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(ФГБОУ ВО РГУПС)

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Иностранный язык в профессиональной деятельности
(английский язык для специальности среднего профессионального образования
54.02.01 Дизайн (по отраслям))

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Введение

Целью дисциплины «Иностранный язык в профессиональной деятельности» является формирование универсальной компетенции ОК-9: «Пользоваться профессиональной документацией на государственном и иностранном языках».

Достижение поставленной цели осуществляется в ходе учебной деятельности, направленной на развитие компонентов иноязычной коммуникативной компетенции (языковой, речевой, социокультурной, компенсаторной, учебно-познавательной), что позволит обучающимся составлять профессиональную документацию в письменной форме на иностранном языке. Ориентируясь на возможные ситуации межличностного и межкультурного взаимодействия в академической и профессиональной сферах, в которых могут оказаться обучающиеся в связи с выполнением своих учебных и профессиональных обязанностей, участвуя в различных социально-культурных акциях и мероприятиях, данное методическое пособие предоставляет необходимый базовый материал для развития лексических, грамматических навыков обучающихся, а также их умений в области говорения, чтения, слушания, письма и перевода.

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания:

Код и содержание компетенции	Умения	Знания
ОК-09 Пользоваться профессиональной документацией на государственном и иностранном языках	Уметь: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные, бытовые и академические); понимать общий смысл текстов на базовые профессиональные темы; участвовать в диалогическом общении на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); читать и переводить основные профессиональные документы на иностранном языке; составлять базовую профессиональную документацию	Знать: основные правила грамматики иностранного языка; правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая, академическая и профессиональная лексика); базовый лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности, а также к созданию профессиональной документации; особенности произношения изучаемого иностранного языка; правила чтения текстов профессиональной направленности

**РАЗДЕЛ 1. ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ ПРИ
ОБСУЖДЕНИИ СИСТЕМ ОБРАЗОВАНИЯ В РОССИИ И ЗА РУБЕЖОМ.
СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ**

**SECTION 1. PROFESSIONAL COMMUNICATION IN DISCUSSING
EDUCATION SYSTEMS IN RUSSIA AND ABROAD. SECONDARY
VOCATIONAL EDUCATION**

Занятие 1

Я – студент

Unit 1

I am a student

Exercise 1. Learn the following words:

secondary vocational education	среднее образование	профессиональное образование
speciality	специальность	
hospitality	гостеприимство	
skill	навык, мастерство	
skilled	квалифицированный	
employee	сотрудник, служащий	
to finish school	закончить школу	
mid-level	среднее звено	
various	различный	
in accordance with	в соответствии	
society	общество	
to enter the university	поступать в университет	
a freshman	первокурсник	
a sophomore	второкурсник	
to graduate (from) the university	закончить университет	
state	государство, штат	
department	факультет	
subject	предмет	
academic	учебный	
to divide into	делить на	
term/semester	семестр	
examination session	экзаменационная сессия	
academic year	академический год	
to end	заканчиваться	
to take an exam	сдавать экзамен	
to pass an exam	сдать экзамен	
a credit	зачёт	

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Employee, hospitality, tourism, subject, term, session, skilled, speciality, various, society, academic year.

Exercise 3. Answer the questions:

1. Are you a student of Rostov State Transport University?
2. Are you a freshman?
3. Why have you decided to enter the RSTU?
4. How have you learnt about the RSTU?
5. What do you expect from your student life?
6. What extra-curriculum activities are you interested in?
7. Where do you plan to work after graduating the university?
8. Do you want to continue education for getting a bachelor or specialist degree?

Exercise 4. Read and translate into Russian.

1. I am a freshman.
2. I am a sophomore.
3. After graduating I will be a bachelor.
4. After getting a degree I plan to become a skilled worker.
5. After lessons I join my friends in the student club.

Exercise 5. Read the text and translate it into Russian.

I am a student

My name is I am a first-year student of the secondary vocational education at the Rostov State Transport University. My speciality is ... (Tourism and Hospitality; Jurisprudence: Design; Economics; Mechatronics, etc.).

Secondary vocational education (SVE) is a system of training skilled workers or employees and mid-level specialists for various sectors of the national economy in accordance with the needs of society and the state.

I go to the University every day. Our lectures begin at 8.20 in the morning. We have 3 or 4 lessons every day. We stay at the University till 2 or 3 o'clock in the afternoon. We have no lectures on Sundays. We study many subjects, such as History, Maths, Russian, and English. The academic year is divided into 2 terms. Each term ends with examination session. We will take several credits and exams.

Exercise 6. Fill in the blank with the prepositions.

To stay ... the University, ... 9 ... the morning, ... the afternoon, to study ...the University, to work ...Monday, to go ... the University, to divide ... 2 parts, ... the end of the week, the course ... studies, to work ... the public company.

Exercise 7. Compose the sentences about your learning path.

We study	for me is Math
The academic year is divided	with examination session
Our graduates can work	into 2 terms
The most difficult subject	many general and special subjects
We are to take several	at railway enterprises
Each term ends	credits and exams

Exercise 8. Find the English equivalents for word combinations in the text.

Студент первого курса, РГУПС, факультет, оставаться в университете до 2 или 3 часов дня, общие и специальные предметы, самый трудный предмет, учебный год делится, семестр, экзаменационная сессия, сдавать зачеты и экзамены, получить диплом, специалист, квалифицированный сотрудник, специалист среднего звена.

Exercise 9. Ask and answer the questions in pairs to make up a dialogue.

1. What University do you study at?
2. What department do you study at?
3. What is your speciality?
4. How often do you go to the university?
5. How many classes a day do you have?
6. Till what time do you stay at the University?
7. What general subjects do you study?
8. What special subjects do you study?

GRAMMAR

Word order (порядок слов в английском предложении)

Структура повествовательного предложения

В английском предложении каждый член предложения имеет свое определенное место. Перестановка членов предложения допускается только в исключительных случаях для придания речи большей выразительности. В простом распространенном повествовательном предложении следующий порядок слов:

Обстоятельство места или времени (Где? Когда?)	Подлежащее (Кто? Что?)	Обстоятельство образа действия (Как?)	Сказуемое (Что делает?)	Дополнение (Кому? Что? С кем? и др.) (косвенное, прямое, предложное)	Обстоятельство места или времени (Как? Где? Когда?) (образа действия, места, времени)
Every morning	I	regularly	run	with my brother	in the park

Обстоятельство также может стоять на нулевом месте перед подлежащим. Определение может стоять в любом месте предложения рядом с определяемым словом.

Например:

My brother gave his friends several books yesterday.

My brother gave several books to his friends yesterday.

1) Brother –подлежащее 2) gave – сказуемое 3) friends – косвенное дополнение, books – прямое дополнение, to friends – предложное дополнение 4) yesterday – обстоятельство места 5) my, his, several – определения.

Для образования отрицательного предложения после вспомогательного глагола добавляется частица –not.

Обст.- во (Где? Когда?)	Подле- жащее (Кто? Что?)	Вспомогатель -ный глагол + not	Обстоя- тельство образа действия (Как?)	Сказуе- мое (Что делает?)	Дополне ние (Что? С кем и др.)	Обстоятель ство места или времени (Где? Когда?)
–	I	do not (don't)	regularly	run	with my brother	in the park
–	He	does not (doesn't)	often	read	books	in the li- brary
–	My sister	is not (isn't)				at home now

В вопросительных предложениях – обратный порядок слов, т. е. на первое место выносится соответствующий вспомогательный глагол.

Вспом. глагол	Подлежа- щее (Кто? Что?)	Обстоятельст во образа действия (Как?)	Сказуемое (Что делает?)	Дополнение (Что? С кем? и др.)	Обстоятель- ство места или времени (Где? Когда?)
Do	you	regularly	run	with your broth- er	in the park?
Does	he	often	read	books	in the library?
Is	my sister				at home now?

Exercise 10. Compose the sentences.

1. The best, Victor, waiter, is, at the restaurant.
2. Serves, different, the restaurant, dishes.
3. The, is, Russia, the, in, country, largest, world.
4. Is, the city, in, of, the center, the restaurant.

Exercise 11. Transform the sentences to remove the preposition.

Образец: *She gave a letter to the postman. - She gave the postman a letter.*

1. Victor wrote a letter to his mother.
2. I'll send the books to you.

3. He brought the book to her this morning.
4. She wrote a letter to her brother.
5. My sister sent a letter to my daughter.
6. He showed the books to me.
7. They wrote a letter to us.

Parts of speech (Части речи)

Все слова, входящие в язык, делятся на разряды, называемые частями речи.

Различаются следующие части речи:

1. существительное (noun, *n*)
2. прилагательное (adjective, *a*)
3. числительное (numeral, *num*)
4. местоимение (pronoun, *pron*)
5. глагол (verb, *v*)
6. наречие (adverb, *adv*)
7. предлог (preposition, *prep*)
8. союз (conjunction, *cj*)
9. междометие (interjection, *interj*)

Pronouns (Местоимения)

Местоимение – это часть речи, которая употребляется вместо имени существительного или других частей речи, определяющих существительное.

Например:

Peter gave Kate a book. She took it.

Петя дал Кате книгу. Она ее взяла.

В английском языке есть следующие разряды местоимений: личные, притяжательные, указательные, вопросительно-относительные, возвратные и усилительные, неопределенные.

Personal pronouns (Личные местоимения)

Личные местоимения в английском языке имеют два падежа:

1. именительный падеж (the nominative case)
2. объектный падеж (the objective case), заменяющий собой все падежи русского языка.

Число	Лицо	Именительный падеж	Объектный падеж
Ед.	1 лицо	I (я)	me (мне, меня)
	2 лицо	you (ты)	you (тебе, тебя)
	3 лицо	he (он) she (она) it (оно)	him (ему, его) her (ей, ее) it (ему) неодуш.
Мн.	1 лицо	we (мы)	us (нам, нас)
	2 лицо	you (вы)	you (вам, вас)
	3 лицо	they (они)	them (им, их)

Слова, обозначающие мужчин, заменяются местоимением *he* (он).

Слова, обозначающие женщин, заменяются местоимением *she* (она).

Слова, обозначающие неодушевленные предметы, заменяются местоимением *it*.

Местоимение *they* (они) относится ко всем трем родам

Possessive Pronouns (Притяжательные местоимения)

Притяжательные местоимения отвечают на вопрос чей?, и имеют две формы: основную и абсолютную. Основная форма употребляется в тех случаях, когда за притяжательным местоимением стоит существительное.

This is my book and that is your book. Это моя книга, а то твоя книга.

Основная форма притяжательных местоимений.

Единственное число	Множественное число
1 лицо my (мой, моя, мое, мои)	1 лицо our (наш, наша, наше, наши)
2 лицо your (твой, твоя, твое, твои)	2 лицо your (ваш, ваша, ваше, ваши)
3 лицо his (его), her (ее), its (его)	3 лицо their (их)

Абсолютная форма притяжательных местоимений употребляется в тех случаях, когда за местоимением не стоит существительное.

This is my book and that is yours. Это моя книга, а то твоя.

It is not mine. Она не моя.

Абсолютная форма притяжательных местоимений.

Лицо	Единственное число	Множественное число
1 лицо	mine (мой, моя, мое, мои)	ours (наш, наша, наше, наши)
2 лицо	yours (твой, твоя, твое, твои)	yours (ваш, ваша, ваше, ваши)
3 лицо	his (его), hers (ее), its (его)	theirs (их)

Указательные местоимения

Указательные местоимения **this** и **that** имеют единственное и множественное число.

Единственное число	Множественное число
this (этот, эта, это)	these (эти)
that (тот, та, то)	those (те)

This is my house and that is yours. Это мой дом, а то – твой.
These are my books. Take those books. Эти книги мои. Возьми те книги.
 Указательное местоимение **such** имеет одну неизменяемую форму.
I like such books. Мне нравятся такие книги.

Exercise 12. Replace the nouns with the pronouns.

- | | | |
|-----|--|-----------------------|
| 1. | My father is writing a letter to <u>John</u> . | a) him b) her c) me |
| 2. | I don't know <u>the answer</u> . | a) she b) her c) it |
| 3. | The teacher always gives <u>the pupils</u> homework. | a) me b) them c) you |
| 4. | I read the book to <u>my little sister</u> . | a) her b) us c) him |
| 5. | The boys are riding <u>their bikes</u> . | a) it b) them c) her |
| 6. | Open the <u>window</u> , please. | a) it b) them c) us |
| 7. | These books are for <u>Jane</u> . | a) her b) him c) you |
| 8. | Sally is going to <u>Anne</u> . | a) her b) him c) me |
| 9. | Could you tell <u>Peter</u> the time, please? | a) you b) him c) them |
| 10. | Can you help <u>my sister and me</u> ? | a) her b) me c) us |

Exercise 13. Write in English.

Моя книга, их имена, наша комната, его собака, ваш заказ, их комната, твоя машина.

Exercise 14. Translate into English.

1. Тот стол – не мой. 2. Эта книга – моя. 3. Это – мой стол, а то – его. 4. Эти – ее карандаши, а те – мои. 5. Возьмите те карандаши 6. Я люблю такие ручки, они хорошие. 7. Ваша ручка плохая, возьмите мою.

Exercise 15. Choose the pronouns.

1. Is he (*our / ours*) customer?
2. It's (*their / theirs*) house, not (*our / ours*).
3. They're new guests and I don't know (*their / theirs*) names.
4. (*My / Mine*) flat is bigger than (*her / hers*), but (*her / hers*) is more comfortable.
5. That's not (*my / mine*) table. (*My / Mine*) is near the window.
6. They took (*our / ours*) books and we took (*their / theirs*).
7. Are these pencils (*her / hers*)?
8. Is this (*your / yours*) house or (*their / theirs*)?

Exercise 16. Use the pronouns in the necessary form.

1. Let (*he*) bring clean plates for (*we*). 2. Let (*we*) choose something tasty for the first course. 3. Don't let (*they*) eat much sugar. 4. Let (*we*) have dinner at this restaurant. 5. Let (*I*) help you, sir. 6. Let (*they*) make an order. 7. Let (*we*) take these sandwiches. 8. Don't let (*he*) smoke here! 9. Let (*she*) order ice cream. 10. Let (*they*) see what to order for dinner,

Самостоятельная работа

Individual work

Exercise 1. Learn new words.

Exercise 2. Replace the nouns with the pronouns.

1. **Victor** helped the **guests** to choose the **wine**. 2. **Mother** asked **Mary** to wash the **plates**. 3. My **friend** prepares the **breakfast**. 4. **Jane** took **three cups** from the table. 5. **His cousins** live in Moscow. 6. The **guests** will come tomorrow. 7. **Mary** works in the kitchen.

Exercise 3. Translate into English.

1. Мой друг Сергей учится на втором курсе. Он поступил в университет в прошлом году.

2. Студенты посещают (attend) лекции, практические занятия и лабораторные работы (labs).

3. Учебный год делится на 2 семестра.

4. Дважды в год студенты сдают зачеты и экзамены.

5. Студенты изучают как общие предметы, так и специализированные.

Exercise 4. Compose the sentences.

1. At the factory, does, this, work, girl, not.

2. Now, in the office, father, your, is?

3. Football, my, at the stadium, like, to play, children.

4. Usually, books, do, at the library, you, take?

5. Not, my, in the center, house, is, of the city.

Exercise 5. Get ready to speak on the topic "I am a student".

Занятие 2

Рабочий день студента

Unit 2

Student's working day

Exercise 1. Learn the following words:

to describe

описать

weekdays

рабочие дни

weekend

выходной

to get dressed

одеваться

it takes me ... minutes to ...

у меня занимает ... минут выполнение ...

have to be back

должны вернуться

canteen

столовая в школе, институте

to miss classes

пропускать занятия

to pass exams

сдать экзамены

as a rule

как правило

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Sophomore, weekdays, to comb my hair, especially, to share, canteen, at eight sharp, to pass examinations well.

Exercise 3. Read the text and translate it into Russian.

Student's working day

Now I am a sophomore of the University. Let me describe my usual working day. My classes begin at 8.20 in the morning and on weekdays I get up at seven o'clock. I wash my face or take a shower and brush my teeth. After that I get dressed and comb my hair. Then I have breakfast.

I leave the house at eight sharp and walk to the University. I live near the University and it usually takes me about ten minutes to get there.

As a rule, we have three or four lessons a day. We have lectures in different subjects. Usually I don't miss my classes because I want to pass my examinations well.

At 11.30 we have a big break for lunch. I prefer not to go to the canteen and we often have lunch in a small café

As a rule, we have four or five lectures a day. We have lectures in different subjects. Usually, I don't miss my classes because I want to pass my examinations well.

I come home at about 6 o'clock in the evening. My parents are already at home. We have dinner together and share the latest news. After dinner we wash dishes, drink coffee or tea and chat for a while. I do my homework every day. It takes me about 1 or 2 hours to do my homework. After that I have a little spare time. Sometimes I go for a walk in the park or visit my friends.

At about eleven at night, I go to bed. I like to read something before going to bed or to listen to music.

GRAMMAR

Verbs (Глаголы)

Глаголом называется часть речи, которая обозначает действие или состояние, представленное в виде действия.

Глаголы в английском языке имеют четыре основные формы:

1. инфинитив (неопределенная форма) *to ask*
2. прошедшее время (Past Indefinite) *asked*
3. причастие прошедшего времени (Past Participle) *asked*
4. причастие настоящего времени (Present Participle) *asking*

С помощью этих форм образуются все сложные временные формы действительного и страдательного залога.

Глагол to be

Глагол **to be** означает «быть», «являться».

I am a student. Я студент.

He is a doctor. Он – врач.

Глагол **to be** означает также «быть», «находиться где-то».

I am at the Institute. Я в институте.

He is at the hospital. Он в больнице.

Спряжение глагола **TO BE**

Число	Утверждение	Вопрос	Отрицание
Настоящее время (Present Simple)			
Ед. ч.	I am. You are. He (she, it) is.	Am I? Are you? Is he (she, it)?	I am not. You are not. He (she, it) is not.
Мн. ч.	We (you, they) are.	Are we (you, they)?	We (you, they) are not.
Прошедшее время (Past Indefinite)			
Ед.ч	I (he, she, it) was. You were.	Was I (he, she, it)? Were you?	I (he, she, it) was not. You were not.
Мн.ч	We (you, they) were.	Were we (you, they)?	We (you, they) were not.
Будущее время (Future Indefinite)			
Ед.ч	I shall be. You (he, she, it) will be.	Shall I be? Will you (he, she, it) be?	I shall not be. You (he, she, it) will not be.
Мн.ч	We shall be. You (they) will be.	Shall we be? Will you (they) be?	We shall not be. You (they) will not be.

Exercise 4. Insert the verb to be.

1. He ... born in 1998. 2. We ... students now. 3. We ... good friends in our group. 4. It ... an interesting book. 5. Who ... absent today? 6. He ... a student. 7. What ... he? - He ... a doctor? 8. These ... my pencils. 9. Where ... this book? - It ... on the table. 10. What ... their names? 11. Mary ... a girl. 12. Who ... he? 13. What ... you? 14. This man ... in the room. 15. How ... she? 16. How ... you? - I ... fine. 17. How ... your friend? 18. ... he your son? 19. Tomorrow we ... at home. 20. ... you a sportsman? 21. There ... no book on the table. 22. It ... my parents' car. 23. There ... 20 students in our group now.

Exercise 5. Insert the proper form of the verb to be.

1. Mathematics ... very difficult.
2. There ... many birds in the tree.
3. Who ... you?
4. The dishes ... on the table.
5. My teeth ... white.
6. How many students ... there in your group?
7. ... my shirts washed?

8. Not many cities ... as big as Moscow.
9. There ... many problems in these exercises.
10. There ... two libraries in our University.

Глагол **to have**

Глагол **to have** означает «иметь», «обладать», «у меня (тебя, нас и т.д.) есть».

I have a car. У меня есть машина.

He had 3 classes yesterday. У него было 3 занятия вчера.

В настоящем времени часто употребляется конструкция **to have got** в том же значении.

I have got a family. У меня есть семья.

Спряжение глагола **TO HAVE**

Единственное число			
	<i>утверждение</i>	<i>отрицание</i>	<i>вопрос</i>
1 лицо	I have	I have no...	have I?
2 лицо	you have	you have no...	have you?
3 лицо	he/she/it has	he/she/it has no...	has he/she/it?
Множественное число			
1 лицо	we have	we have no...	have we?
2 лицо	you have	you have no...	have you?
3 лицо	they have	they have no...	have they?

Exercise 6. Insert the verb "to have" or "to be":

1. We do not ... any questions. 2. He ... born in 1989. 3. We ... a lot of rooms in our hotel. 4. It ... an interesting film. 5. Who ... any ideas? 6. He ... a student five years ago. 7. What ... he now? 8. ... you got enough money? 9. These ... my guests. 10. Where ... the key to my room? -It ... on the table. 11. What do you ... for breakfast? 12. Mary ... a manager in three years. 13. Who ... a pen? 14. He ... a student, ... not he? 15. This man ... in the next room. 16. What ... the price? 17. How ... you? I ... fine. 18. How ... your friend? 19. ... he any children? 20. Tomorrow we ... a meeting at the conference hall. 21. ... you a sportsman? 22. They ... no time to lay the table. 23. Cars ... four wheels. 24. There ... 25 suites in our hotel now.

Types of questions (Типы вопросов)

1. Общий вопрос.

Общий вопрос относится ко всему предложению в целом, и ответом на него будут слова **yes** или **no**:

Do you like ice-cream? – Yes, I do.

Can you speak English? - Yes, I can.

Are you a schoolboy? – No, I am not.

Have you bought a text book? - Yes, I have.

Порядок слов в общем вопросе.

1) вспомогательный (модальный, глагол-связка) глагол,

- 2) подлежащее (существительное или местоимение),
- 3) смысловой глагол (или дополнение).

2. Специальный вопрос.

Специальный вопрос относится к какому-нибудь члену предложения или их группе и требует конкретного ответа:

What is your name? - My name is Peter.

Where do you live? - I live in Rostov.

Специальный вопрос всегда начинается со специального вопросительного слова:

who (кто?)	where (где?)
whom (кого?)	why (почему?)
what (что?)	how long (как долго?)
which (который?)	how many (сколько?)
whose (чей?)	how much (сколько?)
when (когда?)	how (как?)

Порядок слов в специальном вопросе.

- 1) вопросительное слово (*what, where, who, when, how* и т. д.),
- 2) вспомогательный (модальный, глагол-связка) глагол.
- 3) подлежащее,
- 4) смысловой глагол,
- 5) дополнения,
- 6) обстоятельства (места, времени, образа действия и т.д.)

В специальных вопросах, обращенных к **подлежащему** в формах Present и Past Indefinite, **не употребляется** вспомогательный глагол **to do (did)** и сохраняется прямой порядок слов:

Who wants to go to the cinema?

Whose pen is it?

Who lives here?

3. Альтернативный вопрос.

Альтернативный вопрос предполагает выбор из двух возможностей:

Do you like coffee or tea? - Вы любите кофе или чай?

Альтернативный вопрос начинается как общий вопрос, затем следует разделительный союз **or** и вторая часть вопроса.

4. Разделительный вопрос

Разделительный вопрос состоит из двух частей. Первая часть – это повествовательное предложение (утвердительное или отрицательное), вторая, отделенная запятой от первой, - краткий вопрос, который на русский переводится **не правда ли? не так ли?**

You are a student, aren't you? – Вы студент, не правда ли?

You aren't a student, are you? – Вы не студент, не так ли?

В кратком вопросе повторяется вспомогательный, модальный или связочный глагол предложения, содержащего заявление. Если сказуемое предложения выражено глаголами *to be* или *to have*, то повторяются эти глаголы.

He is reading, isn't he? Он читает, не так ли? (Повторяется вспомогательный глагол.)

He can read, can't he? Он умеет читать, не так ли? (Повторяется модальный глагол *can*.)

He is a good specialist, isn't he? Он хороший специалист, не так ли? (Повторяется связочный глагол *to be*.)

He has a book, hasn't he? У него есть книга, не так ли? (Повторяется глагол *to have*, употребляемый как смысловой глагол.)

Если в повествовательной части разделительного вопроса содержится **утверждение**, то во второй - **отрицание**.

Если в повествовательной части – **отрицание**, то во второй части, как правило, – **утверждение**:

He is there, isn't he? Он там, не так ли?

He isn't there, is he? Он не там, не так ли?

Exercise 7. Put the general questions to the sentences and give positive and negative answers.

A) Образец: *The guests are at the restaurant. Are the guests at the restaurant? Yes, they are.*

Mary is a good cook. Is she a good cook? Yes, she is.

1. The cooks are in the kitchen.
2. The waiters are in the dining hall.
3. The tables are set for dinner.
4. The watermelon is juicy.
5. The menu card is on the table.
6. He is a good waiter.
7. Our dinner was very good.
8. Our table is in the corner.

B) Образец: *The guests are not at the restaurant. Are the guests at the restaurant? No, they are not.*

He is not a waiter. Is he a waiter? No, he is not.

1. The dining hall is not small.
2. The waiters are not in the dining hall now.
3. The tablecloths are not on the tables now.
4. Menu-cards are not on the table.
5. Steak is not on the menu today.
6. Mary is not a headwaiter.
7. Cigarettes are not on sale.
8. There are no flowers on the table.

