

Internationalisierungskompetenzen
für die berufliche Erstausbildung im
erweiterten Europa



Survival Kit

Englisch für das Auslandspraktikum



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Handreichung zum Thema: ›Survival Kit‹ – Englisch für das Auslandspraktikum

Vorbemerkungen / Preface

Die vorliegende Handreichung zum Thema „Survival kit – Englisch für das Auslandspraktikum“ ist im Rahmen des Projektes „Fit für MOE (Mittel-Ost-Europa)“ der EQUAL - Entwicklungspartnerschaft FORUM.OST entstanden. Sie wurde in enger Kooperation der Projektleitung mit Frau Olga Diekmann im Rahmen eines Honorarvertrages erstellt und insbesondere unter Mitarbeit von Frau. Dr. Andrea Dettmer und Gottfried Kreis kompetent begleitet.

Die Handreichung richtet sich an die Zielgruppe der Auslandspraktikanten/innen – hier insbesondere an Auszubildende in der beruflichen Erstausbildung –, an Lehrkräfte an Schulen – hier besonders Lehrerinnen und Lehrer an Berufskollegs –, an sozialpädagogische Fachkräfte und Ausbildungsverantwortliche in Betrieben, die daran beteiligt sind, das Auslandspraktikum vorzubereiten, zu begleiten und nachzuarbeiten.

Wir hoffen, dass Ihnen diese Handreichung hilft, sprachliche Orientierung und Kompetenzen für die Arbeit in interkulturellen Zusammenhängen in der „Verkehrssprache Englisch“ zu reaktivieren und zu erhalten.

Bei den weiteren sprachlichen und interkulturellen Tätigkeiten wünschen wir Ihnen viel Erfolg - und auch Spaß!

Ab hier geht es daher bewusst nur noch in der englischen „lingua franca“ Sprache weiter!

Going abroad to work – even if it is only for a limited period of time – always means a great challenge for most of us. In order to overcome problems resulting from cultural specifics such as language and communication, it is vital to be able to speak the national language of the target country. Sound knowledge of a foreign language can make all the difference. However, for the majority of the young people going on a work placement somewhere in Central or Eastern Europe it is simply impossible to acquire the necessary language skills at short notice. Trainees may be able to introduce themselves and communicate on a basic level, but to follow or even take part in a lively conversation among native speakers is often very difficult. Therefore, trainees should at least be familiar with the one “lingua franca” that is spoken all over the world: English. Today, even in most countries of the former Soviet Union people speak some

English, particularly in the business world. That is why we have decided to compose a short crash course of English, dedicated to and specially designed for young trainees planning to go on a work placement in Central or Eastern Europe.

We hope the following pages are of great use to everybody who intends to communicate in English with other second-language speakers. As far as we know there is no such course as this one available at present, and we have tried hard to cover those issues we think are most relevant to trainees going abroad for a work placement. It is our concern to introduce the learner not only to the finer points of the English language, but also to the culture and society of Central and Eastern European countries.

This concise English module is suitable for self-study as well as for teachers wishing to support their students in class. It contains the most important and most frequent situations trainees working abroad can come across, as e.g. meeting somebody for the first time, introducing oneself, asking for help, talking about one's job, addressing superiors, small talk, handling everyday problems and so on. Each unit can be used separately and individually so as to fit the trainee's needs. All contexts and examples are tailor-made for learners travelling to Central or Eastern Europe, i.e. names, places and cultural characteristics are authentic and put across to the learners a feeling for the people and their communication style.

The tasks are interesting and vary a lot: There are different types of exercises, e. g. cloze tests, translation, reading and pronunciation exercises, or mind-maps. Often learners are asked to search for information on the Internet, sometimes the problems given will stimulate a lively discussion. Some tasks are to be performed individually, others can be dealt with in pairs or in small groups. We prefer assignments and activities which appeal to the learners' experience and encourage them to talk – and write – English more freely. Please note: For some of the more practically oriented tasks access to the Internet is inevitable.

This module provides the basics of English grammar as well as useful phrases and vocabulary. However, it is not a fully-fledged language course for beginners, so learners must have a knowledge of English that equals about five years at a secondary school. Also, learners should be familiar with the correct use of dictionaries (ideally mono-lingual) because all the information and explanations are in English.

Klemens Luchtefeld, Projectcoordinator

UNIT 1: Introducing yourself

Be prepared for the first meeting with people in a different country. Inform yourself about some areas of the communication style there.

Task 1

Explain the meaning of the words in black bolds.

- a) **distance** when talking to people: what is comfortable?
- b) **greetings / goodbyes**: do people shake hands every time they meet? Do they kiss each other? Do women hug men?
- c) **physical contact**: how much do people touch each other?
- d) rules of conversation and the **role of silence**: how long can people be silent before they feel uncomfortable? Which topics are better to avoid during conversation?
- e) **the form of address**: do you have to use title or the first name?
- f) the role of **smiling and giving presents**: how often do the people smile communicating with each other? When should you give presents? What kind of presents should you give?

Task 2

Discuss with your partner the communication style in your country (Germany) according to the points from the task 1 **a - f**.

Task 3

Read the notes below and make a dialogue.

1. **"How do you do?"** is not really a question—it's a formal way of saying "hello". The correct response is "How do you do!" or "Pleased/Nice to meet you". Similarly, people who say, "How are you? When they meet you for the first time just want to signal friendliness. The correct answer is, "Fine, thanks and you?"
2. In Eastern Europe **first names** are used by close friends ONLY!! In a more formal setting use a person's title and surname.
3. It's vital that you **learn to pronounce the names** of your host properly. Polish and Russian names are difficult to remember. Practise the pronunciation of the names:

Task 4

Read and practise:

1. I: How do you do? I'm Irina Slobódina.
H: Pleased to meet you *gospozhá* Slobódina.
Heinz Müller.
I: Oh, do call me Irína.

2. S: Are you Heinz Müller from Germany?
H: That's right!
S: I'm Ígor Shevchénko from Expo office in Moscow.
How do you do?
H: How do you do! Nice to meet you.
S: What was your flight like?
H: Not bad .Thanks!
S: Is this your first visit to Moscow?
H: Yes, this is my first time here. It's exciting!
S: Enjoy your stay!

3. S: Heinz, I'd like you to meet Pjetr Ivánovich Sokolów.
He is in marketing for Marktkauf .Gospodín Sokolów, this is Heinz Müller,
our guest from Germany .
PI: Hello Mr. Müller. How are you?
H: Fine, thanks, and you?
PI: I'm fine, thank you. Come this way. My car is in the car park.

Grammar: verb to be

I am (I'm)	I am not (I'm not)	Am I?
he is (he's)	he is not (he isn't)	Is he?
she is (she's)	she is not (she isn't)	Is she?
it is (it's)	it is not (it isn't)	Is it?

we are (we're)	we are not (we aren't)	Are we?
they are (they're)	they are not (they aren't)	Are they?
you are (you're)	you are not (you aren't)	Are you?

Task 5

Fill in the gaps with an appropriate form of the verb **to be**.

1. My name _____ Eléna Vorozshcova.
2. Our head office _____ in Omsk.
3. Where _____ they from?
4. Slawomír Poniedziałki and Bronisláwa Kaczmárek _____ from our branch in Warsaw.
5. Where _____ your car? It _____ in the car park.
6. How _____ your parents? Thanks, fine.
7. _____ Olga from Poland? No, she _____ Russian.
8. _____ the shops open today?
9. I've got two children. What _____ their names?
10. _____ Alexander an accountant? No, he _____. He is a designer.

Phrases to remember

1. I believe we've spoken many times on the phone, right?
- Oh yes!
2. How are you doing?
-Great!
3. It's a real pleasure to meet you!
-Nice to meet you, too.
4. Unfortunately, I'm terrible with names.
- Me, too. Sorry. What was your name, please?

Recommended books:

Schülergrammatik von Cornelsen oder Klett Verlag

Recommended websites:

www.english4u.de

UNIT 2:

Jobs and responsibilities at your place of work

Two common questions to ask about someone's job are:

What do you do?

What do you do for a living?

You start your answer by explaining the general area in which you work.

For example: I work in the tourist industry.

Task 1

a) match the beginnings of the sentences with the groups of endings below:

- | | |
|---------------|--|
| 1. I'm | a) an oil company.
A firm of accountants
IBM |
| 2. I work for | b) advertising
the financial sector.
the fashion industry |
| 3. I work in | c) a consultant with a software company
in the catering industry.
self-employed. |

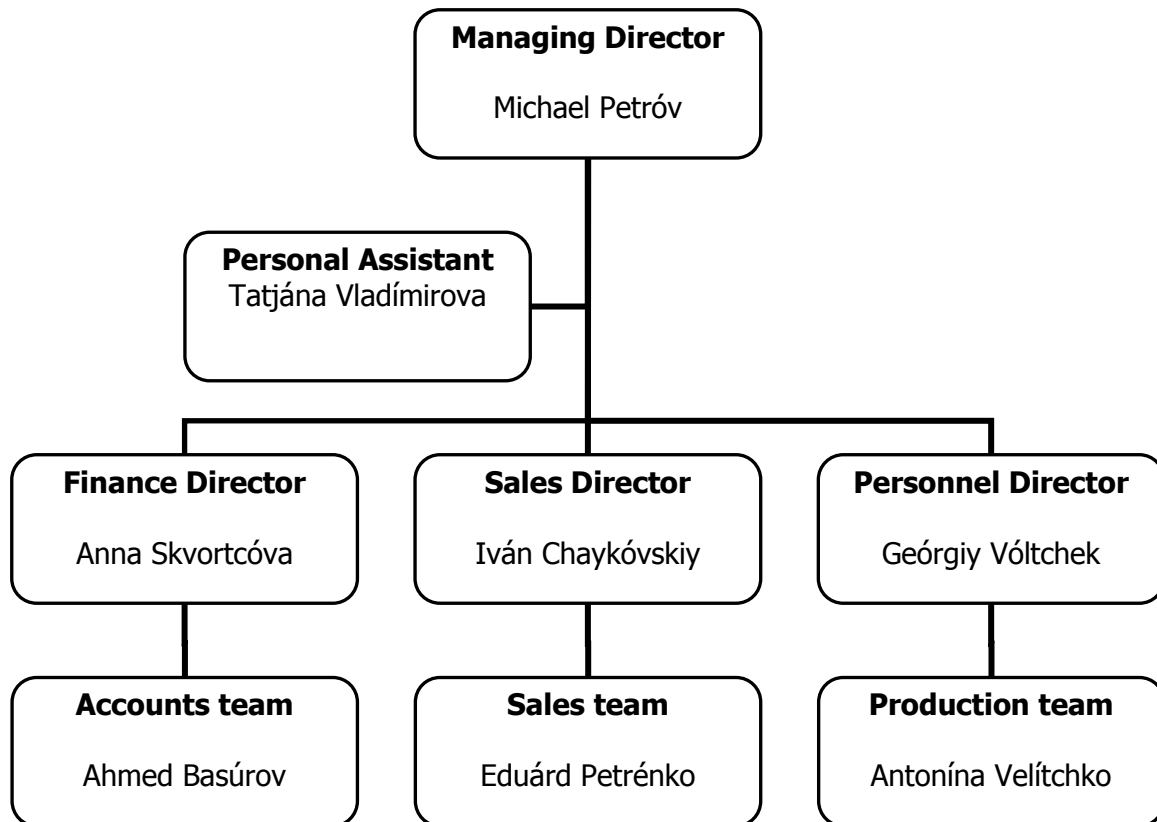
b) build your own sentences with the following words.

Which words can be used with *company*, which ones with *industry*, which one with both of them?

marketing, financial services, retail, IT, construction, insurance, publishing

Task 2

Here is a simplified staff chart of a medium-sized manufacturing company. Using the information, answer the questions. Work in pairs.



1. Who looks after sales?
2. Who is in charge of recruitment?
3. Who is responsible for company accounts?
4. Who is the boss of the firm?
5. Who reports to Anna Skvortcova?
6. And who does Anna Skvortcova report to?
7. Who is the immediate superior of Eduard Petrenko?
8. Who assists Michael Petrov?
9. Who works on the shop floor?
10. Who is subordinated to Ivan Chaykovskiy?

