

СТРАТЕГИЧЕСКИЙ ПАРТНЕР



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# **«FORWARD PLUS»: основы перевода и делового общения – современному выпускнику**

# «FORWARD»: современный УМК для современных подростков

- соответствует требованиям ФГОС;
- входит в Федеральный Перечень;
- ориентирован на интересы учащихся;
- отражает современные реалии;
- содержит задания на различные виды работы.



**Jens** Could you give me change for a \$20 note?  
**Girl** No, sorry, I can't.  
**Jens** Thanks anyway. Eh, excuse me, \_\_\_\_, please. I need it for the drinks machine.  
**Man** I think so ... yes, here you are.  
**Jens** Thanks.

## Check it out

### Indirect questions

Use indirect questions to be more polite and pleasant when we:

ask someone to do something for us;  
 want to find out some information.

Indirect questions we use:

- alternative word order;
- begin with *whether* with *yes/no* questions;
- begin with *where, what* with *wh-* questions;
- use introductory phrases such as: *Do you think/Do you know/Do you happen to know/How would I like to know/Are you sure/Can you tell me/Could you tell me/Would you mind/Have you any idea/Do you remember?*

Use indirect questions. Use the questions and phrases in brackets to help you.

- What are they talking about?
- Do you have any idea ...?
- Do you have any good ideas to give Shirley?
- When will they finish? (Can anyone tell me ...?)
- How do we get to the right place?
- Who are they ...?
- Who did she kill herself?
- When will they know ...?

Match two of the indirect questions with the cartoons below.



**Jens** Excuse me, \_\_\_\_?  
**Sharon** It's free.  
**Jens** Really? That's great.  
**Sharon** Where are you from? Your English is really good.  
**Jens** Thanks, I'm from Denmark. My name is Jens.  
**Sharon** Would you mind telling me what your name is?  
**Jens** I'm Sharon ...

**7** Write indirect questions. Use the questions and the phrases in brackets. Then listen and check.

- Could you do me a favour? (Do you think ...)  
*Do you think you could do me a favour?*
- Could you wake me up in an hour?  
 (I wonder ...)
- Why do we go out together? (I've no idea ...)
- What did we do in the last class?  
 (Do you remember ...)
- When do we use indirect questions?  
 (Could you tell me ...)
- What time is it? (Do you know ...)

**8** In pairs, complete the indirect questions with the words in brackets.

- In a cinema. Ask the ticket seller about the finishing time of the film you want to see.  
 I wonder ... (finish)  
*I wonder if you could tell me what time the film finishes.*
- In a restaurant. Ask the waiter for some salt.  
 Do you think ... (bring)
- In an art gallery. Ask an attendant for directions to the Renaissance section.  
 Could you tell me ... (be)
- At home. The film has already started. Ask about the action so far.  
 Would you mind telling me ... (happen)
- In an English class. Ask if anyone knows Shakespeare's birthplace.  
 Can anyone tell me ... (be born)



3 Work in pairs. Read what Katy told her friend and match phrases 1-7 with sentences a-g from Exercise 2.

'I arrived late for the history class and I was looking for my book when <sup>1</sup>Mr Hill asked me what I was doing. I explained and <sup>2</sup>he asked me not to make so much noise. Then <sup>3</sup>he asked me whether I had done my homework. I said I had, but then <sup>4</sup>he wanted to know when the French Revolution had begun! I couldn't remember, and so <sup>5</sup>he told me to go to the board and then <sup>6</sup>he asked me if I would teach the class! I was really surprised, but <sup>7</sup>I asked him if I could teach what I wanted and he said I could. Then, he sat down in the front row and I turned to the class and began to speak.'

4 Study how Katy reported sentences a-g from Exercise 2. Then complete the table.

Reported questions and imperatives	
Have you done your homework?	He asked me '___ my homework.'
'___ the class?	He asked me if I ___ to teach the class.
Can I teach what I want?	He asked me whether I could teach what I wanted.
What are you doing?	He asked me '___'.
'___ the French Revolution begin?	He wanted to know when the French Revolution had begun.
Please '___ so much noise!	He asked me not to make so much noise.
Go to the board!	He told me '___ to the board.'

5 Look at the sentences in the table and choose the correct words in rules 1-3.  
1 When we report *yes/no* questions we use *if/that/whether*.  
2 When we report imperatives we use *ask/say/tell + me, him, her ... + to + infinitive*.  
3 When we report negative imperatives we use *don't/that to + infinitive*.

