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Иностранный язык в профессиональной деятельности

(английский язык для специальности среднего профессионального образования
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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 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.

My study

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?)	Подлежащее (Кто? Что?)	Вспомогатель- ный глагол + not	Обстоя- тельство об- раза дей- ствия (Как?)	Сказуе- мое (Что де- лает?)	Дополне- ние (Что? С кем и др.)	Обстоя- тельство места или времени (Где? Ко- гда?)
–	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 выносятся соответствующий вспомогательный глагол.

Вспом. глагол	Подлежа- щее (Кто? Что?)	Обстоятель- ство образа действия (Как?)	Сказуемое (Что дела- ет?)	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 усиленные, 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, твой)	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, мой)	ours (наш, наша, наше, наши)
2 лицо	yours (твой, твоя, твое, твой)	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 John. a) him b) her c) me
2. I don't know the answer. a) she b) her c) it
3. The teacher always gives the pupils homework. a) me b) them c) you
4. I read the book to my little sister. a) her b) us c) him
5. The boys are riding their bikes. a) it b) them c) her
6. Open the window, please. a) it b) them c) us
7. These books are for Jane. a) her b) him c) you
8. Sally is going to Anne. a) her b) him c) me
9. Could you tell Peter the time, please? a) you b) him c) them
10. Can you help my sister and me? 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 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, оканчивающемуся 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, большие 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 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 13. 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 14. 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 15. 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 тётке 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>
	<i>I study at the University.</i>
	<i>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 *The book is **under** the table.*
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.

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 [откладывать]) 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 out 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>	Place of birth <i>Место рождения</i>	Occupation <i>Вид деятельности</i>
		12.06.65	Volgograd	An enterpreneur
Surname		Age	Nationality	Resident of

<i>Фамилия</i> Rozin	<i>Возраст</i> 39	<i>Национальность</i> Russian	<i>Место проживания</i> Russia
<i>Sex</i> <i>male/female</i> <i>Пол</i>	<i>Accompanying spouse</i> <i>Сопровождающий супруг/супруга</i> No	<i>Accompanying children</i> <i>Сопровождающие дети</i> No	<i>City of staying</i> <i>Город, где планируется остановиться</i> Dubai
<i>Passport #</i> <i>№ Паспорта</i> 60 04 567321	<i>Issued</i> <i>Выдан</i> 15.08. 2000 Russia, Krasnodar	<i>Valid till</i> <i>действителен до</i> 15.08.2005	<i>Place of dwelling</i> <i>Место проживания за рубежом</i> Sunday Inn
<i>Visa</i> <i>Виза</i> HB-50924	<i>Expiry date</i> <i>Срок действия визы</i> 30.11.2005	<i>Period of visit</i> <i>Период пребывания</i> 30 days	<i>Purpose of visit</i> <i>Цель визита</i> business

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

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

Exercise 3. Study the table.

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 университет.

Я получу степень бакалавра (специалиста) в области ...

Некоторые из нас продолжают обучение и поступят в магистратуру (аспирантуру).

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 состав, факультет
to exceed	превышать
facility	оборудование, средство, условие
higher educational establishment	высшее учебное заведение
scholar	ученый
to carry out	проводить
research work	научная работа
branch	филиал, отрасль, ветвь
field	область, сфера
to participate (syn. to take part)	принимать участие
to conduct	проводить, осуществлять
to conduct an experiment	проводить эксперимент
to make reports	делать доклады
implement	внедрять
to master	овладевать
conquest	состязание
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, со-

здана 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
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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 3

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** ['heɪg] 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.

Professional Documentation: Resume Writing

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

Résumé¹

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 experiences 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.

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

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

RESUME

Name: Emily Alison Biggis
Address: 47 Pulley Hill
London
SW 16 4QX
The UK
Tel.: +03 475 48 65
Date of birth: 15 July 19XX
Age: 27
Marital status: Single
Nationality: British
Objective: 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
Dates: 19XX – 19XX
College: South Thames College, London
Qualifications: 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

Exerscise 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,

Exerscise 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.

Exerscise 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.

*Exerscise 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.

Exerscise 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 perform

	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 (10, 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. (собирается 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. It's 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...?)

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 the Law Industry?
2. Is this industry important?

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

1. the purpose of law – назначение (цель) права
2. to safeguard our personal property and our lives – охранять нашу собственность и жизнь
3. to have disagreements and conflicts – иметь разногласия и конфликты
4. to resolve disputes peacefully – стремиться изменить закон мирными средствами
5. to turn to the law – обратиться к закону
6. to respect individual rights – уважать права отдельного человека
7. to arrest and punish people without trial – арестовывать и наказывать людей без суда и следствия
8. to believe in the Rule of Law – верить в верховенство закона
9. in accordance with the law – в соответствии с законом
10. to protect basic individual rights and freedoms – защищать основные права и свободы
11. court – суд
12. break a law – нарушать закон
13. to reflect the changing needs of society – отражать изменяющиеся потребности общества
14. to have the right to speak out publicly – иметь право открыто высказать свое мнение

Exercise 3. Read the text and translate it.

WHY DO WE NEED LAWS

Almost everything we do is governed by some set of rules. There are rules imposed by morality and custom that play an important role in telling us what we should and should not do. However, some rules – those made by the state or the courts – are

called "laws". Laws resemble morality because they are designed to control or alter our behavior. But unlike rules of morality, laws are enforced by the courts; if you break a law you may be forced to pay a fine, pay damages, or go to prison. For example, the law in our country states that we must drive our cars on the right-hand side of a two-way street.

