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# РАЗВИТИЕ ИНТЕРАКТИВНОГО ВЗАИМОДЕЙСТВИЯ СТУДЕНТОВ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ВУЗА

Учебное пособие

Рекомендовано ученым советом федерального государственного бюджетного образовательного учреждения высшего образования «Оренбургский государственный университет» для обучающихся по образовательным программам высшего образования по всем направлениям подготовки

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Учебное пособие посвящено развитию интерактивного взаимодействия студентов в кросскультурной коммуникации. Пособие содержит теоретический и практический материал, а также рекомендации по использованию методов и приемов развития интерактивного взаимодействия в образовательном процессе высшей школы.

Учебное пособие адресовано студентам гуманитарных, экономических, технических и других специальностей, изучающих английский язык.

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## Введение

В настоящее время термины «интерактивное взаимодействие» и «интерактивность» широко используются как в отечественной, так и в зарубежной педагогической литературе, обозначая понятие, которое раскрывает характер и степень взаимодействия между субъектами обучения в рамках целостного педагогического процесса. Такой интерес к интерактивному взаимодействию обусловлен социальным заказом, выдвигающим определенные требования к личности специалиста в сфере взаимодействия, а именно наличие умений, позволяющих успешно работать в коллективе, взаимодействовать с окружающими на основе принятых в обществе моральных и этических норм и правил, осуществлять плодотворное сотрудничество с коллегами, предотвращать конфликты и умело выходить из них, давать объективную оценку себе и другим, принимать адекватные решения в нестандартных ситуациях, проявляя при этом понимание, терпимость и сочувствие к коммуникативным партнерам.

Развитие интерактивного взаимодействия, на наш взгляд, может осуществляться на занятиях по иностранному языку в процессе подготовки к кросскультурной коммуникации. Иностранный язык является сегодня фактором социально-экономического, научно-технического и общекультурного прогресса общества, поэтому нельзя недооценивать роль иностранного языка как учебной дисциплины в формировании кросскультурной среды, служащей развитию личности и развитию интерактивного взаимодействия студента. Дисциплина «Иностранный язык» предоставляет студентам возможность познания новых культур и актуализации своей собственной, что развивает способности обучаемых к принятию многообразных решений, формирует опыт интерактивного взаимодействия, «необходимый для участия в жизни общества с этническим разнообразием» [20].

Способствуя формированию нравственно-эстетического отношения, толерантности, ценностных ориентаций, культурное содержание образования создает интегративные условия, в которых стимулируется интерактивное

взаимодействие студентов, развиваются эмоционально-духовные отношения к окружающему миру, потребность в самопознании и самореализации, получении опыта отношений с миром и расположенности делиться им с окружающими для самоутверждения и подтверждения собственных оценочных суждений.

Интерактивное взаимодействие, в свою очередь, может внести большой вклад в процесс коммуникации, способствуя формированию и развитию культурных навыков взаимоотношения людей; активизации стремления партнеров по коммуникации выразить и понять эмоциональные переживания друг друга; улучшению понимания своего партнера по коммуникации, его намерений, установок, переживаний, состояний; стимуляции мотивации, побуждающей субъект взаимодействия к смыслообразующей активности и нацеленной на безбоязненное вступление в контакт, реализацию, использование и применение опыта интерактивного взаимодействия в «живой» межличностной коммуникации.

Перед Вами учебное пособие, представляющее собой систему практических упражнений и интерактивных методов (метод кейсов, метод «ажурной пилы», анализ инцидентов, синтез инцидентов, информационный лабиринт), коммуникативно-интерактивных задач), служащих развитию интерактивного взаимодействия в процессе изучения английского языка. Содержание пособия может быть полезным в преподавании дисциплин «Иностранный язык», «Деловой иностранный язык», «Практический курс английского языка», «Практикум по межкультурной коммуникации», «Интерактивные технологии в обучении иностранному языку» студентам гуманитарных, технических, экономических и других специальностей.

Пособие составлено по материалам отечественных и зарубежных психологов, педагогов и лингвистов, дополнено авторскими упражнениями, коммуникативно-интерактивными задачами, информационным лабиринтом.

Пособие состоит из двух разделов и включает описание представленных в нем интерактивных методов и приемов, а также рекомендации преподавателям по работе с ними. Предлагаемые методы и приемы целесообразно использовать в

соответствии с уровнем владения английским языком студентами и тематикой занятия. В практической части учебного пособия рассмотрены возможности метода кейсов и инцидента, представлен комплекс коммуникативно-интерактивных задач и упражнений, направленных на развитие интерактивного взаимодействия студентов на предметном содержании дисциплины «Иностранный язык» (английский). В приложениях содержится аутентичный раздаточный материал к заданиям, предусматривающим разделение работы среди студентов группы и ключи к практическим упражнениям.

# **1 Особенности развития интерактивного взаимодействия в образовательном процессе вуза**

Проблема интерактивного взаимодействия, его природа, сущность, функциональные и организационные особенности является постоянным предметом исследования в области педагогики (А.Е. Авдюкова, Л.В. Байбородова, С.Л. Братченко, В.В. Горшкова, С.С. Кашлев, Н.В. Назаров, В.Д. Назарова, В.А. Полякова, В.В. Сериков, Н.Е. Щуркова, и др.).

Интерактивное взаимодействие рассматривается педагогической наукой как непосредственная целенаправленная межличностная коммуникация, важнейшей особенностью которой является способность субъектов образовательного процесса «принимать роль Другого», представлять, как их воспринимает партнер по общению и соответственно интерпретировать ситуацию, конструировать собственные действия в системе диалога культур [7]. В отличие от традиционного взаимодействия, направленного на выполнение обязательной программы, трансляцию знаний, формирование умений и навыков обучаемых, назначение интерактивного взаимодействия состоит в изменении, совершенствовании моделей поведения и деятельности участников педагогического процесса [7].

В зависимости от отношений субъектов друг к другу, наличия осознаваемой общей цели совместной деятельности, субъектности позиции в образовательном процессе выделяют такие типы взаимодействия как сотрудничество, диалог, соглашение, опека, подавление, индифферентность, конфронтация (Л.В. Байбородова). Интерактивное взаимодействие предполагает знание субъектом всех обозначенных выше типов взаимодействия, но использование лишь наиболее эффективных из них, а именно сотрудничества, соглашения, диалога.

В ситуациях конфликта именно интерактивное взаимодействие помогает находить компромисс-соглашение и восстанавливать отношения с партнером.

Интерактивное взаимодействие наиболее значимо для студентов, которые уже имеют опыт отношений с миром, ориентированы на самопознание и



самореализацию и потому расположены делиться им с окружающими, прежде всего сверстниками, для самоутверждения и подтверждения собственных оценочных суждений (Н.В. Назаров). В связи с этим С.С. Кашлев утверждает, что интерактивное взаимодействие студентов в образовательном процессе вуза должно быть ориентировано на реализацию принципов субъектности и полифоничности [7]. Формой интерактивного взаимодействия выступает образовательный диалог, обеспечивающий взаимообмен учебной информацией, взглядами, позициями и направленный на освоение социального опыта в условиях равенства и сотрудничества.

Говоря в целом о личностном опыте студентов, Н.В. Назаров делает акцент на интерактивном взаимодействии как процессе, в наибольшей степени способствующем возникновению первого [9, с. 243-246]. Личностный опыт существенно расширяется и уточняется в интерактивном взаимодействии, причем как в учебной, так и воспитательной деятельности. Поскольку центральным признаком интерактивного взаимодействия является личностно и ситуационно обусловленная необходимость самоопределения индивида в возникающих отношениях, постольку актуализируется потребность в выборе позиции, рефлексивной самооценке, согласовании собственных представлений о чем-либо с точками зрения других людей. Вне ценностного самоопределения студента все эти, психологически обусловленные характером контактов с другими людьми и установками на разрешение возникающих коллизий, области самопознания оказываются невостребованными [9].

Умения интерактивного взаимодействия приобретаются в процессе совместной деятельности человека с другими людьми и совершенствуются в течение всей его жизни. Важным звеном, несомненно, является образовательный процесс вуза, в ходе которого студенты приобретают социальные навыки, усваивают этические принципы, вырабатывают основы коммуникативной деятельности и рефлексивного анализа процессов взаимодействия, развивают

способности к творческому поиску решений, а также актуализируют свой личный опыт.

Развитие интерактивного взаимодействия в образовательном процессе вуза включает:

- накопление знаний о природном, социальном мире; знаний о языковой системе, закономерностях функционирования языковых единиц, о культуре речи и поведения родной страны и стран изучаемых языков (лингвистические знания); соотнесение и сравнение этих знаний;

- развитие умений, связанных с техникой интерактивного взаимодействия и обеспечением коммуникантов стратегиями взаимодействия (умения вести беседу как средствами родного, так и иностранного языка, устанавливать контакты и взаимоотношения; умения извлекать информацию и обмениваться ею, определять информационное и композиционное построение высказывания); оперативно реагировать на вербальное и невербальное поведение собеседника и управлять беседой (умение инициативно вступать в общение; умения аргументировать свои высказывания, адекватно отвечать на вопрос, высказывание собеседника; умения использовать различные знаковые системы информационного процесса: жесты, мимику, пантомиму; интонацию, темп речи, дикцию, акцентирование, силу и эмоциональную окраску голоса; выбирать и реализовывать способы поведения, наиболее оптимальные по отношению к партнеру по общению (особенно партнеру-представителю иной культуры); прогнозировать направление и характер развития отношений между людьми; строить и перестраивать действия в связи с конкретной ситуацией общения;

- развитие способности к анализу результатов своей деятельности; способности обеспечивать обратную связь (планировать речь, находить адекватные средства для передачи содержания и правильной ориентировки в условиях взаимодействия, определять свой лингвистический статус, оценивать уровень передачи информации).

Развитие интерактивного взаимодействия в образовательном процессе вуза возможно на предметном содержании любых учебных дисциплин, в основе преподавания которых лежит межличностная коммуникация, взаимодействие. Особый интерес, безусловно, представляют предметы языкового цикла (родной и иностранный языки), а также гуманитарные дисциплины. Содержание этих дисциплин позволяет развивать умения интерактивного взаимодействия путем вовлечения студентов в совместную деятельность, средствами современных технологий коллективного взаимодействия, «проживанием» проблемных ситуаций.

Процесс языковой подготовки к участию в кросскультурной коммуникации, осуществляемый на занятиях по иностранному языку и во внеаудиторной работе занимает важное место в создании интерактивной среды в вузе.

Являясь процессом взаимодействия между представителями различных культур, кросскультурная коммуникация создает широкие возможности развития интерактивного взаимодействия *через культуру*. Культура представляет собой социально унаследованную совокупность практических навыков и идей, характеризующих наш образ жизни. Познание чужой культуры складывается из знания традиций народа, его бытовой и художественной культуры, повседневного поведения, привычек представителей культуры, осознания и принятия «национальной картины мира», отражающей специфику восприятия окружающего мира, особенности мышления. Представляется аксиоматичным, что данные процессы могут быть реализованы только при осознании собственной национально-культурной базы, поскольку чем большими ценностями мы овладеем, тем более изощренным и острым становится наше восприятие иных культур. Овладение культурой речи и поведения, осознание и принятие культурных ценностей, и их реализация в повседневных ситуациях взаимодействия на любом языке обеспечивает развитие интерактивного взаимодействия личности.

Кросскультурная коммуникация - стихийный процесс, требующий от говорящего в каждом конкретном коммуникативном акте достижения запланированного прагматического результата в полной мере, т.е. осуществления

воздействия на собеседника. Для достижения запланированного прагматического результата говорящий должен уметь на основе знания психологических механизмов воздействия адекватно использовать имеющиеся в данном языке экспрессивно-эмоциональные и/или логические средства. В данном случае межкультурная коммуникация выступает той интерактивной, деятельностной, образовательной средой, которая может обеспечить накопление опыта интерактивного взаимодействия.

Двуязычное и многоязычное обучение не только служит коммуникации, но и позволяет студенту приобщаться к различным способам мышления и межкультурного поведения. По мнению В.Г. Рындак, такое содержание образования обеспечивает интеграцию личности в системе мировой и национальной культур, формирование человека-гражданина, интегрированного в современное общество» [18]. Кросскультурная коммуникация как образовательная интерактивная среда есть эффект реализации множества различных культур. Плюралистичность образовательной интерактивной среды является не столько ее фактической характеристикой, сколько той целью, реализации которой подчинена ее организация. Отличаясь насыщенностью и интенсивностью, многоканальностью влияний на студента, поликультурная среда кросскультурной коммуникации способствует самоидентификации личности.

Не менее важными характеристиками межкультурной коммуникации как образовательной интерактивной среды являются ситуативность и непредопределенность. Эта среда не является заданной заранее и не навязывается субъекту или группе извне. Она выступает продуктом совместного конструирования в процессе интерактивного взаимодействия, и поэтому ее нельзя рассматривать в отдельности от тех ситуаций, в которых она генерируется, и тех эффектов, которые она генерирует. Кроме того, образовательная интерактивная среда, создаваемая в процессе подготовки студентов к участию в межкультурной коммуникации средствами иностранного языка, это та область, в которой происходят трансформации опыта участников образования, в том числе опыта интерактивного

взаимодействия. Она является главным инструментом и совокупным эффектом таких трансформаций, что позволяет ей преодолевать ограниченность индивидуальных или групповых способов действий в пользу осмысления подобных изменений. Развитие интерактивного взаимодействия осуществляется путем многократного участия студентов в моделируемых ситуациях межкультурного взаимодействия (ролевые игры, учебные дискуссии, проектная деятельность и т.д.) в ходе решения коммуникативных задач.

По мнению А.А. Ергазиной специально организованная межкультурная образовательная среда характеризуется ценностно-смысловой целостностью, эмоциональным климатом, личностной значимостью интерактивного взаимодействия и др. [5]. Что касается межкультурной коммуникации как образовательной среды развития интерактивного взаимодействия, то ее компоненты, а именно этносоциокультурный контекст, ситуация, фоновые знания, речевой акт как взаимодействие субъектов, и придают ей свойства интерактивности (Л.А. Хараева).

Таким образом, межкультурная коммуникация как образовательная среда, на наш взгляд, обладает необходимым потенциалом для гармоничного решения проблемы развития интерактивного взаимодействия, а именно, не навязывая заданные установки, включать студентов в поле взаимодействия с культурными ценностями, идеалами, образцами межкультурного поведения.

Погружаясь в ситуации нового опыта, предпринимая соответствующие шаги для решения данных ситуаций, усваивая новые связи и отношения, студент возвращает собственный опыт интерактивного взаимодействия.

Необходимым потенциалом развития интерактивного взаимодействия, в данной связи, обладает интерактивное обучение, определяемое в современной педагогической теории и практике (А.А. Вербицкий, И.А. Зимняя, Г.А. Китайгородская, М.В. Кларин, В.В. Сериков, Г.П. Щедровицкий и другие) как специальная форма организации познавательной деятельности [33, с. 9], как

«обучение, погруженное в процесс общения», основанное на взаимодействии обучаемых друг с другом и преподавателям [32, с. 345].

К интерактивным методам обучения относят такие методы, которые «построены на целенаправленной ..., специально организованной групповой и межгрупповой деятельности, «обратной связи» между всеми ее участниками для достижения взаимопонимания и коррекции учебного и развивающего процесса, индивидуального стиля общения, рефлексивном анализе и дебрифинге («здесь» и «сейчас»))» [11, с. 23].

Интерактивное обучение *основано на собственном опыте* участников занятий, на их прямом взаимодействии с учебным окружением, учебной средой, которая служит областью осваиваемого опыта. Студент становится полноправным участником образовательного процесса, его опыт служит основным источником учебного познания. Педагог не дает готовых знаний, но побуждает участников к самостоятельному поиску (Б.М. Бим-Бад).

Интерактивное обучение обладает концентрированностью новых сведений о себе и других людях, служащих стимулом к личностным переоценкам; большой эмоциональной насыщенностью. Необходимо подчеркнуть, что овладение субъект-субъектным, продуктивным, глубинным взаимодействием является одновременно и средством, и результатом интерактивного обучения. Активная позиция участника обучения в интерактивном взаимодействии является моментом принципиально важным, отражающим его специфику, его субъект-субъектную природу.

Интерактивное взаимодействие, практикуемое в лекционных и семинарских формах организации образовательного процесса вуза, является необходимым условием развития интерактивного взаимодействия, осознания его ценности через включение студентов в осмысленное переживание индивидуальной и коллективной деятельности. Содержание интерактивного обучения, помимо всего прочего, опирается на аффективный подход к организации учебного процесса, «поскольку всякое учение есть опыт эмоциональный, и настроение, которое вызывает у

обучаемых учебный процесс, в конечном итоге определяет успех или неудачу учения» [16].

Сущность развития интерактивного взаимодействия в интерактивном обучении в технологическом смысле раскрывается через создание условий для осознания личностного коммуникативного опыта, переживания субъекта учения. При этом особо важна уникальность личностного опыта и его деятельностная природа. Содержательно личностный опыт переживания обеспечивается за счет противоречивости точек зрения, несоответствия иерархии смыслов, неоднозначности учебного текста, изменения статуса субъекта обучения в новых условиях, задаваемых учебной ситуацией.

Все сказанное обуславливает использование в процессе развития интерактивного взаимодействия таких методов, которые способствуют снятию противоречия между социальным характером человеческой деятельности и индивидуализированной моделью традиционного образовательного процесса. К данным методам, названным активными, относят в числе прочих метод кейсов (case study), метод «ажурной пилы» (jigsaw), метод анализа инцидентов (incident analysis), метод синтеза инцидентов (incident synthesis), basket-метод (информационный лабиринт), коммуникативно-интерактивную задачу.

Как известно сфера применения активных методов в образовании весьма широка и многообразна, при этом существуют особенности их использования в различных моделях обучения. Системообразующими факторами при выборе методов развития интерактивного взаимодействия выступают способность к организации, коммуникации, самоорганизации. Каждый из них, с одной стороны, должен решать вполне определенную задачу в образовательном процессе, а с другой – дополнять собой другие методы и формы.

Развитие интерактивного взаимодействия студентов в образовательном процессе вуза предполагает соблюдение ряда правил:

- стимулировать совместную деятельность студентов на поиск нестандартных решений, организуя работу в парах и группах как на аудиторных занятиях, так и во внеаудиторной, самостоятельной работе;

- утверждать во взаимоотношениях преподаватель-студент фасилитаторские отношения, что позволит субъектам образовательного процесса совершенствовать свои личностные качества, делая «очередной шаг к своей самости» [2, с. 102];

- поощрять использование студентами наиболее эффективных типов взаимодействия, а именно, сотрудничества, соглашения, диалога;

- помогать студентам находить компромисс-соглашение в ситуациях конфликта, устанавливать с партнером субъект-субъектные отношения;

- отбирать содержание обучения, способствующее формированию ценностных ориентаций, жизненных принципов и личностных качеств;

- заботиться об осознании студентами ценности интерактивного взаимодействия и мотивов его развития;

- широко использовать интерактивные методы и средства, направленные на «обучение взаимодействию через взаимодействие»;

- постоянно использовать и анализировать личный пример реальных людей - преподавателей, студентов, их опыт интерактивного взаимодействия, образ жизни, деятельность, поведение, взаимоотношения, содержащие явления настоящей действительности или проблемы, значимые в их жизни и оказывающие, таким образом, непосредственное влияние на формирование личностного опыта коммуникантов;

- затрагивать проблемы университета, группы и их представителей, с которыми студенту приходится взаимодействовать в коллективных формах работы;

- использовать диалог, оценивать его эффективность с позиций решения коммуникативной задачи, а готовность к диалогу рассматривать как показатель развития интерактивного взаимодействия;

- ориентировать студента на приращение нового к известному и сотворение индивидуального образовательного продукта;



- поощрять самостоятельность и ориентированность студентов в выборе языковых средств, речевого стиля, содержания высказывания, жестикуляции, манеры поведения, осуществляя при этом систематический контроль и корректировку их выбора;

- создавать положительную мотивацию и благоприятный эмоциональный климат для развития интерактивного взаимодействия;

- учить верить в себя, не преуменьшая и не преувеличивая своих возможностей, осуществляя постоянный поиск способов и средств вербального и невербального воздействия, обеспечивающих успех взаимодействия;

- воспитывать потребность в сознательном контроле речевого взаимодействия своего и собеседника;

- учить критически оценивать свое участие во взаимодействии;

- помогать осуществлять регулярный анализ своего опыта взаимодействия с людьми с целью дальнейшего совершенствования межличностных отношений.

Таким образом, выступая интерактивной образовательной средой, кросскультурная коммуникация способствует развитию интерактивного взаимодействия через культуру. Развитие интерактивного взаимодействия обеспечивается путем организации совместной деятельности субъектов с помощью интерактивных методов обучения.

## **2 Методы и приемы интерактивного обучения студентов на предметном содержании «Иностранный язык» (английский)**

### **2.1 Метод кейсов (case study)**

Кейс-стади – это метод обучения, основанный на обсуждении студентами актуальной, современной проблемы, такой как выборы старосты группы, капитана спортивной команды, места проведения какого-либо мероприятия и т.д. В методе кейс-стади главным действующим лицом является обучаемый. Основная цель кейс-стади состоит в том, чтобы совместными усилиями группы проанализировать ситуацию, возникающую при конкретном положении дел, позволить участникам группы выявить возможные решения применительно к предлагаемым конкретным ситуациям и совместно выбрать наиболее оптимальные из них. Выбор лучшего решения в контексте поставленной проблемы происходит через анализ ситуации и оценку выработанных альтернатив. Набор ситуаций, используемых в групповой работе, может весьма различаться по содержанию. Для группового общения, преследующего решение воспитательных задач, помимо ситуаций организационно-управленческого плана следует особое внимание уделить разбору этических и нравственных коллизий и ситуаций.

Метод кейс-стади, по мнению большинства исследователей, способствует уяснению собственной точки зрения на решаемую проблему, развивает коммуникативные качества личности, учит умению слушать и взаимодействовать с другими людьми, умению анализировать ситуацию и видеть многоплановость решения проблем. Групповой самоанализ дает человеку возможность на основе анализа поведения членов группы и своего собственного научиться лучше понимать мотивы и эмоции других людей, процессы групповой динамики и их влияние на поведение в группе, что необходимо для овладения опытом интерактивного взаимодействия.

Метод кейс-стади наиболее широко используется в обучении экономике и бизнес-наукам за рубежом. В нашей стране он широко применяется в обучении

деловому английскому. Этот метод относится к интенсивным технологиям активного обучения, он является интерактивным, ориентированным на сотрудничество и деловое партнерство, так как работа происходит в группах. Преподаватель может самостоятельно разработать идею кейс-стади в соответствии с уровнем, потребностями и интересами группы. Для этого необходимо определить исходные данные, продумать роли участников, поставить проблему и предоставить студентам всю необходимую информацию для ее обсуждения и выработки решений.

В ходе работы над кейсом преподаватель может поддерживать эмоциональное напряжение обучаемых следующими средствами:

- несоответствием ресурсов и цели;
- неполнотой информации об объекте;
- соревнованием групп по выработке решения;
- конкуренцией отдельных индивидуумов по выработке решения;
- оценкой результатов деятельности как самими участниками, так и преподавателем [11, с. 47].