\*Project idea  
Prepare a presentation and/or make a poster 'Successful people who failed at first.'

### Mind the trap!

When we report questions we cannot use interrogative word order.

I asked her **where she lived**.  
NOT I asked her **whom did she live**.

6 Change sentences 1-10 to reported speech. Use the prompts in brackets to help you. Then listen to the second part of Katy's story and check.

- 'Do you know anything about computer games?' (I asked them ...)
- 'I asked them if they knew anything about computer games.' (I asked them ...)
- 'How many online games consoles are there?' (I asked them ...)
- 'Can we come in?' (The maths teacher wanted to know ...)
- 'Have you ever played any strategy games?' (I asked her ...)
- 'I asked her if she had ever played any strategy games.' (I asked her ...)
- 'Are you listening to me?' (I asked them ...)
- 'Please don't throw things at me!' (I asked them ...)
- 'I asked her if she had ever thought of becoming a teacher.' (I asked her ...)
- 'Don't shout!' (I told her ...)

7 Work in pairs. Decide how you think Katy's story ends. Then listen and check.  
8 Read Katy's report from her careers guidance meeting and write down what the interviewer said. Then listen and check.

'The advisor asked me how I was getting on, and I said I was fine, and then <sup>1</sup>he asked me what I wanted to do when I left school. I explained that I wanted to be an actress. He said that that was interesting, but <sup>2</sup>told me not to imagine that it was easy. Then <sup>3</sup>he wanted to know what my best subjects were. I told him I was good at music and English, and <sup>4</sup>he asked me if I had ever acted in a play. I told him I hadn't and asked him what I could do to become an actress. <sup>5</sup>He told me to get some experience, to join a theatre group, and then to try to get into a good drama school. Then <sup>6</sup>he wanted to know if my parents knew about my ambition to be an actress, and I admitted that I hadn't told them, and <sup>7</sup>he asked me if they would be happy about it. I replied that I didn't know, and then he thought for a minute and <sup>8</sup>asked me if I had ever thought of becoming a teacher! That's when I told him about the dream I had had.

9 Work in pairs. Follow the instructions and roleplay a careers guidance interview.

- Take turns to be the careers guidance officer and interview your partner.
- Use the questions and imperatives in Exercise 8 and questions 1-4 below.
- Make notes of the questions and your answers.

- What do you enjoy doing?
- Would you like to go to university?
- Have you spoken to your family about your plans for the future? What do they want you to do?
- What is more important for you - money or job satisfaction?

10 Use your notes from Exercise 9 to write a report of your careers guidance interview. Use reported speech and a variety of reporting verbs.



'I REALLY ENJOY PARTYING ALL NIGHT AND SLEEPING ALL DAY - BUT I WOULDN'T ...'

### GRAMMAR AND WRITING

- Work in pairs. Describe the photo and answer the questions.
  - Do you think the girl in the photo is enjoying herself? Why?/Why not?
  - Would you like to be a teacher? Why?/Why not?
- Listen to Katy's day as a teacher and put sentences a-g in the order you hear them.
  - Have you done your homework?
  - Will you teach the class today?
  - Can I teach what I want?
  - What are you doing? \_\_\_
  - When did the French Revolution begin?
  - Please, don't make so much noise!
  - Go to the board!

- 7 Think of some ideas for a SWOT analysis of your career prospects. Use the table from Exercise 2 to organise your ideas. Discuss the results with your partner and exchange suggestions.
- 8 In pairs, discuss how strengths in your SWOT table can help you deal with threats and how weaknesses can prevent you from using the opportunities that you can use. Come up with some ideas for your future actions to plan your career effectively based on your SWOT analysis.
- 9 Make a complete SWOT analysis of your career prospects in a written form.