Laws regulating our business affairs help to ensure that people keep their promises. Laws against criminal conduct help to safeguard our personal property and our lives. Even in a well-ordered society, people have disagreements and conflicts arise. The law must provide a way to resolve these disputes peacefully. We need law to ensure a safe and peaceful society in which individuals' rights are respected.

The legal system should respect individual rights while, at the same time, ensuring that society operates in an orderly manner. And society should believe in the Rule of Law, which means that the law applies to every person, including members of the police and other public officials, who must carry out their public duties in accordance with the law. In our society, laws are not only designed to govern our conduct: they are also intended to give effect to social policies. For example, some laws provide for benefits when workers are injured on the job, for health care.

The goal of the law is fairness. This means that the law should recognize and protect certain basic individual rights and freedoms, such as liberty and equality.

Exercise 4. Answer the questions after reading the text using one of the following parenthetical phrases.

In my opinion - по моему мнению

I can't make up my mind, but - не могу принять решение, но

I am keeping an open mind for the moment - пока у меня нет никакого мнения на этот счет

I'm (not) sure that - я (не) уверен, что

Firstly, (secondly) - во-первых, (во-вторых)

Finally - наконец

1. Can we live without laws?
2. Why do we need the law?
3. What spheres of life are regulated by law?
4. What rules of behavior are accepted in the society?
5. What rules do you obey willingly?
6. What rules would you abolish if you could?
7. Do laws limit your personal freedom?
8. Must all people study law at school?
9. Do you feel that laws protect you?
10. How are laws enforced in our society?

Exercise 5. With your partner, use the questions in Exercise 4 to ask your group-mate about the Law Industry. 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, learn the new words:

The *legal* profession has its *origins* in ancient Greece and Rome. The earliest people who could be described as "lawyers" were probably the orators of ancient Athens. Although in Greece it was forbidden to take *payment* for *pleading the cause* of another, the rule was widely flouted. After the time of Claudius, *lawyers* could practice openly, although their remuneration was limited. A skilled and regulated profession developed gradually during the late Roman Empire and the Byzantine Empire: *advocates* acquired more status, and a separate class of *notaries* appeared. In Western Europe, the legal profession went into decline during the Dark Ages, *re-emerging* during the 12th and 13th centuries in the form of experts on canon law.

Modern *jurisprudence* began in the 18th century and was based on the first principles of *natural law*, *civil law*, and the *law of nations*. Philosophy of law is a branch of philosophy and jurisprudence which studies basic questions about law and legal systems, such as "what is the law?", "what is the relationship between law and

morality?” and many other similar questions. The question “What is law?” has received the most substantial attention from philosophers of law.

Exercise 2. Look through the text to catch the main idea.

There are three schools of thought providing rival answers to the question “What is law?”

Natural theory asserts that there are laws that are immanent in nature, to which enacted laws should correspond as closely as possible. This view is frequently summarized by the maxim: an unjust law is not a true law, in which “unjust” is defined as contrary to natural law.

Legal positivism is the view that the law is defined by the social rules or practices that identify certain norms as laws. Historically, the most important part of this theory was developed by Jeremy Bentham, whose views were popularized by his student, John Austin. Austin’s version of legal positivism was based on the notion that the law is the command of the sovereign backed by the threat of punishment.

Legal realism is the view that the law should be understood as it is practiced in the courts, law offices, and police stations, rather than as it is set forth in statutes.

In the 20th century, two great legal positivists had a profound influence on the philosophy of law. On the continent, Hans Kelsen was the most influential theorist, and his legal views are still influential. In the Anglophone world, the most influential figure was Herbert Lionel Adolphus Hart, Professor of Jurisprudence at Oxford University, who is considered one of the most important legal philosophers. Hart’s most famous work is *The Concept of Law* first published in 1961. He argued that the law should be understood as a system of social rules. Hart’s theory, although widely admired, was criticized by a variety of late 20th century philosophers of law.

(R.Dworkin, J.Finnis, J.Raz)

Exercise 3. Complete the sentences using the text.

1. The question “What is law?” has received _____ .
2. There are three main theories that provide answers to this question. They are: _____.
3. Natural theory of law is often summarized in the following maxim:

4. The theory of legal positivism was developed by _____.
5. Understanding the law as real practice in courts, law offices and police stations is the view of _____.
5. The most influential theorists of law in the 20th century were _____.

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 4. 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 5. 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. legislation – законодательство
2. separation of powers – разделение властей
3. authorize – уполномочивать; управомочивать, давать право, легализовать
4. hearing – слушание
5. The Federal Assembly of Russia – Федеральное Собрание России
6. the law-making body – законодательный орган
7. the State Duma – Государственная Дума
8. lower house – нижняя палата
9. the upper house – верхняя палата
10. to adopt decrees on issues – принимает постановления по вопросам
11. deputies – депутаты
12. draft laws – проекты законов
13. to pass the law – принять закон
14. to vote – голосовать
15. to place the bill – принять закон

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

The doctrine of the separation of powers in legislation is regarded as one of the three main functions of government. Those who have the formal power to create legislation are known as legislators. Legislation can have many purposes: to regulate, to authorize, to proscribe, to provide (funds), to sanction, to grant, to declare or to restrict. The Federal Assembly of Russia is the law-making body of the Russian Federation, according to the Constitution of Russian Federation, 1993. It consists of the State Duma, which is the lower house, and the Federation Council, which is the upper house. Both houses are located in Moscow. State Duma has special powers enumerated by the Constitution of Russia. The State Duma adopts decrees on issues referred to its authority by the Constitution of the Russian Federation. Decrees of the State Duma are adopted by a majority of the total number of deputies of the State Duma. The Council is charged in cooperating with the State Duma in completing and voting on draft laws. To pass the law more than half of senators of the Federation Council must vote for it.

