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Тольяттинский государственный университет

**ПРОФЕССИОНАЛЬНЫЙ
АНГЛИЙСКИЙ ЯЗЫК.
СТРАТЕГИИ ЭФФЕКТИВНОЙ
КОММУНИКАЦИИ
В МЕЖДУНАРОДНОМ
БИЗНЕС-ПРОСТРАНСТВЕ**

Электронное
учебно-методическое пособие

В 2 частях

Часть 2

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Целью учебно-методического пособия является формирование и совершенствование иноязычной коммуникативной компетентности студентов в сфере профессионального делового общения: развитие профессиональных, лингвистических и коммуникативных компетенций, способности устанавливать и поддерживать деловые контакты с помощью английского языка как инструмента общения и взаимодействия в международном профессиональном сообществе.

Пособие предназначено для студентов неязыковых направлений подготовки очной и заочной форм обучения (в том числе с использованием ДОТ).

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**ПРОФЕССИОНАЛЬНЫЙ АНГЛИЙСКИЙ ЯЗЫК.
СТРАТЕГИИ ЭФФЕКТИВНОЙ КОММУНИКАЦИИ
В МЕЖДУНАРОДНОМ БИЗНЕС-ПРОСТРАНСТВЕ**

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ВВЕДЕНИЕ

Цель изучения дисциплины «Профессиональный английский язык» – формирование навыков устной и письменной англоязычной коммуникации в рамках контактной и самостоятельной работы студентов неязыковых направлений подготовки.

Задачи изучения дисциплины:

- 1) совершенствование навыков самостоятельной работы с аутентичным англоязычным материалом;
- 2) развитие навыков анализа использования грамматических конструкций, фразеологических единиц и тематической лексики по тематике курса в определенной ситуации общения, отвечающей коммуникативным прагматическим целям собеседников;
- 3) формирование навыков самостоятельной подготовки к устной и письменной коммуникации для достижения различных целей, возникающих в ситуациях делового общения при осуществлении межкультурной и профессиональной деятельности;
- 4) развитие умения самостоятельного поиска значимой информации при работе с аутентичным материалом, отражающим ситуации современных тенденций в международном сообществе и бизнес-среде;
- 5) развитие умения самостоятельного анализа информации при прослушивании устных монологических и диалогических текстов аутентичного характера, содержание которых имеет межкультурный и деловой контекст.

Требования к уровню освоения содержания курса

В результате самостоятельной работы и изучения курса студент должен

– **знать:**

- современную лексику для общения на английском языке в различных ситуациях межкультурного взаимодействия;
- нормы использования изученных грамматических конструкций английского языка, обеспечивающие успешную устную и письменную межкультурную коммуникацию;

– **уметь:**

- понимать значение устойчивых сочетаний, изученных лексических единиц английского языка в контексте и использовать их в речи;
- использовать словари, справочную литературу и ресурсы Интернета для совершенствования навыков самостоятельной работы и саморазвития (проверки правильности употребления изучаемых слов);
- строить диалогическую и монологическую речь в простых коммуникативных ситуациях делового общения;
- составлять аннотацию на английском языке по предложенной и проанализированной проблематике;
- готовить презентацию и выступление по выбранной тематике делового и межкультурного характера;

– **владеть:**

- навыками правильного использования грамматических конструкций и тематической лексики для построения высказывания на английском языке;
- английским языком в объеме, необходимом для получения и оценивания информации из зарубежных источников;
- навыками говорения с использованием лексико-грамматических средств в основных коммуникативных ситуациях делового и межкультурного общения;
- навыками аудирования с целью понимания диалогической и монологической речи в сфере деловой и межкультурной коммуникации;
- навыками написания аннотации;
- навыками презентации и самопрезентации.

Цель издания «Профессиональный английский язык. Стратегии эффективной коммуникации в международном бизнес-пространстве» — обеспечить учебно-методическими материалами изучаемую дисциплину, сформировать профессиональную иноязычную компетентность студентов посредством приобретения умений и навыков грамотного, эффективного делового и межкультурного общения на иностранном языке в процессе самостоятельной подготовки.

Вторая часть учебно-методического пособия является рабочей тетрадь и предназначена для проведения учебных занятий со студентами 2–3 курса бакалавриата неязыковых направлений подготовки очной и заочной форм обучения (в том числе с использованием дистанционных образовательных технологий), продолжающих изучать английский язык с целью выстраивания эффективной иноязычной коммуникации в профессиональном бизнес-сообществе.

Методическая организация данного пособия предполагает использование в учебном процессе современных цифровых технологий и платформ. Предполагаемый формат организации учебной деятельности – перевёрнутый класс (flipped learning).

В данном пособии используется большое количество современных медиаматериалов. Новизна данного учебно-методического пособия – использование современных авторских методических заданий для англоязычного контента, в котором затронуты актуальные в профессиональной среде темы: «Деловая коммуникация», «Этикет в международном бизнес-пространстве», «Наука, инновации и бизнес», «Цифровые технологии для общества и бизнеса». Структура учебно-методического пособия соответствует требованиям ФГОС и способствует формированию надпрофессиональных навыков, а также готовности выпускника вуза к иноязычной коммуникации в устной и письменной формах для решения задач межличностного и межкультурного взаимодействия в профессиональной среде.

Данное пособие состоит из введения, методических рекомендаций для преподавателя и студентов, описания методического обеспечения курса, четырёх модулей с обзорным повторением грамматического материала по каждому модулю. Предусмотрено использование видеоматериалов для повышения мотивации к самостоятельному изучению материала делового и межкультурного контекста.

Каждый модуль содержит информацию о целях обучения, плане самостоятельной работы студентов и формируемых навыках (skills); упражнения для самостоятельного закрепления изученных лексико-грамматических конструкций, а также видеоматериалы для отработки изученного материала в рамках самостоятельной и аудиторной работы с преподавателем. В учебно-методическом

пособии имеются ключи для самопроверки самостоятельной работы студентов к тестам из 1-й части пособия «Профессиональный английский язык. Стратегии эффективной коммуникации в международном бизнес-пространстве. В 2 частях».

Таким образом, применяемый в данном учебно-методическом пособии комплексный подход к представлению учебного материала обеспечивает оптимальный баланс между аудиторной и самостоятельной работой студентов.

Все модули данного учебно-методического пособия имеют очень похожую структуру и содержат примерно одинаковый набор упражнений для тренировки следующих видов речевой деятельности:

– *аудирование*

- повторение теоретического материала по изученным на аудиторных занятиях грамматическим конструкциям и явлениям;
- анализ использования изученных грамматических конструкций в речи носителей языка через современный межкультурный и деловой контент;

– *письмо* – написание аннотации к видеоконтенту с использованием клише и речевых формул (минимум 10 предложений).

– *говорение*.

Вся структура данного учебно-методического пособия построена в соответствии с европейской системой CEFR и в соответствии со стандартами подготовки к международному экзамену TOEIC.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЯ

Пособие предусматривает использование технологии традиционного и смешанного обучения, основанной на практических и интерактивных формах работы, при контактной работе в аудитории и при самостоятельной работе студентов. В учебно-методическом пособии использованы традиционные технологии обучения в интеграции с творческими заданиями и игровыми технологиями. Данный подход мотивирует студентов к самостоятельной работе и обеспечивает подготовку к продуктивной деятельности на аудиторных занятиях.

Преподаватель проверяет самостоятельную работу студентов следуя алгоритму методики смешанного обучения и перевёрнутого класса (flipped learning):

1. Самостоятельное повторение грамматического материала. Студент повторяет грамматический материал на основе представленного видео и вопросов (внеаудиторная самостоятельная работа).

2. Обсуждение с преподавателем в классе теоретического материала и выполнение упражнений на отработку изученных в рамках модуля грамматических конструкций в ситуациях межкультурного и делового иноязычного общения (контактная работа + аудиторная самостоятельная работа).

3. Выполнение заданий по аудированию аутентичного видеоматериала, который представлен двумя видами: англоязычные песни и видеоконтент по изучаемой тематике модуля (внеаудиторная самостоятельная работа).

Методический потенциал использования англоязычных песен – повторение грамматических конструкций с применением современной общебытовой, разговорной лексики. Методический потенциал использования видеоконтента – показ различных ситуаций и моделей использования речевых образцов в межкультурной среде и бизнес-сообществе.

4. Написание аннотации к песне и видео (внеаудиторная самостоятельная работа + контактная работа).

5. Выполнение заданий из раздела Self-assessment (1-я часть пособия) для отработки изученного лексико-грамматического материала (внеаудиторная самостоятельная работа).

6. Подготовка презентации и её защита (внеаудиторная самостоятельная работа + контактная работа).

Система оценки деятельности студентов

Преподаватель оценивает качество и количество самостоятельно выполненных студентом заданий и выставляет оценку на образовательном портале ТГУ.

Оценка деятельности студентов (устные и письменные ответы) осуществляется в соответствии с балльно-рейтинговой системой, размещенной на образовательном портале ТГУ:

- аудиторная контактная работа – 170 баллов за семестр;
- самостоятельная внеаудиторная работа – 200 баллов за семестр;
- самостоятельная аудиторная работа – 160 баллов за семестр;
- тестирование в формате TOEIC – 300 баллов за семестр;
- лексико-грамматическое тестирование по дисциплине «Профессиональный английский язык» через отдел тестирования – 100 баллов.

Оценки за аудиторную и внеаудиторную работу доводятся до сведения студентов и отражаются в рабочей ведомости преподавателя на образовательном портале ТГУ. В конце семестра у студента формируется итоговая интегрированная оценка, которая складывается из оценок аудиторной контактной, аудиторной самостоятельной и внеаудиторной самостоятельной работы. Итоговая интегрированная оценка автоматически приводится к 100 %.

Учебно-методическое пособие построено таким образом, чтобы оценить аудиторную (контактную) работу, а также аудиторную и внеаудиторную самостоятельную работу студентов.

Согласно рабочей программе дисциплины (РПД) у студента запланировано два аудиторных занятия (4 часа). За **аудиторную контактную (групповую) работу** студент может получить максимум 5 баллов за каждое учебное занятие (2 часа).

Критерии оценки:

0 баллов – студент не принимает участия в работе группы;

1 балл – студент принимает минимальное участие в работе группы, неадекватно использует лексико-грамматические конструкции изученной темы, допускает значительное количество языковых и речевых ошибок при выполнении творческого задания;

2 балла – студент демонстрирует низкий уровень владения иностранным языком, допускает значительное количество языковых и речевых ошибок в использовании лексико-грамматических конструкций изученной темы при выполнении творческого задания;

3 балла – студент демонстрирует средний уровень владения иностранным языком, допущено небольшое количество грубых языковых и речевых ошибок при коммуникации на иностранном языке и выполнении творческого задания;

4 балла – студент демонстрирует средний уровень владения иностранным языком, допускает одну-две незначительные языковые и речевые ошибки при коммуникации в группе, творческое задание выполнено с одной-двумя незначительными ошибками;

5 баллов – студент демонстрирует высокий уровень адекватного использования лексико-грамматических конструкций по изученной теме при иноязычной коммуникации с преподавателем и в группе, творческое задание выполнено без ошибок.