## REVISION

- 1 Think Back! Read the instructions (1–5) to do the task.
  - 1 Put your tables in a circle and take your seats so that a person next to you will not interfere with your work. Your teacher will give each of you a big sheet of paper divided into two columns.
  - 2 In the left column write out the information or ideas from the course which impressed you most / which you found most interesting or useful. You may use your Student's book.
  - 3 In the right column write your personal comments on the information or ideas you have chosen.
  - 4 Your teacher will tell you to stand up and move one seat to the right. Read the comments of your classmate. Can you add anything? Your teacher will tell you to move further every two minutes until you have gone full circle.
  - 5 Now that you have revised the material of the course in Business Communication, speak about the following.
    - What was the most interesting / the least interesting topic of the course? Why?
    - What activities have you especially enjoyed throughout the course? Why?
    - Which tasks throughout the course were difficult? Why?
    - What information have you learnt which can be useful for your future life and career?
    - What else would you like to learn in terms of English for business communication? Why?
- 2 Imagine you are making a presentation to the students who will begin the Business Communication course next academic year. Tell them
  - what to expect
  - what you have found surprising or difficult
  - what you have enjoyed
  - give advice for learning English.



# «FORWARD PLUS»: TRANSLATION & INTERPRETING BUSINESS COMMUNICATION

- 3 Do you remember what a cinquain is? In pairs, read the poem and analyse its structure.



### PLANET

Planet  
Graceful, ringed  
Spinning, whirling, twirling  
Dances with neighbour Jupiter  
Saturn

- 4 In pairs, complete **Train Your Brain**.

### TRAIN YOUR BRAIN | Writing a cinquain

The word cinquain comes from the \_\_\_ root for five. Modern cinquains have five lines that follow a certain sequence and follow certain rules:

Line 1: one word – \_\_\_ of the future poem.

Line 2: two \_\_\_ which describe the subject of the poem.

Line 3: three \_\_\_ which describe the actions of the subject of the poem.

Line 4: \_\_\_ that characterises the subject and expresses the author's feeling about the topic.

Line 5: \_\_\_ that explains Line 1.

- 5 Write a cinquain to express your thoughts about the course, about business English in general or any particular subject within the Business Communication course.
- 6 Read your poems to the class. Whose poem did you like best? Why?

# «FORWARD PLUS»: TRANSLATION & INTERPRETING

- понятие об устном и письменном переводе как видах деятельности;
- возможность использования навыков перевода в различных профессиях;
- парная и групповая работа на занятиях;
- индивидуальные творческие задания.

## TRANSLATING IDIOMS

- 1 Do you know what an idiom is? Study the definition below. Then read Hugo's and Ginny's profiles on page 131 and find an idiom in each of them. What do these idioms mean? How will you translate them into Russian? What will happen if the translator understands them literally?



phrases and sentences that do what they say. You cannot guess by knowing the meanings of words. An idiom functions as with fixed elements and fixed

ving text in Russian. Can you  
1 idioms and sayings? How  
in their meanings in English?  
t interpreter's basic mistake

## Glossary

court interpreter – судебный переводчик  
literal translation/word-for-word translation – буквальный перевод

- 3 In pairs, match English idioms (1–13) with Russian idioms having similar meaning (a–m). Explain the meaning of the idioms in English.



- 1 too many cooks spoil the broth
- 2 carrot and stick
- 3 a bull in a china shop
- 4 to rain cats and dogs
- 5 like two peas in a pod
- 6 in the twinkling of an eye
- 7 to burn one's boats
- 8 the heel of Achilles [ə'kiliz]
- 9 to cross the Rubicon ['ru:bikən]
- 10 to cut the Gordian knot
- 11 to take the bull by the horns
- 12 Ariadne's [æri'ædniz] thread
- 13 to kill the goose that lays the golden eggs

- a взять быка за рога
- b Ахиллесова пята
- c как две капли воды
- d слон в посудной лавке
- e у семи нянек дитя без глазу
- f убить курицу, несущую золотые яйца
- g в мгновение ока
- h кнут и пряник
- i разрубить гордиев узел
- j нить Ариадны
- k лить как из ведра
- l сжечь корабли
- m перейти Рубикон

## льного перевода

реводчик буквально  
женщины, которую  
ы. Судья спросил её,  
овной в краже. Женщина  
па курица!» Переводчик  
ёл: «Обвиняемая  
ей очень нужна». Судья  
задумала украсть  
мущением ответила:

«Как же! Всю жизнь мечтала!» Переводчик опять перевёл буквально то, что услышал: обвиняемая мечтала украсть курицу уже давно. Судья снова спросил женщину: «Стало быть, вы признаёте себя виновной в краже курицы?» На это женщина удивлённо воскликнула: «Здравствуйте, я ваша тётя!» Озадаченный переводчик сообщил судье: «Обвиняемая утверждает, что придёт к близким родственником господину судье».

