediziner wandern an private Kliniken oder ins Ausland ab...
10. Lehrer/-in für Natur-Wissenschaften und Mathematik
Wer Lehrer werden möchte, sollte sich zuerst gründlich umsehen. Im humanistischen oder geisteswissenschaftlichen Bereich (wie Deutsch, Geschichte oder Englisch) sieht die Arbeitslage eher düster aus, hier ist der Arbeitsmarkt ziemlich gesättigt...

Übung 1. Übersetzen Sie folgende Adjektive und Partizipien. Finden Sie zu jedem Adjektiv ein passendes Substantiv aus dem Text. Bilden Sie Wendungen:

Muster: geisteswissenschaftlich (гуманитарный) – Bereich → der geisteswissenschaftliche Bereich (гуманитарная область, сфера)

1. gut _____
2. eigen _____
3. gefragt _____
4. stetig _____
5. interessiert _____
6. interessant _____
7. jüngst _____
8. qualifiziert _____
9. gesättigt _____

10. humanistisch _____
11. kommend _____
12. düster _____
13. hoch _____
14. unterschiedlich _____
15. erfahren _____
16. kostenintensiv _____

Übung 2. Übersetzen Sie ins Deutsche.

1. Экономика подвергается постоянным изменениям.
2. Эти профессии имеют будущее.
3. Какие профессии востребованы?
4. В Германии существует недостаток врачей.
5. Инженеры очень востребованы на рынке труда.
6. Именно в сфере строительных и энергетических технологий существует острая потребность в кадрах.
7. Защита данных стала в последние годы важной темой в Германии.

Übung 3. Beantworten Sie die Fragen:

1. Welche Jobs haben Zukunft in 10 kommenden Jahren?
2. Warum ist der eigene Beruf mehr als nur ein Job?
3. Welche Berufsfelder leiden an Überalterung?
4. Wofür ist die Lebensmittelkontrolle wichtig?
5. Was war Ihr Traumberuf, als Sie das Kind waren?

Projektaufgabe: Recherchieren Sie, welche Berufe jetzt in Russland gefragt sind. Besprechen Sie dann Ihre Ergebnisse in der Gruppe.

Text 2. Dialog: Fragen und Antworten

- Ich möchte Theater-Regisseur werden. Was macht ein Theater-Regisseur?
- Theaterregisseure setzen Werke der Bühnenliteratur auf einer Theaterbühne in Szene oder inszenieren Stücke, die sie selbst entwickelt haben. Sie können auch Musiktheaterwerke wie Oper, Operette oder Musical gestalten.
- Wo können sie dann arbeiten?
- Theaterregisseure arbeiten z.B. im Stadt- und Staatstheater, im Privattheater, im Musicaltheater und in den Opernhäusern, auf den Kleinkunsthöfen, auf Kabarett und Comedy-Bühnen, im Puppentheater und Kinder- und Jugendtheater. Sie können auch freiberuflich arbeiten.
- Wie komme ich in diesen Beruf in unserer Stadt?
- Es gibt ein Bachelor-Programm im Institut für Geisteswissenschaften der Staatlichen Universität Tscherepowez. Das Studium dauert 8 Semester.
- Welche Eigenschaften braucht man, um Regisseur zu werden?
- Du musst Begabung, Phantasie und eine starke bildliche Vorstellungskraft besitzen.
- Was verdient man in diesem Beruf?
- Die Gage ist unterschiedlich. Sie hängt von dem Theater oder von dem Projekt ab. In Russland könnte die Gage von 30.000 bis 250.000 ₺ betragen. Einige verdienen sogar eine Million und mehr.

In Deutschland ist Durchschnittsgage monatlich nach einigen Jahren ca. 3.050 – 3.750 €. Die Gage für eine Inszenierung an einem großen Haus kann 20.000 – 40.000 € betragen.

- Und wie sehen die Chancen am Arbeitsmarkt aus?

- Die Aussichten am Arbeitsmarkt sind mittelmäßig. Die Zahl der festangestellten Theater-Regisseure an den Bühnen ist sehr begrenzt, an den kleineren Häusern findet man sie eher als an den Bühnen in den Großstädten. Neue feste Arbeitsplätze sind nicht in Sicht, alle Bühnen müssen sparen.

- Vielen Dank für Ihre Auskunft!

Übung 1. Bilden Sie einen Dialog über Ihren Beruf. Spielen Sie ihn in der Gruppe.

К практическому занятию V.

Die deutschen Nebensätze

№	Nebensatzart	Frage	Bindeelement	Beispielsätze
1.	Subjektsatz	Was? Wer?	dass, was, wohin usw.	Dass er das Spiel gewonnen hat, freut ihn. Wann du kommst, interessiert mich nicht.
2.	Prädikativsatz	Was? Wie?	was, dass, wohin usw.	Die Hauptsache ist, dass du kommst. Sie ist die, die dir gefällt. Das Interessanteste ist, was du gesagt hast.
3.	Objektsatz	Was? Worüber?	dass, was, ob, wohin, wann, wonach, wofür	Er fragt, ob er kommen kann. Sie sagt, dass sie kommt. Wir fragen, wann der Zug abfährt.
4.	Temporalsatz	Wann? Seit wann?	als, wenn, nachdem, während, solange, seit, bevor, ehe usw.	Als ich das Kind war, spielte ich Klavier. Wenn der Frühling kommt, gibt es viele Blumen. Nachdem ich das erledigt habe, komme ich gleich zu dir. Solange es regnete, stand ich unter dem Regenschirm.
5.	Attributsatz	Welche? Welcher? Welches?	die, der, das, dem, dessen	Das Kind, dessen Eltern da stehen, besucht unsere Schule. Das Buch, das ich gerade gelesen habe, wurde von einer deutschen Autorin geschrieben.
6.	Konsekutivsatz (Folgesatz)	Was ist die Folge?	so...dass, derart ...dass, dermaßen...dass	Wir verpassten den Bus, so dass wir zu spät kamen. Das Kind fror so sehr, dass es am ganzen Körper zitterte. Dieser Computer ist dermaßen kompliziert, dass nur wenige Fachleute ihn bedienen können.
7.	Kausalsatz	warum? weshalb?	da, weil	Da ich in der Nähe stand, habe ich alles mitangehört. Ich kritisiere ihn, weil er nachlässig gehandelt hat.
8.	Komparativsatz	Wie ...?	als, als ... ob, als...wenn, wie... wenn	Er tut so, als wüsste er nichts. Er tut so, als ob er zu Hause sei. Er tut so, als wenn er zu Hause sei.
9.	Konzessivsatz	Unter welchem Umstand?	obwohl, obgleich, obschon, auch wenn	Er hat mir nicht geantwortet, obwohl ich ihm dreimal geschrieben habe. Obschon der Kranke viele Medikamente nahm, verschlechterte sich sein Zustand. Auch wenn die Wohnung allen meinen Wünschen entspricht, werde ich sie nicht mieten.
10.	Finalsatz	wozu? zu welchem	damit, um...zu	Ich mache das Fenster zu, damit der Straßenlärm uns nicht stört.