Task 3

Which department does which job? Match each job from the column on the left to a company department from the column on the right

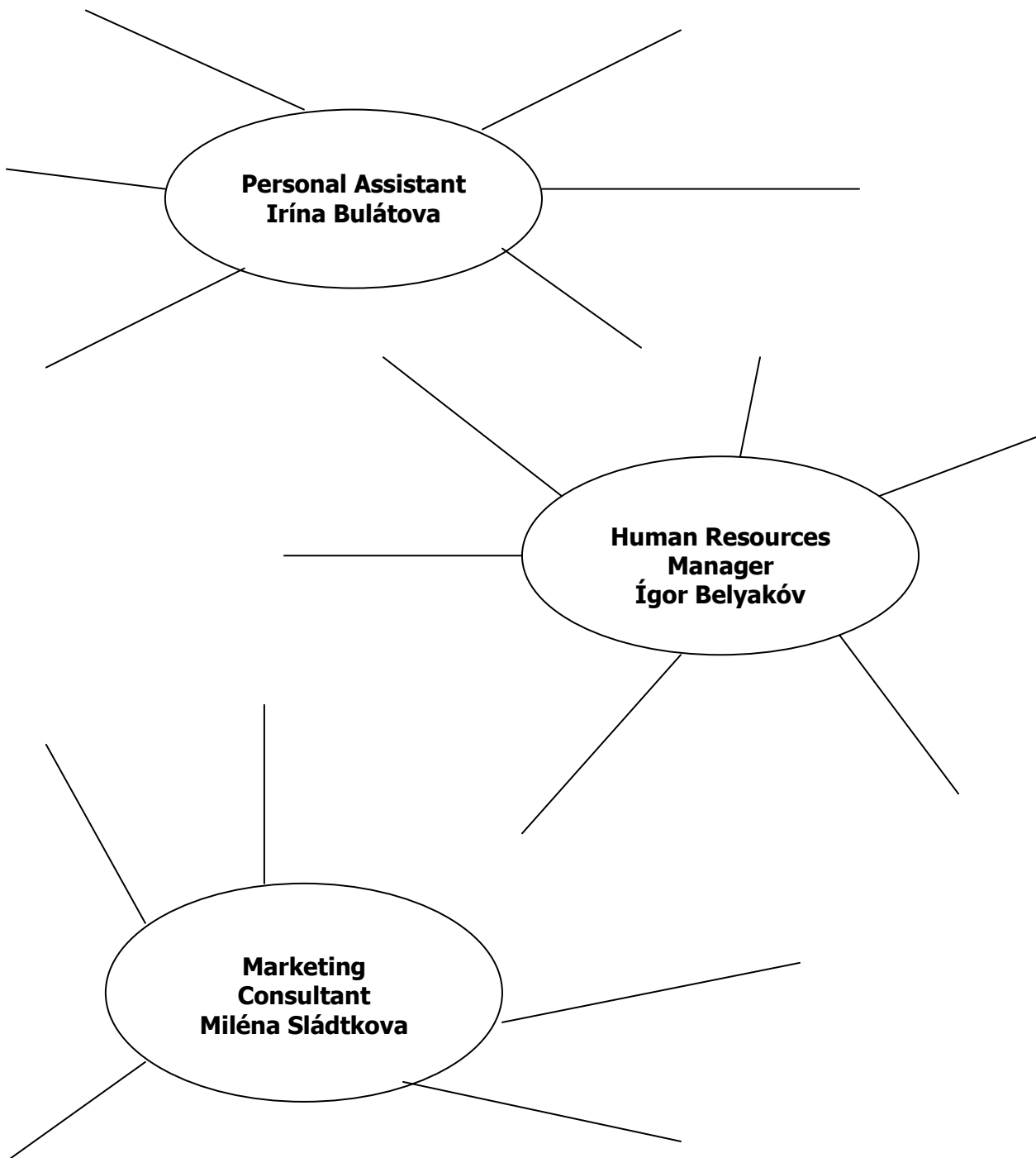
- | | |
|--|------------------------|
| 1. puts the product into boxes | ___ Training |
| 2. calculates wages and salaries | ___ Production |
| 3. plans how to promote products | ___ Marketing |
| 4. has systems to prevent mistakes | ___ Purchasing |
| 5. looks after the equipment | ___ Personnel |
| 6. deals with complaints | ___ Packaging |
| 7. manufactures the products | ___ Sales |
| 8. sends invoices to customers | ___ Accounts |
| 9. buys equipment | ___ Payroll |
| 10. arranges credit facilities | ___ Distribution |
| 11. helps staff to develop new skills | ___ Customer Service |
| 12. sends products to the customer | ___ Financial Services |
| 13. buys media space | ___ Quality |
| 14. recruits new staff | ___ Advertising |
| 15. sends representatives to visit customers | ___ Maintenance |

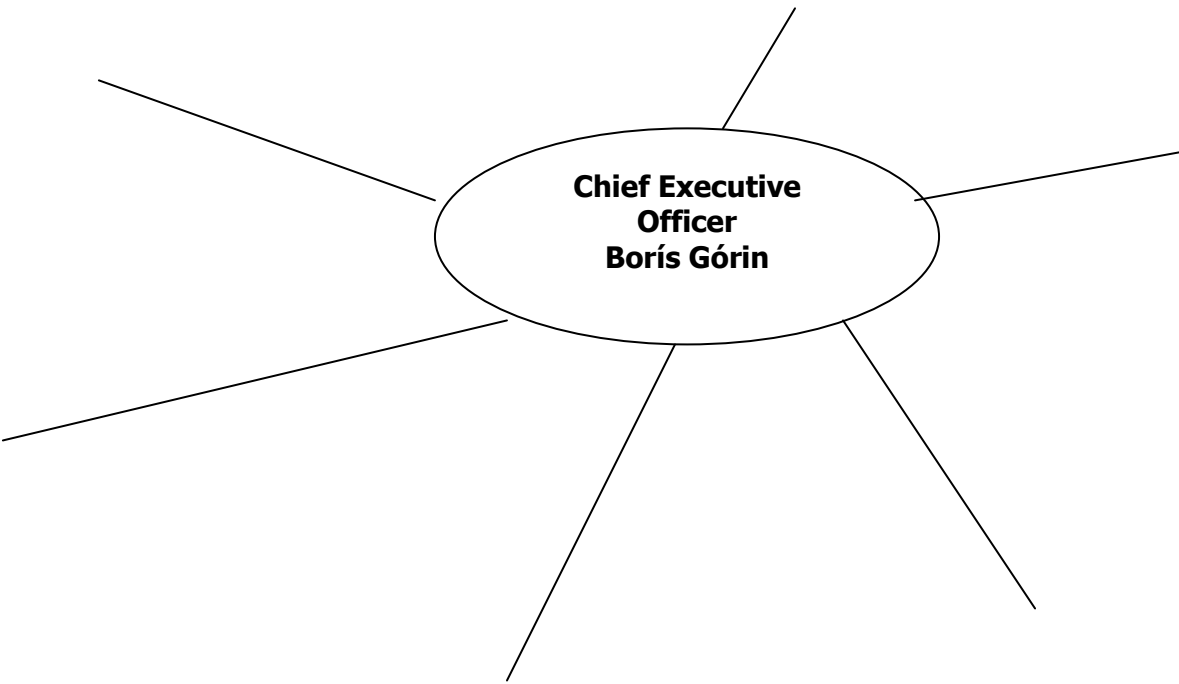
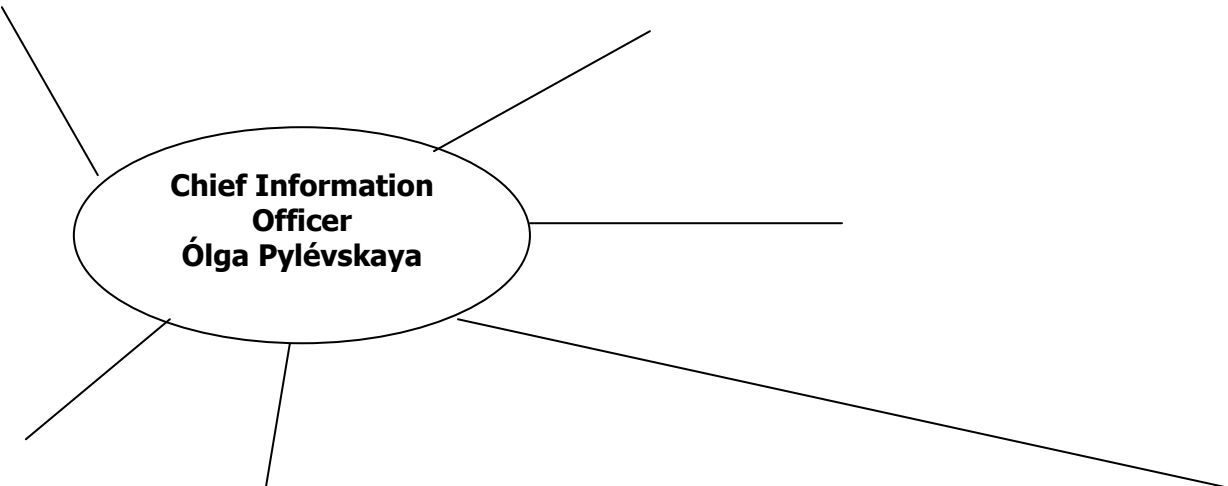
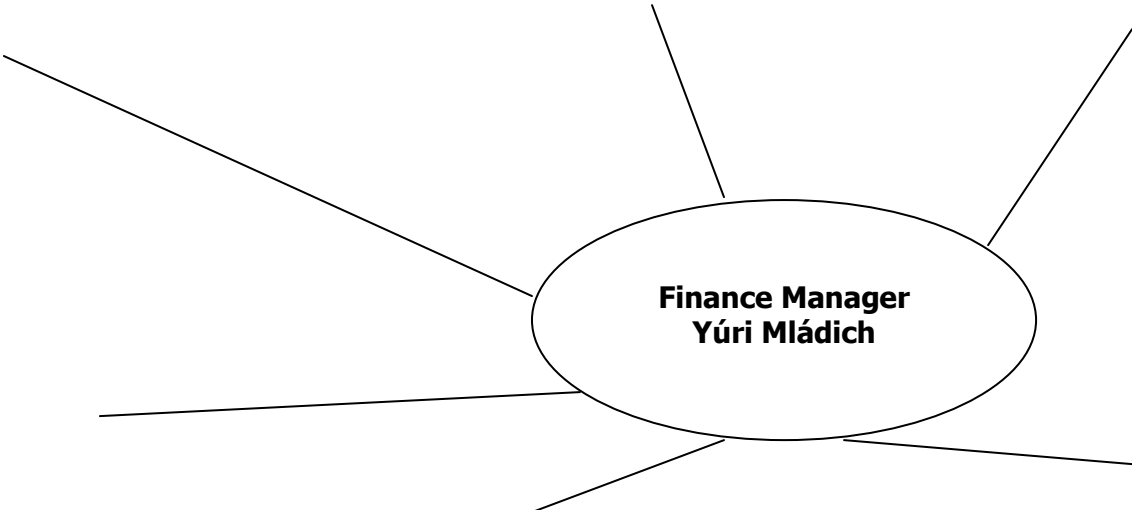
Task 4

Task for student A - Situation: you are visiting a middle-sized company in Omsk.

a) you are meeting different people ask them about their jobs, responsibilities, tasks, performance etc.

b) What do their jobs involve? Match the verbs and the verb phrases from the page 6 to the jobs.