# «FORWARD PLUS»: TRANSLATION & INTERPRETING

- теоретические знания по переводу и сведения из истории перевода;
- практические задания;
- работа с текстами различных жанров;
- увеличение словарного запаса;
- понятие о языке как о средстве художественной выразительности.

## TRANSLATING GENERALISATIONS

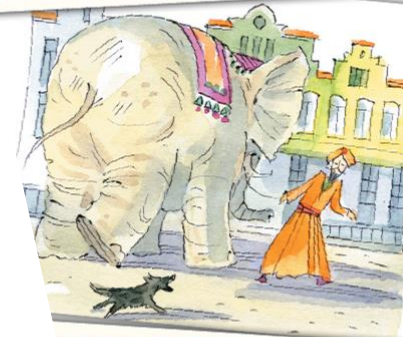
1 What grammatical constructions do we use in Russian for generalising? Give examples.

Говорят, не повезёт, если ...



Без труда не вынешь и рыбки из пруда.

улицам слона водили ...



ал дело – гуляй смело.

нам не ходить!

ётся вдохновенье,  
рукопись продать.

h phrases used for  
peak Out on page 57.  
her ways to talk about  
English?

3 Translate the following sentences into Russian paying special attention to generalisations.

- 1 They've opened a new school in my town.
- 2 They don't follow traffic rules in this part of the city.
- 3 A new school was opened in my town.
- 4 You can get lost without a map in a new place.
- 5 We never know what's going to happen in the future.
- 6 One should start earning money as soon as possible.
- 7 We can't learn to play the piano in two days.
- 8 One expects the government to provide social services for poorer families.
- 9 If one wants to become successful in life, one should work very hard.
- 10 Conversations with one's children are never easy, especially when they are in their teens.
- 11 Anyone can do anything if they really want to, can't they?
- 12 If anyone comes with a parcel for me, can you ask them to leave it at the front desk?
- 13 You usually need an umbrella in England. It often rains there.
- 14 He is considered the founder of translation theory.

4 Complete **Train Your Brain** with the examples from above.

### TRAIN YOUR BRAIN | Generalising

There are different means used to refer to 'people in general' in English. Pronouns one, you and we can be used to make generalisations. In this case they do not refer to any one person in particular and they include the speaker or writer. In some grammar books these pronouns are called impersonal pronouns, because they are used to express impersonal meaning.

One is very formal and it is rarely used in speaking. For example, <sup>a</sup>\_\_\_\_\_.

If we need to use a corresponding personal pronoun before a noun, we can use one's, for example <sup>b</sup>\_\_\_\_\_.

You and we are stylistically neutral and can be used both in speaking and writing, for example <sup>c</sup>\_\_\_\_\_.

We can use they to talk about a wide group of people, such as an authority or an institution. In such cases, they does not refer to specific people and it doesn't include the speaker or the writer. For example, <sup>d</sup>\_\_\_\_\_.

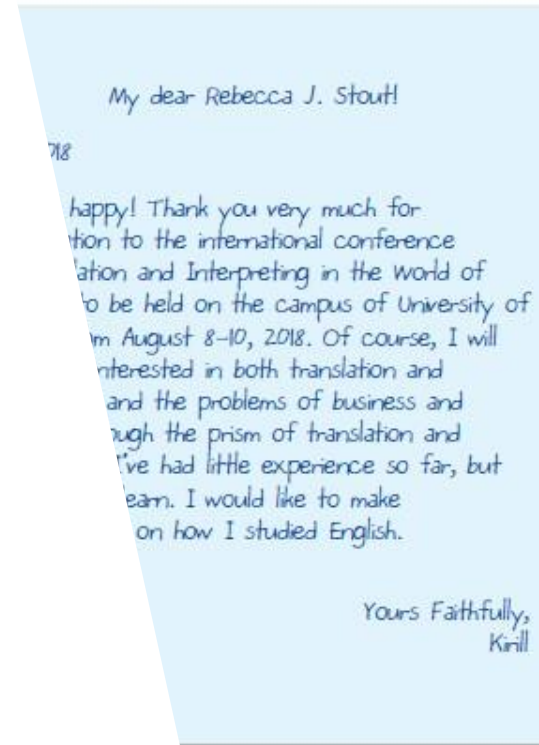
Remember to use they and them to refer back to the indefinite pronouns someone, anyone, everyone when we do not know the number or gender, for example, <sup>e</sup>\_\_\_\_\_. We also use they and them in question tags, for example, <sup>f</sup>\_\_\_\_\_.

