

ПРОФЕССИОНАЛЬНОЕ  
ОБРАЗОВАНИЕ

Г. В. ЛАВРИК

# Planet of English

## Social & Financial Services Practice Book

**Английский язык.  
Практикум для профессий  
и специальностей  
социально-экономического  
профиля СПО**

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кретных ситуаций общения в различных сферах жизни. Все это нацелено на формирование  
как коммуникативной, так и профессиональной компетенции.

Для студентов учреждений среднего профессионального образования.

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# Unit 1

## Greeting, Introducing and Saying Goodbye

### Warm-up

1 Working in pairs, act out dialogues using the model:

- Where do you come from?
- I'm a Dane. / I'm Danish. I come from Aarhus.
- Could you spell it, please?
- Yes, certainly. Double A,-R-H-U-S.



Country	Nationality	City
Denmark	a Dane/Danish	Aarhus ['ɑ:hus]
1. Peru	Peruvian	Arequipa [ɑ:re'kɪpə]
2. Cyprus	Cypriot	Aya Napa
3. Japan	Japanese	Kanagawa
4. The Netherlands	a Dutchman/-woman / Dutch	Winterswijk [wɪntə'sweɪk]
5. Hungary	Hungarian	Székesfehérvár ['si:kefɛheɾ,va:r]

# Unit 7

## Greeting, Introducing and Saying Goodbye

### Grammar

2

Here is some information about Jane Wilson. Use it to complete the questions and replies to them.

*Example:* Is her name Jannet Wilson? — No, it's Jane Wilson.

Name:	Jane Wilson
Age:	16 years old
Description:	Grey eyes, fair hair, tall
From:	London
Occupation:	Student
College:	Tower Hamlets College
Specialization:	Sociology

1. . . . age?
2. . . . hazel?
3. . . . short?
4. . . . plump?
5. . . . straight?
6. . . . teacher?
7. . . . from Moscow?
8. . . . a university student?
9. . . . biology?
10. . . . Tower Hamilton College?



**Vocabulary**

3 Study the following words and expressions.

**casual** — обычный

**greeting** — приветствие

**cordially** — сердечно, искренне

**to approach** — приближаться

**to reply** — отвечать

**polite** — вежливый

**to add** — добавлять

**reply** — ответ

**response** — ответ

**to complain** — жаловаться

**to shake** — пожимать (*руку*)

**left-handed** — левша

**to follow** — следовать

**custom** — обычай

**to hug** — обниматься

**personal** — личный

**matter** — дело

**to address** — обращаться

**to draw attention** — привлекать внимание

**common** — распространенный

**communication** — общение

**Reading**

4 Read the text.

Knowing how to introduce yourself and start a conversation is the first step in communication. Open a conversation with a casual greeting and introduce yourself.

6

## How Do We Greet People?

It is really important to greet the other person cordially. On approaching the person, give him or her a smile and start the conversation with a friendly "Hello" or "Hi." Friends often say "Hi" to each other. You can use "Hello" with people you don't know, but a more formal greeting is "Good morning / afternoon / evening."

Hi. / Hello.  
Good morning. / Good afternoon. / Good evening.  
Hey! / Hi guys! (*informal*)

The other person normally replies with the same greeting as you have used and then makes polite conversation.

British people usually add "How do you do?" and Americans "How are you?" to their greeting. It's important to note that these questions either don't need a response or the reply is normally positive:

Very well thank you, and you?  
Fine thanks, and you?  
Fine thanks, what about yourself?  
Fine.  
Great.  
Not bad.  
Can't complain.



When meeting someone for the first time, it is usual to shake the person's right hand with your right hand even if you're left-handed. Some women don't follow this custom, but most younger women do. People who do not know each other generally do not kiss or hug when meeting. When you first meet someone, it is polite not to talk about personal matters.

You can address a new acquaintance using their title Mr or Mrs / Ms and their family name.

“Mrs” is used before a married woman’s family name to be polite when you are speaking to her, writing to her or talking about her. Some married women prefer to be addressed as Ms because it does not draw attention to whether or not they are married.

You may use their first name when they ask you to or use it in the introduction. But when you introduce yourself, you normally leave out the titles. So you don’t say “Hello, I’m Mr Smith,” but “Hello, I’m Marc Smith.” The title “Doctor” (written “Dr”) can be used if you want to keep the relationship very formal or to show respect. You would then introduce yourself as “Dr Tom Maier” for example. If you place no great value on titles, you can break the ice by saying “Oh, please call me Tom.” In the workplace and among friends most people tend to be informal and call each other by their first names, except in business hierarchy, unless it is the established culture of the organization.



## How to Introduce Yourself to Other People?

If you’re at a formal meeting, say “Hello, my name is . . .” If the meeting is informal, you may say something like “Hi, I’m [first name].”

Hello, my name is . . .

Hi, I’m . . .

Hello, (*short pause*) [your name].

Good afternoon. May I introduce myself? My name is . . . (*formal*)



## Greeting, Introducing and Saying Goodbye

If you want to introduce an acquaintance, a friend, a relative or a colleague to someone, you may do so by using the following phrases:

I'd like you to meet my friend / colleague / brother . . .  
This is my friend . . .  
May I introduce . . . to you? (*formal*)  
Have you met . . . ?  
This is . . .

### **Possible replies**

Nice to meet / to see you.  
Pleased / happy to meet you.

When introducing yourself or other people in a formal situation, use full names:

I'm Alex Liddle.  
This is Karen Preston from Fox Systems.

## Saying Goodbye

There are lots of ways to say goodbye. Here are some common ones:

It was good to see you!  
It was great to see you again!  
It was nice meeting you!  
Have a good day!  
Enjoy yourself! / Enjoy! / Have fun! (*if you are talking about sth that the other person is going to do*)  
Goodbye!  
Bye! / Bye-bye!  
See you!  
See you soon / later / tomorrow / next week / on Monday!  
Take care!  
We've had a great time.

# Unit

# 7

## Speaking

5

Greet

- your groupmate;
- your mother's / father's boss.

6

Introduce yourself

- to the new groupmates;
- to the new teacher of English.

7

Introduce your friend to your grandmother / grandfather.

8

Say "Goodbye"

- to your cousin;
- to your business partner.

## Vocabulary

9

Study the following words and expressions.

**to show sb around** — показывать что-либо

**Come on.** — Пойдемте.

**to grab** — брать (*быстро*), хватать

**staff** — коллектив, сотрудники

**IT** = Information Technology

**to look forward (to)** — с нетерпением ожидать чего-либо

**Here you are.** — Вот. / (Возьмите,) пожалуйста.

**to handle** — управлять, контролировать

## Greeting, Introducing and Saying Goodbye

### Reading



#### 10 Act out the following conversation.

*Hans:* Good morning. My name is Hans Mayer. I'm the new Auditor.

*Jennifer:* Hello, Hans. I'm Jennifer Smith. Pleased to meet you. We've heard a lot about you.

*Hans:* Really? Only good things I hope!

*Jennifer:* Yes, of course. Sorry Dave couldn't be here to show you around. He asked me to do it. Come on. Let's grab a coffee, and I can introduce you to the staff.

*Hans:* Great. Can I leave my bag here, Ms Smith?

*Jennifer:* Jennifer. We're all on first names here. Yes, put it here. So, this is our coffee area. There are lots of people here because we're just about to have a meeting. This is Jonathan Musford. He's an IT guru. Jonathan, this is Hans, our new Auditor.

*Jonathan:* Hi, Hans.

*Hans:* Hi, Jonathan.

*Jennifer:* And this is Caroline. She's responsible for all financial things.

*Hans:* Hi, Caroline. I'm Hans.

*Caroline:* Hello, Hans. I'm looking forward to working with you.

*Jennifer:* How do you take your coffee?

*Hans:* White, no sugar.



# Unit

# 7

*Jennifer:* Here you are.

*Hans:* Thanks.

*Jennifer:* This is Norbert Longworth. He's the Chief Engineer.

*Hans:* Hello, Norbert. How do you do?

*Norbert:* How do you do? Sorry, I didn't catch your name.

*Hans:* It's Hans, Hans Mayer.

*Norbert:* You're the new Auditor, right?

*Hans:* Yes.

*Jennifer:* And this is Andy. Andy handles sales and marketing.

*Hans:* Hello.

*Cynthia:* And I'm Cynthia, Human Resources.

## 11 Answer the questions.

1. What is Mr Mayer's job?
2. Who introduces Mr Mayer to the staff?
3. Is Mr Musford an IT specialist?
4. Is Caroline from Human Resources?
5. Who is the Chief Engineer?
6. Is Andy responsible for sales and marketing?
7. Jennifer takes her coffee white without sugar, doesn't she?
8. Are they all on first names?
9. What is Norbert's surname? Can you spell it?
10. Is it a large company? Why do you think so?

## 12 Complete the sentences.

1. He . . . . . sales and marketing.
2. I can . . . . . to the staff.
3. . . . . to meet you.
4. I'm looking . . . . . with you.
5. We've . . . . . about you.
6. How . . . . . your coffee?
7. I . . . . . your name.
8. We're all . . . . . here.
9. She's . . . . . all financial things.
10. We're just about . . . . .

## Greeting, Introducing and Saying Goodbye

**13** Find words and expressions in the conversation having the following meanings:

1. to call someone by their first name
2. to get some food quickly because you are busy
3. to go around a place with someone when they first arrive there, to show them what is interesting, useful etc
4. someone who knows a lot about a particular subject, and gives advice to other people
5. to be in charge of or to look after someone or something
6. to be excited and pleased about something that is going to happen
7. used when you are giving something to someone
8. if something is . . . . . , it will happen very soon
9. a part of an office that is used for a particular purpose
10. not to hear or understand what someone says

### Practice

**14** Complete the sentences.

1. My name is John. I'm from Manchester. I'm . . .
2. I come from Greece. I'm . . .
3. I'm Gretchen. I come from . . . I'm Dutch.
4. Hello. I am Matti. I'm a Finn. I come from . . .
5. Hi! My name is Antonella. I'm from Italy. I'm . . .



# Unit

# 7

**15** Match the phrases in the left and right columns.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. How are you?                     | a. Never mind.                      |
| 2. Good morning.                    | b. Same to you.                     |
| 3. Hello, Jane!                     | c. How do you do?                   |
| 4. I'm sorry I'm late.              | d. It's Nora, Nora Simpson.         |
| 5. Have a nice weekend.             | e. Really? Only good things I hope. |
| 6. See you tomorrow!                | f. Nice to meet you, Andrew.        |
| 7. Sorry, I didn't catch your name. | g. Hi, Peter!                       |
| 8. This is Andrew.                  | h. Good morning.                    |
| 9. I've heard a lot about you.      | i. I'm fine, thanks. And you?       |
| 10. How do you do?                  | j. Bye.                             |

**16** Fill in the gaps using the verbs in the box.

to take, to thank, to look, to call, to work, to catch, to introduce, to meet, to think, to be, to hear

1. May I . . . . . you to Mr Markov?
2. I'd like you to . . . . . Henry.
3. . . . . you for a very interesting discussion.
4. I . . . . . Sally Bowers from the *Toronto Times*. I . . . . . on the economic pages.
5. I . . . . . we've met before.
6. I'm Harold Wilson, but people . . . . . me Harry.
7. I . . . . . your name.
8. We . . . . . a lot about you.
9. I'm . . . . . forward to working with you.
10. — Have you come far for the conference?  
— No, not really. I live in this town, so it . . . . . me only 20 minutes.