Expressions

1. to coordinate operations between departments
2. to be responsible for the company's accounting practice
3. to be in charge of....
4. to organize advertising campaigns
5. to hire / to fire employees
6. to attend meetings
7. to negotiate deals
8. to arrange meetings
9. to deal with customers
10. to travel a lot
11. to make presentations
12. to be responsible for planning projects
13. to deal with staff problems and recruitment
14. to take decisions
15. to write reports
16. to exhibit at a trade fair
17. to carry out assignments
18. to interview applicants
19. to manage PC data
20. to take the minutes of the meetings
21. to take phone calls
22. to present figures
23. to monitor the company's financial performance
24. to supervise the company's computer systems

Grammar

The present simple refers to "permanent states or situations" and to "regular happenings or habits" Here are some typical adverbs you can use with the present simple

Always / generally / occasionally / frequently / sometimes / often / usually / normally / on a regular basis / regularly / twice a year / once a week / every year / once in a while / from time to time / never / rarely / hardly ever / seldom

Task 5

Describe the different jobs and use the phrases from the task 4.
Put the verbs into the right form.

1. The company I work for (produce) _____.
2. I (to be responsible for) _____-ing _____.
3. My job is to _____ campaigns, _____ of the products and _____.
4. I often _____ abroad.
5. My secretary and I _____ meetings in our head office _____ a year.
6. I normally _____ figures and _____ at the end of the month.
7. I _____ the trade fairs once a year.
8. I never _____ calls, _____ appointments or _____ the minutes of the meetings.
9. My PA always _____ the paper _____.
10. From time to time _____ problems.
11. I hardly ever have to _____ customers.
12. I enjoy my job because _____, _____ opportunities to learn and.....

Task 6

**a.) Using your dictionary explain in English the meaning of the following logistics-related words:
(recommended dictionary: Longman Business Dictionary)**

cargo -

consignment -

to dispatch -

delivery note -

to haul -

freight -

bill of lading -

b.) Make your own sentences with these words.

Task 7

Tasks for student A.

Situation: you have got a new job in a warehouse of the company P&V. You are responsible for distribution management, which includes the storage of the goods and their transportation to distributors and consumers. Here is an e-mail to a customer.

a) fill in the gaps using the words from the box .

carrier; warehouse; shipped; delivery; dispatched; packing list; crate; delivery note; consignment;

Dear Andrey

We have just (a) _____ the (b) _____ of the goods for the order MSD423. We have used our usual (c) _____, DD Transport.

The chairs have been packed in a wooden (d) _____ and marked

Bi. D-NRW. I am attaching the (e) _____; the (f) _____

is enclosed with the goods. The chairs should be (g) _____ to

Russia on Thursday, and DD Transport has promised (h) _____ to

your (i) _____ in Bielefeld on Friday morning.

b) tell your friend about your new job in a warehouse.

describe your: *responsibilities, department, tasks, targets, satisfaction*

use the following adjectives: *satisfying, rewarding, challenging, stressful, helpful, changing, not boring, repetitive*

c) ask your friend about his/her job (see the questions below).

Questions:

1. What do you do?
2. What sort of company do you work for?
3. How many hours a week do you work?
4. What exactly does your job involve?
5. Do you travel a lot?
6. What are you responsible for?
7. How many people are in your department?
8. Who do you report to?
9. How did you get into this line of work?
10. Where do you think you might be in ten years?
11. What do you like best about your job?

Tasks for student B.

a) you are a receptionist in the company, answer the questions of the student A.

b) write an e-mail to your friend in Poland. Using the information from task 6 - 7, tell him about Student A who has got a new job in the warehouse of the company P&V.

Dear.....

Thank you for your e-mail. I'm writing Great news! Peter has got a new job! He joined the company P&V last week..... He is responsible for....

His job involves..... He works in.... and really enjoys dealing with.....

Task 8

Work in small groups and discuss the following.

a) what, for you, would make a company a great place to work?

You can consider these points:

- working in teams
- challenging work
- friendly colleagues
- company's reputation
- good working atmosphere
- opportunities for promotion
- perks - benefits
- salary
- opportunities to travel

b) write down 6-7 sentences about this topic

c) express your opinion using the expressions from the box Vocabulary

Vocabulary

I really like...

For me, is very important because...

This is an absolute priority for me.

One of the things I think is essential is....because...

I don't think.... is so important because...

Unit 3

Germany's Education System of Initial Vocational Education

Vocabulary

Talking about education systems in different countries requires good command of vocabulary. Imagine you are in the middle of a conversation with an English-speaking partner and you get stuck on the word "Aufnahmeprüfung"(entrance exam). Let's see how many ways there might be of getting the concept across to the other person.

1. You can try to find a word that has the same meaning = synonym.

- e.g. entrance exam - to gain admission, to take an assessment test, to pass an exam, to enter a university

2. Find a word that has the opposite meaning = antonym.

- e.g. to drop out, to take time off.

3. Describe the word you are looking for.

- e.g. entrance exam is a test you have to take in order to be accepted into a school or college.

4. Look for an example or use movements to describe a certain concept, you can also draw a picture.

Don't give up if you aren't able to think of a particular word. Practise the above techniques and you'll find that those uncomfortable situations get less and less frequent.

5. Use a monolingual dictionary to get more confident in explaining the words.

Task 1

a) Imagine you are talking to an English-speaking partner. Suddenly the word you knew two minutes ago has "escaped" you. Try to explain the following German words using the techniques we suggested. (Recommended to use: Cambridge Advanced Learner's Dictionary)

German	English	Description
allgemeine Schulpflicht	compulsory education	smth. you must do because of a rule or law
	vocational education	
Stipendium		
Einzelhändler		
	training advisors	
Warenhaus		
Praktikumsplatz		
Ein Darlehen aufnehmen		
	blind application	
Facharbeitskräfte		
	expenditures for vocational training	
	additional qualification	

	recognition of education qualification	
	internship	
	apprentice	

b) Work in pairs. Ask each other to explain the meaning of the words and word combinations related to the topic "education". Make your own examples (use the table below).

Arbeitsamt		
Stellenvermittlung		
	federal grant	
	recruiting event	
	work permit	

Grammar:

Relative clauses

A clause is a part of the sentence. A relative clause tells us which person or thing (or what kind of person or thing) the speaker means:

1. we use **who** in a relative clause when we are talking about people (NOT things!)

For example: The trainee **who** works in that office...

2. when we are talking about things, we use **that** or **which** (NOT who).

For example: The documents **which** you sent last week, have got astray.

The machine **that** broke down is working again now.

3. we use **whose** in relative clause instead of his/her/their

For example: I met a student **whose** friend knows you.

4. we use **whom** instead of who as the object of a verb or preposition:

For example: I met a man with **whom** I used to work some years ago.

Task 2

a) Complete the sentences using **who/whom/whose/that/which**.

1. Students_____ fail to meet the requirements of the course won't attend this conference.
2. The company's instructors_____ we visited in Dortmund were all very interested.
3. Expenditures of the company for the vocational training were below the target_____ was disappointing.
4. The European programme "Leonardo da Vinci" is the project_____ aims to promote European co-operation in vocational training.
5. A trainee meets a supervisor _____ instructions and recommendations he should follow.
6. Barbara did an apprenticeship at the company_____ makes furniture.
7. Where is the certificate _____ I left on the table yesterday?
8. Insufficient language skills are a barrier for those_____ want to learn and to work and also for those _____ want to be an employer abroad.

b) Explain what these occupations mean, use relative clause with who/whose

For example: A motor vehicle mechanic is someone **who** repairs cars.

A hair dresser is a person **whose** task is to shape customer's hair into a style.

occupations	explanation
Typesetter	
Technician in reproduction graphics	
Draftsman (advertising and media)	
Electrician	
Bricklayer	
IT specialist	
Joiner	
Painter and lacquerer	
Business specialist wholesale and foreign trade	
Commercial clerk	
Dental Assistant	
Banker	
Hotel specialist	
Salesperson	
Physician's assistant	
Specialist salesperson, food trade	

Task 3

Read the interview. A representative from the Ministry of Education in Germany answers to the questions of foreign students.

Q: *What kind of schools are there in Germany?*

A: Kindergarden - Primary school - Secondary school or comprehensive school or Grammar school. Dual system means (company and vocational school)-vocational further training-Universities-Vocational academy.

Q: *Could you explain what exactly "dual system" means?*

A: Well, the method of teaching used in vocational schools is called the dual system because it combines classroom study with a work-related system.

Q: *Does it mean that the dual system provides a combination of learning and working?*

A: Yes, it does. Trainees spend one or two days in a vocational school and 3 or 4 days in their company.

Q: *Who can become a trainee in the dual system? What are the entry requirements?*

A: Over 70% of all trainees in the dual system are 18 years of age and older. The dual system is tailored to young people with at least a school-leaving certificate from a secondary-modern school. If you want to attend vocational school you must have a school-leaving certificate or an equivalent qualification.

Q: *What are the reasons that encourage young people to start training in the dual system?*

A: Well, let me see. There are many aspects that make this system attractive for young people. Firstly, vocational training can confer social prestige, secondly it provides an early opportunity to live on one's own, and finally it can open up life chances and enhance one's social security.

Q: *So, what are the most popular occupations?*

A: I can say it depends on type of school-leaving certificate.

Q: *Could you explain this in details?*

A: Yes, of course. The most popular occupations for graduates of secondary-modern schools (Haupt- Realschule) are motor vehicle mechanic, business specialist, hairdresser, business specialist in retail trade, commercial clerk and physician's assistant. School-leavers with a university entrance certificate are interested in the following occupations: banker, business specialist in industrial production and sales, and business specialist in whole sale and foreign trade.

Q: *How long does the training take?*

A: The duration of training depending on occupation ranges from 2 to 3 ½ years.

Q: *We know that a lot of immigrants live in Germany, do they have any chances to achieve vocational qualification and later get a job in the market?*

A: Indeed it is a big problem! Between 10% and 15% of the young people in Germany fail to achieve a vocational qualification. Unfortunately the number of immigrants in this group is high.

Q: *What do you do to support these young people? What can you do to help them to enhance their opportunities in the labour market?*

A: We try to put in practice the main idea of our system "training for all"! The Federal Employment Services provide different types of assistance aimed to help young immigrants to start and complete training. The young people can attend preparation courses, they get individual tutoring and training outside the companies. Intensive social work at schools is also an important aspect of the general assistance programme.

Q: *And the last question. What are the advantages of this type of education?*

A: You see, after the completion of the training young people are prepared for the relevant work processes, they have obtained a required occupation. The next advantage in my view is that it promotes willingness to learn, it makes young people able to plan and carry out their tasks independently. The system's central aim is employability in a changing world of work, and that is what our trainees possess after they have completed their education.

Q: *Thank you very much.*

a) Discuss the interview in small groups. Could you add more information to the answers?
Do you think the answers are complete?

b) Situation:

Student A: you are invited to take part in a TV programme for young people in your host country. You have to talk about (vocational) education in Germany, about different educational programmes aiming to promote international co-operation in this area.

Student B: Ask "clever" questions about the German educational system. Demonstrate good knowledge of this issue and try to start asking with: "We know that....."

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

c) extended speaking.

Situation:

Student A/B: You are on a visit to your host country. You talk about your background, education, skills and experience. Some definitions are unknown in the country you are visiting at the moment. Read the information in black bold and include it in the story of your life.

Comprehensive school – (Gesamtschule) where children of all abilities above the age of 10 are taught.

Reasons why companies offer training: trainees meet company requirements, cut costs for breaking in new employees, enhance the company's reputation, opportunity "to pick and choose" the best trainee.

Nearly 10% of all pupils in full-time schools are foreigners. The trainees are from Croatia, Poland, Turkey and Italy.

My background:

Task 3

a) Talking about the internship. Young people in the Eastern European countries are interested in getting working experience in the Western companies. What would you recommend them? Complete the sentences below with the right prepositions: **about, for, to, of/about, on/about, in, at.**

If you are looking **a)**_____ an internship, it's best to think first **b)**_____ what you want and what you have to offer. Then look for **c)** _____ organizations that place candidates in internships abroad. Make sure to demonstrate that you are really interested **d)**_____ living in another country. Then get information **e)** _____ living and working in your chosen country. As a next step, find out which companies have internships available. Ask whether you should apply **f)** _____ the company in your country, or directly **g)**_____ the foreign branch. Start telling your network that you are on a search **h)** _____ an internship. Keep people informed **i)** _____ your progress. Then start thinking about the best way to apply **j)** _____ an internship, and learn as much as you can **k)**_____ your chosen company. An internship abroad can help you improve your English, give you experience **l)** _____ your field, and provide a closer look **m)** _____ working life.

b) retell the text, pay attention to the right prepositions. If it is necessary, it is recommended to review (grammar) **Imperative.**

Task 4

1. What do you know about international cooperation in the area of vocational education in EU?
2. Get information about international projects e.g. Sokrates. Discuss the results in small groups.
3. What is Europass? Explain why the students need it.
4. Make your own Europass.