Last but not least, we can use the Passive Voice when we are more interested in the action than in the doer, for example <sup>g</sup>\_\_\_\_\_.

# «FORWARD PLUS»: BUSINESS COMMUNICATION

- деловой английский для делового общения;
- письменная и устная деловая коммуникация;
- привязка к реальным ситуациям в жизни современных подростков;
- деловая коммуникация в развитии навыков говорения, письма, аудирования и чтения.

**13** Kirill has written an acceptance letter, but he has made several mistakes. Help Andrew to correct them. In pairs, read Kirill's letter and suggest improvements. Use recommendations in Exercise 11 to help you. Compare your variant with another pair. Add or correct if necessary.



Then, in pairs, compare your variants similar and what is different

3 THINGS we learnt to do to write formal letters	3 THINGS I'd still like to find out/learn to do to write formal letters
	1. ___
	2. ___
	3. ___

**14** A business joke. Sometimes behind very polite words in formal letters people hide feelings like frustration or annoyance. Read polite phrases 1-9 and match them with what the author might really want to say (a-i). Compare your answers with your partner to check. What points of the joke do you consider funny? Why?

- 1 Thank you for your kind assistance.
- 2 Kindly find attached.
- 3 Thank you very much for your email.
- 4 This is our kind reminder.
- 5 You can find this information in our Terms and Conditions.
- 6 Let's reconfirm the figures.
- 7 Please sign in the place marked with the yellow sticker.
- 8 Have a nice weekend.
- 9 We regret to know you have been dissatisfied with our services.

- a Haven't I told you a million times already?
- b Don't sign it in the wrong place – again!
- c I think I'd better do it myself.
- d Don't think we are frightened.
- e Please leave me alone – it's Friday!
- f Did you have maths at school?
- g God, is it you again?
- h Haven't I sent it a hundred times already?
- i Can you read?



**16** Search the Internet to find information on the things you listed in column 3 in the table above. Report the results to the class.

# «FORWARD PLUS»: ФИНАНСОВАЯ ГРАМОТНОСТЬ

- органичный компонент программы ;
- финансовая грамотность и навыки общения на английском языке;
- сведения о российской экономике, системах налогообложения и кредитования в России;
- задания по финансовой грамотности для парной и групповой работы на занятиях.



## GE

1. Andrew lives separately from his parents and has just found a flat to rent. His elder brother, who is married, has taken out a mortgage. Read the key words (1–8) on renting and mortgage. Match the words with English words 1–h, then suggest Russian equivalents for the words.

2. In pairs, use the key vocabulary from Exercise 1 to talk about mortgage and renting. What do you think are the pluses and minuses of both? Share your ideas with the class.

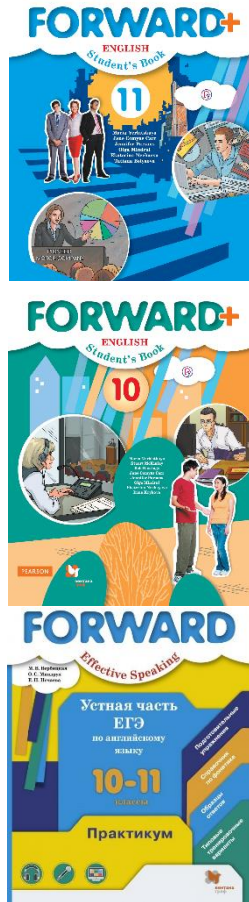
3. **© B 1008** Andrew and Jane are discussing their accommodation. Listen to their conversation and say which pluses and minuses of renting and mortgage they mention. Do they mention the same pros and cons as you have pointed out?

1. lady  
2. nt  
3.urnished

- a to let someone live in a house, room etc that you own, or use your land, in return for money
- b money which you leave to accommodation owner in case you break something there
- c a person who finds suitable accommodation for you
- d to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else
- e a person who rents accommodation
- f to give money to the owner of the accommodation where you live
- g with/without furniture
- h a person who offers accommodation for rent

- a a record of previous loans/credits of a certain person and their repayment
- b conditions to take out a mortgage/loan/credit
- c to agree with the terms of a deal
- d a legal arrangement by which you borrow money from a bank or similar organisation in order to buy a house and pay back the money over a period of years
- e a monthly payment of your loan/credit
- f something a bank can sell if a person cannot pay off the





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