## Greeting, Introducing and Saying Goodbye

### 17 Role-play “At the Office”.

Work in groups. Assume the roles of

- a secretary / an office manager;
  - an auditor;
  - a financial director;
  - an IT specialist;
  - an HR specialist;
  - a sales manager
- etc.



Make up a dialogue of your own using the vocabulary of the Unit and act it out in class.

# Unit 2

## Being Professional

### Warm-up

1 Working in pairs, complete the mini-dialogues in your own way.

1. — My name is . . . . . I'm from . . . . .  
— I'm . . . . . from . . . . .
2. — Mr Smith, let me introduce . . . . . from . . . . .  
— How do you do, . . . . . ? Nice to meet you.
3. — I work for . . . . .  
— . . . . . ? So, you are in the . . . . . business too?  
— That's right.
4. — Mrs Green, this is . . . . . from . . . . . He/she works for . . . . . as  
a . . . . .  
— Really? I'm responsible for . . . . . too.





## Grammar

### 2 Use appropriate question words.

1. . . . . are you? — I'm John Smith.
2. . . . . is your name?
3. . . . . do you spell your name?
4. . . . . old are you?
5. . . . . are you from?
6. . . . . is your flat? — In Tashkentskaya Street.
7. . . . . department do you work in?
8. . . . . employees are there in your department?
9. . . . . time does it take you to get to the office?
10. . . . . do you work at weekends?

### 3 Insert the missing prepositions where necessary.

1. Maria and Jack are . . . . . Expo'21.
2. Irina Vasilieva is . . . . . the banking business.
3. Ivan works . . . . . an international financial company.
4. This gentleman is . . . . . charge . . . . . marketing.
5. Who is responsible . . . . . production?
6. Will you introduce me . . . . . your boss, please?
7. This is Jack Douglas . . . . . DPC.
8. The meeting starts . . . . . 4 pm.
9. I study English three hours . . . . . a day.
10. She always sits . . . . . the vice president.



# Unit 2

## Vocabulary

4 Study the following words and expressions.

**essential** — важный

**success** — успех

**smartly** — элегантно

**advanced degree** — зд. диплом об  
ученой степени

**to frame** — помещать в рамку

**first and foremost** — в первую очередь

**to improve** — совершенствовать

**skills** — умения

**where appropriate** — там, где это  
необходимо

**foundation** — фундамент, основа

**reliable** — надежный

**promise** — обещание

**solution** — решение

**integrity** — добросовестность

**trustworthy** — заслуживающий  
доверие

**humble** — скромный

**to admit** — признавать

**to will** — хотеть, стремиться

**genuine** — настоящий

**to look the part** — выглядеть  
соответственно

**untidily** — неряшливо, небрежно

**to value** — ценить

**to earn** — заслуживать

**to promote** — повышать по службе



## Being Professional

### Reading



5 Read the text.

## What Is to Be Professional?

You know that it's essential to be professional if you want to be a success. But what does "being professional" actually mean?

For some, being professional means to dress smartly at work or to do a good job. For others, it means to have advanced degrees or other certifications, framed and hung on the office wall.

So, what is professionalism, and why does it matter? And how can you be completely professional in your day-to-day role?

First and foremost, professionals are known for their specialized knowledge. They develop and improve their skills, and, where appropriate, they have the degrees and certifications that serve as the foundation of this knowledge.

Professionals get the job done. They're reliable, and they keep their promises.

Professionals don't make excuses, but focus on finding solutions.

Professionals demonstrate qualities such as honesty and integrity. They keep their word, and they are trustworthy. More than this, true professionals are humble—they're not afraid to admit that they don't know something. They ask for help when they need it, and they're willing to learn from others.

Genuine professionals show respect for the people around them, no matter what their role or situation.

Professionals look the part — they don't come to work untidily dressed, with uncombed hair.

As you can see from these characteristics, professionals are the kind of people that others respect and value. This is why it's so important that we work to earn a professional reputation in the workplace. True professionals are the first to be promoted, they get valuable projects or clients, and they are successful in their careers.



# Unit 2

## 6 Answer the questions.

1. Why is it important to be professional?
2. Being professional means to have advanced degrees and other certifications, doesn't it?
3. What kind of knowledge do professionals have?
4. What is the foundation of this knowledge?
5. Do professionals know everything?
6. What do they do if they don't know something?
7. Do they need anyone's help?
8. How do professionals look?
9. What qualities do people respect and value in professionals?
10. Why is it so important to earn a professional reputation at work?

## 7 *Occupation, position, profession, job, work and career* are the names of different ways in which a person can earn money. However, there are some differences between these terms. Read the sentences and find them out. Fill in the gaps using the following words and word combinations.

education, training or skill  
salary  
earning money  
for a long time  
post  
job  
weekly/monthly  
skills  
work or business

1. Occupation is a person's usual . . . . . The main aim of any type of occupation is . . . . . It can be on a daily or . . . . . basis. "Occupation" is used mainly on official forms.

## Being Professional



**Do not use “occupation” to talk about your own job:**

*I am an economist.* (NOT My occupation is an economist.)

2. Position is the . . . . . of any person in which he/she does his/her duties and which is usually above manual labour. It's a more formal word for a job. It is used especially in job advertisements.

**A synonym of “position” is “post”.**

3. Profession is a type of job that requires special . . . . .

4. Job is the routine work done for earning money in the form of . . . . .

5. Work is the . . . . . that somebody does, especially in order to earn money.



**Do not say** “What is your job?” or “What is your work?” or “What are you?”

**Say** “What do you do (for a living)?”

6. Career is a job or profession that someone does . . . . . It's an opportunity to build . . . . . in a particular business field by means of getting sufficient knowledge as well as experience.

**8**

**Choose the correct word.**

1. He has finally got a **profession / job / position** as financial director.
2. State your name, age and **career / job / occupation** in the box below.
3. A **career / position / profession** is a kind of work for which you need special training and a good education.
4. Her **career / position / profession** is more important to her than her family.
5. My last **career / profession / job** was with a computer firm.
6. It's very difficult to find **career / work / occupation** at the moment.

# Unit 2

## Speaking

- 9 Work in pairs. Take a role of one of the following people. Ask and answer questions about their age, profession, occupation, position, career etc (you may add any information of your own).

### Stepan Dorokhov

Sochi, Russia

38 years old

Graduated from Sochi State University, Department of Tourism and Services

Long experience of developing holiday resorts

Manager of a chain of three-star hotels

### Carlo Spetelli

Palermo, Italy

25 years old

Economist, trained in the USA

Ministry of Economic Development

Research and Development Department

### Inge Braun

Hamburg, Germany

28 years old

Married, three children

Several years in the textile industry

Just appointed to the post of marketing manager

Responsible for marketing research, new products, advertising

### Jennifer Roberts

London, the UK

55 years old

Works for one of the oldest department stores

In charge of the women's clothes department

Wants to be self-employed and run a designer clothes store



### Reading



#### 10 Act out the following dialogue.

*Maria:* Well, Jack, what's your present job?

*Jack:* I work for a multinational company with several offices in Europe.

*Maria:* Oh, I see. What business does your company carry on?

*Jack:* We are in the restaurant business and offer catering services. What about you, Maria? Do you still work for Ramtex Ltd?

*Maria:* Oh, not any more now. I'm now self-employed and run our family supermarket.

*Jack:* Supermarket? Then we could do business together.

*Maria:* It's a very good idea! But I'm afraid I have to go, Jack. What's your telephone number?

*Jack:* It's 867 34 89.

*Maria:* Thank you very much. Let's keep in touch!

*Jack:* But, Maria, I don't know your telephone number.

*Maria:* Come on, Jack! You have my address, my mobile phone and email address. They are on my business card.



# Unit 2

## 11 Correct the sentences.

1. Maria works for Ramtex Ltd.
2. She is in charge of one of the company's supermarkets.
3. Jack works for a multinational oil company.
4. Jack invited Maria to work for his company.
5. Maria didn't give Jack her telephone number because she is not eager to work with him.

## Writing



## 12 Complete this job advertisement.

... (name of the company) Representative Office

For our Representative Office in Russia we are looking for a dynamic, ... team player for the following position:

... (name of the position)

based in our Representative Office in Moscow

### Profile

- Experienced in ...
- Good written and spoken ... (... is an advantage)
- Good ... skills
- ... licence
- ...

### We offer

- Excellent working conditions
- ... team
- ... salary
- ... car
- ...



**Practice**

**13** Insert articles where necessary.

1. – Are you . . . . . accountant?  
– No, I’m . . . . . financial manager.
2. – Where are . . . . . my files?  
– They are on . . . . . shelf.
3. Ms Black works for . . . . . multinational company.
4. Our company has . . . . . offices in Belarus and Ukraine.
5. These are . . . . . Mike’s brothers. They are . . . . . computer engineers.
6. I own . . . . . small family restaurant.
7. – Have you got . . . . . conference hall?  
– Oh, yes, . . . . . conference hall is on the third floor.
8. It’s 10 o’clock. Where are . . . . . customers?
9. Do you take . . . . . sugar in your coffee?
10. Who is . . . . . president of . . . . . company?

**14** Match the questions to their answers.

1. What’s it like to be self-employed?
2. Why does Peter have to work long hours?
3. What are your office hours?
4. When are they going to employ some new staff?
5. Business is booming, isn’t it?
6. How often does the Board of Directors hold a meeting?
7. Where is your company located?
8. What does Ramtex Ltd manufacture?
9. What does our accountant want to become?
10. Excuse me, are Mr and Mrs Brown in the office?

- a. In the business park, near the Ring Road.
- b. She wants to occupy the position of financial director.
- c. From nine to five.

# Unit 2

- d. Certainly. Our sales are growing.
- e. Because he has a lot of responsibilities.
- f. A wide range of textiles.
- g. You are your own boss.
- h. Once a month.
- i. This is not their office.
- j. When they set up a local branch.

**15** Fill in the table. Write the qualities which are in your opinion essential for the listed professions. Use the dictionary if necessary.

Profession	Qualities
<b>School teacher</b>	<b>Kindness, patience, love for children</b>
1. Shop assistant	
2. Cook	
3. Hairdresser	
4. Cashier	
5. Waiter/waitress	
6. Economist	
7. Tailor	
8. Social worker	
9. Accountant	
10. Your future profession	

## Being Professional

### 16 Role-play “Careers Fair”.

Assume the roles of

- HR specialists;
- job applicants.



The HR specialists prepare vacancies descriptions and develop questionnaires for interviewing the applicants in accordance with their companies' policies.

The applicants select vacancies they are interested in and prepare for an interview.

Conduct the Careers Fair.



In the UK and in the EU in general there is disclosure of information and discrimination legislation, which means a prospective employer is restricted in questions relating to personal circumstances such as age, race, creed, marital status, sexual orientation etc and a prospective employee may decline to give such information. Such personal information may not be used as a reason for declining employment to an applicant.

# Unit 3

## Negotiations

### Warm-up

1 What do you say if you want:

- 1) to ask about the location of an office;
- 2) to express pleasure at seeing the guest;
- 3) to ask about a company's activity;
- 4) to negotiate the time of a meeting;
- 5) to confirm what a speaker says;
- 6) to show polite disagreement;
- 7) to draw a conclusion;
- 8) to say "yes" to somebody;
- 9) to confirm the speaker's words;
- 10) to offer help?



## Grammar

2

Complete the dialogues with the verbs in the Present Simple. Act them out in class.