When considering federal constitutional laws, three-fourths of the Council's votes are required for passage. The bills must first be considered by the State Duma. Upon adoption by a majority of the full State Duma membership, a draft law is considered by the Federation Council, which has fourteen days to place the bill on its calendar.

Exercise 3. Put a suitable word from the box into each gap:

bring charges against, elects, draft laws, the lower house, vetoed, issues, approve or reject, to override a presidential veto, the upper house, appoint or dismiss, appointment

1. The 628-member law-making body, termed the Federal Assembly, consists of two chambers, the 450-member State Duma 1 and the 178-member Federation Council 2 .
2. The State Duma confirms the 3 of the prime minister, although it does not have the power to confirm government ministers.
3. The two chambers of the legislature also have the power 4 of legislation.
4. Upon the advice of the prime minister, the president can 5 government members, including the deputy prime ministers.
5. Under the 1993 constitution, if the president commits "grave crimes" or treason, the State Duma may 6 him with the parliament's upper house, the Federation Council.
6. Several bills that the President had 7 were taken up again by the new legislature.

7. The Federation Council deals primarily with such ___8___ as internal borders and decrees of the president establishing martial law or states of emergency etc.
8. All ___9___, even those proposed by the Federation Council, must first be considered by the State Duma.
9. According to the 1993 constitution, the State Duma must decide within one week to ___10___ a candidate once the president has placed that person's name in nomination.
10. Each legislative chamber ___11___ a chairman to control the internal procedures of the chamber.

GRAMMAR

The Perfect Tenses (совершенные времена)

Глаголы в формах Perfect выражают действие завершенное, 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/is 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 4. 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 5. 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 6. 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 7. 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 8. 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.

Урок 4

Современное состояние отрасли за рубежом

Unit 4

Modern state of the industry abroad

Exercise 1. Surf the Internet to find the information about the political system of the UK. Share your findings with the group.

Exercise 2. Learn the following words:

1. legal system – правовая система
2. distinct – отдельный
3. common-law principles – принципы общего права
4. judge – судья
5. court – суд
6. precedent – прецедент
7. civil-law principles – принципы гражданского права
8. chief court – главный суд
9. High Court of Justiciary – Высший суд юстициариев
10. Supreme Court – Верховный суд
11. appeal for civil cases – апелляция по гражданским делам

Exercise 3. Read and translate the text

The United Kingdom does not have a single legal system due to it being created by the political union of previously independent countries with the terms of the Treaty of Union guaranteeing the continued existence of Scotland's separate legal

system. Today the UK has three distinct systems of law: English law, Northern Ireland law and Scots law.

Both English law, which applies in England and Wales, and Northern Ireland law are based on common-law principles. The essence of common-law is that law is made by judges sitting in courts, applying their common sense and knowledge of legal precedent to the facts before them.

Scots law, a hybrid system based on both common-law and civil-law principles, applies in Scotland. The chief courts are the Court of Session, for civil cases, and the High Court of Justiciary, for criminal cases. The Supreme Court of the United Kingdom serves as the highest court of appeal for civil cases under Scots law.

Exercise 4. Work in small groups to find the information about the legal system of a definite country: the USA, Canada and Australia.

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 multiple 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

Unit 6

Перспективы развития отрасли в России

Prospects of industry development in Russia

Exercise 1. Read the text and translate it.

Prospects of legal industry development in Russia are connected with digitalization of services. Events in recent years and increased regulation in the field of data protection have increased business demand for legal services and at the same time spurred the development of technology in the industry. Automation solutions allow lawyers to avoid a large amount of routine work so that they can focus on complex tasks. There are companies that can automate almost any business process, for example,

- judicial-claims work
- contract
- management, administrative relations
- management, intellectual property
- management, asset management,
- organization of labor relations with employees, and so on.

There are technologies to simplify work with regulatory risks. The complexity of legislation and the complication of regulation in various areas began to increase sharply during the pandemic. Today every legislative initiative must be assessed in terms of risks and implementation opportunities. You can also easily find products related to the search for regulatory documents as well as a lawyer and services for providing legal services. Technologies in the legal field will continue to relieve not only lawyers, but also the judiciary and legislative authorities in future.

Exercise 2. Find any information about the most promising aspects in legal profession. Share this information with your groupmates.

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:

to bill – выставить счет

digital tools – цифровые инструменты

to enhance – улучшать

basic legal transactions – основные юридические сделки

cut into firms' bottom lines – снизить прибыль фирм

computer-assisted law – компьютерное право

jurisdiction – юрисдикция

human ingenuity – человеческая изобретательность

to craft offerings – для создания предложений

transcend jurisdiction – выходить за рамки юрисдикции

Exercise 2. Read and translate the text.

Many lawyers are already experimenting with digital tools to enhance their practices. But the most powerful new technologies will likely be developed by innovators outside the traditional legal industry who are incentivized to offer basic legal services for radically lower costs. The automation of basic legal transactions will initially cut into firms' bottom lines. Firms will discover entirely new forms of practice, like computer-assisted law, that can only be pursued in this technological environment.

As the pace of developing business relations among different countries quickens, the nature of jurisdiction will change. It's not just that corporations and other institutions will need to navigate dozens or hundreds of sets of rules and regulations – they'll also have a significantly greater need to choose among them. These clients will expect their counsel to keep up. Firms will employ technologies to help them rapidly understand how a transaction might play out across all possible jurisdictions. Then, crucially, they'll use their human ingenuity to craft offerings that transcend jurisdiction, maximizing clients' freedom to act across the globe in real-time.

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. I (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).