Exercise 8. Put the tag questions to the sentences and give positive and negative answers.

1. She is a student.
2. He speaks English well.
3. They have many books.
4. The weather was fine yesterday.
5. We saw a new film yesterday.
6. You can read well.

Exercise 9. Put different types of questions to the sentences and give positive and negative answers.

1. Общие. 2. Специальные. 3. Разделительные

1. There is a menu-card on the table.
2. The guests are leaving the restaurant at eleven o'clock.
3. They will go to work on Monday.
4. Our headwaiter knows several foreign languages.
5. He has ordered a substantial breakfast.
6. They were in many countries.
7. They are working in the kitchen.
8. Dinner is the largest meal during the day.
9. He likes oysters.
10. I heard about this restaurant from my friend.

Exercise 10. Correct the mistakes.

1. What Tony are writing?
2. What is writing?
3. What Julia want to do?
4. Who does wants a cup of tea?
5. Who President John F. Kennedy killed?
6. Who did invented the telephone?
7. Whose your favorite actor?
8. Who's is this coat?
9. What hand does you write with?
10. Arthur is 21, hasn't he?
11. You're a student, isn't it?
12. They live in Milan, doesn't they?
13. Does Diana like golf, doesn't she?

Nouns. Number (Существительные. Число)

Множественное число имен существительных образуется несколькими способами:

1. Добавление окончания "s" к существительному:
a cat cats

a sea *seas*

a boy *boys*

- a) Добавляется окончание "s" к существительным, оканчивающимся на гласную + "y"

monkey (обезьяна) – *monkeys*

day (день) – *days*

- Заменяется "y" на "i" и добавляется "es" к существительным, оканчивающимся на согласную + "y"

a lady (леди) – *ladies*

a country (страна) – *countries*

- b) Добавляется окончания "es" к существительным, оканчивающимся на "s", "x", "z", "ch", and "sh":

watch (часы) – *watches*

dish (блюдо) – *dishes*

- c) Заменяется "f" на "v" и добавляется окончания "es" к существительным, оканчивающимся на "f" и "fe"

life (жизнь) – *lives*

wolf (волк) – *wolves*

Исключения:

belief (вера) – *beliefs*

chief (шеф) – *chiefs*

hoof (копыто) – *hoofs* и *hooves*

cliff (утес) – *cliffs*

roof (крыша) – *roofs*

- d) Добавляется "s" или "es" к существительному, оканчивающемся на "o"

piano (пианино) – *pianos*

potato (картофель) – *potatoes*

2. Особый способ, не по общим правилам:

- a) изменяется корневая гласная:

a man (мужчина) – *men* (мужчины)

a woman (женщина) – *women* (женщины)

a foot (нога) – *feet* (ноги)

a tooth (зуб) – *teeth* (зубы)

a goose (гусь) – *geese* (гуси)

a mouse (мышь) – *mice* (мыши)

- b) добавляется окончание **-en**:

an ox (бык) – *oxen* (быки)

a child (ребенок) – *children* (дети)

- c) формы единственного и множественного числа из латинского и греческого языков:

a crisis (кризис) – *crises* (кризисы)

a datum (величина, данное) – *data* (данные)

3. Общая форма для единственного и множественного числа:

a deer (олень) – *deer* (олени)

a sheep овца) – *sheep* (овцы)

a fish (рыба) – *fish* (рыбы)

4. Существительные только в единственном числе:

money (деньги), *sugar* (сахар), *business* (дело), *information* (информация, сведения), *progress* (прогресс, успехи), *news* (новость, новости), *peace* (мир), *love* (любовь), *knowledge* (знание, знания), *advice* (советы), *furniture* (мебель), *luggage* (багаж).

5. Существительные только во множественном числе:

clothes (одежда), *goods* (товары), *thanks* (благодарность), *manners* (манеры), *trousers* (брюки), *pyjamas* (пижама), *glasses* (очки), *scissors* (ножницы), *jeans* (джинсы) and others.

Эти существительные согласуются с глаголом во множественном числе:

My trousers are too long.

Некоторые существительные, обозначающие дисциплины и отрасли знания и оканчивающиеся на -ics, на самом деле стоят в единственном числе. Например: *athletics*, *economics*, *electronics*, *gymnastics*, *maths* (= *mathematics*), *physics*, *politics*.

Эти существительные согласуются с глаголом в единственном числе:

Gymnastics is my favourite sport.

Некоторые существительные, оканчивающиеся на -s могут быть как в единственном, так и во множественном числе. Например:

means (средство, средства), *a means of transport* (транспортное средство), *many means of transport* (много транспортных средств).

Некоторые существительные в единственном числе часто используются с глаголами во множественном числе. Например: *Audience*, *committee*, *company*, *family*, *firm*, *government*, *staff*, *team*.

Эти существительные обозначают группы людей, поэтому требуют глагол во множественном числе:

The police (= *they*) **are** *investigating the murder.*

Таким же образом, глаголы во множественном числе часто используются после названия компании или спортивной команды:

Rosneft have **recently increased the price of petrol.**

Но также можно использовать глагол в единственном числе:

The government wants **to increase pensions.**

Существительные, обозначающие сумму денег, период времени, расстояние требуют глагол в единственном числе:

Ten kilometers is **a long way to go to work every day.**

Exercise 11. Use the words in the plural form.

a car – two ..., a fox – five ..., a wife – four ..., a sheep – ten ..., an army – two ..., a leaf – many ..., a fish – six ..., a toy – three ..., a city – nine ..., a table – two ..., a photo – five ..., a child – twelve ..., a tooth – thirty two ..., a woman – three ..., a sister – two ..., an apple – four ..., a mouse – three ...

Exercise 12. Translate into English.

Три оленя, седые волосы, три платья, десять коробок, двенадцать карандашей, новые очки, молодые женщины, черные брюки, пять рыбок, десять ножей, четыре города, большие деньги, здоровые зубы, хорошие новости, два слона, три помидора, пять армий, богатые знания, два дяди, девять картин, три автобуса, дружественные народы, младшие братья, архитекторы и инженеры, пять уроков, родители, два парка, три собаки, короткие брюки, важные сведения, ножи и вилки, срочные телеграммы, шесть сумок, две газеты, яркие журналы, чистые носовые платки, красные зонты, осенние дожди, три мужчины, больные ноги, интересные книги.

Countable and uncountable nouns (Исчисляемые и неисчисляемые существительные)

Исчисляемые существительные обозначают предметы, которые мы можем сосчитать. Вот некоторые примеры исчисляемых существительных:

dog собака, *cat* кот, *animal* животное, *man* мужчина, *person* человек

Неисчисляемые существительные обозначают вещества, понятия и т.д, то есть то, что не может делиться на отдельные элементы. Мы не можем «посчитать» их. Вот некоторые примеры неисчисляемых существительных:

music музыка, *art* искусство, *love* любовь, *happiness* счастье

Неисчисляемые существительные обычно употребляются в единственном числе, поэтому используется глагол в единственном числе. Например:

This news is very important. Эти новости очень важны.

С неисчисляемыми существительными обычно не используется неопределенный артикль *a/an*. Нельзя сказать "an information" или "a music". Но можно сказать:

a piece of news новость

a bottle of water бутылка воды

Напитки (кофе, вода, чай) обычно неисчисляемые существительные. Но мы можем сказать (в ресторане, например): *Two teas and one coffee, please.* Два чая и один кофе, пожалуйста.

Exercise 13. Choose countable and uncountable nouns.

friend, milk, student, pen, paper, coffee, money, idea, family, knowledge, sea, hour, tree, silver, meat, happiness, clothes, picture, air, time, water, machine, music, snow, word, information, speed, book, news, house.

Exercise 14. Put the nouns in the plural form. Make changes in the sentences.

Образец: His report is not ready yet – his reports are not ready yet.

1. This is an expensive watch.
2. A high mountain is very cold at the top.
3. This flower is beautiful.
4. My foot is tired.
5. There is a party this weekend.

6. That is a large box.

Exercise 15. Put the nouns in the singular form. Make changes in the sentences.

Образец: There are many museums in Madrid. - There is a museum in Madrid.

1. Those Rock and Roll bands are loud.
2. Our schools are near.
3. These watches are broken.
4. There are many fish in the sea.
5. These cliffs are dangerous.
6. There are potatoes for dinner.
7. Those knives are very sharp.
8. Your children are very good.
9. There are many car crashes every year.

Possessive case of the nouns

(Притяжательный падеж существительных)

Притяжательный падеж существительных, обозначающих **людей и животных**, образуется путем добавления к существительному апострофа и окончания ('s). Например: *John's car* машина Джона, *the dog's tail* хвост собаки.

Притяжательный падеж существительных, обозначающих **предметы**, образуется с помощью предлога **of**. Например: *The pupils of my class. The door of the car.*

После имен, оканчивающихся на **s**, ставится ('s). Например: *Denis's wife. Gladys's job.*

К существительным во множественном числе, уже имеющим окончание **s**, добавляется только апостроф ('). Например: *my parents' car, my grandparents' house.*

The child's toys – The children's toys The boy's books – The boys' books

Exercise Use the possessive case of the nouns.

Образец: The friends of my parents. - My parents' friends.

1. The children of John Turner. The child of John Turner.
2. The questions of my son. The questions of my sons.
3. The wife of my brother. The wives of my brothers.
4. The name of this man. The voice of this girl.
5. The car of my parents. The room of my friend.
6. The handbags of these women. The handbag of these woman.
7. The room of the boys. The room of the boy.

Exercise 16. Translate into English.

1. Чьи это письма? – Это письма моих друзей. 2. Мэри взяла книги своего брата. 3. Дайте мне работы учеников, пожалуйста. 4. Это офис нашего

директора. 5. Это семья моего друга. Отец моего друга учитель. Мать моего друга врач. 6. Чья это книга?

Самостоятельная работа

Individual work

Exercise 1. Learn new vocabulary.

Exercise 2. Choose the form of the verbs.

1. Physics was / were my favourite subject at school.
2. May I take your scissors? Mine isn't / aren't sharp enough.
3. The news wasn't / weren't as bad as we expected.
4. Gymnastics is / are my favourite sport.
5. Five days isn't / aren't long enough for a good holiday.
6. I can't find my glasses. Maybe you know where it is / they are?
7. The people in that city is / are very friendly.
8. I don't like very cold weather. Minus 10 degrees is / are too cold for me.

Exercise 3. Translate into English.

1. Позвольте мне представиться. Меня зовут
2. Мне 18 лет. Я родился в ... , и сейчас я живу в
3. Я студент. Я учусь в
4. Я не женат.
5. Моя семья маленькая. У меня нет братьев и сестер.
6. Я жил с родителями, когда учился в школе.
7. Моя мама – учитель. Мой отец – инженер.
8. Я люблю слушать современную музыку.
9. Я очень общителен. У меня много друзей.
10. Мне нравятся весёлая компания и вечеринки.
11. У меня есть чувство юмора. Мне нравятся шутки.
12. У меня не так много времени для занятий спортом.
13. Иногда я трачу час или два на просмотр интересного фильма,
14. Вечером я часто читаю сообщения.
15. Мне нравится читать книги.
16. Мой любимый писатель –

Занятие 3

Моя будущая карьера

Unit 3

My future career

Exercise 1. Read the text and translate it into Russian.

Give the title to the text.

Each of us has thought about his or her future career. If you enjoy some of the subjects at school more than others or have some professional interest, you can imagine your future career.

You can work at the office, factory or you can become a freelancer. But in any case you need good education and professional skills. That is why, studying at the university is very important.

As for me, I like jobs that require creativity. For example, you can become an event-manager, a musician, or an actor. These professions might require training, practice and some talent.

Some people become entrepreneurs. They run their own businesses, make jobs and react to the needs of society.

Many people enjoy working in more traditional industries. If you love baking cakes or taking care of animals, you should follow your real passion. It is up to you what occupation to choose.

Choosing your future career is not easy but it is surely rewarding to do something you love.

GRAMMAR

English Tense System (Система времен английского глагола) Simple/ Indefinite tenses (Простые/ неопределенные времена)

Простые времена употребляются для констатации факта: действие просто происходит в прошлом, настоящем, будущем времени без указания на его длительность или завершенность. Обратите внимание на окончание –s у глагола в 3 л., ед.ч.

Present Simple	Past Simple	Future Simple
<i>I play</i> <i>He plays</i> <i>I go</i> <i>He goes</i>	<i>I played</i> <i>I went</i>	<i>I will play</i> <i>I will go</i>

Глаголы в **Present Simple**
в 3-ем лице единственного числа имеют окончание –s (-es).

Present Simple Tense

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<i>I play</i>	<i>I do not play</i>	<i>I don't play</i>	<i>Do I play?</i>
<i>You play</i>	<i>You do not play</i>	<i>You don't play</i>	<i>Do you play?</i>
<i>He/she/it plays</i>	<i>He/she/it does not play</i>	<i>He/she/it doesn't play</i>	<i>Does he/she/it play?</i>
<i>We play</i>	<i>We do not play</i>	<i>We don't play</i>	<i>Do we play?</i>
<i>You play</i>	<i>You do not play</i>	<i>You don't play</i>	<i>Do you play?</i>
<i>They play</i>	<i>They do not play</i>	<i>They don't play</i>	<i>Do they play?</i>

Present Simple используется:

Когда говорят об обычных повторяющихся действиях, например:

John plays tennis once a week. We start work at 9 a.m. every day. Mary gets up 7 a.m. on weekdays. I go to school every day.

Когда говорят о вкусах, например:

Peter likes Chinese food. Julie doesn't like fish.

Когда сообщают факты, например: *The sun rises in the east. In Europe, the weather is cold in winter.*

Для указания на повторный характер действия часто употребляются слова (индикаторы):

every day / week, month, year (каждый день / каждую неделю, месяц, год),

often (часто),

seldom (редко),

always (всегда),

usually (обычно),

never (никогда).

Наречия *often, seldom, always, never, usually* обычно ставятся перед глаголом. В предложениях с глаголом **to be** эти наречия обычно ставятся после глагола.

He is never late for his work. – Он никогда не опаздывает на работу.

Exercise 2. Put the verbs start, take, eat, think, sleep, go, like, drink, write in the necessary form.

1. The serial on TV ... every day at 8 p.m.
2. The children ... milk with their meals.
3. Cats usually ... a lot.
4. Julie ... a letter to her mother once a week.
5. Tom and Julie ... in a big city in the centre of the country.
6. Tourists ... to Egypt to see the pyramids.
7. Jimmy always ... the bus to go to school.
8. We all know that children ... sweets.
9. Anne ... it's a good idea to learn English.
10. If you want to be healthy, you must ... good food.

Exercise 3. Open the brackets, use the verbs in the necessary forms.

1. We usually (to work) at the garden in the evening.
2. I (to read) the newspapers in the morning.
3. We (not to get up) early every morning.
4. My parents usually (to go) to the market on Sundays.
5. We (to have) lunch in the canteen.
6. We (to be) glad to meet you.
7. How often they (to get) messages?
8. I (to be) a Russian engineer.
9. My brothers (to study) at school.

10. The students (to be) in the swimming pool.

Exercise 4. Open the brackets, use the verbs in the necessary forms. Pay attention to negative and interrogative sentences

1. Where you (to work)?
2. Mike (to speak) English well.
3. Our teacher (to come) always in time.
4. My younger sister (not to be) married.
5. Where he (to be) now?
6. She (not to work) at our factory.
7. Why she (to go) to her work by bus?
8. He (not to work) hard at his German.
9. Who often (to discuss) plans with the engineers?
10. Next month my father (not to go) on business trip.
11. When (to arrive) your family in Moscow?
12. This girl (to take part) often in the competition.
13. He never (to sleep) in the open air.

Exercise 5. Translate into English.

1. По пятницам он всегда опаздывает.
2. Вы учитесь в университете или школе?
3. Эта собака не злая, она лает только на незнакомцев.
4. Сколько раз в месяц у него командировки?
5. Мы сейчас не в офисе, а дома.
6. Она редко помогает тёте в саду.
7. Два раза в неделю мы будем ходить на стадион.
8. У него всегда много прекрасных идей.
9. Почему вы не покупаете вещи в этом магазине?
10. Он не часто работает на компьютере.

Prepositions (Предлоги)

Предлоги, обозначающие место

above - над	<i>There is a lamp above the table.</i>
across - через	<i>I live across the street.</i>
around - вокруг	<i>We are sitting around the table.</i>
at - у, в, возле, рядом	<i>We are sitting at the table. I study at the University. The pupils are at the lesson.</i>
behind - за, позади, сзади	<i>There is a garden behind the house.</i>
between - между	<i>Between the tables.</i>
down - вниз	<i>Down the river.</i>
in - в	<i>He is in the office.</i>
on - на	<i>The book is on the desk.</i>
under - под	<i>The book is under the table.</i>

in front of - впереди, перед *There is a telephone **in front of** him.*

near - вблизи, около, *She is sitting **near** the table.*

рядом с, возле

over - над, через, сверх *There is a bridge **over** the river*

up - вверх *Up the river.*

Предлоги направления

to – к

*Come **to** me.*

from - от, из, со

*Take this book **from** the table. I come **from** Russia.*

into - в, внутрь

*Put the book **into** the bag.*

out of - из

*Take the book **out of** the bag.*

on(to) /onto – на

*Snow fell **onto** the ground.*

through - через, сквозь *He came in **through** the door.*

Предлоги времени

in - в *in April, **in** 2003*

in – через *in an hour, **in** two days*

at - в *at 5 o'clock, **at** midnight*

on - в *on Monday, **on** the 10th of February*

by - к *by the end of the week*

from ... till ... - от... до *from 5 to 6 o'clock*

from ... to ... - от... до *from 5 till 6 o'clock*

for - в течение *for an hour*

during - во время *during the lesson*

after - после *after work*

before - перед *before the lesson*

within - в течение *within a month*

Прочие предлоги

by – посредством *walk **by** foot, go **by** plane*

with - вместе, с, *write **with** a pen*

чем-либо (как инструментом) *eat **with** a spoon, write **with** a pen*

for – для *a letter **for** you*

Обозначения времени

Если минутная стрелка на часах находится в правой части циферблата – используется предлог *past*.

It's ten past eleven.

Десять минут двенадцатого.

It's a quarter past eleven.

Четверть двенадцатого.

It's half past eleven.

Половина двенадцатого.

Если минутная стрелка находится в левой части циферблата, то используется предлог *to*.

It's ten to twelve.

Без десяти двенадцать.

It's a quarter to twelve.

Без четверти двенадцать.

It's twenty minutes to twelve.

Без двадцати минут двенадцать.

It's eleven sharp.

Одиннадцать часов ровно.

Время до полудня обозначается a.m. (от лат. ante meridiem), а после полудня p.m

(от лат. post meridiem). Например: 10 a.m. - Десять часов утра. 6 p.m – Шесть часов вечера.

Дни недели (употребляются с предлогом on)

Monday – понедельник

Tuesday – вторник

Wednesday – среда

Thursday – четверг

Friday – пятница

Saturday – суббота

Sunday – воскресенье

Месяцы (употребляются с предлогом in)

January, February, March, April, May, June, July, August, September, October, November, December.

Времена года (употребляются с предлогом in)

spring – весна

summer – лето

autumn – осень

winter – зима

Запомните следующие слова и выражения:

a watch – часы (наручные, карманные)

a clock – часы (стенные, настольные)

My watch is five minutes fast. - Мои часы спешат на 5 минут.

My watch is five minutes slow. - Мои часы отстают на 5 минут.

What day is it today? - Какой сегодня день (недели)?

What date is it today? - Какое сегодня число?

What time is it now? - Который час?

What is the time? - Который час?

Выражения, связанные со временем:

yesterday – вчера

the day before yesterday – позавчера

today – сегодня

tonight – сегодня вечером

tomorrow – завтра

the day after tomorrow – послезавтра

a fortnight – две недели

from 10 till 12 – с 10 до 12

half an hour – полчаса
10 days ago – 10 дней назад
It's time to ... – пора (делать что-либо)
in an hour's time – в течение часа
in time – вовремя (не слишком поздно; так, чтобы успеть)
on time – вовремя (точно по плану)
in the middle of ... – в середине
this week (month, year) – на этой неделе (в этом месяце, году)
next week – на следующей неделе
last week – на прошлой неделе
last night – вчера вечером

Exercise 6. Write it in English. What time is it now?

- А) 8.05, 8.10, 8.15, 8.20, 8.25, 8.30, 8.35, 8.45, 8.50, 8.55, 9.00
Б) 1. Без двадцати двенадцать.
2. Без четверти три.
3. Половина пятого.
4. Четверть седьмого.
5. Десять минут второго.
6. Ровно двенадцать часов.

Exercise 7. Insert the prepositions.

1. There are no cloths ... the tables. 2. What street do you live ...? 3. ... Sunday our restaurant serves brunches. 4. Last week he went ... Moscow. 5. There are a lot of bridges ... the Thames. 6. She goes ... work ... bus. 7. ... the evening we didn't go anywhere and stayed ... home. 8. Many people travel ... train. 9. The waiter wrote the bill ... a pen and put it ... the table. 10. I was born ... the first ... October. 11. Fish is eaten ... a fish fork and never ... a knife. 12. He took used plates ... the table and put them ... washing machine. 13. We went ... home ... foot. 14. They often go ... a walk ... the park. 15. He works ... the hotel. 16. I don't like to sit ... the window. 17. She stood ... and went ... the room. 18. Usually I work ... 7 a.m. ... 6 p.m. o'clock. 19. I am fond ... classical music. 20. Before work waiters put ... their uniforms and chefs go ... the kitchen.

Exercise 8. Choose countable and uncountable nouns

1. This man works at our office. 2. I'll give you my book. This story is very interesting. 3. A woman, a man, a boy and a girl are the room. 4. Put this knife on that table. 5. What is your name? 6. He keeps his toy in a box. 7. A new house is in our street. 8. He has a new suit. 9. The plate was on the table. 10. This town is very large. 11. Is that girl your sister? 12. Is this a good student? 13. Is this a good match? 15. The student put his book on the desk. 16. That house is new

Самостоятельная работа
Individual work

Exercise 1. Make notes of the new vocabulary.

Exercise 2. Put the verbs in the Present Simple form.

1. One fly.... (to fly) , two flies ... (to fly).
2. One girl (to cry), four girls ... (to cry).
3. When a wolf(to see) the moon, it (to begin) to howl (ВЫТЬ).
4. Wolves and sheep (to be) never friends.
5. Our hens ... (to lay [откладывает]) a lot of eggs.
6. Boys (to fight) and... (to shout).

Exercise 3. Put the verbs in the Present Simple form.

go, like, love, watch, read, like, walk, come, do, watch

My name's Jack. In the evening I usually (1) my homework. Then I (2) TV or video. I (3) action films! They are super! Then I (4) my dog. After that I (5) home, (6) a book and (7) ... to bed. My sister is little. She doesn't (8) action films. She (9) cartoons. She (10) them every day.

Exercise 4. Put the adverbs into the sentences to make them right for your family.

always, usually, often, sometimes, rarely, never

1. We celebrate Christmas.
2. My dad buys a Christmas tree.
3. My mum decorates a Christmas tree.
4. My granny ... makes a cake.
5. My parents ... send Christmas cards.
6. I get presents.
7. We sing Christmas songs.

Занятие 4

Профессиональная документация: заполнение анкеты

Unit 4

Professional documentation: filling in the questionnaire

Exercise 1. Study the immigration card. Ask questions as if you were the customs officer.

Model immigration card:

Name <i>Имя</i>	Gleb	Date of birth <i>Дата рождения</i> 12.06.65	Place of birth <i>Место рождения</i> Volgograd	Occupation <i>Вид деятельности</i> An entrepreneur
Surname <i>Фамилия</i>	Rozin	Age <i>Возраст</i> 39	Nationality <i>Национальность</i> Russian	Resident of <i>Место проживания</i> Russia

Sex <i>male/female</i> Пол	Accompanying spouse Сопровождающий супруг/супруга No	Accompanying children Сопровождающие дети No	City of staying Город, где планируется остановиться Dubai
Passport # № Паспорта 60 04 567321	Issued Выдан 15.08. 2000 Russia, Krasnodar	Valid till действителен до 15.08.2005	Place of dwelling Место проживания за рубежом Sunday Inn
Visa Виза HB-50924	Expiry date Срок действия визы 30.11.2005	Period of visit Период пребывания 30 days	Purpose of visit Цель визита business

Exercise 2. Fill in the immigration card. Do this in pairs. One student is an officer, the other is a tourist.

Name	Date of birth	Place of birth	Occupation
Surname	Age	Nationality	Resident of
Sex male/female	Accompanying spouse	Accompanying children	City of staying
Passport #	Issued	Valid till	Place of dwelling
Visa	Expiry date	Period of visit	Purpose of visit

Exercise 3. Study the names of the countries.