- A: What . . . . . you (to do) when you . . . . . (to get) to work?  
B: I always . . . . . (to check) my email.  
A: Where . . . . . you (to have) lunch?  
B: I usually . . . . . (to have) lunch at home because it (to be) close to my work.  
A: How often . . . . . you (to travel) on business?  
B: I . . . . . (to go) to Italy once a month . . . . . (to meet) customers.
- A: How can we . . . . . (to entertain) our visitors next week?  
B: Why . . . . . we . . . . . (to invite) them for dinner?  
A: Good idea. Which restaurant . . . . . you (to recommend)?  
B: The food . . . . . (to be) always good at Black Bear.  
A: That's right, but it . . . . . (to be) usually very busy.  
B: Yes. Shall I . . . . . (to book) a table for Wednesday night?  
A: Yes, please. Can you . . . . . (to call) the restaurant as soon as possible, please?

## Vocabulary

3

Study the following words and expressions.

- to negotiate** — вести переговоры  
**a great deal** — часто, много  
**to be involved** — участвовать  
**frequently** — часто  
**to realize** — осознавать  
**to make a deal** — заключать сделку  
**to preserve** — сохранять  
**relationship** — отношения  
**issue** — проблема, вопрос

# Unit 3

- to accept** — принимать (*предложение о работе*)
- to quit** — оставлять (*работу*)
- to avoid** — избегать
- to secure** — обеспечивать, гарантировать
- outcome** — результат
- approach** — подход
- to arrange** — организовывать
- clarification** — уточнение, разъяснение
- to bargain** — договариваться; торговаться
- to impact** — влиять
- tricky** — сложный
- long view** — дальновидность
- rather than** — а не



## Reading

4 Read the text.

## Negotiation Skills

“Negotiating” is a term used a great deal nowadays, in newspapers, on television and on radio. It often seems that only large companies or whole countries are involved in negotiations, not individuals. However, we all frequently have to negotiate, even though we may not realize it.

One of the most important skills anyone can hold in daily life is the ability to negotiate. Negotiation is the process of discussion between two or more parties, who seek to find a solution to a common problem. Learning to be a skilled negotiator can help to make deals, solve problems, manage conflicts and preserve relationships. We enter negotiations in order to start or continue a relationship and resolve an issue. Even before we accept our first jobs or begin our careers, we all learn how to negotiate. Some people are naturally stronger negotiators than others. Without the ability to negotiate, people

## Negotiations



break off relationships, quit jobs. With this ability they can avoid conflict and uncomfortable situations.

In the world of business, negotiating skills are used for a variety of reasons, such as to negotiate a salary or a promotion, to secure a sale or to form a new partnership. In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation. For example, in a work situation a meeting may need to be arranged in which all parties involved can come together.

The process of negotiation includes the following stages:

1. Preparation.
2. Discussion.
3. Clarification.
4. Bargaining.
5. Agreement.

Negotiating is a skill that impacts on all areas of life. You can negotiate good business for your company, you can negotiate satisfactory terms and conditions for you and your staff, and you can negotiate to get out of tricky situations, for example, if working relationships aren't going well.

Don't try to get your own way at all costs and take the long view. Concentrate on developing relationships rather than destroying them.

# Unit 3

## 5 Answer the questions.

1. What is one of the most important skills in daily life?
2. What is negotiation?
3. Only large companies are involved in negotiations, aren't they?
4. Why is it good to be a skilled negotiator?
5. What areas of life does negotiating impact on?
6. Why do we enter negotiations?
7. How to achieve a desirable outcome?
8. What stages does the process of negotiation include?
9. What should a negotiator concentrate on?
10. What does the word "bargaining" mean?

## 6 Match the following negotiation stages with their descriptions.

1. Preparation.
2. Discussion.
3. Clarification.
4. Bargaining.
5. Agreement.

a. It is important that you carry out some research on your own about the other party before you begin the negotiation process.

b. Key skills during this stage are questioning, listening and clarifying. Each side should have an equal opportunity to present their case.

c. That is the best way to understand the

negotiator and look at the deal from his/her point of view. If you have any doubts, always clarify them.

d. Both parties compromise on several aspects to come to a final agreement. This means that each party has to give up one thing to get another.

e. It is essential to keep an open mind in order to achieve a solution. It is the final stage where you have decided to work together and established a business relationship. Sometimes it means signing a contract.

## Speaking

## 7 How would you prepare for negotiations?



### Vocabulary

8 Study the following words.

**rude** — грубый

**to entertain** — развлекать

**to refuse** — отказываться

### Reading



9 Act out the following dialogue.

*Max:* Sam, we need to talk. I'm not happy here anymore, everybody knows that.

*Sam:* I'm sorry to hear that. But what is the problem?

*Max:* There's too much work, and there isn't enough help. I work long hours every day and often at weekends. But the staff don't want to help me. And you don't want to help me.

*Sam:* I understand what you're saying, but you can't always ask people to stop their work to help you and then be rude to them if they're too busy to help.

*Max:* But I get results, Sam. We have a lot of new customers. I get results without your help!

*Sam:* Well, Max, we can't have two Business Managers. The problem is that you spend too much time and money entertaining customers. And another



# Unit 3

thing: you don't come to a lot of meetings. How can people help you if you don't talk to them at meetings?

*Max:* Why don't you look at the results I get? That's more important than meetings! And why did you criticize me in front of the office staff? Look, if you refuse to understand, I'm leaving the company.

## 10 Correct the sentences.

1. Max wants to talk to Sam because he's unhappy at work, but doesn't want any of his colleagues to know that.
2. Max has too much work to do, but he doesn't want to spend weekends at work.
3. Everyone wants to help Max with his projects because they don't have much to do.
4. Max is rude to his colleagues because they want to help him but don't know how.
5. Sam says the company can't have two Business Managers now, but it will be possible later.
6. Sam is upset that Max spends too much money on customers, but not enough time.
7. Sam has studied Max's results but hasn't found them great.
8. Max can't attend meetings for personal reasons.
9. Max asks Sam to leave the company.
10. Sam agrees to leave.



## Negotiations



### Writing

- 11** Max decided to leave the company where he was working with Sam. He filled in an application form for the position of Business Managing Director in another company and got an email. Read the letter below and write a formal reply. Accept or reject the offer.

Dear Mr Benning

We are pleased to inform you that you have been successful in your application for the position of Business Managing Director at London Bankside Business Solutions.

As agreed at the interview, we would like you to start on 1 October in our Wardour Street office. Your starting salary will be £20,000 per annum. You may take 20 days' annual leave.

Please confirm acceptance of this offer. We look forward to hearing from you soon.

Yours sincerely,

Karen Gilbert  
Junior HR Manager

# Unit 3

## Practice

12 Complete these interview questions with the correct prepositions.

1. According . . . . . your CV, you work . . . . . a real estate company. You've been there . . . . . quite a long time, haven't you?
2. What did you learn . . . . . your last job?
3. What didn't you like . . . . . your last job?
4. What are you good . . . . . ?
5. What kind . . . . . people do you work well . . . . . ?
6. What do people most often criticize . . . . . you?
7. What do you want to do . . . . . the future?
8. Do you take work home . . . . . you?
9. What do you do . . . . . your free time?
10. How . . . . . training?

13 Rewrite the text, replacing each phrase in italics with the correct form of a verb from the box.



to deal with, to develop, to improve,  
to increase, to lead, to organize, to plan,  
to set up, to train

Peter Kohl has a very exciting job at Inventa. Last year he *started* a new branch in Barcelona. He had to *make more* sales in the Spanish market and *create* new products. He *was in charge of* a team of 12. This year his role is mainly to *teach* new staff and to *make* communication *better* between the various branches of Inventa in the region. He also has to *do something about* customers' problems and *think about* future budgets. Sometimes he also *arranges* sales conferences. Peter is never bored!

## Negotiations

### 14 Feel in the gaps with the words from the box.

reporting, smart, face-to-face, happy, first, flexible, time off, informal, leave

Eraline is a modern, dynamic, middle-sized company. We use . . . . . names when we speak to each other, and we don't have to wear . . . . . clothes every day, as there is a system of . . . . . Fridays. . . . . procedures, too, are informal: we don't write a lot of reports or emails to each other, because we think it's better to speak . . . . . . We have . . . . . hours, which means we can start at 8.30, 9.30 or 10.30 am. In some companies people have to work at night one or two weeks a month, but not at Eraline. I'm . . . . . about that! Finally, as regards . . . . . , most of us get 20 days' annual . . . . . .

### 15 Put the lines of these telephone conversations in the correct order and act them out.

1. — Great. See you on Thursday at 9.30 then.  
 — Hello, Jan. Next week is very busy. But I can make Thursday. How about 9.30 am?  
 — Hi, Angela. It's Jan here. We need to meet next week.  
 — What's a good day for you?  
 — Yes, that's fine for me.
  
2. — Sorry, I'm away all day Wednesday, and I can't make Friday afternoon. How about the week after next? Is Tuesday OK?  
 — Yes, that's fine for me. Tuesday at 3 o'clock. See you then.  
 — Well, I can do Wednesday or Friday afternoon.  
 — Yes, I can do Tuesday afternoon after 2.30.  
 — Right. Let's meet one day next week. What day is good for you?



# Unit 3

- 16** Which personal characteristics in your opinion should a good negotiator have? Why? Are these qualities among your personal strengths?

charismatic  
cautious  
aggressive  
passionate  
energetic  
funny  
flexible  
persuasive  
motivating  
impulsive  
open  
indecisive  
patient  
self-disciplined  
healthy  
thoughtful  
good-looking  
confident  
shy



- 17** Role-play “At a Meeting”.

Select an issue related to your future work to discuss at a meeting. Assume the roles of

- a chairman;
- negotiators (representatives of the same or different companies).

Make suggestions how to solve the problem. Sum up and reach a decision.

To prepare for the negotiations study the following samples.

## Negotiations

### Chairman

Ladies and gentlemen! I call the meeting to order. The purpose of today's meeting is to discuss . . .

Who would like to begin?

Could you tell us your opinion about . . . / impression of . . . ?

Any comment on . . . ?

Could we get back to the main point, please?

To sum up then: most of us agree that we should . . .

### Expressing one's view

First of all, I'd like to draw your attention to . . .

I think it's important to . . .

Last but not least . . .



### Asking for information

Could you be more specific about . . . ?

Can you give us an idea of how you are going to . . . ?

Could we go through the figures again?

### Expressing doubt

Do you really think so?

Are you absolutely sure that . . . ?

Don't you think it would be better if . . . ?

### Making suggestions

I'm sure that if we . . . , we'll be able to (*expand our business*).

# Unit 4

## Business Etiquette

### Warm-up

1 Think what will you do if . . .

- 1) you don't know the language of your business partner;
- 2) your business partner is a relative;
- 3) your business partner presents you with a bottle of your favourite perfume;
- 4) you are dressed inappropriately for a meeting;
- 5) you fail to arrive on time for a meeting;
- 6) you fall asleep at a meeting;
- 7) you oversleep a meeting;
- 8) you can't find the contract to be signed at a meeting;
- 9) you forgot the name of your business partner;
- 10) you have to discuss issues for which you are not prepared.







## Grammar

### 2 Fill in the gaps with the correct modal verbs.

1. Men . . . . . wear a tie in the office.
2. Betty is very efficient. She . . . . . do two things at a time.
3. You . . . . . receive personal phone calls at work.
4. All guests . . . . . pick up a security badge from reception.
5. We . . . . . wear informal clothes on Fridays.
6. You . . . . . phone if you are going to be late.
7. Excuse me, . . . . . I borrow your pen for a moment?
8. Maria is not at the office. She . . . . . be ill.
9. I . . . . . hear someone opening the door. It . . . . . be Tom.
10. You . . . . . change your lifestyle if you start your own business.