Именно несоответствие учебной цели, поставленной перед обучаемыми в данной конкретной ситуации, и имеющихся у них ресурсов (ограниченность теоретических знаний, практического опыта, времени для принятия решения, недостаток информации об объекте, несовместимость группы) делает задачу нетривиальной, требующей от обучаемых определенных интеллектуальных затрат, критического мышления, самоанализа, культуры полемики и соответствующей организации коллективной деятельности, что способствует развитию интерактивного взаимодействия.

Узнать больше о методе кейс-стади, найти готовые примеры и составить свои собственные можно на сайтах <https://www.thecasecentre.org/>, <http://www.esldrive.com/>

***Choose the best candidate (intermediate)***

*Task:* Read e-mail and cards (приложение А). Work in groups and help Jean-Luc to choose the best candidate.

*Background:* Jean-Luc Bertrand is the forty-five-year-old owner of a small hotel in a ski resort in the French Alps. He has used Horizons Unlimited (an international employment agency, recruiting for positions all over the world) before to find staff for him.

Marion O’Neil is the recruitment manager at Horizons Unlimited.

*E-mail:*

Hi Marion,

I’m afraid I’ve got a difficult request for you this time! As you know, my wife Martine sadly died eighteen months ago. Since then, I’ve been so busy looking after the children, I’ve been neglecting the hotel. Basically, I need someone to do what Martine did! The job I’m offering is assistant hotel manager/part-time childminder – I know this is unusual but it’s what I need.

To remind you about the hotel, we are a twenty-five-bedroom family hotel in rather a remote ski resort, so it’s important that the person is prepared for this. We’re very busy in winter and we also have quite a lot of guests in summer, but it’s much quieter in spring and autumn.

The ‘assistant hotel manager’ duties would include:

- running reception/office during mornings and evenings.
- organising part-time staff (barman, cleaners, waiters) on my days off and when I’m absent on business. The chef will organise the kitchen so this is not a problem.
- helping out in the restaurant, bar, etc. when we are very busy.

For these duties the candidate needs fluent French and English (German also useful), good computer skills and previous experience of hotel work. Many of our guests are skiers of course, so knowledge of skiing is also useful.

In spring and autumn when things are very quiet, I have to go on some business trips and this is when I would need help with childcare. I've got two children – David (13) and Karine (8) both very well-behaved. I go away perhaps seven or eight times a year, usually for about four to seven days. During these trips, the person would have to take and pick up Karine from the local primary school, about two km away (David goes to school by bus), cook their dinner, get them to bed and look after them at the weekend, if I have a long trip.

Obviously, the children have had a difficult two years so it's really important that it's someone kind and sympathetic. This is really the most important qualification of all for me. For the same reason I'd prefer someone who will stay for a minimum of two years, though if you cannot find this, I will have to take someone for just one year.

In return I can offer an excellent salary, free food/accommodation, six to eight weeks' paid holiday, a free ski pass and full-time use of a car. (I forgot to mention – It would be very useful if the candidate has a driving license, both to take Karine to school, and also because he or she may feel a little lonely up here without a car).

Well, Marion, I know that what I'm asking is very difficult, but you've always found me fantastic staff in the past, so I'm putting my trust in you! Please contact me if you need more information.

Very best wishes, Jean-Luc

### ***Aloha in Hawaii (elementary)***

*Background:* You are at international conference in Hawaii. Your company has a new office in a foreign country. You want a manager for the office. Find out information about people at the conference.

*Task:*

1. Complete the card with information about yourself. Use your imagination if you wish.
2. Introduce yourself to the other people at the conference. Use these words to make questions.

- What / name?

*What's your name?*

- Where / born?
- What / job?
- Where / office?
- How / business?

3. Make notes about the people you meet.

4. Talk in pairs about the people you met at the conference.

Barbara Grunewald is from Germany. She's a sales manager. Her office is in Hamburg. Business is good at the moment.

*Card (example):*

COMPANY NAME: CBT Systems GmbH

NAME: Barbara Grunewald

JOB TITLE: Sales Manager

ADDRESS: Hamburg, Germany

*Card:*

COMPANY NAME:

NAME:

JOB TITLE:

ADDRESS:

### ***Independent Film Company (elementary)***

*Background:* Business is good at the Independent Film Company (IFC) in Vancouver, Canada, but the employees are unhappy. They don't have flexible hours, many people don't have breaks and they often enjoy their jobs. The managers are worried that some of the employees will leave. A team from Human Resources is interviewing people in different departments: a receptionist, a production assistant, a camera operator and a producer.

*Task:*

1. Work in pairs. Read your role card and prepare for the interview (приложение Б).

2. Do the interview.

3. Meet as two groups, interviewers and employees. Make a list of problems and decide which ones are important.

4. Meet as one group and choose three working conditions to change at the Independent Film Company.

### ***Blue Horizon (elementary)***

*Background:* Sunrise Holidays provides holiday apartments by the sea in Southern Europe. The guests want sunshine, beaches and a relaxing holiday. Blue Horizon is a new Sunrise Holidays building.

#### *The brochure*

The Sunrise Holiday is a “holiday of a lifetime”. Our buildings are close to the sea, and all apartments have large balconies and air conditioning.

#### *The apartment buildings have:*

- lovely views of the sea
- beautiful gardens
- a large swimming pool
- a gym
- two tennis courts
- shops and a small supermarket

#### *What Blue Horizon is really like*

Read the notes made by Blue Horizon guests.

#### *Comments from our guests*

- sea – 10 kilometers away
- old building – no view of the sea
- no balconies
- garden? – no trees, no flowers
- swimming pool not finished
- rooms – no air conditioning, grey paint on walls

- no supermarket, only one shop

*Task*

Work in pairs. You are guests at Blue Horizon.

1. Compare what the brochure promises with the guests' notes. Say what is different.

*Blue Horizon hasn't got a lovely view of the sea. There aren't any flowers.*

2. Read your role cards (приложение В). Then make the telephone call.

***Pacific Hotel (elementary)***

The Pacific Hotel is in Sydney, Australia. Twelve people want to book rooms for the next week (рисунки 1-2).

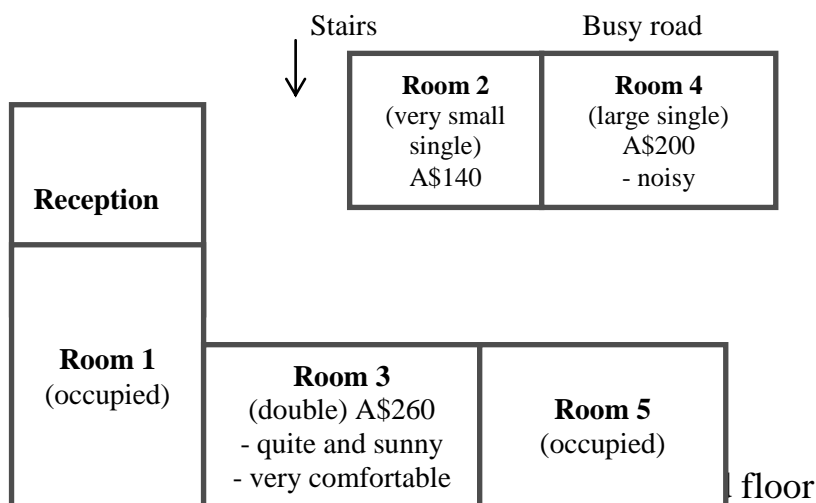


Рисунок 1 – First floor

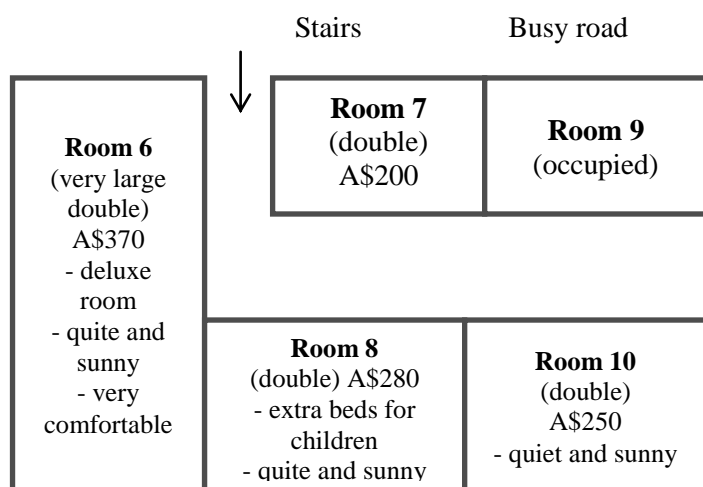


Рисунок 2 – Second floor



*Guests and room requirements:*

- Anna and three friends aged 50-70. They want two double rooms. They can pay A\$240 for each room.
- Mr and Mrs Schmidt. They are just married. They can pay A\$280.
- Mr Jensen and his son. The son is in a wheelchair. They can pay A\$280.
- Mr Wang is a writer and wants a quite room. He can pay A\$180.
- Madame Berger and her rich friend. They want a sunny room with a lovely view.

Price is not important.

- Ms Steele, a businesswoman, wants a large, quite room. Price is not important.

*Task:*

1. Work in pairs. You are the Hotel Manager and the Assistant Manager. Decide which room(s) you can offer each guest (рисунок 1-2).

*We can offer Anna rooms 1 and 7.*

*We can't use room 1, it's occupied.*

2. Now work in groups of four. Compare your ideas.

3. Look at this extract from a telephone conversation between the hotel receptionist and one of the guests.

*A. Pacific Hotel. Good morning. How can I help you?*

*B. Hello. This is Li Wang here. I'd like to book a room from Tuesday till Saturday next week.*

*A. Do you want a single or a double?*

*B. Single, please. And if possible, I'd like a quite room.*

*A. Right. Let me check. Yes, we have a single room on the ground floor then, but I'm afraid it's very small.*

*B. Is it all you have?*

*A. Well, there's a larger single on the same floor, but that room is very noisy, I'm afraid.*

*B. Ok, then. How much is the small single per night?*

*A. It's A\$140.*

*B. Fine.*

*A. All right. Can I take your details, please?*

Work in pairs. Choose another guest and role-play a similar telephone conversation.

### ***Link-up Ltd (Elementary)***

*Background:* Link-up Ltd sells most well-known brands of mobile phones. It has many high-street stores. Staff help customers choose the right phone and advise them on the various service packages.

*Таблица 1 - Mobile phones*

Phone name	Price	Screen display	Special features
Kim 4500	€65	No colour 8 lines of text	Calculator, alarm, changeable covers
Peterson 320	€180	Colour 8 lines of text	Works in all countries Choice of 40 ring tones, camera, e-mail
<i>Sakano</i>	€225	Colour 10 lines of text	Works in all countries e-mail, voice-dialing, camera

*Таблица 2 - Service packages*

Package name	Monthly fee	Call rates per minute	Free call minutes	Free text messages
Leisure	€25	€0.75	50	10
Standard	€50	€0.35	200	30
Business	€130	€0.18	800	50

*Task:*

1. Read your role cards (приложение Г). The salesperson talks to the customer and helps him or her choose a phone.

2. Salesperson meet in pairs and discuss which packages they sold. Customers meet in pairs and discuss which packages they bought.

### ***Which restaurant? (elementary)***

*Background:* You work for a computer software company in San Francisco. You and your colleagues want to entertain three very important customers at a good restaurant. Each customer prefers a different type of food. You have three restaurants to choose from.

#### *Task:*

1. Work in groups of three. Choose role card A, B or C (приложение Д). Each colleague knows one of the customers well.
2. Study the information below and decide which restaurant is the best for your customer.
3. Discuss your ideas with your colleagues. Say why you prefer your restaurant.
4. As a group, decide which restaurant is best for your customers.

#### *The Bamboo Garden (Chinese food)*

A very popular place. The food is always high quality and good value. You sometimes have to wait for a table.

Location	Downtown; close to offices and many hotels
Access	By public transport or car. No parking
Atmosphere	Usually noisy, with a lot of people
Average cost	\$35 per person

#### *On the menu*

A variety of good Chinese soups (hot and sour, wonton)

Typical main courses such as sweet-and- sour chicken, beef with chilli, vegetables and fried rice

Not many fish or vegetarian dishes.

#### *L'Esprit de Mer (seafood)*

First-class food. The fish is always excellent. It isn't near downtown and is quite expensive, but it's worth a visit!

Location	In Sausalito, across the Golden Gate Bridge
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Access About half an hour by ferry or an hour by car. Parking

Atmosphere Quite and calm

Average cost \$50 per person

*On the menu*

High-quality French cuisine

The best fish from the local markets

A few meat dishes, but no vegetarian

Very good choice of desserts and cheese

*The Place in the Park (vegetarian dishes)*

This is the place to bring visitors. The vegetarian dishes are wonderful. Prices are high, but the food and service are always excellent.

Location In Golden Gate Park, 2 miles from downtown

Access By car. Parking

Atmosphere Relaxing. Live jazz music

Average cost \$75 per person

*On the menu*

A wide variety of international vegetarian dishes. No meat is served.

***A people problem (elementary)***

*Background:* Buffet Inc. is a US food company with a restaurant chain in Germany. There is a big problem at their Stuttgart office: the head of the office, Sam Benetti, and the Business Manager, Max Davis, do not get on with each other.

*Таблица 3 - What the staff say about Sam and Max*

Sam Benetti		Max Davis	
+	-	+	-
- ambitious	- "He wants to	- ambitious	- "He's sometimes

- hard-working -“He’s very popular with all of us”.	control everything”. - “He doesn’t help Max a lot.”	- hard-working - “Customers like him a lot”.	rude to us.” - “If he stays, I leave.”
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Last week, Max had a meeting with Sam. Read their conversation. It will help to understand the situation better.

(SB = Sam Benetti, MD = Max Davis)

MD Sam, we need to talk. I’m not happy here any more, everybody knows that.

SB I’m sorry to hear that. But what is the problem?

MD There’s too much work, and there isn’t enough help. I work lo9ng hours every day and often at weekends. But the staff don’t want to help me. And you don’t want to help me.

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

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

SB Well, Max, we can’t have two Business Managers. The problem is you spend too much time and money entertaining customers. And another thing: you don’t come to a lot of meetings. How can people help you if you don’t talk to them at meetings?

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

*Task:*

Work in pairs. You are directors from head office, visiting Stuttgart.

1. Read your role cards (приложение E) and prepare for your meeting.
2. Get together, discuss the problem and agree on one of the following solutions:
  - Try to get Sam and Max to work together successfully.
  - Move Sam or Max to another part of the company.
  - Ask Max to leave the company.

## *Cara Cosmetics (Elementary)*

*Background:* Cara Cosmetics is an international company based in Italy. It sells body-care products. Its target market is usually women who buy the products for the whole family. Cara Cosmetics is launching a new shampoo.

*Таблица 4 - Competitors' products*

Name	Price	Size	Outlets
HairGlow	€8	300 ml	supermarkets
	€4	100 ml	pharmacies
Shinesoft	€10	300 ml	supermarkets
	€7	200 ml	pharmacies
	€5	100 ml	hairdressers
Sheen	€14	250 ml	hairdressers
	€10	150 ml	hairdressers

### *The new shampoo*

The biggest competitor is Hair Glow. Look at the options below for the new shampoo.

#### *Names*

Fiesse

Radiance

Silk

#### *Age groups*

18-25

26-50

51+

#### *Selling prices (for 300 ml)*

Less than €8

€8

More than €8

#### *Income groups*

Low

Middle

High

*Bottle sizes*

300 ml only

300 ml and 100 ml

500 ml, 300 ml and 200 ml

*Main outlets*

Supermarkets

Pharmacies

Hairdressers

*Target markets*

Women who buy the product for the family

Women who buy the product for themselves

Men who buy the product for themselves

*Task*

Work in small groups. Look at the information and discuss how Cara Cosmetics needs to launch its shampoo.

Decide on the name, price, age group, size, income group, target market and main outlet.

***How about ten thirty?***

*Task*

1. Work in pairs. Choose role card A or B (приложение Ж). Each colleague knows one of the customers well.
2. Study the information in your role card.
3. Decide on the time of an appointment convenient for both of you.

***You and your company (Elementary)***

*Background:* You are beginning a training course on giving presentations. The trainer has provided a structure for an introduction. She asks you to introduce yourself and the company you work for. You are all from different parts of the world and different industries.

*Structure for introduction*

### *A Greeting*

Your name

Your nationality

Your position

### *B Topic*

Your company

### *C Plan*

Company products or services

Important figures: number of employees, turnover, profits

Your duties

### *Task*

1. Work in small groups. Choose role card A, B or C (приложение И) and read your company profile.
2. Prepare an introduction for a presentation about yourself and the company you work for. It should last approximately one minute.
3. Make your presentation to the other members of your group. Try to answer the questions they ask.
4. As a group, decide what you like about each presentation. Why was it interesting?

### ***Isis Books plc (Elementary)***

*Background:* Isis Books plc sells business books on the Internet. On 3 June at its head office, Isis Book's Marketing Director and two overseas sales representatives are planning a sales trip to Poland and Russia. Their plan is shown below.

- Leave London:

Sunday 15<sup>th</sup> June.

- Attend exhibition in Moscow:

Wednesday 18<sup>th</sup> June – Friday 20<sup>th</sup> June

- Return to London:



Tuesday 24<sup>th</sup> June

- Allow half a day to travel from one city to another

### *Customer information*

These are the important customers they want to meet.

### Warsaw, Poland

- Visit two bookshops (lunch?). One bookshop places only small orders.
- Anna Maslyk, Head, Institute of Economics (half day + dinner?).
- Jerzy Kapka, Head, School of Foreign Trade (half day + lunch?).

### Moscow, Russia

- Visit three bookshops (lunch?). One bookshop is a new customer for Isis Books.
- Svetlana Klimova, very important Russian publisher (1 day + dinner).

### St Petersburg, Russia

- Boris Shishkin, Director, Institute of Economics (half day + lunch?).

### *Task*

1. Work in groups of three. Choose a role (приложение К):

- Marketing Director
- Sales Representative for Russia
- Sales Representative for Poland

2. Read your role card and note down the information.

3. Share the information with your group.

4. Plan the schedule for the visits.

### ***A change of culture (Elementary)***

*Background:* Alice Baumann is the new General Manager in an overseas branch of Kelly's, an international bank. She wants to bring the best new ideas from head office to the overseas branch.

*Alice wants:*

- all staff to use first names.

- all staff to dress casually on Fridays.
- to introduce a system of flexible working hours.
- smaller, more informal meetings.
- more face-to-face reports.
- an open-door policy so staff can see her at any time.

*Bank company culture now*

- staff use family names.
- staff wear uniforms at all times.
- working hours are fixed (9.00 a.m. to 5.00 p.m.).
- many big, formal meetings.
- staff write a lot of reports.
- staff need an appointment to see the manager.

*Task*

Alice and Jeremy meet some of the senior staff to discuss the ideas for a new company culture.

1. Work in groups of three or four and choose a role (приложение Л).

Alice Baumann

Jeremy Owen

Office Manager and Senior Cashier

2. Look at your role cards and prepare for the meeting.

3. Meet and discuss Alice's ideas. Decide what you will change and what you will keep the same.

*Kelly's Bank*

Subject: *New ideas from head office*

Date:

Participants:

<i>Agenda item</i>	<i>Decision</i>	<i>Reason</i>	<i>Action</i>
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1. Staff to use first names

## 2. Staff to dress casually on Fridays

### ***High Profile Inc. (Elementary)***

*Background:* High Profile Inc. (HPI) is one of the biggest sports agencies in the world. It works with famous sportspeople. It helps them to earn money from advertising and special promotions for big companies. HPI charges the sportspeople a commission based on the money they earn. The agency's head office is in Chicago, and it has offices in London, Frankfurt and Tokyo.

At present, HPI is interviewing two candidates for the job of Marketing Manager in its London office. Read the Marketing Director's notes below.

*Таблица 5 - Requirements*

<i>Skills required</i>	<i>Duties</i>	<i>Reasons</i>
Communication skills	Meeting agents; persuading sportspeople to work with HPI	A lot of face-to-face contact with famous sportspeople
Teamwork skills	Organising and leading the team	There are ten people in the office (four in sales, six in administration)
Negotiating skills	Negotiating contracts with clients	To increase profits at HPI
Speak two European languages	Presenting the work of HPI to agents and sportspeople	Most of HPI's clients are European sportspeople
Interested in travel	Travelling to many European countries, meeting agents and clients, and going to sports events	The Marketing Manager will spend 50% of his/her time travelling

*Task:*

1. Work in groups of four and choose a role (приложение М).

Marketing Director and Human Resources Director

Candidate 1

Candidate 2

2. Read your role card and prepare for the interview.

3. Hold the interview.

4. The interviewers decide which candidate is best for the job and say why.

## **2.2 Метод «ажурной пилы» (jigsaw)**

*Jigsaw* («ажурная пила, машинная ножовка») – метод, разработанный профессором Э. Арнсоном. Обучаемые организуются в группы по 4-6 человек для работы над учебным материалом, который разделен на фрагменты (логические блоки). Каждый член группы находит материал по своей подтеме. Затем студенты, изучающие один и тот же вопрос, но работающие в разных группах, встречаются и обмениваются информацией. В итоге все возвращаются в свои группы и обучают всему новому членов своей группы, которые, в свою очередь, рассказывают о своей части задания. В зависимости от предмета общение может вестись как на родном, так и иностранном языке. Студенты заинтересованы в том, чтобы их товарищи выполнили свою задачу, так как это может отразиться на общей итоговой оценке. На заключительном этапе, который проводится фронтально, преподаватель просит любого обучаемого в команде ответить на вопрос по данной теме. Студенты одной группы вправе дополнять ответ своего товарища, так как дополнения принимаются во внимание при общем зачете.

Метод *jigsaw* может быть применим на любых дисциплинах, как для изучения нового, лекционного или дополнительного материала, так и в творческом поисковом задании, что делает его универсальным. Способствуя развитию интерактивного взаимодействия, метод *jigsaw* также повышает усвоение знаний, поскольку

групповая работа способствует повышению мотивации изучения материала и облегчает его запоминание. При этом студенты должны помнить, что взаимодействие с целью получения подробной информации по конкретному вопросу (ориентир-цель) должно осуществляться в соответствии с принципами интерактивного взаимодействия (тактичность, вежливость, благодарность и т.д.) (ориентиры принципы). Оно требует любопытства и любознательности, знаний, где и как найти информацию, знаний конкретной дисциплины для понимания информации, опыта работы с ней и т.п.

### *Complementary therapies (advanced)*

#### *How to work*

- Work in groups of four.
- Choose one of the four texts A, B, C, D (приложение H). Read it attentively. All members of the group should read different texts.
- Speak to other people who have read the same text (A-A, B-B, C-C, D-D). Discuss the details of the new information, find out whether you understood everything correctly, share your opinion about this kind of therapy.
- Return to your group. Tell other members of the group what you know. Try to answer all their questions. Then listen to their information. Ask for necessary details.
- Finish your interaction. Fulfill the following table (таблица 6) without the help of other members of the group.

