

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ
ҒЫЛЫМ МИНИСТРЛІГІ**

Ауесханова Рахия Пайзовна

*«Business English» тақырыбында 9-сыныптың факультативтік
курсына арнап жазылған*

АВТОРЛЫҚ БАҒДАРЛАМА

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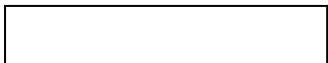
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Құрастырушы автор 34 сағаттық күнтізбелік-тақырыптық жоспарлауды оқушылардың жас ерекшелігін ескере отырып жасаған. Курс мақсаты ағылшын тілінен оқушылардың сөздік қорын байыта отырып, іскерлік тілін қалыптастыруға бағытталған және бағдарлама білім берудің негізгі талаптарына сәйкес келеді.

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**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
«ИННОВАЦИЯ» ОҚУ-ӘДІСТЕМЕЛІК ОРТАЛЫҒЫНЫҢ
БАСПАСЫНА ҰСЫНЫЛДЫ**



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Түркістан облысы Сарыағаш ауданы
№23 Ғ.Мұратбаев атындағы жалпы орта мектебі
коммуналдық мемлекеттік мекемесінің ағылшын тілі
пәнінің мұғалімі

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Түсінік хат

«Business English» атты факультативтік курс бағдарламасы тілдік қатынасты орнатуға көмек ретінде 9-сынып оқушыларына арнап жазылған. Бұл курс оқушыларға жоғары талап деңгейінде жұмыс тәжірибесін алуға, білім алу жағынан өз мүмкіндігін бағалауға, оқушылардың оқу уәжін дамытуға көмектесуді көздейді. Курс аясында алған білімдері шет тілін білуді талап ететін кез-келген салада ағылшын тілін әрі қарай меңгеруге пайдалы болады.

Ағылшын тілі – қазақты дүниеге танытатын, әлемдік деңгейге шығаратын тіл. Еліміздің шет елдермен қарым-қатынасы күшейіп отырған қазіргі заманда оқушылардың шет тіліне қызығуын, білімге құштарлығын ояту, танымдық белсенділігін арттыру – басты міндет. Демек, оқушыларымыздың ағылшын тілін білуі – уақыт талабы. Шетел тілі қазіргі кезде заман талабына сай көптеген мектептерде тереңдетіліп оқытылуда. Бұл оқушы бойында ерте кезеңнен бастап ұлтаралық, мәдениетаралық бірлестікке дайындықтың қалыптасуына тікелей ықпал етеді. Әлемдік өркениетке ілесуі біздің мемлекетіміздің халықаралық деңгейде әр салада түбегейлі өзгерістер енгізуі, достық, ынтымақтастық қатынастар орнатуы шет тілінің маңыздылығын арттырып отыр. Шетел тілін үйрене отырып оқушы өз білімін шыңдайды. Шетел тілін оқытудың артықшылығы әрбір балаға психологиялық ойлауына, шет тілі сөзіне көңіл аударуына, түсінуіне оң әсер ететіндігі, содан соң негізгі мектепте білімін берік нығайтуын, білім сапасын арттыруға мүмкіндік беретіндігінде. Қолданыстағы тілді үйрену – оқушыларға сол тілді қолдану маңыздылығымен, қосымша саяси, мәдени, тарихи бағытта қолданылатын сөз тіркестерімен таныстыру. Әлемдік тіл ретінде бейресми түрде орныққан ағылшын тілін меңгерту ұлттың бәсекеге қабілеттілігін шыңдай түседі.

Бағдарламаның мақсаты – ағылшын тілінде ауызша және жазбаша іскерлік қарым-қатынас жасауға үйрету.

Міндеттері:

- оқушылардың сөйлеу мәдениетін қалыптастыру.
- оқушыларды өз көзқарасын, тұжырымдамасын айқын білдіруге баулу.
- ағылшын тілінде ауызекі сөйлеуде лексикалық және грамматикалық құрылымдарды меңгерту.

- ағылшын тілінде диалогқа түсуге дағдыландыру.
- оқушылардың ойлау қабілетін, логикасын, шығармашылығын дамыту.

Күтілетін нәтижесі:

- ағылшын тілінің негізгі грамматикалық құбылыстарын сөйлемде қолдана алады;
- тілдік қарым-қатынас жасауға төселеді;
- сөздіктермен жүйелі жұмыс арқылы тіл байлығы, сөздік қоры дамиды.

Өзектілігі:

Оқушы бойындағы ойлау және сөйлеу қабілеттерін дамытып, олардың ашылуына, өзін еркін ұстауға көмектесу, оның рухани күшін нығайтып, өмірден орнын табуға септігін тигізу.

Пәнаралық байланыс: география, тарих, әдебиет, музыка, сәулет және бейнелеу өнері.

Ұйымдастыру формасы: Аралас сабақтар, өзіндік жұмыс, тақырыптық сабақтар, дөңгелек үстел, саяхат, ізденіс сабақтары.