### 3 Choose the correct verb.

1. Visitors **must / may / can** carry their passport at all times while travelling.
2. If you lose your passport, you **can / may / can't** apply for a visa.
3. Passengers **should / mustn't / don't have to** smoke anywhere on the aircraft.
4. Monday is a public holiday. I **mustn't / don't have to / can't** work.
5. You **can / must / might** shake hands during introduction to a business meeting.
6. You **can't / mustn't** smoke in public places.
7. I think you **should / must / may** learn how to negotiate in Chinese. It would be a good skill if you had time to learn it.
8. **Should / could / might** you type this paper for me, please?
9. Will you speak louder, please? I **don't have to / shouldn't / can't** hear you.
10. John, take your umbrella. It **has to / may / ought to** rain tonight.



# Unit 4

## Vocabulary

### 4 Study the following words and expressions.

- to pace** — зд. развиваться  
**courtesy** — правила приличия  
**to appear** — казаться  
**considerate** — внимательный  
**rude** — грубый  
**to sink** — опускаться  
**cubicle** — кабинка  
**to knock** — стучать  
**otherwise** — иначе, по-другому  
**to announce** — объявлять  
**to refrain** — воздерживаться  
**to lean** — опираться, облокачиваться  
**to apply** — зд. относиться  
**exempt** — освобожденный  
**to groom** — приводить в порядок  
**to scratch** — чесать(ся)  
**to comb** — причесывать(ся)  
**restroom** — туалет  
**compact** — компактная пудра  
**to redo one's face** — заново наносить макияж  
**gum-chewing** — жевание жвачки  
**legitimate** — уважительный  
**to smack** — чавкать  
**bubble** — пузырь  
**ringer** — звонок (*телефона*)  
**establishment** — учреждение  
**lobby** — вестибюль  
**convenience** — возможность  
**to engage** — вступать (*в разговор*)  
**powder keg** — пороховая бочка  
**to explode** — взрываться  
**sign** — знак  
**breeding** — воспитание

Reading



5 Read the text.

## Good Manners Don't Cost a Thing

In today's fast-paced world it is easy to forget some of the common courtesies that should be basic and non-negotiable. Unfortunately, many people appear to have forgotten the manners that were taught to them by their parents and grandparents and sadly, others do not appear to have ever been taught any manners at all.

**Basic politeness.** Showing politeness is not difficult. It is simple to say "please", "thank you", "you are welcome" and "excuse me". These phrases show that a person is considerate of others. Even if someone is rude and not your favourite person, it is better to be polite to them rather than sinking to their level. Do respect your coworker's space. Offices, even if they are cubicles or open desks, should be respected as belonging to the "owner". Knock on the cubicle door or otherwise announce yourself and refrain from leaning on someone else's desk.



# Unit 4

**Hold that door.** This is a rule that does not just apply to men anymore. Yes, men should still hold the door for ladies and allow them to enter or exit first, but ladies are not exempt from holding the door for their elders or someone who might have their hands full.

**Be on time.** There is nothing worse than to be kept waiting, and if you are the party who is late, it is just rude. If you tend to always run late, set your clocks ahead 10 or 15 minutes so that you will arrive on time.

**Do not groom yourself in public.** If you have something that needs scratching, combing or any other form of grooming, please do not do it in mixed company. Take your personal needs to the restroom or wait until you get home. Ladies, it is okay to quickly apply a little lipstick without using a mirror. It is not, however, okay to pull out a compact and a suitcase full of cosmetics and start redoing your face.

**Keep gum-chewing to a minimum.** If you must chew gum for a legitimate reason such as having bad breath or dry mouth, try to do it in your car. If it is absolutely necessary to chew gum in a public place, please do not smack it or blow bubbles with it.

**Turn the ringer off.** When entering any public establishment, the first thing you should do is set your cell phone to vibrate. Remember you do not have to answer every call, that is what voice mail is for. If you know that it is a call of importance, excuse yourself and move to the lobby or another room to take the call. Keep the call time short and let your caller know that you will return their call at your earliest convenience.

**Keep the conversation polite.** When engaging in conversation, whether it is at work or in a more social setting, never discuss money, religion or politics. These subjects are a powder keg waiting to explode.

Simply put, good manners are a sign that you have consideration for others and good breeding.

## 6 Answer the questions.

- 1 What is basic politeness?
- 2 Should you be polite with a person who you don't like?
- 3 Who should women hold the door for?
- 4 What should you do if you tend to always come late?
- 5 Where may you groom yourself?

## Business Etiquette

6. Is it OK to apply lipstick in public?
7. What is the first thing you should do when entering a public establishment?
8. What should you do if you receive an important telephone call there?
9. What topics should be never discussed at work?
10. What do good manners show?

### Speaking

- 7 Read the sentences and say what Jason did wrong.

**Example:** It is wrong to come to a meeting much in advance. Jason should have come . . . He shouldn't have asked to . . .

1. Jason showed up half an hour early and kept asking to start the meeting immediately.
2. Jason was feeling sleepy and brought a cup of Starbucks coffee to his meeting.
3. Jason didn't hold the door for a man carrying some boxes because it was a man.
4. Jason showered in the morning and didn't dry his hair. He was playing with his hair all the time during the meeting.
5. Jason chewed gum at the meeting to have a fresh breath and suddenly made a bubble.
6. Jason had no time to prepare for the meeting and had to call his colleagues to ask a few questions.
7. Jason's grandmother called him during the meeting, and he talked to her about her health and dinner in the evening.
8. Jason asked the girl who was sitting next to him and had the same position in her company as his about her salary.



# Unit 4

## Vocabulary

8 Study the following words.

**ASAP / asap** = as soon as possible  
**to pass along** — передавать



## Reading

9 Act out the following dialogue.

*Joan:* Good afternoon, Johnson and Pelt. May I help you?

*Caller:* Hi, I'd like to speak to Ed Johnson, please.

*Joan:* Mr Johnson is away from his desk at the moment. May I take a message, or would you like his voice mail?

*Caller:* Let me give you a message, please. This is Wei Li from Global Solutions. I wanted to talk with him about our presentation next week.

*Joan:* OK . . . can I ask you to spell your name, please?

*Caller:* Of course. It's W-E-I L-I.

*Joan:* Thank you. And your number, please?

*Caller:* I'm sure he has it, but I'll give it to you again. It's (202) 449-9930. Please ask him to call me back ASAP.

*Joan:* Certainly. To confirm, this is Wei Li of Global Solutions, you're on (202) 449-9930, and you want to talk about the presentation, correct?

*Caller:* That's it, thanks.

*Joan:* I'll pass on the message as soon as Mr Johnson returns.



### 10 Correct the sentences.

1. Joan is a secretary with Global Solutions.
2. Wei Li wants to talk to her about a presentation.
3. Mr Johnson doesn't have Mr Li's number.
4. Mr Li wants Mr Johnson to call him next week.
5. Joan will pass on Mr Li's message via the voice mail.

### 11 Match the questions and answers.

1. What time would it be convenient for you?
2. Are you free on Friday at 3.00 pm?
3. My wife and I are going to a concert on Saturday. Would you like to join us?
4. Have you got an appointment?
5. Have you got a minute to spare?

- a. With pleasure. Thank you very much.
- b. Certainly. What's up?
- c. I think 12 o'clock will suit me perfectly.
- d. I'm afraid I haven't got a fixed appointment, but it's urgent.
- e. Let me see . . . I'm afraid I'm busy on Friday.

### 12 Give polite answers (*Yes, . . . ; No, . . .*) to these questions.

1. Are you free tomorrow morning?
2. Should I telephone before I come?
3. Would Monday the 12th be convenient?
4. Can you make the 16th?
5. Is 10 o'clock all right?
6. Will any other time suit you?
7. May I talk to John Miller?
8. Would you like to leave a message?
9. May I help you?
10. Do you want to talk about the conference?

# Unit 4

## Writing



13

You have received a message from a caller and now need to pass it to your boss. Write your boss a message.

To:

Date and time:

Name of the caller:

Company:

Message:

Action:

## Practice

14

Use modal verbs to complete the sentences.

1. You . . . . . call a Welsh, Scottish or Northern Irish person “English”.
2. The British often make critical comments about their country. You . . . . . join in by making other negative comments about the UK.
3. In the UK you . . . . . say sorry to someone who has bumped into you, even though it isn’t your fault at all.
4. In the UK you . . . . . pay for each round of drinks and take turns paying.
5. In the UK you . . . . . bring humour into every meeting, presentation and conference speech.
6. You . . . . . be exactly on time for a British business meeting, but you . . . . . arrive 10 to 20 minutes late for a dinner party at someone’s house.
7. You . . . . . use first names with all but the very top managers of your company in both America and the UK.



## Business Etiquette

**15** You are in a restaurant. Match what you think with what you should say.

**You think:**

1. I want a steak.
2. The fish is good.
3. What is the best dish?
4. I need to pay.
5. I don't eat meat.
6. I want to choose some wine.
7. I'm not ready to order yet.
8. The taste is awful.

**You say:**

- a. Can I have the bill, please?
- b. Are there any vegetarian dishes?
- c. This doesn't taste right.
- d. I'd like the steak, please.
- e. I need a few more minutes.
- f. Can I have the wine list, please?
- g. What do you recommend?
- h. I recommend the fish.

**16** Complete the sentences in your own way.

1. I think it's important to discuss . . . in general and . . . in particular.
2. The most important things to be discussed, in my opinion, are . . .
3. The employees are complaining about . . .
4. I have already written to . . . about . . .
5. Could you send me the details of the . . . advertised in . . . ?
6. We are opening . . . in . . . in . . .
7. This company specializes in . . .
8. We have sent by separate post samples of . . .
9. The guest lecturer will talk about . . .
10. The candidates are applying for . . .

**17** Role-play "Developing the Etiquette Rules".

Develop etiquette rules for your organization / company. Follow them with a presentation. You may include dress code, telephone etiquette, dining etiquette and table setting etc.




# Unit 5

## Jobs in Food Services

### Warm-up

1 Working in pairs, act out dialogues using the model.

- What ingredients do you need to cook tomato soup?
- I use . . .
- Is it served cold or hot?
- Well, in Spain it is called “gazpacho” and is eaten cold.

Soup name	Hot or cold?	Ingredients
1. Tomato soup	Both (e.g. Spain – cold, Russia – hot)	beans
2. Borshch		beetroot
3. Mushroom soup		cabbage
4. Shchi		carrots
5. Fish soup		cucumbers
6. Chicken soup		fish
		garlic
	greens	
	meat	
	mushrooms	
	onions	
	pasta (e.g. noodles)	
	pepper	
	potatoes	
	salt	
	sour cream	
	tomatoes	

**Grammar**

- 2 Fill in the gaps with the correct form of the verb *to be* and act the dialogue out in class. Answer the question: *Who is Marina?*



*Jane:* Hello, this . . . . . Jane.

*Boris:* Hello, this . . . . . Boris. . . . . Victor and Marina there?

*Jane:* Yes, they . . . . . Victor, Marina, come here! It' . . . . . Boris.

*Victor:* Hi, Boris, this . . . . . Victor. Marina' . . . . . here too.

*Boris:* . . . . . you busy?

*Victor:* No, we . . . . .

*Boris:* . . . . . you hungry?