Проблемы отрасли в России**Problems of industry in Russia**

Exercise 1. Read and translate the text.

Socialist countries in the 20-th century have produced very strong centralized state institutions and complex legal systems alongside them. Socialist law-makers criticized both common law and previous civil law systems for masking their own capitalist ideology.

Nowadays the rule of law is a fundamental principle of the Constitution of the Russian Federation. The development of the rule of law is a complex process. These goals need to be implemented in a step-by-step and appropriate manner, taking into account the historical and national characteristics of the country. It is necessary to make maximum use of the already accumulated experience of other countries in implementing legal reforms, intensively developing the level of productive forces and legal consciousness of Russian citizens. It is impossible to build a legal state in a couple of years. In other countries, the phenomenon has evolved over the centuries, gradually improved. It is worth overcoming these obstacles, actively exercising your constitutional electoral rights, participating in the political life of the country, and claiming your rights.

Exercise 2. Work in pairs and discuss what other problems of the industry you know.

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 «какой?».

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

Порядковые числительные
КАКОЙ ПО СЧЕТУ?

the first первый

the second второй

the third третий

4 four	the fourth
5 five	the fifth
6 six	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 3. 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 4. 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 5. 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 6. 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 the industry abroad

Exercise 1. Read the text and translate it. What title can you think of?

What does anti-social behaviour mean? It causes or is likely to cause harassment, alarm, or distress and covers a wide range of anti-social actions which impact

on individuals and damage the wider community. Anti-social behaviour may be both criminal and non-criminal and includes such actions as, for example, attacks, begging, drug dealing, hate behaviour, threatening behaviour, prostitution, graffiti, shouting and public disorder, racism, vandalism, under age drinking, verbal abuse, street robberies, vehicle crime, etc.

Having identified anti-social behaviour as a problem issue, the UK Government published a White Paper called "Respect and Responsibility" which outlined the strategy to deal with the problem. Anti-Social Behaviour Bill became a law and came into force introducing a whole lot of new laws aimed to reduce a wide-range of low-level crime from noisy neighbours to graffiti and litter

Exercise 2. Agree or disagree with the following statements:

1. Criminal situation in Great Britain has become harder.
2. The British public is much worried about behaviour of young people.
3. People do not like the loitering youngs or immigrants and see them as a problem these days.
4. Anti-social behaviour is considered criminal in Great Britain.
5. The British Government introduced a new law concerning criminal behaviour.

Exercise 3. Read the text and discuss the reasons of a self-disciplined society in Singapore.

Singapore is one of the safest countries in the world. Both local people and tourists feel safe there. Laws in Singapore are generally strict and aimed at instilling a self-disciplined society with restrictions and harsh punishment, for example, caning and execution. Singapore has created a wide variety of laws and regulations against anything and everything that could possibly upset the sense of tranquility. Taxi drivers in Singapore tell an often-told joke: "Singapore is a fine country. In Singapore, we have fines for everything." The joke is popular because fines are a defining element of life in Singapore. Some of the fines are for offenses that international travelers might expect, such as littering.

GRAMMAR

Verb tenses (времена глагола) (continued)

Exercise 4. 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 5. 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.

Legal Agency Proposal Letter

To Celin Bem

Editor, The Galaxy

Subject: Legal Agency Proposal Letter

Respected Madam,

I would like to bring it to your notice that my agency is offering legal services to large companies and individual clients 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.

Legal services include consulting assistance on the relevant section of law (e.g. financial, labor, civil, licensing, family, administrative, corporate, etc.), conducting cases (support) in arbitration courts of the appropriate level, legal support of transactions (e.g. investment projects, real estate transactions, foreign trade contracts). Our agency can also help in resolution of disputes with the tax inspectorate and conflicts between business entities, including representation of clients' interests in the Federal Tax Service and judicial bodies, etc.

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 Legal Agency

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

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 2. 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 3. 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 4. 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 2. 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 and translate the text.

Anatoly Fedorovich Koni (1844-1927)

Anatoly Fedorovich Koni is a Russian lawyer, judge, public figure and a famous judicial speaker. He was born in the family that was very far from jurisprudence, but close to the theater: his father was a playwright, his mother was an actress. He received his primary education at home.

Anatoly Fedorovich Koni became a lawyer, one might say, by chance. He entered the mathematics department of St. Petersburg University and showed himself brilliantly in six months, but in December 1861 the university was closed for an indefinite period due to student unrest, and Anatoly decided to move to Moscow and "retrain" as a lawyer, transferring straight to the 2nd year of the law department of Moscow University.

At the height of his legal career, Koni held high and responsible positions, including being the prosecutor of the St. Petersburg District Court, the chairman of the district court and even an honorary academician of the St. Petersburg Academy of Sciences in the category of belles-lettres. He was known for his brilliant prosecution speeches, but became famous for an unusual case in which he played a key role. In 1878 Koni presided over the trial of Vera Zasluch, accused of attempting to assassinate the St. Petersburg mayor Trepov. Emperor Alexander II himself demanded that he guarantee that Zasluch would be found guilty by the jury, but Koni was fundamentally honest and did not give in to pressure. The jury acquitted Zasluch. Koni, of course, fell into disgrace, but continued his work, eventually he was awarded a doctorate, a position in the Senate, and membership in the State Council.

Exercise 2. Answer the questions on the text

1. What do you know about parents of Koni?
2. What was his education?
3. How did he come into profession?
4. What case did he play a key role in?
5. What are his positions and awards?

Exercise 3. Find information about modern Russian lawyers and share it with your groupmates.