		Zweck?		Der Student aß in der Mensa, um Geld zu sparen.
11.	Modalsatz	Wie? Auf welche weise?	indem; dadurch ...dass	Indem er mit dem Kopf nickte, zeigte Klaus sein Einverständnis. Der Verletzte war nur dadurch zu retten, dass er sofort operiert wurde.
12.	Lokalsatz	Wo? Wohin?	wo, wohin, woher	Der Junge ging dorthin, wohin seine Freunde gegangen waren. Auch er kam von dort, woher die anderen gekommen waren. Wo so viel auf dem Spiel steht, fällt die Entscheidung nicht leicht.
13.	Konditionalsatz	Unter welcher Bedingung? In welchem Falle?	wenn, falls	Wenn ich das Examen bestehe, mache ich eine große Party. Ich werde Sie informieren, falls ich etwas erfahre.
14.	Restriktiver Satz		soviel, soweit	Soviel ich gehört habe, ist das Konzert schon ausverkauft. Soweit ich weiß, kommt er morgen früh.

Тесты и контрольные работы

Kontrollarbeit zum Thema *Konjunktiv*

I. Gebrauchen Sie die Verben in Klammern im Konjunktiv I. Übersetzen Sie die Sätze:

1. Man (lösen) den Zucker im Wasser.
2. Das Kind fragt die Mutter, ob es spazieren gehen (können).
3. Der Lehrer sagt dem Schüler, er (sollen) die Formel anschreiben.
4. Es (sein) betont, dass dieses Ereignis von großer Bedeutung ist.
5. Das ABC (sein) ein gleichschenkliges Dreieck.
6. Ich besuche dich morgen, es (sein) denn, etwas dazwischenkommt.
7. Du siehst so müde aus, als ob du im vorigen Monat keinen Urlaub (haben).
8. Alle Zeitungen berichten, gestern (angekommen) die deutsche Delegation in Moskau.
9. Er tut so, als (gewinnen) er im letzten Wettkampf den ersten Preis.
10. Es (leben) der Frieden in der ganzen Welt!
11. (Mögen) deine Wünsche in Erfüllung gehen!
12. Der Autor stellt in seinem Artikel fest, viele neue Gebäude (bauen) im letzten Jahr.

II. Gebrauchen Sie die Verben in Klammern im Konjunktiv II. Übersetzen Sie die Sätze:

1. Wenn er mich (lieben)!
2. Er hat die Prüfung bestanden, aber er (durchfallen) fast.
3. (Sein) jetzt Sommer, (fahren) ich ans Meer.
4. Mit Karl (sein) die Party interessanter.
5. Ich (vorschlagen) einen Stadtbummel, wenn du Lust (haben).
6. Er war so traurig, als (verlieren) im Kartenspiel.
7. Ich (mögen) dir etwas sagen. – Das (sein)?
8. Um ein Haar (einschlafen) sie.

III. Übersetzen Sie ins Deutsche. Gebrauchen Sie die passende Konjunktiv-Form:

1. Я бы сказала, что это – красивая картина.
2. По этому вопросу у меня другое мнение.
3. Предположим, А равно В.
4. Студент рассказал, что вчера был в Дрездене.
5. Что бы ты сделал, если бы у тебя было много свободного времени? – Я бы выучил немецкий язык.

Kontrollarbeit 1

I. Beantworten Sie die Fragen:

1. Wo studieren Sie?

2. Wie heißt Ihre Fachrichtung?

3. Haben Sie einen Studentenausweis?

4. Studieren Sie direkt oder fern?

5. Was macht Ihnen Spaß?

II. Übersetzen Sie ins Russische:

1. Die erfahrenen Lehrer halten Vorlesungen in der Business-Schule.

2. Mein Lieblingsfach ist die Rechtskunde.

3. In 4 Jahren werde ich als Manager in der Personalabteilung der öffentlichen Aktiengesellschaft *Severstal* arbeiten.

4. Das Fernstudium ist sehr schwierig, aber für mich ist es wichtig.

5. Die Leiterin unseres Lehrstuhls ist Frau N.

III. Verändern Sie die Wortfolge in den folgenden Sätzen:

1. Die Prüfungen beginnen im November.

2. Im Deutschunterricht üben die Studenten die Grammatik.

3. Wir besprechen aktuelle Themen im Seminar.

4. Das Studium an der Universität gefällt mir.

5. Nach dem Unterricht essen die Studenten in der Mensa.

IV. Stellen Sie die Fragen an die **fettgedruckten** Wörter:

1. Meine Freundin studiert **Psychologie** an der Uni.

2. Die Studenten bestehen die Prüfungen **zweimal im Jahr**.

3. **In diesem Semester** studiere ich Deutsch.

4. **Mein Freund** kommt zu mir in der nächsten Woche.

5. Nach dem Unterricht fahren wir **nach Hause**.

V. Gebrauchen Sie die Verben in den Klammern im Präsens:

1. In der Pause (wiederholen) der Student die Hausaufgabe.
2. Er (schlafen) in der Stunde. Er (sein) müde.
3. Das Studium (machen) mir Spaß.
4. (Fahren) du an die Universität mit dem Auto oder mit dem Bus?
5. Die Studentin (lesen) die neue Information mit Interesse.
6. (Haben) du eine Möglichkeit, ins Kino zu gehen?
7. Wann (aufstehen) ihr morgens?
8. In Mathematik (bekommen) ich nur gute und ausgezeichnete Noten.
9. Es (werden) draußen kälter.
10. Sie (zumachen) die Bücher

Тексты для самостоятельной работы

Текст 1: Was macht ein/e Biologe/in?

Biologen/innen analysieren und erforschen Strukturen und Vorgänge bei Tieren, Pflanzen, Mikroorganismen und Menschen sowie deren Lebensräume, Entwicklungen und die Wechselwirkungen untereinander bzw. mit ihrer Umgebung. Die so gewonnenen Erkenntnisse wenden sie zum Beispiel im Umweltschutz oder in der pharmazeutischen Industrie an. Neben Aufgaben in Forschung und Entwicklung arbeiten Biologen im Projektmanagement, Marketing, Vertrieb oder Außendienst, als Gutachter bzw. Sachverständiger, im Qualitätsmanagement und in der Aus- und Weiterbildung und vielen weiteren Bereichen.

Zu den Hauptaufgaben eines/r Biologen/in gehören:

- Forschungsprojekte entwickeln, planen und ausführen
- Forschungsberichte auswerten, umsetzen und veröffentlichen
- Fachberichte erstellen
- Biochemische, elektronenmikroskopische, biophysikalische Verfahren
- Produktionstechnische Maßnahmen planen, koordinieren und überwachen
- Mitwirken bei der Zulassung und Registrierung von Arzneimitteln
- Anwender im Außendienst schulen und beraten
- Produkte des Unternehmens verkaufen
- Konzepte für das Produktmanagement im Vertrieb und Verkauf entwickeln
- Öffentlichkeitsarbeit und Informationsmaterial erstellen

Wo arbeitet ein/e Biologe/in?