*Victor:* Yes, I . . . . . Jane and Marina . . . . . hungry too!

*Boris:* Good. I' . . . . . in the new Italian restaurant. Come and have dinner with me.

*Victor:* That' . . . . . a good idea. . . . . it far?

*Boris:* No, it . . . . . Meet me in ten minutes.

# Unit 5

3 Rewrite the sentences, beginning with *There is / are*.

*Example: We have two supermarkets in our town. — There are two supermarkets in our town.*

1. This French cafe has no staff from France.
2. They sell fifty types of Chinese tea in that shop.
3. I can see a famous actress at that table!
4. My wallet is empty.
5. They provide many jobs in food service sector.

4 Write the plural of the following words and read the pairs of words.

Industry, resource, dish, quantity, chef, duty, business, degree, diploma, recipe, sandwich, knowledge, bakery, venue.

5 Write the singular of the following words and read the pairs of words.

Pâtisseries-bakers, salespeople, barmen, maitre d's, hostesses, caterers, waiters' assistants, experts, careers.

## Vocabulary

6 Study the following words and expressions.

**food service industry** — сфера общественного питания

**to incorporate** — включать в себя

**profitable** — прибыльный

**skill** — опыт, мастерство

**to provide** — обеспечивать

**safe** — безопасный

**tasty** — вкусный

**line cook** — повар линии раздачи, линейный повар

## Jobs in Food Services

- patissier-baker** — повар-кондитер  
**caterer** — поставщик продовольствия  
**food stylist** — специалист в области пищевой рекламы, фуд-стилист  
**produce buyer** — закупщик продуктов питания  
**nutritionist** — специалист по питанию, нутриционист, диет-сестра  
**maitre d'** (*тж* maître d'hôtel; *Ам.* **host / hostess**) — метрдотель, распорядитель зала  
**lounge supervisor** — администратор / супервайзер бара (*в холле гостиницы*)  
**service manager** — администратор, ответственный за обслуживание  
**front desk clerk** — администратор, встречающий посетителей, отвечающий на телефонные звонки, занимающийся бронированием столиков  
**outlet** — торговая точка  
**public venue** — общественное место  
**retail** — розничный  
**wholesale** — оптовый  
**grocery store** — продуктовый магазин  
**delicatessen** — гастроном, кулинария  
**resort** — курорт  
**food preparation worker** — работник кухни  
**to combine** — подбирать  
**to arrange** — оформлять, выкладывать (*блюдо*)  
**to oversee** — контролировать  
**to ensure** — обеспечивать  
**institution** — учреждение  
**advertising** — реклама  
**hiring** — найм  
**payroll** — оплата труда  
**to involve** — быть вовлеченным, заниматься  
**essential** — важный  
**to maintain** — обеспечивать, поддерживать  
**to reserve** — предназначать  
**overall** — общий  
**to supervise** — контролировать, инспектировать  
**to promote** — повышать  
**satisfaction** — удовлетворенность  
**to gain** — получать  
**to pursue** — стремиться получить  
**higher-end restaurant** — более дорогой ресторан

# Unit 5

## Reading



### 7 Read the text.

## Types of Food Service Workers

The food service industry incorporates some of the largest and most profitable businesses in the world. The public relies on the knowledge and skills of food service workers to provide them with safe, tasty food.

There are many different types of food service careers, including chefs, line cooks, patissiers-bakers, kitchen workers, as well as caterers, food stylists, produce buyers, salespeople, dairy and meat inspectors, nutritionists, dietitians, butchers. There are also jobs as part of the service team: waiters, waiters' assistants (or restaurant attendants, *Am.* bus people or bussers), maitre d's (*Am.* hosts / hostesses), barmen (*Am.* bartenders), lounge supervisors, services managers, front desk clerks, cashiers.

Most food service careers are found in restaurants, cafeterias, canteens, fast food outlets, public venues, retail and wholesale grocery stores, delicatessens, bakeries, hotels, resorts, hospitals.

Individuals who work in kitchens are responsible for preparing and cooking dishes. Cooks and food preparation workers combine ingredients according to recipes, cook food using various methods and arrange meals on plates. Most restaurants employ chefs to oversee operations in the kitchen, instruct cooks on how to prepare certain dishes and ensure the safety and quality of food. The education and training requirements for kitchen workers can vary greatly depending on specific job titles and places of employment. Most food preparation workers hold secondary school diplomas, while cooks and chefs receive extensive training and degrees from culinary schools.

Many people enjoy food service careers as waiters, cafeteria workers and waiters' assistants. Waiters and waitresses take customers' orders, pass them to cooks and chefs and bring out food when it is ready. Cafeteria workers may

## Jobs in Food Services



be employed by schools, hospitals or office buildings to prepare and serve large quantities of food. Waiters' assistants typically set and clean up tables and assist waiters with serving food. Most waiters, cafeteria workers and attendants do not need extensive education or experience to find work.

Many institutions and restaurants employ administrative experts to oversee advertising, hiring, training, payroll and other duties. They are not directly involved in food service but are essential to maintain successful businesses. Administrative positions in the food service industry are generally reserved for professionals with some business and human resources experience.

Food service managers are responsible for ensuring the overall success of a restaurant or cafeteria. They supervise both kitchens and dining areas to promote efficiency, quality, safety and the satisfaction of customers. Managers may be responsible for ordering wholesale ingredients and maintaining food processing and cooking equipment. Food service careers in management are usually obtained after gaining several years of experience in other restaurant or cafeteria jobs. Some managers pursue a bachelor's degree in business or hospitality to increase their chances of finding employment with higher-end restaurants.

# Unit 5

## 8 Answer the questions.

1. What does public expect from food service workers?
2. What jobs are part of the service team?
3. What does a chef do?
4. What degree do chefs and cooks have?
5. What do the education and training requirements for kitchen workers depend on?
6. Who don't need extensive education or experience to find work?
7. Who supervises kitchens and dining areas?
8. Who is responsible for ordering cooking equipment?
9. What institutions employ cafeteria workers?
10. What specialists are involved in food service indirectly?

## Speaking

## 9 Select any food service career and describe it using information from the text and other sources. Use the following example:

### *Food Stylist*

#### **1. Workplace.**

A food stylist works for advertising agencies, publishing houses and TV.

#### **2. Job description.**

His/her job is to prepare food for cookbook and advertising photographs, television commercials and scenes in films.

#### **3. Responsibilities.**

He/she is responsible for finding unusual ingredients and preparing food so it looks freshly made and appetizing.

#### **4. Required degree.**

He/she must have a culinary school degree.





## Reading

### 10 Act out the following dialogue.

*Supervisor:* Please clear the table in the back and the booth near the window.

*Busser:* I'm sorry. I don't understand the word "booth".

*Supervisor:* A booth is a table with a bench seat. One long seat for two people. The bench is softer than chairs.

*Busser:* Oh! Yes. Now I understand.

*Supervisor:* Take all the dirty plates, knives, forks and spoons to the kitchen.

*Busser:* OK! After that I will clean up the table.

*Supervisor:* Yes. And then set the table for the next customer.

*Busser:* OK.



### 11 Correct the sentences.

1. The busser is a supervisor's assistant.
2. The busser washes dirty plates, knives, forks and spoons in the kitchen.
3. The busser doesn't speak English.
4. The busser works in a fast-food restaurant.
5. A booth in a restaurant is a small partly enclosed place where one person can do something privately.

# Unit 5



## Writing

12

Rank these qualities from most important to least important for your future job. Write an advertisement for this job.

- Ability to solve problems
- Ability to work safely with equipment
- Communication skills
- Eye for detail
- Good health
- Initiative
- Knife skills
- Mathematical skills
- Neat and clean appearance
- Physical stamina
- Reading skills (ability to follow recipes or written instructions)
- Self-discipline

### Line cook

Delivers over-the-top food by stocking, preparing, and grilling items to create a great dining experience for our guests. Responsible for communicating with line crew and maintaining our food and maintain our great sanitation standards.

Job requirements:

- Able to bend at the waist and lift items up to 50 lbs to 25 feet
- Able to move items up to 50 lbs for distances of up to 25 feet
- Able to remain standing and active for an 8-12 hour shift.
- Able to tolerate exposure to hot temperatures (above 100 °F).
- Able to hear, understand and respond to crew members' requests in a noisy environment.
- Skill and coordination at using hands to perform kitchen duties such as chopping vegetables, preparing menu items, etc.
- Able to tolerate exposure to and/or contact seafood without an allergic reaction (we can accommodate with latex gloves).
- Ability to work in a teamwork environment.

Compensation: \$7.50–\$9.50 per hour.

Fax resumes to: 555-555-7382

**Practice**

**13** Fill in the gaps with the words in the box.

coffees, coffee, sugars, sugar, ice creams, ice cream, glass, a glass, cake, a cake

1. . . . . is sweet.
2. I'd like two . . . . . in my tea.
3. Have . . . . . of water.
4. . . . . is transparent.
5. I want some . . . . .
6. She makes . . . . . every week.
7. On a hot day children like eating . . . . .
8. The children have five . . . . .
9. There are four . . . . . on the table.
10. Most Greek people like drinking . . . . .

**14** Match the job title on the left with the description of the job duties on the right.

1. patissier-baker
2. butcher
3. maitre d'
4. sous-chef / underchef
5. dishwasher

- a. A person who is in charge of a restaurant and who welcomes guests and gives orders to the waiters.
- b. A person who is second in command in the kitchen and is in charge if the chef is absent.
- c. A food worker who is responsible for making desserts.
- d. A person who is responsible for maintaining a steady supply of clean cooking equipment, utensils, dishware and silverware (cutlery).
- e. A person who is expert at cutting down beef, veal, lamb and pork.

# Unit 5

15 Reconstruct the dialogue and be ready to act it out in class.

**cock-a-leekie soup** — куриный суп с луком-пореем

**steak-and-kidney pie** — пирог с мясом и почками

**lamb chop** — отбивная из ягнятины

**raspberry** — малина

**rum cake** — ромовая баба



*John:* Steak-and-kidney pie and grilled lamb chops.

*Waitress:* Anything for dessert?

*Tania:* Mm, I'd like to try that.

*John:* Two glasses of dry red wine. Perhaps, we'll have coffee after the meal.

*Waitress:* Hello, my name is Susan and I'll be your wait person today. Are you ready to order?

*John:* No, thank you. Just the bill.

*Waitress:* And to follow?

*John:* Thank you, the same to you.

*Waitress:* Very well, sir. What would you like to drink?

*John:* I don't have my glasses. How much is the lunch?

*Waitress:* Can I bring you anything else?

*John:* What about raspberry rum cake, Tania?

*Waitress:* Certainly.

*John:* A raspberry rum cake and a slice of apple pie.

*Waitress:* That's £60.75.

*John:* Yes. We'd like two cock-a-leekie soups.

*Waitress:* You're welcome. Have a good day.

*John:* Here you are. Thank you very much.

## Jobs in Food Services

### 16 Role-play “Speciality of the House”.

Work in small groups. In your group bring in your favourite recipes and select the most interesting one. Imagine that this dish is your restaurant’s speciality. Give it a name.

Assume the roles of

- a chef;
  - cooks;
  - a caterer;
  - a produce buyer;
  - a salesperson;
  - a nutritionist;
  - an accountant
- etc.



Study the list of ingredients and check the retail / wholesale prices for them. Calculate the price of the dish.

Suddenly the prices have gone up. Suggest a solution that will protect the restaurant’s profits and keep your customers happy.