Қорытындылау формасы: Шығармашылық тапсырмалар, презентация, зияткерлік, іскерлік ойындар, тест жұмыстары.

9-сынып бойынша оқушылардың дайындық білім, білік, дағдыларына қойылатын талаптар:

- Ауызша сөйлесімде берілген тақырыптар аясында лексикалық бірліктерді, сөз тіркестерін қолданады.
- Өзге елдің қаражаты, қызмет көрсету түрлерін білед.
- Диалогтық сөйлесуде мұғалімнің және сыныптастарының сөйлеуін, мұғалімнің сабақ барысына байланысты нұсқауларын түсінуі және тақырып бойынша сұрақ-жауап алысу арқылы әңгімелей алады.
- Өзін қызықтыратын тақырыпқа өз ойын, жеке әсерін білдіріп, берілген үлгіге қарай отырып шағын эссе жазады.

- Мәдени танымдық коллаждар, карталар, салыстырмалы кестелер, ағылшын тілінде сөйлейтін елдердегі іскерлік қатынастарды, хат жазу үлгілерінің арасындағы сәйкестіктер мен айырмашылықтар, ұлттық-мәдени ерекшеліктерді тірек сөздерге сүйене отырып, ағылшын тілінде еркін әңгімелей алады.
- Тірек сұрақтар негізінде тақырыпты сипаттайды.
- Өз пікірін білдіріп, хат, электрондық хат жаза алады.
- Іскерлік қатынаста ағылшын тілінде қызмет көрсетеді.

Бағдарламаның мазмұны мен құрылымы

Ағылшын тілінде мәтіндер және ақпараттар арқылы меңгеру сөз қорының деңгейін біртіндеп көтеруге себеп болады. Әр сабақтың соңында күнделікті қолданылатын лексикалық бірліктер молаяды. Оқу бағдарламасы тіл білімдерінің дамуына ғана емес, сонымен қатар оқушылардың жалпы ой-өрісінің дамуына да бағыттылған. «Business English» бағдарламасы ағылшын халқының ұлттық-мәдени ерекшеліктерімен тығыз байланысқан. Бағдарлама аясында оқушылар шетелдік әріптеске саяхат, жұмысқа орналасу, іскерлік саяхат, елге оралу, күнделікті өмірдегі қызмет көрсету, кәсіпкер кеңесінде, көрмеде, шетел ақшасы мен валютасы туралы ақпараттарды игеріп, сөйлеу клишелерді пайдаланып, тірек сөздерді қолданып, ауызша сөйлемде лексикалық бірліктерді қолданады. Өзін қызықтыратын тақырыпқа өз ойын, жеке әсерін білдіріп, берілген үлгіге қарай отырып шағын эссе жазады. Тақырыптар негізінде мұғаліммен, сыныптастарымен диалогтық сөйлесім арқылы қарым-қатынас жасауға төселеді, дүниежүзілік мәдениетке араласуға, жаңа достар табуға, ой-өрісін кеңейтуге және өз өмірін өзгертуге мүмкіндігі туындайды.

Қазіргі таңда:

1. Халықаралық кездесу, көрме, мәдени шаралар ағылшын тілінде өтеді.

2. Ақпарат құралдарының, жарнаманың компьютерлік технологиялардың негізгі тілі. Кез-келген өзекті жаңалықты ағылшын тілінде табуға болады.

3. Бизнес тілі. Еуропалық трансұлттық компаниялардың бәрінде ағылшын корпоративтік тіл. Өйткені бұл мекемелерде әлемнің әр бұрышынан келген қызметкерлер жұмыс істейді. Ондағы іскерлік келіссөздер, өзара жазбалар, телефонда сөйлесудің баршасы да тек осы тілде ғана.

4. Жер жүзіндегі студенттердің қатынас тілі. Facebook, Twitter, Instagram желілері арқылы жастар танысып, ақпарат, сурет, хабарлама алмасып, видео бөліседі.

5. Саяхат тілі. Ағылшын тілінде сөйлемейтін елдердің өзінде туристік тіл – ағылшын тілі.

Бұл бағдарламаның 9-сынып оқушыларына берері мол, өйткені оларға болашақ бағдар береді және шет тілін білу өмірдің

қажеттілігі екенін ұғындырады.

Жасалып отырған бағдарламаның практикалық құндылығы туралы айтар болсақ, жұмыста алынған нәтижелерді жалпы білім беретін мектептерде ағылшын тілі сабағында, факультатив сабақтарда қолдана алады.

Курс 11 бөлімнен тұрады:

1. Кіріспе – 1 сағат.

2. Шет елдік әріптеске саяхат – 5 сағат.

Таныстық – 1 сағат, аэропортта кездесу – 1 сағат, қарым-қатынас жасау формасы – 1 сағат.

Грамматикалық тақырыптар: Зат есім, артикль – 2 сағат.

3. Жұмысқа орналасу – 3 сағат.

Анкета толтыру, түйіндеме жазу – 1 сағат, жұмыс іздеуде не істеу қажет және қажет емес – 1 сағат.