<i>Europass</i>	
Europass Curriculum Vitae	
Personal information	
Surname(s) / First name(s)	
Address(es)	
Telephone(s)	Mobil:
E-mail	
Nationality	
Date of birth	
Gender (male / female)	
Desired employment / Occupational field	
Work experience	
Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of business or sector	
Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of business or sector	
Education and training	
Dates	
Title of qualification awarded	
Principal subjects/occupational skills covered	

Name and type of organisation providing education and training								
Level in national or international classification								
Dates								
Title of qualification awarded								
Principal subjects/occupational skills covered								
Name and type of organisation providing education and training								
Personal skills and Competences								
Mother tongue(s)								
Other language(s)								
Self-assessment	Understanding		Speaking				Writing	
<i>European level (*)</i>	Listening	Reading	Spoken interaction	Spoken production				
English								
French								
	<i>(*) Common European Framework of Reference for Languages</i>							
Social skills and competences								
Organisational skills and competences								
Technical skills and competences								
Computer skills and competences								
Other skills and competences								
Driving licence								

UNIT 4: Travelling

Task 1

The aim of this task is - developing of the speaking skills. Read the conversations several times and try to memorize them.

Practise the conversations in pairs.

Conversation 1

BOOKING THE FLIGHT

Herbert rings up a travel agency to book a flight.

Herbert: I'd like to book a flight to Berlin, please. Leaving Kiev on 7th June and coming back a week later, on 14th June.

Travel agent: OK. And did you have any particular time of day in mind, sir?

Herbert: Well, the lunchtime flight would be ideal.

Travel agent: Right. Will you be needing just the one seat?

Herbert: Yes. I'd prefer a window seat, please!

Conversation 2

CHECKING IN

Herbert and Ann are checking for the flight.

Check-in: Hello! Could I have your tickets and passports, please?

Herbert: Yes, of course.

Ann: Can I have an aisle seat, please?

Check-in: I'm afraid there aren't any left. The plane's quite full. OK.
How many items of luggage have you got?

Herbert: Only two. This is going as hand luggage.

Check-in: OK. Here are your boarding cards. We begin boarding in about half an hour at gate 24.

Vocabulary:

aisle	der Gangplatz
trolley	der Gepäckkuli
items of luggage	die Gepäckstücke
customs	die Zollbehörde
to be delayed	aufhalten werden
stopover	der Zwischenstopp
to get on plane	einsteigen
to get off plane	aussteigen
to pick up luggage	abholenGepäck
baggage reclaim	die Gepäckrückgabe

Task 2

Rearrange the sentences to create dialogues. Read the dialogues several times and try to memorise it. Learn some new expressions.

IN THE UNDERGROUND

- a) There is a big map over there with all information on zones and **fares**, and if you need more help there's an **information booth** over there.
- b) For which zones?
- c) I'd like to buy a **day pass**, please.
- d) Zones? I'm not sure...

AT THE RAILWAY STATION

- a) All right. Which platform is this train leaving from?
- b) That will be 356 Roubles.
- c) I'd like a ticket to Smolensk, please.
- d) In 20 minutes. You will have to change in Prosino.
- e) Ok. When does the next train depart?
- f) That will be announced in a few minutes
- g) How much would it cost?

Task 3

Grammar – prepositions of time

Compare **at/on/in**

We use at for the time of the day:	They arrived at 5 o'clock.
We use on for dates and days:	They arrived on Friday.
We use in for longer periods:	They arrived in October.

Fill in the gaps in the following sentences:

1. Goodbye! I'll see you _____Friday morning.
2. We travelled overnight to Minsk and arrived _____5o'clock_____
_____morning
3. He is leaving Moscow_____4 June.
4. The course begins_____7th January and ends sometime _____April.

Task 4

Grammar

Conditionals with **will**

Conditions	Consequences
If + present	will + infinitive
If you book early	you'll be able to choose your seat

Match the conditions to the consequences. Make as many logical combinations as possible.

- | | |
|--|---|
| a) If you book in advance | 1) you'll get on and off the plane faster |
| b) If you sit at the front | 2) you'll be too early for a seat assignment |
| c) If you check late | 3) you'll have to go to the toilet a lot |
| d) If you polite to the check-in attendant | 4) you'll be able to stretch your legs |
| e) If you use your laptop | 5) you'll feel guilty the entire flight |
| f) If you drink too much | 6) you'll pay for it with an uncomfortable seat |
| g) if you get up during the flight | 7) you'll be able to change your seat |

Make your own sentences with **if / will**.

Grammar

The Future

Going to

We use the auxiliary ***be + going to + bare infinitive*** to talk about some thing we intend to do.

e.g. Peter has got an invitation to Novgorod He is going to buy the tickets next week.

Will

We use will for spontaneous decisions and intentions

e.g. It was great to see you again! I'll call you next week.

Present Continuous

We use Present Continuous to be + Verb + ing to talk about fixed arrangements.

I'm having an appointment at the Russian embassy on Monday at 4 a.m.

Task 5

Nina sends Maria an e-mail with her travel plans. Put the verbs in to the right form Present Simple, Present Continuous, will / going to / -ing Future Form, Past Simple

Hi Maria,

I just _____ (to write) to confirm the details of my flights. I _____ (can not get) a direct flight, so I _____ (to fly) via Amsterdam.

Date: Monday, 13th March 2008

Arrival: Moscow: 10.50 a.m.

Flight number: LH 1038

As my flight _____ (not to do) get until after 10.00, I unfortunately _____ (not to be able) to make breakfast with your family. I hope this _____ (to be not) a problem. Perhaps we _____ (can to do) lunch instead.

You _____ (not need) to pick me up from the airport. I´ve got a map of the city and _____ (to take) a bus. I think I _____ (to go) straight to you. By the way do you know if I _____ (to need) visa for my trip to Minsk? It would be great to visited my friends there. I _____ (to hope) you can give me some tips.

Talk to you soon.

Regards

Nina

Task 6

Visit the following websites and answer the questions Print the questioner before you go.

www.tripadvisor.com

www.sheremetyevo-airport.ru

www.hostelbookers.com

www.guidetorussia.org

www.concierge.com/tools/currency

1. What is the international airport in Moscow called?

2. Do you need transit visa if you are staying in Moscow Sheremetyevo airport 12 hours?

3. What are the visa requirements for the travellers from EU?

4. What does it mean "to be the subject of restriction to leave the country"?

5. If you have visa to Russia, are you able to visit other cities in Russia?

6. Are you allowed to bring medical drugs?

7. Is it legal to bring a laptop? Do you have to pay tax for it?

8. Convert € 785 to Roubles, how much will you get?

9. How much money in foreign currency are you allowed to bring to Russia?

10. If you stay in Russia longer than 3 days, do you have to register your visa and passport?

11. Which items do you have to declare? Which items are "free imports"?

12. Are there any hostels in Moscow? Add more information: price, address.

13. Do you have to pay tax for the items you bring in to country?

14. What are the most important emergency phone numbers? Police, Fire Department, German Embassy?

15. What is the address of the German Embassy?

16. You want to travel from Moscow to Kiev, do you need visa?

17. What colour are the taxis in Moscow?

Task 7

Print customs declaration form and fill in.

<http://gotorussia.ru/fotos/custom14.gif>

Discuss the results in the groups.

UNIT 5: Handling everyday problems

Grammar

You use **indirect questions** to sound more polite. When we ask for information, we often say: Do you know? / Could you tell me? / Please explain me!
If you begin a question like this, the word order is different from the simple question.

For example:

Simple question- *How far **is** your house from the airport?*

Indirect question- *Could you tell me how far your house **is** from the airport?*

Simple question- *What **do** you mean?*

Indirect question- *Please explain what you mean!*

Task 1

Rephrase the questions using **Do you know/Could you tell me/Please explain!**

Table: problems-solutions.

Problem (Task 1)	Solution (Task 2)
1. Where is the German embassy here?	
2. Do I need an international driving licence?	
3. What time do the banks close?	
4. Is the currency exchange office in Terminal 2 or 1?	

Problem (Task 1)	Solution (Task 2)
5. Do you have to pay to park here?	
6. What does "sotrudnichestvo" mean?	
7. What number do I dial to get directory enquiries? (Telefonauskunft)	
8. What time do the language classes start?	
9. At which station do I have to change?	
10. Have they booked a ticket for me?	

Task 2

Grammar

Some situations require on-the-spot decisions. We use **will + infinitive** to show that you are making an on-the-spot decision and promise action.

For example:

I've got a headache! **solution:** I'll give you a couple of aspirins!

Now complete the table with your solutions using **will + infinitive**.

Tipp: use different verbs for your solutions!

Task 3

a) read the text.

b) make a dialogue with your partner, talk about the Moscow Metro.

Moscow Metro

The Moscow Metro is not only a fast and cheap way of getting from "A" to "B". A Metro journey can also be an excursion through history, from the Stalinist pomp of the 1930s to our days. Many of the stations, particularly on the Koltsevaya (Circle) line, are well worth a visit in their own right. The most attractive stations are those dating from early years. Komsomolskaya Station, with its marble pillars, vaulted ceilings and intricate chandeliers, is more like a temple than a subway. Other early masterpieces are Barricadnaya, Pushkinskaya, Kuznetsky Most, Krasnye Vorota, Mayakovskaya and Byelorusskaya. The cost of ride is 17 roubles and for that money you can travel as long and as far you like. But a word of warning. Getting around can also be extremely confusing particularly if you don't know Russian. Signs are only in Russian (Cyrillic) letters and changing trains can be complicated. Sometimes interchange stations have only one name, sometimes they have two or more. A trick is to write down the stations you need in Cyrillic before leaving and then compare them with those on the wall. A note for left – handers: make sure not to go wrong side of the entry barrier after putting in your token. A sharp metal bar will spring out and catch you on the legs. Whatever you do, take a Moscow Metro Map with you and enjoy your trip!

Please print this page before going to the website.

What do you know about the Moscow Metro?

Visit the web-sites:

http://en.wikipedia.org/wiki/Moscow_Metro#Description_of_the_Metro

and find answers to these questions.

1. How many lines and stations does the Moscow Metro have?

2. How many passengers does it carry per day?

3. How can the travellers determine the direction of the train?

4. Which colour is the line Lyublinskaya?

5. When was the Moscow Metro build?

6. Who was the designer?

7. Why are the stations on the Arbatskiy line so deep?

8. How has the fare changed since 1991?

9. What is the shortest line of the Moscow Metro?

10. Which accidents have ever happened there?

11. How many people does the Metro employ?

12. Look at the map of the Moscow Metro and explain how to get from the station Rechnoy Vokzal to the station Izmaylovskaya (practise that with other stations).

Task 4

Practise the pronunciation of the Metro stations names. The names are quite long and difficult to pronounce. We recommend you to split the words into syllables according to the number of the vowels in the word. Pay attention to the right stress. The stressed syllable is in black bold.

For example:

Metro station:

Pave**l**etskaya

pa-ve-**l**et-ska-ya

Stantziya Tag**g**anskaya

Prospekt **M**ira

Krasno**s**elskaya

Sch**y**olkovskaya

Krasno**p**resnenskaya

Kievskaya

Kuntsevskaya

Your own example

Task 5

Work with a partner. Learn how to give advice. Explain the problems and find a solution for them. Practise following expressions and collocations.

I think you should/It might be good idea to.../the only thing to do is.../The best thing to do is....

Practise the usage of indirect questions and will + infinitive for on-the-spot decisions. See the examples in tasks 1 and 2.

Situation 1:

Student A:

You've been out celebrating with your host. You are leaving the country first thing tomorrow morning. You've come back to your accommodation and discovered that your pocket with your passport, tickets and money has been picked.