*Таблица 6 – Check yourself*

Remarks	Alison Hypnotherapy	Ray Colour therapy	Dayle Thai yoga massage	Jackie Асупу ncture
His/her symptoms of stress				
Initial attitude to therapy				

Brief description of therapy				
Relationship with practitioner				
His/her assessment				

### *Style icons (advanced)*

#### *How to work*

- Work in groups of four.

- Choose one of the four texts A, B, C, D (приложение II). Read it attentively. All members of the group should read different texts. Pay attention to biographical details and personal life of style icons, their most famous work, other things they are associated with. Try to memorise as many key facts as you can.

- Speak to other people who have read the same text (A-A, B-B, C-C, D-D). Compare what you remember, find out whether you understood everything correctly.

- Return to your group. Tell other members of the group what you know. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details.

- Finish your interaction. Answer the teacher's questions. Read the quotations below made by or about the four people. Using what you learnt from the fact files to help you, mark them as follows:

1. It's instantly clear who it's about.
2. You have to read it a couple of times before you know who it's about.
3. You can't work out who it's about.

#### *Quotations:*

1. 'For sixty years I've done what I live most – sing. Fortunately for me, you were out there listening. Together we got through the good times and the bad. Pretty good arrangement (you should pardon the pun), I drink to you. May you live to be a hundred, and may the last voice you hear be mine'

2. 'Here is class. She's a wispy, thin little thing, but you're really in the presence of somebody when you see that girl...in that league there's only Garbo, and maybe Bergman; it's a rare quality, but boy, do you know when you've found it!'

3. 'If she were a painting, she would be an abstract by Picasso, she has so many faces'

4. '...s voice is as tight as a fist. To sing like that, you gotta have lost a couple of fights. To know tenderness and romance, you have to have had your heart broken.'

5. 'She conducted her life as discreetly as the way she dressed.'

6. 'A block humorist might suggest that dying was the best career move he ever made'

7. 'Glamour queens must keep something hidden to retain their audience's attention. If all is revealed, the show is over. For that reason and others,... chose to keep her personal life personal'

8. '... and Elvis were the spokesmen for an entire generation. If Marlon Brando changed the way people acted, then...changed the way people lived. He was simply a genius.'

9. 'Her look is a hot "I'm 100 per cent woman" look, and I think that's great. Rock is full of boys who look like girls and girls who look like boys. I don't understand why people find a girl who does look like a girl offensive – she doesn't have to put on black leather and kick the\*\*\* out of a motorcycle gang to be cool.'

10. 'If ... sings it, you can be sure it is about the essential dilemma of getting through the night, of relations between men and women – of insecurities, of the sadness that is shared by whole generation.'

11. 'I won't be happy until I'm as famous as God. I'm tough, ambitious, and I know exactly what I want. If that makes me a bitch – okay.'

12. 'You only live once, and way I live, once is enough.'

*Example of possible questions to check the quality of student's interaction (for teacher):*

**Who ...**

- ... is still alive?
- ... is/was an actor?
- ... is/was a singer?
- ... is/ was not from the US?
- ... died very young?
- ... has changed his/her image a lot?
- ... had a very 'public' love life?
- ... was a mixture of fragility and sophistication?
- ... loved car racing?
- ... lived life to the full?

***So you think you know what's good for you? (Upper-Intermediate)***

*How to work*

- Work in pairs.
- Student A: read part A of the text. Student B: read part B of the text (приложение P).
- Speak to other people who have read the same part of text (A-A, B-B). Compare what you remember; find out whether you understood everything correctly. Then look at the questions for your part and choose the correct alternative(s) according to the article.
- Return to your group. Tell other members of the group what you know. Try to answer all their questions and give all the details mentioned in questions. Then listen to their information. Ask for necessary details.
- Finish your interaction. Answer the questions for your partner's part of the text and check how well you've interacted.

*Questions for part A*

1. After strenuous exercise, people are often *more / less* active for the rest of the day.



2. Doing nothing for a couple of hours every day is the best way to *keep fit / increase your immunity*.

3. A low-fat diet will make you *slimmer but more aggressive / fatter and less aggressive*.

4. The chemicals in *coffee / tea / chocolate* reduce the risk of heart disease.

5. The chemicals in *coffee / chocolate / tea* protect you from coughs and colds.

### *Questions for part B*

1. Children who play a lot of computer games have better *social skills / behavior* than children who don't.

2. *Single / Married* men are happier than *single / married* men.

3. Married women with children and a job have *more / fewer* mental health problems than other groups.

4. The biggest cause of backache is *depression / heavy lifting*.

5. People who watch soap operas *have / do not have* a sense of belonging to a community.

### ***Unusual achievements (Upper-Intermediate)***

#### *How to work*

- Work in groups of five.

- Choose one of five texts below (приложение C). Read it attentively. All members of the group should read different texts. Try to memorise as many key facts as you can.

- Speak to other people who have read the same text. Compare what you remember, find out whether you understood everything correctly.

- Return to your group. Tell other members of the group what you know about person's unusual achievement. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details.

- Finish your interaction. Answer the questions. Compare and explain your opinions with the group mates.

*Questions to check:*

Which person / people in the articles do you think...

- has made a fortune?
- is exceptionally talented?
- has raised a large sum of money for charity?
- has provided an important role model for other people?
- has taken huge risks?
- has shown a lot of dedication and stamina?
- overcame a difficult early life?
- has had to cope with unexpected problems?
- seems to have no sense of danger?

***Places to visit before you die (Intermediate)***

*How to work*

- Work in groups of five.
- Choose one of five texts below (приложение Т). Read it attentively. All members of the group should read different texts. Try to memorise as many key facts as you can.
- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.
- Return to your group. Tell other members of the group what you know about your place of interest. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)
- Finish your interaction. Do the tasks below. Compare and explain your opinions with the group mates.

*Answer the questions:*

1. Which country is each place in?
2. Which ones have you heard of before? What else do you know about them?

3. Which of the five places do you associate these things with? Explain your point of view.

- canals and bridges;
- layers of rock;
- extravagant hotels;
- paintings and sculptures;
- stretches for 443 kilometers;
- white sand;
- cliffs;
- neon lights;
- coconut trees;
- temples;
- turquoise sea;
- gambling.

Check whether you remember these pieces of information:

- a) The names of two famous people married in Las Vegas.
- b) The age of the city of Petra.
- c) The name of the largest island in Thailand.
- d) Two 'ancient' monuments you can find in Las Vegas.
- e) The name of the second most popular natural wonder.
- f) Two things you will find in the Doge's Palace.
- g) The number of people who die falling into the Grand Canyon every year.
- h) The nationality of the traveler who found Petra about 200 years ago.
- i) Three things you can do in Koh Samui.
- j) The number of bridges in Venice.

***Doing something different (pre-intermediate)***

*How to work:*

- Work in groups of three.
- Read about one of the people (приложение У). All members of the group should read different texts. Try to memorise as many key facts as you can.
- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.
- Return to your group. Tell other members of the group about the person you've read about. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)
- Finish your interaction. Do the tasks below. Compare and explain your opinions with the group mates.

*Answer the following questions for each person:*

1. What job did they use to do?
2. What are they doing now?
3. Why did they leave their old jobs?
4. What are the good things about the new job?
5. What are the disadvantages?

*Mark the following statements True or False.*

- a) Clare was joking when she first said she wanted to be a plumber.
- b) She has problems with her male colleagues on the course.
- c) She sometimes finds that older people have less confidence in her work.
- d) Kevin became a house-husband because he wanted to spend more time with his children.
- e) He finds his life now harder work than his old job.
- f) He's made lots of new friends since he changed roles.
- g) Lorna and Ian weren't very successful in their old jobs.
- h) They worked much longer hours in London.
- i) She thinks it will be a good place to bring up the children.

## ***The great international night out (intermediate)***

### *How to work*

- Work in groups of three.
- Read one of the articles (приложение Ф). All members of the group should read different articles. Try to memorise as many key facts as you can.
- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.
- Return to your group. Tell other members of the group about the person you've read about. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)
- Finish your interaction. Do the tasks below. Compare and explain your opinions with the group mates.

### *Which of the three activities do you relate these phrases to?*

- to applaud;
- to bake;
- a chain of restaurants;
- a live band;
- an oven;
- a dance craze;
- a DJ;
- an ingredient;
- an international dish;
- laser lights.

### *Complete the sentences according to the articles:*

- a) \_\_\_\_\_ were banned in Paris nightclubs during th war.
- b) The first tomatoes were brought to Europe in \_\_\_\_\_.
- c) Karaoke started in a bar in the city of \_\_\_\_\_ in \_\_\_\_\_.

- d) The first Margarita pizza was created by \_\_\_\_\_.
- e) The biggest pizza ever was baked in \_\_\_\_\_.
- f) 'The Twist' became popular in \_\_\_\_\_.
- g) Pizzas were brought to America by \_\_\_\_\_.
- h) Karaoke started about \_\_\_\_\_ years ago.

### ***The perfect crime (intermediate)***

#### *How to work*

- Work in teams. The number of teams should be even. Each team consists of three members.

- Team 1 read texts 1-3 (приложение X). Each person reads one text. Team 2 read texts A-D. The first member of the team reads texts A-B, the second person – text C, the third one – text D. Try to memorize as many key facts as you can.

- Speak to the members of your team. Tell the others in details what you've read about. Discuss your stories in your groups and try to think about either the beginning (Team 2) or the end of each one (Team 1).

- Work in pairs. Meet with one of the members of the other team. Tell all stories of your group in detail. Listen to the stories of another team. Ask questions if necessary. Match in pairs the first parts of the stories (Team 1) with their ends (Team 2). One end is extra.

- Return to your team. Compare your answers with the others. If you have different answers, decide on the only right variant.

### ***Worst Case Scenarios (Upper-Intermediate)***

#### *How to work:*

- Work in groups of three.

- Read one of the texts (приложение Ц). All members of the group should read different ones. Try to memorise as many key facts as you can.

- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.

- Return to your group. Tell other members of the group what you've read about. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)

- Finish your interaction. Do the tasks. Compare and explain your opinions with the group mates.

### *Tasks to check*

*Task 1.* Which text do you think the following items relate to?

- chimneys and fireplaces;
- a piece of rope or string;
- stiff pieces of cardboard;
- the sound of thunder;
- a bandage;
- a desk or table;
- a piece of clothing;
- open fields;
- isolated trees;
- a metal fence.

*Task 2.* Answer the following questions.

1. Why shouldn't the splint on a broken leg be too tight?
2. Why do you think the kitchen is a dangerous place in an earthquake?
3. Why are hallways and inside walls safer, do you think?
4. Why is it helpful to count the time between lightning and thunder?
5. Why do think you should kneel rather than lie flat on the ground to avoid lightning?

## ***Real life unsolved mysteries (Upper-Intermediate)***

### *How to work:*

- Work in groups of four.
- Read one of the texts (приложение III). All members of the group should read different ones. Try to memorise as many key facts as you can.
- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.
- Return to your group. Tell other members of the group what you've read about. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)
- Answer the questions. Compare and explain your opinions with the group mates. Try to work out any explanation for each of the mysteries in your group.
- Read the explanations which have been offered by experts. Did you come to the same conclusions or not?

### *Task to check. Answer the following questions.*

#### Text 1. The case of Isidor Fink

1. Was it significant that Isidor Fink had no family or friends?
2. Why did he have so much security?
3. Had he been burgled?
4. Did he commit suicide?
5. Was he murdered?
6. Why was there a bullet hole in his wrist?

#### Text 2. The case of vanishing children

1. Could the search parties have missed the children?
2. Had they been kidnapped?
3. Could they have been asleep for four days?
4. Were they lying for any reason?



5. What do you think had happened to them?

Text 3. Supernatural happenings in the temples?

1. What was the 'miracle' and where did it first occur?
2. In what way did the miracle spread?
3. Can you think of any explanation?

Text 4. Is this a photograph of the Loch Ness Monster?

1. What happened to Colonel Wilson and his friend?
2. Why do you think Wilson was considered a reliable witness?
3. Do you think it is significant that the friend was never named in the newspapers?
4. What happened after the photo was developed? Did people believe it was real?
5. Do you think it was real or not? Why / why not?

*Experts' explanations*

*1 The case of Isidor Fink*

The story of Isidor Fink is a classic 'locked-door' mystery. No one was ever arrested for the murder, and no motive was ever established, but it now seems clear how his death happened. Fink can't have committed suicide since no gun was found in the room, and his murderer can't have got into the room and escaped, because of the barred windows and locked doors. The only other possibility therefore is that he was shot at the door, and then somehow managed to lock the doors himself before staggering across the room and collapsing dead on the floor. This might also explain why he had a bullet hole in his wrist. The murderer shot at his hands as he was struggling with all those bolts and keys.

*2 The case of the vanishing children*

The farm labourer who found the children came under immediate suspicion of kidnapping them, but it soon became clear that his house was too small to hide them.

There was never any evidence that anyone else in the area had kidnapped them and the children clearly had no recollection of any such thing.

It's possible that the search parties missed them, but this seems highly unlikely, and in any case is it really possible that not just one, but all three children slept for four days without walking up?

What is certain is that case is far from unique – there have been literally hundreds of stories of individuals and groups of people apparently vanishing into thin air, either temporarily as in this case, or permanently. For many years there was a popular theory that a 'fourth dimension' existed, normally invisible, into which people occasionally 'fell' by accident. This theory has never been accepted scientifically, but neither has anyone ever come up with a better explanation for all the strange stories of people simply vanishing.

### *3 Supernatural happenings in the temples?*

After two days of near hysteria when statues of the Hindu god Ganesha apparently drank milk in temples all over the world, on September 23rd the 'miracle' seemed to end as unexpectedly as it had started. Explanations of what exactly happened on those two days seem to depend largely on one's religious faith - or lack of it. While some scientists claimed that the milk had somehow been drawn up from the spoons, absorbed into the statues, and then trickled down the outside of the statues in an invisible film, millions believed that they had witnessed a true miracle. 'I feel that the Gods are showing their power, especially to the younger generation, who will now start believing,' said one priest.

### *4 Is this a photograph of the Loch Ness Monster?*

The photograph claims to show the huge prehistoric monster, supposedly seen in Loch Ness in Scotland. The photograph was published in 1934 in the English newspaper, The Daily Mail, and immediately caused a sensation. It was widely accepted as genuine, and began a craze for monster hunting which has continued to this day. In 1994, however, the photo was revealed as a fake. Duke Whetherill – wishing to play a trick on the press – sent his children to a toyshop to buy a toy submarine and some plastic wood. From these things they made a monster which they floated in the lake and photographed. Sixty years

later, one of Wherherill's children (now an old man) decided it was time to confess to the deception he and his father had played on the world. Whether or not the Loch Ness Monster really exists is still a mystery, however.

### ***Getting together – 21<sup>st</sup> century style (Upper-Intermediate)***

#### *How to work*

- Work in groups of four.
- Read one of the texts (приложение III). All members of the group should read different ones. Try to memorise as many key facts as you can.
- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.
- Return to your group. Tell other members of the group what you've read about. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)
- Finish your interaction. Answer the questions. Compare and explain your opinions with the group mates.

#### *Questions to check*

1. Why does the author compare speed dating to fast food?
2. Why is speed dating 'less anonymous than on-line and less risky than blind dates'?
3. Why might people be surprised that Rajev and Vandana had an arranged marriage?
4. Why do Rajev and Vandana think they are so compatible?
5. In what way does Rajev believe their marriage is the same as any other?
6. In what sense is Friends Reunited a dot com phenomenon?
7. Why does it appeal to people's nosiness?
8. Why does it seem strange, in the modern world, that reading groups are so popular?
9. Why do you think their members 'love the buzz'?

### ***Who wins the award? (Upper-Intermediate)***

#### *How to work*

- Work in groups of four.
- Read one of the texts (приложение Э). All members of the group should read different ones. Try to memorise as many key facts as you can.
- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.
- Return to your group. Tell other members of the group what you've read about. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)
- Work individually. Spend about five minutes thinking about the candidate's experiences, and the ways in which they showed courage. Imagine you're a judge and decide who wins the award in the competition "Mind, body and spirit". Write down the nominees from 1 to 4. Note down two or three reasons next to the person/people.
- Work in your groups. You are the panel who decides who gets the award. Compare your list of arguments with the rest of the group. Come to a common agreement.
- Discuss your opinions with the whole class. Make up one decision.

### ***Education – fact or myth? (advanced)***

#### *How to work*

- Work in groups of five. Read the headlines of the five texts and discuss in groups whether you think they are facts or myths.
- Read one of the texts (приложение Ю). All members of the group should read different ones. Try to memorise as many key facts as you can.
- Speak to other people who have read the same text. Compare what you remember; find out whether you understood everything correctly.

- Return to your group. Tell other members of the group what you've read about. Try to answer all their questions and give all the details. Then listen to their information. Ask for necessary details. Put down the necessary information (names, numbers, etc.)

- Finish your interaction. Do the task individually. Compare and explain your opinions with the group mates.

*Task 1.* Tick the best summary of each article according to the information in the texts.

1. Watching TV programmes

a) seems to benefit all children up to the age of 16.

b) is particularly beneficial for 2- and 3- year-olds.

c) is good for toddlers whatever the programme.

2. According to Richard Roberts, 'evening types' do better in intelligence tests because

a) they sleep more.

b) of their genetic inheritance.

c) they did the tests in the evening.

3. According to Matthew Melmed, the best way for parents to help their children would be

a) to enroll them in extra classes.

b) to spend more time with them.

c) to put less pressure on them.

4. According to Dutch scientists, the children's stress disorders are probably mainly caused by

a) the inability to sleep.

b) problems at school.

c) being separated from their parents.

5. It appears that the 'brain zapper'

a) has only been successful in some cases.

b) had a negative effect generally.

c) is useful for teaching young children.

### **2.3 Incident analysis (анализ инцидентов)**

*Инцидент* (от лат. *incidens* – случающийся) – случай, происшествие, столкновение, обычно неприятного характера. Метод «инцидента» отличается тем, что его *цель* – *поиск информации для принятия решения самим обучаемым* и научение его поиску необходимой информации: ее сбору, систематизации и анализу.

Обучаемые вместо подробного описания ситуации получают лишь краткое сообщение об инциденте, произошедшем где-либо. Сообщение может быть письменным или устным по типу «Случилось или произошло...». Для принятия обоснованного решения обучаемым намеренно предлагается явно недостаточная информация, поэтому им необходимо прежде всего:

- собрать информацию;
- разобраться в обстановке;
- определить, есть ли проблемы и в чем они состоят;
- подумать, что надо делать;
- выяснить, что нужно знать для принятия того или иного решения.

Студенты оказываются перед необходимостью поиска дополнительной информации, следовательно, вынуждены задавать вопросы, преимущественно восходящие – «вопросы на развитие» для получения дополнительной информации. Обычно вопросы такого типа начинаются со слов: «что», «где», «когда», «почему», «как», «какой», «зачем». Получив необходимую и достаточную, по их мнению, информацию, обучаемые анализируют ее, принимают решения в небольших группах по 3-5 человек, а затем выносят на общую дискуссию.

В качестве «носителя информации» может выступать как преподаватель, так и заранее подготовленный студент. Мы рекомендуем такие варианты инцидентов, которые позволяют студентам работать без участия преподавателя. В данном случае группе студентов предлагается инцидент и дается время на составление

необходимых вопросов для выяснения ситуации. В это время 1-2 студента читают полную информацию, вникают в суть проблемы, а затем выступают в качестве «ответчиков». Затем проблема обсуждается в группах по 3-5 человек, как было описано ранее, а окончательное решение принимается всем коллективом.

К достоинствам метода инцидента обычно относят следующие [11, с. 55]:

- развивает важное управленческое умение – собирать и анализировать информацию;
- развивает навык постановки вопросов «на развитие», «на уточнение», «на понимание»;
- развивает у слушателей навык выявления и формулировки проблемы, составляющей основу ситуации;
- помогает осваивать навыки системного подхода к принятию решений.

### ***Incident 1***

#### *How to work*

- One-two students of the group read the situation in details.
- The rest of the group read only the incident and think over the possible questions to learn all the details.
- Ask your group mates who know the whole situation as many questions as you need to learn all the details of the incident.
- Work in groups of 3-5 students. Discuss the problem and try to work out its possible solution.
- Continue discussion with the whole group. Compare your decisions. Find one common possible opinion.

*Incident 1.* My husband and my best friend have fallen out...

#### *The problem:*

My problem concerns my best friend of twenty years. (We have been friends since we were three.) I got married a year ago and, unfortunately, a few months ago my friend

and my husband had a huge argument. It started about politics, but both my husband and my friend are quite strong, argumentative people and they ended up shouting and calling each other names. Since then, my friend and I have hardly spoken, and she refuses to pay back the \$3,000 that I lent her (using my credit card). She says that she didn't borrow that much, and that my husband had been using my credit card. He says that I must go to a solicitor to get the money back. What should I do? I know if I go to a solicitor, she will make things really hard for me (she can be extremely difficult) and it will be impossible ever to be friends again.

***Incident 2. Why won't he introduce me to his family?***

*The problem:*

My boyfriend and I are twenty-one and have been going out for a year. We live in a big city where there are people from many different races and cultures. He comes from a culture that is much more religious and traditional than mine. This is not a problem for me or my family: they have always welcomed him into our home. However, he refuses to introduce me to his family, and when his brother (who I know) is around, he pretends we are just friends. Apart from this we love each other very much. Should I insist that he introduces me to his family?

***Incident 3. Can we leave my mother?***

*The problem:*

I am forty-four years old and have looked after elderly mother for a number of years. She has a few smack health problems and is rather lonely since my father died. Recently, my husband was offered a new job in the United States, a once in a lifetime opportunity. My husband is desperately keen to go, and both our children would enjoy the experience, but I know that my mother would not consider moving to the USA. And I am



terribly worried about her coping on her own, as she has no other relatives nearby, Should I persuade my husband to refuse the job offer?

#### ***Incident 4. Love on-line?***

##### *The problem:*

I have got to know a woman through the Internet and have been e-mailing her nearly every day for the last year. We have become very close and she now says she is in love with me. I have never really had a girlfriend before, but she has been married and has a baby (she is twenty-four, I am twenty-one). We have not yet met, as we live three hundred kilometers apart, but she wants to meet up, and is talking about moving to my town to be near me. What should I tell her?

#### ***Incident 5. My mother-in-law has taken over our lives...***

##### *The problem:*

My wife and I are twenty-five and have just had a baby. The problem is my mother-in-law. She is helping my wife and has completely taken over the house. My wife and I feel as if it is no longer our own home or our own baby. I have asked my wife to speak to her mother, but although she agrees with me, she says she can't cope without her mother. Should I speak to her mother? I can't live like this much longer.