- Industrieunternehmen der Bereiche Biotechnologie, Chemie, Pharmazie
- Behörden und Verbände

- Hochschulen und Forschungsinstitute
- Gesundheitswesen und Landwirtschaft
- Unternehmensberatung, z. Bsp. im Bereich Umweltschutz

Текст 2: Was macht ein/e Grundschullehrer/in?

Grundschullehrer/innen erteilen allgemein bildenden Unterricht von der 1. bis zur 4. Klasse, der sogenannten Primarstufe. Sie haben zwei Hauptaufgaben: zu erziehen und zu unterrichten. Als Klassenlehrer/in unterrichten sie fächerübergreifend Lesen, Schreiben, Deutsch, Mathematik, Sachunterricht oder auch einzelne Fächer wie Englisch, Musik, Sport, Kunst, Handarbeit/Textiles Werken oder Religion. Neben ihren fachlichen Aufgaben sind Grundschullehrer/innen überwiegend Erzieher/innen, die in den ersten Schuljahren eines Kindes seine Entwicklung und Verhaltensweisen entscheidend mit begleiten. Sie vermitteln ihnen gesellschaftlich akzeptable Wertesysteme und fördern die geistige und seelische Entwicklung des Kindes. Zur Unterrichtstätigkeit in der Schule kommen die Vor- und Nachbereitungsphasen zu Hause, wichtig ist auch der Kontakt zu den Eltern bzw. Erziehungsberechtigten bei wöchentlichen Elternsprechstunden und Elternabenden.

Zu den Hauptaufgaben eines/r Lehrers/in der Primarstufe gehören:

- Unterrichtsstoff altersgerecht planen, vor- und nachbereiten
- Lernzielkontrollen oder Klassenarbeiten erstellen und korrigieren
- Beurteilungen und Noten vergeben, Zeugnisse und Stellungnahmen schreiben
- Sprechstunden und Elternabende abhalten
- Aufsichten – Pausen, Sondernveranstaltungen, Exkursionen etc. begleiten
- Wandertage, Klassenreisen, Schulaufführungen organisieren und begleiten
- Fortschritte, Stärken und Schwächen der Kinder beurteilen und ggf. fördern
- Beraten bei der Wahl der weiteren Schulausbildung

Wo arbeitet ein/e Grundschullehrer/in?

- Staatliche, kirchliche oder private Grundschulen
- Internate oder Schülerheime
- Deutsche Grundschulen im Ausland

Wie werde ich Grundschullehrer/in?

Ein Studium an einer Universität oder Pädagogischen Hochschule ist Voraussetzung für den Beruf, die Bedingungen sind je nach Bundesland verschieden – 16 Länder, 16 Wege, um Lehrer/in zu werden. Die Fächer Kunst und Musik werden in Zusammenarbeit mit Kunst- bzw. Musikhochschulen gelehrt. Nach dem Studium folgt das Referendariat an einer Schule. Erst danach kann eine Übernahme in den Schuldienst erfolgen.

Je nach Hochschule und Bundesland ist das Studium auf Lehramt nur für Grundschulen oder in Kombination mit dem Lehramt für Haupt- und Realschulen möglich. Ab 2010 werden auch für Lehramtsstudenten nur noch Bachelor- und Masterstudiengänge angeboten. Das erste Staatsexamen wird zunehmend durch den Master-Abschluss ersetzt, der diesem gleichgestellt ist. Der Bachelor-Abschluss nach 6 bis 8 Semestern befähigt noch nicht zum Lehramt, ein Studium zum Master of Education (M. Ed.) von weiteren 2 bis 4 Semestern muss folgen.

Erst dann kann der Vorbereitungsdienst an einer Grundschule beginnen. Diese Lehramtsanwärterschaft dauert, je nach Bundesland, 18 bis 24 Monate. Der Vorbereitungsdienst ist bereits ein bezahlter Bestandteil des Berufs, er schließt auch weiterhin mit der Zweiten Staatsprüfung ab. Prüfungsinhalte legt jedes Bundesland fest.

Was verdient ein/e Grundschullehrer/in?

- An einer staatlichen Grundschule ist das Gehalt nach dem Bundesbesoldungsgesetz geregelt, es entspricht bei einem/r Grundschullehrer/in im Eingangsamt den Bezügen der Besoldungsgruppe A12
- Monatliches Bruttogrundgehalt (A12) 2.559 – 3.522 €

Текст 3: Was macht ein/e Theater-Regisseur/in?

Theaterregisseure/innen setzen Werke der Bühnenliteratur auf einer Theaterbühne in Szene oder inszenieren Stücke, die sie selbst entwickelt haben oder aus mehreren Texten zu einem eigenständigen Bühnenwerk zusammenstellen. Dabei übernehmen sie eine entscheidende künstlerische Rolle, in dem sie das Stück nach ihren Vorstellungen gestalten. Man spricht deshalb heute auch oft vom Regie-Theater.

Musiktheaterregisseure/innen gestalten Musiktheaterwerke wie Oper, Operette oder Musical, in der Oper heißen sie Opernregisseure. Die Bezeichnungen sind nicht festgelegt, so dass Theaterregisseure/innen auch im Musiktheater arbeiten und umgekehrt. Zu den Hauptaufgaben eines/r Theater-Regisseurs/in gehören:

- Bühnenstücke auswählen, prüfen, interpretieren und recherchieren
- Szenische Regiekonzepte entwickeln: Texte überarbeiten, zusammenfügen, umschreiben, kürzen, erweitern, anpassen auf die Gegenwart etc.
- Absprache mit Intendanten, Bühnenbildnern, Dramaturgen, Technischer Leitung, Produktionsleitung zur Umsetzung des Konzepts treffen
- Besetzung der Rollen durch Ensemble und/oder Gastschauspieler vornehmen
- Vorsprechen der Schauspieler und Auswahl der endgültigen Besetzung
- Probenarbeit vorbereiten
- Vier- bis achtwöchige Probenphase auf der Probephase leiten, gemeinsam mit dem Ensemble ein Bühnenwerk erarbeiten
- Unterschiedliche Varianten ausprobieren, erproben, Texte bearbeiten
- Endproben leiten auf der Theaterbühne
- Technische Einrichtung und Beleuchtungsproben sowie Technische Proben und Fotoproben, Kostüm- und Maskenproben leiten
- Gestaltung von Programmheft und Werbemitteln (PR-Fotos, Plakate, Flyer) begleiten oder ggf. entscheiden
- Pressetermine wahrnehmen: Interviews geben, an Pressekonferenzen, Pressegesprächen und Fototerminen teilnehmen
- Die Premiere begleiten, am Schluss Applaus oder Buh-Rufe entgegennehmen
- Als Oberspielleiter/in Mitgestaltung des Spielplans und Begleitung von Gastregisseuren/innen
- Als Regieassistent/in: Abendspielleitung der laufenden Vorstellungen

Wo arbeitet ein/e Theater-Regisseur/in?

- Stadt- und Staatstheater, Landesbühnen
- Privattheater
- Musicaltheater und Opernhäuser
- Kleinkunstabühnen
- Kabarett und Comedy-Bühnen
- Puppentheater und Kinder- und Jugendtheater
- Tourneetheater und Festivalaktionen
- Freie/r Theater-Regisseur/in

Was verdient ein/e Theater-Regisseur/in?