Согласно РПД на самостоятельную работу студента запланировано 40 часов в семестр (80 часов в год). Самостоятельная работа может быть аудиторной и внеаудиторной.

Аудиторная самостоятельная работа строится на основе проверки изученного лексико-грамматического материала в виде перевода предложений с русского на английский язык. Максимальное количество баллов за данный вид деятельности по одному модулю – 40 баллов.

Критерии оценки:

0 баллов – студент не выполнил тест, отсутствовал на учебном занятии;

10 баллов – студент неадекватно использовал лексико-грамматические конструкции темы модуля, допустил значительное коли-

чество грубых языковых и речевых ошибок; правильно выполнено менее 40 % заданий теста;

20 баллов – студент правильно выполнил от 41 до 60 % заданий теста, при переводе предложений допустил лексико-грамматические ошибки;

30 баллов – студент правильно выполнил от 61 до 80 % заданий теста, при переводе предложений допустил не более четырех языковых и речевых ошибок;

40 баллов – студент правильно выполнил более 80 % заданий теста, допустил не более двух незначительных языковых и речевых ошибок при переводе предложений.

Внеаудиторная самостоятельная работа студентов – это планируемая учебная, учебно-исследовательская или научно-исследовательская работа студентов, выполняемая во внеаудиторное время и при методическом руководстве преподавателя, но без его непосредственного участия.

Настоящее учебно-методическое пособие предусматривает три вида самостоятельно внеаудиторной работы:

- 1) написание аннотации к песне по заданному шаблону;
- 2) написание аннотации к видео по заданному шаблону;
- 3) создание презентации и подготовка доклада по выбранной теме.

На образовательный портал ТГУ выставляется интегрированная оценка внеаудиторной самостоятельной работы. Максимальное количество баллов – 50, оно складывается из трех оценок.

За написание аннотации к песне/видео по заданному шаблону студент получает максимум 10 баллов. Критерии оценки:

8–10 баллов – письменное высказывание логично, соответствует плану, есть вступление, заключение, деление на абзацы, предложения построены правильно, отсутствуют лексические ошибки, допущено не более двух негрубых грамматических ошибок;

6–8 баллов – письменное высказывание логично, соответствует плану, есть вступление, заключение, деление на абзацы, есть ошибки в структуре высказывания, присутствуют три-четыре лексико-грамматические ошибки;

2–4 балла – письменное высказывание нелогично, задание выполнено не полностью, есть ошибки в структуре высказывания, присутствуют лексическо-грамматические ошибки;

0–2 балла – задание выполнено частично, есть серьезные ошибки в содержании, не соблюдается структура высказывания, много лексико-грамматических ошибок.

За создание презентации и подготовку доклада по выбранной теме студент получает максимум 30 баллов. Критерии оценки:

30 баллов – высказывание логично и имеет завершённый характер, средства логической связи используются правильно, использованный словарный запас, грамматические структуры соответствуют поставленной задаче, допускается не более двух негрубых лексико-грамматических ошибок;

25 баллов – высказывание в основном логично и имеет достаточно завершённый характер, но отсутствует вступительная или заключительная фраза, имеются одно-два нарушения в использовании средств логической связи, использованный словарный запас и грамматические структуры соответствуют поставленной задаче, допускается не более четырех лексико-грамматических ошибок;

20 баллов – высказывание в целом логично, но вступительная и заключительная фразы отсутствуют; средства логической связи практически не используются, грамматические структуры соответствуют поставленной задаче, допускается не более пяти лексико-грамматических ошибок;

15 баллов – высказывание нелогично, вступительная и заключительная фразы отсутствуют; средства логической связи используются мало, грамматические структуры соответствуют поставленной задаче, допускается не более пяти лексико-грамматических ошибок;

10 баллов – коммуникативная задача не выполнена, есть серьезные ошибки в структуре презентации, понимание высказывания затруднено из-за многочисленных лексико-грамматических ошибок;

0 баллов – студент не подготовил презентацию к установленному сроку.

Критерии и схемы оценивания самостоятельной деятельности студентов приведены в «Фонде оценочных средств» дисциплины, который находится на кафедре «Теория и практика перевода» и на образовательном портале в системе ЭИОС ТГУ.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ СТУДЕНТОВ

Занятия по дисциплине «Профессиональный английский язык» строятся на интеграции и оценке различных форм деятельности студентов: контактной, аудиторной самостоятельной и внеаудиторной самостоятельной работы. В кратком виде рекомендации по эффективной организации деятельности студентов изложены на английском языке в плане каждого модуля (Tips for students). Общие рекомендации по подготовке к занятиям следующие:

1. Ознакомьтесь с требованиями к критериям и нормам текущего контроля и промежуточной аттестации на первом занятии.

2. Так как зачет формируется по накопительному рейтингу в течение семестра, старайтесь посетить как можно больше занятий и выполнить все самостоятельные работы. Регулярно просматривайте результаты своей работы на образовательном портале ТГУ, чтобы иметь актуальную информацию о количестве набранных баллов.

3. Внимательно читайте инструкцию к каждому заданию перед его выполнением.

4. Возникающие вопросы не стесняйтесь задавать преподавателю.

5. Обратите внимание на рекомендации, которые дает преподаватель. Выполняйте задания раздела Self-assessment («Профессиональный английский язык». Часть 1) самостоятельно. Правильность выполнения всех заданий вы можете проверить по ключам, представленным в конце рабочей тетради. Вы должны быть готовы отчитаться о проделанной работе перед преподавателем во время аудиторного занятия.

6. При написании аннотации к песне и видео, а также при подготовке презентации пользуйтесь представленными речевыми формулами и клише.

По результатам выполнения самостоятельной работы студент должен быть готов к составлению и воспроизведению монологической речи (презентация) и участию в дискуссии. Студент должен уметь аргументировать свою точку зрения и подводить итог / делать вывод в конце речевой деятельности.

Module 1. COMMUNICATION AND BUSINESS



(Source: <https://pixabay.com/ru/>)

Learning aims:

1. Watching video for grammar revision (Active Voice).
2. Doing grammar exercises and drilling.
3. Watching and analyzing the cross-cultural video (listening to the songs and answering the questions).
4. Writing a review on one of the songs.
5. Making a presentation.

Module plan:

1. Grammar revision (grammar video and exercises).
2. Songs *Perfect* by Ed Sheeran and *Another Day in Paradise* by Phil Collins: listening and discussion.
3. Writing: a review and an abstract.
4. Speaking: making a presentation.

Skills

A student will be able:

- to express his/her opinion;
- to talk about different types of communication;
- to write a review and an abstract;
- to prepare a presentation.

Tips for students

Discussion: express your opinion, participate in discussion.

Writing: write a review and an abstract (10 sentences) by using the clichés.

Grammar Theory

Task 1. Find a video or content about the use of Present Simple and Present Continuous. Be ready to discuss the following questions with your teacher:

1. How is Present Simple formed? When is it used?
2. How is Present Continuous formed? When is it used?
3. Make up your own sentences using Present Simple and Present Continuous and the vocabulary from Module 1.

Task 2. Find a video or content about the use of Past Simple and Past Continuous. Be ready to discuss the following questions with your teacher:

1. How is Past Simple formed? When is it used?
2. How is Past Continuous formed? When is it used?
3. Make up your own sentences using Past Simple and Past Continuous and the vocabulary from Module 1.

Task 3. Find a video or content about the use of Past Perfect and Present Perfect. Be ready to discuss the following questions with your teacher:

1. How is Past Perfect formed? When is it used?
2. How is Present Perfect formed? When is it used?
3. Make up your own sentences using Past Perfect and Present Perfect and the vocabulary from Module 1.

Task 4. Find a video or content about different ways of expressing future. Be ready to discuss the following questions with your teacher:

1. Talk about different ways of expressing the future meaning.
2. What is the meaning of *will*, *be going to*, *might*, *be likely to*?
3. Make up your own sentences using different ways of expressing future and the vocabulary from Module 1.

Task 5. Analyze the table below and be ready for the dialogues from Task 6.

Grammar Tense	Verb Form	Example
Present Simple	V ₁	+ I drive a bus. The café opens at 8.00 in the morning. – I don't drive a bus. The café doesn't open at 8.00 in the morning. ? Do you drive a bus? What time does the café open ?
Present Continuous	be (am, is, are) +V _{ing}	+ He is having a shower. – He isn't having a shower. ? Is he having a shower?
Present Perfect	have/has + V _{ed/3}	+ I have lost my key. He has already paid . – I haven't lost my key. He hasn't paid yet. ? Have you lost your key? Has he paid yet?
Past Perfect	had + V _{ed/3}	When we came to the station, the train had already left .
Past Simple	V _{ed/V₂}	The police stopped me on my way home yesterday.
Past Continuous	be (was/were) + V _{ing}	When he was going to work, he met his colleague.

Grammar for Every Day Use

Task 6. Choose the correct answer according to the revised grammar and dramatize the dialogues.

Situation 1: Pretty girl

Scene: Two friends are talking at the party

Characters: friends Robert and Mark

Robert: Mark, who is that pretty girl over there?

Mark: That's my friend Mary.

Robert: Oh, really? What does she do?

Mark: _____

Robert: Can you introduce me to her? I'm going to Paris next summer. I think, we have a lot in common.

- a. She works as a French teacher at school.
- b. She work as a French teacher at school.
- c. She is working as a French teacher at school.

Situation 2: Tricky language

Scene: Two people are talking at the international conference

Characters: Participant 1: Adam Cole, manager

Participant 2: Jay Elliot, Head of Sales Department

Participant 1: Excuse me, sir. Could you tell me who is making a speech?

Participant 2: This is Juan, our business partner.

Participant 1: Oh, really? What language is he speaking? I can't understand anything.

Participant 2: _____

Participant 1: Hmm. I wish I could speak Portuguese... or Juan could speak English.

- a. He speaks Portuguese.
- b. He is speaking Portuguese.
- c. He speak Portuguese.

Situation 3: Anxious mum

Scene: Mum is taking to her son on the phone

Characters: Mum, Chris (her son)

Mum: Chris, how is it getting on? I'm so worried. I called you yesterday at 6 and 8 o'clock. But I couldn't reach you. Your mobile phone was not available. What were you doing?

Chris: Don't worry, Mum. . _____

Mum: Ok, I see. Have a nice day, Chris. See you soon.

- a. We were played football.
- b. We were playing football.
- c. We played football.

ENGLISH GRAMMAR: REVISION, FUN AND CAREER DEVELOPMENT

Active Voice

Instruction for working with the worksheet

- Read all the tasks attentively.
- Do the tasks step by step.