### **2.4 Incident synthesis (синтез инцидента)**

Метод синтеза инцидента является обратным методу анализа инцидента. Студентам также недостает информации о проблеме, но в данном случае все детали они должны продумать сами. Данный метод предполагает работу в парах. Исход ситуации зависит от того, насколько хорошо договорятся партнеры. Другая пара выступает в качестве опрашивающих. Для этого им следует объединиться и

продумать вопросы для опроса. Опрос первой пары проводится по одному. Цель опрашивающих – найти такие детали, которые не были обговорены участниками первой пары. Обсуждение и опрос должны вестись с соблюдением ориентиров интерактивного взаимодействия.

### *Alibi*

#### *How to work*

- Work in pairs. Pair №1 – you are suspects. Pair №2 – you are police officers.
- Read your role cards below. Work together to fulfill the task.
- Exchange your pairs. Police officer 1 speaks to Suspect 1, Police officer 2 speaks to Suspect 2 as it is described in your role cards.
- Return to your pairs. Compare your results.

#### *Role card 1. Suspect A*

You and your friend went to a restaurant yesterday evening. Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story-or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- When and where you met
- What you did before the meal
- The name of the restaurant and where you sat
- Why you chose that restaurant
- Other people in the restaurant
- Your waiter\waitress
- What you both ate and drank
- The bill and how you paid
- What you did after the meal
- Transport during the evening

- Anything else about the evening-you never know what the police ask you!

### *Role card 2. Police officer A*

You are going to interview a prospect who you think committed last night's robbery. The prospect says that he/she went to a restaurant last night with a friend.

With your partner(s), write down some questions to ask him/her. All police officer must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember-details are important in the police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- When and where the suspects met
- What they did before the meal
- The name of the restaurant and where they sat
- Why they chose that restaurant
- Other people in the restaurant
- The waiter/waitress
- What they both ate and drank
- The bill and how they paid
- What they did after the meal
- Transport during the evening
- Anymore questions that you can think of.

### *Role card 3. Suspect B*

You and your friend went to a cinema yesterday evening. Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story-or you will be arrested! Remember, details are important. Here are some things for you to decide:

- When and where you met

- What you did before the film
- Which cinema you went to
- Details of the film (actors, story, etc.)
- Where you sat in the cinema
- Other people in the cinema
- What you both ate and drank
- How much everything cost
- What you did after the film
- Transport during the evening

Anything else about the evening-you never know what the police ask you!

*Role card 4. Police officer B*

You are going to interview a prospect who you think committed last night's robbery. The prospect says that he\she went to a cinema last night with a friend.

With your partner(s), write down some questions to ask him\her. All police officer must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember-details are important in the police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- When and where the suspects met
- What they did before the film
- Which cinema they went to
- Details of the film (actors, story, etc.)
- Where they sat in the cinema
- Other people in the cinema
- What they both ate and drank
- How much everything cost
- What they did after the film
- Transport during the evening

- Anymore questions that you can think of.

## **2.5 Practical exercises**

### ***Giving advice. What should I do?***

Your friend has got some problem. Give him a piece of advice.

1. I'm addicted to tomato ketchup. I eat three bottles of ketchup a day. What should I do?

2. I've had hiccups for two weeks. What should I do?

3. I can't stop watching television. Yesterday I watched television for eleven hours. What should I do?

4. I'm terrified of vegetables. If I see one, I fill ill. What should I do?

5. I have a terrible memory. I forget absolutely everything. What should I do?

6. I can't stop sneezing. What should I do?

7. I think my cat can talk English. I want to make her famous. What should I do?

8. I have terrible nightmares every night. What should I do?

9. My doctor has just told me that I have only twenty-four hours to live. What should I do?

10. I can't get to sleep at night. I haven't slept for twelve days. What should I do?

11. My wife believes that she is a dog. What should I do?

12. I'm a shopaholic. I can't stop buying clothes. What should I do?

13. I have ghosts in my house. What should I do?

14. I have an exam tomorrow and I haven't done any revision.

### ***Maintaining a conversation***

#### ***Task 1***

a) Mark the following statements *S* if they are useful for starting a conversation and *E* if they are useful for ending a conversation.

b) Mark the sentences *P* if they are polite, *C* for casual but friendly, and *R* for rude.

1. Nice to meet you. Did you have a comfortable flight?
2. Leave me alone, will you?
3. Hi! What are you doing here?
4. OK, I'll let you get on.
5. Well, I'd better be off.
6. Excuse me, could you help me?
7. Anyway, it's been nice seeing you again.
8. Sorry to disturb you.
9. Welcome to Canada. Is this your first visit here?
10. Right, I'd better get back to work.

Intonation is very important if you want to sound polite. When are being polite, they generally start high and use a wide range of intonation. When they are not being polite, they use a narrower range of intonation.

*Task 2.* One way to maintain a conversation is to ask questions to find out more.

What questions could you ask someone who said these things?

- a) I only got here yesterday.
- b) I'm a teacher.
- c) My name's Amazon.
- d) We're just on our way to the cinema.

Example:

- I came from Malmö.
- Oh, that's interesting... isn't that in Sweden?
- ... ..
- Oh, really... I've never been there. What's it like?

*Task 3.* a) Work in pairs. Choose a situation and a relationship from the list.

*Situation*

- at an airport
- in a hotel lounge
- in an office
- in a café or bar
- at a tourist attraction

*Relationship*

- old friends who haven't met up for a while
- acquaintances who meet unexpectedly
- new work colleagues
- complete strangers
- good friends

b) Discuss your roles, then act out your conversation using sentences from exercise

4. Keep the conversation going for at least two minutes. Don't forget to use the right intonation to be polite.

***Responding sympathetically***

*Task 1.* Read three short conversations and answer the questions:

- What is the person's problem in each case?
- Is the listener very sympathetic, reasonably sympathetic or not very sympathetic?

What suggestions does he / she make?

*Conversation 1*

- ... and most of the people there seem very friendly, so, yeah, all that side of things is fine.

- Good.

- It's just that ... well, I don't want to sound as if I'm moaning already or anything, but I've got a bit of a problem with my boss somehow. It's a bit hard to explain. When you

first meet her, she seems perfectly nice, you know, good fun, and young and everything, but I don't know. She's got this way of kind of ignoring whatever I say. She doesn't actually criticize me, not openly, but she just doesn't seem to take any of my suggestions very seriously.

- Oh, dear, how annoying.

- Yeah, well, I'm supposed to be her assistant manager, not some junior who doesn't know anything about the job.

- That sounds awful. Have you tried talking to anyone else about it? Or to her, even?

- Well, I don't know. I don't feel as if I'm really well enough established there yet.

### *Conversation 2*

- ... well, if we hurry we might just get there. Oh, no!

- What's the matter?

- Look! Look at the traffic! It's just solid. Oh I don't believe it. I mean how anyone is supposed to get around...

- Okay, okay. Calm down, calm down.

- Will you stop telling me to calm down? It's SO annoying! ... (BANGS ON HORN) Come on, will you!!

- Look, there's no point in getting upset about it. It's rush hour. There's bound to be a lot of traffic.

- Yes, and when we turn up an hour late, I can imagine they're gonna be really happy about it.

- Ok, come on, we're not going to be an hour late. I tell you what, I'll give them a ring to tell them we're stuck in traffic, okay?

- Yeah, okay, I mean there's not much else we can do is there, short of buying a private helicopter, I mean the traffic in this town is just...

### *Conversation 3*

- Hello!

- Helen? It's Linda here.

- Oh, hi! Nice to hear from you. How's it going?



- There's a bit of a crisis, actually. That's why I'm ringing. I don't know what to do.
- Oh, dear. You have not locked yourself out again, have you?
- No, no ... it's... it's Tony.
- Oh, Tony.
- He should have been back hours ago. I mean he's always here when I get in from work, always, and he's just not here. He's disappeared!
- Well, never mind. I'm sure he'll come back. He always does, doesn't he?
- Yeah, but you never know what might've happened. I mean he's not used to being out on his own.
- Have you looked under the bed? That's where he was last time.
- Of course, I have. No, he's not in the flat. He's gone. I just don't know where.
- Look, Linda. Try not to worry about it. He's probably out with one of his girlfriends or something. Have you called him? He could be in the garden.
- Yeah, I've looked everywhere. He's not in any of his usual places.

*Task 2.* Decide whether the following sentences very sympathetic, fairly sympathetic or unsympathetic.

1. Calm down!
2. Come on! Pull yourself together!
3. Don't take any notice of him / her.
4. Don't worry. It doesn't matter.
5. How annoying!
6. Just ignore him / her /it / them.
7. Never mind.
8. That sounds awful!
9. There's no point in getting upset about it.
10. Try not to worry about it.
11. What a shame!
12. You must be really worried.

*Task 3.* Read the situations and choose one or two appropriate responses above for each.

1. A visitor to your house is embarrassed because he's spilled his drink.
2. A child tells you that his best friend said something unkind to him.
3. Your best friend phones because she's had a row with her boyfriend.
4. Your friend is in tears at the end of a sad film.
5. Your friend is worried because his mother is going into hospital.
6. Everyone is laughing at your friend's new hairstyle.
7. Your friend is too scared to go to the dentist by herself.

*Task 4.* Work in pairs. Choose one of the situations in Task 3 and make up a conversation similar to the ones you read. Act out your conversation for the rest of the group. The others listen and say which situation you are acting out and whether or not the listener is sympathetic.

### ***Dealing with unexpected problems***

*Task 1.* Read four short conversations in which there is an unexpected problem and answer the following questions.

- Where does the conversation take place?
- Who are the people (e.g. waiter / customer)?
- What is the unexpected problem?

#### *Conversation 1*

- Hello, yes, we booked a table for two. The name's Reid, R-E-I-D.
- Right ... Reid, yes. That was for eight o'clock, wasn't it, sir?
- Yes, it was eight o'clock, that's it.
- I'm afraid there is a small problem, sir, as you see we are very busy, and we have actually had to give your table ... um ... to someone else.

- What? You've given ... I don't believe it! But we booked it ages ago. It was ...

- Well, sir, I think what's happened is ... um ... it is nearly 8.45 and we thought you probably weren't coming so ...

- Oh, for goodness's sake. This is ridiculous! Surely there must be another table you can give us.

- If you give me a moment, sir, I'll see what we can do. Um, let me see. If you'd just like to take a seat at the bar ...

### *Conversation 2*

- Hello, is that Jane Parry?

- Speaking.

- Oh, hi, this is Jacqui from Head Masters, the hairdresser's.

- Oh, hello.

- Um, we've got you down as having an appointment with us for eleven o'clock this morning, with Fiona.

- That's right, yeah.

- Well, I'm afraid Fiona's not in today, and we've got a couple of staff off sick.

- Oh, dear.

- Yeah, and we haven't actually been able to get anyone to cover for Fiona.

- Oh, what a nuisance.

- I wonder if it would all right to move your appointment to the same time tomorrow.

- Yeah. I don't see why not. Just let me get my diary. Yes, that's fine. See you tomorrow.

### *Conversation 3*

A: Excuse me, hello, we'd like two tickets, please. Do you do a discount for students?

B: We do, but I'm afraid the museum closes in ten minutes. We stop selling tickets at 12.30.

A: Oh, no! You're joking! Are we too late?

B: Well, it's 12.50 now so it's not really worth it. You won't be able to get round to see everything in ten minutes.

A: Well, couldn't you just let us in for free? Oh, we just want to have a quick look.

B: No, I'm sorry. You'll have to come back tomorrow. The museum opens at nine.

C: Oh, no! Oh, what a shame! I so wanted to see it! It's your fault! You should've checked before we came out!

A: Well, how was I to know? It's not my fault they've decided to close early, is it?

#### *Conversation 4*

- Yes, please.

- Can I change these euros into Czech Crowns, please? It's 150 euros.

- I'm sorry, we don't have Czech Crowns. You'll have to order them. It takes about 24 hours.

- Oh, that's a pity. It's just that I'm flying to the Czech Republic tomorrow. Is there any way I can get them now?

- Well, there's a bureau de change across the road.

- Oh good, well I'll try there then.

- But that doesn't have Czech Crowns either.

- Right, I see. So what do you suggest then?

- Your best bet is probably to try at the airport, I'd say, or you could always try phoning up.

*Task 2.* Do the following sentences express acceptance, annoyance or regret?

- That's fine.

- Oh, what a nuisance.

- Oh, dear!

- This is ridiculous!

- Oh, that's a pity.

- I don't see why not.

- Right, I see.

- Oh, no! You're joking!
- I don't believe it!
- Oh, what a shame!
- Oh, for goodness' sake!

*Task 3.* What unexpected problems might occur in these situations?

1. You want to pay your restaurant bill by credit card.
2. You phone up to buy two tickets for a concert.
3. You phone a computer repair company to get your computer fixed.
4. You want to buy a copy of an Italian newspaper at a station newsstand.
5. You phone the hospital to find out how your sick friend is.
6. You want to buy a pair of black trainers in a shoe shop.
7. You arrive at a hotel where you have made a reservation for two nights
8. You want to park your car in a public car park.

*Task 4.* Work in pairs. Prepare short conversations about two of these problems. Act out one of the conversations to the class.

### ***Revising***

*Task 1.* Look through the previous information. Work in pairs. What would you say in the following situations? If you cannot think of any suitable phrases, look at the appropriate section.

a) You are chatting to a friend. He is keen to continue the conversation, but you have something urgent to do. How do you end the conversation politely? (Maintaining a conversation)

b) You've just started a new job, and need some help with the photocopier. The only person around is a colleague you don't know, who is busy reading something. What do you say? (Maintaining a conversation)

c) You are walking down the street with a friend. She is angry because a shop assistant has been rude to her. What do you say to calm her down? (Responding sympathetically)

d) Your friend tells you he / she is too scared to go out shopping with you, because he / she is worried people will laugh at his / her hairstyle. What do you say? (Responding sympathetically)

e) Your central heating / air conditioning system is broken. You phone the company to get it fixed, but no one can come for at least another five days. What do you say? (Dealing with unexpected problems)

f) You are in restaurant which is famous for its pizza. The waiter tells you there is no pizza available today because the oven isn't working. (Dealing with unexpected problems)

*Task 2.* Choose one situation and expand it into a dialogue of six to eight lines. Act out your dialogue to the class.

### ***Different ways of giving emphasis***

*Task 1.* Read and compare two conversations. Then answer the questions.

#### *Conversation 1*

Hannah: Oh, this is annoying. Where did I put my car keys?

Dan: Not again! Have you looked on the kitchen table?

Hannah: I've looked everywhere.

Dan: Hannah, you're hopeless.

Hannah: Thank you. I suppose it's too much trouble for you to help look for them. Oh, look, here they are under this magazine.

Dan: Well, that just goes to show! You need some kind of system for where you put things. You're always losing things, it's ridiculous.

Hannah: You've got a nerve! You lost all your credit cards the other day, and I found them for you!

Dan: Yes, I know, and I'm grateful to you, but you need to get yourself organized with keys.

*Conversation 2*

Hannah: Oh, this is so annoying. Where on earth did I put my car keys?

Dan: Not again! Have you looked on the kitchen table?

Hannah: I've looked everywhere.

Dan: Hannah, you really are hopeless.

Hannah: Thank you. I suppose it's too much trouble for you to help look for them. Oh, look, here they are under this magazine.

Dan: Well, that just goes to show! What you need is some kind of system for where you put things. You're always losing things, it's absolutely ridiculous.

Hannah: You've got such a nerve! It was you who lost all your credit cards the other day, and it was me who found them for you!

Dan: Yes, I know, and I'm extremely grateful to you, but you do need to get yourself organized with keys.

*Task 2. Answer the following questions.*

- What is the difference between two conversations? What words were missed in the first conversation?

- Does the conversation make sense without these words? What effect do these words produce?

- Which three words go before an adjective to make it stronger? Do you know any other words like this?

- What is the difference between *so* and *such*?

- Find an example of an 'extra' auxiliary verb to add emphasis. What happens to the sentence stress with auxiliaries like this?

- Find two more examples similar to this.

*It was you who* lost all your credit cards the other day.

- Which words can be added to a question word to make it more emphatic?

**Task 3.** Match the sentences in A with a reply in B. Then think of a way to make the phrases in bold more emphatic.

A

- a) *I'm exhausted.* Let's stay in and rent a video.
- b) *I like living here* because *it's near* the center of town.
- c) Thanks for everything, we've had *a nice evening*.
- d) I suppose you want to see Liz.
- e) *Why are we* inside on such a beautiful day?
- f) Ouch! This tooth is *painful*.
- g) What's all this broken glass! *What have you been doing?*
- h) Your friend *was lovely*. I hope you'll invite him again.
- i) Come on, let's go to that new club.
- j) *I think* you ought to apologise to her.

B

- 1. Yes, I will. I think *he enjoyed* the evening as well.
- 2. Well, *you wanted to* spend the day at a museum.
- 3. *Why* should I apologise? *I didn't* start the trouble.
- 4. You're welcome. Come again soon!
- 5. You know *you need to* go to the dentist's.
- 6. Look, *I think* it's time we went home. It's nearly three.
- 7. Oh, *you're boring* these days. I want to go out.
- 8. That's true, but it gets *noisy* at night.
- 9. No, actually *I wanted to see you*.
- 10. Don't blame me! *I didn't break it!*

***Awkward social situations***



*Task 1.* In the pictures (рисунки 3-7), Bella finds herself in some difficult social situations. Discuss what the problem is in each case. What would be a good way to respond?



Рисунок 3 - Situation 1



Рисунок 4 – Situation 2



Рисунок 5 – Situation 3



Рисунок 6 – Situation 4



Рисунок 7 – Situation 5

*Task 2.* Read the conversations to find out what Bella actually said. What do you think of the way she responded?

a)

- Go on, have a bit more, I insist! Have the last piece, Bella!
- Thank you, it was lovely, but just a tiny portion. I'm rather full.
- Go on, I insist. Have the last piece, Bella!

- No really. I'm fine, thank you. It was lovely, but I couldn't possibly manage anymore!

b)

- Oh, dear, how clumsy of me! I'm terribly sorry! Let me get a cloth.

- Don't worry. It doesn't matter in the slightest.

c)

- You know, Vera, don't you, Bella?

- Hi, there, Bella. Of course, she knows me. How are things with you, then?

- Hello, Vera. How lovely to see you again. It seems ages since we last met. Let me see, when was it?

d)

- You must try some of this spinach salad, Bella. It's their speciality.

- Actually, I'm afraid I can't eat spinach. It doesn't agree with me. Unfortunately, it brings me out in a rash!

- Oh, dear.

e)

- It's been lovely to see you again, Bella. You must come and spend a day with us some time, mustn't she, Mary? How about next weekend, for Sunday lunch?

- Oh, that's really sweet of you, Uncle Geoff. It's really nice of you to think of me. I'd love to come, but I don't think I'll be able to make it then. I've got some really important exams starting that week. Perhaps some other time, when I'm not so busy?

Polite intonation is very important because Bella is refusing invitations and offers.
---

*Task 3.* Here are some similar situations. Work in pairs. Make dialogues of about five to six lines, using some of the phrases from the dialogues above.

- two people meet, but one of them doesn't remember the other person's name or where they met;

- someone spills something because they are nervous;

- someone keeps on offering food to someone who isn't hungry;

- someone recommends a dish which the other doesn't like;

- someone refuses an invitation to a social event.

### ***Expressing surprise and disbelief***

*Task 1.* Read a conversation between Mark and his friend Will.

Then answer the questions:

- Where did Will go last night and who does he claim to have seen?
- How does Mark respond?

#### *Conversation 1*

- Will ... Will!! Could you pass one of those?
- Er, what sorry?
- Could you pass me one of those forms from over there?
- Oh yeah... there you go ... Oh dear ... Sorry, I just can't get going at all this morning... don't know what the matter with me.
- What...were you up late again last night? Out clubbing again?
- Well, not that late, we went to that new place... what's it called... I got home about six, I suppose.
- You didn't get home till 6???
- Well, I got a couple of hours' sleep... I was up at 8 to go for a run in the park ... still feel tired though.
- Well, I'm not surprised.
- Ran for three miles...didn't seem to do me a lot of good, I must say.
- No wonder you're tired after all that exercise.
- Anyway, you'll never guess who was there.
- Where ... in the park?
- No, in the club, dummy.
- Well, I don't know, do I?
- You know Jasmine Ellis?

- What? Jasmine Ellis, the supermodel?
- That's her... she was there... with some friends of hers.
- You're kidding!
- No, seriously... and you're not going to believe this – she asked me to dance... just like that... 'May I have this dance with you, sir?' Really!
- No! No, you're right... I don't believe you.

*Task 2.* Read the conversation once again. Underline phrases used to indicate:

- surprise;
- lack of surprise;
- disbelief.

*Task 3.* Read some more phrases below. Which reactions in Task 2 do they show?

- a) You're kidding!
- b) Do you seriously expect me to believe that?
- c) I'm not surprised.
- d) I'll believe that when I see it.
- e) That's totally ridiculous.
- f) No wonder!
- g) I'll take your word for it.
- h) You're going to do what???
- i) You must be joking!
- j) You could've fooled me.
- k) That's absolutely amazing!
- l) Obviously.

*Task 4.* For each situation below, choose two or three possible responses from the ones above. Choose three situations to act out with a partner.

1. A friend tells you she's going to have her hair dyed orange.

2. Your partner is late for your date – as usual, but promises to be in time next time.
3. A friend tells you she is going to have an enormous tattoo of her boyfriend done on her back.
4. A taxi driver tells you that you have to pay double fare as it's after twelve.
5. Someone tells you that their dog can sing pop songs.
6. Your colleague tells you she's tired...you know that she's always staying up late.
7. Someone tells you that they've just seen Britney Spears at the local supermarket.

## **2.6 Exercises for reflection (упражнения на развитие рефлексии)**

### ***Exercise 1. Self-portrait***

Imagine you're going to have a meeting with an unknown person. This person should recognize you. Describe yourself. Try to find such features of yours which distinguish you from the crowd. Describe your appearance, your gait, manners of speaking and clothing, gestures etc.

Work in pairs. Listen attentively to your partner, ask questions for more details. Spend about 15 minutes for discussion. Then tell your impressions to your groupmates.

### ***Exercise 2. Without a mask***

Every student is given a card with an unfinished phrase. Students have to continue and finish the phrase on the spot. The saying should be frank. If other students feel it's not true he / she should take another card.

Examples of the card:

“I like very much when people around me ...”;

“What I really want is ...”;

“I believe that...”;

“I feel ashamed when...”;

“I’m especially annoyed when I”.

### ***Exercise 3. Merry-go-round***

Take turns to communicate in pairs. Every time you meet a new person. Your task is to come into contact, to support conversation and then to finish it. You have 3-4 minutes for every contact.

Examples of the situations:

- You meet a person who you know quite well but haven’t seen for a long time. You’re glad to meet him / her...
- You see an unknown man. Get acquainted with him...
- You see a small child who is very frightened. Try to calm him down.
- You meet your lover after long separation. You’re happy with this meeting...

### ***Exercise 4. Second-hand shop***

Every student writes his positive and negative features of character on a sheet of paper. Then they organize some kind of auction trying to get rid of some unnecessary features or their parts and get something they lack. For example, if the person needs eloquence for effective life, he / she can suggest for it some part of his / her composure. The results of “the second-hand shop” are discussed in the group. The whole exercise takes 20-25 minutes.