- Die tariflich festgelegte Mindestgage an den Bühnen beträgt 1.550 €
- Dies ist das Einstiegsgehalt für Regieassistenten/innen in den ersten zwei Jahren. Alle weiteren Gagen müssen selbst frei ausgehandelt werden
- Durchschnittsgage monatlich nach einigen Jahren ca. 3.050 – 3.750 €
- Die Gage für eine Inszenierung an einem großen Haus kann 20.000 – 40.000 € betragen
- Auch hier gilt: alles ist frei verhandelbar, besonders dann, wenn ein/e Regisseur/in sich bereits einen Namen gemacht hat

Текст 4: Was macht ein/e Kommunikationswirt/in?

Kommunikationswirte/innen, in manchen Fortbildungen auch bezeichnet als Marketingkommunikationswirte, Werbefachwirte sowie Public-Relations-Fachwirte, nehmen unterschiedliche Aufgaben im Bereich Marketing und Kommunikation wahr. Sie konzipieren und realisieren Marketingstrategien, Werbekampagnen, Imagekampagnen und PR-Maßnahmen für Unternehmen, Parteien, Verbände und sonstige Organisationen.

Dabei arbeiten Sie mit Agenturen, Grafikern und Auftraggebern zusammen, sie müssen also kommunikative Fähigkeiten haben und sich auf Menschen einstellen können. Zu den Hauptaufgaben eines/r Kommunikationswirts/in gehören:

- Planung und Organisation von Werbeauftritten
- Entwicklung von Werbestrategien
- Kundenberatung und Kundenpflege
- Auswählen von geeigneten Werbemitteln
- Präsentationen erstellen (zum Beispiel mit Power-Point)
- Vor dem Kunden Kampagnen und Ideen präsentieren
- Umsetzung einer Kampagne
- Kaufmännische Verwaltung einer Kampagne oder eines Werbeauftritts

Wo arbeitet ein/e Kommunikationswirt/in?

- Werbe- bzw. PR-Agenturen
- In Werbe- oder Öffentlichkeitsabteilungen größerer Firmen und Institutionen
- Verbände, Interessenvertretungen, Organisationen
- Politische Parteien

Wie werde ich Kommunikationswirt/in?

Kommunikationswirt/in sowie Marketingkommunikationswirt/in, Werbefachwirt/in und Public-Relations-Fachwirt/in sind landesrechtlich geregelte berufliche Fortbildungen. Sie werden durch private Bildungsträger und schulische Bildungsstätten wie Berufskollegs, Verwaltungs- und Wirtschaftsakademien angeboten und an den Industrie- und Handelskammern geprüft. Die Fortbildung kann berufsbegleitend erfolgen, sie dauert in Teilzeit 1 bis 4 Jahre, in Vollzeit 1 bis 2 Jahre.

Was verdient ein/e Kommunikationswirt/in?

- Angestellt: monatliche tarifliche Bruttogrundvergütung/Tarif West 3.184 €

- Angestellte in Agenturen werden außertariflich bezahlt, das Gehalt ist Verhandlungssache, liegt aber im Durchschnitt innerhalb des Tarifs bei 3.180 €
- Meistens gibt es in Agenturen eine leistungsabhängige Vergütung mit Sonderleistungen wie Dienstwagen, Laptop, Mobiltelefon, Sportstudio etc.

TEXT 5: Was macht ein/e PR-Manager/in?

Manager/innen für Public Relations, abgekürzt PR, sind Experten für Presse- und Öffentlichkeitsarbeit, wo sie in leitender Funktion arbeiten. Entweder leiten sie die Pressestelle eines Unternehmens oder sie sind in einer PR-Agentur als Team- oder Unitleiter für die Betreuung mehrerer Kunden bzw. Teams zuständig. Sie erarbeiten Kommunikationsstrategien für Themen und Produkte und betreuen deren Umsetzung mit geeigneten Maßnahmen und Kampagnen. Ziel ihrer Arbeit ist in erster Linie die Steigerung des Bekanntheitsgrades und Image-Gewinn für ein Unternehmen, ein Produkt oder eine Person, manchmal auch für eine Idee („Du bist Deutschland“) bzw. ein Land. PR-Manager/innen unterhalten umfangreiche Kontakte zu den Chefredaktionen der Medien und zu Entscheidern aus Wirtschaft, Politik und Verbänden

Zu den Hauptaufgaben eines/r PR-Managers/in gehören:

- Kommunikationsstrategien und Kampagnen planen und koordinieren
- Beratung von Kunden und/oder der Geschäftsleitung
- Strategien und geeignete Maßnahmen zur Umsetzung präsentieren
- Stärken- und Schwächen-Profile erstellen
- Situations- und Meinungsanalysen in Auftrag geben bzw. auswerten
- Pressemitteilungen und Presseinformationen koordinieren
- Interviews, Pressegespräche und Pressekonferenzen organisieren
- Weitere Maßnahmen planen: Pressereisen, Road-Shows, Wettbewerbe, Umfragen, Image-Broschüren, Messen und Events
- Medienkontakte auswerten, Medienresonanzanalysen erstellen
- Konzepte zu Website und Intranet erstellen
- Idee zu Kundenzeitungen, Mitarbeiterzeitungen, Mitarbeiterradio entwickeln
- Verteileraufbau und Verteilerpflege koordinieren
- Kooperation mit Marketing und Mediaplanung
- Pflege von Pressekontakten
- Budgetierung und Verwaltung von Kampagnen, Projekten, Kunden
- Issues-Management: Reiz- und Schlüsselthemen bearbeiten
- Krisenmanagement: Rückrufaktionen, Unfälle, Pannen kommunikativ planen
- Reputation Management: Karitativen Bereich des Unternehmens koordinieren
- Personality-PR: Köpfe und Entscheider in den Medien, zum Beispiel bei Talk-Shows und bei Interviews, platzieren

Wo arbeitet ein/e PR-Manager/in?

- PR-Agenturen
- Leitung von Pressestellen bzw. der Abteilung Presse- und Öffentlichkeitsarbeit von Unternehmen aller Branchen

Wie werde ich PR-Manager/in?

Der Zugang zum Beruf ist nicht geregelt, generell kann jede/r PR-Manager werden. In der Praxis ist aber ein abgeschlossenes Hochschulstudium erforderlich. Fächer sind Kommunikationswissenschaften, Medienwissenschaften oder Journalistik. Aber auch

Sprachwissenschaften sind üblich. Bei Fachagenturen und in Unternehmen ist ein Studium im jeweiligen Fachgebiet wichtig, zum Beispiel Ingenieurwesen, Biologie, Pharmazie oder Medizin.

Der Einstieg erfolgt auf drei Wegen: Erster Weg ist ein Volontariat in Agenturen, zweiter Weg ist eine Assistentenstelle im Unternehmen. Diese bieten manchmal auch Trainee-Programme für Hochschulabsolventen/innen an.