Past Simple & Past Continuous

1. Match the sentence halves:

- | | |
|---|--|
| 1. They were still working on their designs | a. that they were exhibiting at the Inventors' Fair. |
| 2. An Australian entrepreneur expressed interest in the new product | b. when suddenly Jackson announced that he was stepping down as General Manager. |
| 3. They invited high-profile entrepreneurs on TV | c. when they saw an opening in the market. |
| 4. Apple released the first iPad in April 2010 | d. they decided to exhibit at the Inventors' Fair. |
| 5. We were having a boring meeting | e. and asked him to talk about innovation and change. |
| 6. As they had an exciting idea to promote | f. and sold 3 mln of the devices in 80 days. |

2. Find and correct the mistakes.

1. Because Hiltex was worried that its competitors would copy its new machines, it was immediately filing patents for them.
2. At first, the agency was not believing that the machine would save so much time.
3. I was planning to visit the International Inventors' Fair but I did not have time.
4. The story goes that Professor Auenberg was having an idea for the electric shoe brush while he was washing up.
5. They failed to see the gap in the market and so missed a unique opportunity.
6. Z40, the new drug developed by Pharmatek, marked a breakthrough in the treatment of cancer.
7. Zirkon already made good profits when it introduced its new digital camera in 2017.
8. Last year we spent a lot on marketing and so attracted a lot of new customers.

3. Complete the sentences with the correct form of the verb in brackets.

1. Our company (*lose*) money at the alarming rate then in 2015 we (*launch*) our Hermes 5 tablet computer. Sales (*go up*) dramatically and our financial situation (*improve*) rapidly.
2. We (*have*) a successful negotiation when suddenly our boss (*phone*) us to say he (*want*) completely different conditions.
3. We (*plan*) to patent our new drug but we (*wait*) far too long. A month after our discovery, our main competitor (*sell*) basically the same product.
4. Julia (*decide*) to take a few months off in 2018 when she (*work*) for Clairval Cosmetics. While she (*tour*) New Zealand, she (*develop*) an interest in Maori culture. She (*take*) samples of some plants used in their rituals because she (*believe*) they could be used in some of her company's products.

Past Simple & Present Perfect

1. Choose the correct beginning of the question from the words in italics to complete questions 1–8. Then match them with the responses a–h. Enter the number of the question corresponding to the response.

1. *Did you read / Have you read* that article about e-recruitment last week?
 2. *Did you see / Have you seen* the new Dali exhibition yet?
 3. *Have you ever / Did you yet* applied for a job online?
 4. *Have you had / Did you have* any work experience when you joined this company?
 5. *Have/Has* she made many calls today?
 6. *Have/Did* all the candidates come for interview yesterday?
 7. *Have you received / Did you receive* a bonus in the last six months?
 8. *Have you learnt / Did you learn* a lot in your last job?
- a. No, never. ____
 - b. No, I haven't. Our results haven't been very good. ____
 - c. Just one or two this morning. ____
 - d. Yes, I did. I did several jobs when I was a student. ____
 - e. No, I didn't. I didn't have much responsibility, so it was very boring. ____
 - f. Yes, it was very well-written. ____
 - g. Just one person wasn't there. ____
 - h. No, I haven't had time. ____

2. Complete the text with the correct form (Past Simple or Present Perfect) of the verbs in brackets.

I (*work*) for Design Master since last summer. So far it (*be*) enjoyable and I (*not have*) any difficulties. At the beginning I (*expect*) to have a lot of problems, though. I (*think*) I might not get on with my colleagues but all of them (*be*) friendly and supportive since the very first day. Last week, for example, I (*have to*) meet some very tight deadlines, which (*be*) quite successful. One of my colleagues (*offer*) to collect all the data and I (*need*) for the quarterly report. This (*save*) me at least half a day's work. I (*work*) for four different companies over the last ten years but I (*never feel*) so welcome as at Design Master, I must say.

3. Complete the text with the verbs in the box using either Past Simple or Present Perfect.

acquire add create finish increase launch open reach start turn

The Inditex group consists of almost a hundred companies dealing with the textile design, production and distribution. Its unique management techniques and its successes _____ Inditex into one of the world's largest fashion groups.

The first Zara shop _____ in 1975 in La Coruna in northern Spain. Over the years, the group _____ other chains in the original Zara, each covering a different market sector. In 1991, the group _____ Pull&Bear, and in 1995, _____ 100 % of Massimo Dutti. Bershka _____ its activity in 1998, followed by the acquisition of Stradivarius in 1999. Two years later, Inditex _____ Oysho, a chain specializing in fashionable lingerie and underwear.

In the last four years, the number of shops in the group _____ a figure of over three thousand, and the group now has operations in 64 countries worldwide. In the same period, sales _____ by 22 % and net profits by 25 %.

Despite its size, the group still controls its activities from a logistical centre in Arteixo, a village near the north-west of Spain, but in 2003 it _____ work on "Platforma Europa", a new distribution centre in Zaragoza.

Talking about the future

1. Complete the conversation with the correct form (*will, going to, Present Continuous*) of the verb in brackets.

Anna: Hi, Jean. _____ (*you/do*) anything this evening?

Jean: Yes, I think I _____ (*stay*) at home and watch TV. Why?

Anna: Well, Milos and I _____ (*go*) out for a drink with our new boss, and we wanted to invite you.

Jean: Your new boss?

Anna: Yes, her name's Jessica and she _____ (*start*) next week. We are going to that new bar on 22nd Street.

Jean: In that case I _____ (*come*) with you! I've always wanted to go there. What time you _____ (*meet*)?

Anna: About six.

Jean: I _____ (*bring*) Tony. He'd like to meet Jessica.

Anna: I'm not sure about that. Jessica's his ex-wife!

Jean: Oh, no. I _____ (*not say*) anything about it.

2. Choose the correct option.

1. There's no message. *I'm calling / I'll call* back later this afternoon.
2. It's her fiftieth birthday, so *she's going to have / she'll have* a party.
3. You can call at any time because *we aren't going out / we won't go out*.
4. *I'm going to wash / I'll wash* my car tonight. It's really dirty.
5. He can't meet us tomorrow because *he'll visit / he's visiting* a client.
6. Don't worry about the taxi. It *won't be / isn't being late*.
7. I can't stand my job any longer, so *I'm going to look / I'll look for* a new one.
8. *She's playing / She'll play* tennis tonight, so she can't go to the dinner.

3. Complete the conversations. Use *will, going to* or Present Continuous form of the verbs in brackets.

1. A: I can't hear you very well.
B: I'm sorry. I _____ (*speak*) up a little.
2. A: How are you getting on with that project?
B: We _____ (*not finish*) it on time.
3. A: When are you going to talk to your boss about your timetable?
B: I _____ (*meet*) her tomorrow afternoon.
4. A: When do we have to pay the invoice?
B: I'm not sure. I _____ (*ask*) one of my colleagues.
5. A: What are you doing tomorrow at 1 o'clock?
B: I _____ (*have*) lunch with a customer.
6. A: Can you tell when my order will arrive?
B: Just a moment. I _____ (*check*) with the driver.
7. A: How did you get on at your job interview?
B: Really badly. I _____ (*not get*) the job.

Sing and Study

Part 1



Find a song called *Perfect* by Ed Sheeran in the Internet. Listen and fill in the gaps with the missing words.

PERFECT

I **1** _____ for me.
Oh darling, just dive right in and follow my lead.
Well, I found a girl, beautiful and sweet.
Oh, I never knew you were the someone waiting for me
'Cause we **2** _____ when we fell in love
Not knowing what it was.
I **3** _____ this time.
But darling, just kiss me slow,
Your heart is all I own.
And in your eyes, **4** _____
Baby, **5** _____
With you between my arms
Barefoot on the grass,
Listening to our favourite song.
When you said you **6** _____,
I whispered underneath my breath.
But **7** _____ it, darling,
You look perfect tonight.
Well, I found a woman, stronger than anyone I know.
She **8** _____, I hope that someday
I'll share her home.
I found a love, to carry more than just my secrets
To carry love, to carry children of our own.
9 _____, but we're so in love
Fighting against all odds
I know we'll be alright this time,
Darling, just hold my hand,
Be my girl, **10** _____
I see my future in your eyes.

Baby, **11** _____,
With you between my arms
Barefoot on the grass,
Listening to our favorite song.
When **12** _____, looking so beautiful
I don't deserve this, darling,
You look perfect tonight.

Baby, **13** _____,
With you between my arms
Barefoot on the grass
Listening to our favorite song
I have faith in what I see
Now I know **14** _____ in person
And she looks perfect

15 _____
You look perfect tonight.



Answer the questions.

1. What is the song about?
2. What happened to the character and his girlfriend in the past?
3. What are his intentions now?
4. Where does the action take place according to the video?
5. Who are the people? What are they doing?
6. What verb tenses are used in the song? Explain why.

Part 2



Find a song called *Another Day I Paradise* by Phil Collins. Listen and fill in the gaps with the missing words.

ANOTHER DAY IN PARADISE

She calls out to the man on the street
“**1** _____
It's cold and I've nowhere to sleep,
Is there somewhere you can tell me?”

He walks on, 2 _____
He pretends he can't hear her
Starts to whistle as 3 _____
Seems embarrassed to be there.

Oh think twice,
'Cause it's another day for you and me in paradise
Oh think twice,
'Cause it's another day for you,
You and me in paradise.

She calls out to the man on the street
4 _____
She's got blisters on the soles of her feet,
She can't walk but she's trying.

Oh think twice...

Oh lord, is there nothing more anybody can do.
Oh lord, there must be something you can say.

You can tell 5 _____
You can see that she's been there
Probably been moved out from every place
'Cause she didn't fit in there.

Oh think twice...



Answer the questions.

1. What situation is described in the video?
2. What situation is described in the song?
3. What feelings does the song appeal to?
4. What verb tenses are used in the song? Explain why.



Discuss the questions with your teacher.

1. Do you agree with the author's opinion? Why yes? Why not? Give the explanation.
2. What is the advice of the singer? What does she recommend?

3. What grammar constructions are mostly used in the song? Find, underline and determine the tense of the Passive Voice constructions.
4. What is the message of this song?
5. Enumerate the differences between the song *Perfect* and the song *Another Day in Paradise*.
6. Which song do you like best? Why?



Choose the song that you liked most of all and write its review by using the following clichés:

Introduction

- I've watched/listened to a video called...
- The video was done/presented by a famous British/American singer/actor/actress...
- It was made/created in...

Main part

- The video is devoted to / about...
- The central/main idea of the video is the following: ...
- I've learnt that... / I've never heard/know that...
- The most interesting/surprising/incredible facts for me were...
- The singer/actor/actress wanted to highlight/emphasize...
- Another significant point is that...