Countries and nationalities

Country	Страна	Language, nationality	Язык, национальность
Russia	Россия	Russian	Русский
The USA America	США Америка	American	Американский
Great Britain The UK	Великобритания	British	Британский
Austria	Австрия	Austrian	Австрийский
Germany	Германия	German	Немецкий
Spain	Испания	Spanish	Испанский
Italy	Италия	Italian	Итальянский
France	Франция	French	Французский
Portugal	Португалия	Portuguese	Португальский
Hungary	Венгрия	Hungarian	Венгерский
Poland	Польша	Polish	Польский
Denmark	Дания	Danish	Датский
The Netherlands	Нидерланды	Dutch	Голландский
Greece	Греция	Greek	Греческий
Cyprus	Кипр	Cypriot	Кипрский

Japan	Япония	Japanese	Японский
China	Китай	Chinese	Китайский
Korea	Корея	Korean	Корейский
Thailand	Таиланд	Thai	Тайский
Egypt	Египет	Egyptian	Египетский
Mexico	Мексика	Mexican	Мексиканский
Cuba	Куба	Cuban	Кубинский
India	Индия	Indian	Индийский
Pakistan	Пакистан	Pakistani	Пакистанский
Australia	Австралия	Australian	Австралийский
Turkey	Турция	Turkish	Турецкий
Israel	Израиль	Israeli	Израильский

GRAMMAR

Past Simple Tense (Прошедшее простое время)

Past Simple используется, когда говорят о законченных действиях в законченный период времени в прошлом. Например,

*Yesterday evening, I **played** tennis with a friend. I **went** to school in 1990. Five minutes ago, I **finished** the report for my boss.*

В предложениях могут присутствовать обстоятельства времени:

yesterday – вчера

last night – прошлой ночью

last week – на прошлой неделе

last month – в прошлом месяце

last year – в прошлом году

last summer – прошлым летом

the other day – на днях

in 1945 – в 1945 году

Словосочетания с наречием ago:

five minutes ago – пять минут назад

an hour ago – час назад

two years ago – два года назад

Например,

Where did you travel last year? – Где ты путешествовал в прошлом году?

I was born in 1982 – Я родился в 1982 году.

They were here ten minutes ago – Они были здесь десять минут назад.

Вопросительные наречия when и how также могут указывать на прошедшее время.

How did it happen? – Как это случилось?

When did you begin your studies? – Когда ты начал учебу?

Regular and Irregular Verbs (Правильные и неправильные глаголы)

По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У правильных глаголов вторая и третья формы (Past Indefinite Tense и Past Participle – простое прошедшее время и причастие прошедшего времени) совпадают

между собой и образуются путем прибавления к основе глагола окончания -ed (-d):

to ask – asked to change – changed

to receive – received to work – worked

При этом существует ряд особенностей:

а) если глагол оканчивается на -у с предшествующей согласной, то буква у меняется на і и добавляется окончание –ed.

to supply – supplied to apply – applied

Если глагол оканчивается на -у с предшествующей гласной, то буква у не меняется и добавляется окончание –ed

to stay – stayed to play – played

б) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается:

to stop – stopped

После звонких согласных и гласных звуков окончание -ed или -d произносится как [d] loved, said, а после глухих согласных как [t] looked.

После звуков [d] и [t] на конце слова окончание -ed (-d) произносится как [ɪd] landed, started.

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы. Список часто встречающихся неправильных глаголов находится в приложении.

Past Simple Tense

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<i>I played</i>	<i>I did not play</i>	<i>I didn't play</i>	<i>Did I play?</i>
<i>You played</i>	<i>You did not play</i>	<i>You didn't play</i>	<i>Did you play?</i>
<i>He/she/it played</i>	<i>He/she/it did not play</i>	<i>He/she/it didn't play</i>	<i>Did he/she/it play?</i>
<i>We played</i>	<i>We did not play</i>	<i>We didn't play</i>	<i>Did we play?</i>
<i>You played</i>	<i>You did not play</i>	<i>You didn't play</i>	<i>Did you play?</i>
<i>They played</i>	<i>They did not play</i>	<i>They didn't play</i>	<i>Did they play?</i>

Exercise 4. Open the brackets and put the verbs into the Past Indefinite form.

1. We (buy) a new car on Tuesday.
2. Mandy not (do) her homework yesterday.
3. When you (meet) Jane?
4. Why they (go) to London?
5. I not (be) ill last month.
6. Where your parents (live) when they (be) young?
7. Jill (be) in London last year.
8. When Fred (give) you this book?
9. We not (visit) them when they (be) ill.
10. I (read) much last year.

Exercise 5. Open the bracket and put the verb into the Past Indefinite form.

1. Yesterday evening I (go) to the cinema with a friend.
2. From 1995 to 1998 he (work) in Minsk.
3. Last night the concert (finish) at midnight.
4. I (arrive) at the office this morning before my colleagues.
5. When he was young, Tom (ride) a bicycle to school.
6. The train was at 8 p.m. so I (leave) home at 7 p.m.
7. Last Sunday was my mother's birthday, so I (buy) a present for her.
8. I (start) to play tennis five years ago.
9. The great composer Mozart (die) at the age of 35.
10. Julie (do) a lot of English exercises last week.

Exercise 6. Open the bracket and put the verb into the Past Indefinite form.

1. We (learn) English last year.
2. We (work) in the kitchen an hour ago.
3. Mary (cooks) the meals in the morning.
4. She (fries) fish in oil in summer.
5. We (roast) chicken on the grill last weekend.
6. I usually (serve) six tables in high season.
7. We (order) fresh tomato and cucumber salads last Sunday.

Самостоятельная работа

Individual work

Exercise 1. Fill in the immigration card, learn new vocabulary.

Exercise 2. Put the verbs into the Past Simple Tense.

1. I (to work) in a bank many years ago.
2. He (to live) in Moscow five years ago.
3. I (to like) flowers before it happened.
4. Tom (to play) the piano yesterday evening.
5. I (to love) you many years ago.
6. Kristina and Mike (to study) English together last winter.
7. You (to enjoy) your last holidays.
8. The concert (to finish) at 7 o'clock.
9. He (to plan) to go to the party yesterday.

Exercise 3. Read the text and try to understand it.

My last weekend was one of the most enjoyable ones. My weekdays are usually monotonous and hard, so I always long for Saturdays and Sundays. Unfortunately, my weekend is too short, that is why I do my best to make it really exciting.

Nothing extraordinary happened last Saturday because I was at the university till 2 p.m. and then just went home to relax with my family. I helped my mum cook dinner, then all of us watched a nice movie. At 7 p.m. I had a long foam bath, it was such

a pleasure which I can afford only at weekends. Then I spent a couple of hours reading an amazing book. So, I fell asleep with the book in my hands.

Sunday was completely different. Of course, I got up later than usual. After breakfast I did some housework while I listened to my favourite music. Then my friend phoned me and invited me and my brother to «The Amusement Park». The weather was nice and I agreed. So we took a bus and went to the park. We had so much fun. We went on a ferris wheel and all kinds of rides: water rides, train rides, swing rides. We screamed loudly. I think all kids love the rides. Although my little brother didn't quite like them, he got scared and even cried sometimes. After that we all went shopping as I needed to find a birthday present for my mother. And I found a beautiful scarf for her.

In the evening, we were extremely tired but very happy. It was a great weekend. I had a lot of fun.

Exercise 4. Make up a short story about your last week end, using the text above. You can also use the following words:

party – вечеринка, гости, to throw a party – устроить вечернику, пригласить гостей, birthday party – празднование дня рождения, house-warming party – празднование новоселья.

Занятие 5

Система образования в России. Среднее профессиональное образование

Unit 5

Education system in Russia. Secondary vocational education

Exercise 1. Learn the new words

1	exception [ɪk'sepʃ(ə)n]	исключение
2	compulsory [kəm'pʌlsəri];	обязательно
3	skill [skɪl]	мастерство;
4	to depend [dɪ'pend]	зависить
5	mandatory	обязательный

Exercise 2. Read and translate the text

Education in Russia

Originally, Russian education starts from the early age. Children can go to kindergarten from the age of two, but this is not compulsory. It depends on parents' decision and child's wish to attend the kindergarten.

In the Russian Federation the school education is compulsory. Pupils start going to school from the age of seven and till 16.

Mandatory education in Russia is presented by three types of schools: primary, secondary and high.

The primary school teaches its pupils elementary skills, such as reading, writing, counting. The most important period is the secondary school, which starts from the 4th or 5th grade. This is the time when children start learning Biology, Geography, Chemistry, Physics, Computing, and many other new subjects.

At the 9th grade children face a very important period in their life. They have to choose whether to continue school education, or to leave it for other types of educational institutions, such as college, specialized schools, secondary vocational education and else. If the pupil decides to continue studying in high school, which lasts for two years, s/he can enter the university after finishing school.

Secondary vocational education (SVE) is a system of training skilled workers or employees and mid-level specialists for various sectors of the national economy in accordance with the needs of society and the state.

GRAMMAR

Future Simple Tense (Будущее простое время)

Future Simple употребляется когда говорят о прогнозируемых действиях в будущем: *He will come tomorrow.*

Это время используется для передачи действия в будущем безотносительно к другому действию или моменту. Обстоятельства времени, характерные для Future Simple:

1) Все те, которые использовались в настоящем времени;

2) Tomorrow – завтра,

the day after tomorrow – послезавтра,

next week/ year/ month – на следующей неделе, в следующем году/месяце,

in two days – через два дня.

Future Simple Tense

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I will go	I will not go	I won't go	Will I go?
You will go	You will not go	You won't go	Will you go?
He/she/it will go	He/she/it will not go	He/she/it won't go	Will he/she/it go?
We will go	We will not go	We won't go	Will we go?
You will go	You will not go	You won't go	Will you go?
They will go	They will not go	They won't go	Will they go?

Exercise 3. Put the verbs in the Future Simple.

1. He (to send) email to his friend tomorrow.

2. You (to go) to the cinema next weekend?

3. My mother (not to cook) in the evening.

4. I (to come) home at five p.m. tomorrow.

5. When you (to phone)?

6. Your friends (to invite) us to spend Christmas holidays in their cottage?

7. My friends (to go skiing) next Sunday.

8. Tomorrow I (to meet) my partner at the airport.

9. My friends (to go) to the club next week.
10. Why he (to go) to Paris next Monday?

*Exercise 4. Insert **will** or **will not (won't)**.*

1. It's sunny today. Itrain.
2. Kelly is eleven today. She be twelve until next year.
3. Rob is nine. He ... be ten on his next birthday.
4. This month is May. It... be June next month.
5. Jenny: 'Mum, the bus is late. I ... be home until eight o'clock.
6. It's 25 degrees today. It ... snow tomorrow.
7. I sent the letter this afternoon. It ... arrive until tomorrow.

Exercise 5. Put the sentences into the negative and interrogative form.

1. They will sail this yacht next summer.
2. He will show you our city.
3. Nora will plant flowers tomorrow.
4. They will organize the meeting next Friday.
5. You'll spend next month in the language camp.
6. Monica and Sam will clean the flat tomorrow.
7. She will put on her warm sweater.
8. He will buy some fruit.
9. People will travel to other planets in future.
10. It will rain tomorrow.

Exercise 6. Translate into English.

1. Я всегда буду рад видеть Вас.
2. Почему ты не пойдешь в театр в воскресенье?
3. Через две недели он получит это письмо.
4. В следующем году он закончит университет.
5. Я куплю туфли и костюм завтра.
6. Они не будут участвовать в концерте.
7. Мы не будем получать эту газету в следующем месяце.
8. Куда твои родители поедут отдыхать летом?

Exercise 7. Use the verbs in the Future Simple or the Present Simple.

1. My working day usually (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth tomorrow.
3. I always (to have) breakfast at seven o'clock.
4. I (to leave) home at half past seven on Monday.
5. I (to take) a bus to the institute every day.
6. It usually (to take) me about fifteen minutes to get there.
7. Classes (to begin) at eight in three days.
8. We usually (to have) four classes a day.
9. I (to have) lunch at about 2 o'clock on Sunday.

Exercise 8. Describe what you will do on vacations (in winter)? Use the given words:

I think I'll

I don't think I'll

go to the theatre, go to the river, go to the zoo, read books, read magazines, watch films, make friends, go sunbathing, write a diary, celebrate winter holidays, visit relatives, sleep long, play computer games.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Compose the sentences, using the Future Simple.

1. I/ tomorrow/ to the theater/ go.
2. Peter/ soon/ come.
3. We/ next year/ go/ to England.
4. I/ to do your homework/ help you.
5. Start/ the game/ at 10 o'clock.
6. Next week/ my father/ a new car/ buy.
7. Amanda/move/to a new flat/next month.
8. Daniel/attend/language courses/next year.
9. His cousin/buy/the tickets for the plane/in two days.
10. Our students/study/philosophy/next term.
11. I/do the ironing/after dinner.
12. We/have/History exam/in three days.
13. Larry and Tom/go/to the skating-rink/in an hour.
14. You/write/the invitations/for the party/tomorrow.
15. Mark/go/to the swimming-pool/next Tuesday.
16. They/leave/for Berlin/in a week.

Exercise 4. Translate into English, using the Future Simple

1. Я помогу вам организовать выставку.
2. Мы будем обедать через полчаса.
3. Она не пойдет в школу завтра. Она будет готовиться к соревнованиям.
4. Мои друзья не будут принимать участия в концерте.
5. Куда они поедут следующим летом? — Они поедут в Италию.
6. Мне показать вам дорогу к отелю? — Да, пожалуйста.
7. Когда твой муж закончит работу? — Думаю, он придет домой через час.
8. Не посетить ли нам твоего двоюродного брата на выходных? — Хорошая идея.

9. Что твоя бабушка приготовит на обед? — Она приготовит суп и рыбный пирог.
10. Вы возьмете такси? — Нет, мы поедем на автобусе.
11. Где мальчики будут играть в футбол? — Они будут играть в футбол возле нашего дома.
12. Мне заказать пиццу? — Нет, мы сами приготовим пиццу.
13. Он позвонит вам вечером? — Да.

Exercise 5. Translate into English.

Через ... лет я закончу в университете.

Я буду искать работу.

Моя будущая профессия пользуется большим спросом в нашей стране.

Профессия ... престижна и хорошо оплачивается.

Я думаю, я буду работать в

Для того, чтобы стать хорошим специалистом, я буду стараться получить в университете глубокие знания, прочные навыки и опыт работы во время производственной практики.

Vocabulary:

глубокий – deep,

прочные навыки – strong skills

производственная практика – training practice.

Exercise 6. Make necessary changes in the exercise above and describe what you will do after graduating from the University. Prepare a short story about your future professional career.

Exercise 7. Make a presentation about your future professional career.

Занятие 6

Учебное заведение, в котором я обучаюсь. Мой университет

Unit 6

The educational institution where I study. My university

Exercise 1. Learn the following words:

to occupy	занимать
to occupy a position	занимать место
scientific and educational institution	научное и образовательное учреждение
to include	включать
significant	значительный
prominent	значительный
department	факультет, отдел, подразделение

faculty	профессорско-преподавательский факультет	состав,
conquest	соревнование	
to attract	привлекать	
competition	соревнование	

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Occupy, significant, prominent, rapid, accept, department, faculty, outstanding, complete, hostel, dormitory, facility, higher educational establishment, branch, participate, scientific research, conduct.

Exercise 3. Read the text and translate it into Russian.

ROSTOV STATE TRANSPORT UNIVERSITY

The Rostov State Transport University (RSTU) occupies a prominent position among the scientific and educational institutions of Russia.

Nowadays, the Rostov State Transport University is one of the largest and most prestigious higher educational establishments in the Russian Federation. The status of the university was given to it in 1993.

The Head of our University is Doctor of Technical Sciences, professor Vladimir D. Vereskun. The University faculty exceeds 800 people.

Cultural and social life of the students is various and interesting. There are many traditional conquests popular among the students. The students of the RSTU always get sport prizes and some of them even became the champions of the Olympic Games.

Exercise 4. Find in the text English equivalents for the word combinations.

занимает видное место, научное и образовательное учреждение, высшее учебное заведение, статус университета, современные технологии, руководитель университета, профессорско-преподавательский состав, ученый, культурная и общественная жизнь, состязания, фестивали и соревнования.

Exercise 5. Put 10 questions of different types to the text. Ask and answer them in the group.

Exercise 6. Choose the words from the text, which are connected to or can characterize the components of the educational establishment. All parts of speech are possible. The words can be used more than once.

The University	The staff	The students
occupy	The Head of the University	cultural and social life
prominent position	faculty	make reports
	make reports	
...

GRAMMAR

Time and Condition clauses (Придаточные предложения времени и условия)

Придаточные предложения времени и условия отвечают на вопросы Когда? При каком условии? и присоединяются союзами *if (если)*, *when (когда)*, *as soon as (как только)*, *after (после того как)*, *before (до того как)*, *till (until) (до тех пор пока (не))*.

Придаточные предложения условия и времени в английском языке используют настоящее время The Present Simple Tense, а переводить и понимать их нужно как будущее.

If the weather is good, we will walk our dogs in the park. – Если погода будет хорошей, мы пойдем выгуливать собак в парке.

Предложения с подобными придаточными называют условное предложение первого типа или «реальное» условие, ведь оно показывает действие, которое с большой вероятностью случится, если выполнить условие. Такие предложения описывают ситуацию, которая произойдет в будущем времени.

При построении подобных предложений в русском языке мы используем в условии и в результате будущее время, но в английском языке только в результате будет будущее время, а в условии – настоящее.

Условие Результат

If + Present Simple, Future Simple

If you study well you will find a good job. – Если будешь хорошо учиться, ты найдешь хорошую работу,

Условное предложение первого типа часто используется, если мы хотим предупредить или предостеречь от чего-либо.

You will get into trouble if you continue to hang out with her. – Ты попадешь в неприятности, если продолжишь общаться с ней.

Exercise 7. Open the brackets and explain how you will use English in these sentences.

1. She will buy a new bag when she (arrive) to London.
2. I will stay here till he (come).
3. Tell him about it if he (want).
4. I will know all about it when I (get) a letter from her.
5. She will catch bad cold unless she (go and change) her wet shoes.
6. Will you wait until he (come)?
7. I shall cut some sandwiches in case they (be) hungry.

Exercise 8. Put when or if.

Note: В главной части может использоваться повелительное наклонение.

1. ... you do not understand the task, ask for help.
2. I'll give the money back to you, ... I see you next time.
3. I'll come to bed ... this programme ends.

4. ... anyone phones me, tell them I'm out.
5. Come on! ... we hurry, we'll catch the bus!
6. ... I play tennis with Justin, he will win again.
7. The shops will be full of things to buy ... Christmas comes.
8. «I've lost my bag.» — «... I find it, I'll let you know».

Самостоятельная работа
Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Compose the sentences and explain how you will use English in describing your future career. Discuss your plans in the group. Use the expressions:

When I work at the office (design office, research institute, etc.), I will

If I continue my education at the post-grad school, I will

If I know English well, I will

If I work in science and technology/ advertising/ finance/ tourism, I

If I work in IT department, I

If I want to get a well-paid job, I

If I work in an international company, I

If I have a lot of business trips,

Exercise 3. Make up questions to fill in the card for the students' conference.

1. *Hi, how are you? What is your name?*

2. *Are you a student of our university?*

3. *What is the subject of your report?*

4. *Do you need any facilities for the report? – etc.*

<i>Name</i>	<i>Surname</i>	<i>Date of birth</i>	<i>Place of residence</i>
<i>Educational establishment</i>	<i>Department</i>	<i>Speciality</i>	<i>Year</i>
<i>Subject of the report</i>	<i>Scientific advisor</i>	<i>Presentation</i>	<i>Facilities for the report</i>

Fill in the table with information about yourself.

Exercise 4. Put the verbs into the Past Indefinite and Future Indefinite, using the indicators last/next week, last/next year, tomorrow, yesterday and so on.

1. John is a good student.
2. Students have four exams in May.
3. Today they have time to go to the cinema.
4. We have some English magazines.
5. The book has many texts.
6. I have good news.
7. She has a map of the USA.
8. I am very busy today.

9. They are in the reading-room now.
10. It is a cold day today.
11. We are students of one of the Moscow Institutes.
12. You are late for the lecture.

Занятие 7

История моего университета

Unit 7

History of my University

Exercise 1. Learn the following words:

to date back	датироваться
century	век
railway	железная дорога
construction	строительство
need	необходимость
skilled	квалифицированный
to call	призывать, называть
to accept	принимать
construction	строительство
to attend	посещать
scientist	ученый
to establish	установить
institution	учреждение
to complete	завершать
research	исследование
to defend	защищать
homeland	Родина
hostel	общежитие
to manage	руководить
to restore	восстанавливать
facility	оснащение, сооружение
to found	основать
to establish	учредить
to meet the requirements	для того чтобы соответствовать

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Century, industrial, skilled engineers, accept, lucky, to attend, outstanding, scientist, establish, institution, research, faculty, hostel, manage, restore, facility, meet the requirements.

Exercise 3. Read the text and translate it into Russian.

The History of the Rostov State Transport University

The history of the Rostov State Transport University dates back to the beginning of the 20-th century. The young socialist republic started rapid industrial and railway construction and needed skilled engineers. On the 1-st of October 1929 the Rostov Mechanical Institute of Transport Communication Engineers was opened. 292 students were accepted to its three departments: Railway, Water-Transport and Road Construction.

By the beginning of the 40-s the Institute had established its educational process, industrial base and laboratories and got the name of the Rostov Institute of Railway Transport Engineers.

During the years of the Great Patriotic War the Institute was evacuated to Tbilisi. Education of the railway transport engineers and scientific research did not stop even during this hard period.

In August 1944 when the faculty and students returned back to Rostov they were struck seeing the ruins of the main building, Electro-Mechanical department, Hostel № 1 and other buildings. But they managed to restore everything and then to construct new buildings and facilities.

Exercise 4. Find in the text English equivalents for the word combinations.

Ростовский государственный университет путей сообщения, история восходит, быстрое промышленное и железнодорожное строительство, нуждаться в квалифицированных инженерах, был открыт, называться, студенты были приняты, факультеты железнодорожного, водного транспорта и дорожного строительства, посещать лекции, инженер, учебный процесс был налажен, создана производственная база и лаборатории, был эвакуирован, образование, инженеры железнодорожного транспорта, научные исследования, защищать Родину, возвращаться, были поражены, общежитие, удалось восстановить, богатая и славная история, отвечать требованиям.

Exercise 5. Put 10 questions of different types to the text. Ask and answer them in the group, make up a dialogue.

GRAMMAR

Passive Voice (Страдательный залог) (revision)

To be + III Verb + by ...

Present Simple (Indefinite)	The students are examined by the examining board
Past Simple	The University was established in 1929
Future Simple	The concert will be held in October.

Exercise 6. Translate the sentences into Russian.

- 1 On the 1-st of October 1929 the Rostov Mechanical Institute of Transport Communication Engineers was opened.
- 2 292 students were accepted to its three departments.
- 3 When transformation into the specialized industrial railway institution was completed it got the name of the Rostov Institute of Railway Transport Engineers.
- 4 During the years of the Great Patriotic War the Institute was evacuated to Tbilisi.
- 5 The status of the university was given to it in 1993.
- 6 Our University is headed by professor Vladimir. D. Vereskun, Doctor of Technical Sciences.
- 7 Many popular conquests are conducted in the students' club.

Exercise 7. Find the proper variant.

№		A	B	C
1	Our University ... in 1929.	founded	was founded	was found
2	The academic year ... into two semesters.	is divided	divides itself	will be divided
3	Every year a students' scientific conference ... in many subjects.	was held	are conducted	is held
4	The students' knowledge ... in the Computer Centre.	were checked	will be checked	are checked
5	The students ... to 8 departments.	are accepted	are received	are taken

Exercise 8. Choose all the verbs in the Passive Voice from the text above.
 were accepted, was completed,

Exercise 9. Translate from Russian into English:

был основан (to found), был учрежден (to establish), был построен, был назван (to name), был переименован (to rename), был трансформирован, был развит (to develop), был эвакуирован, был разрушен (to destroy), был восстановлен (to restore), был включен, студенты были приняты, доклады были сделаны, лекции посещались.

Exercise 10. Using all the information given above, write down a plan with useful words which can help you to tell about any university in Russia. Start like this:

- 1 It was founded in ...
- 2 It was named (after) ...
- 3 It was renamed in ...
- 4 There were departments in it.

Самостоятельная работа Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Translate into English.

- 1 Первые университеты в Европе были основаны в XI – XII вв.
- 2 Более ста студентов были приняты на экономические специальности в этом году.
- 3 Студенты проходят тестирование в течение сессии.
- 4 Новый спортивный комплекс нашего университета был построен в прошлом году.
- 5 Через два месяца мои друзья будут приглашены на техническую выставку.
- 6 Эта проблема будет обсуждена на научной конференции.
- 7 На английском языке говорят во многих странах.
- 8 Юбилей университета отмечался всеми преподавателями, студентами и выпускниками.
- 9 Знания студентов будут проконтролированы в ходе занятий на тренажерном комплексе.
- 10 Призы победителям будут вручены на спортивном празднике.

Exercise 4. Prepare a short summary of the history of the Rostov State Transport University.

Exercise 5. Put the verbs into the sentences.

did, are, do, have, was, haven't, is, isn't

1. What types of books ... you like to read?
2. ... she reading love story or an adventure story?
3. ... you seen «Titanic»?
4. Who ... watching TV at eight o'clock last night?
5. It's an exciting book, ... it?
6. ... you going to watch a romantic film or a musical?
7. You have seen this film, ... you.
8. ... you go to the cinema last night?

Exercise 6. Put different types of questions to the sentences.