Volontariat oder Trainee-Programm dauern zwischen 12 und 24 Monaten, durchschnittlich sind 18 Monate empfohlen. Hier heißt es „Training on the Job“: in der praktischen Arbeit mit Kunden und Medien lernen die zukünftigen Experten/innen das Handwerk. Gleiche Aufgaben, aber weniger Verantwortung – und weniger Geld bedeutet das am Anfang.

Möglich ist als dritter Weg auch eine Aus- bzw. Weiterbildung bei privaten Bildungsträgern, zum Beispiel der Deutschen Presseakademie in Berlin oder bei den Industrie- und Handelskammern. Ein vorangegangenes Hochschulstudium ist nicht unbedingt Voraussetzung, Berufserfahrung aber wichtig. Die Weiterbildung ist durch interne Vorschriften der Lehrgangsträger geregelt, die Dauer der Lehrgänge ist ebenfalls unterschiedlich.

In der PR-Agentur steigen zukünftige PR-Manager/innen als Junior-Berater/innen ein, nach ca. zwei Jahren können sie zum/r PR-Berater/in, nach ca. vier Jahren zum/r Senior PR-Berater/in bzw. als Team- oder Unitleiter oder in die Geschäftsleitung aufsteigen. Ab dem Bereich Senior-Berater/in spricht man dann auch vom/n der PR-Manager/in, die Übergänge sind jedoch fließend und ebenfalls nicht geregelt.

Weitere Herausforderungen gibt es dann in einer Agentur nur noch durch die Selbständigkeit – Unternehmen bieten manchmal internationale Möglichkeiten.

Was verdient ein/e PR-Manager/in?

- Angestellt: monatliche Grundvergütung ca. 2.850 – 4.360 €
- Gehälter nach Tarif zahlen nur Unternehmen – in Agenturen ist das Gehalt Verhandlungssache, es kann sehr unterschiedlich ausfallen – Schweigepflicht inklusive
- Volontäre/innen ca. monatlich 800 – 1.500 €
- Meistens gibt es hier eine leistungsabhängige Vergütung und Sonderleistungen wie Dienstwagen, Laptop, Mobiltelefon, Mitgliedschaft im Sportstudio etc.

Материал по теме „Как подготовить презентацию на немецком языке“

1. Begrüßung und Vorstellung — Приветствие

Guten Tag, meine Damen und Herren, und herzlich willkommen. — Здравствуйте, дамы и господа, добро пожаловать

— **in unserem Unternehmen!** — на наше предприятие!

— **in meinem Vortrag!** — на мой доклад!

Im Namen [der Geschäftsleitung / von Professor Müller] möchte ich Sie gerne willkommen heißen! — От имени директора / профессора я хочу поприветствовать Вас здесь.

Mein Name ist... — Меня зовут ...

Ich bin hier für ... zuständig/verantwortlich. — Я отвечаю за... Я ответственен за ...

2. Thema und Gliederung — Тема и оглавление / содержание

Ich möchte heute über das Thema ... sprechen. — Сегодня я хотел бы поговорить о ...

Ich möchte Ihnen heute unser Unternehmen vorstellen. — Сегодня я хотел бы представить Вам наше предприятие.

Mein Vortrag besteht aus folgenden Teilen: — Мой доклад состоит из следующих частей:

Erstens, ... — Во-первых, ...

Zweitens, ... — Во-вторых, ...

Drittens, ... — В третьих, ...

Anschließend, ... — Затем ...

Zum Schluß ... — В конце ...

Am Anfang werde ich über ... sprechen. — Вначале я расскажу о ...

Zunächst möchte ich einen kurzen Überblick über (die Geschichte der Firma) geben. — Сначала я хотел бы коротко рассказать о (истории фирмы).

Danach gehe ich ausführlicher auf (die Struktur und die Produkte) ein. — Далее я расскажу о (структуре и продуктах).

Anschließend werde ich einige Beispiele zeigen. — Затем я покажу несколько примеров.

Anschließend erzähle ich etwas mehr über unsere Projektarbeit. — Затем я немного больше расскажу о нашем проекте.

Zum Schluss gebe ich noch einige Informationen zu ... — В конце я дам информацию о ...

Schließlich gibt es noch einige Fakten zu ... — В конце я представлю некоторые факты о ...

3. Themen einleiten, wechseln und abschließen — Ввести, сменить и завершить тему

Als erstes möchte ich über ... sprechen. — Сначала я хотел бы рассказать о ...

So weit zum ersten Schwerpunkt, und jetzt zu ... — На этом достаточно по первому пункту, а сейчас перейдем к ...

Nun einige Worte zu ... — А теперь несколько слов о ...

Ich komme jetzt zu nächsten Top meines Vortrages — ... (unser neues Projekt). — А сейчас я перейду к следующему пункту доклада — ... (наш новый проект)

Abschließend kann ich sagen, dass ... — В заключение я могу сказать, что ...

5. Bezug nehmen / Exkurse — сделать экскурс

Wie ich eben schon sagte, ... — Как я уже сказал, ...

Wie ich am Anfang erwähnt habe, ... — Как я уже упомянул вначале, ...

Wie Sie sicher wissen / gehört haben ... — Как Вы наверняка знаете / слышали ...

Wie Ihnen sicherlich bekannt ist ... — Как Вам наверняка известно ...

Wie wir später noch sehen / hören werden ... — Как мы позже еще увидим / услышим ...

Bevor ich über ... spreche, vielleicht noch einige Bemerkungen über/zu ... — Прежде чем я расскажу о ..., еще несколько замечаний о ...

In diesem Zusammenhang kann ich vielleicht auch erwähnen, dass ... — В этом контексте я могу еще упомянуть, что ...

Aber nun zurück zum Thema. — Вернемся к теме.

6. Erklärungen und Beispiele — объяснения, примеры

Unter ... (Modul) versteht man ... — Модуль — это ...

Das bedeutet/heißt, dass ... — Это означает, что ...

Mit (Modul) meint man ... — Модуль означает ...

Ich möchte Ihnen ein Beispiel dafür geben. — Я бы хотел привести пример.

Ich erläutere diesen Begriff mit/an einem Beispiel. — Объясню это понятие на примере.

Diese Tabelle zeigt ... — Эта таблицы показывает ...

Dieses Schema beschreibt ... — Это схема описывает ...

Diese Grafik stellt ... dar. — Этот график представляет / показывает ...

Wie Sie auf dieser Folie / Abbildung sehen, ist ... — Как Вы видите на слайде / картинке

Links / rechts / oben / unten / in der Mitte / am Rand sieht man ... — Слева / справа / вверху / внизу / в середине / с края видно ...

7. Vortrag / Präsentation beenden — завершить доклад / презентацию

Zum Schluss möchte ich das Wichtigste zusammenfassen. — В заключение я бы хотел подытожить самое важное.

Lassen Sie mich zum Abschluss noch sagen, dass ... — В заключение я бы еще хотел сказать, что ...

Ich hoffe, dass Sie einen Eindruck von (unserer Technik) bekommen haben. — Я надеюсь, что Вы получили представление о ... (нашей технике).

Vielen Dank für Ihre Aufmerksamkeit. — Большое спасибо за внимание!

8. Вопросы

Ihre Fragen würde ich gern nach der Präsentation beantworten. — Я с удовольствием отвечу на Ваши вопросы после презентации.