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 4. 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 text and try to understand the main content

Sir Edward Coke (1555-1634) was an esteemed English jurist, barrister, judge, and politician. Known as a leading figure in the Elizabethan and Jacobean eras, he served in various legal and political roles, including Solicitor General and Speaker of the House of Commons. Coke's notable cases and influential decisions, such as in the Case of Proclamations and Dr. Bonham's Case, shaped legal principles and constitutional developments. His writings, particularly the Institutes and Reports, continue to be highly regarded and have had a lasting impact on English and American legal systems.

William Blackstone (1723-1780) was an English jurist, justice, and Tory politician known for his influential work, Commentaries on the Laws of England. He began his career as a barrister before transitioning to university administration. Blackstone later gave up his legal practice to focus on lecturing on English law. He became the first Vinerian Professor of English Law and successfully returned to the bar while also serving as a Member of Parliament. His magnum opus, the Commentaries, provided a comprehensive overview of English law and greatly impacted legal education in England and beyond.

Alfred Thompson Denning, Baron Denning (1899-1999), was an influential English barrister and judge known for his bold and impactful judicial decisions. His career spanned over 38 years, during which he served in various roles including as Master of the Rolls in the Court of Appeal. Denning was praised for his support for individual rights and his ability to challenge established legal norms, often making significant changes to the common law. He was a prominent figure in English legal history, shaping the legal landscape through his judgments and opinions.

Exercise 2. After reading the text, make a plan of it and try to retell the text in 6-7 sentences.

Exercise 3. Translate the following text into English. Use the helpful vocabulary from the box below if necessary.

Helpful vocabulary:

<p>by nature, companionship, primitive, to form, tribe, self-protection, by reason of, to assert, order, sovereign, duty, to obey, to argue, influential, substantial, to lay down, to impose on, to back, threat, punishment, to provide, the larger...the more complex</p>
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Человек является по природе социальным существом, желающим дружеских отношений с другими людьми. В ранние времена люди создавали племена, группы, общества или для самозащиты, или по причине социального инстинкта. Философ Джон Остин утверждал, что ранние законы являлись приказами правителя, и что обязанностью граждан было повиноваться этим приказам. Другие философы доказывают, что влиятельные мужчины и женщины в первобытных обществах создавали многие важные правила сами, и только потом эти правила были приняты правителем и навязаны обществу. Они поддерживались угрозой наказания. Следовательно, правила и законы были созданы для того, чтобы обеспечить мирную жизнь всем членам общества. Чем больше общество, тем более сложными будут правила и законы.

Exercise 4. Find information of American famous personalities contributing to the development of the legal industry.

Exercise 5. 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 6. 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.

1. Моя жена рисует уже 5 лет, но ещё не продала ни одной картины.
2. Я рад, что мы закончили эту работу.

3. Мои руки грязные. Я работала в саду.
4. Ник съел все конфеты.
5. 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 and translate the text.

Legal industry has its own terms and concepts which are widely used by people that work in the industry. For example, one important distinction made in all countries is between private (or civil) law and public law. Civil law concerns disputes among citizens within a country and public law concerns disputes between citizens and the state, or between one state and another.

The main categories of English civil law are:

Contracts: binding agreements between people (or companies);

Torts: wrongs committed by one individual against another individual's person, property, or reputation;

Trusts: arrangements whereby a person administers property for another person's benefit rather than his own;

Probate: arrangements for dealing with property after the owner's death;

Family law: rights and duties of members of a family.

The main categories of public law are:

Crimes: wrongs which, even when committed against an individual are considered to harm the well-being of society in general;

Constitutional Law: regulation of how the law itself operates and of the relation between private citizen and government;

International Law: regulation of relations between governments and also between private citizens of one country and those of another.

In codified systems there are codes that correspond to these categories, for example, France's Code Civil and Code Penal. Justinian's Roman codes covered such areas of law as contracts, property, inheritance, torts, the family, unjust enrichment, the law of persons, and legal remedies, but said little about criminal law. Consequently, most Continental criminal codes are entirely modern inventions.

Exercise 2. Translate the word combinations into English. Compose 5 sentences using the following words:

1. обязательное соглашение
2. договорное право
3. правонарушение
4. совершить преступление
5. причинять вред
6. как действует закон
7. соответствовать различным категориям
8. гражданский кодекс
9. средства правовой защиты
10. уголовное право

Exercise 3. Decide what category of law would deal with the following crimes: Robbery, violation of human rights, speed limit excess, failure to pay customs duties, misuse of authority, breach of contract, unreasonable dismissal.

Самостоятельная работа

Individual work

Exercise 1. Learn the new words.

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.

Профессиональная документация: письмо-запрос**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. Translate and remember the expressions most frequently encountered in different types of inquiries:

1. We learn from (or have been informed by) ... that you are manufactures (or exporters) of
2. We have seen your advertisement (or We refer to your advertisement) in
3. We are interested in ... advertised by you in
4. We shall be obliged if you will send us your latest catalogues, brochures containing a description of
5. Please send us samples of your manufacturers
6. Please let us know if you can offer us

Exercise 4. Read the letter and find the equivalents of the following expressions:

ежегодно, советник, запрашивать, оптовый торговец, ограничивать, стоимость, образцы, покупки, последний из названных.

Dear Sirs,

At the suggestion of Mr. A.B. Ivanov, the Commercial Counsellor of Russian Embassy in Canada, we write to enquire whether you could supply us with Cotton Piece Goods.

We are wholesalers of cotton fabrics and normally draw our supplies from the U.S.A., the U.K. and India. From the last-named country we have been buying annually goods to the value of about \$ 250,000.

Please let us know the types of Cotton Textiles available for export from Russia sending us samples and advising us of your prices and terms. We do not restrict our purchases of textiles to special types and are interested in both printed cotton cloth and grey cloth.