1. My sister eats sweets every day. (Who)
2. He won't go to the country this summer (Will)
3. We were advised to come. (What?)
4. I haven't seen Peter since Saturday. (Since when?)
5. They are planning to have a holiday soon. (They)
6. She made a beautiful dress for herself last week. (What?)

7. Everybody was waiting at the door to the museum. (Was)
8. By the end of the year, he had read about twenty books. (How many)
9. He is followed by his friend everywhere. (By whom?)
10. He didn't know how he could help his friend. (Why?)

Exercise 7. Put the alternative questions.

1. He is in the swimming pool (in the kindergarten).
2. He has gone to the swimming pool (to the library).
3. He has got a new computer game (a new book).
4. He's cold (hot).
5. He has been to Spain (to Italy).
6. He is visiting Spain (Germany).
7. She has written the exercise (the story).
8. She is writing the exercise (the translation).
9. She has gone to school (to work).
10. She is at school (at the sportsground).

Занятие 8
Структура моего университета
 Unit 8
Structure of my University

Exercise 1. Learn the following words:

vast	обширный
to comprise	включать
chair	кафедра
Postgraduate and Doctorate Colleges	аспирантура и докторантура
branch	филиал, отделение, ветвь
plant	завод, цех
Postgraduate Professional Education Centre	центр послевузовского профессионального образования (повышения квалификации)
power engineering	энергетика
humanities	гуманитарные науки
management	управление
operation	рабочий процесс
law	закон
correspondence (part-time)	зоачный
military	военный
to include	включать
to conduct	проводить
opportunity	возможность
carriage	вагон

unique	уникальный
campus	университетский городок
to occupy	занимать
academic	академический, учебный
hostel	общежитие
swimming pool	бассейн
entertainment	развлечение
recreation	отдых
to grant	предоставлять
to be known for	быть известным чем-л.
to provide	предоставлять
to boast	хвастаться
to train	обучать; готовить
to offer	предлагать
curriculum	учебный план

Exercise 2. Repeat after the teacher and learn the pronunciation of these words:

Vast, comprise, chair, Postgraduate and Doctorate Colleges, branch, plant, Postgraduate Professional Education Centre, power engineering, Humanities, law, correspondence, include, opportunity, carriage, unique, campus, occupy, academic, hostel, entertainment.

Exercise 3. Read the text and translate it into Russian. Ask and answer questions about the University structure.

Structure of Rostov State Transport University

The Rostov State Transport University is a vast complex comprising 9 departments, 42 chairs, Computer Centre, Experimental-Testing Plant, etc. Its main departments are Electro-Mechanical; Power Engineering; Information Technologies of Management; Humanities; Railroad Construction; Railroad Construction Machines; Railway Management and Operation; Economics, Management and Law; Military Science. The University has branches: in Tuapse, Liski, Voronezh. More than 20000 of students study at the university. Eight technical colleges (engineering schools) are included into the structure of the University. At the present time the University conducts education in 31 specialities of the higher professional training, 12 working professions. And secondary vocational education.

The campus of the University is a beautiful park all the year round. There are four academic buildings, four hostels for students, two large sport complexes with a swimming pool, and a wonderful students' club.

Exercise 4. Find in the text English equivalents for the word combinations.

Ростовский государственный университет путей сообщения, обширный комплекс, состоит из, кафедра, опытно-испытательный завод, энергетика, гуманитарные науки, железнодорожные строительные машины, управление и

эксплуатация железных дорог, военный факультет, филиал, техникум, вести обучение, специальность, иметь возможность, университетский городок занимает, учебный корпус, общежитие, спортивный комплекс, бассейн.

GRAMMAR

Articles (Артикли)

Неопределенный артикль **a (an)** происходит от числительного **one** (один), определенный - от указательного местоимения **that** (тот).

Когда употребляется неопределенный артикль **a (an)**?

Неопределенный артикль ставится перед исчисляемыми существительными в единственном числе.

Неопределенный артикль **a** ставится перед существительными, начинающимися с согласной. Например: *This is a banana. This is a dress. This is a coat.*

Неопределенный артикль (**an**) ставится перед существительными, начинающимися с гласной. Например:

This is an apple. This is an egg. This is an ice cream. This is an orange. This is an umbrella.

Неопределенный артикль означает, что мы не знаем этого человека или предмет, или это не важно для нас.

I am a person. Я - человек. (Один из многих людей.)

She is a good doctor. Она - хороший доктор. (Одна из многих хороших докторов.)

That is an airplane. Это - самолет. (Один из многих самолетов.)

I use a computer to write. Я использую компьютер, чтобы писать. (Один из многих компьютеров.)

He works in an office. Он работает в офисе. (В одном из многих офисов.)

He lives in a big house. Он живет в большом доме. (В одном из многих больших зданий.)

Упомянув предмет впервые, мы употребляем перед ним неопределенный артикль **a(an)**. Упомянув этот же предмет вторично, мы ставим перед ним определенный артикль **the**. Например: *This is a house. The house is small.*

This is a bed. The bed is new.

This is a dress. The dress is black.

Неопределенный артикль **a** употребляется в словосочетаниях

once a week – раз в неделю

three times a day – три раза в день

\$10 a kilo – десять долларов за килограмм

Неопределенный артикль **a** необходим в конструкциях:

I have a...

This is a...

I am a...

I see a...

There is a...

He is a...

What a good boy!

What a fine day!

Когда не употребляется неопределенный артикль?

Неопределенный артикль не употребляется:

а) с неисчисляемыми и "абстрактными" существительными:

I like coffee and tea.

Friendship is very important in our life.

б) с существительными во множественном числе:

The books are on the table.

в) с именами собственными:

I told Jane about that.

г) с существительными, перед которыми стоят притяжательные или указательные местоимения или существительные в притяжательном падеже:

This car is better than that.

My bike is old.

Mary's house is new.

д) с существительными, за которыми следует количественное числительное, обозначающее номер:

Read the text on page eight.

Когда употребляется определенный артикль the?

1. Определенный артикль **the** употребляется в том случае, когда мы знаем, о каком предмете идет речь.

This is the house where I live. This is the dress that I bought. This is the bed in my bedroom.

The town where Tom lives is very big.

What book is Julie reading? - She is reading the book Tom gave her.

Take the book, please.

2. Определенный артикль **the** употребляется:

а) с названиями рек, морей и океанов, горных хребтов, групп островов: *the Thames, the Mississippi, the Pacific Ocean, the Atlantic Ocean, the Black Sea, the Mediterranean Sea, the British Isles, the Alps, the West Indies.*

б) с названиями некоторых стран, областей и городов: *the Ukraine, the Crimea, the Caucasus, the Netherlands, the Hague* ['heIg] Гаага, *the Riviera, the Congo.*

в) с названиями стран, состоящими из 2 и более слов: *the Russian Federation, the United States of America, the United Kingdom.*

г) перед собирательным именем семьи или нации: *The Petrovs* – Петровы, *the British* - британцы, *the Americans* - американцы, *the Japanese* - японцы.

д) когда речь идет о единственном в своем роде предмете или явлении: *The Sun shines brightly. The Moon is full now. The sky is blue. The Kremlin is in the centre of Moscow.*

е) когда существительное имеет ограничивающее определение, чаще всего с предлогом *of*: *The Bank of England. We don't know **the** name of this man.*

ж) в словосочетаниях типа:

in the north,
to the west,
at the cinema,
at the theatre,
the same,
in the country,
the rest of the ...,
the radio

з) с названиями

гостиниц *The Ritz,*
театров *The Royal Theatre,*
зданий *The Empire State Building, The Tower of London,*
музеев *The Louvre, The Tretyakov Gallery,*
газет *The Washington Post,*
организаций *The European Union, The Red Cross.*

и) если перед существительным стоит прилагательное в превосходной степени: *This is **the** most interesting book.*

Когда не употребляются артикли?

Артикли не употребляются:

1. С абстрактными существительными: *I like **music**. **Sugar** is sweet.*

2. С именами собственными и географическими названиями: ***Nick, Jane, London, Spain, Moscow.***

3. Артикль не нужен в сочетаниях со словами *next* и *last* типа:

next week,
next year,
last month,
last Tuesday.

4. С существительными во множественном числе: ***We are people. They are good doctors. They live in big houses.***

5. Перед словами, обозначающими периоды времени: ***seven o'clock, Friday, September, New Year's Day, 2005, winter.***

6. В сочетаниях **существительное + номер**:

Room 125 (in a hotel),
page 65 (in a book),
question 3 (in an exam),
Gate 7 (at an airport),
Platform 3 (at a railway station).

7. С названиями компаний, авиалиний и т.д. ***Sony, Fiat, British Airways, IBM.***

8. Перед названиями многих магазинов, ресторанов, гостиниц, банков, названных в честь человека, который их основал: *Lloyds Bank, Brown's Restaurant, Macy's, Harrods*.

Exercise 5. Fill in the articles a, an, the.

1. Tom lives in ... town.
2. Julie is reading ... English book.
3. We eat meat with ... knife and ... fork.
4. There is ... boy on ... bicycle.
5. I know ... boy with black hair.
6. ...boys are young men.
7. I have ... television.
8. ... television in my house is broken.
9.televisions are very common today.
10. This is ... key. This is ... key to ... my car.
11. ... keys are for opening locks.
12. ... train leaves ... Platform 3 at 6:00.
13. This is ... key to ... Room 312.
14. Who is ... Doctor Johnson?
15. When I was ill I went to see ... doctor.
16. Do you know ... Wilsons? They're a very nice couple.
17. Do you know ... Mr Brown's phone number?

Exercise 6. Fill in the articles a, an, the.

1. This is ... pencil. ... pencil is red. 2. She is ... teacher. She is our ... teacher of English. 3. There are ... many flowers in your garden. ... flowers are beautiful. 4. Did you write ... plan? Give me your ... plan, please. 5. ... Black Sea is in ... South of Russia. 6. This is ... Nick. He works as ... engineer. He is ... good engineer. 7. There are ... some schools in our street. ... schools are new. 8. In summer ... sky is blue and ... sun shines brightly. 9. ... Petrovs are very friendly. 10. This is ... Ann's book. 11. ... winter begins in December. 12. What .. fine day it is today! 13. ... History and ... Computer Science were ... my favourite subjects at ... school. 14. I don't know ... way to ... station. 15. Usually I get up at ... 7 o'clock in ... morning. 16. Will you have ... cup of ... tea? 17. ... Warsaw is ... capital of Poland. 18. This is ... book, ... book is very interesting. 19. Do you see ... sun in ... sky today? 20. I went to ... Smirnovs, but they were not at ... home.

Exercise 7. Answer the questions, using the articles if necessary.

1. Which river flows through London?
2. Of which country is Stockholm the capital?
3. Of which country is Washington the capital?
4. Which is the longest river in South America?
5. What do you have to cross to travel from Europe to America?
6. Where is Argentina?

7. What is the name of the sea between Africa and Europe?
8. Which is the smallest continent in the world?
9. Which is the longest river in Africa?
10. What is the name of the mountain range in the west of North America?
11. What is the name of the ocean between North America and Asia?

Самостоятельная работа **Individual work**

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

*Exercise 3. Fill in the articles **a, an, the**.*

1. ... butter is made of ... milk.
2. I am studying ... English. I am studying ... grammar.
3. We have ... dog and ... cat.
4. I seldom drink ... water.
5. I had ... tea and ... sandwich for breakfast.
6. ... history is my favourite subject.
7. There was ... kindness in her eyes.
8. I bought ... bottle of ... milk.
9. He has a lot of ... work today.
10. This vase is made of ... glass.

Урок 9

Профессиональная документация: составление резюме

Unit 9

Professional documentation: Resume Writing

Exercise 1. Read the text and translate it into Russian.

Résumé ¹

A resume is a document used and created by a person to present their background, skills, and accomplishments. Resumes can be used for a variety of reasons, but most often they are used to secure new employment.

A typical resume contains a summary of relevant job experience and education. The resume is usually one of the first items, along with a cover letter and sometimes an application for employment, which a potential employer gets from the job seeker and is typically used to screen applicants, often followed by an interview.

A resume is typically a brief 1–2 page summary of qualifications and work experience for the purposes of employment. The author highlights only those experi-

¹ Adopted from <https://en.wikipedia.org/wiki/Résumé>

ences and qualifications that he considers most relevant to the desired position. Many resumes contain keywords or skills that potential employers are looking for, make heavy use of active verbs, and display content in an explicit manner. Resumes can vary in style and length, but should always contain accurate contact information of the job seeker.

The curriculum vitae (CV) is used for employment purposes in the UK (and in other European countries). It is similar to the resume, but it is a longer, detailed version of one's education and experience, that is expected in U.S. academic circles.

CV is a written overview of someone's life's work (academic formation, publications, qualifications, etc.). Vitae often aim to be a complete record of someone's career, and can be extensive. Vitae may also be requested for applicants to postsecondary programs, scholarships and grants.

Exercise 2. Find in the text the English equivalents for the word combinations:

Резюме, биография, навыки и достижения, по разным причинам, соответствующий опыта работы и образования, сопроводительное письмо, заявление о приеме на работу, потенциальный работодатель, проверка претендентов, собеседование, краткое изложение, квалификация и опыт работы, трудоустройства, желаемая должность, потенциальный работодатель, жизнеописание, длинная, подробная версия, академические круги, обширный, программы постдипломного образования, стипендии, гранты.

Exercise 3. Study the resume, explain what parts it has, what information is included there.

RESUME

<i>Name:</i>	Emily Alison Biggis
<i>Address:</i>	47 Pulley Hill London SW 16 4QX The UK
<i>Tel.:</i>	+03 475 48 65
<i>Date of birth:</i>	15 July 19XX
<i>Age:</i>	27
<i>Marital status:</i>	Single
<i>Nationality:</i>	British
<i>Objective:</i>	To secure a part-time position that offers a variety of tasks, in which to use my secretarial skills and knowledge of foreign languages
Education	
<i>Dates:</i>	19XX – 19XX
<i>College:</i>	South Thames College, London
<i>Qualifications:</i>	Secretarial Courses

Dates: 20XX – 20XX
College: Oxleigh Secretarial College, Oxleigh
Qualifications: Secretarial Skills Refresher Course, Computer Course

Employment

Dates: 20XX – to present
Company: Philip Wilson Publishing Ltd.
Position: Secretary to the Sales Manager
Responsibilities: Typing and work with correspondence, office support, organizing the meetings
Other skills: A clean driver's license, a good knowledge of Spanish and French. My personal interests include classical literature reading, travelling, modern jazz and swimming
References References are available on request

GRAMMAR

Indefinite pronouns *some, any*, negative pronoun *no* and their derivatives (Неопределенные местоимения *some, any*, отрицательное местоимение *no* и их производные)

Употребление неопределенных местоимений *some* (какой-нибудь, какой-то, некий, некоторый) и *any* (какой-нибудь, всякий, любой) а также их производных определяется типом предложения.

В утвердительном предложении употребляются, как правило, местоимение *some* и его производные:

Give me something to read, please. Дайте мне что-нибудь почитать, пожалуйста.

I met him somewhere before. Я встречал его где-то раньше.

В вопросительных и отрицательных предложениях обычно используются местоимение *any* и его производные:

Have you seen him anywhere? Вы видели его где-нибудь?

Is there anything I can do for you? Могу ли я что-нибудь для вас сделать?

В отрицательных предложениях используется либо местоимение *any* и его производные, либо отрицательное местоимение *no*

I cannot find this book anywhere. Я не могу найти эту книгу нигде.

There is nobody in that room. В той комнате никого нет.

There isn't anybody in that room. В той комнате никого нет.

Различия между местоимениями *any* и *some* - в степени неопределенности, поэтому иногда местоимение *any* можно встретить и в утвердительных предложениях:

You can find this book anywhere. – Эту книгу вы можете найти где угодно.

Exerscise 4. Compose the pronouns and translate them into Russian.

Образец: some + body = somebody - кто-то, кто-нибудь

some	body
any	one
no	thing
every	where

Exercise 5. Insert the pronouns somebody, anybody, nobody, everybody, something, anything, nothing.

1. The question is so difficult that ... can answer it.
2. ... can leave luggage at the left luggage office.
3. Has ... here got questions?
4. It is too late. I think there is ... in the office now.
5. ... knows that plants like water.
6. Is there ... here who can speak English?
7. You must find ... who can help you.
8. There is ... interesting in today's newspaper.
9. The question is not easy. ... can answer this question.
10. Children can order ... they like except for strong drinks.
11. Please, tell us ... interesting.
12. Is there ... else you want to order?
13. I want ... tasty, but low-fat and low calories.
14. Do you want ... else? – Thank you,

Exercise 6. Translate the into English.

1. На столе есть что-нибудь? - Нет, там ничего нет.
2. В вашей комнате есть кто-нибудь? – Нет, там никого нет.
3. На стене есть какие-нибудь картины? - Да, там есть несколько.
4. Я могу купить какие-нибудь книги на английском языке в вашем магазине?
5. В этой газете есть что-нибудь интересное?
6. Возьмите что-нибудь почитать для меня в библиотеке.
7. Мой друг не хочет мне ничего сказать.

Exercise 7. Compose the questions for these answers.

1. Nobody is at school today; it's Sunday.
2. Yes, someone is in the kitchen with Jenny.
3. Yes, I have seen your pen on the desk.
4. No, there is no one in the room.
5. No, I cannot tell you anything now.

Exercise 8. Insert the pronouns any, some, no or none:

*Образец: Are there ... books on the shelf? No, there aren't ...
Are there any books on the shelf? No, there aren't any.*

1. Do ... foreigners work in your company? Yes, there are ...

2. She hasn't ... clothes to wear to the party. No problem, I can give her ...
3. Mary, there is ... sugar in the sugar bowl. We had better get ...
4. Are there ... good movies this weekend? No, there are ...
5. I want to take a shower; is there ... hot water? I'm sorry, there is ... hot water.

Exercise 9. Choose the pronoun.

1. I don't know nothing / anything about economics.
2. The road accident was serious, but nobody/ anybody was injured.
3. He looked out of the window, but he couldn't see no-one / anyone.
4. Our control work is very easy. Nobody/Anybody could do it.
5. What's in that box? - Nothing/ Anything. It's empty.
6. She didn't tell nobody/ anybody about her plans.

Местоимения little и few и местоименные выражения a little и a few

Местоимение little и местоименное выражение a little употребляются с неисчисляемыми существительными.

Местоимение few и местоименное выражение a few употребляются с исчисляемыми существительными:

- Give me a little water, please.
- There is little milk in the bottle.
- I have a few friends in Minsk.
- There are only few pencils in the box.

Местоимения few и little означают «мало», а местоименные выражения a few и a little - «немного».

Many (много) употребляется с исчисляемыми существительными. many books

Much (много) употребляется с неисчисляемыми существительными. much water

Exercise 10. Insert much, many, little, few, a little, a few.

1. I haven't got ... free time on weekdays. 2. The guests came early and we had ... time to lay the tables for dinner. 3. Bartenders have to know ... cocktail recipes. 4. After the game I felt ... tired. 5. This dish is good, but that one is ... better. 6. There were ... new customers and we spent ... time serving them. 7. There was ... sugar in the bowl, and we had to put ... sugar there. 8. He knew French ... and he could help me with the translation. 10. When we walked ... farther we met our friends. 11. ... Englishmen can speak Russian well.

Exercise 11. Translate into English.

много работы, много воздуха, много птиц, много машин, много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много сахара, много чая, много лимонов, много мяса, много комнат

Exercise 12. Insert much or many.

1. Please, don't ask me ... questions. 2. How ... money have you got? 3. I never eat ... bread with soup. 4. Why did you eat so ... ice-cream? 5. She wrote us ... letters from abroad. 6. ... students don't like to look up words in the dictionary. 7. ... in this work was too difficult for me. 8. He spent ... time cleaning the room. 9. There were ... plates on the table. 10. Thank you very ... ! 11. ... of my friends are working in hotel service now. 12. I don't like ... sugar in my tea.

*Exercise 13. Compose the sentences, using the table and **there is/are**.*

There are (is)	eight (two, five, eighty)	departments	in the structure of the University
	a number of	specialities	in our University
	various	opportunities	at our department
	numerous	activities	for our graduates
	different	enterprises	our graduates can per- form
	several	subjects	our graduates can work at
	several (two, three) kinds (types) of	chairs	in the curriculum

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

*Exercise 3. Insert **any**, **no** or **none**:*

1. It was late, so there were ... shops open.
2. I haven't got ... money. I left my wallet at home.
3. There were ... taxis and we had to walk home.
4. How many eggs have we got? - Do you want me to buy some?
5. We bought a few apples, but ... of them were very good.
6. I'll try and answer ... questions you ask me.
7. I couldn't answer ... of the questions they asked me.
8. I tried to phone you, but there was ... answer.

*Exercise 4. Use **none**, **nobody**, **nothing**, **nowhere** in the answers.*

1. Where are you going? -

2. What did you do? -
3. Who were you talking to? -
4. How much luggage have you got? -
5. How many mistakes did you make? -
6. How much did you pay? -

Exercise 5. Use the appropriate pronouns.

1. I don't want ... to drink. I'm not thirsty.
2. The bus was completely empty. There was ... on it.
3. Where did you go for your holidays? - I stayed at home.
4. I went to the shops, but I didn't buy
5. What did you buy? - I couldn't find ... I wanted.
6. The town is still the same as it was years ago has changed.
7. Have you seen my pen? I can't find it
8. There was absolute silence in the room. ...said

Exercise 6. Translate into English.

1. В стакане есть немного молока. 2. В тетради осталось мало чистых страниц. 3. У тебя много кофе? - Нет, очень мало. 4. Немногие из англичан хорошо говорят по-русски. 5. У них здесь очень мало друзей. 6. У него очень мало времени для чтения. 7. У Петра много русских книг и мало английских книг. 8. У меня есть немного времени вечером, чтобы закончить эту работу. 9. Я провожу много времени в библиотеке, потому что я готовлюсь к экзаменам.

Занятие 10

**Система образования в странах изучаемого языка.
Среднее профессиональное образование**

Unit 10

**Education system in the countries of the studied language.
Secondary vocational education**

Exercise 1. Learn the following words:

primary	начальный
further	продолжающий
to be obliged to	быть обязанным
to attend	посещать
compulsory	обязательный
complicated	сложный
optional subjects	предметы по выбору
to be available	иметься в наличии, присутствовать
high school	старшие классы школы (!0, 11, 12 классы)
Ph.D. Degree	степень доктора наук

higher education

высшее образование

*Exercise 2. Repeat after the teacher and learn the pronunciation of these words:
education, compulsory, high, higher, degree, optional, available, further.*

Exercise 3. Read the text and translate it into Russian.

Education in the United Kingdom

The system of education in the United Kingdom has four stages:

- 1) primary education (from 4 or 5 up to 11 years old),
- 2) secondary education (from 11 up to 16 years old),
- 3) further education,
- 4) higher education.

Children are obliged to attend primary (or elementary) and secondary schools.

Further education and higher education are not compulsory.

In the primary school kids learn to read, write, and do sums.

The secondary school differs from the primary school as its program is more complicated. The pupils learn English, Mathematics (Maths), Social Sciences, Humanities, Modern Languages and Literature. Moreover, there are optional subjects for every student depending on their interests.

In the UK, both free and paid schools are available. State schools are financed by the government, and students do not pay for their education. Independent schools are paid.

Children should pass a standard exam after high school graduation. The results of the examination will show their eligibility to continue their education in universities.

Further education includes all types of college-level programs and courses. It corresponds to the Russian system of Secondary vocational education. At this stage, students are offered basic skills training, and vocational education, which is necessary for employment.

The universities offer the higher education. There are undergraduate programs for getting Bachelor's Degree and postgraduate programs for Master's and Ph.D. degrees.

Some of British universities are world-known: Oxford, Cambridge, London university, etc.

GRAMMAR

Continuous/ Progressive tenses (Длительные времена)

Времена группы Continuous / Progressive выражают действие как процесс, то есть действие, продолжающееся в момент речи или в указанный период. Поскольку длительная форма выражает незаконченное действие, она переводится на русский язык преимущественно глагольными формами несовершенного вида.

to be + Ving (V4)

Present Continuous (Progressive) tense

Present Continuous or Present Progressive употребляется для выражения действия, длящегося в настоящий момент или в момент речи. Указание на время типа *now* (сейчас), *at the moment* (в данный момент) может быть либо выражено, либо подразумеваться.

Present Continuous может также употребляться для выражения точно запланированных действий в будущем. Например: Next month I *am spending* my holidays in Moscow.

Our neighbours *are coming* to dinner tomorrow.

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I am playing	I am not playing	I'm not playing	Am I playing?
You are playing	You are not playing	You're not playing	Are you playing?
He/she/it is playing	He/she/it is not playing	He/she/it's not playing	Is he/she/it playing?
We are playing	We are not playing	We aren't playing	Are we playing?
You are playing	You are not playing	You're not playing	Are you playing?
They are playing	They are not playing	They aren't playing	Are they playing?

С глаголами, которые обозначают не действие, а состояние (обычно с глаголами умственной деятельности и эмоционального состояния), **Present Continuous** обычно не употребляется:

- to feel (чувствовать)
- to be (быть, находиться)
- to live (жить)
- to stay (оставаться)
- to hear (слышать)
- to see (видеть)
- to know (знать)
- to remember (помнить)
- to think (думать)
- to want (хотеть)
- to like (любить, нравиться)
- to love (любить)

Глаголы в **Present Continuous** также выражают действие, отнесенное в ближайшее будущее:

You are going on a long flight.