Conclusion

- After watching/listening to the video I came to the conclusion that...
- I was impressed / wasn't impressed much by...
- On the one hand... on the other hand...
- I would recommend / wouldn't recommend to listen / to watch the video... because...



Prepare a presentation on one of the following topics:

- **How to Make a Small Talk;**
- **How to Develop Communication Skills.**

LANGUAGE CORNER

Useful phrases for effective presentation:

Introducing yourself

Tell the audience your name, company, and position.

- *On behalf of (Company name), we would like to welcome you here. Our names are... and we are...*

Introducing the topic

- *Today, we would like to talk to you about...*
- *We would like to take this opportunity to talk to you about...*
- *By the end of the presentation, you will know how to...*

Overview and outline phrases

After you introduce yourself, walk the audience through the main points you are going to cover during your presentation.

- *Our presentation is divided into (number) parts/sections.*
- *To begin with... / Firstly, we are going to look at... / we will show you...*
- *Following that we will... / Next... / Then...*
- *And finally, we will look at...*

Timing and question policy

Inform your audience how much time you will take and whether you are going to answer the questions during or at the end of your presentation.

- *Our presentation will take about X minutes.*
- *Our presentation will last for about X minutes.*
- *Feel free to interrupt if you have any questions.*
- *We would be happy to answer any questions at the end of our talk.*

Useful words for listing

- *There are three advantages to... First, ... Second, ... Third, ...*
- *There are two types of... One is... Another is...*
- *There are five stages of the process. The first is... The second is...*

Ending of a presentation

Business presentations usually end with a summary. What is more important, you should relate the end to the subject matter.

- *That's it on... for today. In brief, we have covered...*
- *Well, that concludes our presentation for today. We have talked about...*
- *Returning to the original question, I suggest that we...*
- *That brings us to the end of our presentation...*

Thanking your audience

- *Thank you very much for your attention.*

Grammar and lexis revision: class assignment (45 minutes).

Translate the following sentences into English using the vocabulary and grammar of the Module 1.

1. В начале собрания глава отдела обычно знакомит нас с повесткой дня.
2. Наша компания планирует взять на работу еще пятьдесят сотрудников.
3. Несмотря на то что у нас небольшая команда, мы всегда выполняем всё в сроки.
4. В данный момент мы работаем над рекламой, которая поможет привлечь новых покупателей.
5. Прежде чем приступить к работе, наши новые сотрудники проходят двухнедельное обучение.
6. Мы отправили нашему партнеру письмо с предложением о выгодном сотрудничестве.
7. У нас не было точной информации о начале курса, поэтому мы направили письменный запрос в учебный центр.
8. Заказ был размещен на сайте, и мы получили подтверждение на следующий день.
9. К концу рабочего дня письмо было подписано главным инженером и отправлено.
10. Все сотрудники получили приглашение на это совещание.
11. Он всегда чувствовал себя смущенно среди незнакомых людей.
12. Они старались избегать споров при обсуждении важных вопросов.
13. Он убедился, что был неправ.
14. В своей презентации главный менеджер указал на ключевые моменты проекта.
15. Ей всегда удавалось создать непринужденную атмосферу в команде.

Module 2. INTERNATIONAL CULTURE AND BUSINESS ETIQUETTE



(Source: <https://pixabay.com/ru/>)

Learning aims:

1. Watching video for grammar revision (Passive Voice).
2. Doing grammar exercises and drilling.
3. Watching and analyzing the cross-cultural video (listening to the songs and answering the questions).
4. Writing a review on one of the songs.
5. Making a presentation.

Module plan:

1. Grammar revision (grammar videos and exercises).
2. Songs *Someone Like You* by Adele and *Sweet Dreams* by Eurythmics: listening and discussion.
3. Writing: creating a review and an abstract.
4. Speaking: making a presentation.

Skills

A student will be able:

- to express his/her opinion;
- to talk about different types of communication;
- to write a review and an abstract;
- to prepare a presentation.

Tips for students

Discussion: express your opinion, participate in discussion.

Writing: write a review and an abstract (10 sentences) by using the clichés.

Grammar Theory

Task 1. Find a video or content about Passive Voice.

Be ready to discuss the with your teacher how is Passive Voice (Simple group) formed.

Make up 5 sentences using the vocabulary from Module 2 (see Coursbook) – Passive Voice (Simple group).

Task 2. Find a video or content about Passive Voice.

Be ready to discuss the following questions with your teacher:

1. How is Passive Voice (Continuous group) formed?
2. What are the main time expressions of Past Continuous Passive?

Make up 5 sentences using the vocabulary from Module 2 (see Coursbook) – Passive Voice (Continuous group).

Task 3. Find a video or content about Passive Voice.

Be ready to discuss the following questions with your teacher:

1. How is Passive Voice (Perfect group) formed?
2. What are the main time expressions of Perfect Passive?

Make up 5 sentences using the vocabulary from Module 2 (see Coursbook) – Passive Voice (Perfect group).

Task 4. Analyze the table below and be ready for the dialogues from Task 5.

Passive Voice: Present Simple, Past Simple, Future Simple

Grammar Tense	Verb Form	Example
Present Simple Passive	be (am/is/are) + Ved/3	+ Breakfast is served at 8.00 at this hotel. – Breakfast is not served at 8.00 at this hotel. ? Is breakfast served at 8.00 at this hotel?
Past Simple Passive	be (was/were) + Ved/3	+ The rooms were cleaned yesterday. – The rooms were not cleaned yesterday. ? Were the rooms cleaned yesterday?
Future Simple Passive	will be + Ved/3	+ The meeting will be held in the conference hall. – The meeting will not be held in the conference hall. ? Will the meeting be held in the conference hall?

Active and Passive Voice: Continuous and Perfect

Tense	Voice	Usage	Formula	Example
Present Continuous	Active	Actions happening at or around the moment of speaking;	am/is/are + Ving	We are waiting for our flight at the moment. She is currently preparing her schedule.
Present Continuous	Passive	Temporary situations	am/are/is + being + Ved/3	The witnesses are being interrogated by the police at the moment. The criminals are being chased now.
Past Continuous	Active	One longer action in the past was interrupted by another shorter one;	was/were + Ving	While he was getting dressed , somebody knocked the door. When she was crossing the road, she met her colleague.
Past Continuous	Passive	Two or more long simultaneous actions in the past	was/were + being + Ved/3	The bridge was being built when we arrived in this city. The project was being discussed when we came in the room.
Present Perfect	Active	Life experience; An action completed in the past but it is related to the present (only the result matters here; the time when the action occurred is of no importance);	have/has + Ved/3	She has never driven a car. Have you ever flown by helicopter? I have lost my keys so I can't get into my flat. Olivia has recovered from her disease so she can go to work. I haven't seen Bridget for ages. Vanessa has worked for this bank since 2019.

Tense	Voice	Usage	Formula	Example
Present Perfect	Passive	News; An action began in the past but it still continues up to the present (time expressions: for, since)	have/has + been + Ved/3	The diamonds have been stolen recently. She has already been taken to court. Vivien has just been acquitted .
Past Perfect	Active	An action in the past happened or completed before another action in the past.	had + Ved/3	When we came to the airport, the plane had taken off . By the time we arrived at the office, the meeting had started . Hugh got sacked because he had not signed an important contract.
Past Perfect	Passive		had + been + Ved/3	The fire had been put out by the time we arrived there. The exam results had been announced when we came.

Grammar for Every Day Use

Task 5. Choose the correct answer according to the revised grammar.

Situation 1: My grandfather is a builder

Scene: Two friends are talking

Characters: friends Steve and Bob

Steve: Do you know that my grandpa was a builder?

Bob: Oh, really?

Steve: Yeah. He built lots of houses. Even the one where I live now.

Bob: Wow! How old is your house?

Steve: It _____ 25 years ago.

- a. was built
- b. has built
- c. was build

Situation 2: Where is my bicycle?

Scene: Two friends are talking

Characters: friends Kate and Mike

Kate: How about riding a bicycle, Mike?

Mike: Didn't I tell you? My bicycle _____ a week ago.

Kate: Oh, no! That's terrible! What did you do?

Mike: I put up fliers around the neighborhood.

Kate: Good idea! I hope, it _____.

- a. has stole / will be find
- b. was steal / will find
- c. was stolen / will be found

Situation 3: Bad news

Scene: husband and wife are talking

Characters: Mr. Smith, husband, Mrs. Smith, wife

Mr. Smith: Did you hear the news, dear?

Mrs. Smith: No, I didn't. What happened?

Mr. Smith: Many buildings and trees _____ in the storm yesterday in Kansas city.

Mrs. Smith: Oh, no! Did you call Nancy?

Mr. Smith: No, I just watched the news. We must call her right now.

- a. was damage
- b. were damaged
- c. has damage

Situation 4: Vanished hopes

Scene: Two neighbours are talking in the parking.

Characters: Neighbour 1 – Charles;

Neighbour 2 – Adam.

Charles: Hello, Adam! I haven't seen you for ages. How are things with you?

Adam: Hello, Charles! I'm fine. I've just returned from my business trip.

Charles: Really? Where did you go?

Adam: Geneva. It's a really stunning city. I hope to come back there one day. Anyway, I got a promotion after the business trip.

Charles: My congratulations! By the way, can I take your car for this evening? I need to go to the airport to meet my mother-in-law.

Adam: Sorry, Charles, I can't. It _____ now. Another time, maybe.

Charles: I see. Never mind. Have a nice day. Bye.

Adam: Bye, Charlie.

- a. had been repaired
- b. has been repaired
- c. is being repaired

Situation 5: Looking for a flat to rent

Scene: A landlord and a woman are talking on the phone about a flat to rent.

Characters: Landlord – Mr. Smith;

Woman – Sandra Portman.

Mr. Smith: Good morning. Tom Smith speaking.

Sandra: Good morning, Mr. Smith! I'm Sandra Alexon. The reason I'm calling you is because I'm interested in renting a flat. How much will it cost?

Mr. Smith: 600 dollars per month. The flat is spacious and light. What is more, it is furnished and has all the home appliances. Would you like me to show you around it? Can we meet this Thursday at 11 a.m.?

Sandra: That time is suitable for me. And just one more question: _____ it ever _____ by your neighbours?

Mr. Smith: Actually, no.

Sandra: Let's see you later, then. Goodbye.

Mr. Smith: Goodbye. Have a nice day!

- a. has / been flooded
- b. was / being flooded
- c. had / been flooded

Passive Voice

Instruction for working with the worksheet

- Read all the tasks attentively.
- Do the tasks step by step.

Passive Voice (Simple group)

1. Match the halves and define the tenses.

1) Your luggage	a) may be left in the cloakroom downstairs.
2) Your hat and coat	b) will be brought up in the lift.
3) Three beautiful dishes	c) is protected with a marble pavilion.
4) The house	d) are told every evening by our mother.
5) Stories	e) were given to her as a birthday present.