# Unit 6

## A Few Words About Banks, Finance and Business

### Warm-up

1 Do the crossword.

**Across:**

1. The money you get back when you pay for something with more money than it cost.
2. A monetary unit of Russia.
3. Something that you do in order to spend less money.
4. The left side of an account.
5. A charge for the use of credit.
6. To move money from one account to another.

**Down:**

1. The right side of an account.

1								
2								
3								
4								
5								
6								

# Unit 6

## A Few Words About Banks, Finance and Business

### Grammar

#### 2 Put the verbs in the Passive Voice.

1. My secretary is very young. She can't remember how our bank (to set up).
2. The person who is responsible for keeping the financial records of a company (to call) the bookkeeper. The bookkeeper ensures that all invoices (to pay) in time.
3. At the end of every year every company (to require) to prepare an annual report. The report (to date) as of the last day of the year. It (to present) to the shareholders of the company at the annual general meeting.
4. The assets of the company (to show) on the left and the liabilities on the right.
5. Today banks (to require) to serve international clients with products and services that (not to think) of 50 years ago.



#### 3 Put the verbs in brackets in the Past, Present or Future Perfect.

1. Everybody who (to travel) to another country knows of the problems associated with changing currencies. For those living in Europe many of these problems (to solve) by the introduction of the euro.
2. I wanted to ask if you (to deliver) our order yet.
3. Globalization (to lead) to the emergence of major financial centres in New York, London, Frankfurt and Tokyo.
4. We (to instruct) our bank to transfer to your account \$50,000.
5. By the time you come, the transaction (to finished).

## Vocabulary

## 4 Study the following words and expressions.

**banking** — банковское дело; банковские услуги

**trace** — след

**temple** — храм

**to approve** — одобрять

**loan** — заем

**to deposit** — класть деньги (*в банк*)

**safekeeping** — хранение

**borrower** — заемщик

**to charge** — взимать

**interest rate** — ставка процента

**item** — предмет

**to emerge** — возникать

**particular purpose oriented** — предназначенный для конкретных целей

**development** — развитие, рост

**state-chartered bank** — уполномоченный банк (*банк, которому государственный (центральный) банк выдал монопольное разрешение (лицензию) на проведение тех или иных банковских операций*)

**stock savings bank** — акционерный сберегательный банк

**to deal (dealt, dealt)** — заниматься

**time deposit** — срочный вклад

**mutual savings bank** — взаимно-сберегательный банк (*банк в США, не имеющий акционерного капитала; его первоначальный капитал через определенное время возвращается учредителям*)

**facility** — возможность

**monetary** — валютный

**to be involved in** — участвовать в

**to simplify** — упрощать

**debt clearance** — урегулирование долгов

**to adopt** — принимать

**currency** — валюта

**mortgage** — ипотека

**insurance** — страхование

**security** — ценная бумага



### Reading



5 Read the text.

## What Different Types of Banks Are There?

The history of banking goes back to the early stages of the human civilization. Traces of banking can be found in the early history of Egypt, Babylonia and Greece. The temples at these places practised an early form of banking — approving loans. These temples provided gold and silver which were deposited as safekeeping for loans to the borrowers and charged high interest rates on those items. Private banking was modified by the Greeks, Romans and Byzantines.

Next emerged banks oriented to some particular purpose like the Bank of Venice and the Bank of England, which looked after loans to the government, and the Bank of Amsterdam was formed to receive gold and silver deposits.

With developments in the business sector the banking sector also developed, and the 18th and 19th century experienced rapid growth in this sector.

In the modern times the banking sector developed with the developing sector of trade and commerce. Today there are different types of banks established for different purposes:



- Commercial banks. This type of banking includes national and state-chartered banks, stock savings banks and industrial banks. They provide many services to society, which include the basic functions of savings, providing loans, dealing in time deposits etc.
- Mutual savings banks. These banks also provide a huge number of facilities. In these banks the investment and loan amount depends on available customer's deposits.

The growth in multinational trade demanded some kind of international organization. So, the following international banks were formed in order to fulfil the demands of the modern global market:

- The World Bank (International Bank for Reconstruction and Development). It was founded in 1945 in order to approve loans to private investors and the governments of different countries.
- The IMF (International Monetary Fund). It has been involved in simplifying the process of debt clearance between nations and has also provided valuable suggestions in the field of international banking.
- The European Central Bank (European monetary system). It was founded in 1998 to handle the joint monetary policy of those European countries which have adopted a single currency.

There are several organizations which have developed in recent times and which perform some banking operations, but are not under the supervision of state or federal banking authorities. Some of these organizations are:

- finance companies;
- mortgage companies;
- insurance companies;
- credit unions;
- investment bankers;
- brokers and dealers in securities etc.

**6****Answer the questions.**

1. What was the early form of trading?
2. Where was it practised?
3. What was the purpose of establishing the Bank of England?
4. What kind of banking organizations do commercial banks include?
5. Where do mutual savings banks operate?

## A Few Words About Banks, Finance and Business

6. Why were international banks formed?
7. When was the World Bank founded?
8. What is the function of the IMF?
9. What is another name for the European Central Bank?
10. What other organizations perform banking operations?

### 7 Match the words in the left and right columns to make word combinations.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. mortgage</li> <li>2. business</li> <li>3. World</li> <li>4. to approve</li> <li>5. credit</li> <li>6. interest</li> <li>7. to open</li> <li>8. debt</li> <li>9. global</li> <li>10. monetary</li> </ol> | <ol style="list-style-type: none"> <li>a. market</li> <li>b. Bank</li> <li>c. an account</li> <li>d. union</li> <li>e. policy</li> <li>f. company</li> <li>g. clearance</li> <li>h. a loan</li> <li>i. rate</li> <li>j. plan</li> </ol> |
|---|---|

### 8 Complete the sentences with the words from the box.

discount, interest, loan officer, credit cards, an account, finance, money, financial transactions, credit term, balance sheets

1. In order to open . . . . . we go to a bank.
2. A cash machine is an electronic telecommunications device that enables the clients of a financial institution to perform . . . . . without the need for a human clerk.
3. She went to the bank and spoke to the . . . . .
4. Mr Petrov insists on 12 percent . . . . .
5. Our main customer requires a longer . . . . .
6. We have to spend more . . . . . on advertising.
7. . . . . are issued by a credit card issuer, such as a bank or credit union.
8. . . . . show what a company owns and what it owes at a fixed point in time.
9. When you borrow money, you pay . . . . .
10. How will you . . . . . your operations?

# Unit 6

- 9 This is a potential applicant's report. Work in pairs. Read it and reconstruct his conversation with a financial consultant.

**feasible** — осуществимый  
**feasibility study** — экономическое обоснование  
**capacity** — мощность  
**to install** — устанавливать

The consultant asked me if I considered my project feasible. I said that I did and I showed him the feasibility study. He went through it and asked me if I owned the land and the building. I told him that they belonged to my family. My grandparents had bought them 50 years before. So he assumed that the total cost would cover only the installed machinery and equipment, working capital and preoperational expenses.



*Consultant:* . . . your project feasible?

*Applicant:* Yes, I . . . Here is a . . .

*Consultant:* Let me . . . Yes, here are the planned capacity, manufacturing process, available manpower, raw materials etc. . . . the land and the building?

*Applicant:* Yes, they . . . My grandparents . . .

*Consultant:* So, the total cost . . . only the installed . . .

## A Few Words About Banks, Finance and Business

### Reading



#### 10 Act out the following dialogue.

- Good morning, can I help you?
- Yes, I'd like to open a euro deposit account.
- Certainly, sir. Would you like a Silver or a Gold account?
- What's the difference?
- You can open a Silver account with just €5. The account comes with a cash card, so you can withdraw your money at any time. The Silver account currently pays 5% interest. For the Gold account you need a minimum of €500, and you have to give 14 days notice to withdraw money. The interest rate is 6.5 %.
- I'll go for the Silver account.
- How much would you like to deposit?
- €500.
- Do you want to open it in your name?
- Yes.
- Are you a Russian resident?
- No, I'm a citizen of Bulgaria.
- Then we need a copy of your passport, visa and migration card.
- I'm sorry, I don't have the migration card on me. I'll come back tomorrow.
- Goodbye. See you tomorrow.



# Unit 6

## 11 Correct the sentences.

1. The man came to the bank to open a deposit account for his son.
2. He wants to deposit \$500.
3. To withdraw money from the Silver account 14 days notice is needed.
4. The Golden account pays 5.5% interest.
5. The potential client forgot to take his passport with him.

## Writing



## 12 Apply for a loan for your company using the following letter as an example.

To:

Date:

Dear Mr . . .

It was a pleasure speaking with you on . . . (date), when I contacted you regarding our company's credit requirements.

. . . (name of the company) is a growing company in the field of . . . The assets of our enterprise are . . . (amount). Last years our income increased by . . . %. In the meantime we have hired . . . (number) new employees: . . . We have increasing capital requirements to maintain such growth.

I have enclosed our financial statement for . . . (year), our business plan and budget for . . . fiscal year. We require a credit facility of approximately . . .

Please provide me with a financial proposal that would meet our requirements. If you have any questions or require any additional information, please do not hesitate to contact me.

I would greatly appreciate it if this request is processed at your earliest convenience. Thank you in advance for your cooperation.

Yours sincerely,

. . .

## A Few Words About Banks, Finance and Business

### Practice

13 Match the questions to their answers.

1. How do I access my account?
2. What kind of things can I do via the Internet?
3. What kind of bank account would you like to open?
4. How are you doing?
5. Hello. How can I help you today?
6. Do I have any fees to pay?
7. Are there any application forms I have to fill?
8. Maybe you can pay in cash?
9. How much would you like to borrow?
10. What else can I do for you today?



- a. Hello. I'd like to get some information on the telephone banking services offered by your bank.
- b. Great. Thanks for asking.
- c. As a matter of fact, you do.
- d. Yes, you have to fill in this application form and get it signed by your employer and two responsible citizens.
- e. I don't have any cash on me.
- f. I need a checking account.
- g. Just call the bank, key in your PIN number and listen to the menu of options available.
- h. That's all I need today. Thanks.
- i. I need a \$50,000 loan.
- j. You can check your balance, pay bills, order a statement or even transfer money to another bank.

# Unit

# 6

## 14 Fill in the gaps with the correct forms of the verbs.

Dear Mr Morton

I (to write) to you about your company's latest sales figures, which we recently (to receive).

As you say in your letter, the figures (not to be) good and they (not to seem) to be improving. Your figures (to show) losses for three years, and I (to be) very sorry to say that they still (to show) large losses. As a result, you (not to be) surprised to know that we (to get) very worried about the business loan which you haven't yet been able to start repaying.

Before your latest sales report, we (to hope) you (to succeed), but it (to be) clear now that the company soon (to have) to close. Our accountant still (to study) your sales figures, but he already (to decide) that we must now (to close) your loan account with this bank.

He (to send) you a copy of his report in tomorrow's post. I'd like to suggest that we meet early this week.

Yours sincerely

J. Hutton  
Loan Department Manager

## 15 Reconstruct the dialogue and act it out with a partner.

- Money is no problem.
- What sort of business are you going to set up?
- I'm afraid I'm not ready to discuss it now.
- Access to foreign markets.
- How much capital do you need?
- I'm going to open an ice-cream factory.
- What kind of support do you need exactly then?
- I see. How will you raise the money you need?



## A Few Words About Banks, Finance and Business

### 16 Role-play “Opening a Bank Account”.

Assume the roles of

- bank officers;
- customers (individuals or representatives of some companies).