Exercise 4. Open the brackets, using Present Continuous.

1. My notebook (to lie) on the table at the moment.
2. He (to work) in the garden now.

3. The teacher and her students (to talk) now.
4. We (to cook) dinner now. My mother (to make) a salad at the moment.
5. A young girl (to drive) a car now.
6. They (to read) a book.
7. You (to have) dinner now?
8. Why you (to argue) with me?
9. She still (to sing).

Exercise 5. Use Present Simple or Present Continuous.

1. Every day Julie (take) the bus to go to her office.
2. At the moment you (do) an English exercise.
3. Tom and Julie (learn) English this year.
4. This restaurant (open) at 9.30 every morning.
5. Our cousins (come) to see us next Sunday.
6. Tom (read) the newspaper every morning on the train.
7. Julie usually (clean) the house on Saturdays.
8. She (write) a letter to a client now.
9. Julie (speak) three languages: English, French and Spanish.
10. Today is Sunday. Tom and Julie (relax) in their garden.

Конструкция to be going to

Эту конструкцию мы используем в следующих случаях:

1. Когда заранее планируем что-либо сделать. (она собирается испечь торт; он собирается помыть машину)
2. Когда говорим о том, что что-то произойдет с большой вероятностью и для этого есть все признаки. (собираться дождь, посмотри на эти облака)

Конструкция *to be going to* используется для выражения намерения сделать что-то в будущем или запланированного действия. Конструкция *to be going to* используется только в настоящем и прошедшем временах: *am / is / are going to*; *was / were going to*.

Exercise 6. Translate into English.

1. Мы собираемся пойти на день рождения друга.
2. Он не собирается обедать.
3. Она собирается купить то платье?
4. Ты собираешься помогать мне?
5. Она не собирается выходить замуж.
6. Вы собираетесь делать доклад вместе?
7. Он собирался встретиться с ней, но ему надо было работать.

После конструкции *to be going to* не используются смысловые глаголы *to go* (идти) и *to come* (приходить).

I'm going to Paris. – Я собираюсь поехать в Париж.

*Exercise 7. Compose the sentences, using **to be going to** in the necessary form.*

1. we / make a fire – We're going to make a fire.
2. Dad / look for wood.
3. Dad and Nick / put up the tent.
4. Mum / cook dinner.
5. Mary / play with her dog.
6. It / be hot.
7. We / have fun.
8. I / sleep in a tent.

Exercise 8. Compose the sentences, using the necessary verb.

Eat, walk, wash, give, lie down, watch, wear, do, stay.

Example: My hands are dirty. I'm going to **wash** them.

1. What to the party tonight?
2. I don't want to go home by bus. I
3. John is going to New York next week. He ... with some friends.
4. I'm hungry. I ... this sandwich.
5. Its Mike`s birthday next week. We ... her a present.
6. Mary says she's feeling very tired. She ... for an hour.
7. There's a good film on TV this evening. ... you ... it?

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Use Present Simple or Present Continuous.

1. Water (to boil) at 100 degrees Celsius.
2. The water (to boil). Can you turn it off?
3. Look! That man (to try) to open the door of your car.
4. Can you hear those people? What do they (to talk) about?
5. The moon (to go) round the earth in about 27 days.
6. I usually (to go) to work by car.
7. 'Hurry up! It's time to leave.' - `OK, I (to come).'
8. Paul is never late. He always (to come) to work on time.
9. They don't get on well. They always (argue).
10. Let's go out. It (not / to rain) now.
11. Julia is very good at languages. She (to speak) four languages very well.
12. Hurry up! Everybody (to wait) for you.
13. The River Nile (to flow) into the Mediterranean Sea.
14. The river (to flow) very fast today – much faster than usual.

15. We usually (to grow) vegetables in our garden, but this year we (not / to grow) any.

*Exercise 4. Compose the sentences, using **to be going to** in the necessary form. Explain if the meaning of the sentence is a prediction or a plan.*

1. Oh! He ... (to fall).
2. We... (to visit our grandpa).
3. She ... (to make a cake).
4. We ... (not to buy lots of clothes).
5. Dad ... (to take his mobile phone).
6. It ... (to be very cold) tomorrow.
7. Listen. She ... (to sing) your favorite song.
8. It is very cloudy. It ... (to rain).

Exercise 5. Put questions to the sentences.

1. I am going to phone him tomorrow. (When ...?)
2. That tower is going to collapse soon. (Why ...?)
3. My friends are going to arrive today. (How many friends ...?)
4. We are going to pay for her. (How much ...?)
5. Mum is going to see her dentist on Monday. (When...?)
6. I am going to wear a white dress tonight. (Why...?)

Занятие 11

Профессиональная документация: деловые письма

Unit 11

Professional documentation: business letters

Business letter

A business letter should always follow a certain format and structure to ensure it is received as professional and up-to-standard. There are many different types of business letters, below there is an example of how a business letter is laid out and structured.

General Structure of Business Letters (Общая структура деловых писем)

Деловые письма, как правило, включают следующие части:

- 1) заголовок (letterhead);
- 2) наименование и адрес получателя письма (recipient's name and address);
- 3) дата письма (the date);
- 4) вступительное обращение (opening salutation);
- 5) основной текст письма (body of the letter);
- 6) заключительная формула вежливости (closing salutation);

- 7) подпись (signature);
- 8) приложения (enclosures).

Все деловые письма пишутся по определенной форме на фирменном бланке. В заголовке обычно указывается логотип фирмы и ее адрес. Адрес получателя письма располагается с левой стороны, а дата указывается справа на одном уровне с первой или последней строкой получателя.

Если письмо адресуется фирме, в названии которой, имеются фамилии каких-либо лиц, то перед ее названием принято ставить слово **Messrs.**

Messrs. Smith & Brown, Ltd.

Messrs. Smith & Sons

Если в названии фирмы нет фамилий лиц, то слово **Messrs.** не употребляется.

Hi-Tech Machine Tool Corporation

Когда письмо адресуется отдельному лицу, то перед фамилией ставится следующее:

Mr: по отношению к мужчине

Mrs: по отношению к замужней женщине

Miss: по отношению к незамужней женщине (устаревает)

Ms: по отношению к женщине, о которой неизвестно замужем она или нет (приобретает популярность)

Если имя получателя неизвестно, можно указать его должность, при условии, что она является единственной в организации.

The Chairman,

Hi-Tech Machine Tool Corporation

Вступительное обращение располагается на левой стороне письма под внутренним адресом. В настоящее время в деловой корреспонденции наиболее распространены следующие формулы:

Dear Sir/Madam: по отношению к фирме или лицу, чьи фамилии и пол неизвестны

To whom it may concern (американский англ.)

Dear Mr/Mrs/Ms Smith: по отношению к лицу, чья фамилия известна

Заключительные формулы располагаются на правой стороне письма, в конце основного текста. Если письмо начиналось фразами **Dear Sir/Madam, To whom it may concern,** то оно должно заканчиваться словами:

Yours faithfully (британский английский)

Yours truly, Truly yours (американский английский)

Если письмо адресовано лицу, чье имя известно, заключительные фразы должны быть следующими:

Yours sincerely (британский английский)

Yours truly, Very truly yours, Sincerely (yours) (американский английский)

Подпись на письме стоит всегда с правой стороны между заключительными словами прощания и напечатанной фамилией отправителя, иногда с указанием его должности.

Yours faithfully

R. Smith

R. Smith

Export Manager

Приложения **Enc(s)** или **Encl(s)** обычно указывают, что к письму приложены документы (чеки, каталоги, предложения и др.).

Exercise 1. Put the parts of the letter in order.

1. John Bravo
2. Sincerely,
3. I am writing to inform you of our new pricing model effective February 1, 2019. On the first of February, we will be ...
4. Dear Ms. Geenie,
5. Sales Manager of ABC Education Inc.

GRAMMAR

Adjectives. Adverbs. Degrees of comparison (Прилагательные. Наречия. Степени сравнения)

Прилагательные обозначают признаки предметов и отвечают на вопрос *какой?*

A wide road. Широкая дорога.

A tall tree. Высокое дерево.

An interesting book. Интересная книга.

Наречия отвечают на вопрос как?

He speaks English well. Он говорит по-английски хорошо.

Прилагательные и наречия имеют три формы степеней сравнения:

- положительную (positive degree),
- сравнительную (comparative degree),
- превосходную (superlative degree).

Формы сравнительной и превосходной степеней образуются двумя способами:

Способ 1. Если прилагательное односложное, форма его сравнительной степени образуется при помощи суффикса **-er**, а форма превосходной степени – при помощи суффикса **-est**.

Полож. степень	Сравн. степень	Превосх. степень
strong сильный	stronger сильнее	the strongest сильнейший
cold холодный	colder холоднее	the coldest самый холодный

Некоторые двусложные прилагательные, оканчивающиеся на **-y**, **-er**, **-ow** образуют степени сравнения так же, как и односложные, с помощью суффиксов **-er** и **-est**.

easy легкий

easier более легкий, легче
the easiest самый легкий, легчайший

clever умный
cleverer более умный, умнее
the cleverest самый умный, умнейший

narrow узкий
narrower более узкий, уже
the narrowest самый узкий

Способ 2. От двусложных прилагательных и прилагательных состоящих из трех или более слогов, сравнительная степень образуется при помощи слова **more (less)** более (менее), а превосходная степень – при помощи слова **most (least)** наиболее (наименее).

famous знаменитый
more(less) famous более (менее) знаменитый
the most famous самый знаменитый, знаменитейший

interesting интересный
more(less) interesting более (менее) интересный, интереснее
the most interesting самый интересный, интереснейший

Исключения при образовании степеней сравнения прилагательных

Положительная степень	Сравнительная степень	Превосходная степень
good (хороший)	better (лучше)	the best (самый лучший, лучше всего)
bad (плохой)	worse (более плохой, хуже)	the worst (самый плохой, худший)
little (маленький)	less (меньше, меньший)	the least (самый маленький)
many, much (много)	more (больше)	most (больше всего, самый большой)
far (далекий) far (далеко)	farther (более далекий) further (дальше)	the farthest (самый далекий) the furthest (дальше всего)

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль **the**.

В предложениях со степенями сравнения прилагательных и наречий используются следующие союзы и способы выражения сравнения:

<i>as ... as</i>	такой же ... , как
<i>not so ... as</i>	не такой ... , как
<i>not such (a) ... as</i>	не такой ... , как
<i>twice as much as</i>	в два раза больше
<i>three times as long as</i>	в три раза длиннее, чем
<i>three times as high as</i>	в три раза выше, чем
<i>ten times as much as</i>	в десять раз больше
<i>half as much/many</i>	вдвое меньше
<i>half the size/the weight</i>	в два раза меньше по размеру/по весу
<i>half the length</i>	в два раза меньше по длине
<i>much better/worse</i>	намного лучше/хуже
<i>much more/less</i>	гораздо больше/меньше
<i>the ... the</i>	чем ... тем

Exercise 2. Supply the comparative and superlative degrees of adjectives and adverbs.

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.

2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly,

Exercise 3. Insert the necessary degree of adjectives.

1. Winter is (cold) season.
2. Moscow is (old) than St. Petersburg.
3. What is (short) month in the year?
4. It was (bad) mistake I've ever made.
5. In summer the days are (long) than in winter.
6. It is (cold) today than it was yesterday.
7. The Russian grammar is (difficult) than the English one.
8. It was (good) film I've ever seen.
9. Steel is (strong) than wood.
10. Your house is not so (new) as mine.

Exercise 4. Translate into English.

1. Эта книга не так интересна, как та. 2. Балтийское море не такое теплое, как Черное море. 3. Чем больше вы читаете, тем больше вы знаете. 4. Мой брат не такой высокий, как ты. 5. Чем раньше вы встаете, тем больше вы можете сделать. 6. Сегодня погода такая же хорошая, как вчера. 7. Ваша комната такая же светлая, как и моя. 8. Джон знает русский язык так же, как и английский язык. 9. Английская грамматика не такая трудная, как русская. 10. Чем длиннее ночь, тем короче день.

Самостоятельная работа Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Insert the necessary degree of adjectives.

1. Jill's a far.... (intelligent) person than my brother.
2. Kate was the.... (practical) of the family.
3. Greg felt ... (bad) yesterday than the day before.
4. Jack was the... (tall) of the two.
5. Jack is the... (clever) of the three brothers.
6. If you need any ... (far) information, please contact our head office.
7. Could you come a bit(early) tomorrow?
8. I like this song(well) than the previous one.
9. Which of these two performances did you enjoy ... (much)?
10. The fire was put out ... (quickly) than we expected.

Exercise 3. Read the business letter. Explain what it is about.

To:

Jagdish Mathur,
General Manager,
SQL industries
Mumbai

18th September, 2013

Dear Mr.Mathur,

We are pleased to inform you that in the meeting of the board of directors on 5th September, we have chosen your proposal to provide internet services to our company in the coming financial year. We are satisfied with all the details of the proposal and we would like to offer the contract for a period of one year.

We would be sending our company representative to your office for completing the paper work and giving you the token amount.

We rely on your services as your company is known for its quality services. We hope to have a cordial relationship between the two companies.

Yours Sincerely,
Rakesh Sharma

РАЗДЕЛ 2. ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ В РАМКАХ ОТРАСЛИ

SECTION 2. PROFESSIONAL COMMUNICATION WITHIN THE INDUSTRY

Занятие 1

Моя отрасль

Unit 1

My industry

Exercise 1. Discuss the following questions:

1. What do you know about Industrial Design Industry?
2. Is this industry popular in your region?

Exercise 2. Memorize the following words and word-combinations:

- 1 industry - отрасль
- 2 to design - проектировать
- 3 device –устройство
- 4 to service – осуществлять обслуживание
- 5 around the world – в мире (по всему миру)
- 6 designer – дизайнер, проектировщик
- 7 to focus –сосредоточиться
- 8 appearance –появление
- 9 to manufacture - производить
- 10 manufacturability – технологичность
- 11 to involve – вовлекать
- 12 development –развитие, разработка
- 13 cycle –цикл
- 14 to interact with –взаимодействовать с
- 15 myriad –множество
- 16 to aim –быть нацеленным на что-то
- 17 to improve –улучшать
- 18 well-executed – хорошо выполненный

Exercise 3. Read the text and translate it.

My Industry

Industrial Design (ID) is the professional practice of designing products, devices, objects, and services used by millions of people around the world every day. Industrial designers typically focus on the physical appearance, functionality, and manufacturability of a product, though they are often involved in far more during a development cycle.

Every object that you interact with on a daily basis in your home, office, school, or public setting is the result of a design process. During this process, myriad decisions are made by an industrial designer (and their team) that are aimed at improving your life through well-executed design.

Exercise 4. Answer the questions after reading the text.

1. Is Industrial Design one of the fastest growing industries?
2. What is the word «ID» mean?
3. Give the definition of Industrial Design.
4. What does Industrial Design focus on?
6. What is the aim of an industrial designer?

Exercise 5. With your partner, use the questions in Exercise 4 to ask your group-mate about the Industrial Design. Afterwards write a short essay on the topic.

GRAMMAR

Past Continuous tense

Past Continuous обычно употребляется для выражения конкретного действия, длившегося в точно указанный момент или период в прошлом. Например: Yesterday evening, at 9 o'clock, I *was watching* television.

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I was playing	I was not playing	I wasn't playing	Was I playing?
You were playing	You were not playing	You weren't playing	Were you playing?
He/she/it was playing	He/she/it was not playing	He/she/it wasn't playing	Was he/she/it playing?
We were playing	We were not playing	We weren't playing	Were we playing?
You were playing	You were not playing	You weren't playing	Were you playing?
They were playing	They were not playing	They weren't playing	Were they playing?

Past Continuous также употребляется для выражения длительного действия, во время которого произошло другое, более краткое действие. Например:

Yesterday evening, **while** I was watching television, the phone rang.

When my husband arrived home yesterday evening, I **was cooking** dinner.

Exercise 6. Put the verb in the Past Continuous tense.

1. I/to go home/at 4 o'clock yesterday.
2. We/to play basketball/at 6 o'clock last Sunday.
3. She/to talk with her friend/for forty minutes yesterday.
4. You/to wash the window/in the afternoon yesterday.
5. Nick/to ride his bike/all the evening.
6. Sheila and Dora/to wait for a bus/for half an hour.
7. They/to prepare for the party/all day yesterday.
8. I/to learn the poem/for an hour.
9. Dick/to paint the walls in his room/from 2 to 6 o'clock last Wednesday.
10. Eve and Tony/to skate/all day last Saturday.

Exercise 7. Put the verb in the Past Simple or Past Continuous tenses.

1. When her husband (come) home, Anne (watch) television.
2. I (prepare) dinner when the telephone (ring).
3. What (you do) when the postman (arrive)?
4. Julie (learn) to drive when she (work) in London.
5. Where (you sit) when the show (begin)?
6. I (visit) Athens while I (tour) Greece.
7. It was when he (cross) the street that John (fall).
8. What (you see) while you (wait) for the bus?
9. Where (you go) when your car (break) down?
10. Julie (meet) Peter when she (walk) in the park.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Put the verb in the Past Continuous tenses

1. You ... (not to listen) to the radio, you ... (to read) the letter from your niece.
2. Clara ... (to take) a bath at nine o'clock yesterday evening.
3. Monica and her friend ... (to have) coffee in the sitting-room.
4. Our Granny ... (not to plant) tomatoes in the garden.
5. Dick ... (to carry) his bag towards the hotel room.
6. Sally and Frank ... (not to decorate) the classroom, they ... (to prepare) a wall newspaper.
7. The professor ... (to give) a lecture but some students ... (not to listen) to him.

8. The nurse ... (not to take) his temperature, she ... (to give) him an aspirin.
9. The train ... (to arrive) at the station at seven o'clock.
10. Olga ... (not to wait) for us yesterday evening.

Занятие 2.

История развития отрасли

Unit 2.

The history of the industry development

Exercise 1. Translate the text, try to guess the meaning of the words in bold, learn the new words:

Industrial Design as a professional practice emerged in the early 19th century. It can be directly linked to the industrial revolution and transition from small volume craft to mass-produced products for a consumer class population. We can stress the line between artist and engineer.

As time passed, the industrial designer's influence and role shifted from purely focusing on how a product looked or functioned to including human ergonomics, end-user benefit, material innovations, and corporate branding. All of these considerations have become central to the industrial design profession, which has left an enduring impact on business and society.

GRAMMAR

Future Continuous tense

Future Continuous употребляется для выражения действия, которое будет длиться в точно указанный момент или период в будущем. Например: *We are leaving for Moscow in July.* –Мы уезжаем в Москву в июле.

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I will be going	I will not be going	I won't be going	Will I be going?
You will be going	You will not be going	You won't be going	Will you be going?
He will be going	He will not be going	He won't be going	Will he be going?
We will be going	We will not be going	We won't be going	Will we be going?
You will be going	You will not be going	You won't be going	Will you be going?
They will be going	They will not be going	They won't be going	Will they be going?

Exercise 2. Choose the appropriate variant.

1. Will you take / will you be taking your exams at 10 o'clock tomorrow?

2. There will be no lectures on Saturday. I *will study/ will be studying* at home the whole day.
3. She is going to learn English from 7 till 10 this evening. So at 8 this evening she *will learn/will be learning* new words.
4. While I *will watch/ will be watching* TV she *will read/ will be reading* the book.
5. When you come he *will sleep/ will be sleeping*.
6. I hope *he will phone/ will be phoning*.
8. She *will work/ will be working* at her report from 5 till 6.
9. At what time *will you come/ will you be coming* home?

Exercise 3. Put the verb in the Future Continuous tense

1. At this time tomorrow we ... (to watch) a new play in the theatre.
2. I... (to have) lunch with our business partners from 3 to 5 o'clock tomorrow.
3. Mike ... (to interview) a famous showman at 6 o'clock next Thursday.
4. We ... (to discuss) this project at our morning meeting next Wednesday.
5. My lawyer ... (to wait) for us in his office at 11 o'clock tomorrow morning.
6. The workers ... (to repair) the road in the city centre for two days next week.
7. The students ... (to write) a test from 9 a.m. till 1 p.m. next Tuesday.
8. My friends ... (to play) cricket from 5 till 7 o'clock next evening.
9. I ... (to fly) to Cairo at this time next Sunday.
10. Alice ... (to walk) in the park with her daughter at 7 o'clock tomorrow evening.

Самостоятельная работа
Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Put the verb in the Future Continuous tense and add the proper adverbs of time:

1. What will Zana be doing all the evening? (make a skirt)
2. What will Michael be doing *from Monday till Friday*? (swim in the Red Sea)
3. What will Paul's grandfather be doing? (work in the orchard)
4. What will Greg be doing at the University? (study languages)
5. What will Megan's mother be doing? (fly to Mumbai)
6. What will the singer be doing at the concert? (sing songs)

7. What will the journalist be doing? (interview the President)
8. What will the professor be doing? (reading lectures)

Занятие 3

Современное состояние отрасли в России

Unit 3

Modern state of the industry in Russia

Exercise 1. Memorize the following words and word-combinations:

- 1 to be a part of – быть частью чего-либо
- 2 to make up of – составит из
- 3 customer – клиент, потребитель
- 4 manufacturer – производитель
- 5 all working together towards a common goal – все вместе работают над достижением общей цели
- 6 collaboration – сотрудничество
- 7 perspectives – перспективы
- 8 the fullest extent – в самом полном объеме
- 9 craft – ремесло, промысел
- 10 skill –навык
- 11 respond to –реагировать на
- 12 needs –потребности
- 13 age –возраст
- 14 income –доход
- 15 ability –возможность, способность

Exercise 2. Read and translate the text, give the title to the text.

Today, industrial designers are commonly part of multidisciplinary teams made up of strategists, engineers, user interface (UI) designers, user experience (UX) designers, project managers, branding experts, graphic designers, customers, and manufacturers, all working together towards a common goal. The collaboration of so many different perspectives allows the design team to understand a problem to the fullest extent, then craft a solution that skillfully responds to the unique needs of a user.

Industrial designers design products for users (mainly people, but sometimes pets) of all ages, races, demographics, incomes, ethnicities, abilities, and gender identities or expressions.

GRAMMAR

The Perfect Tenses (совершенные времена)

Глаголы в формах **Perfect** выражают действие завершённое, которое привело к определенному результату (или к отсутствию результата). С

помощью глагольных форм Perfect подводится итог действий. Время подведения итогов– либо настоящий момент Present Perfect, либо момент в прошлом Past Perfect , либо – в будущем Future Perfect.

To have + V3 (-ed)

I have written the letter. (Present Perfect) – Я (только что) написал письмо (передо мной письмо как результат).

I had written the letter when he came. (Past Perfect) – Я написал письмо, когда он пришел. (2 действия, одно завершилось раньше другого)

I will have written the letter by 10 o'clock tomorrow. (Future Perfect) – Я напишу письмо к 10 часам завтра. (действие завершится к определенному моменту времени в будущем).

Present Perfect Tense

Present Perfect образуется при помощи вспомогательного глагола to have в настоящем времени (have, has) и третьей формы смыслового глагола. В вопросительном предложении вспомогательный глагол ставится перед подлежащим. В отрицательном предложении после вспомогательного глагола ставится отрицание not.

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I have done	I have not done	I haven't done	Have I done?
You have done	You have not done	You haven't done	Have you done?
He/she/it has done	He/she/it has not done	He/she/it hasn't done	Has he/she/it done?
We have done	We have not done	We haven't done	Have we done?
You have done	You have not done	You haven't done	Have you done?
They have done	They have not done	They haven't done	Have they done?

Это время обозначает действие, совершившееся до момента речи, но имеющее непосредственную связь с настоящим моментом. При переводе на русский язык для передачи этого времени используется глагол совершенного вида в прошедшем времени. Отмеченная связь проявляется в следующих ситуациях:

а) указан период времени, который еще не закончился, а связан с настоящим моментом. В этом случае используются обстоятельства времени:

Today – сегодня

This month/year/week– в этом месяце/ году/ на этой неделе

This morning/evening– этим утром/ вечером

He has visited us twice this month – Он навещал нас дважды в этом месяце.

I haven't had breakfast today – Сегодня я еще не завтракал.

б) всегда с обстоятельствами времени:

ever – когда-нибудь

never – никогда

just – только что
already– уже
yet – еще
recently – недавно
lately – в последнее время

Examples:

Have you ever seen this man before? – Вы когда-нибудь видели этого человека раньше?

I have never been to Paris – Я никогда не бывал в Париже.

Mr. James has just left the office – Г-н Джеймс только что ушел из офиса.

She has already finished the work – Она уже завершила работу.

I haven't got your message yet – Я еще не получил Вашего сообщения.

The delegation has recently visited London – Делегация недавно посетила Лондон.

Lately he has attended many meetings – В последнее время он посетил много собраний.

в) Результат действия важнее, чем время его совершения, которое может не указываться:

Have you read this book? – Вы читали эту книгу?

Have you spoken to him? – Вы поговорили с ним?

г) С предлогом since (с тех пор как):

I have not seen her since we finished school – Я не видела её с тех пор, как мы закончили школу.

He has made a good progress since he joined our company – Он достиг больших успехов с тех пор, как он начал работать в нашей фирме.