Грамматикалық тақырыптар: Үстеу, сын есім – 1 сағат.

4. Іскерлік саяхат – 4 сағат.

Факс, электронная почта – 2 сағат, Ғаламтор – 1 сағат.

Грамматикалық тақырыптар: Сан есім – 1 сағат.

5. Елге оралу – 5 сағат.

Аэропорттағы кедендік тексеріс – 2 сағат, транспорттық қатынас кестесі – 2 сағат.

Грамматикалық тақырыптар: есімдіктер, демеулік шылаулар – 1 сағат.

6. Күнделікті өмірдегі қызмет көрсету – 5 сағат.

Қонақ үй, мейрамханада қызмет көрсету – 2 сағат, жедел жәрдем қызметі, көлікті жалға алу – 2 сағат.

Грамматикалық тақырыптар: Модаль етістік – 1 сағат.

7. Кәсіпкер кеңесінде – 4 сағат.

Кәсіпкерлік – 1 сағат, ұйым түрлері және рухы – 2 сағат.

Грамматикалық тақырыптар: Осы шақ – 1 сағат.

8. Көрмеде – 3 сағат.

Көрмеге бару – 1 сағат, өнімге тапсырыс беру, көрмеге қатысу – 2 сағат.

Грамматикалық тақырыптар: Өткен шақ – 1 сағат.

9. Ақша – 3 сағат.

Англия және АҚШ-ғы ақша қаражаты және валюта – 2 сағат.

Грамматикалық тақырып: Perfect – 1 сағат.

10. Қорытынды сабақ – 1 сағ.

Тақырыптық-күнтізбелік жоспар.

№	Тақырыбы	Сағат	Күтілетін нәтиже
1	Кіріспе	1	Бағдарлама туралы түсінік алады.
2	The visit of a foreign partner 1. Greetings 2. At the airport 3. Forms of address 4. The Noun. The Articles.	5 1 1 1 2	Шет елге саяхаты туралы әңгімелейді, мәдениетті қарым-қатынас үлгісін үйренеді, мейірімділікке тәрбиеленеді.
3	Job hunting 1. Application, resume 2. Dos and DON'ts for job seekers. 3. Adjectives, adverbs	3 1 1 1	Жұмысқа орналасу үшін ағылшын тілінде түйіндеме, өтініш жазуға үйренеді, жұмыс іздеушінің міндеттерін әңгімелейді.
4	On a Business Trip 1. Fax, E-mail. 2. Internet 3. Numerals	4 2 1 1	Ағылшын тілінде факс, почта арқылы хат жазуды біледі, ғаламтордың артықшылығы мен кемшілігін салыстырып айтады.
5	Arrival 1. At an airport. At customs. 2. National express 3. Pronouns. Prepositions	5 2 2 1	Аэропортқа бару туралы әңгімелейді, кеден ісі туралы ағылшынша сұрақ қойып, жауап бере алады.
6	Everyday life and service. 1. At the hotel and restaurant 2. At a car rental agency 3. Modal verbs	5 2 2 1	Күнделікті тұрмыстық қызмет жөнінде сөйлесім жасай алады, затты жалға беру және алу туралы айтады.

7	At the company office 1. Corporation 2. The form and spirit of an Organization. 3. Present Simple	4 1 2 1	Жеке ұйымдардың ынтымақтастығын, қызмет көрсету түрлерін біледі, сөйлемде шақты қолданып әңгімелейді.
8	At the exhibition. 1. Visiting of the exhibition 2. Order. Acknowledgement and Refusal of Orders. 3. Past Simple	3 1 2 1	Көрмедегі бір күнін әңгімелейді, қалай тапсырыс беру керектігін үйренеді.
9	Money, money, money ... 1. Kazakhstan, the USA and the UK money. 2. Perfect Tenses	3 1 1	Шет елдің ақшасы мен валютасы туралы түсінік алады.
10	Revision lesson	1	Бағдарламада оқып білгендерін еске түсіреді, сөздік бірліктерді қолданып сөйлесім жасайды.

Сабақ жоспарлары

The theme: «Job Hunting»

The aim: to practice speaking about job hunting.

Expected results: they will

- Talk about job hunters
- Fill the application
- Take an interview about the job

Teacher: Good Morning, girls! Nice to see you at today's lesson! Take your seats, please. Who is absent today?

Let's start our lesson. Today we are going to get some useful information about "Job hunting". So, the theme of our lesson is "Job Hunting" and the aim of our lesson is to learn to have an interview for the job. At the last lesson we learnt how to fill in an application form and how to write a resume. And I asked you to write a resume, using your imagination.

I asked you to do that, because today you will have some kind of an interview for the job. Let's imagine: today I'm a director of a firm "Equipment for you", and I need a team of creative reliable people who will help my company to become competitive in the world market.

So, there are two vacancies in my firm. The first one is the position of a Sales Manager and the second one is the position of a Secretary. At the end of our lesson all of you will have an interview with me and only two of you will get a job.