Explain the situation to your host.

Student B:

You are the host Listen to the problem. Help your guest to find a solution. Use following expressions of giving advice.

I think you should/It might be good idea to.../the only thing to do is.../The best thing to do is....

Situation 2:

Student A:

You are a guest. You feel that you are getting a cold. You need help. Explain your host the problem. Ask him where to find a doctor, where to get some nose spray cough drops and aspirin.

Student B:

Listen to the problem. Unfortunately you are in a hurry and can't go to the chemist's to get the medicine. Explain your guest how to get there. Try to find the phone number of a doctor. Ask your guest about his/her health insurance. Give some advice.

Situation 3

Student A:

You have just landed at the airport Sheremetyevo 1 Moscow. Nobody is there to pick you up. You have got only the mobile phone number of your host. Call him/her, explain why you've arrived later than expected, ask him/her how to get to his/her home using public transport (bus, metro, tram).

Student B:

You get a call from student A. Tell him/her that you were at the airport to pick the guest up but you couldn't wait any longer! Explain how to get to his place by Metro and by bus. He/she should take a grey line, travel to the Barykadnaya then to Bybyrevo.

Situation 4

Student A:

Your host has booked a ticket for an domestic flight to a provincial capital. When you get to the airport tell your host that the flight is on an airline you don't trust! It's a very old plane. You are afraid it will crash! You don't want to fly.

Student B:

Listen to the problem. Calm down your guest. Try to convince him/her to fly. Tell him some positive facts from the history of aviation of this country.

UNIT 6: Countries and People

How can you make your time in a foreign country enjoyable, productive and error-free? Cultural differences, language barriers and different personal styles can combine to make communication extremely difficult. Generally, people prefer to do business with those they like and with whom they feel comfortable. Show an interest in the country and its people! It will help you to create a positive atmosphere. Units seven and eight deal with some useful tips for building relationships in a mixed-culture setting.

"Take an interest in others if you want others to take an interest in you."

Adolph Freiherr von Knigge

Task 1

Fill in the table.

country	nationality	capital	currency

Romania, German, Hungarian, Slovakia, Sofia, Warsaw, forint, Moscow, euro, Slovenian, tolar, Germany, Slovenia, lev, Russian, Polish, rouble, litas, Hungary, Ukraine, Romanian, Bulgaria, Lithuanian, koruna, the Czech Republic, leu, hryvnia, Bratislava, Russia, Budapest, Bulgarian, Berlin, Kyiv, kuruna, Prague, Vilnius, Slovakian, Lubljana, Lithuania, Ukrainian, Bucharest, Poland, zloty, Czech.

Task 2

Please print this page before going to the website.

What do you know about the countries you are travelling to?

Visit the web-sites: www.answer.com and find answers to these questions.

1. Which country's capital is called Bucharest?

2. Which river flows through Vienna, Budapest and Belgrade?

3. What is the currency of Lithuania?

4. What is the largest city in Romania?

5. What is the name of the mountain range in the west of Ukraine?

6. Which river flows through St.Petersburg?

7. Which languages are spoken in Lithuania?

8. Where is Kaliningrad? (in Lithuania or in Russia?)

9. Which outstanding Polish personalities do you know?

10. Which countries does Poland border on?

11. When did Romania join the NATO?

12. Can you show Sofia on the map? Where is it?

13. When did the last Russian troops leave Lithuania?

Task 3 Read the text. You can use your dictionary if necessary.

Nordrhein-Westfalen **is located** in the middle of Europe's economic centre. Seven international and regional airports (Düsseldorf, Dortmund, Köln/Bonn, Mönchengladbach, Münster/Osnabrück, Paderborn/Lippstadt and Weeze at the lower Rhine) connect NRW with the rest of the world.

NRW is **a high-tech location** with a large, **highly qualified workforce**. It has 58 universities and colleges, including Germany's largest university in Köln (Cologne).

The state is also home to 63 technology centers and 55 **research institutes**.

Nordrhein-Westfalen is one of the most important **cultural landscapes** in Europe.

There are more than 150 theatres and a large number of opera and concert houses; more than 670 museums are spread across the state. Over 14 million tourists visit

NRW every year. Favourite **tourist destinations** are the cathedrals in Cologne and Aachen, the Augustusburg Castle, in Brühl and the coal mining park Zeche Zollverein

in Essen. The region is a strong **business location** in Germany. It is characterised

by medium-sized companies and by **a balanced mix of industries**. These are above all-mechanical engineering, the furniture industry, the health and medical

sector, the metal processing and electrical engineering industry and the food

industry. Among those **well-known companies** are for example Bertelsmann,

Miele, Dr.Oetker, Claas, Benteler, Gildemeister, Schüco, Gerry Weber and Wincor

Nixdorf. Nordrhein-Westfalen is **a great place to visit!**

Activity to task 1 and 2

Work in pairs. Find on the map the countries mentioned in these tasks. Ask and answer the questions about their capitals, nationalities, languages, currencies e.g.

Where is Ukraine? What language do the people in Slovenia speak? Which currency is used in the Czech Republic? etc.

Activity to task 3

Situation: You are in Romania. Tell your friends from the host country about NRW.

Use the words printed in bold. You can use these constructions: **There are** a lot of companies in this region. **There is** a new opera house in this city.

Answer key for task 1.

Poland Polish Warsaw zloty / Romania Romanian Bucharest leu /

Russia Russian Moscow rouble / Hungary Hungarian Budapest forint / Germany German Berlin euro /

Slovenia Slovenian Ljubljana tolar / Lithuania Lithuanian Vilnius litas / Bulgaria Bulgarian Sofia lev /

The Czech Republic Czech Prague koruna / Slovakia Slovakian Bratislava kuruna /

Ukraine Ukrainian Kyiv hryvna

UNIT 7: Contact across culture

Task 1

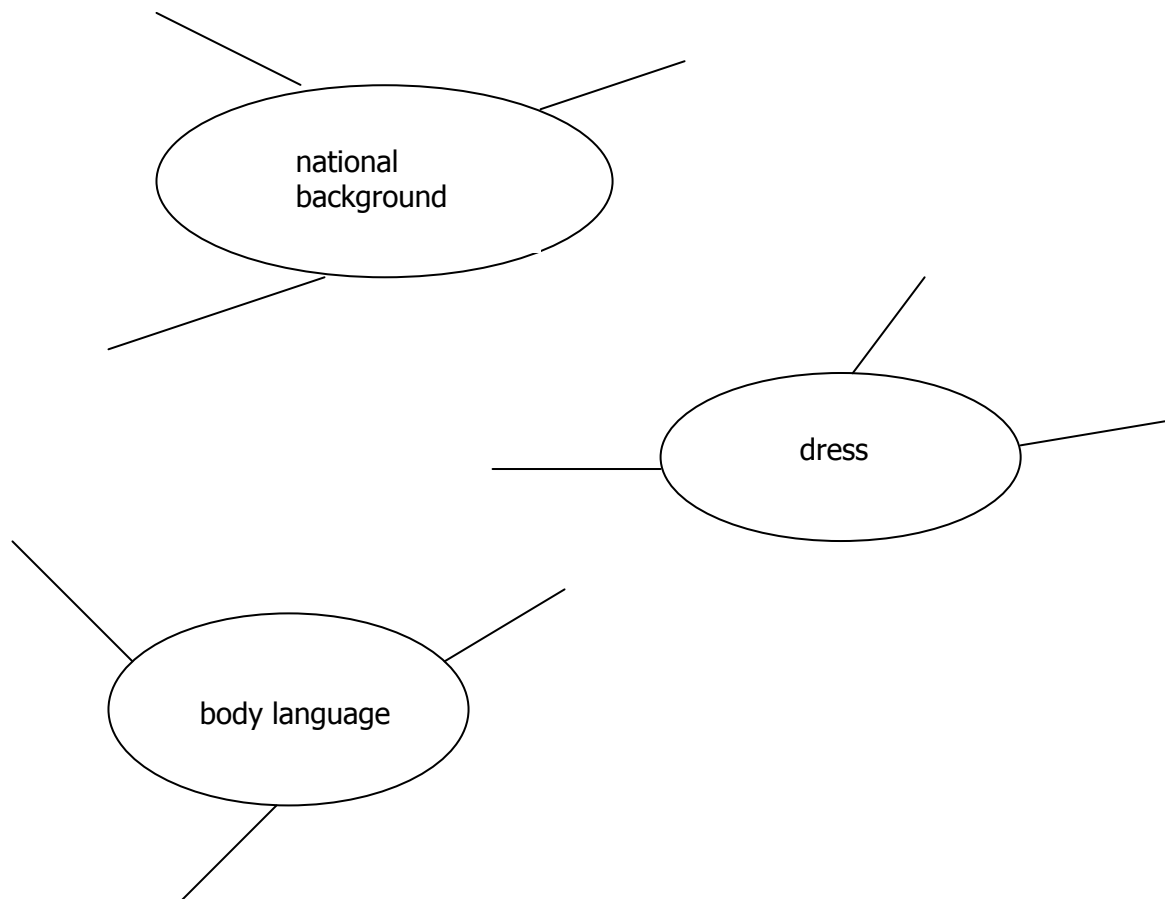
Read the text. Fill in the blanks. Using words form the list below.

Communication with people of other nationalities involves more than learning foreign languages. There are often cultural differences (1) _____ people of different **national backgrounds**. These differences sometimes complicate communication (2) _____ business relationships. It is important to be aware (3) _____ your **own cultural tendencies** as (4) _____ as those (5) _____ your business partners. The areas which we need to be aware (6) _____ include **body language, gesture, socializing customs, attitudes** (7) _____ **punctuality** and **dress**. It is useful to know, (8) _____ example, that in Russia (9) _____ most of the rest (10) _____ Eastern Europe, you must shake hands (11) _____ everyone while arriving (12) _____ leaving. We should find out (13) _____ other cultures (14) _____ reading and talking (15) _____ people with experience. When we visit other countries, it is important to be good **observers** (16) _____ **listeners**. We should **avoid** (17) _____ **criticising** other cultures (18) _____ try to understand the problems.

- | | | | | | | | |
|------|---------|----|---------|------|---------|------|--------|
| (1) | at | by | between | (2) | or | and | during |
| (3) | from | to | of | (4) | good | well | that |
| (5) | to | at | of | (6) | through | of | to |
| (7) | towards | to | from | (8) | from | for | at |
| (9) | or | at | and | (10) | while | that | of |
| (11) | and | or | with | (12) | well | to | and |
| (13) | to | as | about | (14) | through | by | during |
| (15) | with | to | at | (16) | or | and | for |
| (17) | --- | of | that | (18) | while | so | and |

Task 2

Explain the meaning of the words and expressions in black bolds (see text in the task 1). Check the words with your dictionary and build word families. Choose from the words in the box.



Box:

to judge, handshaking, customs, nodding, jogging shoes, to dress conservatively, the mark of the tourist, revolution, hugging, national achievements, cosmetics, kissing on the cheeks, historical events, gum chewing, religion, war, it's customary, a slight embrace, culture, talking with hands in pockets, independent nation.

Learning tip: Learning single words is not enough. Learning word families like these will help you build better sentences, understand how individual words work and speak better English. Always look for word families when you read English.

Task 3

- a) choose a country you are travelling to e.g. Poland, Russia or Estonia
- b) print the list of questions
- c) visit the following websites www.kwintessential.co.uk
www.executiveplanet.com and try to answer these questions:

1. How do you say "Hello" , "Please" , "Thank you" , "Good buy" in your host country?

2. How do people greet each other, by shaking hands or kissing?

3. Are there any religious taboos I should know about?

4. What is the most popular sport there?

5. How have things in terms of economy changed over the last ten years?

6. How important are punctuality and deadlines?

7. Is it expected that you offer a gift at the beginning / end of a visit?

8. If so, what would you recommend to give as a present?

9. What languages do people speak in the country?

10. What are the country's culinary specialties?

11. Are personal relationships important in business?

12. Who are the most famous persons in the country?

13. What do people usually wear to work?

14. How do you address people in this country?

15. Which topics are better to avoid while talking to people in this country?

Phrases to remember:

1. When people meet their colleagues they usually.....
2. It's always a good idea to...
3. People there tend to.....
4. They tend not to.....
5. One thing you should never do is:..... because
6. On the whole, people don't.....