### ***Exercise 5. Features of character***

Every student should write ten positive and ten negative features of his / her character and rank them. Then students discuss them in the group, agree or disagree, paying most attention to the first and the last features in the lists.

### ***Exercise 6. Stairs***

Every student gets a sheet of paper with a staircase consisting of ten steps. The person should draw himself on one of the steps depending on what step he is now, to his mind.

Results mean the following:

1-4 step – self-appraisal is too low;

5-7 step – self-appraisal is adequate;

8-10 step – self-appraisal is too high.

### ***Exercise 7. Three names***

Every student is given three cards where he / she should write three variants of his / her name: how he / she is called by relatives, by colleagues, by close friends. Then students introduce themselves using these names and describing that part of the character which corresponds to this or that name.

## **2.7 Information maze (информационный лабиринт или баскетметод)**

Лабиринт действий – это очень подробное групповое задание, требующее от преподавателя серьезной подготовки. Участникам занятия необходимо изучить определенную ситуацию и в различных пунктах выбрать одно из множества альтернативных действий, другими словами, пройти своеобразный лабиринт.

Методика проведения заключается в следующем: студентам раздаются листы, на которых представлены различные ситуации и вопросы, касающиеся предметной сферы или межличностных отношений. Работа может быть организована в парах или небольших группах (3-4 человека). Задача обучаемых – принять верное решение согласно фактам данной конкретной ситуации, причем обычно решение надо выбрать из нескольких вариантов. Каждая ситуация требует обсуждения и принятия совместного решения. Каждый ответ ведет студентов к следующей ситуации и так далее, пока не будет достигнут конечный результат. Каждая группа студентов может



выбрать свой собственный путь, цель которого – пройти через лабиринт к окончательному решению, сделав наименьшее количество шагов. Обучаемые, которые хорошо уяснили принципы отбора ситуаций и умеют работать в сотрудничестве, смогут быстро дойти до конца, выбрав правильные ответы на практические вопросы. Группе, сделавшей неправильный выбор придется вернуться назад, на исходную позицию и снова идти до конца. При этом, им следует обсудить свои предыдущие решения и понять, где они ошиблись. Данный метод может быть как игровым, так и содержать проверочную информацию по конкретной дисциплине.

### ***Maze of terror***

#### *How to work*

- You're going to work in groups of three. You're on holiday together in the USA. Your aim is to get out of the maze by finding somewhere to spend the night.

- Every time you see the question in capitals, you must make deductions about the situation. (For card 1, students might say, *The owner might have gone away* or *There can't be many tourists visiting this area.*) Then you decide in your group which card you want next.

- Continue through the maze, making deductions from the prompts and discussing the options at the bottom of each card.

- When your group has reached the end of the maze, go through the cards again in order. Evaluate your own decisions. Report back to the whole class.

#### *Card 1*

You are on holiday in the southern states of the USA. You're driving through a very remote area late at night, and are completely lost! You're looking for somewhere to stay, but have only seen one hotel, which was locked up. (WHY?)

You have \$100 in cash, and are tired and hungry.

Finally, you come to a junction in the middle of nowhere.

Do you:

- Turn left (Card 2)
- Turn right (Card 3)

### *Card 2*

Five miles further on you see a big hotel on your left. It's open! You stop and go inside, but the receptionist tells you the hotel is fully booked. A coachload of tourists has reserved all the rooms. However, it's very late and they still haven't arrived. (WHY NOT?)

Do you:

- Go back to the junction and turn right? (card3)
- Continue along the road? (card4)
- Try to bribe the receptionist to give you a room? (card 5)

### *Card 3*

You drive for ten minutes, then see an old hotel down a narrow turning. There are a lot of cars in the car park, but you can't see any lights on in the bedrooms. (WHY NOT?) The receptionist offers you a room for \$50.

Do you:

- Take the room (card 6)
- Get back in the car and continue driving? (card 7)

### *Card 4*

You drive a bit further, but come to a sign in the middle of the road that says *Road closed-extreme danger!* (WHY?)

Do you:

- Go back to the junction and turn right? (card3)
- Go back to the hotel and try to bribe the receptionist to give you a room? (card 5?)

*Card 5*

The receptionist takes your bribe and gives you the key to room 101. When you unlock the door, you see that the room is full of boxes of cigarettes-thousands of them! (WHY?) You go back to the receptionist to complain, but he pulls out a gun and tells you to get out.

Do you:

- Go back to the junction and turn right? (card 3)
- Get back in the car and continue along the road? (card4)

*Card 6*

You leave your bags in the room and go to the restaurant-you're very hungry! There are no other guests in the restaurant. (WHY NOT?) You order some food, and the waiter offers you free wine with your meal. The atmosphere in the empty restaurant is making you little nervous.

Do you:

- wait for your meal to arrive? (card 8)
- go back to your room without eating? (card 9)

*Card 7*

You drive for a while and come to a nice-looking hotel. Sitting at reception is a man wearing an old-fashioned army uniform. (WHY?) There are lots of candles everywhere, and none of the lights are on. (WHY NOT? ) He tells you there's only one room free- it costs \$40.

Do you:

- Take the room? (card 12)
- Continue driving? (card 13)

*Card 8*

Your meal arrives, along with two large glasses of red wine. You start eating, but the meal you ordered tastes terrible. (WHY?) Also, the wine doesn't taste like any wine you've ever tasted.

Do you:

- Leave the food and go up to your room? (card9)
- Complain to the waiter? (card 10)

### *Card 9*

You are now back in your room. You get undressed and try to go to sleep. However, in the next room you hear a woman scream, then a loud noise. (WHAT'S HAPPENED?)

Do you:

- Go and see what's going on next door? (card 11)
- Get back to your car and drive away? (card 7)

### *Card 10*

You make a complaint, and are taken to see the chef. In the kitchen you notice a human finger on the floor. There's also a bag of toes under the table! (WHAT'S BEEN HAPPENING?) You run out of the building, chased by the chef waving a large knife! You get in your car and drive away.

Do you:

- Go back to the junction and turn left? (card 2)
- Continue driving along the road you're on? (card 7)

### *Card 11*

You go into the room next door and see a woman lying on the bed. She isn't moving. There is a man standing next to her wearing a tall white hat. (WHO IS HE? WHAT'S HAPPENED?) You turn and run out of the building, chased by the man. You get in your car just in time.

Do you:

- Go back to the junction and turn left? (card 2)

- Continue driving along the road you're on? (card 7)

### *Card 12*

You go into the room, light the candles and look around. The room seems very clean and comfortable. You are just about to go to bed when a woman starts banging loudly on your door and asking you to help her. (WHY?)

Do you:

- Opened the door? (card 14)
- Pretend you can't hear her and hopes she goes away? (card 15)

### *Card 13*

You continue driving, and see an old man sitting at the side of the road. You get out of the car to ask if he knows the hotel nearby. His clothes are torn and his head is bleeding. He looks very frightened. (WHY?)

Do you:

- Try and help him? (card 20)
- Get back in the car and leave? (card 22)

### *Card 14*

You open the door and let her in. She tells you her name is Sally, and her boyfriend is looking for her. If he finds her, he's going to kill her! (WHY?) She wants you to drive her away from the motel immediately.

Do you:

- Tell her to go away (card 16)
- Help her by driving her away from the motel (card 17)

### *Card 15*

She kicks down your door and comes in anyway! She tells you her name is Sally, and her boyfriend is looking for her. If he finds her, he's going to kill her! (WHY?) She wants you to drive her away from the motel immediately.

Do you:

- Tell her to go away (card 16)
- Help her by driving her away from the motel (card 17)

### *Card 16*

Sally pulls out a gun and tells you to get in your car-now! This time you don't argue! You drive for half an hour, then she tells you to stop. She gives you a thousand dollars, then runs off. (WHERE DID SHE GET THE MONEY FROM?) By now you're extremely tired.

Do you:

- Go back to the motel (card 18)
- Continue driving (card 13)
- Go to sleep in the car (card 19)

### *Card 17*

You get in the car and drive off, with Sally in the back seat. You continue driving for half an hour, then she tells you to stop. She gives you a thousand dollars, then runs off. (WHERE DID SHE GET THE MONEY FROM?) By now you're extremely tired.

Do you:

- Go back to the motel (card 18)
- Continue driving (card 13)
- Go to sleep in the car (card 19)

### *Card 18*

You go back to the motel, but the door to your room is locked from the inside. (WHY?) You can't find the man in the army uniform anywhere. (WHERE HAS HE GONE?)

Do you:

- Continue driving (card 13)
- Go to sleep in the car (card 19)

#### *Card 19*

You go to sleep in the car, but then a loud noise and a bright light wake you up. When the light disappears, there is an old man standing in front of your car, looking confused and frightened. (WHAT'S HAPPENED TO HIM?) He knocks on your window.

Do you:

- Try to help him (card 20)
- Drive off immediately (card 13)

#### *Card 20*

The old man says he's been on an alien spaceship for three days. (WHAT DO YOU THINK?) He also says he lives in the next town, and if you give him a lift you can stay the night in his house.

Do you:

- Give him a lift (card 21)
- Leave him there and drive off (card 22)

#### *Card 21*

You drive off with the man in the back seat. He says that he used to work for the government, but he can't tell you what he did. (WHY NOT?) When you get to the next town he invites you to stay in his house. He says there are no hotels in the town.

Do you:

- Except his offer and stay with him (card 23)

- Look around the town yourself (card 24)

### *Card 22*

Before you can leave he collapses, so you carry him to your car. He says that he used to work for the government, but he can't tell you what he did. (WHY NOT?) When you arrive to the town he invites you to stay in his house. He says there are no hotels in the town.

Do you:

- Except his offer and stay with him (card 23)
- Look around the town yourself (card 24)

### *Card 23*

You drive up to his house, and you have to climb through the window. (WHY?) You're extremely tired, so he shows you to your bedroom. You get lost and open the wrong door. The room is full of guns and other weapons! (WHY?)

Do you:

- Drive away from the house immediately (card 24)
- Go back to your room and go to sleep (card 25)

### *Card 24*

You drive round the town and discover that there is a hotel. The receptionist is wearing a Mickey Mouse costume! (WHY?) The hotel looks very luxurious, but the rooms only cost \$70.

Do you:

- Stay in the hotel? (card 26)
- Continue driving? (card27)

### *Card 25*



While you're asleep, the army surround the house. You are arrested for terrorism – the man used to work for the FBI, but is now fighting against the American government. You spend the next three weeks in prison trying to convince everyone that you're innocent! You have reached the end of the maze.

Now go back through the card and discuss with your partner(s) the decision you made.

### *Card 26*

You go into your room-it's beautiful! You are just about to go to bed when you open a cupboard to get an extra pillow. Inside is a man-and he's dead! (WHEN DID HE DIE?)

Do you:

- Close the cupboard and go to sleep? (card 28)
- Leave the hotel quietly and get back in your car? (card 27)

### *Card 27*

You drive out of the town and see an old man hitch-hiking at the side of the road. He looks very dirty and untidy, and is standing next to two large suitcases. (HOW LONG HAS HE BEEN TRAVELLING?)

Do you:

- Give him a lift? (card 29)
- Keep driving? (card 30)

### *Card 28*

In the middle of the night the police arrive and search the room. They find the body and arrest you on suspicion of murder! You are taken in the police station and spend two nights in the cells before you can prove your innocence. You have reached the end of the maze.

Now go back through the card and discuss with your partner(s) the decision you made.

*Card 29*

You give an old man a lift to his house-and it's the biggest house you've ever seen! The old man tells you that he's a millionaire, and because you've been so kind to him he invites you in. You spend the rest of the holiday as his guest, and have the time of your life! You have reached the end of the maze.

Now go back through the card and discuss with your partner(s) the decision you made.

*Card 30*

Twenty minutes later you run out of petrol. You are a long way from the nearest town and it's 3 a.m. You decided to go to sleep in the car, and have a very cold and uncomfortable night. In the morning you have to walk for three hours to find some petrol! You have reached the end of the maze. Now go back through the card and discuss with your partner(s) the decision you made.

***Maze of politeness***

*Card 1.* You are walking. Suddenly, you notice your best friend. Would you:

- 1) say "hello" and keep walking (card 3);
- 2) give no sign of recognition (card 4);
- 3) stop and talk with him for a long time (card 2)?

*Card 2.* You see that somebody's done something wrong. Would you:

- 1) reprimand him (card 4);
- 2) attract people's attention to it (card 15);
- 3) show, that you haven't noticed it (card3)?

*Card 3.* You argued with all your colleagues. Would you:

- 1) find any possible way to reconcile with them (card5);

- 2) pay no attention to it (card6);
- 3) wait for their apologies (card4).

*Card 4.* Everybody around you is quarreling with each other. Would you:

- 1) keep silence (card 3);
- 2) be nervous, but don't show it (card 5).
- 3) fight with everyone (card6)?

*Card 5.* You're charged with a very important task. Would you:

- 1) agree, but full of doubts and fears (card 8);
- 2) immediately agree (card 7);
- 3) immediately refuse (card 6)?

*Card 6.* Somebody took your papers from your table, without your permission.

Would you:

- 1) make a row (card 16);
- 2) ask him to return it (card 7);
- 3) offer your help (card 8)?

*Card 7.* If you can't handle your task, you will:

- 1) try to accuse anybody else (card 8);
- 2) not think about it (card 10);
- 3) try to remember this case, and not to repeat it (card 9).

*Card 8.* How do you behave in restaurant, when you're not satisfied with service?

- 1) keep silence, because you don't want to make a scene (card 9);
- 2) try to speak with a manager (card 17).

*Card 9.* You arrive to your native town. All your relatives know about your arrival.

You would:

- 1) delay your visits to the last moment (card 10);
- 2) visit them as soon, as possible (card 11).

*Card 10.* Your friend borrowed money from you two months ago and forgot about it. You would:

- 1) remind him about his debt (card 15);

- 2) wait as long as possible (card 12).

*Card 11.* You are in the train, and there is a man in front of you, who wants to talk a bit. Would you:

- 1) answer him willingly (card 13);
- 2) try to avoid this talk in a very rude way (card 19).

*Card 12.* Your friend doesn't like your favorite singer. Will you:

- 1) protest violently (card 19);
- 2) say, that tastes differ (card 13);
- 3) agree with him (card 14).

*Card 13.* You hear some dirty gossips, and you know the truth. Will you:

- 1) interfere in this talk and tell what you know (card 20);
- 2) try not to pay attention to them (card 18).

*Card 14.* Your friend makes a lot of faults in his speech. You will:

- 1) correct him and explain the rules (card 19);
- 2) ignore this fact (card 20).

*Card 15.* Your friend describes you an interesting situation from his life. Will you:

- 1) interrupt him all the time, to ask a lot of questions and show, how much you're interested in his story (card 19);
- 2) just listen carefully and keep silence (card 18).

*Card 16.* You are talking with your manager and trying to explain him that you want to get rapid advancement. Will you:

- 1) just beat about the bush (card 20);
- 2) declare your wish (card 19);
- 3) say what you want politely (card 18).

*Card 17.* Is it offensive to ask your interlocutor speaking unclearly to repeat what they are saying?

- 1) Yes, because you just want to have some clear information (card 18);
- 2) No, you hope, that you'll understand it in the end (card 19).

*Card 18.* You can handle with every difficult social situation. Congratulations!

*Card19.* “To be polite” isn’t your motto. Maybe you’ll try it again?

*Card20.* You made all possible efforts to be polite, and you almost got the main prize. Go on!

## **2.8 Communicative-interactive tasks (коммуникативно-интерактивные задачи)**

Коммуникативно-интерактивная задача как функциональная единица интерактивного взаимодействия происходит от коммуникативной задачи, разработанной в контексте общепсихологической теории общения (Л.И. Айдарова, И.А. Зимняя, В.А. Кан-Калик, А.А. Леонтьев, А.К. Маркова, В.А. Малахова, А.Т. Пляко, Т.С. Путиловская, Т.С. Стежко, Л.А. Хараева и др.) и теории межкультурной коммуникации (С.Г. Тер-Минасова, В.В. Сафонова и др.). Как и коммуникативная, коммуникативно-интерактивная задача объединяет в себе этносоциокультурный контекст, ситуацию, фоновые знания, взаимодействие субъектов (Л.А. Хараева), а также сотрудничество и отношение, являющиеся отличительной характеристикой интерактивного взаимодействия. Коммуникативно-интерактивная задача – это та цель, на которую в данных конкретных условиях направлена совместная деятельность субъектов обучения, и достижение которой осуществляется через интерактивное взаимодействие.

Основными компонентами коммуникативно-интерактивной задачи цель, условия и искомое [15]. Цель коммуникативно-интерактивной задачи состоит в плодотворном участии субъекта в интерактивном взаимодействии с партнером (партнерами), достижении сотрудничества с ним(и), независимо от расхождения мнений и отношения к нему (ним), что позволяет принять совместно правильное решение. Цель в данном случае является ориентиром, представляет собой сознательное предвосхищение результата, для которого необходимо стремление субъектов к ее достижению.

Решение коммуникативно-интерактивной задачи определяется комплексом внешних и внутренних условий. К внешним условиям можно отнести особенности самой задачи; время решения задачи; решаемую проблему; статус партнера по взаимодействию и его точку зрения; возможные «преграды» взаимодействия. Внутренними условиями являются индивидуально-психические и возрастные особенности субъектов взаимодействия, их стиль общения; наличие / отсутствие знаний и опыта, необходимых для решения проблемы; наличие / отсутствие стимулов к вступлению во взаимодействие и решению задачи. Взаимодействие внешних и внутренних условий позволяет субъектам совместно найти способ решения коммуникативно-интерактивной задачи.

### *Task 1*

A college has commissioned two designers to design the front cover of its new brochure. You have been asked to choose the best design. Work in pairs. Look at the two designs and choose the best one (рисунки 8-9). Make a list of reasons why you did not choose the other one.

Think about:

- how appropriate it is for the cover of a college brochure;
- how original it is;
- how eye-catching it is;
- how colour is used.

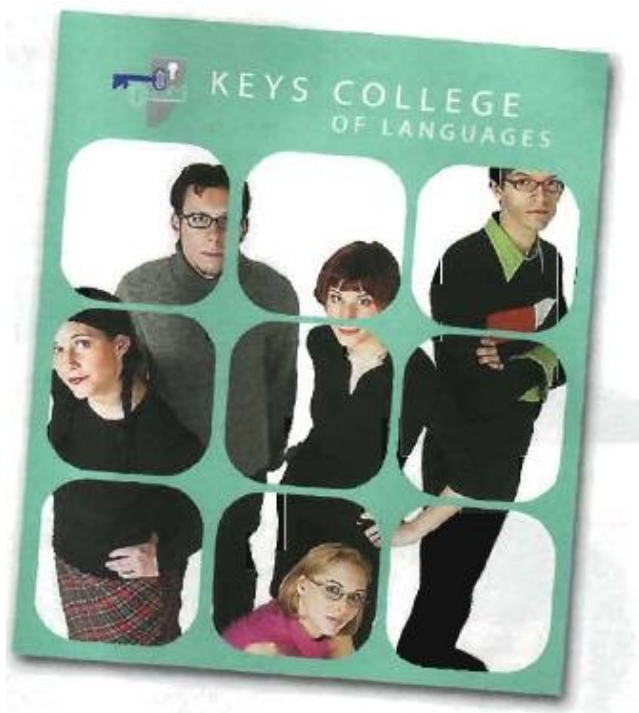


Рисунок 8 – Design 1

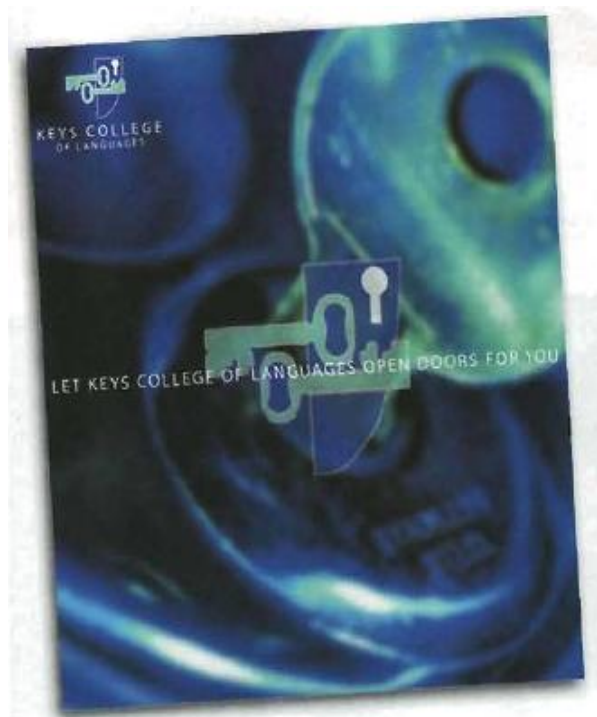


Рисунок 9 - Design 2

### ***Task 2***

Find out what your partner enjoys doing and what he/she looks for in a holiday. Then design a suitable 'activity' holiday for him/her. Include:

- an appealing location;
- a rough programme of activities;
- the kind of accommodation/level of luxury that your partner prefers.

Then suggest this programme to your partner and find out whether it is what he wants.

### ***Task 3***

Work in pairs. A imagines he/she is someone who knows nothing about computers (e.g. your grandmother!) and asks B to explain four of the terms below. B must explain using as little jargon as possible. Use the picture to help you (рисунок 10). Then exchange your roles.

- create (a new password, a new document);
- print out (a hard copy, a document);
- attach (a file, a document);
- visit (a chatroom, a website);
- save, delete, cut and paste the text;
- download (software, a file);
- type in (a keyword, your password);
- click on (an icon, a hyperlink);
- e-mail.





Рисунок 10 - Computer

#### ***Task 4***

- Work individually. Right ten sentences about yourself: five should be true and five false. The sentences should be as interesting as possible, but remember that the idea is to trick your partners! You may include information about:

- family and relatives;
- things you love;
- things you hate;
- things you own;
- places you've been;
- famous people you've met;
- unusual experiences you've had;
- jobs you've done;
- past relationships;

- illnesses and accidents you've had;

- your education;

- skills and abilities you have.

- Spend 5 minutes thinking about how you will answer questions about these things (whether true or false).

- Work in groups of about three. Take turns to read your statements to your partners.

They can ask as many questions as they like. Decide which of your partner's statements are true and which are lies. Which member of the group persuaded the others to believe the most lies?

### ***Task 5***

- Work in pairs. Make three predictions about the social, economic and personal life in a hundred years.

- Work in groups of 4-6 people. Discuss your predictions, express your agreement or disagreement, tell your opinion.

### ***Task 6***

- Work in pairs. You have won one million euros. Decide with your partner how you would spend it. Write a plan: how much you would spend on each sphere. Be ready to explain why.

- Take turns to present your ideas to the class. As you are listening write some questions to ask other students about their ideas.

- When everyone has finished their presentation, ask your questions and give your opinion on the other student's ideas.

- Rank the different ideas your class spend for spending their winnings. Which group had the best ideas?

### ***Task 7***

Read the situations below and in groups decide whether the lies are 'good' or 'bad'.