I looked through your resumes and I can say that there are two leaders in your group now. But it doesn't mean that they will get a job. I will watch all of you during our lesson, I'll try to analyze each of you, I will estimate your characters, your behavior, and your professional abilities.

And now, dear applicant, look at the blackboard. Let's read the ads.

(one of the students reads and one translates)

Position: Sales manager

Employer: Equipment 4U

Location: Sevastopol

Activities: buying and selling equipment, making arrangements

Required: higher education, knowledge of marketing, knowledge of English

Contract: permanent

Hours: full time (8 hours)

Salaries: 600 \$

Teacher: - Read please the second advertisement:

Position: Secretary

Employer: Equipment 4U

Location: Sevastopol

Activities: working with documents, answering telephone calls

Required: knowledge of computer, knowledge of English and Russian, age (25 – 35 years old), pleasant appearance

Contract: permanent

Hours: full time (8 hours)

Salaries: 400 \$

Teacher: - I hope you'll do your best to get a job. Good luck!

Girls, who wants to get a position of sales manager? Raise your hands please. And who wants to be a Secretary? Now we have two equal teams. Dear applicants, in order to have a successful interview; let's have some exercises for lexes revision.

Let's revise different personal and professional features of character

I need two volunteers, one from each team. The first task for you will be as follows: Look at the blackboard; we have two columns of features of character. Your task is to put "+" if the word is positive feature and "-" if it is negative.

Witty	Sociable
Rude	Tactful
Bossy	Witty
Creative	Talkative
Lazy	Reliable
Sociable	Rude
Reliable	Shy
Shy	Punctual
Nervous	Nervous
Tactful	Bossy
Punctual	Creative
Talkative	Lazy

Good for you, girls, and now let's check and translate these words.

Task 2

Teacher: I need two people here again.

There are three words on each of these cards. Your task is to describe them and you girls are to guess these words. For example – Lazy – a person who doesn't want to work much.

Sincere

Bossy

Experienced

Educated

Reliable

Patient

While ... and ... think over the task, girls, imagine that you are employers. What questions would you ask your applicants? Five questions from one team and five from another. You have two minutes. So, ... , describe the first word.....

Teacher: Now, girls, make up your own dialogues on the following situations:

Employer and applicant – inviting for conversation.

Secretary and applicant (over the telephone) – registration for interview

Applicant and applicant – giving advice and asking for advice.

Teacher: While you making up dialogues, ... and ... come to the blackboard I have some special task for you. Put : “DO” and “DON'T” where necessary to your mind and then we'll check, read and translate.

Let's listen to you dialogues

And now let's check the task which girls have done. You have the same papers on your desks.

Put “do” and “don't” where necessary

1 _____ learn ahead about the company and its product.

2 _____ keep stressing you are badly in need for a job.

3 _____ discuss past experience which has no application to the job situation.

4 _____ mention any experience you have relevant to the job.

5 _____ be untidy in appearance.

6 _____ be confident.

7 _____ approach the employer with respect.

- 8 _____ be optimistic.
- 9 _____ be “I am the best and I know everything”.
- 10 _____ mumble.
- 11 _____ Maintain your self-control. Overcome nervousness.
- 12 _____ express your ideas on salary, hours early in the interview.
- 13 _____ answer the questions honestly.
- 14 _____ have a good resume.
- 15 _____ write incorrect information in your resume to make it look better.
- 16 _____ be well-groomed and appropriately dressed.

Teacher: In order to master these tips let’s watch the video.

Video: Most interviews, no matter what the industry, are designed to assess a few key areas: professionalism, interest in job you are offered, fit for the job including applicable skills and personality. Here are some tips of dos and don’ts of interviewing.

Dress for success:

Do be dressed properly for your interview. If you are a man wear a suit. You can either go round with navy-blue or chocolate-grey with a white shirt. If you are a woman, do make sure you wear suit for an interview; either a skirt suit or pant suit is fine. Don’t wear large jewelry, bright colors or too much make-up.

Handshakes:

Don’t give a lamb handshake. Do give a firm, but not bone crushing handshake. The key of a good handshake is to get the web between your thumb and four finger fully in contact with web of a person whom you are shaking hand. Also don’t forget to make eye contact and smile.

How to handle some key questions:

-Tell me about yourself.

- Well, I was born in San Francisco and my family moved to Boston. Well, actually the suburbs of Boston, about 20 minutes upside, but you know, you tell everyone Boston. And then I went to Upend in Transylvania and I started as an artist of history and then I switched to economics but then I wasn’t so sure so I switched back to art history. And then I had to complete more credits to do the major....

(This isn’t a license to tell your life story. Rather use this as an opportunity to give a concise summary of your career abilities and goals.)

I am very energetic and organized person that's why I am trying each opportunity such as this one. I have over 4 years experience at *sauciest* level and I'd like to further my career path. I am also fluent in French and I studied and lived in Paris.

Great!

Assessing your weaknesses:

Any interviewer wants to know how you assess your good points and your bad points.

What would you say is your greatest weakness or area that you can't prove upon

I have a tendency to oversleep. In the past I overslept and missed important meetings.