Exercise 1. Change the sentences into the negative and interrogative forms.

1. She has found a wallet on the road.
2. We have tidied our country house.
3. The weather has changed.
4. Liz has left you a note.
5. They have moved to another hotel.
6. I have caught a big fish.
7. Pupils have learned this poem.
8. Mike has booked the tickets for us.
9. The plane has landed.
10. The doctor has prescribed some medicine.

Exercise 2. Compose the sentences, using the Present Perfect tense.

1. We/to return/from the journey/just.
2. I/to see/my boss/today.
3. Helen/to decorate/her room/already.
4. My cousins/to be/to this cinema/never.
5. Max/to buy/a magazine/today.

6. You/to spend/a lot of money/this month.
7. Ian and Peter/to repair/the radio/already.
8. I/to drive/a car/never.
9. We/to get/some letters/this week.
10. The dog/to run away/just.

Exercise 3. Put the verbs into the Present Perfect tense.

1. The pupils are writing a dictation.
2. My friend is helping me to solve a difficult problem.
3. I am learning a poem.
4. She is telling them an interesting story.
5. I am eating my breakfast.
6. We are drinking water.
7. He is bringing them some meat and vegetables.
8. You are putting the dishes on the table.
9. They are having tea.
10. Susan is making a new dress for her birthday party.
11. She is opening a box of chocolates.
12. I am buying milk for milk shakes.
13. I am translating a difficult article.

Exercise 4. Use the Past Indefinite or the Present Perfect tenses.

1. It (to be) very cold yesterday.
2. When you (to meet) him?
3. I (not to see) him since 1997.
4. How many mushrooms you (to gather)?
5. Where you (to put) the newspaper? I want to read it, but cannot find it anywhere.
6. The new theatre (to begin) working last year.
7. At last I (to do) all my homework: now I shall go out.
8. The building of the house (to begin) early in April.
9. The rain (to stop) but a cold wind is still blowing.
10. We already (to solve) the problem.
11. He (to come) a moment ago.
12. I never (to speak) to him.
13. He just (to finish) his work.
14. You (to make) any spelling mistakes in your dictation?
15. They (not yet to come) from the south.
16. He (to be) ill last week, but now he (to recover).
17. If everybody (to read) this new novel, let's discuss it.
18. You (to book) tickets? — Yes, I I (to book) them several days ago.
19. I can hardly recognize you. I (not to see) you since you (to leave) for Moscow. And you (to change) so much.

20. You (to read) all the books on this shelf?
21. I (not to see) my cousin since last year.

Exercise 5. Tell your groupmates:

– *what you have managed to do today, this week, this year,*

Use the expressions: drink coffee, take the dog for a walk, clean the floor, do the shopping, wash the dishes, have breakfast, water the plants, cook dinner, do lessons, paint the walls, go to the seaside.

– *what you have never done,*

– *what achievements you have reached by now.*

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Answer the questions, using already or just.

Will you make some sandwiches, please? — But I have already made them.

3. Do the flat, will you?
2. Why don't you sweep the floor, please?
3. Please, give Peter this dictionary.
4. Will you send a telegram to Mary, please?
5. Write them a letter, please!
6. Don't forget to phone Mother.
7. Will you show the children your new books, please?
8. Make fresh tea, please!
9. Bring, some more bread from the kitchen, please!
10. Will you wash up the dishes, please!

Exercise 4. Fill in last night, ever, ago, just, yet, always in the right place.

1. Nick's uncle went to Austria 3 years.
2. Mr. Rambler has come back from Belarus.
3. Nick has wanted to visit Belarus.
4. Mr. Rambler saw Mary.
5. They haven't visited this old castle.
6. Have you been to England?

Exercise 5. Complete the sentences. Use the Present Perfect or the Past Simple.

My family and I (move) from London to Cardiff last summer, so we (live) in Cardiff for seven months now. I miss my friends in London. My best friend is called Megan. We (meet) at primary school, so I (know) her for nine years. Unfortunately, I (not see) her since last summer.

I go to Greystone Secondary School in Cardiff. I (be) at the school since last September. At first I (not like) it because I (not have) any friends here. But the students in my class are really nice and I'm happy here now.

Современное состояние отрасли за рубежом

Modern state of the industry abroad

Exercise 1. Surf the Internet to find information about foreign companies working in your branch. Share your findings with the group.

Exercise 2. Read and learn the following words:

- 1 to exhibit – выставлять (демонстрировать на выставке)
- 2 fashion – мода
- 3 to be founded – быть основанным
- 4 CEO – генеральный директор
- 5 former – бывший
- 6 warehouse – склад
- 7 to be funded by – финансироваться
- 8 benefactor – благотворитель
- 9 to move to – переезжать
- 10 space – пространство, помещение
- 11 to display – демонстрировать, показывать
- 12 accessible free of charge – доступный (без оплаты)

Exercise 3. Read and translate the text

Design Museum

The Design Museum in Kensington, London, England, exhibits product, industrial, graphic, fashion, and architectural design. The museum was founded in 1989 by Sir Terence Conran, with Stephen Bayley as inaugural CEO. The museum was originally housed in a former 1940s banana warehouse on the south bank of the River Thames in the area of London. This was funded by many companies, designers and benefactors.



On 24 November 2016 the Museum moved to Kensington location. It gave the museum three times more space than in its previous location at Shad Thames, with the new Swarovski Foundation Centre for Learning, 202-seat Bakala Auditorium and a dedicated gallery to display its perma-

ment collection, accessible free of charge. The new building was the subject of a profile on the Sky Arts programme *The Art of Architecture* in 2019.



Exercise 4. Find the information about a famous foreign objects and products and retell it according to the plan:

- 1 name and type
- 2 aim of creation
- 3 characteristics
- 4 technology
- 5 visual presentation
- 6 prices

Exercise 5. Make a presentation of the subject or product (watch, building, hotel, food ...).

GRAMMAR

Past Perfect tense (прошедшее совершенное время)

Past Perfect употребляется:

а) для выражения действия, завершившегося до какого-либо момента или другого действия в прошлом: *He had read the book by 10 o'clock yesterday.* Он прочел книгу до десяти часов (к десяти часам) вечера.

When we came to the airport the plane had already landed. Когда мы приехали в аэропорт, самолет уже приземлился

Б) в предложениях, в которых одно действие завершилось до другого действия, длящегося в прошлом: *He had read the book and was watching TV when I came.* – Когда я пришел, он уже прочитал книгу и смотрел телевизор.

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I (we, you, they, he, she, it) had played.	I (we, you, they, he, she, it) had not played.	I (we, you, they, he, she, it) hadn't played.	Had I (we, you, they, he, she, it) played?

Exercise 5. Complete the sentences using the Past Perfect tense of the verbs below.

to have dinner, to do homework, to come, to read the book, to clean the room, to go shopping, to return from Australia, to finish work

4. I went to see my friend after...
5. I watched TV after...
6. They went home after...
7. He phoned me after...
8. She went to dance after...
9. We wrote a composition after...
10. They rebuilt the house after...
11. We went for a walk after...

Exercise 6. Insert the verbs in the Past Perfect tense.

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o'clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.
6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.
9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

Exercise 7. Use Past Perfect of the verbs to complete the sentences.

- to leave, to go, to die, to see, to live, to fly
1. I didn't read the text in class because I ... my book at home.
 2. The children didn't want to go to the cinema because they ... already ... the film.
 3. Kate wasn't at home last week because she ... to visit her uncle.
 4. Linda never knew her father because he ... before she was born.
 5. I was excited when the plane took off because I... never ... before.
 6. My grandfather was always afraid of animals because he ... never ... in the country.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Make notes of the new vocabulary.

Exercise 3. Say what action was done before. Combine the two sentences into one.

1. The rain stopped. I went for a walk.
2. I did my homework. My mother returned home.
3. We met in the street. We went to the park.
4. They packed their things. Then they started.
5. I had dinner. I switched on the TV set.
6. He returned home. The guests left.
7. We came to the cinema. The film began.
8. I read the book. I saw the play. .
9. They lived here. They moved to another place.
10. We played a game of tennis. We went to my place

Exercise 4. Connect each pair of sentences with the conjunctions before, as soon as, after.

1. He had finished school. He went to a camp.
2. She had phoned her friend. She went to meet her.
3. I read the book. I had seen the film.
4. I had cleaned my room. I invited my friends home.
5. He entered the university. He had finished school.
6. He told me about his impressions. He had returned from his journey.
7. He was unhappy. He had got bad news.
8. I had finished the text. I handed in my exercise-book.

Занятие 5

Профессиональная документация: работа с инструкциями на иностранном языке (стиль, структура, содержание)

Unit 5

Professional documentation: working with instructions in a foreign language (style, structure, content)

Exercise 1. Read the text and translate it.

What is a work instruction?

A work instruction is a written document that provides clear and precise steps to carry out a single instruction.

With clear, concise, and coherent work instructions, you can guide workers' training, performance, and assessment, maintain quality standards and improve efficiency in the workplace.

Work instructions enable companies to keep their processes. They help reduce risk and prevent errors or accidents. Most work instructions are prepared after multi-

ple refinements, which means that they can establish the safest way to do a job correctly. They save time in the long run.



How to Deal with a Rude Customer



Please contact Elise from HR for any further help required at elise@starline.com

 STARLINE

Занятие 6

Перспективы развития отрасли в России

Unit 6

Prospects of industry development in Russia

Exercise 1. Read the text and translate it. Try to guess the meaning of the words in bold.

Design trends for 2025

As we **approach** 2025, the creative industry stands at a **fascinating crossroads**. The rapid evolution of AI is reshaping how we think about design.

AI moves to the final output

The **conversation** around AI has **shifted dramatically**. Whether you love it or **hate** it, one thing's **for sure**: you can no longer ignore it. many agencies have already incorporated AI into processes such as idea generation, prototyping and **mockups**.

The return to physical experiences

As AI **accelerates** there will also be a **powerful movement** in the opposite direction. The faster technology moves, the more we'll see a **counter-trend emerge**: a return to **handcrafted**, human-centred design.

The craft renaissance

As another element to the **backlash** against AI, along with a broader **rejection** of mass production and digital **saturation**, there's a growing **appreciation** for craft and **heritage** in design. The first personalization, because **consumers** want unique, handmade items with personal meaning, **moving away** from mass-produced products. The second is **sustainability**. This focus on **eco-friendly** and **ethical consumption** aligns with the craft's slow, intentional production. Thirdly, **advances** in technology will blend with traditional **craftsmanship**, creating innovative yet **authentic designs**."

Exercise 2. Do you agree with these trends in the industry? Is it true for Russia?

GRAMMAR

Future Perfect tense

Future Perfect употребляется для выражения действия, которое будет происходить до определенного момента или другого действия в будущем, и завершится или прекратится до него. Например:

We will have written the test before the end of the lesson.

We will have covered the tables before the guests arrive.

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I (we, they, you, he, she, it) will have written this.	I (we, they, you, he, she, it) will not have written this.	I (we, they, you, he, she, it) won't have written this.	Will I (we, they, you, he, she, it) have written this?

Exercise 3. Put the sentences into the negative and interrogative forms.

1. We will have played two games of cricket by 6 o'clock tomorrow.

2. They will have left the country by next Monday.
3. She will have returned from the walk by 8 o'clock tomorrow.
4. We will have done the shopping by 5 o'clock tomorrow.
5. Martin will have passed all the exams by next Wednesday.
6. You will have known the results of the test by tomorrow evening.
7. Angela will have written the essay by Tuesday.
8. The workers will have finished decorating our house by next month.
9. The performance will have finished by 8 o'clock.
10. The weather will have changed by tomorrow evening.

Exercise 4. Compose the sentences, using the Future Perfect Tense.

1. Jim/to write/the report/by next Thursday.
2. We/to clean/ the house/by the time of your arrival tomorrow.
3. I/to prepare/ all the documents/by the beginning of the meeting tomorrow.
4. The film/to finish/by 7 o'clock tomorrow.
5. They/to decorate/the square/by the beginning of the demonstration/ next week.
6. The President/to finish/the press conference/by 3 o'clock tomorrow.
7. Diana/to design/your wedding dress/by next Friday.
8. I/to move/to a new house/by Christmas.
9. You/ to start/your own business/by the time you are twenty-seven.
10. My father/to repair/his car/by Thursday.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2 . Make notes of the new vocabulary.

Exercise 3. Put the verbs into the Future Perfect Tense.

1. Mike ... (to prepare) all the calculations by the end of his working day tomorrow.
2. I... (to learn) some phrases in Japanese by the time the participants of the Japanese delegation arrive.
3. The chef ... (to cook) all the dishes by the time the banquet begins.
4. The secretary ... (to arrange) all the papers by the time the boss comes to the office tomorrow.
5. The ferry ... (to reach) the port by 4 o'clock tomorrow.
6. They ... (to deliver) our pizza by the beginning of the party tomorrow.
7. Jack and Monica ... (to send) all the invitations by next Tuesday.
8. I ... (to read) your report by tomorrow morning.
9. The workers ... (to unload) the lorries by the end of their working day.

10. We ... (to analyse) the results of the experiment by next Friday.

Exercise 4. Translate into English.

1. Майк отремонтирует ваш автомобиль до вечера вторника.
2. Мы не закончим этот проект до конца этого месяца.
3. Вы получите наше сообщение до конца рабочего дня.
4. Кто закажет билеты на самолет до понедельника? — Джон их закажет.
5. Ваш секретарь напечатает отчет до следующего понедельника? — Да.
6. Она напишет статью до пятницы? — Нет, до пятницы она еще не вернется из командировки.

Занятие 7

Перспективы развития отрасли за рубежом

Unit 7

Prospects of industry development abroad

Exercise 1. Memorize the words

wellness sector –оздоровительный сектор

experience –опыт

unprecedented innovation –беспрецедентное новшество

impact –эффект

health –здоровье

inextricably –неразрывно

link with –соединяться с

wearable –пригодный для носки

cater –обслуживать, угождать

emphasis –усиливать

Exercise 2. Read and translate the text

**Design trends for 2025
(continuation)**

Health becomes the new luxury

The wellness sector is experiencing unprecedented innovation and investment right now, and that's having an impact on design. Because health is becoming inextricably linked with wearables and tech, but someone has to make sense of all that data, or it's next to useless.

Inclusivity becomes non-negotiable

Designs cater to every ability, culture, and shade of human life. It could be a glorious symphony of inclusivity, visually expressed with grace and humanity. One thing bubbling is the shift in marketers, designers, and brand managers placing emphasis on those who have the greatest spending power: those who are in their over 50s.

Exercise 2. Do you agree with these trends in the industry? Is it true for Russia?

GRAMMAR

Verb Tenses (видовременные формы глагола)

Exercise 3. Match the parts of the sentences.

1. Fred plays tennis...	a) every Monday.
2. Fred is playing tennis...	b) for several times.
3. Fred has played tennis...	.c) at the moment.
4. Fred played tennis...	d) at that time.
5. Fred was playing tennis...	e) next Monday.
6. Fred will play tennis...	f) when he was 15.

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

1. At two o'clock I (go) to the supermarket,
2. I (drive) my car when I saw my friend and I said 'hello'.
3. Tomorrow I (eat) sushi.
4. I (be) to Italy.
5. I (drive) home from work every day.
6. He (have) trouble finishing the project.
7. When .. you (arrive) home yesterday?
8. (Have) you (have) your dinner yet?
9. This restaurant (become) very popular.
10. Doctors (discover) cures for many diseases.

Exercise 5. Translate into Russian. Name the tense form.

1. I drive home from work every day.
2. What did you eat for dinner?
3. I'm driving from work.
4. My brother lives in Chicago.
5. I have never been to space.
6. We're having a great time on vacation.
7. I'm thinking about taking a trip around the world.
8. I have travelled to Spain.

Exercise 6. Put the verbs in brackets in the correct tense form (Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).

1. Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school...
2. (to take) ... you the bus to get to school or ... (to walk) you?
3. Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name.
4. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves.
5. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game.
6. Now I am in my class. I... (to sit) at my desk. I always ... (to sit) at the same desk.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2 . Use Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.

1. We (to bring) a lot of berries from the wood. Now we shall make jam.
2. Look! Jane (to swim) across the river.
3. What you (to do) at six o'clock yesterday?
4. You ever (to see) the Pyramids?
- 5.1 (to go) to the Caucasus two years ago.
6. We (to go) to school every day.
7. Nick (to do) his homework by seven o'clock yesterday.
8. You (to help) your father tomorrow?
9. When Nick (to come) home yesterday, his mother (to return) and (to cook) dinner in the kitchen.
10. When I (to go) to school yesterday, I suddenly (to remember) that I (to forget) to take my English exercise book.

Exercise 3. Put the following sentences into the correct tense: Simple Past, Simple Present, Present Continuous or Past Continuous, Present Perfect.

1. I (listen) to the radio while Mary ...(cook) dinner.
2. You ... (buy) this book yesterday?
3. Last Friday Jill ... (go) home early because she ... (want) to see a film.
4. When your brother usually ... (get) home in the evening?
5. Jane always ... (bring) us a nice present.
6. What those people ... (do) in the middle of the road?
7. You ... (read) this book?
8. While Fred ... (sleep), Judy ... (watch) TV.
9. When I (be) young, I ...(think) Mary ...(be) nice – but now I ... (think) she's fantastic.
10. Jill ... (walk) home when she ... (see) her husband's car outside the cinema

11. Look there! Sue and Tim ... (run) to school.
12. Jack's father ... (not work) in London – he ... (not speak) English.
13. Joe ... (buy) a car yesterday.
14. Their father often ... (go) to rock concerts.
15. While you ... (sleep), mother ... (arrive).

Занятие 8

Проблемы отрасли в России

Unit 8

Problems of industry in Russia

Exercise 1. Try to guess the meaning of the words in bold. Read the text and say, what other problems of the industry you know.

As design **tools** become more **accessible**, the industry faces an interesting **dichotomy**. 1) **Inexpensive** Adobe competitors such as Canva means everyone's a designer, or thinks they are. As a result, a **wealth of content** is being created. But since these programs **rely** so heavily on **templates**, everything coming out of them looks the same. 2) **It's becoming harder to find new ideas** in this sea of copies-of-a-copy-of-a-copy. With AI being trained on all this content, we can expect to see even more of the same in the future.

GRAMMAR

Numerals (числительные)

Числительные обозначают количество предметов или порядок предметов при счете.

Числительные делятся на количественные, отвечающие на вопрос «сколько?» и порядковые, отвечающие на вопрос «который?».

Количественные числительные от 13 до 19 образуются прибавлением суффикса *-teen* к основе.

Числительные, обозначающие десятки, имеют суффикс *-ty*. Порядковые числительные кроме первых трех (*first, second, third*) образуются прибавлением суффикса *-th* или *-eth* к соответствующим количественным числительным. Существительные с порядковыми числительными всегда употребляются с определенным артиклем.

Количественные числительные
СКОЛЬКО?

1 one — один

2 two — два

3 three — три

4 four

5 five

6 six

Порядковые числительные
КАКОЙ ПО СЧЕТУ?

the first первый

the second второй

the third третий

the fourth

the fifth

the sixth

7 seven	the seventh
8 eight	the eighth
9 nine	the ninth
10 ten	the tenth
11 eleven	the eleventh
12 twelve	the twelfth
13 thirteen	the thirteenth
14 fourteen	the fourteenth
15 fifteen	the fifteenth
16 sixteen	the sixteenth
17 seventeen	the seventeenth
18 eighteen	the eighteenth
19 nineteen	the nineteenth
20 twenty	the twentieth

Десятки:

20 twenty—the twentieth
30 thirty — the thirtieth
40 forty — the fortieth
50 fifty — the fiftieth
60 sixty — the sixtieth
70 seventy—the seventieth
80 eighty — the eightieth
90 ninety — the ninetieth

Составные числительные:

twenty-two—the twenty-second
thirty-three — the thirty-third
forty-four — the forty-fourth
fifty-five — the fifty-fifth
sixty-six — the sixty-sixth

Числительные от 100 и больше:

100 — a (one) hundred	100th — the hundredth
101 — a (one) hundred and one	101st — the one hundred and first
200 — two hundred	200th — the two hundredth
1000 — (one) thousand	1000th — the thousandth
1001 — a (one) thousand and one	
5,550 — five thousand five hundred and fifty	
5,000,000 — five million	
1500 – fifteen hundred (one thousand five hundred)	

Числительные hundred, thousand, million не имеют окончания -s, когда перед ними стоит другое числительное. Когда числительные обозначают неопределенное количество, они употребляются во множественном числе с окончанием -s, за которым следует предлог of. Сравните:

hundreds of books	two hundred books
thousands of books	five thousand books
millions of people	2 million people

Номера страниц, домов, квартир, транспорта, обозначаются не порядковыми, а количественными числительными. В этих случаях существительные употребляются без артикля: page 15, house 40, flat 13, bus 72.

Как читаются математические выражения?

(x) — multiply, times

(:) — divide, divided by

(+) — add, sum up, plus

(-) — subtract, minus

(=) — equals, is equal, makes

22 — two in the second power

Как читаются даты?

Числительное, обозначающее год, делится на две части — число сотен, а затем — число десятков и единиц. 1900 - nineteen hundred, in (the year) nineteen hundred

2000 - two thousand, in (the year) two thousand

1905 — nineteen five, in (the year) nineteen five

Даты читаются следующим образом:

April 12, 2003 1) on the twelfth of April, two thousand three

2) on April the twelfth, two thousand three

Как читаются дробные числительные?

Простые

Десятичные

1/2—a (one) half;

0.1 -O[ou] point one

1/4 — a (one) quarter

2.45 — two point four five

2/3 — two thirds 35.25 — three five (или: thirty- five) point two five

1.5— one and a half

Задание 53. Напишите цифрами дробные числа:

Простые:

1) A (one) half 2) two thirds 3) a (one) quarter 4) three fourths 5) two and a (one) half 6) five and one sixth 7) a (one) fifth.

Десятичные:

1) Zero (nought/ou) point two 2) two point four five 3) four point five 4) three four (thirty four) point one zero two 5) nought point nought one 6) six point three five 7) fifty eight point three nought five.

Exercise 2. Write in English in words.

1. Cardinal numerals:

3, 5, 11, 12, 13, 24, 69, 325, 1005, 530425, 1.745.033.

2. Ordinal numerals:

1, 2, 15, 23, 84, 149, 150, 208, 1000, 2.000.000.

Exercise 3. Write in English in numbers.

a) The first of March nineteen seventy-six.

b) The fifth of December two thousand.

- c) The sixteenth of May nineteen five.
- d) The third of July nineteen hundred.

Exercise 4. Write in English in words.

1) 7 марта 1999 года; 2) 1 сентября 1974 года; 3) 22 апреля 1911 года; 4) 11 марта 1951 года; 5) 12 декабря 2024 года.

Exercise 5. Read and translate the following sentences.

1. William Shakespeare was born in 1564 and died in 1616 in Stratford-on-Avon. 2. Shakespeare wrote 37 plays. 3. Jack London was born on the 12th of January 1876 and died in 1916. 4. On April 12, 1961 the whole world learned about Gagarin's flight into space.

Самостоятельная работа
Individual work

Exercise 1. Write in English in words .

А. 1) 220 дней; 2) 1500 человек; 3) 20545 книг; 4) около 100 страниц; 5) почти 300 тетрадей.

В. 1) первый автобус; 2) вторая страница; 3) миллионный посетитель; 4) часть первая; 5) номер десятый.

С. 1. Два миллиона человек. 2. Миллионы книг. 3. Триста восемьдесят пять страниц. 4. Двадцать первое декабря 1997 года. 5. Двенадцатое марта 2000 года. 6. Одна четвертая. 7. Три пятых. 8. Ноль целых, двадцать пять сотых. 9. Четыре целых и пять шестых. 10. Две целых, сто пять тысячных.

Exercise 2. Translate into English

1 сентября 1984 года	5 июля 1945 года	27 июля 1862 года
7 ноября 1990 года	8 мая 1861 года	10 февраля 1973 года
9 октября 1947 года	21 января 1824 года	22 декабря 1946 года
11 марта 1951 года	23 апреля 1907 года	25 мая 1900 года

Занятие 9

Проблемы отрасли за рубежом

Unit 9

Problems of industry abroad

Exercise 1. Try to guess the words in bold. Read the text and translate it.

As we **move towards** 2025, the design industry appears to be **embracing** seemingly **contradictory forces**: technology vs humanity, minimalism vs maximalism, digital vs physical, and youth vs experience. In the second half of this decade, suc-

successful designers and brands will be those who can navigate these **dualities**, creating work that resonates on both emotional and practical levels.

If we can all **strike** this balance and **harness** a thoughtful approach to design, the creative industry should have an exciting and transformative year ahead.

GRAMMAR

Verb tenses (времена глагола) (continued)

Exercise 1. Supply the verbs in the necessary form.

1. Last night, I ... (watch) a movie.
2. She ... (buy) a new car next week.
3. I ... (work) right now. I can help you later.
4. Have you ever ... (eat) Korean food?
5. I ... (sleep) when you called me.
6. Melanie ... (go) to university in one year.
7. Miguel ... (take) a shower this morning.
8. I ... (wake up) at 7 am every day.
9. She ... (go) to Paris three times in her life.
10. By the time I graduate, I ... (take) 25 classes.
11. Did you ... (finish) your homework yesterday?
12. When she was a child, Mary ... (live) in Russia.
13. Next time, I ... (drive) instead of you.
14. We ... (no, see) that movie yet.
15. She ... (no, meet) him before they met at the party.