Falls Sie zwischendurch Fragen haben, unterbrechen Sie mich einfach. — Если у Вас во время презентации возникнут вопросы, просто перебейте меня.

Sie haben sicher einige Fragen. Bitte sehr! — У Вас наверняка есть вопросы! Спрашивайте!

Was möchten Sie gern noch wissen? Bitte fragen Sie. — Что бы Вы еще хотели узнать?
Спрашивайте!

Das ist eine gute Frage. — Хороший вопрос!

Diese Frage wird oft gestellt. — Этот вопрос часто задают.

Ich bin nicht sicher, ob ich Ihre Frage richtig verstanden habe. — Я не уверен, что правильно понял

Ihrer Frage.

Diese Frage kann ich leider nicht beantworten. — К сожалению, я не могу ответить на этот вопрос.

Da bin ich überfragt. — Этот вопрос не в моей компетенции.

Da muss ich mich selbst erst kundig machen. Ich kann Ihnen diese Information aber gern

zuschicken. — Тут мне сначала самому нужно узнать. Но я могу позже проинформировать Вас.

Haben Sie noch Fragen? Anmerkungen? — У Вас еще есть вопросы? Замечания?

9. Завершающие фразы

Wenn Sie keine Fragen mehr haben, dann bedanke ich mich noch einmal für Ihr Interesse. — Если у

Вас больше нет вопросов, благодарю за Ваш интерес.

Vielen Dank für die Aufmerksamkeit. — Спасибо за внимание.

Материал к занятию 6. Computersprache-Lexikon

I. Verben rund um Computer

Verb	Übersetzung	Mustersätze
(aus)drucken	распечатать	Drucken Sie den Text (aus)!
booten, starten, hochfahren	загрузить компьютер	Fahren Sie den Computer noch einmal hoch , wenn er sich aufgehängt hat!
chatten	общаться в сети	Chatten Sie jede Nacht mit Ihrer Freundin?
doppelklicken	нажать 2 раза	Klicke mit der Maus doppel !
	скачать	Ich habe ein paar MP3-Dateien downloaded (heruntergeladen)
editieren	изменять (текст)	Editieren heißt einen Text verändern.
einfügen	вставить, добавить	An dieser Stelle können Sie dieses Wort einfügen .
sich einloggen (Slang)	входить в систему, подключиться к сети	Nachdem Sie eingeloggt haben, sind Sie online, d.h. Sie sind im Internet.
tippen, eingeben	печатать	Tippen Sie diese Adresse!
filtern	фильтровать	Ich lasse meine Mails filtern , damit ich nicht so viel Datenmüll erhalte.
formatieren	форматировать	Die neuen Disketten sind schon formatiert .
herunterfahren	выключить	Fahren Sie Windows am besten in der Mittagspause herunter .
installieren	инсталлировать	Sie sollten endlich einen Virens scanner installieren .
konvertieren (umwandeln)	конвертировать, изменять	Sie können den Text leicht in Großbuchstaben konvertieren .
kopieren	копировать	Kopieren Sie die Datei in ein anderes Verzeichnis!
löschen	удалить (файл)	Die gelöschte Datei liegt zunächst noch im Papierkorb.
mailen (per E-mail schicken)	посылать сообщение по	Bitte mailen Sie mir noch heute

	электронной почте	Abend Ihre Antwort!
(fett , <i>kursiv</i>) markieren	выделить жирно (курсивом)	Markieren Sie alle wichtigen Wörter kursiv.
online gehen, surfen	зайти в сеть Интернет	Ich gehe online , um meine Mails abzurufen.
scannen	сканировать	Scannen Sie das Foto und schicken Sie mir die Datei.
sichern, speichern	сохранять (данные, текст)	Vergessen Sie nicht, regelmäßig alle Dateien zu sichern .
umbenennen	дать другое имя файлу	Wenn du Dateien umbenennst , vergib immer klare Namen.

II. Maskuline Nomen

Maskuline Nomen	Übersetzung	Mustersätze/Definitionen
der Benutzer, -es, -	пользователь	Das ist eine Person, die den Computer benutzt.
der Bildschirm, -s, -e	экран	Die meisten neuen Bildschirme sind flach. Das ist ein Teil des Computers, auf dem das Bild oder der Text erscheint.
der Browser, -s, -	браузер	Bekannte Browser sind der Internet Explorer und Netscape.
der Chat, -s, -s	чат	Sie sitzt stundenlang im Chat statt zu telefonieren.
der Computer, -s, -	компьютер	eine elektronische Anlage, die Daten speichern, wiedergeben und rechnen kann
der Cursor, -s, -	курсор	Der Cursor blinkt auf dem Schirm.
der Drucker, -s, -	принтер	Ich habe einen Laserdrucker, der schneller ist als ein Nadeldrucker.
der Editor, -s, -	едитор	Ein einfaches Textverarbeitungsprogramm ist ein Editor.
der Flatscreen	«флетскрин»	Ein Flatscreen ist ein flacher Bildschirm.
der Internet Explorer	Интернет Эксплорер	Der Internet Explorer wird bei Windows zum Surfen im Netz mitgeliefert.
der Link, -s, -s	переход	Mit einem Link wird auf eine andere Webseite verwiesen.
der Monitor, -s, -en	монитор	Das ist der Bildschirm eines Computers.
der Scanner, -s, -	сканер	Ein Scanner ist geeignet, um Fotos zu digitalisieren.

III. Feminine Nomen

Feminine Nomen	Übersetzung	Mustersätze/Definitionen
die Datei, -en	файл	Das ist eine Sammlung von Dokumenten, die nach bestimmten Kriterien geordnet und gespeichert sind.
die Delete-Taste, -n	клавиша для удаления информации	Die Delete-Taste ist eine Lösch Taste.
die Diskette, -n	дискета	Eine Art Scheibe, auf der man

		Daten speichert und die man aus dem Computer herausnehmen kann.
die Enter-Taste, -n	клавиша ввода информации	Drücken Sie nach Ihrer Eingabe die Enter-Taste!
die Festplatte, -n, die Harddisk, -s	жёсткий диск	Eine Festplatte ist ein Speichermedium, man sagt auch Harddisk.
die Geheimzahl = die PIN	код	Vergiss nie die Geheimzahl für deine Scheckkarte!
die Hardware	аппаратная часть ЭВМ	Zur Hardware zählt alles, was man am Computer anfassen kann, z.B. der Bildschirm.
die Mail, -s	электронное письмо	Ein Brief per Internet oder Telefon
die Menüleiste, -n	меню программ	Eine Liste mehrerer Programme, Dateien oder Funktionen, aus denen der Benutzer eines Computers auswählen kann.
die Netiquette, -n	разговорное слово в Интернете	Das sind Umgangsformen, die im Internet existieren, z.B. sich einloggen.
die Shift-Taste, -n	клавиша шифт	Mit der Shift-Taste können Sie mehrere Funktionen üben, z.B. die Großbuchstaben tippen.
die Shopping Mall	электронный магазин	Eine Shopping Mall ist ein Internet-Portal, wo man einkaufen kann.
die Software, -n	программное обеспечение	Die Software besteht aus Programmen und Dateien.
die Tab-Taste, -n	клавиша таб	Die Tab-Taste dient zum Eindrücken von Texten.
die Tastatur, -en	клавиатура	Das sind die Tasten eines Computers.
die Taste, -n	клавиша	Halte die taste länger gedrückt, dann werden die Buchstaben wiederholt.