When discussing your weaknesses avoid personality or character flaws. Instead focus on areas that can be approved upon the time.

If someone isn't working hard enough sometimes I end on picking up the slack. I am working on just sticking to my own order of business.

Inappropriate Questions:

So, are you married? – I am single.

It's actually illegal for interviewers to ask you personal questions such as your age or material status so you don't need to volunteer that information.

If you like, you can answer like that:

Let me ask you, are you going to have a baby the next few years?

I'd rather keep the focus on a job - not my personality.

Ok, that's fine.

Some important things to remember:

Stand up and greet your interviewer

Don't wear too much perfume or cologne

Bring a copy of your resume

Ask for your interviewer's business card

Turn of your cell phone

If you forget and it goes out during the interview apologize immediately and turn it off without checking who is calling or answering.

Teacher: So, girls, answer my questions, please.

What should you dress to have a successful interview?

Should you wear large jewelry for the interview?

What is the key of a good handshake?

If your employer asked you to tell some words about yourself, would you tell your life story?

What questions are considered to be inappropriate?

If your telephone goes out during the interview, what should you do?

What important things should we remember?

Teacher: I consider that you've understood that when having an interview everything matters: walk, appearance, make-up, voice, manners and gestures.

So, you are ready to have your first "almost real" interview. Let's start.

Who wants to be the first?

Questions for the interview:

What are your three main strengths? (teacher)

Can you work under pressure? (psychologist)

How do you overcome nervousness? (psychologist)

What do you consider to be your greatest weakness? (teacher)

You will have a two month probation period, and we'll not pay the money during this period. Does that suit you? (teacher)

Why did you live your previous job? (psychologist)

Where did you work earlier? (teacher)

What can you say about your previous director? (psychologist)

What would you do if I spill some coffee on your documents? (psychologist)

What languages do you know? (teacher)

What do you consider the best way to attract clients? (psychologist)

What education do you have? (teacher)

What languages do you know? (teacher)

Do you work well under pressure? (psychologist)

Teacher: Now, we should discuss who gets a job. Maybe our guests will help us.

Teacher: So, today at our lesson we've done a lot of work, we've read and translated, answered the questions, watched the video, revised words and professional terminology.

You've worked hard and I hope that this lesson will help some then.

The theme: At the exhibition.

Aims of the lesson: by the end of the lesson students will be able to use vocabulary on the topic, make clusters, tell about different exhibitions and fairs, ask and answer questions on the topic.

Objectives:

- to practice using words on the topic "At the exhibitions"
- to practice speaking skills.
- to practice listening for detail.
- to learn some historical facts about exhibitions.
- to practice making clusters.

Expected results: they will

- use words on the topic
- talk about details
- discuss the topic.

Stages of the lesson.

I. Warm-up.

1 Introduction.

2 Announcement of the topic and aims of the lesson.

-The topic of our lesson is "Industrial exhibitions and fairs". People always buy and sell things. Firms, companies, plants display and advertise their products.

-Have you ever been to any exhibition or fair?

-What pavilion did you visit?

- Have you ever taken part in any exhibition?

Possible answers:

-Yes, I have. I visited N. Fair.

-I visited clothes pavilion.

- I participated in a school exhibition "Autumn Green-house"

T: I see you have some experience.

II. Presentation.

Basket of Ideas

T:- Today at the lesson we'll revise and use in speech words and expressions on the topic "Exhibitions"

-Look at the screen. To form a basket of ideas you have to name as many words on the topic as you can. So, do it please.

- Look at the appearing words on the screen and read them.

-So, we have a basket of ideas.

2. Work with clusters.

T: -We need to organize these words into a scheme named "Cluster".

- Look at the screen, define and read the words correctly.

- What do you imagine when you think of an exhibition.- P1: Pavilions, buildings, firms, countries:

-So, we have two key-words: pavilions and companies.

-What can we see in the pavilions?

-Who will tell us about (advertising material) and (models of equipment)?

-And what do they usually display?- P2: Stands and displays, the guarantee for:, performance of:, standard:

We choose the word equipment. Which words are associated with this one?

-Companies are people.

What do people do at the exhibitions?- buy and sell something.

-Choose the word Order.

There is (a letter of order) and (an Order).

-What information is enclosed in an Order?- sign contracts, place orders: goods, discounts, terms, prices.

T: So, our cluster is ready

III. Practice.

Let's proceed to the next stage of the lesson: using active vocabulary in speech.

Anar and Nurlan have prepared oral reports about famous exhibitions. Listen attentively to Nurlan and answer the questions before and after listening.

T: We have found some interesting information about the First Industrial Exhibition in London.

World's fair, large [international exhibition](#) of a wide variety of industrial, scientific, and cultural items that are on display at a specific

site for a period of time, ranging usually from three to six months. World's fairs include exhibits from a significant number of countries and often have an entertainment zone in which visitors can enjoy rides, exotic attractions, and food and beverages. Since the mid-19th century more than 100 world's fairs have been held in more than 20 countries throughout the world. Generally speaking, these events are called world's fairs in the [United States](#), international (or universal) expositions in continental Europe and Asia, and exhibitions in Great Britain. The term *expo* has also been applied to many expositions in various locations. Look at the screen, listen to Olga and fill in the clusters.