- You're at friend's dinner party. The food is terrible. You say, 'This is lovely. You must give me the recipe.'

- A shopkeeper gives you too much change. You say 'Thank you very much' and keep it.

- Your bag is stolen and you lose your wallet, glasses and personal stereo. On the insurance claim you also list a camera in order to receive more compensation.

- It is a sunny day. You don't want to go to work. You call your boss, tell her you have a very bad headache, then go to the beach for the day.

- A beggar asks you for money. You say, 'Sorry, I don't have any change' but you actually have plenty in your pocket.

- You invent previous work experience on your CV in order to get an interview.

- Your sister is on holiday when a close relative dies. You decide not to tell her until she returns.

- You hate the birthday present colleagues have given you at work. You say, 'This is wonderful. Just what I wanted.'

- Your child is being very naughty. You tell her 'the monsters' will get her if she doesn't behave.

- You have a slight cold. You pretend it's very bad flu so your partner will cook your meals, bring you hot drinks and generally look after you for the weekend.

### ***Task 8***

1. Work in pairs. Look at the characteristics below and rank them according to how important they are for long-term happiness. Add some more characteristics to the list.

- cheerfulness

- tolerance

- flexibility

- a sense of humour

- generosity
- kindness
- good judgement

2. Choose three of the characteristics above. Can you think of any negative aspects they might have? Give reasons and examples to support your answer.

Example: *Cheerfulness can be annoying first thing in the morning. My brother drives me mad because he always talks incessantly.*

3. Look at the attributes below and rank them according to how important they are for long-term happiness. Add some more attributes to the list.

- job satisfaction
- an exceptional skill / talent for something
- strong religious / political belief
- plenty of money
- passion for a particular hobby
- good health
- lots of friends / good social life
- a loving family

4. Choose three of the characteristics above. Can you think of any negative aspects they might have? Give reasons and examples to support your answer.

5. In pairs, complete the grids below by listing items that are important or less important for long-term happiness (рисунок 11). Use any of the items already listed or your own ideas. Present your ideas to the class.

Important for long-term happiness
1)
2)
3)
4)

5)
Less important for long-term happiness
1)
2)
3)
4)
5)

Рисунок 11- Long-term happiness

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## Приложение А

(обязательное)

Choose the best candidate. Role cards

### A.1 Card 1

*Peter Krajeck*

Age: 28

Nationality: Slovak

Mother tongue: Slovak

Marital status: single

*Skills, background:*

- Ex-professional skier
- A lot of experience with small children – ski instructor in summer camps
- Speaks good French, some German
- Driver
- Good computer skills

*Interview notes:*

- Retired from skiing because of knee injury
- Plans to open own hotel in ski resort – wants to get experience in all aspects of hotel work
- Very friendly, enthusiastic, seems hard-working

### A.2 Card 2

*Brenda MacDonald*

Age: 46

Nationality: British

Mother tongue: English

Marital status: widow

*Skills, background:*

- Several years' experience as hotel receptionist / secretary, hasn't worked for fifteen years

- French good, but not used for a long time

- Driver

- No experience of computers

- No knowledge of skiing

- Very good cook

*Interview notes:*

- Husband died fifteen years ago, so stopped work to bring up three sons, all now grown up

- Wants to do something different and adores France

- Very friendly – good fun!

- Seems capable and flexible

### A.3 Card 3

*Brigitte Schumann*

Age: 33

Nationality: Austrian

Mother tongue: German

Marital status: divorced

*Skills, background:*

- Eight years as assistant manager of hotel in a ski-resort
- Speaks good French and English
- Good skier
- Driver
- Good computer skills

*Interview notes:*

- Recently divorced and wants a complete change in her life
- Has seven-year-old daughter and four-year old son – she will bring them with her if she gets the job
- Seems very efficient (a bit cold?)
- Obviously has very strong personality and opinions

#### A.4 Card 4

*John Bailey*

Age: 55

Nationality: Canadian

Mother tongue: English

Marital status: single

*Skills, background:*

- Thirty-five years in hotel business (including fifteen years as assistant manager in Toronto hotel

- Excellent French

- Good skier

- Driver

- Computer experience

*Interview notes:*

- Retired from Hilton two years ago because of nervous problems (doctor's letter says now fine)

- Has never worked with children but has many nephews and nieces and loves children

- Seems friendly and considerate

## A.5 Card 5

*Anne-Sophie Martin*

Age: 21

Nationality: Swiss

Mother tongue: French

Marital status: single

*Skills, background:*

- Two years as nanny
- Two years as receptionist in hotel in Geneva
- Good skier
- Very good German, good English
- Computer experience
- Doesn't drive

*Interview notes:*

- Rather quite (shy?), but very nice
- Experience with small children
- Excellent references from the previous employers

## Приложение Б

(обязательное)

### Independent Film Company. Role cards

#### *B.1 Student A. Interviewer (Human Resources)*

Interview a staff member and ask questions.

Note down the answers.

- Position: (What / job?)
- Daily routine: (What / do / in / job?)
- Hours: (What / hours / work?)
- Breaks: (How often / breaks?)
- Lunch: (When and where / have lunch?)
- Feelings about job: (What / like (not like) about / job?)

#### *B.2 Student B. Employee*

Choose one of the role cards. Use the information to answer the interviewer's questions.

##### *Role card 1. Receptionist*

Daily routine (what you do in your job): You receive visitors, answer phone calls and book meeting rooms.

Hours: 8 a.m. – 5 p.m. Monday – Friday

Breaks: one 15-minute break in the morning

Lunch: 1 p.m. – 2 p.m. You usually bring your own food.

Feelings about job: You aren't happy. The reception desk is always busy. You work hard, and the salary is low. You need more breaks. You want more flexible hours.

##### *Role card 2. Production assistant*

Daily routine (what you do in your job): You book the studios, assist during filming and help to move equipment.

Hours: 9 a.m. – 6 p.m. Monday to Friday. You sometimes work later. You sometimes work at weekends.

Breaks: no regular breaks

Lunch: no definite time. You usually get takeaway fast food.

Feelings about job: You enjoy the job. You are very good at your job, and you like your helpful colleagues. The salary is OK, but do a lot overtime. Your office is very small. You want a fast promotion to be a producer.

### *Role card 3. Camera Operator*

Daily routine (what you do in your job): You film in the studios and outside on location.

Hours: 9 a.m. – 6 p.m. Monday – Friday. You often work much later. You sometimes work at weekends.

Breaks: no regular breaks

Lunch: no definite time. You often miss lunch when you are busy.

Feelings about job: The work is interesting and always different. You like the travel opportunities, but you are not keen on the weekend work. Your boss is not very friendly.

### *Role card 4. TV Producer*

Daily routine (what you do in your job): You create ideas for television, produce films and promote films.

Hours: no definite hours – Monday to Friday and often at weekends

Breaks: no regular breaks

Lunch: no definite time. You usually eat in restaurants.

Feelings about job: You love the job because it's interesting. You earn a high salary and travel a lot. You want a laptop computer and a new company car.



**Приложение В**  
**(обязательное)**  
**Blue Horizon. Role cards**

*B.1 Student A. Sunrise Holiday Representative*

You receive a telephone call from an unhappy guest.

- Listen to the guest.
- Say you are sorry about the problems.
- Offer to talk to the manager.
- Do not offer to give back their money.

*B.2 Student B. Guest at Blue Horizon*

Telephone the company's representative. You are very unhappy with your two-week holiday at Blue Horizon. It cost a lot of money.

- Tell the representative why you are unhappy with the building, apartment and facilities.
- You want to move to a different Sunrise Holidays apartment building or to get your money back.

**Приложение Г**  
**(обязательное)**  
**Link-up Ltd. Role cards**

*Г.1 Student A Salesperson*

1. Find out the customer's needs.
2. Help the customer to choose a phone and a service package.
  - How often do you use your phone?
  - How many text messages do you send?
  - Do you use your phone abroad?

Note:

Your commission on the Kim phone is 5% of the sales price.

Your commission on the Peterson and Sakano phones is 10%.

*Г.2 Customer 1 (Student)*

Your needs are:

- Phone use: not very often (200-300 minutes a month)
- Text messages: a lot (about 150 messages a month)
- Do you use the phone abroad? No

*Г.3 Customer 2 (Area Sales Manager)*

Your needs are:

- Phone use: very often (about 1800 minutes a month)
- Text messages: not a lot (about 25 messages a month)
- Do you use the phone abroad? Once or twice a month

## Приложение Д

(обязательное)

### Which restaurant? Role cards

#### *Д.1 Role card A*

You don't want to pay too much for the meal.

Your customer, Mr Haynes ...

- does not like hot and spicy food or fish very much.
- is staying downtown.
- prefers quite restaurants.

#### *Д.2 Role card B*

You really want to take your customer somewhere special.

Your customer, Ms Powell ...

- is vegetarian and likes high-quality food.
- likes a busy, lively atmosphere.
- is staying downtown.

#### *Д.3 Role card C*

You don't want to pay too much for the meal.

Your customer, Mr Tong...

- likes seafood.
- likes live music.
- is staying in Sausalito.

## Приложение Е

(обязательное)

### A people problem. Role cards

#### *Role card 1. Student A. Director*

You are an old friend of Sam Benetti's. You know that he is very unhappy because of Max, so you want Max to leave the company.

Use the comments from staff to explain your point of view to Director B.

#### *Role card 2. Student B. Director*

You like Max Davis. You know that because he works hard, business is very good at the Stuttgart, so you want him to stay in his job.

You think there is a problem with Sam.

Use the comments of the staff to explain your point of you to Director A.

## Приложение Ж

(обязательное)

### How about ten thirty. Role cards

#### *Ж.1 Role Card A*

You are the secretary for Kenny McCormick, the famous tennis player. He is away today, but he said that if anyone from *Ego Publishing* called, you should try to make an appointment with him/her – he is trying to get someone to publish his autobiography.

Below is his diary for the next three days. It is not possible to cancel any of his appointments, and you cannot make an appointment before 8 a.m. If he is not available at any time, say why.

#### *Tuesday 26<sup>th</sup> November*

- 8.00-9.00 – run
- 9.00-11.00 – practice
- 11.00-12.00 – have massage
- 12.45-1.30 – lunch with shoe sponsors
- 2.30-3.15 – have meeting (accountant)
- 4.00-5.30 – practice match
- 6.30-7.45 – appear on TV quiz programme
- 7.45-10.00 – attend tennis club  
dinner

#### *Wednesday 27<sup>th</sup> November*

- 8.00-9.00 – run
- 9.00-11.00 – training in gym
- 12.00-1.00 – dentist
- 2.00-4.00 – make advertisement (Nike shoes)
- 4.45-5.45 – meeting computer games manufacturer

- 6.30-8.00 – record interview (BBC)
- 8.00-10.00 – dinner with clothes sponsor

*Thursday 28<sup>th</sup> November*

- 8.00-9.00 – run
- 10.00-11.30 – have photo taken for new advertising campaign
- 12.30-1.30 – lunch with journalist
- 2.00-3.00 – training
- 3.30-4.00 – have massage
- 4.45-6.00 – travel to airport
- 7.00-9.00 – fly to Paris

*Ж.2 Role Card B*

You work for *Ego Publishing*. Last week Kenny McCormick, the famous tennis player, sent you his autobiography, which he wants you to publish. You are very interested, and are now going to phone his office to make an appointment. You need at least half an hour with him.

Below is your diary for the next three days. It is not possible to cancel any appointments, or to arrive late. If you're not available at any time, say why. You want to make an appointment as soon as possible.

*Tuesday 26<sup>th</sup> November*

- 9.00-9.30 – doctor
- 10.15-11.30 – meeting with advertising manager
- 11.30-12.45 – visit Dylan's bookshop
- 1.30-3.00 – interview applicants for new secretarial job
- 3.00-4.00 – meeting with printer
- 5.30-7.00 – attend book launch, National Gallery

*Wednesday 27<sup>th</sup> November*

- 9.00-9.30 – pick up car from garage
- 10.30-12.00 – computer training course
- 12.45-2.00 – lunch with boss
- 2.30-3.30 – phone New York office
- 3.30-5.00 – prepare talk for Publishers' Conference
- 5.30-6.45 – choose covers for new books

*Thursday 28<sup>th</sup> November*

- 9.00-10.30 – meeting with marketing
- 11.00-12.00 – record interview for The Book Programme
- 12.30-1.00 – travel to Publishers' Conference
- 1.15-1.45 – give talk at Conference
- 2.30-3.00 – lunch
- 4.00-5.00 – interview new secretary
- 5.30-6.30 – attend meeting on time management

## Приложение И

(обязательное)

### You and your company. Role cards

#### *И.1 Role card A*

Position: Technical Director, Mata Shoe Company  
Duties: in charge of a department of 12 staff  
work with design department to create new products  
responsible for quality control of products  
Company profile: one of the biggest shoe manufacturers in Brazil  
manufactures shoes under the brand name “Daniela”  
sells in over 20 countries  
Employees: 20.000  
Turnover last year: US\$ 550 million  
Profit last year: US\$ 42.5 million  
Plans: to enter new markets next year  
will target Russia and China

#### *И.2 Role card B*

Position: Sales Representative, Mei Cosmetics  
Duties: visit stores and supermarkets selling a range of beauty  
products  
help to train new sales staff  
Company profile: manufactures beauty and skin – care products  
manufactures equipment for beauty salons  
has several shops in Taiwan  
Employees: 750 at its factory and 80 at its head office  
Turnover last year: US\$ 120 million



Profit last year: US\$ 25 million  
Plans: about to enter the US market  
will launch a new perfume next year in Japan

### *II.3 Role card C*

Position: Representative, Medi-Care  
Duties: organise campaigns to promote the work of Medi-Care  
try to get doctors and other medical staff to work in  
developing countries  
place advertisements in newspapers  
give talks about the organization to young people  
and often appear on radio and television programmes  
Company profile: international reputation  
non-profit-making organisation  
have several campaigns each year in different countries  
governments and big companies give money to  
your organisation  
Employees: 10 full-time employees in your office  
Income last year: US\$ 10.8 million  
Plans: to contact famous people (e.g. actors and music stars)  
to be in a new advertising campaign for Medi-Care

**Приложение К**  
**(обязательное)**  
**Isis Books plc. Role cards**

*K.1 Student A. Marketing Director*

You receive an e-mail from Svetlana Klimova in Moscow.

*I can meet you all on 16<sup>th</sup> or 19<sup>th</sup> June, but I'm not available at any other time. I hope this doesn't cause you any problems. Let me know if you can make it on these days.*

*K.2 Student B. Sales Representative (Russia)*

You receive an e-mail from Boris Shishkin in St Petersburg.

*I'm looking forward to seeing you all. I'm not available during the early part of your visit, but I could see you at the end of the week. Friday or Saturday (20<sup>th</sup> or 21<sup>st</sup> June) are free. OK with you?*

*K.3 Student C. Sales Representative (Poland)*

You receive a fax from Jerzy Kapka in Warsaw.

*I am pleased to hear that you are visiting us at the end of the month. I can meet you either at the beginning or end of your visit. 16<sup>th</sup> to 18<sup>th</sup> June are OK, but I prefer 23<sup>rd</sup> or 24<sup>th</sup> if that's all right with you.*

## Приложение Л

(обязательное)

### A change of culture. Role cards

#### *Л.1 Role card 1. Alice Baumann*

You want to introduce all the new ideas.

You think the image of the bank is not good.

You think the bank will lose customers if it doesn't change.

You think staff will enjoy a more relaxed culture.

You know some good staff members had to leave because the working hours were difficult for them.

You want the bank to do well because it will be good for your career.

#### *Л.2 Role card 2. Jeremy Owen*

You want all the overseas branches to have the same culture as head office.

The new culture is working very well at head office.

You know that meetings with fewer people are more efficient.

You want the bank to make more profit.

You know there is a lot of competition from other international banks.

Some of the other banks are changing their cultures.

#### *Л.3 Role card 3. Senior Cashier*

You are against the changes.

You have worked in the bank for a long time. There have been a lot of new managers from head office.

You don't think the people from head office understand local culture.

You know customers wouldn't like using staff's first names.

You know customers expect staff to wear smart bank uniforms.

You think it is important to write reports.

*Jl.4 Role card 5. Office Manager*

You are against the changes.

You have worked in the bank for a long time.

There have been a lot of new managers from head office.

You don't think the people from head office understand local culture.

You think it will be difficult to organise a flexitime system.

You don't want junior staff to be able to see you without an appointment.

**Приложение М**  
**(обязательное)**  
**High Profile Inc. Role cards**

*M.1 Role cards 1 and 2. Marketing Director and Human Resources Director*

1. One of you interviews J. Walter (age 34, married, two children) first.

The other interviews P. Madison (age 42, single). Then you interview the other candidate.

2. Check the candidate's personal details.

3. Ask questions about the candidate.

- Why he/she wants the job

- Qualifications

- Work experience

- Skills

- Interests

4. Ask any other questions you want to.

5. Ask the candidate if he/she has any questions.

*Preparing for the interview*

You can offer:

- a salary of €80.000

- three weeks' annual leave

- a company car

- flexitime

You can invent any details you want.

### *M.2 Role card 3. Candidate 1*

J. Walter: age 34; married, two children

Qualifications: A university degree and a diploma in marketing

#### *CV summary*

- Travelled round the world for a year
- Worked in a department store for eight years
- Present job: chief buyer for a clothing manufacturer (five years)
- Present salary: €64.000
- Reason for moving: you want a new challenge
- Interests: family and managing a youth football team

#### *Preparing for the interview*

Think about:

- why you want the job.
- what questions you want to ask at the interview.

You can invent any details you want.

### *M.3 Role card 4. Candidate 2*

P. Madison: age 42, single

Qualifications: A degree in business studies

#### *CV summary*

- Left school at 16
- Worked for five years in a large company
- Went to university at 21
- Worked for several companies in sales
- Present job: manager for a sports goods store
- Present salary: €60.000

- Reason for moving: you want a more interesting job with travel
- Interests: art and sports

*Preparing for the interview*

Think about:

- why you want the job.
- what questions you want to ask at the interview.

You can invent any details you want.

## Приложение Н

(обязательное)

### Complementary therapies. Texts

#### *Text A. Hypnotherapy*

*Alison Hatch teaches a class of seven- and eight-year-olds.*

“I often get stressed at work, and it makes me feel bad-tempered and really worked up. I get pains in my chest, and an infection flares up in my hair and eyebrows. I’m very open-minded about alternative medicine.”

#### *Prescribed*

Hypnotherapy, which involves being induced into a light trance state usually by closing your eyes and listening to the therapist’s voice. Though it directs itself to your unconscious mind, you remain aware of your surroundings.

Alison says, “We spent a large part of the first session looking back at my medical history and my life from when I was very small. She asked me what I was stressed about, to which the answer was “Everything”. The discussion was almost like therapy. I’d describe a stressful scenario, and she would look at it in a different way, explaining how things that happened in my childhood affect my reactions now.’

‘Afterwards, she taught me breathing exercises for relaxation. Then she got me to lie down and imagine a special place where I could go to relax. I thought of a rock pool in a green lagoon. She said that after she counted to ten very slowly she wanted me to be in my relaxed place in my mind, which was where I ended up.

‘She would then talk through whatever problems had come up at the beginning of the session, then she counted back to ten and took me out. The idea was that, when stressed, I would be able to close my eyes and remember the state of total relaxation and it’s true, I can take myself back there if I want to. The infection hasn’t been a problem since I started the treatment. When I find a classroom stressful, I take a step back, breathe and tell myself to chill out, A boy came up to me in the classroom the other day and said, “Miss, what are doing?” and I said, “I’m counting to ten, Alex.”



*Continuing treatment? Yes*

*Text B. Colour Therapy*

*Ray Coles teaches a class of ten- and eleven-year-olds.*

‘I find school very rushed and I only eat when I can find a minute to grab something. I’ve just moved to the area to take up this job and I really miss having a social circle, when I get stressed at work, I get hyperactive and find it difficult to unwind. I also tend to have difficulty concentrating and suffer from an aching back when I’m tense.’

*Prescribed*

Colour therapy which is all about light, and involves gazing at various coloured lights to stimulate different parts of the brain.

Ray says: ‘I’m open-minded about alternative remedies, so I was ready to give this a go. We began by having a good old natter so that she could get to know me. It was a psychological discussion to talk about what stressed me out, such as school and life at home. She made really constructive suggestions about what I should actually do about my problems, and taught me some quite straightforward relaxation exercises.’

‘After the discussion she asked me to lie down on the bed and dangled a crystal over my head from head to toe. She said that the energy from some colours was missing from certain parts of my body, but I thought she could have drawn a lot of her assumptions from the discussion rather than picking it up from the crystal vibes. It could have been bluff and guesswork, but she seems extremely genuine in what she believes.’

‘Next, she switched on the disco lights and left me with them for 20 minutes. When she came back, she dangled the crystal again over certain points of my body and said she could see healing had taken place and certain parts were no longer as tense. I think it’s a bit like horoscopes when you read that you’ll meet a handsome stranger, you do suddenly begin to notice a lot of strange handsome people around you. An awful lot of the treatment relies on the power of suggestion.’

‘I was very stressed about my workload and I got things far more in perspective. It was like going to someone for an independent viewpoint, because she gave me a lot of

advice on interpersonal relationships. I wouldn't go out of my way to recommend colour therapy, but I would suggest finding someone to go and have a good chinwag with.'

*Continuing treatment? No*

*Text C. Thai Yoga Massage*

*Dayle Brain teaches ten- and eleven-year-olds.*

'I get very stressed and often have a raging headache when I leave school. It feels as though I'm constantly taking painkillers. Like most teachers I crash during the first week of the holidays and get throat infections. I don't know much about these treatments but I wouldn't mind doing something that involves some gentle stretching.'

*Prescribed*

Thai yoga massage which relieves physical stress and strain and stretches your limbs most effectively. It combines the yoga massage is certainly not massage as we know it. It involves much harder pressing and it felt like I was a piece of dough being kneaded. When the practitioner was massaging me (through clothes) I did sometimes think, "Please don't do that anymore". He didn't actually talk to me apart from when he gave instructions which I found very eerie. If he'd spoken to me more, I would have felt more at ease.

'I felt quite energetic after the first session, but it only lasted the day of the treatment. The next day I felt back to normal. As the sessions went on, the massage got harder and my body felt as though it had been worked on each time, but I never got that feeling of instant energy back again.

'It's difficult to say what benefit the treatment finally had. As the treatments went on, the headaches began to improve and things didn't seem to get on top of me the way they used to. I don't know if this can necessarily be put down to the treatment because stress depends on so many things. Talking time out for myself had a lot to do with it. I feel selfish if I do things for myself. I've spent a whole hour each time letting someone else take over my life and I think that's the key.'

*Continuing treatment? No*

*Text D. Acupuncture*

*Head teacher Jackie Cox is 53.*

‘As head of the school, my job involves juggling several roles, and I just don’t have time to relieve my stress. I suffer from an inflammatory disease which flares up when I’m under stress, and I’m ill most school holidays.’

*Prescribed*

Acupuncture, which involves inserting fine sterile needles into various trigger points that run along 12 energy channels throughout the body.