Task 4

- a) make your own sentences using the words and expressions from the box.
- b) in groups of 3, ask each other the questions and discuss the answers.
- c) explain the characteristics of the culture and the rules of behaviour in your host country.

Grammar: modals **must / need to / should / have to**

Recommended book: "English Grammar In Use" R. Murphy

1. we often use **must/ need to/ have to** / to say that something is compulsory or necessary.
Example: When you go to another country you **have to** be flexible.

2. we use **should / shouldn't** to give an advice or to give an opinion.

Example: You **should** find out as much as possible about the country you are travelling to.

Task 5

Complete the sentences. Use ***need / needn't / should / shouldn't / have to / do not have to***

1. You _____ avoid criticising any aspect of the country, such as the mafia or corruption.
2. Russians often show more emotions than is usual in Western European countries. You _____ to understand it, you _____ appear arrogant.
3. You _____ learn the language of this country because a lot of people speak English there.
4. You _____ to be punctual in Russia even if your business partners sometimes aren't.
5. You _____ to research the culture and the environment of the country you're going to.
6. When you are invited to a Russian home you _____ bring an odd number of flowers but never thirteen.
7. You _____ to remember that yellow flowers in Russia are a sign of grieving and separation.
8. You _____ trust national stereotypes! If you are invited to a Russian home don't bring vodka! It's better to bring flowers or wine.

Answer key .Task 1

Communication with people of other nationalities involves more than learning foreign languages. There are often cultural differences **(1)** between _____ people of different national backgrounds. These differences sometimes complicate communication **(2)** __and_____ business relationships. It is important to be aware **(3)** __of___ your own cultural tendencies as **(4)** _well_____ as those **(5)** __of_ your business partners. The areas which we need to be aware **(6)** _of___ include body language, gesture, socializing customs, attitudes **(7)** _to_____ punctuality and dress. It is useful to know, **(8)**_for___ example, that in Russia **(9)** _and_____ most of the rest **(10)** _of__ Eastern Europe, you must shake hands **(11)**_with_____ everyone while arriving **(12)** _and___ leaving. We should find out **(13)** _about_____ other cultures **(14)**_by___ reading and talking **(15)** _to_____ people with experience. When we visit other countries, it is important to be good observers **(16)** _and___ listeners. We should avoid **(17)** __--___ criticising other cultures **(18)** _and_____ try to understand the problems.

Answer key, Task 5

1. You _should _____avoid criticising any aspect of the country, such as the mafia or corruption.
2. Russians, often show more emotions than is usual in Western European countries. You _have _____ to understand it, you_ shouldn't_____ appear arrogant.
3. You _needn't_____ learn the language of this country because a lot of people speak English there.
4. You _have_____ to be punctual in Russia even if your business partners sometimes aren't.
5. You _have_____ to research the culture and the environment of the country you're going to.
6. When you are invited to a Russian home you_ _should_____ bring an odd number of flowers but never thirteen.
7. You _have_____ to remember that yellow flowers in Russia is a sign of grieving and separation.
8. You _shouldn't_____ trust national stereotypes! If you are invited to a Russian home don't bring vodka! It's better to bring flowers or wine.

Unit 8

Small Talk

Task 1

a) Read the article by Evan Frendo about small talk.

Two Finns go into a bar. "Beer?" asks one. His colleague nods. "Two beers please, barman!" continues the first Finn. The beers arrive and they sit together sipping their drinks. "Good beer this!" says the first Finn after five minutes silence. His companion puts his glass down, looks across the table and says, "Look, are we here to talk or to drink?"

SMALL TALK – the ability to talk pleasantly about things of common interest with people you don't know very well - has a different level of importance depending on where you come from, as the story above shows. But as a requirement for doing business internationally, it's crucial. A recent survey of English learners in Germany showed that incredible 92 per cent felt an important reason for learning English was to improve their social skills.

"I can talk at length about my work, but what I find really difficult is small talk before a meeting or during a meal", complains Rüdiger Landgraf, a manager at electronic giant Schniemans. "But if you don't establish a friendly cooperative relationship at the social level, the working relationship will definitely suffer!"

b) Answer the questions

What is small talk?

Where can you get an opportunity for small talk?

Why is it important?

Are you a good small talker?

Is it a social skill that can be learnt?

You are German, you travel a lot, you have met people from other countries. Which group of nations do you think is very good or bad when it comes to small talk with foreigners? British, Russians, Finns, Italians, others?

What are the cultural differences to think about in relation to small talk?

Recommended links: <http://likemom.com/articles/43.html>

Task 2

a) Match the sentences from 1-5 to the answers from a-e.

b) Discuss the rules in groups.

SO WHAT CAN YOU DO?

1. Save your personal opinions for your family because....
 2. Make a list of the topics for small talk because....
 3. Encourage your partner to talk because....
 4. Check out what's really big in your partner's country because...
 5. Small talk is long term because...
-
- a) people usually like to talk about themselves. If someone starts, help him or her to continue by saying things like: "Really?", "That's interesting!"
 - b) the really effective small talkers remember the details! So, if Igor from Vladivostock has three children called Natasha, Rudolf and Irina, don't get them muddled with Petra from Leipzig's hamsters Boris and Babs!
 - c) with the Internet, there's no excuse not to know something - even if your partner is from Ulan Bator!
 - d) small talk is about establishing areas of common ground-not areas of differences!
 - e) sometimes you've got to be careful. Asking if someone is married and has children may be perfectly acceptable in one culture, but taboo in another. Try and check your topics with someone you already know from that culture.

Task 3

a) Which of the topics do you think would be acceptable (Ok) and which taboo (T) for small talk with your friends from Eastern Europe?

Topic	OK/ taboo	Why?
salary		
weather		
corruption		
gays and lesbians		
space research		
holidays		
crime/mafia		
school/university		
food		
war		
politics		
family		

b) Discuss in small groups WHY?

Express your opinion using the expressions from the boxes:

Vocabulary

Conviction

I honestly believe that....

I'm convinced that...

I'm positive that...

I'm absolutely certain that...

Personal opinions

In my opinion...

Not everyone would agree with me, but...

To my mind, ...

From my point of view, ...

Arguments and counter-arguments

Yes, but...

That may be so, but...

That's probably true, but...

Task 4

a) match the questions with the right response.

b) write down the answers. Work in pairs.

c) practise the questions + answers ! Don't read, try to remember!!

1.) Did you have a good flight?

a.)

2.) How do you do?

b.)

3.) Is this your first visit to Moscow?

c.)

4.) What are your first impressions?

d.)

5.) How do you like the climate?

e.)

6.) Do you travel a lot?

f.)

7.) How are things going in Germany?

g.)

8.) Everything must seem very strange.

h.)

9.) How long are you staying?

i.)

10.) How about some coffee?

j.)

11.) Will you be joining us for lunch?

k.)

12.) Can you join us for a drink tonight?

l.)

13.) Let me know if you need any help!

m.)

14.) Let me know if I can do anything.

n.)

15.) I look forward to seeing you again.

o.)

Responses

- a) How do you do? / Pleased to meet you.
- b) Oh. Not too bad, thanks. It's good to be here at last.
- c) Yes. Thank you for giving me such a warm welcome.
- d) Oh, pretty well, I suppose...
- e) Oh, thank you, that would be nice.
- f) Just a few days. I fly back on Wednesday evening.
- g) Yes, it'll take a while to get used to everything.
- h) That'd be nice. Black, no sugar, please.
- i) Yeah, quite a lot. I love it!
- j) OK! I know where to find you!
- k) Too cold! It's much warmer back home!
- l) Yes, it's much different from what I expected.
- m) Yes, I think so - thanks, that'd be great.
- n) That's a difficult question! Well now, let me see
- o) Thank you very much!

Task 5:

a) Task for student A: You are at a party with student B. You don't know him very well socially. Try to find out what he is interested in.

b) Task for student B: Student A tries to engage you in conversation. Look at the list of the topics and choose just three you are prepared to have a conversation about.

Conversation starter

- | | |
|--|--------------------------|
| 1. How are you enjoying ?
Do you attend a lot of these things? | the event |
| 2. Isn't this weather ?
Apparently, the forecast is for.... | the weather |
| 3. How's business?
I hear | work |
| 4. Have you heard about ?
.... news, isn't it? | recent news |
| 5. I see the stock markets are
It's probably a good time to put your money into | the economy |
| 6. Are you into (sport) at all?
Did you see the game / match on ? | sport |
| 7. What kind of music are you into?
Have you heard's latest album? | music |
| 8. Do you know, by the way?
She / he's a bit / very, isn't she / he? | mutual friends |
| 9. Have you seen any good films lately?
I quite liked that one with (actor) in Oh, what was it called? | movies |
| 10. Do you get to do much travelling?
Have you ever been to ? I've always wanted to go there. | travel |
| 11. Have you seen those new ?
I wonder if they're any good? Because I heard | gadgets |
| 12. I like your, by the way. Where did you get it / them?
I suppose it / they must have cost you ? | clothes/jewellery |
| 13. Have you been away on holiday this year?
Anywhere nice? I was / We were planning to go to ... | holidays |
| 14. Shall we get ourselves?
What do you fancy? How about ? | food/drink |

Task 6

Work with a partner. Take turns to start up a conversation in each of the following situations.

Situation 1:

You are at the airport in Moscow. Your flight has been delayed and you wait for at least two hours. You are in the bar. The person next to you is reading an article about Germany. Start a conversation.

Situation 2:

You are in a café. You are having a cup of coffee. Someone joins you at your table and asks something in Russian. Give a response and start a conversation.

Situation 3:

You are at a party where all the guests are speaking Polish. You notice that a person sitting near is trying to translate an English song. Start a conversation.

Situation 4:

You're having lunch with your Russian host family. They are discussing a provocative hot issue: the war in Tchechenya. They are interested in your opinion. What would you say?

Situation 5:

You're in a restaurant with your Polish friends. You are talking about different countries. Somebody says: "Germany can sell cars, but not their country!" What would you say.

Grammar

When talking about different things you can often use the **gerund**. **Gerunds have the following uses.**

After some prepositions:

before, after, without

Let's discuss that after watching the video!

As a noun

Taking time to think is always a good strategy.

After certain expressions

It's no use..., it's no good...look forward to....

We're looking forward to meeting you

After certain verbs

Consider, dislike, fancy, admit, avoid, practise, enjoy and some others

I don't fancy going out this evening!

Have you ever considered going to live in another country?

In some suggestions

How about having lunch? Try phoning after 6p.m.!

Task 7

a) Complete the sentences using the gerund

- 1) I don't mind _____ over the weekend.
- 2) It's better to avoid _____
- 3) I always enjoy _____
- 4) Do you fancy _____ with us tonight?
- 5) I really enjoy _____ English.
- 6) Do you consider _____ abroad?
- 7) Elena suggested _____ to the cinema.
- 8) He tried to avoid _____ my question.
- 9) You can't imagine me _____ this fish!
- 10) Did you have any difficulty _____ a visa?

Task 8

a) print the list of questions

b) visit the following websites:

www.executiveplanet.com; www.waytorussia.net;

c) answer the questions

1) What does it mean when a Russian touches another person during conversation?

2) Are foreigners expected to take part in discussions about politics?

3) What are the favourite topics for Russians to talk about?

4) Is it a good idea to talk about your family or children or their family?

5) Who are the most famous Russians you can talk about?