IV. Neutrale Nomen

Neutrale Nomen	Übersetzung	Mustersätze/Definitionen
das at-Zeichen @ = der Klammeraffe	«собака»	Das at-Zeichen benutzt man bei allen E-mail-Adressen.
das DVD-Laufwerk, -s, -e	дисковод для DVD	In ein DVD-Laufwerk passen auch normale CD-ROMs.
das HTML	гипертекстовый язык разметки	Das HTML ist Programmiersprache von Internet.
das Internet, -s	Интернет	Eine internationale Verbindung zwischen vielen, voneinander unabhängigen Computern, die den Austausch von Dateien zwischen diesen Computern möglich macht.
das Java	язык ява	Das Java ist eine leistungsfähige Programmiersprache fürs Internet.
das CD-Laufwerk, -s, -e	дисковод	Verbinden Sie Ihr CD-Laufwerk mit Ihrem Laptop!
das (der) Modem, -s, -e	модем	Ein Gerät, mit dessen Hilfe ein Computer zur Übermittlung von

		Dateien an das Telefonnetz angeschlossen werden kann.
das Portal, -s, -e	портал	Eine zentrale Internetseite ist ein Portal, von der man Zugang zu vielen Links und Themen hat.
das Verzeichnis (der Ordner)	регистр, каталог	Verzeichnisse dienen dazu, die Ordnung und Übersicht zu bewahren.

Wie schreibe ich einen Brief? Tipps für Briefe schreiben, Brief-Formatierung und Layout-Brief

Jeder kennt das: man muss einen Geschäftsbrief schreiben und stolpert dann über Formalien wie das Brief-Layout. Briefe richtig schreiben fängt nämlich bereits bei der Brief-Formatierung und dem Aufbau bzw. dem richtigen Adressieren eines Briefes an.

Wie schreibt man einen Brief?

Zunächst einmal muss man entscheiden: soll ein formeller Brief oder ein privater Brief geschrieben werden? Wenn man im privaten Kontext einen Brief schreiben möchte, muss man keine besonderen formalen Regeln befolgen. Wie üblich sind auch in diesem Fall Anrede im Brief, Text und eine abschließende Grußformel gängige Elemente des Briefes. Ein Geschäftsbrief oder ein anderer formeller Brief werden hingegen nach festgelegten Regeln geschrieben und es sind verschiedene Aspekte beim Brief-Layout zu beachten.

Aufbau des Geschäftsbriefes

Will man einen Geschäfts-Brief richtig schreiben verwendet man Papier im Format DIN A4. Das Adressfeld Brief, das Anschriftenfeld, muss so positioniert werden, dass die Anschrift des Empfängers im Sichtfenster des Briefumschlags zu sehen ist. Ebenfalls im Sichtfenster sollte in kleinerer Schrift über der Empfängeradresse die Adresse des Absenders zu lesen sein. Grundsätzlich gilt, dass die Adresse des Absenders links oben auf dem Briefbogen steht und darunter die Adresse des Empfängers. Die Absenderadresse steht links und zwar circa 17 mm unter der oberen Blattkante. Der Absender sollte Namen, Straße und Hausnummer, Postleitzahl und Ort enthalten. Diese Angaben werden nicht durch Leerzeilen getrennt. Die Empfängeradresse steht ebenfalls links. Sie wird circa 51 mm von der oberen Blattkante entfernt platziert. Neben dem Brief-Adressieren ist es wichtig, dass der Empfänger in einem Geschäftsbrief die vollständigen Kontaktdaten des Absenders vorfindet. Wie man einen Briefumschlag richtig beschriftet und adressiert lesen Sie unter Briefumschlag richtig beschriften: was man übers Kuvert Beschriften und Briefe Beschriften wissen muss, aus unserer Kategorie Tipps und Tricks.

Layout Brief

Im Layout des Briefes spielt das Datum eine wichtige Rolle. Das Datum kann numerisch, also beispielsweise 23.07.2010, oder alphanumerisch, beispielsweise 23. Juli 2010, geschrieben werden. Vor das Datum schreibt man den Ort, an dem der Brief verfasst wurde (Musterstadt, 23.07.2010). Beim Geschäfts-Brief schreiben spielt natürlich auch die Platzierung des Datums eine Rolle. Das Datum kann an verschiedenen Plätzen stehen – auf jeden Fall aber auf der rechten Seite des Briefs. Das Datum kann zwischen Brief-Betreff und Anrede stehen, es kann vor dem Brief-Betreff stehen oder aber am oberen Rand von einem Geschäftsbrief, also auf der Höhe der Adresse. Bei der Brief-Formatierung muss man natürlich auch daran denken, die Seitenzahl am Ende der Seite einzufügen.

Anrede Brief

Über die Anrede im Brief schreibt man üblicherweise eine Zeile, in der der Grund oder Anlass des Briefes kurz dargestellt wird, was man auch als „Betreff“ bezeichnet. Hier gibt man beispielsweise auch Kunden- oder Auftragsnummern an. Diese Informationen dürfen nicht unterstrichen werden und enden ohne Satzzeichen. Das Wort „Betreff“ wird nicht mehr in diese Zeile geschrieben. Nach zwei

bis drei Zeilen Abstand folgt die Anrede im Brief, in Form von „Sehr geehrte Frau XX“/ „Sehr geehrter Herr XY“. Hinter die Anrede im Brief setzt man ein Komma. Der erste Satz im eigentlichen Brieftext, der in der nachfolgenden Zeile beginnt, wird in Kleinbuchstaben begonnen. Der Text wird von einer Grußformel (z.B. „Mit freundlichen Grüßen“) abgeschlossen. Laut DIN 5008 sollte zwischen Textende des Briefes und der abschließenden Grußformel eine Leerzeile eingefügt werden. Die Grußformel wird zudem nicht von einem Satzzeichen abgeschlossen. Darunter erfolgt dann die persönliche Unterschrift des Absenders. Bei der Brief-Formatierung sollte man eine gut lesbare Schrift und eine ebenso gut lesbare Schriftgröße (üblicherweise 10 bis 12 Point) auswählen. Der Zeilenabstand sollte einfach sein. Sollen dem Brief noch weitere Unterlagen oder Dokumente beigelegt werden, schreibt man ans Ende des Briefes linksbündig das Wort „Anlagen“. Darunter können die verschiedenen Anlagen aufgelistet werden.

Wenn man Briefe richtig schreiben möchte, gibt es tatsächlich viel zu beachten. Aber die Frage „Wie schreibe ich einen Brief“ ist hiermit hoffentlich trotzdem beantwortet!

Musterbriefe

1. Geschäftsbrief: Einen Geschäftsbrief kann man trotz der vielen Vorgaben auch gut als einen Musterbrief gestalten. Hier gibt es mal eine Vorlage ohne Text, die beim Aufbau für einen Geschäftsbrief helfen kann.