Passive Voice (Continuous group)

2. Match the halves.

1) When we came here	a) is being beaten by a group of guys.
2) Look over there! The dog	b) these houses were being built.
3) When he returns	c) exams are being passed by these students.
4) Listen! This song	d) his car was being repaired in the garage.
5) Keep silence!	e) is being played by my son.

3. Put the verbs in brackets in the correct form.

- 1) When she _____ (*ring*) he _____ (*operate*) by the doctor.
- 2) A lot of money _____ (*spend*) on weapons nowadays.
- 3) A new bridge _____ (*build*) at the moment.
- 4) He _____ (*take*) to the hospital when the ambulance _____ (*crash*).
- 5) Nowadays the employees intensively _____ (*train*) at the courses by their organizations.
- 6) Listen! An interesting book _____ (*read*) by grandma.

- 7) Last week reports _____ (*make*) while the CEO (*speak*) on the phone.
- 8) Wait a minute! This application _____ (*download*) now.
- 9) While he _____ (*sleep*) his letter _____ (*read*) by her.

Passive Voice (Perfect group)

4. Complete the sentences with the correct form of the verbs in brackets.

- 1) The exercise _____ (*write*) already.
- 2) The desks just _____ (*wash*) by the pupils.
- 3) I just _____ (*phone*) by my brother.
- 4) A lot of new worksheets already _____ (*prepare*) by my colleague.
- 5) The furniture already _____ (*dust*) by the boys.
- 6) _____ you already _____ (*promote*)?
- 7) The trees _____ (*cut*) by the workmen this week.
- 8) The test already _____ (*write*) and now at last we have a break.
- 9) All bills of this company _____ (*pay*) already.
- 10) This project already _____ (*finish*) and we will get a good profit.

Passive Voice (all tenses)

5. Write these sentences in the Passive Voice.

- 1) He stole a lot of money from the shop.
- 2) By six o'clock they had finished the work.
- 3) At twelve o'clock the workers were loading the trucks.
- 4) By three o'clock the workers had loaded the trucks.
- 5) We send our daughter to rest in the south every year.
- 6) They will show this film on TV.
- 7) They are building a new concert hall in our street.
- 8) I bought potatoes yesterday.
- 9) We shall bring the books tomorrow.
- 10) They are repairing the clock now.
- 11) They sell milk in this shop.
- 12) I have translated the whole text.
- 13) They broke the window last week.
- 14) When I came home, they had eaten the sweets.
- 15) We shall do the work in the evening.
- 16) He wrote this book in the 19th century.
- 17) They were playing tennis from four till five.

- 18) They have made a number of important experiments in this laboratory.
- 19) Livingstone explored Central Africa in the 19th century.
- 20) By the middle of autumn we had planted all the trees.

6. Translate into English using the Passive Voice.

1. Нам показали очень странную картину.
2. Тебя ищут. Иди домой.
3. Вас всех пригласят в зал и расскажут обо всех изменениях в школьной программе.
4. Почему над ним всегда смеются?
5. Нам всем дали билеты на выставку.
6. Лекции этого знаменитого профессора всегда слушают с большим вниманием.
7. Меня ждут?
8. Им задали три трудных вопроса.
9. За директором уже послали. Подождите немного.
10. Всех пригласили в большой зал.
11. Эти письма просмотрены. Их можно отправлять.
12. На станции их встретил гид и отвез в гостиницу.
13. Эти журналы должны быть возвращены в библиотеку на следующей неделе.
14. На наших занятиях много внимания уделяется произношению.
15. Иванову велели объяснить, почему он пропускает занятия.
16. Меня пригласят на ваш вечер?
17. Детей оставили дома одних.

7. Rewrite the following sentences in Passive Voice. Pay attention to the place of the prepositions.

- 1) The senior students laughed at the freshman.
- 2) The group spoke to the headmistress yesterday.
- 3) Young mothers looked after their babies with great care.
- 4) Nobody lived in that old house.
- 5) They sent for Jim and told him to prepare a report on that subject.
- 6) We thought about our friend all the time.
- 7) The doctor will operate on him in a week.
- 8) The teacher sent for the pupil's parents.
- 9) They looked for the newspaper everywhere.

- 10) Nobody slept in the bed.
11) The neighbour asked for the telegram.
12) Everybody listened to the lecturer with great attention.

8. Please do the test below:

- 1) They didn't leave the restaurant until the bill _____.
- a) had been paid
 - b) have been paid
 - c) was paid
- 2) I couldn't go to my favorite cafe for a drink. It _____.
- a) was redecorated
 - b) was being redecorated
 - c) redecorated
- 3) He _____ to the hospital when the ambulance crashed.
- a) was being taken
 - b) took
 - c) was taken
- 4) By the time I returned from work, my new washing machine _____.
- a) was delivered
 - b) had been delivered
 - c) delivered
- 5) I didn't go to the party because I _____.
- a) have not invited
 - b) haven't been invited
 - c) hadn't been invited
- 6) When she heard that her dog _____ she burst into tears.
- a) was killed
 - b) have been killed
 - c) had been killed
- 7) We hope that the missing money _____ soon.
- a) will find
 - b) will be found
 - c) will have been found

8) A new bridge _____ at the moment.

- a) build
- b) is being built
- c) is built

9) A lot of money _____ on weapons nowadays.

- a) is being spent
- b) are being spent
- c) are spent

10) The fiftieth anniversary of the establishment of the General Agreement on Tariffs and Trade _____ during the current year.

- a) was being celebrated
- b) are being celebrated
- c) are celebrated

Sing and Study

Part 1



Find a song called *Someone Like You* by a British singer Adele on the Internet. Listen and fill in the gaps with the missing words.

SOMEONE LIKE YOU

I heard that you're settled down,
That you found a girl and you're **1** _____ now
I heard that your dreams came true
Guess she gave you things, I didn't give to you
Old friend, why are you so **2** _____?
Ain't like you to hold back or hide from the light.
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it,
I had hoped you'd see my face,
And that you'd be reminded that for me, it isn't over.
Never mind, I'll find someone like you,
I wish nothing but the best for you, too
Don't forget me, I beg,
I **3** _____ you said,
"Sometimes it lasts in love, but sometimes it hurts instead".
"Sometimes it lasts in love, but sometimes it hurts instead".

You know how the time **4** _____
 Only yesterday was the time of our lives,
 We were born and raised in a summer **5** _____
 Bound by the surprise of our glory days.
 I hate to turn up out of the blue, uninvited
 But I couldn't stay away, I couldn't fight it
 I had hoped you'd see my face,
 And that you'd be reminded that for me, it isn't over.
 Never mind, I'll find someone like you.
 I wish nothing but the best for you, too,
 Don't forget me, I begged
 I **3** _____ you said,
 "Sometimes it lasts in love, but sometimes it hurts instead."
 Nothing, **6** _____, no worries or cares
7 _____ and mistakes, they're **8** _____ made
 Who would have known how **9** _____ this would **10** _____?
 Never mind, I'll find someone like you
 I wish nothing but the best for you
 Don't forget me, I beg
 I **3** _____ you said,
 "Sometimes it lasts in love, but sometimes it hurts instead."
 Never mind, I'll find someone like you
 I wish nothing but the best for you, too
 Don't forget me, I begged
 I **3** _____ you said,
 "Sometimes it lasts in love, but sometimes it hurts instead."
 "Sometimes it lasts in love, but sometimes it hurts instead."



Discuss the following questions with your teacher:

1. Whom was this song devoted to? What are the feelings of the singer?
2. What grammar construction is mostly used in the song?
3. Underline the words or sentences showing the emotional statement of the character.
4. What sentences shower the attitude of the character to love?
5. How has the character changed? Why?

6. Why couldn't the singer stay away? What did she want or hope?
7. Who was the character for the singer?
8. Does the singer regret about anything? Could the author of the song handle the situation?
9. What would you do if you were in her shoes?

Part 2



Find a song called *Sweet Dreams* by a British pop duo Eurythmics on the Internet. Listen and fill in the gaps with the missing words.

SWEET DREAMS

Sweet dreams are made of this.

Who am I to **1** _____?

I **2** _____ the world

And the seven seas.

Everybody's looking for **3** _____

Some of them want to use you,

Some of them want to get used by you.

Some of them want to **4** _____ you,

Some of them want to be abused.

Sweet dreams are made of this.

Who am I to **1** _____?

I **2** _____ the world

And the seven seas.

Everybody's looking for **3** _____

Hold your head up!

Keep your head up, movin' on,

Hold your head up, movin' on,

Keep your head up, movin' on,

Hold your head up, movin' on,

Keep your head up, movin' on,

Hold your head up, movin' on,

Keep your head up!

Some of them want to use you,

Some of them want to get used by you.

Some of them want to **4** _____ you,

Some of them want to be abused.

Sweet dreams are made of this
 Who am I to **I** _____?
 I **2** _____ the world
 And the seven seas
 Everybody's looking for **3** _____
 Sweet dreams are made of this
 Who am I to **I** _____?
 I **2** _____ the world
 And the seven seas
 Everybody's looking for **3** _____



Discuss the following questions with your teacher:

1. Do you agree with the author's opinion? Why yes? Why not? Give the explanation.
2. What is the advice of the singer? What does she recommend?
3. What grammar constructions are mostly used in the song? Find, underline and determine the tense of the Passive Voice constructions.
4. What is the message of this song?
5. Enumerate the differences between the song *Sweet Dreams* and the song *Someone Like You*.
6. Which song do you like best? Why?

Choose the song that you liked most of all and write its review by using the following clichés:

Introduction

- I've watched/listened to a video called...
- The video was done/presented by a famous British/ American singer/ actor/actress...
- It was made/created in...

Main part

- The video is devoted to/about...
- The central/main idea of the video is the following: ...
- I've learnt that... / I've never heard/know that...

- The most interesting/surprising/incredible facts for me were...
- The singer/actor/actress wanted to highlight/emphasize...
- Another significant point is that...

Conclusion

- After watching/listening to the video I came to the conclusion that...
- I was impressed / wasn't impressed much by...
- On the one hand... On the other hand...
- I'd recommend / wouldn't recommend to listen/to watch the video... because...



Make a choice and prepare a presentation on one of the following topics:

- *Doing Successful Business Through Culture and Customs.*
- *Business Environment in the UK and Russia.*

LANGUAGE CORNER

Useful phrases for effective presentation:

Introducing yourself

Tell the audience your name, company, and position.

- *On behalf of (Company name), we would like to welcome you here. Our names are... and we are...*

Introducing the topic

- *Today, we would like to talk to you about...*
- *We would like to take this opportunity to talk to you about...*
- *By the end of the presentation you will know how to...*

Overview and outline phrases

After you introduce yourself, walk the audience through the main points you are going to cover during your presentation.