We look forward with interest to your reply.

Yours faithfully

Самостоятельная работа

Individual work

Exercise 1. Compose an inquiry letter using the vocabulary from Exercise 3.

Main types of professional activity in industry

Exercise 1. Work with a partner to discuss the following:

- 1 What areas can a legal company be engaged in?
- 2 What main activities of the law industry do you know? What do they deal with?

Exercise 2. Memorize the following words:

1. plaintiff – истец
2. complaint – жалоба
3. court – суд
4. defendant – ответчик
5. attorney – адвокат
6. paralegal – помощник юриста
7. jury – присяжные
8. verdict – вердикт
9. judge – судья

Exercise 3. Read the text and give it the title

A civil case begins with a **plaintiff**. He or she has a **complaint** about the actions of another person or organization. The plaintiff files the complaint with a **court**.

The person or organization accused of a wrongdoing is the **defendant**. Both the plaintiff and the defendant usually have **attorneys**. The attorneys speak on behalf of their clients. A **paralegal**, a person with legal training, may assist the attorney. The judge, considering the case, finds out the essence of the plaintiff's claims, examines the defendant's objections, all the evidence collected in the case, documents, and hears witnesses. During the trial, the court hears witnesses and experts, examines all material and written evidence. After that, there is a debate of the parties, in which the persons speak in the case and their representatives participating. In some cases, a **jury** listens to arguments for and against the defendant. Then they decide on a **verdict**. Finally, the **judge** makes a decision to resolve the complaint.

Exercise 4. Match the words (1-7) with the definitions (A-G).

- 1 __ verdict
- 2 __ legal system
- 3 __ court
- 4 __ complaint
- 5 __ paralegal
- 6 __ plaintiff
- 7 __ civil

- A** the methods of interpreting laws and putting them into effect
- B** a legal conclusion
- C** a written document that states the reason for legal action
- D** the place where people go to conduct legal business
- E** a person who accuses another person of a wrongdoing
- F** an attorney's assistant with specialized legal training
- G** occurring between citizens

Exercise 5. Which sentence uses the underlined parts correctly? Correct wrong sentences.

- 1 **A** The plaintiff delivered a verdict at the end of the trial.
B The judge listened to the attorneys' arguments.
- 2 **A** Twelve paralegals determined the outcome of the case.
B The jury decided that the man was not guilty.
- 3 **A** The defendant hired an attorney to prove that he was innocent.
B In court, the plaintiff always makes the final decision.
- 4 **A** Mr. Meaner's attorney represented him during the trial.
B What verdict is the defendant accused of?

Самостоятельная работа

Individual work

Exercise 1. 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

Responsibilities of an industry specialist. Professional documentation: job responsibilities.

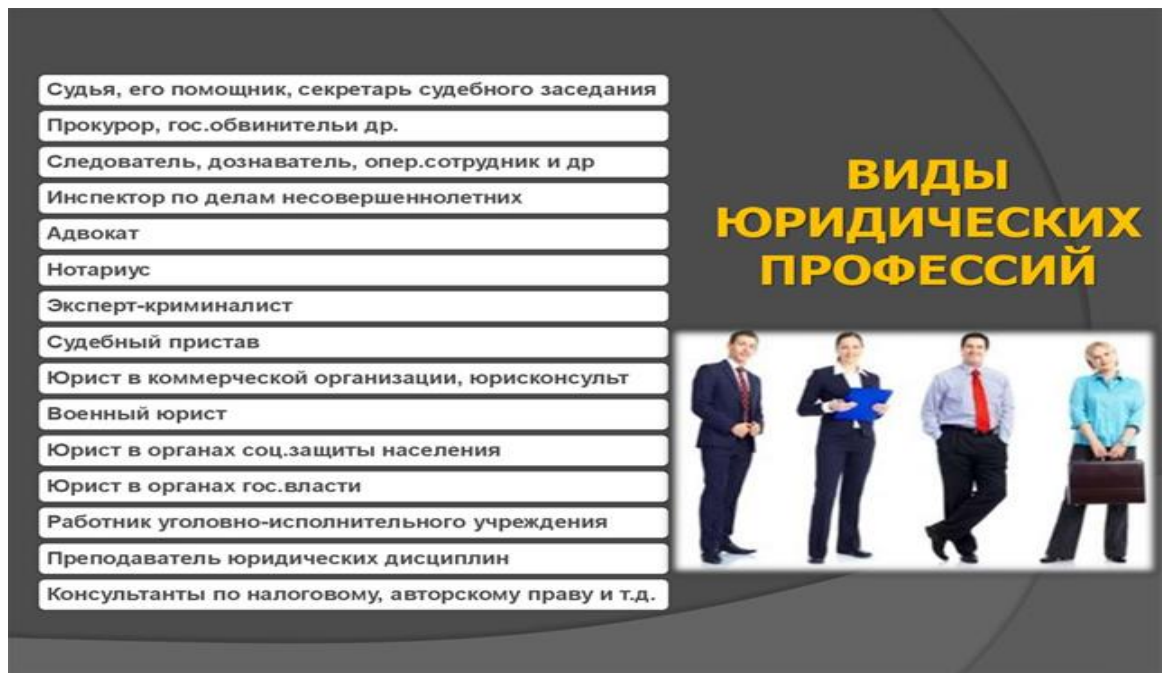
Exercise 1. Read the text and study the professional functions of specialists.

In a criminal trial, a person is accused of a particular act, which under the law is called a crime, such as murder, robbery, or fraud. The person who does the accusing is the prosecutor. The prosecutor speaks on behalf of the government, which in turn represents the state or the nation. The person accused of the crime is the defendant. Except in a few special circumstances (most notably small claims court cases in which lawyers frequently are not involved – like some of the ones on TV) both parties hire and instruct lawyers to prepare their respective cases and to make their arguments in court.