The bank officers prepare all the forms necessary for opening an account as well as “plastic cards” and provide consulting services regarding available banking products, special offers etc.

The customers decide what kind of accounts they are going to open, ask relevant questions, fill in the forms and deposit “money”.



# Unit 7

## Advertising

### Warm-up

1 Name the types of advertising media.

public transport, mobile devices, the Internet, print publications, sponsorships, billboards, television, signage, radio, direct mail

1



2



3



4



5



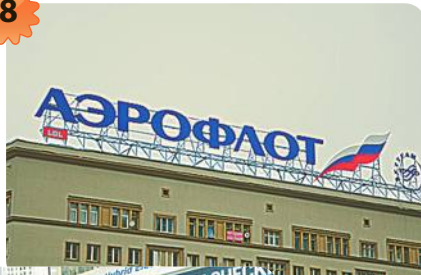
# Unit 7

## Advertising

6



8



7



9



10



### Grammar

2

Put the verbs in brackets in the Present Perfect Tense.

1. I (to be) an advertising consultant for over 10 years, and in advertising and marketing for over 20.
2. We (to finish) the annual report today.
3. Their local distributor (to show) them the new model.
4. . . . . you ever (to hear) about multiplatform selling?
5. The Internet (to open) up the possibilities for small businesses to get noticed.
6. Our country manager (to send) all customers our latest price list.
7. Mr Peterson (to give) me your name and address.
8. We (to analyse) the cause of the problem and know how to solve it.
9. . . . . the conference (to start)?
10. The spring catalogues (to be) already printed.

## Vocabulary

3 Study the following words and expressions.

**to be around** — существовать

**to carve** — вырезать

**notice** — уведомление, объявление

**barn** — амбар

**to take to the road** — путешествовать на автомобиле

**passer-by** — проезжающий мимо

**media** — средства массовой информации

**decade** — десятилетие

**recognizable** — признанный, самостоятельный

**improvement** — усовершенствование

**advent** — появление, приход

**integrated approach** — интегрированный (комплексный) подход

**to be involved** — участвовать

**brand planner** — бренд-стратег (*специалист в области маркетинга и психологии потребителя*)

**creative** — креативщик (*сотрудник, отвечающий за творческие решения*)



## Reading

4 Read the text.

# From the History of Advertising

Advertising has been around as long as people. Advertising dates back to ancient times with slogans and art painted on building walls in Roman times. Four thousand years ago ancient Egyptians invented advertising by carving public notices in steel.

## Advertising



One of the earlier forms of advertising was on barn roofs with white paint when the first cars rolled out of the Ford factory. America took to the road, and farmers saw opportunity to sell fresh farm food to passers-by.

The origins of modern advertising lie in the 19th century with the introduction of paid advertisements in newspapers.

The 1920s marked an important decade in the next phase of advertising: advertisement in electronic media – firstly, in radio, and later on, in television.

The 1960s marked the second really big phase in the history of modern advertising. At this time advertising legends such as David Ogilvy, Leo Burnett and Bill Bernbach introduced new ideas and business models that transformed advertising into a recognizable industry.

Although in the 1970s and 1980s there were some improvements to the main advertising model of the 1960s (for example, digital TV with its new channels open to advertisers), advertising really changed in the 1990s, with the advent of the Internet and digital media.

Advertising is now far more complicated than before for clients as well as agencies. A much more integrated approach is required by all. Clients need to be more involved in the advertising part of their businesses. They need to work closer with the advertising agencies. Advertising agencies must be integrated too: brand planners must work closely with PR people, creatives and so on.

# Unit

# 7

## 5 Answer the questions.

1. What forms of advertising existed in Roman times?
2. How did ancient Egyptians advertise?
3. What kind of advertising was invented by American farmers?
4. When did it happen?
5. Where do the origins of modern advertising lie?
6. What types of electronic media were used in the 1920s?
7. Who introduced new advertising ideas and business models?
8. When did advertising turn into a recognizable industry?
9. What approach to advertising is required today?
10. What does integration mean for today's advertising agencies?

## 6 Fill in the gaps with the words from the box.

“out-of-home advertising”, integrated, “advertisement”, advertising agency, digital media, signs, traditional advertising, sellers, online, television

1. After the Great Fire of London the word . . . . . began to be used by the *London Gazette*.
2. . . . . is digitized content (text, graphics, audio and video) that can be transmitted over the Internet or computer networks.
3. A fully . . . . . approach to advertising can actually save money.
4. Barkley is the largest employee-owned . . . . . in the US.
5. Digital advertising is similar to and different to . . . . .
6. . . . . is one of the most expensive forms of advertising, but on the other hand it reaches a very wide audience.
7. Music was a centuries-old advertising form in China in which . . . . . sang songs and played instruments while selling their goods.
8. The term . . . . . describes any type of advertising that reaches the consumer when he or she is outside of the home.
9. If you see an advertisement via the Internet, then it is classified as . . . . . advertising.
10. Large colourful outdoor . . . . . can easily catch the attention of passers-by.

### Speaking

7 Pair work. Ask and answer the following questions.

1. Why are there so many advertisements on TV, radio, in magazines etc?
2. Do you ever enjoy watching advertisements on TV? If yes, what do you enjoy about them?
3. What kinds of advertisements attract your attention?
4. Which celebrities have you seen in advertisements?
5. Can famous celebrities in ads make people want to buy a product?
6. Have you ever bought a product because of advertising? If so, why?

### Vocabulary

8 Study the following words and expressions.

**average** — средний

**domestic** — внутренний,  
отечественный

**income** — доход

**trendy** — модный, стильный

**literate** — грамотный

**likely** — вероятно

**not exactly** — не очень

**to suspect** — подозревать

**rates** — расценки

**estimate** — оценка, расчет  
(стоимости)

### Reading



9 Act out the following conversation.

The advertising campaign has to be carefully planned. John Barker and David Gouldstone are discussing their needs with Daisy Roberts, an advertising consultant.



*Daisy:* Who's your average domestic customer?

*John:* Professionals in their thirties and forties. High income, trendy . . .

*Daisy:* And computer literate?

*John:* Highly likely.

*Daisy:* Have you thought of advertising on the Web?

*David:* We haven't developed our website yet, but it's a possibility.

*Daisy:* What about image?

*David:* Exclusive, minimalist, chic, bright. Something along these lines.

*Daisy:* What about media? Where do you want to be seen?

*John:* We're thinking of a poster and magazine campaign.

*Daisy:* What about TV or cinema?

*John:* I don't feel that's right just yet. It's also a question of cost – our budget is not exactly huge.

*Daisy:* I suspect *Trend* and *Image* magazines will be a good starting point. I'll check out their rates and give you an estimate for the campaign on Friday.

## 10

**Correct the sentences.**

1. The customers of the company are specialists from different countries.
2. They seldom use a computer in their work.
3. David is developing a company's website.



## Advertising

4. The site will be very simple.
5. John and David want to start a magazine campaign.
6. They don't care about its cost.
7. They think the company's advertisement should be placed in chic, glossy magazines.
8. Daisy is a representative of *Trend* and *Image* magazines.
9. She does not recommend planning a TV or cinema campaign because of the company's low budget.
10. The advertisement will be printed on Friday.

### Writing



11

Using the sample given below, write an inquiry letter to an advertising agency.

Company Name or Letterhead  
Address



Date

Addressee

Address

Dear . . .

We are a new company in search of an advertising agency that can provide an innovative approach for marketing our products – . . .

We are specifically interested in . . . (radio and television) advertising. However, we are open to . . . (print) options.

We welcome the opportunity to meet with you to discuss your ideas for reaching our buyers and your rate estimates for a . . . (three-month) campaign.

A prompt response would be greatly appreciated. Thank you for your time and attention in this matter.

Yours sincerely,

. . .

## Practice

**12** Make up sentences using the following word combinations.

1. to leave the office
2. to check the quality
3. to select a customer
4. to send a price list
5. to offer services
6. to confirm one's appointment
7. to invite someone to a dinner party
8. to thank someone for their assistance
9. to congratulate someone on their promotion
10. to express one's sincere sympathy

**13** Match the careers in advertising with their descriptions.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1. Web designer             | 6. Desktop publishing operator |
| 2. Creative                 | 7. TV/Radio producer           |
| 3. Traffic manager          | 8. Account manager             |
| 4. Print production manager | 9. Dispatcher                  |
| 5. Online strategist        |                                |

- a. Puts all the elements for a commercial together, organizes shoots for TV or recordings for radio commercials.
- b. Sends packages from the agency, as well as distributes incoming mail, packages and messages throughout the agency.
- c. Produces ideas and turns them into ads.
- d. Has extensive knowledge of new media, especially the Internet and digital TV.
- e. Creates and designs the site.
- f. Works with the agency's clients, with the creative department to develop campaigns and with the other departments to get the campaign produced, shipped and paid for.
- g. Maintains high standards for all the print work that comes out of the agency.
- h. Works with sophisticated graphics computer programs.
- i. Ensures the smooth flow of work through the various agency departments.

## Advertising

- 14** When writing an advertisement, choose your words carefully! Some have a positive effect and excite interest. Others send negative signals. *New, free, love, results* fall into the first category. You won't see words such as *risk, bill, accident, fail*, which are examples of what to avoid.

Study the following words and write out positive ones. Use a dictionary if necessary. Select three words and think of products in whose advertisements they may be used.

*Example:* new — a new way of cooking pasta — pasta cooking container.

easy  
discover  
wrong  
secret  
worry

save  
discount  
unique  
problem  
difficult

lose  
guarantee  
bad  
comfortable  
special offer

- 15** Role-play “Advertising Campaign”.

Choose a product and advertise it using the most efficient advertising medium for it. Assume the roles of

- customers;
  - advertising managers;
  - advertisement sales agents;
  - copywriters;
  - designers
- etc.



# Unit 8

## Learning and Teaching History

### Warm-up

1 Match the dates, places, people and objects 1 – 12 with their descriptions a – l. Working in pairs, act out dialogues using the model.

- When did the Great Patriotic War take place?
- It took place from 1941 to 1945.



- |                         |                             |
|-------------------------|-----------------------------|
| 1. samurai              | 7. 1861 – 1865              |
| 2. Valentina Tereshkova | 8. Elizabeth II             |
| 3. 1812                 | 9. Sochi                    |
| 4. Holy Grail           | 10. Alexander the Great     |
| 5. ARPANET              | 11. Babylon                 |
| 6. Boris Yeltsin        | 12. Burj Khalifa skyscraper |

# Unit 8

## Learning and Teaching History

- a. 829.84 m
- b. a mystical object in the Arthurian legend
- c. the Queen of the United Kingdom
- d. the first woman astronaut
- e. the American Civil War
- f. one of history's most successful commanders
- g. the military nobility of pre-industrial Japan
- h. one of the largest ancient cities
- i. the first President of the Russian Federation
- j. the first Internet
- k. the Patriotic War
- l. the Olympic Games 2014

### Grammar

2

Read some historical facts and fill in the table with the numerals (write them in words).

1. The 16th-century Escorial palace of King Philip II of Spain had 1,000 doors. More than 500,000 visitors came to Escorial in 2012.
2. The 1st animal in space was the 2-years-old female husky named Laika, launched by the Soviet Union in 1957. In 1958 the US sent 2 mice called Laska and Benjy into space.
3. Only 1 of the 7 Wonders of the World still survives: the Great Pyramid of Giza. Initially at 146.5 metres, the Great Pyramid was the tallest man-made structure in the world for over 3,800 years.
4. The world's 1st skyscraper was the 10-storey Home Insurance office, built in Chicago in 1885. During Roman times buildings were up to 8 storeys high.
5. Playing cards were known in Persia and India as far back as the 12th century. A pack then consisted of 48 instead of 52 cards.