Jackie says: ‘I was extremely skeptical beforehand because I don’t have much time for this sort of staff. Still, at my first session the practitioner did a very thorough initial consultation involving my health history and important life events. It was so comprehensive it lasted 90 minutes, and I felt very reassured by her, which filled me with confidence. After that, she got started and, as the sessions have progressed, I’ve just felt better and better

‘She didn’t use big pins to start off with, she just put some very fine ones in my back, and took them out almost immediately, so that helped me with any initial apprehension I might have had. My husband has even noticed a difference in me. He thinks I’m much more laid back about things, and I certainly feel it.

‘I’ve just had a week off and usually I get very stressed during my holidays. I don’t really enjoy the break, but it’s been a good week. Now I’m back at work, which is a very stressful environment, but I’m just taking it in my stride. It’s not a very different from having a massage, for example. I got on very well with the practitioner, though. At the beginning of every session, we would go through what had happened in my week. She would ask me how I was feeling and how my stress levels were, before taking my pulses and deciding where she was going to position the needles. I found the process riveting after having been such a sceptic.’

*Continuing treatment? yes*

## Приложение П

(обязательное)

**Style icons. Texts**

### *Text A. James Dean (1931-55)*

US actor. Initially a stage actor, he appeared in only a small number of films after making his debut in the 1955 film *East of Eden*. Dean's instantly recognizable image, featuring blue jeans, a dangling cigarette and a characteristic slouch, made him a cult hero almost overnight, and he has remained a symbol of the rebellious teenager ever since. Always determined to live life to the full, he was addicted to high-speed sports. He was forbidden to engage in any form of sports car racing during the shooting of his last film, *Giant*. The day after filming ended in September 1955, he was heading to Salinas, California, where he was to take part in a race, when he collided with another vehicle on a California highway. Dean died instantly. He was 24 years old.

### *Text B. Madonna (1958)*

US pop star and actor: Perhaps the most successful female artist in popular music, Madonna has always shown the ability to reinvent herself while maintaining full control of her career: The biggest selling female recording star of '80s' among her biggest fans were a growing number of 'wannabes', teenage girls who copied her independent, don't care attitude. Constantly changing her image from blonde bombshell to hippie earth mother, from cowboy girl to devoted wife and mother, her success has continued, with albums such as *Like a Prayer* and *Music* bringing popular and critical acclaim. Her film roles have included *Desperately Seeking Susan* (1985) and the title role in *Evita* (1996). She now has two children and lives with her husband, film director Guy Ritchie.

*Text C. Audrey Hepburn (1929-93)*

Actress. Born of Anglo-Dutch parents, she became a Hollywood star in *Roman Holiday* (1951), for which she won an Academy Award. Her other major roles included Holly Golightly in *Breakfast at Tiffany's* and Eliza in *My Fair Lady*. Often playing innocent, childlike characters, her acting was characterized from the beginning by sophistication, modesty, and humour.

Audrey's Personality – a blend of fragile girl and elegant woman – set her apart from the American blonde bombshell so popular at the time. From 1988, she gave up her film career and worked for the United Nation's Children's Fund. She died in Switzerland at the age of 63. She was mourned internationally as one of the favorite film actresses of all time, an icon to style, elegance, dignity and charity.

*Text D. Frank Sinatra (1915-1998)*

US singer and film actor. Known variously as 'The Voice', 'The chairman of the Board' and 'Old Blue Eyes', his career as a singer spanned nearly sixty years. As well as recording more than 1,500 songs, he appeared in nearly sixty movies. As a singer, his cool romantic image brought him worldwide fame. His turbulent love life (he was romantically linked to many of the most glamorous women of his time and was married three times), extravagant lifestyle and rumours of links to organized crime only seemed to enhance his 'Bad Boy' image – and his appeal to millions of devoted fans. He finally retired from recording at the age of 79, and died in 1998.

*II.5 Answers for possible questions*

**Who ...**

- ... is still alive? (Madonna)
- ... is/was an actor? (all four people)
- ... is/was a singer? (Madonna and Frank Sinatra)
- ... is/ was not from the US? (Audrey Hepburn)
- ... died very young? (James Dean)

- ... has changed his/her image a lot? (Madonna)
- ... had a very 'public' love life? (Frank Sinatra)
- ... was a mixture of fragility and sophistication? (Audrey Hepburn)
- ... loved car racing? (James Dean)
- ... lived life to the full? (James Dean and Frank Sinatra)

## Приложение Р

(обязательное)

### So you think you know what's good for you? Texts

#### *Part A*

##### *Exercise*

Everyone nowadays knows the benefits of physical exercise – but scientists at the University of Maastricht in the Netherlands say the key to staying slim and keeping fit is to eat less and take gentle exercise such as walking or cycling. ‘People who take intensive exercise often reward themselves by spending the rest of the day in front of the TV’, says Professor Klaas Westertep. ‘At the same time they have to eat more to give them energy for the next work-out. To avoid weight gain, it’s better to take gentle exercise over a longer period.’ And health researcher Peter Axt believes that spending a couple of hours a day doing absolutely nothing is more effective than exercise in building immunity and prolonging life. ‘We always think that we have to be achieving something but just vegetating for half of your free time could be more healthy’, he claims.

##### *A low-fat diet*

A low-fat diet may be good for you waistline, but the latest research suggests that it is less beneficial psychologically. A team of volunteers at Sheffield University asked to follow a diet consisting of just twenty-five percent fat (the level recommended by the World Health Organisation) reported increased feelings of depression and hostility towards others. One reason perhaps that people on low-fat diets are apparently more likely to meet a violent death!

##### *Drinking tea and coffee*

Many of us already know that drinking coffee raises your blood pressure but according to the latest research, it can also make you bad-tempered. Mice who were given regular doses of caffeine by researchers were found to be unusually aggressive! On the other hand, the chemicals found in tea can reduce the risk of heart attacks, and have a

beneficial effect on cholesterol levels and high blood pressure. And tea doesn't keep you aware at night either!

### *Eating chocolate*

Ever heard of old saying 'A little of what you fancy does you good'? Well, if you're a chocolate can protect you from a variety of minor illnesses including colds, coughs, depression and even help reduce the risk of heart disease!

### *P.2 Part B*

#### *Playing computer games*

Parents worried about their children spending hours on their PlayStation may have it all wrong – it could actually be time well spent. Researches at Manchester University found that gamers who play up to eighteen hours a week seem able to focus on what they are doing better than other people, have better co-ordination; and, far from being anti-social, 'computer nerds' find it easier to form friendships than children who prefer activities such as reading and watching TV. But scientists in Japan have found that gaming develops only vision and movement, but not the parts of the brain associated with learning, emotion or behavior. 'This might be a problem in our increasingly violent society,' says Professor Ryuta Kawashima of the Tohoku University.

#### *Being married*

'Every woman should marry – and no man' commented one wit almost 150 years ago. But scientific evidence has tended to suggest that it's men who find happiness through marriage more than woman. It has been shown that single men are the least happy social group, while married men are the happiest. But a new study from La Trobe University in Melbourne reveals that women do benefits as well: 25 percent of single people were miserable, compared with only thirteen percent of married people. Among the women surveyed, those who were married with children and a job had the fewest mental health problems.

#### *Low self-esteem*



The feeling of being undervalued can damage your health. Research by the National Arthritis Council shows that employees who suffer constant criticism, or feel out of control at work, are much more likely to suffer from back problems. Depression, says one researcher, is actually far more likely to cause backache than heavy lifting!

*Watching soap operas on TV*

Finally, a surprising piece of research that shows people who regularly watch soap operas are significantly happier than those who don't. Psychologists believe that this is because such programmes provide viewers with an imaginary set of friends, and a sense of belonging to a community. 'It works in rather the same way as membership of a club, or a church,' says Professor Michael Argyle of Oxford Brookes University.

## Приложение С

(обязательное)

### Unusual achievements. Texts

#### *Text 1. Prestigious business award for Fabiola*

Born in Spain, educated in the USA and married to a South African, Fabiola Arredondo was unknown just a few years ago. But she has recently won an award offered by the USA's leading financial newspaper, as Europe's Most Influential Businesswoman. As managing director of Yahoo!, now Europe's leading Internet network, she took the organization from a tiny operation employing just thirteen people, to a giant worldwide company with a turnover of more than \$100 million. Her good looks and eloquence have made her something of a celebrity in European business circles.

#### *Text 2. Prodigies graduate*

A teenage brother and sister, who were the youngest siblings ever to go to university, have graduated with Maths degrees. Iskander Yusov, fifteen, and his sister Noraisha, nineteen, have been given their degrees by Warwick University. Neither went to school before university, but had been taught at home by their father who is mathematician. Iskander, who began his university studies at the age of twelve, achieved a first class honours degree. Asked if he had any regrets about going to university so young. Iskander said, 'I don't know feel I have sacrificed anything at all, we would not have benefited from going to school. 'Their elder sister Sufiah was accepted at oxford University at the age of 13, and the family's youngest daughter, Zuleiha, aged 8, is currently preparing to take her A levels.

#### *Text 3. Juggler breaks world record*

On 15-16th July, Ricardo Neves (Brazil) juggled a regulation football non-stop for 19 hours 15 minutes and 31 seconds with feet, legs and head, without the ball ever

touching the ground at the Los Angeles Convention Centre, California, USA. The record time for ball control by a woman is 7 hours 5 minutes 25 seconds by Claudio Martini (Brazil) at Caxias do Sol.

*Text 4. Supergran safely home*

She had to make an emergency landing in Jordan, battled 160 kilometres-per-hour Arctic storms, and faced a terrifying moment when her engine nearly failed over the Mediterranean. But now Jennifer Murray is safely back in the UK and celebrating becoming the first woman to circle the globe solo by helicopter. The sixty-year-old grandmother, from Frome in Somerset, completed the 35,000 kilometre journey in ninety-nine days. ‘My motive was to create a world record and have a fantastic adventure,’ she said, ‘however, I don’t want to do this without raising money for charity as well’.

Her journey raised over one million euros for Operating Smile, a charity which provides facial surgery for children in developing countries.

*Text 5. Another first for Halle*

Actress Halle Berry has made history by becoming the first African American to win an Oscar for Best Actress, following her performance last year in *Monster’s Ball*. In a moving acceptance speech, the actress paid tribute to all the African American actresses whose achievements had inspired her.

Born in Ohio in 1968, Berry had a tough inner city upbringing, but success as a beauty queen at the age of seventeen gave her the opportunity to escape. She was first African American to represent the USA in the Miss World competitions, and has been named no less than seven times in *People Magazine’s* list of the fifty Most beautiful People in the World. However, she has also received warm praise for her acting skills, and has the distinction of being only ‘Bond Girl’ ever to win the Best Actress award.

## Приложение Т

(обязательное)

### Places to visit before you die. Texts

#### *Text 1. Natural wonder*

##### *1<sup>st</sup> The Grand Canyon, USA*

Known to native Americans as «Mountain lying down», The Grand Canyon stretches for 443 kilometers where the Colorado River cuts through northwest Arizona. The canyon is a baby by geological standards-only five or six million years old, although the rocks at the bottom are almost two billion years old. It is the incredible colours of these different layers of rock that delight visitors-over five million of them every year. Surprisingly though, after making the long journey there, the average visitor spends only fifteen minutes looking at the Canyon. Even so, visitors should still be careful: every year on average of five people fall over the edge.

A viewer's opinion: «It's just incredible, you feel as if you have died and gone to heaven».

2<sup>nd</sup> Iguazu Falls, Argentina\Brazil

3<sup>rd</sup> Great Barrier Reef, Australia

4<sup>th</sup> Rocky Mountains, Canada

5<sup>th</sup> Victoria Falls, Zimbabwe

#### *Text 2. Ancient wonder*

##### *1<sup>st</sup> Petra, Jordan*

The location for a number of Hollywood films, including Indiana Jones and the Last Crusade, the city of Petra was built in rocky cliffs more than 2000 years ago and was once an important commercial city. Temples, palaces, and a huge amphitheatre were all cut out of the cliffs, whose amazing colours give the city its rose-red appearance. Historians believe that the citizens of Petra had to abandon it around 551 AD and this incredible

archeological site was forgotten by the West, until a Swiss traveler «rediscovered» it in 1812.

A viewer's opinion: «It is difficult to imagine how enormous and how splendid it is from photographs –you just have to see it in person. It'll blow your mind!»

2<sup>nd</sup> Machu Picchu, Peru

3<sup>rd</sup> The Pyramids, Egypt

4<sup>th</sup> The Great Wall of China

5<sup>th</sup> Angkor Wat, Cambodia

### *Text 3. Modern city*

*1<sup>st</sup> Las Vegas, USA*

A surprising choice as your favourite city, Las Vegas means the «meadows» in Spanish, but meadows are probably the only thing you can't find here. Even for those who aren't interested in gambling, Las Vegas is one of the most exciting cities in the world. «The strip», in the centre of town, is five kilometers of the most extravagant hotels you will ever see, including replicas of the Eiffel Tower, the Egyptian Pyramids and ancient Roman Palaces. It uses almost 24000 kilometers of neon lights! Famous for its «quickie» weddings (both Elvis Presley and Richard Gere were married here) you can even arrange a «drive through wedding» and be back in casinos in an hour!

A viewer's opinion: «There can be no other place like this on earth-it's like entering a cartoon world».

2<sup>nd</sup> Sydney, Australia

3<sup>rd</sup> Hong Kong, China

4<sup>th</sup> New York, USA

5<sup>th</sup> Rio de Janeiro, Brazil

### *Text 4. Romantic city*

*1<sup>st</sup> Venice, Italy*

What could be more romantic than going down a Venetian canal in a gondola? No wonder Venice is the favourite of lovers all over the world. This unique city is located on 118 flat islands, and has over 200 canals and 400 bridges. Visit the Piazza San Marco, one of the most beautiful squares in the world with its 500-year-old buildings, and marvel at the Basilica of St Mark, and the Doge's Palace, the home of many of Venice's most famous paintings and sculptures.

A viewer's opinion: «Imagine going back in time to a life without cars, where magnificent art and architecture were all around you-this is what you experience when you go to Venice».

2<sup>nd</sup> Prague, Czech Republic

3<sup>rd</sup> Paris, France

4<sup>th</sup> Istanbul, Turkey

5<sup>th</sup> Petersburg, Russia

#### *Text 5. Beach*

##### *1<sup>st</sup> Koh Samui, Thailand*

A tropical paradise located in the warm blue waters to the southeast of Thailand. Although it is the kingdom's second largest island after Phuket, it was unknown to tourists until a few years ago. Easy to reach from Bangkok, it is covered with coconut trees and brightly-coloured flowers and is surrounded by white sandy beaches and turquoise seas. Whether you want remote beaches, great shopping, first-class restaurants or an exciting night-life, you'll find it on Koh Samui.

A viewer's opinion: «The most perfect paradise island in the Far East-such friendly people and good! Everyone should go there before they die, but hopefully not at the same time!».

2<sup>nd</sup> Whitehaven beach, Great Barrier Reef, Australia

3<sup>rd</sup> Cancun, Mexico

4<sup>th</sup> Boulder's Beach, South Africa

5<sup>th</sup> Bora Bora, French Polynesia

## Приложение У

(обязательное)

### Doing something different. Texts

#### *Text 1. Clare*

I'd been working as a geography teacher in a big secondary school for about three years and I was getting really fed up. The kids were really badly behaved and rude, and it was really hard to control them. Every day was really stressful and awful. I was working every evening marking homework and preparing lessons and I just went to bed exhausted and really depressed every night. It just wasn't the right job for me.

Then one day I read in the newspaper that there aren't enough plumbers in the country. Too many people are going to university and not enough people are training to be plumbers! And I said jokingly to my boyfriend, 'I'll be a plumber. I'll earn more money and I won't have to deal with those kids every day! And I'll never have to worry about finding a job!'

And at first it was just a joke, but then I started thinking about it seriously and well here I am, and so far I'm really enjoying it. You have practical problems to solve every day, which I like. You start work early, which I don't like I must say, but when you go home at four or five o'clock that's it, you can forget about it until the next day. No more nights lying awake worrying about it!

I'm the only woman on the course. My colleagues are all male, but they're fine. They make a few jokes, mostly because I used to be a teacher, but it's all very friendly. Sometimes you meet older people who think you can't do the job because you're a woman, and that's a real pain, but compared to my classes at the school where I used to work it's really no problem at all!

#### *Text 2. Kevin*

I lost my job when the company where I worked closed down, and it was terrible. All these men were unemployed and there were no jobs for them anywhere. And so my wife, Sally decided to go back to work. She's a legal secretary and there's always lots of that kind of work, but she has to work long hours.

So basically, we changed places. I look after the baby and take the other two to school, and do the shopping and the cooking and the housework. And I must say it's the hardest work I've ever done! Before I used to think my wife had an easy time while I was working. Now I see mums and housewives in a different way!

At first, I hated it. I was desperate to get back to work, but now I've started to enjoy it. I never used to see much of the kids and now I'm watching them grow up, and I'm part of everything they do. I still feel a bit lonely sometimes. Em, I miss the people I worked with, but at least the other mothers at school talk to me now, and I've even met some other 'house-husbands' at the school gate. But I don't want to do it for ever. I'm still looking for another job.

### *Text 3. Lorna*

Ian and I were both doing well in our careers in the city, but we were working really long hours, often twelve hours day and travelling two hours a day as well – and still living in a tiny flat, because flats are so expensive in London. And when we decided to get married and start a family, we just realized we didn't want to bring our children up with that kind of life, that kind of stress.

We came down here for a holiday and just fell in love with this place. It just seemed like the ideal place for children to grow up, and when we found the hotel, it was perfect – like a dream come true.

I must say, it's been a lot harder than I thought. Running a hotel is a twenty-four-hour job, and we've had lots of problems that we didn't really expect. The people in the village weren't that friendly at first, though it's getting better now, and we had quite a lot of money problems and things like that. After the baby's born it's going to be difficult too. Ian will have to work even harder, because I'll have the baby to look after.



But even with all those problems I still really love it. I really enjoy meeting new people all the time. It's still the place where I want to bring up my children, and I don't miss my life in London at all! At the end of a long day, I just look out at the view and listen to the sea. I still think we're really lucky to be here.

## Приложение Ф

(обязательное)

### The great international night out. Texts

#### *Text 1. Pizza*

Pizza has a long history. The ancient Greeks first had the idea of putting vegetables on large flat pieces of bread, and ‘pizza ovens’ have been found in the ruins of Roman cities. But for centuries one vital ingredient was missing – the first tomatoes were not brought to Europe until the sixteenth century before, and Rafaele Esposito, a baker from Naples, began to sell the first modern pizzas. He was asked to bake a special pizza for a visit by the Italian King and Queen in 1889, and so the first pizza Margarita was created, named after the Queen.

Pizza became a favourite dish in Italy, but it was after the Second World War, when thousands of American soldiers went home from Europe, that pizza really became an international dish. Soon there were pizzerias all over the USA, and American chains like Pizza Hut spread the idea around the world. Today the average American eats over ten kilogrammes of pizza a year and the world’s largest pizza (measuring thirty meters across) was baked not in Italy, but in Havana, Cuba!

#### *Text 2. Discos*

Have ever wondered where the modern disco started? Before the Second World War, men and women going to nightclubs danced in couples to live bands. But in Paris during the war, jazz bands were banned in clubs. People still wanted to dance, so they took along their gramophone players instead, and the very first ‘discotheques’ were created. The idea remained popular after the war, partly because it was cheaper to pay a DJ than a whole band, and soon Parisian discotheques were copied in the USA and other countries.

It was the arrival of a dance craze called ‘The Twist’ in 1961 that really made discos though, as for the first time couples danced without touching each other. Even Jacqueline

Kennedy, the wife of the US President, was photographed doing the dance. Fashion, music and technology have moved on quite a bit since then, but the basic idea has never lost its popularity.

### *Text 3. Karaoke*

Everyone knows that karaoke comes from Japan, but it is not the Japanese for ‘drunk and tone-deaf’ as you might think! It actually means ‘empty orchestra’. It all started in a small music bar in the city of Kobe. One night when the usual guitarist didn’t turn up, the desperate bar owner recorded some music and invited his customers to sing instead. The craze soon spread, and special karaoke machines were invented. The idea was that however badly you sang everyone applauded at the end, and it proved the perfect way for stressed Japanese businessmen to unwind.

Today, just twenty years after it started in Kobe, you can find karaoke bars all over the world. It is so popular in China that restaurants normally have several karaoke machines that not only play music and videos, but also have smoke machines, laser lights, and even dancers and a DJ to accompany you, while you make-believe for a few minutes that you are a star. As one karaoke fan put it, ‘It’s something everyone should try at least once in their life.’

**Приложение X**  
**(обязательное)**  
**The perfect crime. Texts**

*Text 1*

A daring criminal has finally been arrested in Malaga, Spain, two years after attempting to steal over three million euros. Spanish police yesterday told the story of how the forty-year-old man, Martin Dempsey from Manchester, was caught.

Two years ago professional thief Dempsey discovered that the cash was going to be sent to Spain on a special flight, in the luggage hold. So Dempsey packed himself into a cargo crate, and got himself booked into the same flight as the money. Once the plane took off, he cut his way out of the crate with a pocket knife, found the money successfully, and packed himself and money back into the crate. The plane landed safely, and everything seemed to be going perfectly to plan, when unfortunately...

*Text 2*

Guildford Crown Court yesterday heard how mugger Toby Williams, twenty-four, unemployed, had snatched the handbag of Barbara Walsh a sixty-five-year-old retired teacher, in Crowndale Road last June. Inside Williams had found not only cash, but also a check for five thousand pounds, made out to Mrs Walsh.

Williams, who pleaded guilty to charges of theft and fraud, told the court how he discovered that he had all the correct identity documents to cash the cheque, the only problem being that he was not a sixty-five-year-old woman.

However, the ingenious Williams didn't give up. Using the photograph on Mrs Walsh's driving license as a guide, he dressed himself up as an elderly woman, and went to present the cheque at a local bank.

At first, all went according to plan: the bank clerk didn't seem to suspect anything wrong. That was, not until she looked at the cheque...

*Text 3*

If it had been successful, it would have been the world's biggest robbery. Several years ago, a team of over 200 police officers foiled an attempt by a gang of professional thieves to steal diamonds worth around €350 million from the Millennium Dome in Greenwich, London. The plan was remarkably simple. The thieves crashed a JCB digger into the side of the Dome near where the 'Millennium Star' and twelve other priceless diamonds were displayed. They then threw smoke bombs and smashed holes in the security glass protecting the diamonds. They planned to escape with the diamonds in a speed boat waiting outside the Dome on the River Thames. But what they didn't realize was that...

*Text A*

... for by an amazing coincidence, the bank clerk was Alexandra Walsh, Mrs Walsh's thirty-two-year-old daughter. She recognized her mother's cheque immediately and Williams was soon under arrest. Williams, who has been found guilty, will be sentenced later today.

*Text B*

...the police had been watching them for weeks. The gang had already attempted a couple of unsuccessful robberies, and all of the members were being followed. They had noticed how often they visited the diamonds at the Dome and had worked out what they were planning. On the morning of the attempted robbery, the Dome was actually full of police officers who were dressed as cleaners, with their guns hidden in bin liners.