The judge is the person making decisions and responsible for them in various controversial situations. His competence may include both simple litigation between relatives and criminal cases. The judge must always make impartial decisions. It should be based only on the constitution and existing laws of the state. This post is separate from the state apparatus.

The profession of the judge is one of the most difficult. The person occupying this responsible position is obliged to know perfectly all legislative norms, acts and rights. He should analyze the available evidence, summarize them and, on the basis of existing facts, make the right decisions. In addition, this profession can be dangerous both for the person himself and for his family, since the situations are different and some people who have come to court try to exert pressure on the judge.

Exercise 2. Examine the types of legal professions in our country according to the table, translate them into English. Work in small groups and prepare a short report about job responsibilities of each profession.



Exercise 3. 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 legal industries and be ready to retell it.

Exercise 2. Read, translate the text and make the summary of it.

While legal positions vary greatly in scope and responsibility, there are several core legal skills that are required in most legal functions. If you are considering a career in the law, it is wise to polish these top ten legal skills to excel in today's competitive legal market.

1. Oral Communication is one of the most fundamental tools of the legal professional. Legal professionals must: convey information in a clear, concise, and logical manner, communicate persuasively, advocate a position or a cause, master legal terminology, develop keen listening skills.

2. Written Communication. From writing simple correspondence to drafting complex legal documents, writing is an integral function of nearly every legal position. Legal professionals must: master the stylistic and mechanical aspects of writing, draft effective legal documents such as motions, briefs, memos, resolutions and legal agreements.

3. Client Service. In the client-focused legal industry, serving the client honestly, capably and responsibly is crucial to success.

4. Analytical and Logical Reasoning. Legal professionals must learn to review and assimilate large volumes of complex information in an efficient and effective manner. Legal analytical and logical reasoning skills include: reviewing complex written documents, drawing inferences and making connections among legal authorities; developing logical thinking, organization and problem-solving abilities; structuring and evaluating arguments; using inductive and deductive reasoning to draw inferences and reach conclusions.

5. Legal Research. Researching legal concepts, case law, judicial opinions, statutes, regulations and other information is an important legal skill.

6. Technology. To remain effective in their jobs, legal professionals must master communications technology including e-mails, voice messaging systems, videoconferencing and related technology.

7. Knowledge of Substantive Law and Legal Procedure.

8. Time Management. In a profession based on a business model (billable hours) that ties productivity to financial gain, legal professionals are under constant pressure to bill time and manage large workloads.

9. Organization. In order to manage large volumes of data and documents, legal professionals must develop top-notch organizational skills.

10. Teamwork.

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 and translate the complaint.

Name and Surname of the Sender

Company Name

Address of the Sender

MM/DD/YYYY

Name and Surname proceed with the title
Company Address

Subject: Letter of complaint regarding hotel accommodation

I am writing the complaint regarding my recent stay in the hotel, which was not satisfactory, due to faulty information of accommodation description provided on the Hotel Website.

Between [mm/dd/yyyy] and [mm/dd/yyyy] I stayed at hotel [name] in [city] in room [number]. As I have already conveyed to the Receptionist, Ms/Mr [NAME SURNAME] I was not satisfied with accommodation provided, in the following ways: [Specify].

When I asked to change the room, I was told that this was not possible; nor was the problem corrected.

Having in mind that that this is a high-class hotel, with good star rating, belonging to the famous chain of hotel, I perceive this type of the treatment as unacceptable, especially having in mind that I am a regular guest in hotels across the country.

As provisions of the Consumer Rights Act claim my right to benefit from reasonable care and decent service, I believe that this behaving brings your hotel in the breach of national legislation. In that line I am legally entitled to be refunded (fully or partially) from you. Therefore, I sent my claim to the hotel manager and asked them to consider it and provide me with the written response by [dd/mm/yyyy], but soon I received their refusal to pay compensation for a failed holiday. That's why I decided to apply to your legal agency. I would appreciate it if your professional lawyers assisted me to refund my purchase at these unscrupulous hotel managers. I hope that your specialists will prove their fraudulent actions.

Yours sincerely

[Name Surname]

[Signature]

Exercise 4. Study the example of the complaint letter to the Legal Agency, write a similar claim letter.

The Legal Agency Management,
Besham

Subject: Complaint Letter for Lawyer's Services

Dear Sir,

I have to complaint about the legal services being provided to our company. We addressed to your agency in order to receive assistance in the trial.

At the arraignment last month, the defendant was charged. However, he rejected the plea bargain. So he must be sentenced or acquitted at the trial. Since then, the lawyer had requested discovery. So there was a pre-trial hearing where the defendant's lawyer tried to suppress evidence.

The attorney of your agency handled the discovery process and pre-trial hearing. But he wasn't properly prepared for it. He didn't make sure all of the evidence was accepted. It turned out to have a hung jury and mistrial because evidence wasn't shown.

Our company has been a loyal customer of yours and we want to continue having good business relations with you. Therefore, we highly encourage you to improve upon your services. Ask you to find a more professional attorney and hope for a positive change in this case.

Yours faithfully,

Usman Amjed

Самостоятельная работа
Individual work

Exercise 1. Write your own letter of complaint using the samples.