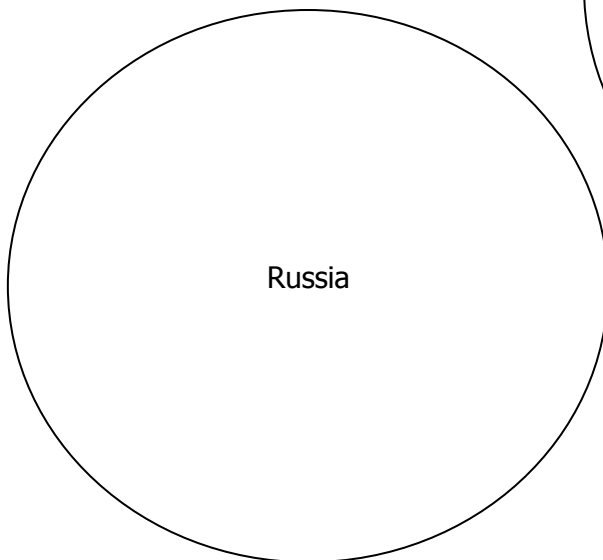
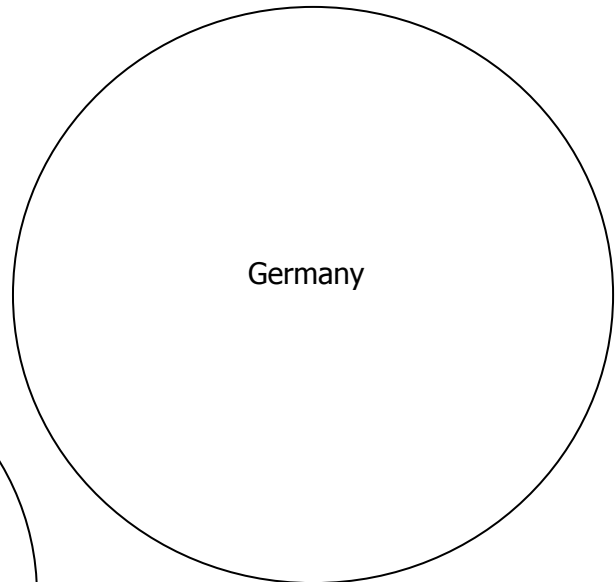
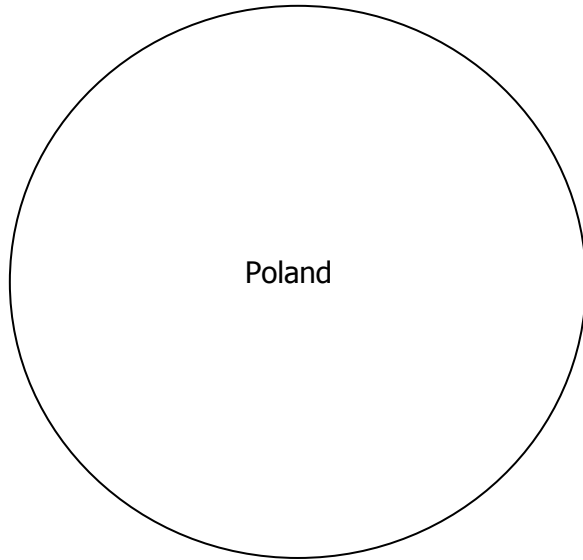
6) Which topics are better to avoid?

7) Is it a usual thing for Russians to invest time in small talk on the phone?

UNIT 9: Politics and News

Task 1

a) Which country do you associate with these word combinations? Put them into the appropriate circle.



fall of Communism, crimes against humanity, Soviet propaganda, Solidarity movement, EU accession, Duma (Russian parliament), reunification of the country, social security system, €1 job, well-connected oligarchs, a female chancellor, lower house (Bundestag), the wave of migrants to the UK, to support the US-led military campaign in Iraq, a grand coalition, the break-up of the Soviet bloc, the daily Rzeczpospolita, the recent strong growth of economy, free-market reforms, the presence in Vatican, to claim social benefits, the Hartz reforms, the Katyn massacre, Nazi invasion, Gorbachev, the World Cup, oil and gas supplies, arms race,

Present simple

We use present simple to talk about:

Permanent situations:

For example: IBM sells its products all over the world.

Routine and frequency:

For example: I usually get up at 7 o'clock in the morning.

Scientific facts:

For example: The sun rises in the East.

Programs and time tables:

For example: The train to London leaves at 7.39 and gets into Paddington at 8.45.

Present continuous

We use present continuous to talk about:

Activity taking place at the moment of speaking:

For example: He is talking to customer on the other phone.

Current projects:

For example: At the moment we are developing a new product.

Temporary situations:

For example: Janet is away on a business trip, so I am organizing the conference.

Slow changes:

For example: The unemployment is falling in the Eurozone countries.

Task 2

In the following newspaper article, decide whether the verbs refer to general statements about change, or to changes that are currently taking place. Put the verbs into present simple or present continuous.

Governments cannot last for ever. Normally political parties (1) _____ **(enjoy) a period of great popularity** in their early years, then they (2) _____ **(go) through a period of stability** and (3) _____ **(put) their ideas into practice.**

After that, they (4) _____ **(run) out of ideas**, and the **opposition** (5) _____ **(take) power.**

Now it (6) _____ **(seem)** that the present government (7) _____ **(begin) to run into difficulties**, and people (8) _____ **(start)** to criticize the President.

The newspapers (9) _____ **(attack)** other ministers because of the **state of schools, public transport and hospitals**, and the government (10) _____ **(lose) popularity.**

Grammar: Stative verbs. There are a number of verbs which describe states rather than actions. They are not normally used in the continuous form common examples are: believe, guess, know, realize, hear, smell, see, seem, hate, like, contain, depend on.

Task 3

Political parties often make promises in their election manifestos.

a) match the verbs and the endings:

We are going to...

- | | |
|--------------------------|--------------------------------|
| 1. build | a. crime, unemployment |
| 2. create | b. more houses, schools, roads |
| 3. protect | c. more jobs |
| 4. reduce, fight, tackle | d. the environment |
| 5. reduce, cut | e. better health care |
| 6. provide | f. taxes |

Taking actions....

b) do these verbs fit in sentence **A** or **B** or **both**?

Make as many sentences as possible using the following verbs

avoid *tackle* *face* *ignore* *address*

- A.** The Government needs to.... the problem.
B. The Government can't..... the problem.

What you can do.

c) choose the correct ending for each sentence:

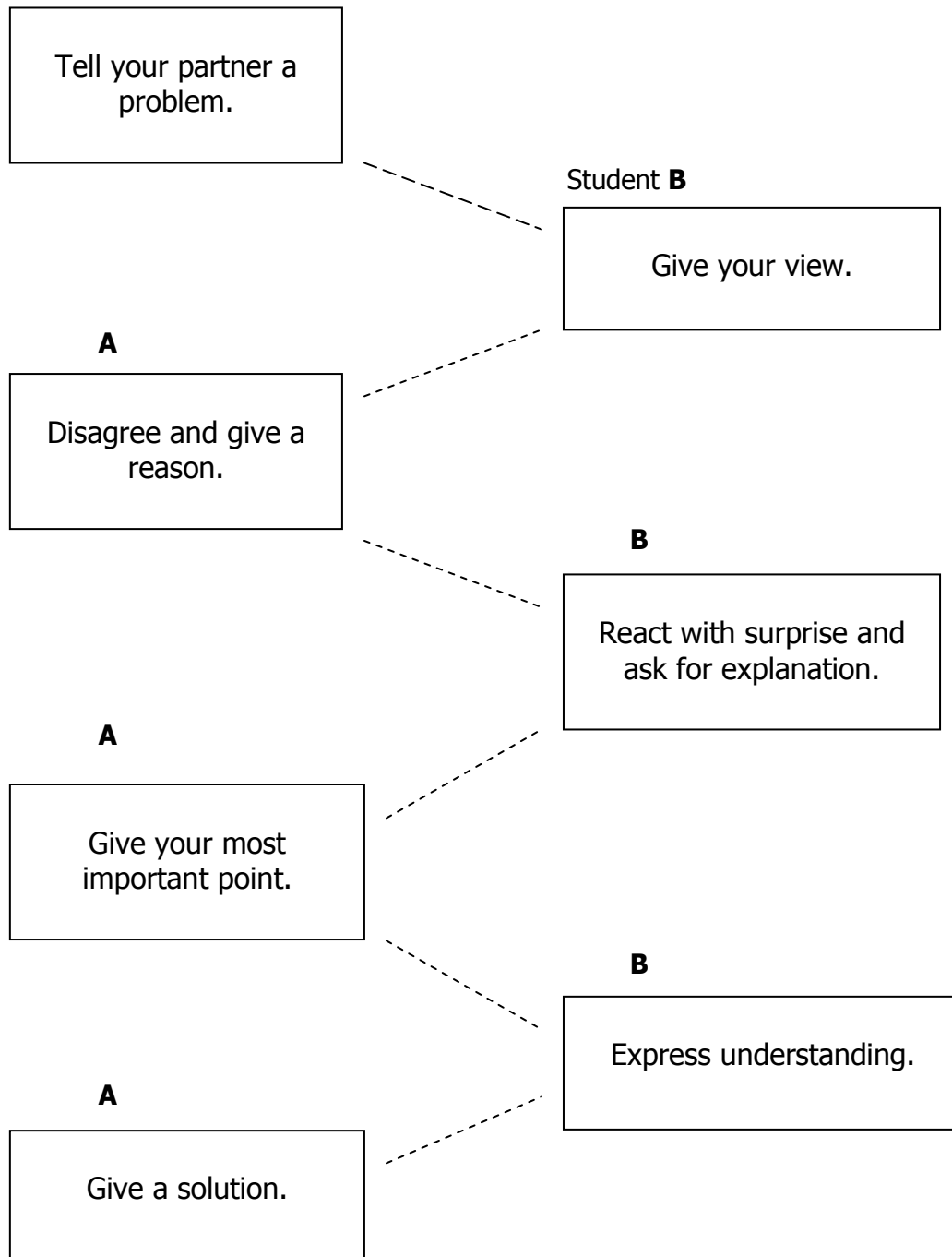
- | | |
|-----------------------|--|
| 1. I'm protesting | a. the petition |
| 2. I went on | b. a demonstration/protest march |
| 3. I'm boycotting | c. against the new motorway/the arms trade/
nuclear weapons |
| 4 I've already signed | d. them until they pay their workers
Properly/the meeting |

d) make a conversation about one provocative political issue according to the plan below, use the verbs and expressions from the tasks **a – c**.


You can discuss the following problems.

- 1.) Women earn less than men for the same job.
- 2.) Video games are dangerous.
- 3.) Companies are worried about hackers who find their way into their system and read confidential information.
- 4.) Refusing an alcoholic drink is not popular.

Student **A**



In order to be able to discuss economic changes in a country you have to know the verbs of change and adverbs.

a) what kind of movement do these verbs + adverbs describe? Draw a symbol then compare your answers with a partner e.g. increase slightly - 

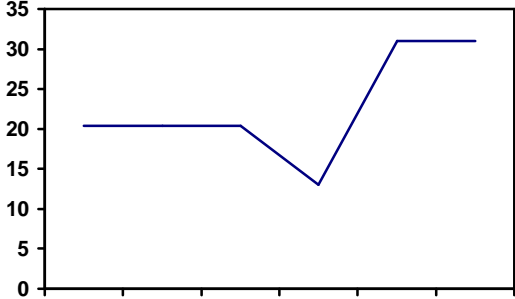
b) which of the above verbs also have noun forms? What are they? e.g. to increase - an increase.

<i>Verb</i>	<i>Adverb</i>	<i>Symbol</i>
decline	gradually	
decrease	considerably	
fall	dramatically	
jump	quickly	
recover	gradually	
rise	sharply	
improve	slowly	
stabilise		
fluctuate		
level off		
go up	steadily	
reach a low point		
reach a peak		
grow	significantly	

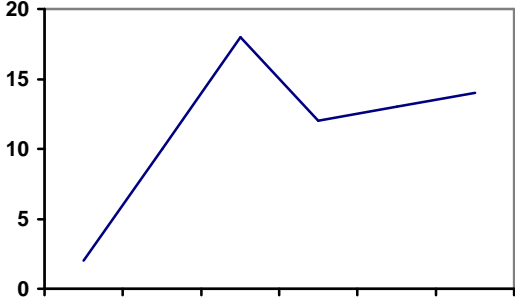
c) describe the graphs below using the combinations verb of change + adverb. There are some ideas for your description: unemployment rate, oil price, exchange rate, number of supermarkets etc. For example: *In recent months the unemployment rate among young people has risen dramatically*

For each movement in the graph use an appropriate verb.