However, as it happened, the whole gang was arrested without a shot being fired. But even if they hadn't been stopped, the gang would have been sadly disappointed – the diamonds had been replaced with replicas: the real ones were safe in the bank!

*Text C*

...the baggage handlers who were unloading the plane dropped Dempsey's crate and he fell out. Dempsey grabbed as much money as he could, yelled 'Don't worry about me, I'm fine to the astonished baggage handlers and disappeared across the runway before anyone could catch him.

And he would have remained free, if he hadn't been arrested two years later for drink-driving in the Costa del Sol where he was now living. His DNA was found to match DNA from the airline crate, and Dempsey has at last been charged with the robbery.

*Text D*

... one member of the gang was in fact a police officer who had been keeping his colleagues in touch with developments via his mobile phone. The moment the gang entered the building and started loading the gold into sacks, a group of armed police officers leapt out from their hiding places and began arresting the horrified robbers. Desperate to escape, some of the gangs abandoned the gold and ran into the street outside – only to find they were completely surrounded.

**Приложение Ц**  
**(обязательное)**  
**Worst Case Scenarios. Texts**

*Text 1. How to treat a broken leg*

If the skin is broken, do not touch or put anything on the wound. You must avoid infection. If the wound is bleeding severely, try to stop the flow of the blood by applying steady pressure to the area with sterile bandages or clean clothes.

Don't move the injured leg. You need to put a splint around the wound to stabilize the injured area.

Find two stiff objects of the same length, wood, plastic or folded cardboard, for the splints. Put the splints above and below the injured area (or on the side if moving the leg is too painful). Tie the splints with string, rope or belts, whatever is available. Don't tie the splints too tightly: this may cut off circulation. You should be able to slip a finger under the rope or fabric.

Get the injured person to lie flat on their back. Do not move the injured person unless absolutely necessary. Treat the leg, then go and get help.

*Text 2. How to survive an earthquake*

If you are indoors, stay there! Get under a desk or table and hang onto it, or move into a doorway. The next best place is in a hallway or against an inside wall. Stay clear of windows, fireplaces and heavy furniture or appliances. Get out of the kitchen, which is a dangerous place. Don't run downstairs or rush outside while the buildings are hurting yourself of being hit by falling glass or debris. If you are outside, get into the open away from buildings, power lines, chimneys and anything else that might fall on you.

If you are driving, stop, but carefully. Move your car as far out of the traffic as possible. Don't stop on or under a bridge, or under trees, light posts, power lines or road signs. Stay inside your car until the shaking stops.

*Text 3. How to deal with a charging bull*

Do not antagonise the bull and don't move. Bulls will generally leave humans alone unless they become angry.

Look around for a safe haven-an escape route, cover or high ground. Running away is not likely to help you unless you find an open door or fence to jump as bulls can easily outrun humans.

If a safe haven is not available, remove your shirt, hat or another item of clothing. Use this to distract the bull. It does not matter what colour the clothing is. Despite the colours bullfighters traditionally use, bulls don't naturally tread for red-they react to and move towards movement not colour.

If the bull charges, remain still and throw your shirt or hat away from you. The bull should head towards the object you've thrown.

*Text 4. How to avoid being struck by lightning*

Loud or frequent thunder indicates that lightning is approaching.

When you see lightning, count the number of seconds until the thunder is heard. If the time delay between seeing the flash (lightning) and hearing the boom (thunder) is less than thirty seconds, seek a safe location immediately.

No place is completely safe from lightning. However, some places are made dangerous than others. Avoid high places and open fields. If in an open area, do not lie flat-kneel with your hands on the ground and your head low. Avoid isolated trees, picnic shelters, or any metal objects, such as metal fences. Avoid bodies of water, oceans, lakes, swimming pools and rivers.

Wait for the storm to pass. The lightning threat generally reduces with time after the last sound of thunder, but may persist for more than thirty minutes. There can still be a threat even when it is sunny or clear sky is visible.



## Приложение Ш

(обязательное)

### Real life unsolved mysteries. Texts

#### *Text 1. The case of Isidor Fink*

On 9<sup>th</sup> March, 1929, the body of thirty-one-year-old Isidor Fink, was found in the back room of the laundry that he owned on Fifth Avenue, New York.

Fink was an immigrant from modern-day Lithuania, who had few friends and no family. He had no known connections with the gangsters who terrorised much of New York at that time. However, he was certainly frightened of something, for he had made his laundry into a kind of fortress: it was equipped with the best locks that money could buy, and the windows were fitted with heavy iron bars.

When the police finally found him, his body was lying ten meters from the doorway with two bullet holes in his chest, and another in his left wrist. There was no gun in the room, and there was money in both Fink's pocket and in his cash register. But what made the case so strange was that the room was locked and bolted from the inside.

#### *Text 2. The case of the vanishing children*

On warm Sunday afternoon in June 1905, neighbours of the Vaughan family from near Gloucester in England, were asked to join a search party for three missing children. The three Vaughan children, a boy aged ten and his two sisters aged three and five, had been playing in a field and had failed to return for their lunch. Their father could find them no sign of them, so he raised the alarm, and crowds of neighbours began searching the area for the three youngsters, but without success.

The following morning the newspapers reported that the Vaughan children had been kidnapped, and within hours there were newspaper reporters everywhere. Hundreds more volunteers joined the search, scouring every centimeter of the surrounding fields for the

slightest sign of the children. As one witness at the time said later, «If there had been a dead dog in those fields, we would have found it».

And yet, four days later, a film labourer looked in a ditch only a few meters from the children's home and found all three of them fast asleep. The children were completely unaware of the fuss around them, and when asked, could only reply that they had been sleeping. There was no sign that any harm had been done to them.

*Text 3. Supernatural happening in the temples?*

In September, 1995 thousands rushed to Hindu temples throughout India, after reports of a miracle: marble statues of the elephant headed god Ganesha had apparently started drinking the traditional spoonfuls of milk offered by worshippers. The miracles were soon being reported by the news media throughout the world, and tens of thousands of people flocked to Hindu temples everywhere, and found that the miracle was being repeated. One small statue in Hong Kong reportedly consumed over twenty litres of milk.

*Text 4. Is this a photograph of the Loch Ness Monster?*

Throughout 1933 rumours had been appearing in newspaper that there was a huge prehistoric monster in Loch Ness in Scotland, but no proof could be found.

Then, in April 1934, Colonel Robert Wilson a distinguished doctor was driving along the banks of Loch Ness with an unnamed friend. The friend apparently saw a commotion in the water, and shouted 'It's the monster!' Grabbing a camera, the friend took four photographs, three of which were blank when they were developed. But the fourth, above, soon appeared in the Daily Mail, a British newspaper, leading to massive publicity.

## Приложение Ш

### (обязательное)

## Getting together – 21<sup>st</sup> century style. Texts

### *Text 1. Speed dating*

Forget about candlelit dinners and flowers. That was so nineties, and so time-consuming. For those ready to embrace a new world of love and marriage, it's all about speed... speed dating that is. It's fast food for starving singles and just about as romantic.

However, speed dating has other attractions. To start with, it's fun... for those who can tell their life story in three minutes flat. The dating company hires a bar or restaurant and you have a series of three-minute conversations with up to fifteen people in one evening. You are not allowed to ask for a date, phone number or e-mail address. At the end of the conversation, you fill in a card saying 'date', 'friend' or 'miss'. The company will arrange a meeting for any couple who both ticked 'date' within forty-eight hours.

Practical, pragmatic, less anonymous than online, less risky than dates, more serious than the bar scene. Synchronise your watches. Get ready. Get set. Date.

### *Text 2. Arranged marriages*

Maybe you associate arranged marriages with the past, but they are still very much alive and well in the twenty-first century. Rajev and Vandana are a modern couple with two incomes and two boys aged six and eight, but an arranged marriage suits them perfectly.

Rajev explains, 'At the age of twenty-seven, I called my parents in India and told them I was ready to get married. My parents searched for a young woman who'd been raised in India, spoke good English, and was prepared to love abroad.' They came up with more than fifty candidates and sent pictures and CVs – Vandana was the first one he liked.

Meanwhile, Vandana's parents had been searching for a husband for her too. 'With our similar upbringings, our values were bound to be compatible,' she says, 'A meeting

was arranged... and here we are... we are getting ready to celebrate our eleventh wedding anniversary.'

They expect that their two boys will want to choose their own partners, and have no problem with that. But if either asks for arranged marriage, they will be happy to help.

### *Text 3. Friend Reunited*

Friend Reunited was the brainchild of Julie and Steve Pankhurst, who set up this dot com phenomenon from their living room in North London. It all started when, pregnant with her first child, Julie's mind turned back to her school days, 'I just started to wonder what my old schoolmates were up to now.' The idea was very simple using a list of 40,000 schools, colleges and universities, members obtain details of old school friends who have also registered, and can then e-mail them and meet up with them if they wish. Friends Reunited is now the most visited website in the UK, with around 3.6 million visits a day. 'What I didn't expect is the curious to find out what old friends are doing now.'

There has been a surprising off-shoot. When twenty-seven-year-old Mike Breach set up a spoof version called 'Convicts Reunited' as a joke, he received a massive response from the ex-inmates of Britain's jails. Today it too boasts over 4,000 members on the latest ventures'.

### *Text 4. Reading groups*

Nowadays people say that the art of reading is dead, killed off by modern media, the Internet and other leisure pursuits. Try telling that to members of one of Britain's fastest-growing leisure sweeping through Britain since the 1990s, and is still growing all the time, with an estimated 50,000 people now signed up.

The idea couldn't be simpler – members of the group agree to read a certain book, and then, a few weeks later meet up to exchange opinions over tea, coffee, or a glass of wine. Readers meet mainly in people's homes, but also in prisons, pubs, a zoo... and, in one case, a dentist's waiting room! In Britain, sixty-nine percent of the groups are all-female, and very few members are under the age of thirty. So why are they so popular? 'I

love the buzz and the sharing of opinions and chat, ‘one reader said, ‘I love reading and it gives me a few hours to myself away from the kids’.

## Приложение Э

### (обязательное)

#### Who wins the award? Texts

##### *Text 1*

A British couple have made history by becoming the first husband-and-wife team to walk to both the North and the South Poles. After a 56-day trek across the frozen Antarctic Ocean, Mike Thornwill, 38, and his wife Fiona, 33, have become the first couple to reach the South Pole. They ended their journey by renewing their wedding vows outside the Amundsen-Scott Ice Station. During the trip they endured temperatures as low as  $-50^{\circ}\text{C}$ . The previous year, they spent 61 days walking to the North Pole. Mr. Thornwill spoke to the BBC by satellite phone: «It's absolutely awesome... I am not so emotional at the moment; I feel quite cool about the whole thing. But I am incredibly proud of my wife». The expedition was organized to raise money for cancer research and children's charities.

##### *Text 2*

Child psychologist Camila Batmanghelidjh, whose family came to Britain from Iran in the 1970s, had had a dream ever since her own difficult childhood-to open a drop-in centre where under-privileged children from troubled homes could take refuge when they were not at school. She finally found the premises in South London that she had been looking for to make her dream a reality, but was soon warned that the centre would be overrun by local teenage gangs, many of whom carried knives, and even guns. Rather than trying to keep these wild teenagers out, Camila made a highly courageous decision: that she should open her doors to them too. But experience convinced her that they would never respond to the authority of middle-class social workers, so again she made a very unusual decision, to recruit as careworkers young men who were themselves ex-gangsters and drug dealers, to whom these youngsters would be better able to relate. «Of course, it was very difficult at first-there was a lot of conflict between ourselves and these young

men who were working in the centre. In some ways they were much stricter than us-when youngsters broke the rules, they wanted to take them outside and beat them up! But eventually, I think we learn to coexist. »

### *Text 3*

Three retired women on a day trip to France attacked and disarmed a man who attempted to steal their car at gunpoint. The women were sitting in their car when the thief pointed a loaded gun through the window and tried to grab the car keys. To the robber's surprise, Joan Windsor, 70, grabbed the gun and started hitting him on the arm. The gunman managed to push the two women out of the car and drive off, but he hadn't counted on Anne Aylward, 69, who was still in the back seat and attacked him until he lost control of the car and crashed into a concrete flower tub. Mrs Aylward was taken to hospital and treated for cuts and bruises, and later released. Mrs Windsor, who was still holding the gun when the emergency services arrived, said later, «This won't stop us enjoying ourselves. My sister calls us «Have a Go-Golden Girls».

### *Text 4*

When 44-year-old police constable Glynn Griffith heard over his radio that a mother and three children were trapped on a sandbank surrounded by the incoming tide, he didn't hesitate for a second. Although the coastguard were on their way in a lifeboat, Constable Griffith knew that by the time they arrived, the tide would almost be in and feared that it would be too late for the mother and her family. So in spite of the perils of quicksand as well as the tide, which constantly undermined his footing, the brave father of three waded out for over a mile to guide them off the sandbank in a race against time. This was what his boss, Superintendent Tony Burden had to say about him: «In taking the prompt action that he did, without a thought for the danger to himself, Constable Griffith almost certainly averted a tragedy. We are all very proud of him».

**Приложение Ю**  
**(обязательное)**  
**Education – fact or myth?**

*Text 1*

Watching TV is bad for toddlers.

To give your children a head start in life, sit them in front of the television. A study of 200 American pre-schoolers has revealed that toddlers who watch TV for two hours a day develop more quickly than those who do without. On average, the two- and three – year-olds who watch TV scored 10 percent higher in reading, maths and vocabulary. However, the programmes have to be aimed at their age group- children derive no benefits from watching TV designed for adults.

«Television opens up the world to many young children and gives them a head start, which is sustained in improved academic achievement throughout their school lives, » said Aletha Huston of the University of Texas. But the positive impact of TV declines with age, reports *The Sunday Times*. Older children who watch more than 16 hours of TV a week perform worse than their peers.

*Text 2*

The early bird catches the worm...

The early bird may catch the worm-but people who lie around in bed in the morning and work into the evening are more intelligent, according to Richard Roberts of the University of Sydney. The scientist asked 400 volunteers to fill in questionnaires to work out if they considered themselves early-rising «morning types» or late-working «evening types». Each was then subjected to mental agility and memory tests. The researchers discovered that the «evening types» had significantly better mental speed and memory. «The results indicate that, contrary to conventional folk wisdom, evening types are more likely to have higher intelligence scores», Robers told *The Sunday Telegraph*. He also



suggested that the link between intelligence and working late may be a hangover from prehistoric times, when those who were still alert after would be more likely to survive attacks by nocturnal predators.

*Text 3*

Pushy parents help children succeed.

Pushy parents may be doing their children more harm than good, says Washington-based childcare expert Matthew Melmed. Professional parents frequently overstimulate babies and toddlers and buy them educational toys that are too old for them in the belief that they are improving their prospects. In fact, faced with such demands, the children may become frustrated and give up completely. Worse still, the children recognize that they are disappointing their parents and this sense of failure eats away at their self-esteem. The warning comes as an ever-increasing range of educational material is being produced for the very young. In the US, «hyper-parenting» is life, says Joanna Coles in *The Times*. Expectant mothers are pressured into buying CDs such as Mozart for Mothers to Be («Build your baby's brain») while no self-respecting newborn would be without educational videos including Baby Einstein and baby Shakespeare. By the age of one, enrolment in a plethora of classes, from languages to arithmetic, is de rigueur.

*Text 4*

The happiest days of your life.

One in five modern children suffers from anxieties so severe that should be classified as psychiatric disorders, say scientists from the University of Maastricht. The researchers interviewed 290 Dutch primary school children aged between eight and thirteen; 20 per cent of them were beset with worries so serious that their limited their ability to lead normal lives, reports *The Daily Mail*. Many had trouble sleeping: some were afraid to leave their peers. «Nobody is really sure exactly why this is, but these disorders are caused by children internalizing their anxiety, » said child psychiatrist Peter Muris. «This could be caused by parents being away from their children for long periods or by

children being stressed at school. A parent who does not spend time with their child could miss out on the fact that the child has the problem, meaning it can go untreated and get worse».

*Text 5*

We all have genius within us.

For years, scientists have speculated that the talents possessed by so-called «idiots savants»- as depicted by Dustin Hoffman in the film *Rain Man*-may be accessible to us all. According to Professor Allan Snyder of the University of Sydney, it is just a question of switching off the conscious part of the brain. «I believe that each of us has non-conscious machinery to do extraordinary art, extraordinary memory, extraordinary mathematical calculations», he told *The Daily Mail*. Now, Dr. Robyn Young of Flinders University in Adelaide has tried to prove the theory by using an electronic brain zapper to release the artistic and mathematical skills of 17 volunteers. Using a technique known as transcranial magnetic stimulation, Dr. Young switched off the conscious part of the volunteers «brains, then tested their skills in calculation or drawings. The process did not turn them into geniuses, but five shows improved performance. Dr. Young believes that the technique could eventually be used to help children learn to read, or adults to pick up a new language. In the meantime, however, the «brain zapper» seems to do as much damage to the brain as it does good. «We had a hard time recruiting volunteers to get their brain zapped», admitted Young. «One guy got lost on his way to work the day after the experiment».

## Приложение Я

(справочное)

### Practical exercises. Keys

#### *Maintaining a conversation*

Task 1

a) 1S 2E 3S 4E 5E 6S 7E 8S 9S 10E

b) 1P 2R 3C 4C 5C 6P 7C 8P 9P 10C

Task 2

Possible answers

a) Oh, really, what time did you arrive? Where did you come from?

b) What do you teach? What age group do you teach? Have you been teaching long?

c) Is that your first name? Do you have a nickname?

d) What are you going to see? What time does the film start?

#### *Responding sympathetically*

Task 1

Conversation 1: listener – very sympathetic; suggestions – talk to boss or colleague.

Conversation 2: listener – not very sympathetic; suggestions – calm down, don't get upset, will ring and explain.

Conversation 3: listener – reasonably sympathetic; suggestions – look under bed, call his name, look in garden.

Task 2

1 unsympathetic 2 unsympathetic 3 fairly sympathetic 4 fairly sympathetic 5 fairly sympathetic 6 fairly sympathetic 7 fairly sympathetic 8 very sympathetic 9 unsympathetic 10 fairly sympathetic 11 fairly sympathetic 12 very sympathetic

### Task 3

1. Don't worry. / It doesn't matter. / Never mind. (non-serious situation)
2. Don't take any notice of him/her. / I just ignore him/her/it/them. (non-serious or a more serious situation)
3. Try not to worry about it. / That sounds awful! / (non-serious or more serious situation)
4. Come on! Pull yourself together! / There's no point in getting upset about it. (first response: non-serious situation, second response: non-serious or more serious situation)
5. Try not to worry about it. / You must be really worried. (serious situation)
6. Don't take any notice of them. / Just ignore them. (non-serious or more serious situation)
7. Come on! Pull yourself together. / Try not to worry about it. (first response: non-serious situation, second response: more serious situation)

### *Dealing with unexpected problems*

#### Task 1

1

- in a restaurant
- a waiter and a customer called Mr Reid
- Mr Reid has booked a table for two, but the waiter has given it to someone else.

2

- on the phone
- Jacqui, a hairdresser/receptionist, and Jane Parry, a customer
- Jane has an appointment that morning with a hair dresser called Fiona, but Fiona won't be coming in that day.

3

- at a museum
- a ticket seller and two students

- The students would like to buy tickets for the museum, but the museum is closing in ten minutes.

4

- in a bank

- a bank clerk and a customer

- The customer wants to change euros into Czech crowns straightaway, but the bank doesn't have any Czech crowns.

### Task 2

Acceptance: That's fine. / Right, I see. / I don't see why not.

Annoyance: Oh, what a nuisance. / This is ridiculous! / Oh, no! You're joking! / I don't believe it! / Oh, for goodness' sake!

Regret: Oh, dear! / Oh, that's a pity. / Oh, what a shame!

### Task 3

1. They don't take credit cards; the credit card machine is broken; they don't accept your particular card; your card is refused (there's no credit).

2. The concert is full; you have to pay by credit card and you don't have one; the two tickets are for separate seats.

3. They're too busy; your computer is too old to fix; it's very expensive.

4. They only have yesterday's copy; they don't have any at all; they don't have the one you want.

5. You don't know the name of the ward; they'll only give information to close relatives; they have no record of your friend.

6. They don't have black; they're very expensive; they don't have your size.

7. They've only reserved a room for one night; they've reserved the wrong type of the room; they have no record of your reservation.

8. It's full; it's very expensive; your car is too big to go in.

## ***Revising***

Task 1. Possible answers

a) Well, I'd better be off. / Right, I'd better get back to work

b) Excuse me, could you help me?

c) Just ignore him/her/it/them. / There's no point in getting upset about it. / Don't take any notice of him/her.

d) Just ignore them. / Don't take any notice of them. / Try not to worry about it.

e) Oh, what a nuisance. / Oh, no! You're joking! / This is ridiculous!

f) Oh, no! You're joking! / Oh, what a shame! / Oh, dear! / Oh, that's a pity.

## ***Different ways of giving emphasis***

Task 2

- The first conversation lacks emphatic words and word combinations. They are: so; on earth; really; what you need is...; absolutely; such; it was you who...; it was me who...; extremely; do.

- The conversation makes sense without these words, but the additions mean the speakers make their points more emphatically. They are not angry, just speaking with greater emphasis in Conversation 2.

- So annoying; absolutely ridiculous; extremely grateful. Other examples: really, completely, totally. (These are called intensifiers.)

- *So* is used before an adjective, in *so annoying*. *Such* is used before a noun, in *You've got such a nerve!* (Both are used to emphasise the point. *Such* can also be used before an adjective + noun, e.g. *It's such a lovely day!*)

- *You **do** need to get yourself organised with keys.* The stress moves from the main verb to the auxiliary or, at least, the two words have equal stress.

- ***What you need is** some kind of system; **it was me who** found them.* (These are called cleft sentences, and are used to emphasise the particular thing or person rather than the verb.)

- Where on earth...?

### Task 3

Answers: a7 b8 c4 d9 e2 f5 g10 h1 i6 j3

- a) I'm absolutely exhausted
  - b) I really like living here
  - c) such a nice evening
  - e) Why on earth are we inside
  - f) so painful
  - g) What on earth have you been doing?
  - h) was really lovely
  - j) I really think
1. he really enjoyed
  2. it was you who wanted
  3. why on earth should I
  5. you do need to go
  6. I really do think
  7. you are so boring
  8. it gets really noisy
  9. it was you I wanted to see
  10. it wasn't me who broke it!

### *Expressing surprise and disbelief*

#### Task 1

- Will went to a club and saw a supermodel (Jasmine Ellis).
- He doesn't believe him.

#### Task 2

Surprise: You didn't get home till 6? What, Jasmine Ellis, the supermodel?

Lack of surprise: Well, I'm not surprised; No wonder you're tired.

Disbelief: You're kidding! (joking).

### Task 3

Surprise: h; k.

Lack of surprise: c; f; l.

Disbelief: a; b; d; e; g (mild disbelief); i; j.