Занятие 8

Научные открытия и достижения в отрасли

Unit 8

Scientific discoveries and achievements in the industry

Exercise 1. Read and try to understand the main idea of the text

Natural Law Theory

The idea of the existence of an ideal norm as opposed to a rule established by man appeared in antiquity. The idea of divine law was transformed over time into an understanding of natural law as a cause and model for human laws. This turn was finally consolidated in the works of the Dutch lawyer and philosopher Hugo Grotius. Later, the English philosopher John Locke gave the concept a humanitarian direction. From now on, natural law does not appear as an absolute law of nature, but follows from the very essence of the human personality, endowed with reason, will, and moral values. Natural law is securely linked to the fundamental rights and freedoms of man. Crystallization of the theory of natural law occurs in the works of J.-J. Rousseau, I. Kant and F. Hegel. Based on the natural law approach, theories of the state of nature, popular sovereignty and the original contract are born.

The constitutional documents of many states contain direct references to ideas and approaches developed within the framework of natural law doctrine. The comparatively young Russian Constitution, declaring the highest value of human rights

and freedoms and defining its multinational people as the bearer of sovereignty and the only source of power, uses natural law priorities in the construction of the Russian state.

Exercise 2. Read and learn the new words. Try to describe their meaning in English:

1. stable – стабильный
2. to flourish and feel secure in their lives – процветать и чувствовать себя в безопасности в своей жизни
3. to achieve this purpose – достигать этой цели
4. compulsion – принуждение
5. conduct – поведение
6. to pay income tax – платить подоходный налог
7. to disobey the rules – не подчиняться правилам
8. to threaten – угрожать
9. to imprison – заключать в тюрьму
10. arrangements – договоренности
11. to settle disputes – урегулировать споры
12. to impose restrictions – налагать ограничения

Exercise 3. Read the text and make a summary of it.

As it is known, law has several aims which are mainly concerned with making society more stable. Laws enable people to flourish and feel secure in their lives. To achieve this purpose it is necessary to set up an official framework of compulsion. So the first aim of law is to forbid certain ways of behaving, like murder, terrorism, or smoking in public places, and to require other ways of conduct, like paying income tax. If people disobey the rules the law may threaten them with something unpleasant – often called a sanction – like being imprisoned or having to pay compensation. This aim serves to the idea that within this framework of do's and don'ts people can live more securely.

The second aim of law is to provide facilities for people to make their own arrangements. Laws should guarantee to people who buy and sell goods, form companies, sign contracts, take employment, and so on that the state will protect or enforce these arrangements.

The third aim of law is to settle disputes among citizens about what the law is and whether or not it was broken. If we take these three aims together, we may see that law not only threatens those who break it (that means they do what the law forbids) but promises to protect people's interests. The law imposes restrictions on people but also gives them certain guarantees.

Exercise 4. Discuss in small groups:

1) interview your groupmates about their personal feeling of security (insecurity) concerning such spheres of life as food, environment, crime, financial stability, medical services, etc. Summarize the results of your interview.

2) what aims, or functions laws should have to make people feel safe and secure. Think about the following:

- what should laws forbid
- what should they permit
- what must be guaranteed by laws, etc.

Самостоятельная работа ***Individual work***

Exercise 1. 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 and try to understand the main idea of the text.

Key Trends in Legal Digital Technology

The integration of new technologies, including generative artificial intelligence (GenAI), is helping law firms save time and money, and increase productivity. Law firms are moving away from short-term task automation to systems that empower their workforce as a whole. Gartner predicts that by 2026, half of the global legal workforce will use AI in some form, either to improve productivity or to enhance the quality of their results. In a report dated October 23, 2024, Gartner analysts identified three key trends in legal digital technology.

1. Wider Use of GenAI

The use of such tools can speed up and optimize many legal operations. Use cases for GenAI range from big data analysis and research to contract generation and case management. Systems like Microsoft Copilot, MindMeld, and IBM Watson Studio can use natural language processing algorithms to efficiently interact with vast amounts of information, making it easier to extract and organize relevant information. GenAI also enables automation of routine, repetitive tasks, allowing employees to focus on more important issues.

At the same time, integrating GenAI capabilities into existing legal technology can expand their capabilities. For example, according to a 2023 survey, more than

50% of risk and compliance service providers are investing in AI tools. These tools help law firms reduce risks by identifying warning signs early. AI also predicts the likelihood and frequency of issues, creating a more effective risk management system.

2. Growing Demand for Self-Service Systems

The monotony of repetitive tasks can be automated with self-service tools, such as Legal Front Door (LFD) platforms, which streamline the intake of legal requests. Self-service tools also provide a number of other benefits:

Saving time by automating the process of processing incoming requests that employees would otherwise have to analyze manually;

Speeding up responses from clients;

Simplifying the sorting of requests and providing transparency in legal workflows;

Searching for information in available sources and automatically generating ready-to-use documents and templates.

3. Alternative Legal Service Providers (ALSPs)

ALSPs are companies specializing in the provision of “mass” legal services. This includes document review, contract management, litigation support, legal research, etc. A distinctive feature of ALSPs is that such companies do not adhere to traditional rules and methods used in the legal field. Alternative legal service providers are actively adopting modern technologies to streamline operations and improve productivity. ALSPs that offer services with GenAI capabilities can help legal teams maximize the use of relevant tools without having to invest in customization.

Exercise 2. Name several areas in legal industry that are connected with information technologies. Dwell on their role in developing these industries.

Самостоятельная работа ***Individual work***

Exercise 1. Discuss these questions with your friends:

1. How do you imagine the role of a lawyer in future?
2. What new technologies will be used?
3. Will new technologies replace legal professions and services?

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:**

Brought to you by
TimeDoctor.com

Exercise 2. Imagine that you are employed at any legal company. Make a week-schedule for your work.

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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(АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СПЕЦИАЛЬНОСТИ СРЕДНЕГО
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
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