- *Our presentation is divided into (number) parts/sections.*
- *To begin with... / Firstly, we are going to look at... / we will show you...*
- *Following that we will... / Next... / Then...*
- *And finally, we will look at...*

Timing and question policy

Inform your audience how much time you will take and whether you are going to answer the questions during or at the end of your presentation.

- *Our presentation will take about X minutes.*
- *Our presentation will last for about X minutes.*
- *Feel free to interrupt if you have any questions.*
- *We would be happy to answer any questions at the end of our talk.*

Useful words for listing

- *There are three advantages to... First, ... Second, ... Third, ...*
- *There are two types of... One is... Another is...*
- *There are five stages of the process. The first is... The second is...*

Ending of a presentation

Business presentations usually end with a summary. What is more important, you should relate the end to the subject matter.

- *That's it on... for today. In brief, we have covered...*
- *Well, that concludes our presentation for today. We have talked about...*
- *Returning to the original question, I suggest that we...*
- *That brings us to the end of our presentation...*

Thanking your audience

- *Thank you very much for your attention.*

Module 3. DEALING WITH INNOVATIONS IN BUSINESS ENVIRONMENT



(Source: <https://pixabay.com/ru/>)

Learning aims:

1. Watching video for grammar revision (Conditionals).
2. Doing grammar exercises and drilling.
3. Watching and analyzing the cross-cultural video (listening to the songs and answering the questions).
4. Writing a review on one of the songs.
5. Making a presentation.

Module plan:

1. Grammar revision (grammar videos and exercises).
2. Songs *If I Were a Boy* by Beyoncé and *Hurt* by Christina Aguilera: listening and discussion.
3. Writing: a review and an abstract.
4. Speaking: making a presentation.

Skills

A student will be able:

- to express his/her opinion;
- to talk about different types of communication;
- write a review and an abstract;
- prepare a presentation.

Tips for students

Discussion: express your opinion, participate in discussion.

Writing: write a review and an abstract (10 sentences) by using the clichés.

Grammar Theory

Task 1. Find a video or content about the types of Conditional sentences and pay your special attention to Type 0 Conditionals. Be ready to discuss the following questions with your teacher:

1. How are Type 0 Conditionals formed? What is used in the main clause and in the subordinate clause?
2. When are Type 0 Conditionals used?

Make up 5 sentences using the vocabulary from Module 3 (see Coursebook) and Type 0 Conditionals.

Task 2. Find a video or content about the types of Conditional sentences and pay your special attention to Type 1 Conditionals. Be ready to discuss the following questions with your teacher:

1. How are Type 1 Conditionals formed? What is used in the main clause and in the subordinate clause?
2. When are Type 1 Conditionals used?
3. What is the difference between Type 0 Conditionals and Type 1 Conditionals?

Make up 5 sentences using the vocabulary from Module 3 (see Coursebook) and Type 1 Conditionals.

Task 3. Find a video or content about the types of Conditional sentences and pay your special attention to Type 2 Conditionals. Be ready to discuss the following questions with your teacher:

1. How are Type 2 Conditionals formed? What is used in the main clause and in the subordinate clause?
2. When are Type 2 Conditionals used?
3. What is the difference between Type 1 Conditionals and Type 2 Conditionals?

Make up 5 sentences using the vocabulary from Module 3 (see Coursebook) and Type 2 Conditionals.

Task 4. Find a video about the types of Conditional sentences and pay your special attention to Type 3 Conditionals. Be ready to discuss the following questions with your teacher:

1. How are Type 3 Conditionals formed? What is used in the main clause and in the subordinate clause?

2. When are Type 3 Conditionals used?
3. What is the difference between Type 2 Conditionals and Type 3 Conditionals?

Make up 5 sentences using the vocabulary from Module 3 (see Coursbook) and Type 3 Conditionals.

Task 5. Analyze the table below and be ready for the dialogues from Task 6:

Types of Conditionals

Type of Conditionals	Formula	Usage	Example
0 Type	If/when (Present Simple), [Present Simple or Imperative]	General truths, laws of nature, science, society	If you <i>heat</i> ice, it <i>melts</i> . When you <i>go</i> on holiday to Egypt or Turkey, <i>take</i> sun cream.
1 Type	If / when / as soon as (Present Simple), [Future Simple]	Real, probable or possible situations in the future	Helen <i>will pass</i> her exams, if she <i>works</i> hard. As soon as I <i>see</i> Bob, I <i>will tell</i> him about my promotion.
2 Type	If / when / as soon as (Past Simple), [would]	Hypothetical or imaginary situations in the present	If I <i>lived</i> in Spain, I <i>would go</i> for a swim and sunbath every day. If I <i>knew</i> how to do it, I <i>would help</i> you. If I <i>had</i> a lot of money, I <i>would spend</i> it on charity. If I <i>were</i> you, I <i>would not drive</i> the car so fast.

Type of Conditionals	Formula	Usage	Example
3 Type	If / when / as soon as (Past Perfect), [would/might/could + have + Ved/3]	Hypothetical or imaginary situations in the past; regrets about lost chances	If he had looked both ways before crossing the road, the car would not have run him over. If Barbara had fired her gun that day, she would have murdered those men. If she had killed those men, the police would have sent her to prison. If you had come 10 minutes earlier, you might have got a seat.

Grammar for Every Day Use

Task 6. Choose the correct answer according to the revised grammar and dramatize the dialogues.

Situation 1: Flight delay

Scene: *Two business partners are talking on the phone.*

Characters: *Business partner 1 – Andrew (marketing manager);
Business partner 2 – Bridget (advertiser)*

Andrew: Good morning, Bridget! How is it going?

Bridget: Quite well, thanks. And what about you?

Andrew: I'm all right. I'm calling you to find out what time I should dispatch the chauffeur to pick you up from the airport. If I'm not mistaken, you are arriving in Boston at 2 p.m., aren't you?

Bridget: Well... it's very kind of you, Andrew, but could you tell me if it is possible to postpone the negotiation for later? I can't get to Boston at appointed time.

Andrew: Bridget, what has happened?

Bridget: You know, I'm at Schiphol now. Well, my flight Amsterdam – Boston has been delayed. If the airline _____ the flight due to the

bad weather, I _____ in Boston in time. Andrew, I'm terribly sorry for the inconvenience caused. I'm due to be at Boston airport at 4 p.m.

Andrew: Never mind, Bridget. Things may happen. Just let me know when you get on the plane and I will ask my chauffeur to be at the airport by 4 p.m. Have a nice flight, Bridget. Goodbye.

Bridget: Andrew, thank you very much. It's really decent of you. See you soon. Goodbye.

- a. didn't delay / would arrive
- b. doesn't delay / will arrive
- c. hadn't delayed / would have arrived

Situation 2: Giving a hand

Scene: Two neighbours are talking in the yard.

Characters: Neighbour 1 – Natalie (18-year-old girl);

Neighbour 2 – Ian (23-year-old man)

Natalie: Hello, Ian! Could you help me repair my motorbike?

Ian: Hi, Natalie! What's happened? You should be more careful.

Natalie: Honestly, I've done nothing wrong! It just won't start!

Ian: Frankly speaking, I don't have a screwdriver and some other tools with me.

Natalie: You refuse to help me again, Ian. OK, I will ask the other neighbours to fix my motorbike! I'm sure somebody will help me.

Ian: Natalie, if I _____ the tools now, I _____ your motorbike. It would take 10 minutes. OK, let me think what we can do now... Oh, I will call my brother, he will bring the tools, and we will repair your motorbike.

Natalie: OK, thank you so much. You are so kind.

- a. had / would fix
- b. had / would have fixed
- c. have / will fix

Situation 3: Anticipating sunny days in November

Scene: Two friends are talking in the hotel in Antalya.

Characters: Friend 1 – Naomi;

Friend 2 – Pamela

Naomi: I'm really fed up with this weather – now it is drizzling, now it is raining. The weather in Turkey in November isn't so nice. It's been raining for three days.

Pamela: Don't worry. The weather report says we'll have sunny and warm days all next week.

Naomi: That's great news! I can't wait when I enjoy sunshine. By the way, we could go out somewhere nice.

Pamela: That's a good idea! Look, if the weather _____ nice, we _____ definitely _____ to the beach to sunbathe and swim in the sea.

Naomi: OK, that's settled then.

- a. had been / would have gone
- b. was / would go
- c. is / will / go

ENGLISH GRAMMAR: REVISION, FUN AND CAREER DEVELOPMENT

Conditionals

Instruction for working with the worksheet

- Read all the tasks attentively.
- Do the tasks step by step.

Type 0 Conditionals

1. Match the halves.

1) If I miss the bus	a) they pass their exams easily.
2) If she doesn't succeed in carrying out negotiations	b) your hands get burned.
3) If you touch fire	c) I get late for work.
4) If people study	d) I feel depressed.
5) If it rains	e) her boss gets irritated.

2. Put the verbs in brackets in the correct form.

- 1) If she _____ (*begin*) complaining about her problems, everybody _____ (*get*) bored.
- 2) He always _____ (*call*) the police, if he _____ (*see*) strangers near his house.
- 3) If Amanda _____ (*keep*) to a diet, she _____ (*become*) slim.
- 4) If people _____ (*quarrel*), they often _____ (*get*) divorced.
- 5) I _____ (*miss*) the plane if I _____ (*go out*) _____ late.
- 6) If he _____ (*not break*) the law, the police _____ (*not put*) him into prison.
- 7) If people _____ (*not have*) money, they _____ (*not hold*) any exhibitions.
- 8) If it _____ (*be*) dark, we _____ (*turn on*) the light.

Type 1 Conditionals

3. Match the halves.

1) If the CEO does not come to the meeting	a) he will be studying in Oxford next year.
2) If they accept George	b) we will book the restaurant for Sunday.
3) If we start now	c) in case it rains.
4) If Mark is arriving on Saturday	d) we will cancel it.
5) I will take my umbrella	e) we will have finished writing our article next month.

4. Put the verbs in brackets in the correct form.

- 1) She _____ (*ring*) you before she _____ (*leave*) the apartment.
- 2) We _____ (*dwell on*) this issue after you _____ (*arrive*) here.
- 3) As soon as the meeting _____ (*be*) over, I _____ (*go*) to the airport.
- 4) You _____ (*go*) for a walk as soon as you _____ (*do*) your home assignment.
- 5) If the employees _____ (*do*) the courses next week, we _____ (*postpone*) the event.
- 6) We _____ (*keep*) the bedroom door open in case the baby _____ (*cry*).

- 7) If you _____ (*conduct*) the experiment tomorrow, I _____ (*not disturb*) you.
- 8) I _____ (*download*) this application in case we _____ (*need*) to pay our order immediately.
- 9) She _____ (*send*) you her work as soon as she _____ (*complete*) all the tasks.