T: Let's visit some exhibitions and listen to the businessmen and businesswomen. They'll discuss some business matters.

- We are at the exhibition which is being held in London. Meet Mrs. Forster and Mrs. Klimenko.

-And now we are moving to the Moscow Exhibition.

Meet Mrs. Blake and Mrs. Smirnova.

-And one more conversation between two businessmen Mr. Somov and Mrs. Green.

T: What is the main point of the dialogues? - The main point of the dialogues is to discuss business matters and to place an order.

"Fill in the form"

T: Look at the screen. You'll write a letter of order and an order, using these data.

- On your desks you can find the samples of the letters. So we have parallel writing.

On the screen pupils can see the following data:

- address
- quantity
- prices
- colors
- form of payment

IV. Conclusion.

V. T: our lesson is over. Thank you for your work. What are your opinions about the lesson?

Students express their opinions about the lesson.

The theme: «British, American and Kazakhstan money»

The aim: to practice student's speaking and writing skills on the topic.

Expected results: they will

- Talk about the topic
- Use grammar
-

I. Warm –up.

Good morning, students! Sit down, please! Let's begin our lesson.

The topic of our lesson is «**British, American and Kazakhstan money. The Past Indefinite Tense.**» Today at the lesson you will learn about British, American and Kazakhstan money, read and listen to the text about the history of money. You will also review the Past Indefinite Tense.

II. Presentation.

Make up word-combinations using the learned vocabulary. (The students are combining the learned vocabulary with the known one).

Correct answers:

to undervalue
to maintain
relative
1-pound
capable
to use
colonial
pure
silver
national
to weigh

money
order
comfort
note
worker
force
outpost
orange juice
plate
debt
70 kilograms

Take a coin. What country is it from? Why do you think so?

Look at the whiteboard. What is this? This is money. What country is the money from? What is the name of the money? The money is from Great Britain. (слайды) How many pounds is this note?

What is the national currency of Kazakhstan? (tenge) Of Great Britain? (pound) Of the USA? (dollar) Match each country with its money and symbol.

Listening.

Now you are going to listen to the text about the history of the American dollar. Be attentive! After that you will have to ask and answer some questions on the text.

As an outpost of Great Britain, colonial America of course used British pounds, pence, and shillings as its money.

Great Britain was officially on a silver standard, with the shilling defined as equal to 86 pure Troy grains of silver, and with silver as so-defined legal tender for all debts (that is, creditors were compelled to accept silver at that rate).

However, Britain also coined gold and maintained a bimetallic standard by fixing the gold guinea, weighing 129.4 grains of gold, as equal in value to a certain weight of silver. In that way, gold became, in effect, legal tender as well. Unfortunately, by establishing bimetallism, Britain became perpetually subject to the evil known as Gresham's Law, which states that when government compulsorily overvalues one money and undervalues another, the undervalued money will leave the country or disappear into hoards, while the overvalued money will flood into circulation. Hence, the popular catchphrase of Gresham's Law: «Bad money drives out good.» But the important point to note is that the triumph of «bad» money is the result, not of perverse free-market competition, but of government using the compulsory legal tender power to privilege one money above another.

In seventeenth – and eighteenth-century Britain, the government maintained a mint ratio between gold and silver that consistently overvalued gold and undervalued silver in relation to world market prices, with the resultant disappearance and outflow of full-bodied silver coins, and an influx of gold, and the maintenance in circulation of only

eroded and «lightweight» silver coins. Attempts to rectify the fixed bimetallic ratios were always too little and too late.

In the sparsely settled American colonies, money, as it always does, arose in the market as a useful and scarce commodity and began to serve as a general medium of exchange. Thus, beaver fur and wampum were used as money in the north for exchanges with the Indians, and fish and corn also served as money. Rice was used as money in South Carolina, and the most widespread use of commodity money was tobacco, which served as money in Virginia. The pound-of-tobacco was the currency unit in Virginia, with warehouse receipts in tobacco circulating as money backed 100 percent by the tobacco in the warehouse.

While commodity money continued to serve satisfactorily in rural areas, as the colonial economy grew, Americans imported gold and silver coins to serve as monetary media in urban centers and in foreign trade. English coins were imported, but so too were gold and silver coins from other European countries.

Among the gold coins circulating in America were the French guinea, the Portuguese «joe," the Spanish doubloon, and Brazilian coins, while silver coins included French crowns and livres.

It is important to realize that gold and silver are international commodities, and that therefore, when not prohibited by government decree, foreign coins are perfectly capable of serving as standard moneys. There is no need to have a national government monopolize the coinage, and indeed foreign gold and silver coins constituted much of the coinage in the United States until Congress outlawed the use of foreign coins in 1857. Thus, if a free market is allowed to prevail in a country, foreign coins will circulate naturally. Silver and gold coins will tend to be valued in proportion to their respective weights, and the ratio between silver and gold will be set by the market in accordance with their relative supply and demand. (The students are listening to the text with visual support.)