Exercise 2. Decide if the verb in brackets should be in the Present Simple or the Present Continuous.

1. He (live) with his parents at the moment.
2. Some areas of Italy ... (become) drier.
3. She ... (work) as a lab technician.
4. She ... (plan) to study for a degree.
5. I ... (have got) two sisters.
6. In her job, she ... (answer) the phone.
7. People ... (live) longer and longer.
8. This month they ... (work) on a new project.

Самостоятельная работа Individual work

Exercise 1. Put the verbs in the necessary form.

1. Is your brother ... (work) these days?
2. How much did you ... (pay) for that jacket?
3. Where are you going to ... (wash) your car?
4. Had you ... (take) that course before?
5. I ... (no, go) to school tomorrow.

6. They ... (play) in the park before it started to rain.
7. I usually ... (brush) my teeth after breakfast.
8. By the time she arrives, we ... (finish) our food.
9. How many people ... (go) to the party tomorrow night?
10. The kids ... (paint) right now.
11. When she lived in Vancouver, she ... (no, have) a car.

Занятие 10

Профессиональная документация: письмо-предложение (оферта)

Unit 10

Professional documentation: a proposal letter

Exercise 1. Read and translate the text.

A proposal letter

A proposal letter is a written offer from an individual, a group of people or from an organization to another to propose something. This is a way of communication that creates an opportunity for a person or an organization to interact well and get offers for business opportunity.

When writing this letter, one has to be keen and accurate on the proposal so that they can get the opportunity they are asking for. It is therefore important to consider using a proposal letter sample when writing to get the right guidelines on how to write it.

Sample Travel Agency Proposal Letter

To Celin Bem

Editor, The Galaxy

Subject: Travel Agency Proposal Letter

Respected Madam,

I would like to bring it to your notice that my agency is offering packaged tours to native and foreign lands that would remain valid for a limited period of time. Therefore, I want you to inform readers about the offer through your newspaper. Since your newspaper is the most read daily in the country, I wish to team up with your agency to inform the masses. I hope you would consider the proposal and respond to my letter soon.

The tour comes in attractive packages for two to Egypt, Europe, Singapore, Canada, Australia, New Zealand (and South Island), Maldives, India and Andaman's Island. The packages include complimentary breakfast, free spa and body massage, stay at luxury resorts, night safari, boating, sightseeing and other exciting offers like lucky draw contest, musical concerts and campfires. The price chart has been provided with the letter so that you can make a rough idea about how to publish the catching

details of the offers. For further information, my mailing address is 4, Corn Street, Houston City and my personal contact number is 26273688.

Thanking you,
Joshua Kop,
Kop Travelers' Agency

Exercise 2. Using the example, write your own proposal letter and demonstrate it.

GRAMMAR

Безличные и неопределенно-личные предложения

Английские предложения отличаются от русских тем, что в них всегда есть подлежащее и сказуемое. Поэтому в безличных предложениях, когда нет подлежащего, используется в качестве формального подлежащего местоимение *it*.

It is not cold today. Сегодня не холодно.

It rains all day long. Целый день идет дождь.

Безличные предложения такого типа состоят из местоимения *it*, которое не переводится, глагола-связки в нужном по смыслу времени и именной части сказуемого, выраженного чаще всего прилагательным. Именная часть может быть также выражена существительным или числительным.

It's nice to meet you. Приятно познакомиться с вами.

It is ten o'clock already. Уже десять часов.

Безличные предложения очень часто описывают погоду, явления природы, обозначают время, расстояние.

Вопросительная и отрицательная формы безличных предложений образуются по тем же правилам, что и вопросительные и отрицательные формы предложений с именным составным сказуемым.

Is it cold? — Холодно? *It is not cold.* — Не холодно.

Isn't it interesting? — Разве не интересно? *It is interesting.* — Интересно.

Частица *not* ставится после первого вспомогательного глагола.

Exercise 3. Translate into Russian.

1. It is ten o'clock in the morning already. 2. It is snowing now. 3. It's morning now. 4. It was nice to meet your friend. 5. It's late. It's time to go home. 6. Isn't it interesting? 7. It is cold today. 8. Is it cold outside? 9. It is only nine o'clock in the evening. It's early to go home. 10. Is it raining now?

Exercise 4. Put general questions.

1. It's time to get up.
2. It was getting dark.
3. It takes him 3 minutes to get dressed.
4. It will be late to apologize.
5. It rained heavily last night.

Exercise 5. Put the sentences into the Past.

1. It's a pity to find him ill.
2. It seems to me that Anna is 17.
3. It will be foggy.
4. It won't take much time to mend your shoes.
5. It isn't far from here to the city centre.

Самостоятельная работа

Individual work

Exercise 1. Translate into Russian. Divide the sentences into categories: weather and nature, time and distance, expressing opinion.

1. It always rains in autumn.
2. It was impossible to reach her by phone.
3. It snowed heavily last December.
4. It was six o'clock already.
5. It is much cheaper to get here by train.
6. It was getting cold.
7. It is early morning.
8. It's 10 degrees above zero.
9. It's quite expensive to buy a brand new car.
10. It's quite far from the post-office.
11. It will be 5 kilometres to the village.
12. It was quiet and mysterious up in the mountains.
13. It wasn't cloudy this afternoon.
14. It's noon.

Exercise 5. Answer the questions questions.

1. How long will it take him to become a doctor? (six years)
2. How long does it take you to get to the restaurant? (40 minutes)
3. How long did it take her to prepare this salad? (2 hours) (
4. How long does it take your son to cook an omelette? (10 minutes)
5. How long did it take Bob to master English? (about 5 years)

РАЗДЕЛ 3. ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ ПРИ ОБСУЖДЕНИИ РАБОТЫ СПЕЦИАЛИСТА ОТРАСЛИ

SECTION 3. PROFESSIONAL COMMUNICATION WHEN DISCUSSING THE WORK OF AN INDUSTRY SPECIALIST

Занятие 1

Выдающиеся российские ученые и специалисты отрасли

Unit 1

Outstanding Russian scientists and industry experts

*Exercise 1. Read the texts and try to guess the meaning of the words in bold.
Learn these words.*

Russian **Avantgarde** is a **base and proud** of **industrial design**. Kazimir Malevich, Alexander Rodchenko, Varvara Stepanova, Lazar Lisitsky and others have been given and will give **creative forces** to modern design. Their works are a **source of inspiration** not only for Russian designers, but all over the world.

Kazimir Malevich (avant-garde **painter**)

Kazimir Malevich (1878-1935, Leningrad) was born to parents of Polish **origin**, studied drawing in Kyiv and then **attended** the Stroganov School in Moscow and the Moscow School of Painting, Sculpture, and Architecture. In his early work he **followed** Impressionism and Symbolism. After a **trip** to Paris in 1912, he **was influenced by** Pablo Picasso and Cubism. As a member of the Jack of Diamonds group, he led the Russian Cubist movement.

In 1913 Malevich began **to create** abstract geometric patterns in a manner he called Suprematism, a term expressing the **notion** that colour, line, and **shape** should **reign** supreme over **subject matter** or **narrative** in art. During this period, he painted a few of his **most influential works**, including Black Square (1915) and Suprematist Composition: White on White (1918). From 1919 to 1921 he taught painting in Moscow and Petrograd (renamed Leningrad in 1924), where he lived **the rest of** his life. On a 1927 visit to the Bauhaus in Dessau, Germany, he met Wassily Kandinsky and published a book on his theory **under the title** *Die gegenstandslose Welt* (The Non-objective World). Later, when Soviet politicians decided against modern art, Malevich and his art **fell out of favour**. During his last years, his works show a return to figuration. Malevich died from **cancer** in **poverty** and **oblivion**. Kazimir Malevich is an artist with many faces and identities.

Exercise 2. Look at the works by Malevich and speak about them using the information (in the exercise or your own information).



*Kazimir Malevich:
The Knife Grinder, or Principle of Glittering
Yale University Art Gallery; gift of collection Société Anonyme*



Artist Kazimir Malevich
Year 1915
Medium oil on canvas
Dimensions 79.5 cm × 79.5 cm (31.3 in × 31.3 in)
Location Tretyakov Gallery, Moscow



https://art.biblioclub.ru/picture_24524_peyzaj/
Artist Kazimir Malevich
Year 1906 -1907
Medium oil on canvas
Location State Russian Museum, St-P.

GRAMMAR

Perfect Continuous Tenses (Совершенные длительные времена)

Эта группа времен показывает, что к определенному моменту времени действие уже длилось какой-то период (есть результаты) и продолжается далее. Для этой группы времен важны процесс и результат действия.

Основные индикаторы времени: **since** (с тех пор, как), **for** (в течение).

To have + been + Ving (V4)

Примеры:

*You **have been waiting** here for five minutes.*

*You **have not been waiting** since Tuesday.*

***Have you been waiting** for two weeks?*

Present Perfect Continuous используется для того, чтобы показать, что действие, начатое в прошлом, продолжается вплоть до данного момента времени.

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
I have been doing	I have not been doing	I haven't been doing	Have I been doing?
You have been doing	You have not been doing	You haven't been doing	Have you been doing?
He/she/it has been doing	He/she/it has not done	He/she/it hasn't been doing	Has he/she/it been doing?
We have been doing	We have not been doing	We haven't been doing	Have we been doing?
You have been doing	You have not been doing	You haven't been doing	Have you been doing?
They have been doing	They have not been doing	They haven't been doing	Have they been doing?

Слова "*for five minutes*," в течение пяти минут, "*for two weeks*" в течение двух недель и "*since Tuesday*" со вторника указывают длительность действия в **Present Perfect Continuous**.

В тех случаях, когда глагол не может употребляться с окончанием – ing, предложения переводятся в Present Perfect:

I have loved her for 5 years.

We have had a nice holiday!

Exercise 3. Put the verbs into Present Perfect Continuous.

1. I (read) this book for 5 days already.
2. She (watch) television since Sunday.
3. He (work) a lot lately.
4. Lisa (not/practice) her English since October.
5. What ... he (do) for the last two days?

6. She (study) at that University for three years.
7. What you (do) for the last 30 days?
8. Peter (teach) at the University since June.
9. We (wait) here for over two hours!
10. Why she (not/attend) her lectures for the last two days?
11. They (talk) for two hours already.

Самостоятельная работа

Individual work

Exercise 1. Make notes summarizing the information on the grammar.

Exercise 2. Put the verbs into Present Perfect or Present Perfect Continuous.

1. Will that music never stop? It (play) for two hours.
2. Turn the TV set off. The children (watch) it since morning.
3. Mary is learning to play the piano. She (practice) since breakfast time.
4. He (live) in the USA for many years but he still can't speak English properly.
5. I need a holiday. I (work) too hard for a long time.
6. Please, wake up Peter. He (sleep) for ten hours.
7. We (travel) for three days but we are still only halfway to London.

Exercise 3. Put the verbs into Present Perfect or Present Perfect Continuous.

1. I (not to see) him for ages.
2. He (to do) his lessons since lunch.
3. I (not to hear) about him for a long time.
4. I (to drive) since I was 17.
5. Jack (to fail) his driving test three times because he doesn't know how to park.
6. I think he (make) a lot of improvement.
7. Alice (not/pass) her driving test because she doesn't know the rules well.
8. She (worry) about this for two months.
9. She (study) the driver's manual for hours every day.
10. She (not/take) another test yet.
11. I (to have) a headache since I got up.
12. He is my friend, I (to know) him for a long time.
13. Ivan has a stomachache. He (to eat) junk food all day.
14. I (never to hear) that song before.

Известные личности стран изучаемого языка, оказавшие влияние на развитие отрасли

Famous personalities of the English-speaking countries contributing to the development of the industry

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words.

The **emergence** of industrial design **is specifically linked** to the growth of industrialization and mechanization that began with the Industrial Revolution in Great Britain in the mid 18th century. The rise of **industrial manufacture** changed the way objects were made, **urbanization** changed patterns of consumption, **the growth of empires** broadened **tastes** and **diversified markets**, and the emergence of a wider middle class created **demand** for **fashionable** styles from a much larger and more **heterogeneous population**.

The first use of the term "industrial design" is often attributed to the industrial designer Joseph Claude Sinel in 1919 (although he himself denied this in interviews), but the discipline predates 1919 by at least a decade. Christopher Dresser is considered among the first independent industrial designers. Industrial design's origins lie in the industrialization of **consumer** products. For instance, the Deutscher Werkbund (a precursor to the Bauhaus founded in 1907 by Peter Behrens and others) was a state-sponsored effort to integrate **traditional crafts** and industrial mass-production techniques, to put Germany on a **competitive footing** with Great Britain and the United States.

Exercise 2. After reading the text, may a plan of it and try to retell the text in 6-7 sentences.

Exercise 3. Choose the right tense form.

1. Nina has been learning/has learned English for 2 years.
2. The birds have already flown/have been flying to the South.
3. They have known /have been knowing him for many years.
4. Mike has forgotten/has been forgetting to learn the poem.
5. The children have been watching/have watched cartoons for 2 hours.
6. The train has just come/has been coming.
7. We haven't been celebrating/ haven't had a holiday for 5 years.
8. She has been teaching/has taught at this school for twenty years.
9. David has been painting/has painted in his studio since 10 o'clock.
10. Mary and Sam have collected/ have been collecting stamps for 3 years.
11. Their parents have been/have being friends since their childhood.
12. Dave has been/ has been being a student for 2 years.

Exercise 4. Make questions using different tenses:

1. My friend is waiting for me at the station. (How long...?)
2. He translates books. (How many...?)
3. Mother is making a cream cake. (How long...?)
4. Bill is travelling in Europe at present. (How many countries...?)
5. My parents are decorating the fir-tree. (How long...?)
6. They are married. (How long...?)

Самостоятельная работа

Individual work

Exercise 1. Translate into English using either Present Perfect or Present Perfect Continuous.

2. Моя жена рисует уже 5 лет, но ещё не продала ни одной картины.
3. Я рад, что мы закончили эту работу.
4. Мои руки грязные. Я работала в саду.
5. Ник съел все конфеты.
6. Вы когда-нибудь играли в шахматы?

Exercise 2. Correct the mistakes if any.

1. They are discussing the problem for hours, but has not solved it yet.
2. The student has been playing tennis since 2 o'clock.
3. Is it still raining? No, it have stopped.
4. John have been winning the championship two times.
5. The boys have fished for 3 hours.
6. How many books have you written?
7. Mike has invited many friends to his birthday party.
8. He has been hating oranges since his childhood.

Занятие 3

Основные термины и понятия отрасли

Unit 3

Basic terms and concepts of the industry

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words.

Industrial design studies function and form—and the connection between product, user, and **environment**. Industrial designers don't usually design motors, **electrical circuits**, or **gearing** that make machines move, but they may **affect** technical aspects through **usability** design and form relationships. Usually, they work with other professionals such as engineers who **focus on** the mechanical and other

functional aspects of the product, **assuring** functionality and **manufacturability**, and with marketers to identify and fulfill **customer** needs and **expectations**.

Industrial design can **overlap** significantly with **engineering design**, and in different countries the **boundaries** of the two concepts can vary, but in general engineering focuses principally on functionality or utility of products, whereas industrial design focuses principally on **aesthetic** and **user-interface aspects** of products.

Exercise 2. Answer the questions.

1. What does industrial design study?
2. What does engineering design study?
3. Is the subject of industrial design and engineering design the same?

Самостоятельная работа **Individual work**

Exercise 1. Learn the new words. Write down 5 sentences.

Exercise 2. Make questions. Ask for the underlined information.

1. _____ ? → They have been doing it since 2 o'clock.
2. _____ ? → She has been reading for three hours.
3. _____ ? → I have been working at a big company.
4. _____ ? → Yes, she has been living here for years.
5. _____ ? → He has been playing a game.
6. _____ ? → No, they haven't been staying there since May.

Занятие 4

Профессиональная документация: письмо-запрос

Unit 4

Professional documentation: Inquiry Letter

Exercise 1. Read information about Inquiry letters. Try to explain the difference between inquiry and proposal letters.

Business inquiry letters are written to obtain information, advice, names, or directions from the recipient's company.

Inquiry letters are written to ask for further information on certain products and services. There are two types of inquiry letters:

1. An inquiry letter is a letter written in response to an advertisement put up by the organization or to a sales letter from the seller.
2. An inquiry letter is written by a potential client who is just looking around, weighing their options.

Exercise 2. Use this template to write your own inquiry letters:

_____ (Your name)
_____ (Your address)

Date _____

_____ (company's name)
_____ (company's address)

Dear Mr. /Ms _____,

We want to inquire from you whether you can send us your company catalogue which has details of all the products you manufacture. We can check and let you know if there is any product which will suit our requirement. We hope you will be able to meet our demands. We are in search of latest, sturdy and durable products.

Your company has reputation in the industry and we are sure you can deliver products of high standards. We can discuss the pricing in our next meeting.

You can send us a representative with the necessary information so that we can discuss and finalize the deal.

We look forward to hear from you at the earliest

Yours sincerely,

_____ (Signature, Name)

Exercise 3. Read and translate inquiry letter (Return and Replacement of Damaged Products). Use this template and write your letter.

Recipient's mail id

Subject: Enquiry about the procedure of return and replacement

Sir/Ma'am,

I am Din LI, Assistant Buyer at Tom Hillfiger Clothing Company. I had ordered 100 suits on the 15th of January, 2025, and I received them today (14/01/2025). Upon checking them, I found that product numbers 20, 26, 55, 62 and 100 have been damaged. I would like to know what is the procedure for return and replacement that is followed. It would be of great help if you could kindly get back to me with the details as soon as possible so that I can initiate the process of return at the earliest as we require the suits for an event next week.

Thank you in advance.

*Sincerely,
Din LI,
Assistant Buyer
Tom Hillfiger Clothing Company
Contact: 12334444*

Занятие 5

Основные виды профессиональной деятельности в отрасли

Unit 5

Main types of professional activity in industry

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words.

Job Opportunity

Today, there are more than 29,500 working industrial designers in the United States and the **median annual salary** is \$77,030. California, Michigan, and New York are the top three states with **the highest concentrations** of **employed** industrial designers per capita. The specialists can work in such spheres as:

Automotive & Transportation
Consumer Electronics
Furniture
Housewares
Environments & Retail
Medical & **Healthcare**
Toys & Accessories
Commercial & Industrial
Personal & Lifestyle
Sports & **Recreation**

Exercise 1. Work with a partner to discuss the following:

- 1 What areas can industrial designers be engaged in?
- 2 What main activities of industrial designers do you know?
- 3 What do they deal with?

Самостоятельная работа

Individual work

Exercise 1. Make up a short summary on the text.

Exercise 2. Use the verbs in an appropriate tense form

- 1 Who you (to talk) yesterday to?
- 2 I (to see) this film this week. I like it very much.
- 3 When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner.
- 4 They (to go) to the Hermitage last week.
- 5 They (to be) to the Hermitage twice this week.
- 6 Yesterday afternoon he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework.
- 7 When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I ..., I (to be) too busy.
- 8 Your brother (to return) from the north? — Yes, ... He (to come) a few days ago.
- 9 You (to be) to the Crimea? When you (to be) there? — I (to be) there in 2020.

Занятие 6

**Обязанности специалиста отрасли. Профессиональная документация:
должностные обязанности.**

Unit 6

Industry staff's duties. Professional documentation: professional duties

*Exercise 1. Read the texts and try to guess the meaning of the words in bold.
Learn these words.*

Industrial/product designers **create** new products that are innovative, practical and **suitable** for **manufacturing**, and develop **enhancements** to existing products to make them more usable.

Industrial designers (also known as product designers) develop and test designs for items that will be manufactured, from cars and **home appliances** to digital devices. The role brings together **creativity** with practicality as it **involves** coming up with innovative ideas, testing them and **refining** them to ensure they're **usable** and that they meet **customers' needs**.

Typical duties include:

- 1) consulting managers and clients about **design requirements**
- 2) **clarifying and solving** design **issues**
- 3) **researching users' needs**
- 4) investigating **appropriate** materials and production processes
- 5) producing **sketches**, **sample** designs and prototypes
- 6) testing product designs using specialist computer **software and computer-aided design (CAD) technology**
- 7) **maintaining** an awareness of **current** design trends and **influences**

- 8) **liaising** with sales, marketing and production departments
- 9) correcting product **faults**
- 10) presenting designs, samples and final work to **customers** for evaluation.

Exercise 2. Make a document, in which you can enumerate all the duties of an employee.

Usually, the first document that an employee gets with his/her duties is called AN OFFER LETTER. It is sent after a successful interview, and an employer lists all the duties and responsibilities. If an employee accepts them, they sign a contract that also contains main duties.

*Самостоятельная работа
Individual work*

Exercise 1. Compose a short text about professions in industrial design and be ready to retell it.

Занятие 7

Профессиональная документация: письмо--жалоба (рекламационное письмо)

Unit 7

Professional documentation: Letter of Complaint

Exercise 1. Read the information and render it in English briefly:

Как следует из названия, письмо-жалобу на английском языке мы пишем, когда чем-то недовольны. Например, мы хотим обратить внимание руководства на некачественное обслуживание, некорректное поведение сотрудника или жалуемся на некачественный товар.

По сравнению с другими видами писем letter of complaint — самое эмоциональное письмо. Чаще всего оно окрашено негативными эмоциями: недовольством, раздражением, злостью. Тем не менее не следует во всех красках и ярких эпитетах описывать свое недовольство и уж точно не следует опускаться до грубостей и оскорблений. Letter of complaint относится к формальному виду писем, поэтому и тон должен сохраняться официальный. Согласитесь, вряд ли найдется человек, который захочет читать письмо, полное личных оскорблений, и после этого решать возникшую проблему.

Если цель вашей жалобы — обратить внимание на некоторые недостатки, то лучше сохранять нейтральный тон повествования. В случае же серьезных претензий следует придерживаться настойчивого, иногда даже требовательного тона.

Exercise 2. Read and translate the letter of complaint

Dear [Customer Service],

I am writing to express my disappointment with the product that I purchased from your company. On [date of purchase], I bought a [product name] from your store, and unfortunately, it did not meet my expectations.

The reason I am writing this complaint letter is because when I opened the packaging, I noticed that the [product description] was different from what was advertised. Additionally, the [product function] was not working correctly. I followed the instructions in the manual, but it still did not work as expected.

I was very disappointed with the product and feel that I wasted my money on something that did not work as advertised. I would appreciate it if you could refund my purchase or provide me with a replacement product.

I have attached my receipt and a picture of the product for your reference. Please let me know how you plan to resolve this issue. I would like to hear back from you within [number of days] days.

Thank you for your attention to this matter.

Sincerely,

[Your Name]

Exercise 3. Read the texts. Write your own letter.

My Name

My Address

Date

Recipient Name and Title

Company Name

Company Address

To Whom It May Concern:

I am writing today to complain of the poor material of the sample I received from your company and poor service on June 22, 2024. I was visited by a representative of the Company, Mr. X., at the office of the Company ... that day.

Mr. X. was one hour late for his appointment and offered nothing by way of apology when he arrived at noon. He refused to exchange the sample of the product ordered by our company. He proposed nothing instead of spoiled material. I repeatedly tried to ask your representative about the products that were of interest to me, but he refused to deal with my questions. We ended our meeting after 25 minutes without either of us having accomplished anything.

*I am most annoyed that I wasted a morning (and half a day's vacation) waiting for Mr. X. to show up. My impression of **your Company** has been tarnished, and I am now concerned about how my existing business is being managed by your firm. Furthermore, **Mr. X.** inability to remove his muddy shoes has meant that I have had to engage the services, and incur the expense, of a professional carpet cleaner in my office.*

*I trust this is not the way **your Company** to conduct business with valued customers—I have been with you since the company was founded and have never encountered such treatment before. I would welcome the opportunity to discuss matters further and to learn how you propose to prevent a similar situation from recurring. I look forward to hearing from you.*

Yours faithfully,
Signature
Name

Занятие 8

Научные открытия и достижения в отрасли

Unit 8

Scientific discoveries and achievements in the industry

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words. Do you agree with this information?

1. Sound becomes a key design element

Audio becomes more **accessible** and more popular with **web tools**, it makes sense that there will be more **creative ways** to **utilise** sound files on websites. This could be **implemented** in many ways: from soundtracks to UI sounds as a user navigates and makes choices.

2. Technologies are revolutionizing the industrial design profession

Emerging technologies are revolutionizing the industrial design profession, broadening the horizons of what is possible in product creation and production. 3D

printing, in particular, has transformed the way industrial designers prototype and test their ideas. **Virtual reality (VR)** and **augmented reality (AR)** are also having a significant **impact**, providing **immersive platforms** for visualizing and testing designs in a controlled, **virtual environment**. These technologies allow designers and their clients **to experience** and interact with designs in a more intuitive and realistic way, before a single physical prototype is produced. Other emerging technologies, such as **artificial intelligence** and **data analytics**, are beginning to play a role in industrial design, helping designers to make more informed, data-driven **decisions** about their designs.

Exercise 2. What other scientific achievements do you know in the industry? Try to make a short story about some of them.

Занятие 9

Современные электронные технологии в отрасли

Unit 9

Modern information technologies in industry

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words. Do you agree with this information?