Type 0 and Type 1 Conditionals

5. Complete the sentences with the correct form of the verbs in brackets.

- 1) If they _____ (*find*) the film captivating and gripping, they _____ (*buy*) our film rights.
- 2) If you _____ (*attend*) the conference next Wednesday, I _____ (*put off*) the competition.
- 3) I _____ (*not go out*) in case Ann _____ (*phone*).
- 4) We _____ (*prepare*) more worksheets in case more participants _____ (*come*).
- 5) If they _____ (*work*) unsocial hours, they usually _____ (*get*) a taxi.
- 6) Unless you _____ (*work*) harder, you _____ (*not get*) promoted.
- 7) If she _____ (*meet*) Steve, she _____ (*give*) him your message.
- 8) If you _____ (*write*) the test, we _____ (*have*) a break.
- 9) If they _____ (*not pay*) the bill, the electricity _____ (*be*) cut off.
- 10) If they _____ (*launch*) a profitable project, they often _____ (*get*) a raise.

Type 2 Conditionals

6. Match the halves.

1) If I found a wallet in the street	a) they would be offended.
2) If somebody pointed a gun at me.	b) he would lose his temper.
3) If I did not congratulate them	c) if they did not invite us.
4) If I did not accept any of his proposals	d) I would be scared stiff.
5) We would be annoyed	e) I would go to the police.

7. Put the verbs in brackets in the correct form.

- 1) If Chris _____ (*be*) here, he _____ (*advise*) us how to behave.
- 2) John _____ (*lend*) you some money if you _____ (*ask*) him.
- 3) If mansions _____ (*not cost*) so much, we _____ (*purchase*) one of them.
- 4) If I _____ (*be*) in your shoes, I _____ (*not promise*) to do it.
- 5) If I _____ (*have*) toothache, I _____ (*go*) to the dentist.
- 6) If he _____ (*take over*) the company, he _____ (*become*) arrogant.
- 7) If I _____ (*see*) someone robbing a bank, I _____ (*call*) the police.
- 8) If I _____ (*not work*), I _____ (*travel*) around the world.

Type 3 Conditionals

8. Match the halves.

1) If I had known she was in hospital	a) she would have been acquitted.
2) The view was marvelous. If I had had a camera	b) the flight would not have been delayed.
3) If he had not been detained	c) I would have gone to visit her.
4) If she had not committed the offense	d) he would not have missed the train.
5) If the weather had been fine	e) I would have taken some photos.

9. Put the verbs in brackets in the correct form.

- 1) If he _____ (*sign*) the contract, his boss _____ (*be*) pleased with him.
- 2) I _____ (*forget*) if you _____ (*not remind*) me about Jane's birthday.
- 3) I was not exhausted last night. If I _____ (*be*) exhausted, I _____ (*return*) home earlier.
- 4) If the driver in front _____ (*not stop*) so suddenly, the accident _____ (*not happen*).
- 5) If Tom _____ (*wear*) a seat belt, he _____ (*not be*) injured.
- 6) Elizabeth _____ (*lose*) her keys, If I _____ (*not pick*) them up.
- 7) The customer _____ (*not shout*) at the waiter, if he _____ (*not spill*) the juice over her dress.

8) If she _____ (*save*) some money, she _____ (*be able*) to go on holiday.

Type 2 and Type 3 Conditionals

10. Complete the sentences with the correct form of the verbs in brackets.

- 1) If I _____ (*be*) you, I _____ (*cancel*) the booking.
- 2) If he _____ (*be*) here, he _____ (*confirm*) my words.
- 3) If she _____ (*be*) slender and fit, she _____ (*work*) as a model.
- 4) If Caroline _____ (*look*) both ways before crossing the street, she _____ (*not knock down*).
- 5) If Diana _____ (*not be*) ill, she _____ (*act*) in that movie.
- 6) If the airline _____ (*not be*) on strike, it _____ (*not suffer*) some losses.
- 7) If he _____ (*have*) a car, he _____ (*wait*) for the bus every day.
- 8) If the competitor _____ (*not set up*) in the area, the company _____ (*not go bankrupt*).

All the types of Conditionals

11. Complete the sentences with the correct form of the verbs in brackets.

- 1) They _____ (*help*) us move house last month, if we _____ (*ask*) them.
- 2) She _____ (*not get*) into trouble, if she (*obey*) the law.
- 3) If I always _____ (*do*) my homework, my teacher _____ (*not get*) annoyed with me,
- 4) If you _____ (*add*) sugar to a cup of tea, the tea _____ (*taste*) sweeter.
- 5) If I _____ (*live*) in a luxurious big house, I _____ (*invite*) friends over.
- 6) If you _____ (*lie*) in the sun for too long, your skin _____ (*turn*) red.
- 7) If he _____ (*know*) that it was dangerous, he _____ (*not try*) to swim across the river.
- 8) If we _____ (*find*) alternative sources of energy, we _____ (*be*) able to solve some of the environmental problems.
- 9) If I _____ (*meet*) you yesterday, I _____ (*warn*) you.
- 10) If people _____ (*cut down*) all the forests, the world's climate _____ (*change*).

Sing and Study

Part 1



Find a song called *If I Were a Boy* by an American singer Beyonce on the Internet. Listen and fill in the gaps with the missing words.

IF I WERE A BOY

If I **1** _____ a boy
Even just for a day
I **2** _____ of bed in the morning
And throw on what I wanted and go
Drink beer with the guys
And chase after girls.
I'd kick it with who I wanted
And I **3** _____ for it
Because they **4** _____ for me.

If I **1** _____ a boy
I think that I **5** _____
How it feels to love a girl.
I swear I **6** _____ a better man!
I **7** _____ to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taken you for granted
And everything you had got destroyed!

If I **1** _____ a boy
I **8** _____ my phone
Tell everyone that its broken
So they think
That I was sleeping alone.
I **9** _____ myself first
And make the rules as I go
'Cause I know that she'll be faithful.
Waiting for me to come home (to come home).

If I **1** _____ a boy
I think that I **10** _____

How it feels to love a girl.

I swear I **6** _____ a better man!

I **7** _____ to her

'Cause I know how it hurts

When you lose the one you wanted

'Cause he's taken you for granted

And everything you had got destroyed!

It's a little too late for you to come back,

Say it's just a mistake,

Think I forgive you like that.

If you thought, I **11** _____ for you

You thought wrong.

But you're just a boy,

You don't understand (and you don't understand)

How it feels to love a girl.

Someday you'll wish you were a better man.

You don't listen to her,

You don't care how it **12** _____

Until you lose the one you wanted

'Cause you taken her for **13** _____

And everything that you had got **14** _____

But your just a boy...



Discuss the following questions with your teacher:

1. What is the topic of the song? What problem is raised?
2. What grammar construction is mostly used in the song? Explain why the character uses this particular grammar construction.
3. What situation has happened to the character? How is she feeling. Underline the words that make you think so.
4. What decision has the character taken? Why?
5. How would the character behave if she was a boy?
6. What occupation would the woman try according to the video?
7. What did the man feel when they changed their places and roles in the video?

8. Why did the woman and the man quarrel in the video?
9. What would you do if you were in her shoes?

Part 2



Find a song called *Hurt* by an American singer *Christina Aguilera* on the Internet. Listen and fill in the gaps with the missing words.

HURT

Seems like it was yesterday when I saw your face.
You told me how proud you were, but I walked away.
If only I knew what I know today..
Ooh, ooh

I **1** _____ you in my arms,
I **2** _____ the pain **2** _____,
Thank you for all you've done,
Forgive all your mistakes.
There's nothing I wouldn't do
To hear your voice again.
Sometimes I wanna call you
But I know you won't be there.

Ohh, I'm sorry for **3** _____ you
For everything I just couldn't do.
And I've hurt myself by hurting you.

Some days I feel **4** _____ but I won't admit.
Sometimes I just wanna hide 'cause it's you I miss.
And it's so hard to say goodbye
When it comes to these rules.

5 _____ me I was wrong?
6 _____ me understand?
Are you looking down upon me?
Are you proud of who I am?

There's nothing I wouldn't do
To have just one more chance
To **7** _____ your eyes
And see you looking back.

Ohh, I'm sorry for **3** _____ you
For everything I just couldn't do
And I've hurt myself, ohh...

If I **8** _____ just one more day
I **9** _____ you how much that I've missed you
Since you've been away.
Ooh, it's dangerous
It's so out of line
To try and **10** _____ time.

I'm sorry for **11** _____ you
For everything I just couldn't do
And I've hurt myself by hurting you.



Discuss the following questions with your teacher:

1. What situation is described in the video? What dream did the woman have? Who supported her?
2. How is the woman feeling? Underline the words that can help you prove your point of view.
3. What grammar construction is mostly used in the song? Explain why the character uses this particular grammar construction.
4. What is the message of this song?
5. In what ways are the songs *Hurt* and *If I Were a Boy* similar?
6. What is the difference between these songs?



Choose the song that you liked most of all and write its review by using the following clichés:

Introduction

- I've watched/listened to a video called...
- The video was done/presented by a famous British/American singer/actor/actress...
- It was made/created in...

Main part

- The video is devoted to/about...
- The central/main idea of the video is the following: ...

- I've learnt that... / I've never heard/known that...
- The most interesting/surprising/incredible facts for me were...
- The singer/actor/actress wanted to highlight/emphasize...
- Another significant point is that...

Conclusion

- After watching/listening to the video I came to the conclusion that...
- I was impressed / wasn't impressed much by...
- On the one hand... On the other hand...
- I'd recommend / wouldn't recommend to listen / to watch the video... because...



Make a choice and prepare a presentation on one of the following topics:

- **New innovative trends in the area of scientific achievements: the UK versus the USA.**
- **Smart digital technologies for sustainability of the world development.**

LANGUAGE CORNER

Useful phrases for effective presentation

Introducing yourself

Tell the audience your name, company, and position.

- *On behalf of (Company name), we would like to welcome you here. Our names are... and we are...*

Introducing the topic

- *Today, we would like to talk to you about...*
- *We would like to take this opportunity to talk to you about...*
- *By the end of the presentation, you will know how to...*

Overview and outline phrases

After you introduce yourself, walk the audience through the main points you are going to cover during your presentation.

- *Our presentation is divided into (number) parts/sections.*
- *To begin with... / Firstly, we are going to look at... / we will show you...*
- *Following that we will... / Next... / Then...*
- *And finally, we will look at...*

Timing and question policy

Inform your audience how much time you will take and whether you are going to answer the questions during or at the end of your presentation.

- *Our presentation will take about X minutes.*
- *Our presentation will last for about X minutes.*
- *Feel free to interrupt if you have any questions.*
- *We would be happy to answer any questions at the end of our talk.*

Useful words for listing

- *There are three advantages to... First, ... Second, ... Third, ...*
- *There are two types of... One is... Another is...*
- *There are five stages of the process. The first is... The second is...*

Ending of a presentation

Business presentations usually end with a summary. What is more important, you should relate the end to the subject matter.