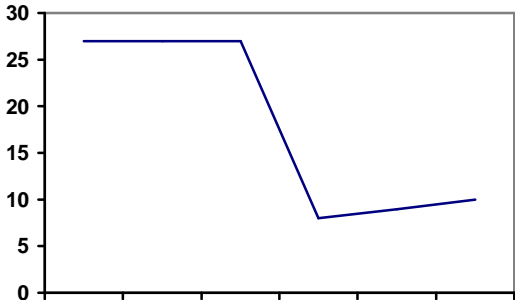
1.



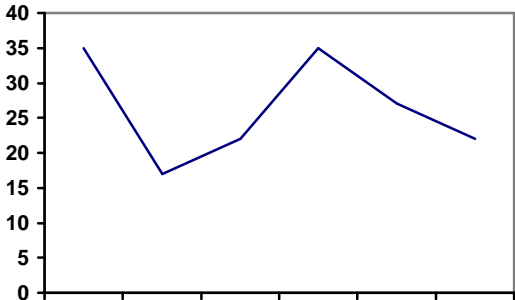
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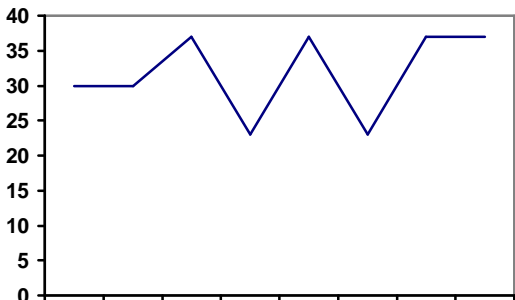
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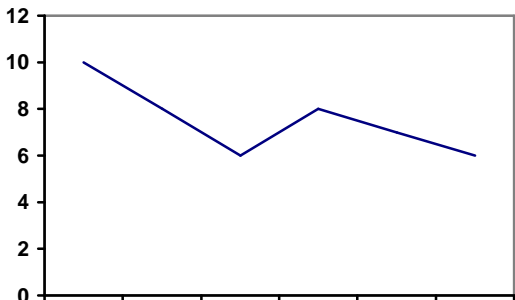
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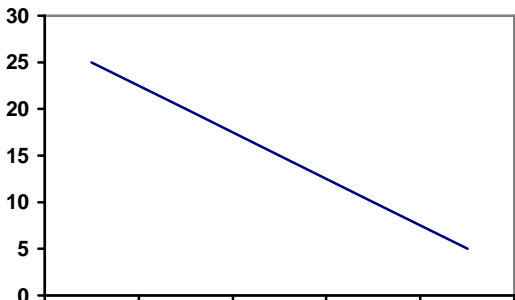
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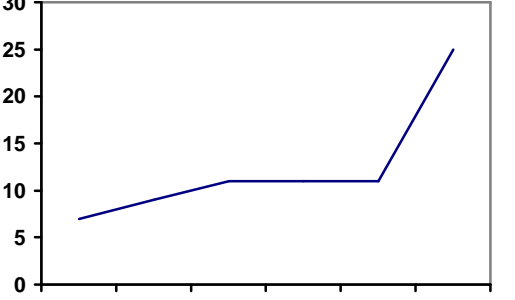
6.



7.



8.



Task 5

Work in pairs.

a) Ask and answer the questions:

1. Is the unemployment rate in your country rising? *no / to fall*
2. Why is the price of petrol jumping? *political situation*
3. What's happening to the euro at the moment? *to go up*
4. Is Gazprom's stock price falling? Why? *to decline / political situation*
5. Is Nike company doing well? *yes / demand / to grow*
6. Is the number of the Internet users in your country increasing? *Yes*
7. Why is Nokia expanding so fast, do you think? *high quality*
8. Is your English improving? *yes*

b) make similar questions using following words and expressions:

GDP per capita in Russia, number of McDonalds restaurants in...., average number of ... private schools, cost of living, political situation in your country, average income, crime rate, food, medical and educational costs, number of migrants to the UK, number of drug related crimes, Internet ads, investors, amount of money spent on space research, homeless children, female managers, unemployment rate, inflation rate.

c) put all the questions into present perfect.

e.g. Has the unemployment rate in Germany risen since the reunification of the country?

Task 6

a) visit the websites: www.moscowtimes.ru www.rzeczpospolita.pl
www.warsawvoice.com.pl www.poland.pl www.bbcnews.com/countryprofile
Take notes on the headlines; any details of the stories, and perhaps, vocabulary to look up.

b) decide what are "the most talked about" topics in Russia, Poland, Germany.

c) find in the Internet information about these issues.

d) tell your partner about the story that interests you most.

Headline	Main details of story	Vocabulary

UNIT 10: Self Study Case

How to give a successful presentation, how to write a presentation (Referate)? These sites can help you:

www.presentationbiz.com/articles/general/never_read.htm

www.english4u.de

www.presentationhelper.co.uk

Task 1

- a) Discuss in groups "What is presentation?"
- b) Visit recommended websites and make a plan for a successful presentation.
- c) Discuss the meaning of the following quotations:

1.)

"There are three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave."

Dale Carnegie

2.)

"The audience only pays attention as long as you know where you are going."

Philip Crosby

Task 2

Prepare presentation (Referat) on selected topics. Do your own research using different recourses such as: the internet, news-papers, books, TV and etc.

You are expected **to speak** intelligently and knowledgably about Russian/Polish music, literature, art, film, sport, politics, economy.

Politics

1.) Theme

"Vladimir Putin - New Russia?"

www.en.wikipedia.org

www.kremlin.ru/eng/

www.geocities.com/CapitolHill/Parliament/5160/Putin/

www.russianstory.com

www.timesonline.co.uk

article "Putin raises spectre of nuclear war in Europe" June 4, 2007
Russian periodicals online

<http://news.bbc.co.uk/>

2.) Theme

"Boris Beresovsky - Who IS HE?"

www.en.wikipedia.org

www.guardian.co.uk/russia/article/0,,2056321,00.html

<http://news.bbc.co.uk/>

www.forbes.com

article "Godfather of the Kremlin"

Literature

1.) Theme

"Michail Bulgakov And His Margarita"

Novel "Master and Margarita"

(Deutsch: "Der Meister und Margarita") ISBN 978-3-87763-029-7

www.amazon.de

www.en.wikipedia.org

<http://bulgakow.chkebelski.de>

www.realc.emory.edu/MM/bulgakow.html

2.) Theme

"Boris Akunin And His New Detective Story"

www.wikipedia.org

www.pen.org

"Schöne Als Der Tod" can be ordered via:

www.libri.de

www.amazon.de

3.) Theme

"Victor Pelevin – Kult - Author For GenerationP"

"GenerationP" - ISBN3548601618 Libri Verlag

"Das Leben der Insekten" Reclam, Leipzig

„Buddhas Kleiner Finger“ ECON-Taschenbuchverlag

www.amazon.de

4.) Theme

"Alina Vituchnovskaya - Russian Avangard"

"Schwarze Ikone" DuMont - Verlag

Music

Theme

“Russian Rock As A Separate Phenomenon”

bands: MumijTroll, Zemfira, Agatha Kristi, Bi-2, Splin

www.russmus.net

www.en.wikipedia.org

www.russia-ic.com

(links: culture, art, music)

<http://profile.myspace.com>

Cinema

1.) Theme

“Andrei Tarkowski And His Films”

Films: Stalker, Nostalgie, Solaris, Andrei Rublev

www.en.wikipedia.org

www.russia-ic.com

(links: culture, art)

<http://waytorussia.net/Moscow/Cinemas.html>

2.) Theme

“Kultfilm Of The New Generation”

Brat 1, Brat 2

www.ce-review.org

www.kinoeye.org

(to order the films with English subtitles)

3.) Theme

“The Truth About The War”

Film “Prisoner of the Mountains”

www.metroactive.com

Sport

Theme

“Glamour In Sport”

Maria Sharapova

www.en.wikipedia.org

<http://uk.askmen.com>

www.mariasharapova.com

Football star Andriy Shevchenko, FC Chelsea

<http://news.bbc.co.uk/sport>

www.guardian.co.uk

article “Matt Scott” Thursday Dec.7,2006

Ballet

Theme “Great names of Russian Ballet”

Rudolf Nuriev, AnnaPavlova, Maya Plisetskaya

www.en.wikipedia.org

www.russia-ic.com

www.russiansabroad.com/russian_history_147.html

www.aha.ru/~vladmo/

<http://news.bbc.co.uk/>

www.guardian.co.uk

to read: “Nurejew” von Otis Stuart Fischer Verlag ISBN3-596-13607-5

Space

1.) Theme

“Development Of Space Research In Russia”

www.russianspaceweb.com

www.space.com/business/technology/051207_tech_wednesday.html

2.) Theme

“Yuriy Gagarin - the first man in the space but who was the first woman?”

Valentina Tereshkova

Use: Google search

More topics for your presentations

- 1 Russian Mafia – myth and the truth.
to read: "Die Russen Mafia" Jürgen Roth ISBN3-89136-545-4
- 2 Anna Politkovskaja - Killed For The Truth
- 3 Russian proverbs – soul of the nation
www.friends-partners.org/oldfriends/literature/russian-proverbs.html
- 4 Advertising in Moscow
- 5 Famous Russian Artists
- 6 Popular TV programs
- 7 Educational system in Russia
- 8 Music Festivals/KaZantip
<http://kazantip.com/en/>

Kontakt und Ansprechpartner/innen



Das Projekt-Team »Fit für MOE«

Klemens Lüchtefeld

Geschäftsführung der EU-Geschäftsstelle Wirtschaft und Berufsbildung (EU-GWB), Studiendirektor am Carl-Severing-Berufskolleg für Wirtschaft und Verwaltung in Bielefeld, Entwicklung und Koordination von verschiedenen transnationalen EU-Projekten, u. a. Leonardo-da-Vinci-Pilot- und Austauschprojekten, Gesamtleitung und Koordination des Projektes »Fit für MOE«.

„Meiner Meinung nach spürt man sehr schnell, ob jemand schon einmal eine gewisse Zeit in einem anderen Land gearbeitet hat. Für mich ist dabei besonders wichtig: Mit den beruflichen und persönlichen Erfahrungen eines Auslandspraktikums geht man auch im Inland sensibler mit Menschen aus anderen Ländern um. – Wie sagte es Karl Valentin so treffend: „Fremd ist der Fremde halt nur unter Fremden.“



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Dors-Lothar Prokob

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„Auslandserfahrung braucht man privat und im Beruf: Wer mit den Menschen in ihrem Land gelebt hat, weiß, wie sie ticken.“



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„Wer einmal im Ausland gelebt und gearbeitet hat, hat seine eigene Persönlichkeit weiter entwickelt. Internationale Kontakte und Begegnungen mit Menschen anderer Länder und Kulturen erweitern den eigenen Horizont und fördern die Toleranz. Jede/r sollte diese Angebote der EU aufgreifen und sich dem Abenteuer stellen.“



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Stefanie Pohl

Bildungsberaterin in der IHK-Akademie Ostwestfalen GmbH und Zweigstellenleiterin der Niederlassung in Paderborn, Beratung von Firmen- und Privatkunden in allen Fragen der beruflichen Weiterbildung, firmenspezifischer Trainings, Mitarbeit in organisationsübergreifenden Projekten und Bildungsnetzwerken, Beratungsstelle für den „Bildungsscheck NRW“.

„Aus Sicht der Wirtschaft liegen in der Internationalisierung Chancen und Herausforderungen zugleich. Bildung – insbesondere interkulturelle Bildung – wird in den kommenden Jahren maßgeblich zum Erfolg der Unternehmen beitragen. Die jungen Menschen, die wir in Auslandspraktika entsenden, erweitern ihre sozialen Kompetenzen grenzübergreifend und kommen selbstsicherer und mit einer großen Begeisterung für Europa zurück. Davon profitieren auch ihre Ausbildungsbetriebe.“



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Detmold/Bielefeld, Dezember 2007