Tools and Technologies Used for Industrial Designer

Design **software** plays a **vital role** in industrial design, providing designers with **essential tools** to bring their ideas to life. Computer Aided Design (CAD) is one of the most fundamental tools in this field. CAD software **allows** designers to create **accurate** three-dimensional models of their products, **offering** detailed visualisation and the **ability** to examine every aspect of the design before physical production. These programs also **facilitate** quick modifications and **adjustments**, increasing the efficiency of the design process. Other popular software tools in industrial design include 3D modelling and **rendering programs**, user experience and interface design software, as well as simulation tools that help **predict** how products will stand up to real-world **conditions of use**.

Exercise 2. Name areas in industrial design industry that are closely connected with information technologies. Dwell on their role in developing these industries. Prepare the project.

Exercise 3. Discuss these questions with your friends:

- 1 How do you imagine the designer activity in future?
- 2 What new technologies will be used?
- 3 Will specialists really do all projects by means of AI or 3D Technologies?

Занятие 10

Профессиональная документация: составление графика работы

Unit 10

Professional documentation: making a working schedule

Exercise 1. Read and try to understand the text

A schedule is a tool that helps you plan and track tasks, working hours, meetings, and events, making it easier for you to plan ahead and stay organized while also tracking progress and important dates.

An employee is to fill in the schedule in order to report his/her activity.

Why is work scheduling important?

A work schedule is important because of the following advantages:

- ✓ It saves time.
- ✓ It ensures legal compliance.
- ✓ It establishes consistency.
- ✓ It determines labor costs.
- ✓ It increases customer satisfaction.



**Employee
Name:
Manager
Name:**

**Week
Starting:**



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Employee
Signature:
Manager
Signature:**

РАЗДЕЛ 4. ОБЛАСТИ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ СПЕЦИАЛИСТА

UNIT 4. PROFESSIONAL ACTIVITY AREAS

Занятие 1

Профессиональная деятельность с точки зрения экономики организации

Unit 1

Professional activity under the terms of the economics of the organization

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words.

Industrial designers develop products from concept to factory production, **adhere** to budgets and timelines, identify **suitable** manufacturing partners, source components, and **negotiate cost** and **price**.

The role of a Designer in the industry is **pivotal**, combining creative vision with technical expertise to develop practical and **appealing** product designs. Designers play a crucial role in **shaping** the **aesthetic** and functional aspects of products, directly **impacting** user experience and **market success**.

Exercise 2. Prepare the project about Professional activity under the terms of the economics of the organization according to the plan:

- concept to factory production
- budget
- manufacturing partners
- source components
- cost and price
- product
- market success

Exercise 3. Choose the correct word or phrase.

- 1 He **got/will get** a good education at Oxford university some years 77
- 2 He **entered/enter** the institute last year.
- 3 They **leave/will leave** Moscow next summer.
- 4 The students of the 10th grade **passes/passed** well all examinations last summer.
- 5 Our students usually **will take/take** examinations in January.
- 6 The first term at the university **lasts/lasted** four month.
- 7 Next term they **will have/had** a course of lectures of construction mechanics.
- 8 They **will equip/equipped** all the laboratories with the new apparatus two months ago.

- 9 My friend **will graduate/graduates** from the university in four years.
10 Yesterday he **returned/returns** home late.

Занятие 2

Организация работы коллектива исполнителей

Unit 2

Team-building

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words.

Team building activities play a **pivotal** role in **enhancing employee** morale, **fostering collaboration**, and **boosting** productivity. So, when you organise team building activities, they **require** careful planning and thought.

The person organising the activity should think carefully about what the company and the employees are looking **to gain**.

Are the company interested in **encouraging** better communication? Do some **employees** want to learn to be better team leaders? Do you all just want to have some fun away from the stressful corporate **environment**?

Exercise 2. Present the steps to organise team building activities according to the plan:

- 1 Identify your goals before you organise team building
- 2 Choose the right activity
- 3 Set a budget when you organise team building
- 4 Plan the logistics
- 5 Create teams
- 6 Debrief and reflect

Exercise 3. Put the verb into the correct form.

- 1 Ann (to speak) English very well.
- 2 My friend (to enter) the university last year.
- 3 My brother (to work) next summer.
- 4 He always (to help) me in my work.
- 5 My sister (to go) to the swimming pool every Wednesday.
- 6 Where you (to spend) last summer?
- 7 I (to go) to bed at eleven o'clock every day.
- 8 I (to go) to the cinema tomorrow.
- 9 He usually (to go) to the university by bus.
- 10 My father (to work) at the plant.
- 11 We (to graduate from) the university in five years.
- 12 Water (to boil) at 100 degrees Celsius.
- 13 I (to go) to work by car yesterday.

Профессиональная документация: собрание, совещание, обсуждение повестки дня

Unit 3

Professional documentation: meetings, agenda

Exercise 1. Read the texts and try to guess the meaning of the words in bold. Learn these words.

A meeting agenda serves as a structured **roadmap** for your meeting, detailing the topics and activities planned. Its **primary role** is **to provide** meeting **participants** with a clear **framework**, **outlining** the **sequence of events**, the leader for each agenda item, and the time **allocated** for each task. By having this agenda as a **guide** both before and throughout the meeting, it helps **to facilitate** an efficient and productive **flow** of discussion.

How to write a meeting agenda?

- 1 **Clarify** meeting **objectives**
- 2 **Invite participant** input
- 3 **Outline** key questions for discussion
- 4 **Define** each task's **purpose**
- 5 **Allocate** time for agenda items
- 6 **Assign** topic **facilitators**
- 7 Write the meeting agenda

Exercise 2. Write a meeting agenda and present it in graphic. You may use templates from Internet (<https://www.google-docs-templates.com/docs-templates/meeting-agendas>).

Grand Horizon Hotel Final Review Meeting

February 25 2025 10:00 AM - 11:30 AM

HOST: Sheena Jett

ATTENDEES: Kate Krans, Joshua Brach, Racheal Whitehurst, Levi Ashton, Bella Landini, Trish Whitton, Bright Hospitality Services, Susan Walters, Jeff Klein,

Time	Topic	Presenter
9:00 AM - 9:30 AM	1. Welcome	Sheena Jett
	1.1 Opening	Joshua Brach
	The project lead begins the meeting by welcoming the attendees and going over the agenda, highlighting the goal that will be achieved	
	1.2 Design	Susan Walters
	Review plans and designs	
	1.3 Approval of Designs	Jeff Klein
	The designs are reviewed, adjustments are made if suggested, and items are added.	
9:30 AM - 11:30 AM	2. Review of Materials and Schedule	Yaritza Amaba
	2.1 Approve/Edit Previous Timeline	Jeff Klein
	Timeline is reviewed and any updates or objections made or changes requested by the group are noted and executed.	
	2.2 Actions Moving Forward	Jose Rodriguez
	Planning is finalized and signed and we discuss next steps for construction	

**Профессиональная деятельность в рамках художественных
промыслов**

Professional activity under the terms of artistic crafts

Exercise 1. Learn the words.

craft - ремесло
 artistic crafts – художественные промыслы
 skill - навык
 set – набор
 carve – вырезать
 estate – поместье, имение
 red-combed - рыжеволосый
 rooster – петух
 workshop - мастерская

*Exercise 2. Read the texts and try to guess the meaning of the words in bold.
Learn these words.*

Design is a planned and structured plan of making something look good, perform a function, and serve a specific purpose. Design is the process of making an object look beautiful and practical to use at the same time. **Craft** means creating anything with hands or tools and requires specific skills.

The main difference between **art** and **craft** is that art is **primarily** focused on **self-expression** and **aesthetics**, while craft is more focused on creating functional objects or structures. Art is a form of expression that **involves** creating something for the **purpose** of **conveying** emotion, ideas, or beauty.

Craft and **fine artists** typically do the following: use techniques such as **knitting, weaving, glassblowing, painting, drawing, and sculpting**.

*Exercise 3. Read the texts and try to guess the meaning of the words in bold.
Learn these words. What other Russian artistic crafts do you know?*

The first Russian **nested doll set** was carved in 1890 at the Children's Education Workshop by Vasily Zvyozdochkin and designed by Sergey Malyutin, who was a folk crafts painter in the Abramtsevo **estate** of Savva Mamontov, a Russian industrialist and patron of arts. Mamontov's brother, Anatoly Ivanovich Mamontov (1839–1905), created the Children's Education Workshop to make and sell children's toys. The doll set was painted by Malyutin. Malyutin's doll set consisted of eight dolls—the outermost was a mother in a traditional dress holding a **red-combed rooster**. The inner dolls were her children, girls and a boy, and the innermost a baby. The Children's Education Workshop was closed in the late 1890s, but the tradition of the

matryoshka simply relocated to Sergiyev Posad, the Russian city known as a toy-making center since the fourteenth century.

Занятие 5

**Профессиональная деятельность в сфере промышленных объектов:
архитектура и строительство**

Unit 5

**Professional activity in the field of industrial facilities: architecture and
construction**

*Exercise 1. Read and try to guess the meaning of the words in **bold**:*

Industrial Architecture

In architecture your **objective** is to design an element which **caters** to your client's desires, is **aesthetically pleasing**, while **adhering** to building/design codes. In industrial design your **intent** is to design a system that works under the given parameters that must work in **defined ways**.

Elements of Industrial Architecture

The elements of industrial design **vary depending on the purpose of** the building. However, there are some **common** elements found **throughout** industrial architecture. Some of the **key characteristics** of industrial architecture include the following:

- 1) **Open spaces**: Industrial spaces usually have **high ceilings** and open **floor plans**.
- 2) **Minimalism**: Industrial architecture focuses on functionality over ornamental **flourishes**, making for a more minimalist design.
- 3) **Exposed materials and utilities**: A common feature of industrial architecture **is exposed** materials, such as **steel beams**, exposed **bricks** and **concrete floors**. You'll also find **exposed plumbing, ductwork** or electrical wiring in industrial buildings.
- 4) **Natural light**: Industrial architecture uses natural light **by installing** floor-to-ceiling or **metal-grid windows** and skylights.

Exercise 2. Prepare the project about Professional activity in the field of industrial facilities: architecture and construction

Профессиональная документация: работа с каталогом продукции

Unit 6

Professional documentation: working with the product catalogue

Exercise 1. Read the texts from Internet (<https://www.flipsnack.com/templates/catalogs>) and try to guess the meaning of the words in bold. Learn these words.

Catalogue **Templates**

Showcase your products **by selecting** one of the pre-existing **free catalogue** templates especially designed **to fit** any marketing strategy. To create a well-organized catalogue **take a look at** our catalog templates or design your own. scratch.

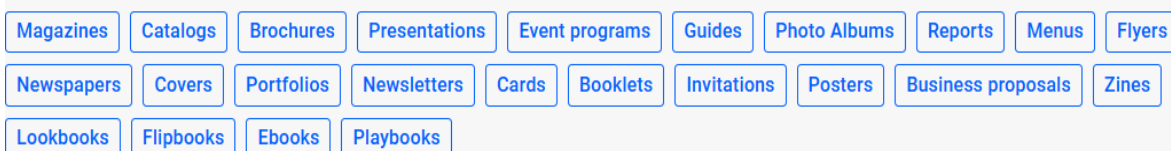


Digital Health Solutions Product Catalog Template



It is crucial to have an informative and attractive catalogue if you want to showcase your business. No matter if it's a **fashion catalogue**, a **product catalogue** or a **business catalogue**, if it's **well designed**, it could really **reinforce** your brand **awareness**. Seems logical and simple, right? But how can you design your catalog in such a way that you'll attract more **customers**? If you're working in the business area, you'll definitely search for a service catalog template.

More templates



Exercise 2. Create your own catalog of production

Exercise 3. Compare the pairs of sentences. Define the predicate, tense and voice in each of them.

1. He told me an interesting story. – He was told an interesting story.

2. I will give you a very useful textbook. – I will be given a very useful textbook.
3. She visited her friends. – She was visited by her friends.
4. We always discuss interesting problems at the lectures. – Interesting problems are usually discussed at the lectures.
5. The Cherepanovs constructed the first steam practical locomotive in Russia. – The first railway in our country was constructed in the Urals.
6. George Stephenson demonstrated his locomotive in 1829. – Now this locomotive is demonstrated in the London museum.
7. Modern trains develop speed more than 300 km. – Modern kinds of transport are run by computers.
8. We'll complete the experiment soon. – The experiment will be completed soon.
9. They built this road last year. – The road will be built next year.

Занятие 7

**Профессиональная документация: составление рекламных текстов
продукции**

Unit 7

Professional documentation: preparation of product advertising texts

Exercise 1. Read and try to guess the meaning of the words in bold:

Advertising Creation: The Process of Creating Engaging Promotional Materials

Creating **engaging promotional materials** is both an art and a **science**, **requiring a blend of** innovative design and strategic thinking. From the initial conception of ad copy that speaks directly to **the heart of the audience**, to the integration of multimedia elements that **captivate** and **engage**, every step is **pivotal**:

- 1) identifying your **target** audience: the first step in effective **advertising**
- 2) **crafting** your unique selling proposition: standing out in a **crowded market**
- 3) choosing the right **advertising channels**: where to connect with your audience
- 4) the art of creating compelling ad copy: **tips** and techniques
- 5) designing visually **appealing advertisements**: principles and best practices
- 6) **leveraging** multimedia in advertising: incorporating video and audio
- 7) measuring ad success: key metrics and **tools for evaluation**
- 8) optimizing and **refining** your advertising strategy: a continuous process

Exercise 2. Create your own product advertising texts.

Занятие 8

Профессиональная деятельность в рамках творческих профессий

Unit 8

Professional activity of creative specialists

Exercise 1. Read and try to guess the meaning of the words in bold.

A creative designer is a professional who uses their **skills** and expertise to create visual concepts that communicate ideas and messages. They **are responsible for** the **aesthetics** of a project, **taking into consideration** color schemes, typography, layout, and other design elements to produce a visually **appealing product**.

Some **common career paths** for creative designers **include**:

Graphic designer: graphic designers **focus on** creating designs specifically for print or digital media. They may work in **advertising agencies**, publishing companies, or other organizations where they are responsible for creating **promotional materials** and marketing campaigns.

Web designer: Web designers create designs for websites and other online platforms. They must **be familiar with** web development technologies such as HTML and CSS and user experience (UX) design principles.

Fashion designer: **Fashion** designers create **clothing** and **accessories** that are both functional and **aesthetically pleasing**. They must be **knowledgeable** about textiles, color theory, and fashion trends.

Interior designer: Interior designers create designs for **interior spaces** such as homes, offices, and public spaces. They must balance functionality with aesthetics while considering lighting and acoustics.

Product designer: Product designers create designs for physical products such as electronics, furniture, or **household appliances**. They are **proficient** in aspects such as ergonomics and manufacturing processes.

Exercise 2. Create your own project Professional activity of creative specialists

Занятие 9

Средства массовой информации

Unit 9

Media

Exercise 1. Read and try to guess the meaning of the words in bold.

Publication graphic design

Publications are **long-form pieces** that communicate with an audience through public **distribution**. They have traditionally been a print medium. Publication design is a classic type of design: books, newspapers, magazines and catalogs. However, there's **recently** been a significant rise in digital publishing.

Graphic designers that specialize in publications work with **editors** and publishers to create **layouts** with **carefully selected** typography and **accompanying** artwork, which **includes** photography, graphics and illustrations. Publication designers may work as freelancers, as creative agency members or in-house as part of a publishing company. Examples of publication graphic design:

Books

Newspapers

Newsletters

Directories

Annual reports

Magazines

Catalogs

Exercise 2. Create your own project Media

Занятие 10

Медиа-сфера и технологии

Unit 10

Media and technologies

Exercise 1. Read and try to guess the meaning of the words in bold.

A Media Designer is a professional who **deals with** technology, creativity, and communication. **Endowed with** a great innovative **spirit**, this professional creates **eye-catching multimedia content** to **promote** commercial products and services.

A Media Designer is a creative professional who tells stories and **conveys targeted messages** through the design and production of digital content, including graphics, sound, video, and animation.

They work on visual communication projects for different types of media, **including** websites, **apps**, **advertising**, and social media, **creating engaging experiences**. Their **ability** to combine visual and sound elements in an original and innovative manner makes them an **essential** component of any modern communication strategy.

Exercise 2. Create your own project Media and technologies

Профессиональная документация: составление рекламного буклета

Professional documentation: preparation of an advertising booklet

Exercise 1. Read and try to guess the meaning of the words in bold.



A Booklet or **leaflet** is one of the most popular types of advertising tools today.

An advertising booklet is a **paper** communication medium **composed of** a **cover** and several inside pages bound together, most often by a **stapled binding**. **Page count** – due to size, booklets should only **contain** 8-36 pages. Examples – **cookbooks**, photo books, autobiographies, **yearbooks**.

Booklets, also known as brochures or pamphlets, may seem **outdated** in the **digital world**. But when used strategically, they can be a **powerful addition** to the marketing strategy.

Exercise 2. Create your own Booklet.

Профессиональная документация: визуализация продукта

Professional documentation: product visualization

Exercise 1. Read and try to guess the meaning of the words in bold.

Designing Visually Appealing Advertisements: Principles and Best Practices

Creating visually **appealing** advertisements **requires** a deep understanding of **both** design principles and the **target audience**. A successful ad design **captivates** the viewer's attention while also **conveying** the **intended** message effectively. This balance is **achieved through** the use of color, typography, imagery, and **layout**. Each

element must be carefully considered and harmoniously integrated **to support** the **overall objective** of the **advertisement**. Moreover, the design should be **adaptable** across various platforms, **ensuring consistency** in the brand's message and visual identity.

Testing and optimization are **critical steps** in the advertisement design process. With the **vast array** of digital tools **available**, advertisers can now gather real-time **feedback** and performance data **to refine** their campaigns. A/B testing, for example, allows for the comparison of different design elements **to determine** which versions achieve the best results.

Exercise 2. Demonstrate your own product.

Занятие 13

Профессиональная деятельность в рамках компьютерной графики

Unit 13

Professional activity in the field of computer graphics

Exercise 1. Read and try to guess the meaning of the words in bold.

Computer graphic design combines **skills** in technology, business and **art**, using computer-**generated images** and words to create unique concepts and messages for publishing and **advertising**.

Computer graphic design is **everywhere** in the modern world. You see it on street **signs** and in restaurants, television programs and magazines. You're seeing it right now as you read this. Computer graphic designers use technology to manipulate and **combine** words, **images**, color, typography and sound in order **to elicit emotions** and deliver messages to viewers. Continue reading for information about specific aspects of computer graphic design.

Important Facts About Graphic Designers

Education	Secondary vocational education / Bachelor's degree
On-the-job Training	None required but work experience and training can help with advancement
Key Skills	Artistic ability , creativity, analytical skills, communication skills, time-management skills, and computer skills
Work Environment	Work independently , in a team, or at a firm in visual arts studios

Exercise 2. Demonstrate your own project Professional activity in the field of computer graphics

Нейросети в сфере дизайна

Exercise 1. Read and try to guess the meaning of the words in bold.

Neural networks in the field of design

Neural networks for **creating** presentations, texts, pictures are a natural **development** of the introduction of **AI technologies** into work life. **Ability** of type models GhatGPT create readable texts and pictures with competent **prompt engineering** can be used to generate **slides**. Therefore, today on the market there are **proposals** of neural networks specially **trained** to perform this specific task. They **save time** by creating ergonomic, clear and beautiful slides, which allows the author to focus on the content of the presentation, not on the form.

Exercise 2. Translate the text and create your own project.

В современном мире искусственный интеллект открывает потрясающие возможности для творчества и визуальной коммуникации. Нейросеть для генерации изображений стала важным инструментом для художников, дизайнеров и всех, кто занимается созданием графического контента.

Одним из самых удивительных свойств таких нейросетей является их способность генерировать изображения, которые раньше требовали часов работы профессиональных художников, всего за несколько секунд. Они могут создавать не только фотореалистичные пейзажи или портреты, но и изображения, которых никогда не существовало в реальности, — от фантастических миров до необычных интерпретаций известных стилей.

Такие технологии уже активно применяются в разных сферах: от маркетинга и дизайна до развлечений и обучения. Но что делает их особенно привлекательными, так это доступность — благодаря простым интерфейсам нейросетями могут пользоваться даже новички. Сегодня достаточно описать идею словами, чтобы увидеть, как она оживает на экране.

Профессиональная документация: оформление текста с использованием нейросетей

Professional documentation: formatting text using neural networks

Exercise 1. Read and try to guess the meaning of the words in bold.

Neural network **tool** automatically converts your text into Markdown format, **adding headings**, lists, **emphasis**, and other markup elements to **improve** structure and **readability**.



ChatGPT is the most popular neural network in the world today. ChatGPT **is used for answering** questions, participating in dialogs, and generating text. It **is capable of performing a wide range of tasks**, from answering questions to creating **descriptive texts** and generating **story extensions**.

ChatGPT can help writers in TikTok, Reels, and Shorts by giving them the ability to generate ideas for content, including **script texts, titles, descriptions**, and other content elements.

Writers can use ChatGPT to generate ideas for their videos by asking it questions and **getting answers** in the form of **sentences** and phrases they can use to create their videos. They can also use ChatGPT to generate titles, descriptions, and **tags** for their videos.

Using neural networks to create short video scripts is **a great opportunity** to **get rid of the fear** of a white sheet, find new ideas and **adjust** existing works.

However, it is important to understand that an automatically generated script may **require edits** and **tweaks** to match the desired format, **mood** and style of the video. Even the best AI script writer service **needs** competent management by a specialist.

Neural networks are only an assistant that can give you an idea and a start to your **imagination**, but they are **no substitute for humans**, at least for today. Be careful, test and don't limit yourself to **templates**.

Exercise 2. Demonstrate your own project Professional documentation: formatting text using neural networks

Занятие 16

**Организация поиска необходимой информации для работы
специалиста**

Unit 16

**Organization of the search for the necessary information
for a specialist activity**

Exercise 1. Read and try to guess the meaning of the words in bold.

Neural search and how does it work?

What's the first thing that **comes to mind** when you think of **search**?

You probably **envision** someone on a website, **entering a query** in a search box, and their search results **appearing** based on a **search engine** matching the **key-words** with the right content in its network architecture. After all, how else would a **search engine** identify information than by instantly matching up keywords?

Keyword-based search has been the **status quo** forever. But now, new technologies are beginning to change what goes on behind **the scenes** in search applications. The days of keywords being **the sole way** to track down information on the Web are **fading**. Modern new ways of searching are being used with keyword search to create more-accurate search results, — plus better search experiences for users.

Here's **a rundown** of the latest **evolving** search methods currently in use by companies around the globe:

1. Traditional keyword search
2. AI-powered search
3. Vector search
4. Neural search

Exercise 2. Demonstrate your own project Organization of the search for the necessary information for a specialist activity

Приложение

Таблица времён в английском языке (действительный залог)

(утвердительная форма)

	Simple / Indefinite	Continuous / Progressive	Perfect	Perfect Continuous
Present	Kate writes many letters every day. Каждый день Катя пишет много писем.	Kate is writing letters now. Катя сейчас пишет письма.	Kate has already written many letters. Катя уже написала много писем.	Kate has been writing letters for 3 hours already. Катя уже 3 часа пишет письма.
Past	Kate wrote many letters last Sunday. В прошлое воскресенье Катя написала много писем.	Kate was writing the letters the whole evening. Катя вчера весь вечер писала письма.	Kate had written many letters before mother came. Катя написала много писем до того, как пришла мама.	Kate had been writing the letters for 3 hours before mother came. До того как пришла мама, Катя 3 часа писала письма.
Future	Kate will write many letters tomorrow. Завтра Катя напишет много писем.	Kate will be writing the letters from 5 till 7. Катя будет писать письма с 5 до 7.	Kate will have written many letters before mother come. Катя напишет много писем до того, как придет мама.	Kate will have been writing the letters for 3 hours before mother come. Катя будет писать эти письма 3 часа до того, как придет мама.
Future-in-the-Past	She promised that ... Она пообещала, что ...			
	... she would write many letters. Она напишет много писем.	... she would be writing these letters from 5 till 7. ...Она будет писать эти письма с 5 до 7.	...she would have written these letters before mother come. ...Она напишет эти письма до того, как придет мама.	...she would have been writing the letters for 3 hours before mother come. ...Она будет писать эти письма 3 часа до того, как придет мама.

Таблица всех времен в Passive Voice

	Simple / Indefinite	Continuous	Perfect	Perfect Continuous
Present	Letters are written every day. Письма пишут каждый день.	The letter is being written now. Письмо пишут сейчас.	The letter has already been written . Письмо уже написано.	—
Past	The letter was written yesterday. Письмо было написано вчера.	The letter was being written at 5 o'clock yesterday. Письмо писали вчера в 5 часов.	The letter had been written by 5 o'clock yesterday. Письмо было написано вчера к 5 часам.	—
Future	The letter will be written tomorrow. Письмо будет написано завтра.	—	The letter will have been written by 5 o'clock tomorrow. Письмо будет написано завтра к 5 часам.	—
Future-in-the-Past	(He said that) the letter would be written the next day. Он сказал, что письмо будет написано на следующий день.	—	(He said that) the letter would have been written by 5 o'clock the next day. Он сказал, что письмо будет написано на следующий день к 5 часам.	—

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