(Logo)

Firmenname

Firma

und

Anschrift

Absender Firmenname

(Empfänger)

-Ansprechpartner/Abteilung-

Anschrift

PLZ

Ort

Betreffzeile

(Rechnung/Angebot/Beschwerde/Bestellung...)

Sehr geehrte ...,

Hier ist der Platz für den Text. Je nach dem, was für einen Geschäftsbrief man schreibt, kommt hier auch der entsprechende Inhalt hin.

Mit freundlichen Grüßen

(Unterschrift) Hier kann auch eine „maschinelle Unterschrift“ hinkommen, allerdings muss das gesondert vermerkt werden und ist nicht immer möglich.

ФРАНЦУЗСКИЙ ЯЗЫК

Контрольная работа

I. В следующих предложениях подчеркните сказуемое в пассивной форме и определите его время. Предложения переведите.

1. Toutes les lettres sont écrites.
2. Ce stade a été construit en trois mois.
3. Les magasins seront ouverts à neuf heures du matin.
4. Nous sommes invités à cette soirée.

II. Напишите в пассивной форме.

1. J'ai envoyé cette lettre hier.
2. Il écrira son roman dans un an.
3. Plus d'un million de personnes ont visité cette ville en été.
4. On nous demande de venir à temps.

III. От следующих глаголов образуйте причастия настоящего

(Participe présent) и прошедшего (Participe passé) времени. Причастия переведите.

arriver, faire, voir, mourir, chanter, finir, ouvrir.

IV. Определите функцию причастия в следующих предложениях.

1. Nous avons voulu publier les résultats de ce travail.
2. Ce travail a donné des résultats voulus.
3. Les années passées à Paris étaient inoubliables.
4. Il a passée plusieurs années à Paris.
5. Les motagnes entourant cette ville ne sont pas hautes.

Тест

I Lisez le texte

Place et rôle du métier dans la vie.

Quand il était petit, l'un de mes fils, qui maintenant est architecte naval, ne rêvait que de moteurs. Le jour du lancement de la première fusée envoyée dans la stratosphère, il a été complètement attristé. "C'est plus la peine de vivre (il ne faut plus vivre), on a tout inventé dans les moteurs. Alors, à quoi ça sert d'aller à l'école?" Ce qu'il pouvait apprendre sur les moteurs était dépassé. "Il n'y a plus rien à trouver ... Et s'il n'y a plus rien à trouver de scientifique, à quoi ça sert de vivre?" Il a vraiment pensé que la science était arrêtée. Il n'y avait que cela qui l'intéressait. Et ça m'a beaucoup frappée, parce qu'il a fallu lui remonter le moral pendant deux jours: "Mais tu sais, il y a encore d'autres choses à inventer ... Après tout, cette fusée ne monte pas aussi haut que ça ..."

On ne prête pas assez d'attention aux sentiments d'un enfant qui pense à chercher son métier. Il faut qu'il puisse continuer, en faire autant, faire mieux ou autre chose. Sinon, il pensera: "Je suis né trop tard" ou "À quoi bon".

Il y a des héros qui réussissent, il y a les "perdants" qui risquent de décourager la "relève". Les pères mécontents de leur sort développent aussi chez les enfants l'idée que tout effort est vain, tout travail inutile dans la société contemporaine. Combien d'hommes qui ont des responsabilités arrivent chez eux pour se plaindre: "Ce métier est fichu, cette profession n'est plus efficace".

Ce n'est pas catastrophique pour l'adolescent. Au contraire: son père est humain. Et puis ça lui apprend aussi qu'il y a des choses barrées, fermées, et qu'il faut aller ailleurs, faire autre chose, trouver une autre voie, ne pas faire la même profession. C'est une information.

Analysez le texte:

1. C'est un texte qui porte un caractère
 - a) officiel
 - b) inofficiel
 - c) scientifique
2. Le thème principal du texte est:
 - a) le choix d'une profession
 - b) les relations enfants – parents
 - c) le rôle de la famille dans le choix d'un métier
3. Le thème du texte est lié au domaine de
 - a) la psychologie
 - b) la pédagogie
 - c) la sociologie

II. Choisissez les phrases correspondant au contenu du texte.

1. a) Le fils de l'auteur ne rêvait pas de moteurs.
b) Le fils de l'auteur pensait toujours aux moteurs.
c) Le fils de l'auteur rêvait devenir architecte.
2. a) La nouvelle de la fusée envoyée dans le cosmos l'a beaucoup réjoui.
b) Le garçon était très attristé de la nouvelle de la fusée envoyée dans le cosmos.
c) Le garçon était très fier du progrès technique des hommes.
3. a) Le garçon a voulu poursuivre ses études pour devenir ingénieur .
b) La mère du garçon ne pouvait pas l'aider.
c) Le garçon ne voulait plus étudier les moteurs parce que tout y était déjà découvert.

III. Dans quel paragraphe du texte parle-t-on de:

1. la nécessité d'encourager les enfants aux moments difficiles?
 - a) 1
 - b) 2
 - c) 3
2. des parents qui ne sont pas contents de leur métier?
 - a) 3
 - b) 2
 - c) 1
3. d'autres chances de trouver une nouvelle profession?
 - a) 2
 - b) 4
 - c) 3

IV. Mettez le mot équivalent au mot souligné.

1. On a tout inventé
 - a) étudié
 - b) découvert
 - c) défini
2. Les pères mécontents de leur sort développent chez les enfants l'idée que tout effort est vain.
 - a) destin
 - b) vie
 - c) travail
3. Ce métier est fichu
 - a) inutile
 - b) nécessaire
 - c) difficile

V. Mettez le mot français dans la phrase

1. Il n'y a plus rien à(изучать)
 - a) découvrir
 - b) chercher
 - c) étudier
2. Il a vraiment(подумал) que la science était arrêtée.
 - a) réfléchi
 - b) pensé
 - c) imaginé
3. Il y a des «perdants» qui peuvent décourager(подрастающее поколение)
 - a) la relève
 - b) l'adolescence
 - c) les jeunes

VI. Trouvez les formes convenantes.

1. Quand il était petit
 - a) Présent
 - b) Imparfait
 - c) Futur
2. Les hommes arrivent pour se plaindre
 - a) Passe composé
 - b) Présent
 - c) Imparfait
3. Il y aura encore d'autres choses à inventer.
 - a) Futur simple
 - b) Futur immédiat
 - c) Présent
4. Les fusées ont été envoyées dans la stratosphère par les hommes.
 - a) Passé composé, forme passive

- b) Imparfait, forme passive
- c) Passé composé, forme active

5. Ce travail est (более) utile.

- a) plus
- b) beaucoup plus
- c) très

6. Tu peux faire (лучше).

- a) meilleur
- b) mieux
- c) le mieux

7. C'était une idée (порадившая) mon imagination.

- a) frappant
- b) frappante
- c) frappée

8. (Приходя) chez eux ils commencent à se plaindre.

- a) arrivé
- b) étant arrivé
- c) en arrivant