III. Practice.

Look at the blackboard. There are some new words from the text. Do you know them? Translate them using the dictionaries.

equal
 legal tender
 to accept
 rate
 to establish
 perpetually
 to overvalue
 to
 undervalue
 to disappear

тең
 заңды төлем
 қаражаты
 қабыл алу
 мөлшерлеме,
 арасалмақ
 жасақтау
 рқашан
 асыра бағалау
 жете бағалау

равный
 законное платежное
 средство
 принимать
 курс, соотношение
 основывать
 постоянно
 переоценивать
 недооценивать
 исчезать

circulation	ғайып болу	обращение
competition	айналыс	конкуренция
mint ratio	бәсеке	валютный паритет
outflow	валюталық тепе-	отток капитала
commodity	теңдік	товар
supply	капиталдың кетісі	предложение
demand	тауар	спрос
	ұсыныс	
	талап	

(The students are looking for the translation of unknown words and write down it in the copy-books).

Text: Kazakhstan currency.

But Kazakhstan has its own currency. What is the currency of Kazakhstan? Tenge. Now you are going to read the text about the national currency of Kazakhstan — tenge.

The national currency of Kazakhstan is tenge

The tenge is the currency of Kazakhstan. It is divided into 100 tiin. It was introduced on 15 November 1993 to replace the Soviet ruble at a rate of 1 tenge = 500 rubles.

The word tenge in the Kazakh language means a set of scales. The origin of the word means being equal, balance.

Kazakhstan was one of the last countries of the CIS to introduce a national currency. On November 12, 1993, a decree of the President of Kazakhstan, «About introducing national currency of the Republic of Kazakhstan», was issued. On November 15, 1993, the tenge was brought into circulation. As such, November 15 is celebrated as the «Day of National Currency of the Republic of Kazakhstan». In 1995, a tenge printing factory was opened in Kazakhstan. The first tenge was printed abroad, in the U. K. The first coins were minted in Germany.

In 1993, the first series of coins were introduced in denominations of 2, 5, 10, 20 and 50 tiin featuring the national arms and were struck in bronze. 1, 3, 5, 10 and 20 tenge depicted animals.

In 1995, a new series of coins was introduced, which excluded the tiin having 1 tenge being the smallest denomination. 50 tenge were later introduced in 1997, followed by 100 tenge in 2002 replacing the equivalent notes. An irregular 2 tenge coin was also introduced later in 2005. Coins currently in circulation are:

- 1 tenge
- 2 tenge
- 5 tenge
- 10 tenge
- 20 tenge
- 50 tenge
- 100 tenge

The National Bank of Kazakhstan issued banknotes of new series in 2006. They have the same values as the previously existed ones. Notes currently in circulation are:

- 200 tenge
- 500 tenge
- 1,000 tenge
- 2,000 tenge
- 5,000 tenge
- 10,000 tenge.

(The students are reading the text sentence by sentence).

Make up some questions to the contents of the two texts.

(The students are making up questions on their own depending on the level of their knowledge and answering each other's questions).

Look at the whiteboard. Define which tense the following verbs belong to. This is the Past Indefinite Tense.

- a) The formation of the Past Indefinite Tense depending on the verb (regular/irregular).
- b) The reading of the flexion - ed according to the last sound.
- c) The division of the verbs from the text into three columns according to the reading of the flexion.

Now let's do some exercises.

Read a sentence. Make up interrogative and negative sentences.

I need 7 volunteers. Come to the whiteboard. Make up interrogative, negative and affirmative sentences using the following cards:

(A group of students is making up three forms of the Past Indefinite Tense at the whiteboard).

Now work individually. Fill in the gaps in your cards. After that read the text on your card. (The students are working with individual cards. They are filling in gaps. Then they are reading aloud their texts.)

1) As an _____ of Great Britain, colonial America of course _____ British pounds, pence, and shillings as its _____. Great Britain was officially on a _____ standard, with the shilling defined as _____ to 86 _____ Troy grains of silver, and with silver as so-defined legal tender for all _____ (that is, creditors were compelled to accept silver at that rate).

debts, equal, money, outpost, pure, silver, used

2) However, Britain also coined gold and maintained a bimetallic standard by fixing the gold guinea, _____ 129.4 grains of gold, as _____ in value to a _____ weight of silver. In that way, gold became, in effect, _____ as well.