- *That's it on... for today. In brief, we have covered...*
- *Well, that concludes our presentation for today. We have talked about...*
- *Returning to the original question, I suggest that we...*
- *That brings us to the end of our presentation...*

Thanking your audience

- *Thank you very much for your attention.*

Module 4. SMART SOCIETY AND BUSINESS: REVISION



(Source: <https://pixabay.com/ru/>)

Learning aims:

1. Watching a tutorial video (Screencast-O-Matic).
2. Watching a video connected with your professional area.
3. Writing a review.
4. Preparing a presentation.

Module plan:

1. Tutorial video (Screencast-O-Matic): answering questions and writing an algorithm.
2. Video connected with your professional area: writing a review.
3. Speaking: preparing a presentation.

Skills

A student will be able:

- to comprehend and analyze video;
- to write an algorithm and give instructions;
- to write a review;
- to prepare a presentation and give a speech.

Tips for the students

Discussion: express your opinion, participate in discussion.

Writing: write a review and an abstract (10 sentences) by using the clichés.



Find and watch a tutorial video on how to use Screencast-O-Matic and answer the questions. Write a short guide for computer novices in the form of a coherent text by responding to the questions provided. Use the clichés given below.

Introduction

- I've watched/listened to a video/presentation called...
- The video/presentation was done/presented by a famous British/American coach/tutor...
- It was made/created in...

Main part

- The video/presentation is devoted to/ about...
- The central/ main idea of the video/ presentation is the following ...
- I've learnt that... / I've never heard/known that...
- The most interesting/surprising/incredible facts for me were...
- The presenter wanted to highlight/emphasize...
- Another significant point is that...

Conclusion

- After watching/listening to the video/presentation I came to the conclusion that...
- I was impressed / wasn't impressed much by...
- On the one hand... On the other hand...
- I'd recommend / wouldn't recommend listening to/watching the video/presentation... because...

Team 1

1. What parameters or controls should you choose before recording?
2. What can you do to the recorder frame?
3. What indicates that you are recording?
4. What is the maximum time for each recording?
5. When is it useful to hit pause?
6. What powerful edit features can you unlock?
7. How can you save your recording?

Team 2

1. What can you do by using Screencast-O-Matic?
2. What should do you if you don't want anybody to see how messy your desktop is?

3. What size should you choose?
4. What kind of presentation format should you choose?
5. What should you select to record just a voice?
6. What can you do by moving the bars?
7. What should you do to record PowerPoint with video?



Find a video devoted to new trends and technologies in your professional area and write a review on it by using the clichés given below.

Introduction

- I've watched/listened to a video/presentation called...
- The video/presentation was done/presented by a famous British/American researcher/inventor...
- It was made/created in...

Main part

- The video/presentation is devoted to/about...
- The central/main idea of the video/presentation is the following: ...
- I've learnt that... / I've never heard/known that...
- The most interesting/surprising/incredible facts for me were...
- The presenter wanted to highlight/emphasize...
- Another significant point is that...

Conclusion

- After watching/listening to the video/presentation I came to the conclusion that...
- I was impressed / wasn't impressed much by...
- On the one hand... On the other hand...
- I'd recommend / wouldn't recommend listening to / watching the video/presentation... because...



Make your own presentation on the topic “Digital Technologies and My Career Development” by using Screencast-O-Matic and be ready to answer the questions at the end of your talk.

LANGUAGE CORNER

Useful phrases for effective presentation

Introducing yourself

Tell the audience your name, company, and position.

- *On behalf of (Company name), we would like to welcome you here. Our names are... and we are...*

Introducing the topic

- *Today, we would like to talk to you about...*
- *We would like to take this opportunity to talk to you about...*
- *By the end of the presentation, you will know how to...*

Overview and outline phrases

After you introduce yourself, walk the audience through the main points you are going to cover during your presentation.

- *Our presentation is divided into (number) parts/sections.*
- *To begin with... / Firstly, we are going to look at... / we will show you...*
- *Following that we will... / Next... / Then...*
- *And finally, we will look at...*

Timing and question policy

Inform your audience how much time you will take and whether you are going to answer the questions during or at the end of your presentation.

- *Our presentation will take about X minutes.*
- *Our presentation will last for about X minutes.*
- *Feel free to interrupt if you have any questions.*

Useful words for listing

- *There are three advantages to... First, ... Second, ... Third, ...*
- *There are two types of... One is... Another is...*
- *There are five stages of the process. The first is... The second is...*

Ending of a presentation

- *That's it on... for today. In brief, we have covered...*
- *Well, that concludes our presentation for today. We have talked about...*
- *Returning to the original question, I suggest that we...*
- *That brings us to the end of our presentation...*

Thanking your audience

- *Thank you very much for your attention.*

SELF-ASSESSMENT CHART

Module 1

№	Unit 1	Unit 2	Unit 3
1	c	a	b
2	a	c	a
3	d	b	d
4	c	a	c
5	a	d	a
6	b	c	b
7	d	a	d
8	c	b	c
9	a	d	d
10	c	d	a
11	d	c	d
12	b	a	c
13	d	b	b
14	a	a	d
15	c	c	a

Module 2

№	Unit 1	Unit 2	Unit 3
1	c	a	a
2	b	a	b
3	b	d	d
4	c	b	b
5	a	c	a
6	b	b	a
7	d	a	b
8	c	c	d
9	b	a	a
10	c	c	c
11	b	b	b
12	a	a	c
13	a	c	a
14	b	b	a
15	b	b	b

Module 3

№	Unit 1	Unit 2	Unit 3
1	d	b	a
2	a	a	b
3	b	d	c
4	d	c	d
5	c	d	d
6	d	c	a
7	a	a	b
8	b	a	a
9	b	b	d
10	c	c	a
11	d	c	c
12	c	d	c
13	a	b	d
14	b	c	b
15	a	b	b

Test: Grammar and Lexis Revision

Module 1

1. Usually at the beginning of the meeting the head of the department familiarizes us with the agenda (or outlines the agenda).
2. Our company is going to hire another fifty employees.
3. Despite the fact that we have a small team, we always meet deadlines.
4. At the moment, we are working on advertising that will attract new customers.
5. Before starting work our new employees take a two-week training course.
6. We have sent a letter to our partner with an offer about profitable cooperation.
7. We had not had accurate information about the beginning of the course, so we sent a written request to the training center.
8. The order was placed on the website, and we received confirmation the next day.
9. The letter had been signed and sent by the chief engineer by the end of the working day.
10. All employees received the invitation to this meeting.
11. He used to feel embarrassed around strangers.
12. They tried to avoid disputes while discussing important issues.
13. He realized that he was wrong.
14. The CEO pointed out the key points of the project in his presentation.
15. She always managed to create an informal atmosphere in the team.

Module 2

1. “More than half of the jobs in tourism could disappear if the current travel restrictions imposed by many governments because of the pandemic continue,” the World Travel and Tourism Council (WTTC) warned.
2. Goal-setting, planning, organizing and controlling can be considered as the core management functions.
3. Five additional health and safety conditions have been recently developed and implemented into the management system of this international company.
4. Some companies can only operate within the country boundaries.
5. The main reasons for the globalization of the market have been enumerated in this presentation and the prospects for future development have been presented here.
6. Geert Hofstede is considered to be the founder of intercultural studies in management and business.
7. This Dutch scientist’s theory of culture is popular and used in international management.
8. The analysis of business prospects in different countries is carried out on the basis of 6 basic dimensions.
9. Currently, the most important parameters are considered as individuality and pursuit of the goals set (striving to achieve the goals set).
10. The ‘masculinity type’ is defined by such qualities as competitiveness, self-confidence, and purposefulness.
11. In countries such as Denmark and Sweden, culture and business are based on the ‘feminine type’, and in Japan and Mexico culture and business are built according to the ‘masculine type’.
12. Hofstede’s concept is considered only as a foundation used for making effective managerial decisions.
13. When communicating in an international environment, the business partners’ personal qualities and background should also be taken into account.

14. Globalization has caused the development of international cooperation.
15. Business communication strategy is studied all over the world.
16. It is necessary to take into account their local traditions and taboos when doing business with foreign partners.
17. In China business matters are not discussed during meals, because it is impolite.
18. If you are invited to a business lunch by Japanese colleagues, you should definitely accept the invitation.
19. In Ireland you may be asked to sing, because the Irish are fond of singing and dancing.
20. The bill had been paid by one of his colleagues before he returned to the table.
21. All the rooms had already been booked by two o'clock yesterday afternoon.
22. The menu prices have not been fixed yet, they could be changed.
23. All employees should respect the company they work for.
24. You can split the bill with friends if you are having lunch together.
25. If you have lunch at a restaurant, you should make sure in advance that the table has been set and seats for all invited guests have been prepared.
26. If you invite a lot of people, make sure the waiter has taken everyone's order.
27. You should complain to the manager of the restaurant if you were served badly or if the waiter was rude and inconsiderate.

Module 3

1. The injured are going to be left under doctors' close observation.
2. The specialists consider that Dubai will continue being a popular tourists' destination.
3. The number of accidents can be / are going to be reduced by 15 % on average due to stricter traffic rules.
4. According to scientists' estimation the life expectancy of young people will be reduced by 10 years because of drug addiction.
5. I am sure that she will be humble even if she succeeds/wins.
6. As soon as we choose the destination, we will pay the plane tickets and hotel accommodation immediately.
7. If you call our company and sign the contract before the end of the month, installation and maintenance of the alarm system will be cheaper.
8. If the companies do not make a compromise soon, the unhandled conflict will be a catalyst of information war in the media.
9. If you keep coming up with unconvincing excuses for the reasons for your being late every day, you will be dismissed/fired/sacked.
10. If we build various employees' personal data protection tools into the system, we will manage to prevent fraud.
11. If the cyberattack had not been deflected, the hackers would have got access to the Ministry of Defense system.
12. I would warn him regardless of the fact if he believed me or not.
13. If he won a large amount of money, he would set up a charity foundation.
14. If they had transferred money, the SMS would have been sent to you / you would have received the short message.
15. If you had assigned the task to Steve, he would have failed it / would not have copied with it.

INTERNET RESOURCES

1. Cambridge Dictionary : сайт. — Режим доступа: <https://dictionary.cambridge.org/ru/> (дата обращения: 20.01.2023).
2. Oxford Lerner's Dictionaries : сайт. — Режим доступа: <https://www.oxfordlearnersdictionaries.com/> (дата обращения: 20.01.2023).
3. Macmillan Dictionary : сайт. — Режим доступа: <http://www.macmillandictionary.com/> (дата обращения: 20.01.2023).
4. Англо-русский словарь // Мультитран : сайт. — Режим доступа: <http://www.multitrans.ru> (дата обращения: 20.01.2023).