Cardinal Numerals	Ordinal Numerals

# Unit

# 8

3

Read the sentences and group the verbs in accordance with their pronunciation.

1. In 1860, Florence Nightingale established the Nightingale Training School for nurses at St Thomas' Hospital in London.
2. Andrew, one of the original twelve apostles of Christ, lived and worked as a fisherman in Galilee. Very little else is known about Andrew's life.
3. At the Battle of the Nile in 1798, Admiral Nelson successfully destroyed Napoleon's fleet.
4. In March 1815, Napoleon escaped from the island of Elba and marched on the French capital. The Battle of Waterloo ended his reign.
5. Adam Smith studied at Glasgow and Oxford Universities. He became part of a brilliant intellectual circle that included David Hume, John Home, Lord Hailes and William Robertson.
6. In January 1941, Joseph Stalin appointed Georgi Zhukov chief of the army general staff, a position he retained until the end of the war.
7. In August 1040, Macbeth killed the ruling king, Duncan I, and became king.

[d]	[t]	[ɪd]

## Vocabulary

4

Study the following words and expressions.

**key** — важнейший

**beyond** — за рамками

**instruction** — обучение, преподавание

**to conduct** — проводить

**to engage** — вовлекать

**related** — родственный

**Civics** — основы государства и права

**general Social Studies** —

обществознание

**field trip** — экскурсия

**fellow** — коллега

**to cover** — охватывать

**to assign** — задавать

**to mark** — оценивать

## Learning and Teaching History

**to earn** — получать  
**prospective** — будущий  
**full-time** — дневной, очный  
**the Enlightenment** — Просвещение  
**developmental** — возрастной  
**student teaching** — педагогическая практика, стажировка  
**to mentor** — быть наставником

**profound** — глубокий  
**trait** — черта (*характера*)  
**essential** — важный  
**to assess** — оценивать  
**performance** — успеваемость  
**dedication** — преданность  
**pace** — скорость, темп  
**patience** — терпение



### Reading

5 Read the text.

## What Does It Take to Be a History Teacher?

Secondary-school History teachers teach pupils about key people, places and events from the past. Most History teachers help their pupils to move beyond memorization. They provide instruction for conducting historical research and critical analysis of historical events. They also engage pupils in the study of various related sciences: Civics, Economics and general Social Studies. History teachers may also be responsible for supervising after-school activities and school trips, working with fellow teachers, parents and school officials as needed.

School History teachers prepare for class by deciding what material to cover, as well as how extensively they should discuss topics. They create lesson plans, present lectures and demonstrations, organize discussions, assign and mark homework and tests.

Earning a secondary school diploma is the first step on the path to becoming a History teacher. Most prospective secondary-school History teachers earn

# Unit 8



a college or university degree in teaching History, which takes about three to six years of full-time study.

For teaching school History classes, a student studies History, including various cultures and time periods such as the Renaissance and the Enlightenment, as well as Geography, Economics, Education, English, Child and Developmental Psychology, teaching methods and other subjects and completes a student-teaching practice.

History teachers must show that they have profound knowledge in the subject they teach by meeting state standards. Teachers also need a certain set of character traits to be successful educators. A talent for communicating with small children and detecting their needs is essential. At secondary level, teachers must know how to motivate older pupils. They need to be well organized and manage their time and tasks well. They need to objectively assess pupils' performance and demonstrate strong leadership skills. They must have a passion for History and dedication to teaching. Since each learner develops at his or her own pace, teachers also need patience.

## 6 Answer the questions.

1. What does a secondary school History teacher do?
2. How do History teachers prepare for class?
3. What after-class activities may they be responsible for?



## Learning and Teaching History

4. What is the first step on the path to becoming a History teacher?
5. How long does it take to earn a degree in teaching History in (your) college?
6. What subjects does a prospective History teacher learn?
7. How do History teachers show that they have proficient knowledge in the subject they teach?
8. What character traits do they need to be successful educators?
9. Why do they need patience?
10. What talent is important for working with small children?

7

Fill in the gaps with the words from the box.

conduct, assign, mark, earn, dedication, school trip, essential, profound, performance, traits, instruction

1. It will take me 4 years and 10 months to . . . . . a degree in teaching History.
2. The purpose of the . . . . . is to provide students with experiences outside their everyday activities.
3. Do not . . . . . new material as homework as pupils will not understand it.
4. On-the-job training, sometimes called direct . . . . . (or sit-by-me training) is the earliest kind of training.
5. The students are divided into separate groups according to their academic . . . . .
6. Health care advocates often . . . . . research to determine a community's health care needs.
7. Teaching is a career that takes intelligence, . . . . . and skill, but most importantly, the desire to teach must come from the heart.
8. These professionals can carry out such tasks if they have . . . . . knowledge in auditing, tax and accounting systems.
9. Teachers should stop using red pens to . . . . . homework and tests because it upsets schoolchildren, US researchers say.
10. What personality . . . . . of the teacher are . . . . . in the process of pedagogical communication?

## Speaking

8

Why is it important to study history? How may it help in your future work? Answer these questions, using the following phrases if necessary.

to understand people and societies, how and why they change  
 to learn from the mistakes of others  
 to evaluate sources of information  
 to develop research skills  
 to develop critical thinking  
 to continue study in law or public administration  
 to become a political leader  
 to become a professional historian  
 to teach at various levels  
 to work in museums and media centres  
 to do historical research for businesses or public agencies



## Reading

9

Act out the following conversation.

**stall** — стенд (на выставке)

**diorama** — картина с объемным первым планом, охватывающая не весь круг горизонта, а лишь его часть

**to depict** — изображать

**dated** — устаревший

*Pupils:* Good morning, Mr Burn!

*Teacher:* Good morning, children. Please sit down. How did you enjoy the historical exhibition yesterday?

## Learning and Teaching History



*Pupils:* It was wonderful.

*Teacher:* Vera, which stall impressed you most?

*Vera:* The one put up by the Virginia Historical Society.

*Teacher:* What about you, Bob?

*Bob:* I liked the stall with dioramas depicting Native American life.

*Teacher:* Do you remember who made them and when?

*Bob:* Zoologist Robert Butsch in the 1950s–60s.

*Teacher:* Very good! What about you, Nick?

*Nick:* To tell the truth, I didn't like the dioramas, they were so dated! What I liked was the 5D Prehistory Adventure! It's a really cool movie!

10

### Correct the sentences.

1. The exhibition was devoted to prehistory life.
2. Vera was interested in the exhibits displayed by the Virginia Historical Museum.
3. American archeologist Robert Butsch made dioramas depicting the life of Indian tribes.
4. Nick didn't visit the exhibition.
5. He hates films with special effects.

## Writing



11

Describe your future career. Use the following plan if necessary.

1. First of all I am going to complete my programme of . . . and earn a degree in . . .
2. I would like to become employed by . . . as a . . .
3. In my first year (or two) after graduation I am planning to . . .
4. After that I am planning to focus on specializing more seriously in . . . etc.

## Practice

12

Rewrite the text in the Passive.

In 2099, Professor Peacemaker invented a time machine. His daughter Laura used the machine to travel back in time and bring back objects from ancient civilizations.

In 2105, Laura tested his Invisibility Shampoo. She disappeared.

Last year the professor created the first humanoid robot. His invention amazed the scientific community.

Next year, his lab team is going to build a telepathically controlled television system. The TV will show programmes according to the wishes of the viewer. The viewers will transmit these wishes telepathically. But first, doctors must insert a special transmitter in their brains.



## Learning and Teaching History

**13** Match the job title (1 – 10) with the description of the job duties (a – j).

- |                |                             |
|----------------|-----------------------------|
| 1. educator    | 6. diplomat                 |
| 2. politician  | 7. museum / gallery curator |
| 3. lawyer      | 8. image maker              |
| 4. historian   | 9. archeologist             |
| 5. philosopher | 10. public administrator    |

- a. A person who acquires, cares for, develops, displays and interprets a collection of artefacts or works of art.
- b. A person who studies prehistoric people and their culture.
- c. A person who is involved in influencing public policy and decision-making.
- d. A person who uses the techniques of advertising or public relations to create a favourable view of a person or institution.
- e. A specialist in the theory and practice of education.
- f. A person who gives legal advice and assistance to clients and represent them in court or in other legal matters.
- g. A person appointed by a national government to conduct official negotiations and maintain political, economic and social relations with another country or countries.
- h. A person who writes or compiles a chronological record of events.
- i. A government employee who works to improve government services offered to members of the public.
- j. A person who offers views or theories on profound questions in ethics, metaphysics, logic and other related fields.



# Unit 8

- 14 Read the conversation and be ready to act it out in class. Write out the names of attractions mentioned in the text and provide them with historical references.

*Tania:* We would like to know if there are any sights to see around here.

*Tourist Information Officer:* Certainly, madam. The town centre. It has got a pleasant blend of 18th- and 19th-century houses. Then there is Richmond Castle dating from the 11th century, which offers you a fine view of the Vale of York.

*Tania:* How do we get there?

*TIO:* You can take the number 35 bus, which stops just outside. You may also want to see the Theatre dating from 1788 — one of England's oldest theatres — or the general market on Saturday.

*Ann:* Is there anything outside town?

*TIO:* Yes. Barnard Castle is 17 miles northwest of Richmond. It was built in the 13th century. You can take the train from the station or the number 4 bus. It leaves at ten to the hour every hour. Here is a leaflet with some extra information.

*Tania:* Thank you very much. I think the castle is on our way to Scotland.

*Ann:* Let's go and see it.



## Learning and Teaching History

### 15 Role-play “A History Lesson”.

Let’s face it, history can be boring. Especially for younger kids, who might get lost in the facts. Plan a “creative” History lesson. There is a way to make it fun!

Teach the children about some aspects of the time that you are studying, for example:

- The clothing styles. Design some suitable clothes, which may be drawn on paper, cut out and stuck onto the models. If there is time, the children could also cut out the models (with their new clothes) and make a class fashion display.
- The food and “restaurants”. Find a suitable recipe, cook and serve the dish.
- The trading activity. Role-play a visit of an ancient citizen to a baker’s, greengrocer’s etc.



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В пособии использованы материалы следующих сайтов:

<http://www.m-prestige.net/eprestige/be/ml/1-12.htm> (Unit 3, Ex. 13);  
<http://www.m-prestige.net/eprestige/be/ml/1-11.htm> (Unit 3, Ex. 14); [www.wisegeek.com/what-are-the-different-food-service-careers.htm](http://www.wisegeek.com/what-are-the-different-food-service-careers.htm), [http://esl.about.com/od/businessspeaking/a/espe\\_fs.htm](http://esl.about.com/od/businessspeaking/a/espe_fs.htm) (Unit 5, Ex. 7); <http://finance.mapsofworld.com/finance/finance-and-banking/history-of-banking-and-finance.html> (Unit 6, Ex. 5);  
<http://english-the-international-language.com/edbnk.php> (Unit 6, Ex. 10);  
[http://wiki.answers.com/Q/Who\\_invented\\_advertising](http://wiki.answers.com/Q/Who_invented_advertising) (Unit 7, Ex. 4);  
<http://www.bizdocx.com/business-letters/advertising/inquiry-to-advertising-agency/> (Unit 7, Ex. 11).