Unfortunately, by establishing bimetallism, Britain became _____ subject to the evil known as Gresham's Law, which states that when government compulsorily overvalues one money and _____ another, the undervalued money will leave the country or disappear into hoards, while the overvalued money will flood into circulation.

certain, equal, legal tender, perpetually, undervalues, weighing

3) Hence, the popular catchphrase of Gresham's Law: «Bad _____ drives out good." But the important point to note is that the triumph of «bad» money is the result, not of perverse free-market _____, but of government _____ the compulsory _____ power to privilege one money above another.

competition, legal tender, money, using

4) In the sparsely settled American colonies, money, as it always does, arose in the market as a useful and scarce _____ and began to serve as a general medium of _____. Thus, beaver fur and wampum were _____ as money in the north for exchanges with the Indians, and fish and corn also served as money. Rice was used as money in South Carolina, and the most widespread use of commodity money was tobacco, which served as _____ in Virginia. The pound-of-tobacco was the _____ unit in Virginia, with warehouse receipts in tobacco circulating as money backed 100 percent by the tobacco in the warehouse.

commodity, currency, exchange, money, used

5) While _____ money continued to serve satisfactorily in rural areas, as the colonial economy grew, Americans imported gold and silver _____ to serve as monetary media in urban centers and in foreign _____. English coins were imported, but so too were gold and silver coins from other European _____.

coins, commodity, countries, trade

6) Among the gold coins _____ in America were the French guinea, the Portuguese «joe," the Spanish doubloon, and Brazilian coins, while silver _____ included French crowns and livres. It is important to realize that gold and silver are international _____, and that therefore, when not prohibited by government decree, foreign coins are perfectly _____ of serving as standard moneys.

capable, circulating, coins, commodities

7) There is no need to have a national government monopolize the coinage, and indeed foreign gold and silver coins _____ much of the coinage in the United States until Congress outlawed the _____ of foreign coins in 1857. Thus, if a free market is allowed to prevail in a country, foreign coins will _____ naturally. Silver and gold coins will _____ to be valued in proportion to their _____ weights, and the ratio between silver and gold will be set by the market in _____ with their relative supply and _____.

accordance, circulate, constituted, demand, respective, tend, use

8) The tenge is the _____ of Kazakhstan. It is _____ into 100 tın. It was introduced on 15 November 1993 to replace the Soviet _____ at a rate of 1 tenge = 500 rubles. The word tenge in the Kazakh language means a set of scales. The origin of the word means being _____, balance.

currency, divided, equal, ruble

9) Kazakhstan was one of the last countries of the CIS to introduce a national _____. On November 12, 1993, a decree of the President of Kazakhstan, «About introducing national currency of the Republic of Kazakhstan», was issued. On November 15, 1993, the tenge was brought into _____. As such, November 15 is celebrated as the «Day of National Currency of the Republic of Kazakhstan». In 1995, a tenge printing factory was opened in Kazakhstan. The first tenge was

printed _____, in the U. K. The first _____ were minted in Germany.

abroad, circulation, coins, currency

10) In 1993, the first series of _____ were introduced in denominations of 2, 5, 10, 20 and 50 tenge featuring the national arms and were struck in bronze. 1, 3, 5, 10 and 20 tenge depicted animals. In 1995, a new series of coins was introduced, which excluded the tenge having 1 tenge being the smallest _____. 50 tenge were later introduced in 1997, followed by 100 tenge in 2002 replacing the equivalent notes. An irregular 2 tenge coin was also introduced later in 2005.

The National Bank of Kazakhstan issued _____ of new series in 2006. They have the same _____ as the previously existed ones.







banknotes, coins, denomination, values

11) In seventeenth- and eighteenth-century Britain, the government _____ a mint ratio between gold and silver that consistently _____ gold and undervalued silver in relation to world market _____, with the resultant disappearance and _____ of full-bodied silver coins, and an influx of gold, and the maintenance in circulation of only eroded and «lightweight» silver _____. Attempts to rectify the fixed bimetallic ratios were always too little and too late.

coins, maintained, overvalued, prices, outflow

IV. Conclusion.

Match each country with its currency and symbol:

	¥	pound
	₹	ruble
	\$	tenge
	₪	euro
	£	yen
	€	dollar

You must decipher the following proverbs about money. Find the equivalent to one of them.

Find the right equivalent:

Ақшада көз жоқ.	Time is money.
	Money has no smell.
	Money makes money.
	Money is a good servant but a bad master.

“Money spent on the brain is never spent in vain.” How do you understand this proverb? Give your own opinion.

Today you have worked very well. You reviewed the Past Indefinite Tense, read and listened to some texts about money of Kazakhstan and America, worked individually and as the whole group. What did you learn and in what degree? Did you like the lesson? (in three languages)

Additional materials.

Telephoning in English

Telephoning in English is an important part of doing business in English. Telephone conversations, especially business telephone conversations, follow certain patterns:

- Someone answers the phone and asks if he / she can help.
- The caller makes a request - either to be connected to someone or for information.
- The caller is connected, given information or told that he /she is not in the office at the moment.

- If the person who is requested is not in the office, the caller is asked to leave a message.
- The caller leaves a message or asks other questions.
- The phone call finishes.

Of course, all business telephone conversations do not follow this rigid scheme. However, this is the basic outline for most business telephone conversations, especially those made to businesses to request information or ask for clarification.

EXAMPLE BUSINESS TELEPHONE CONVERSATION - ROLE PLAY

The following example business telephone conversation can be used as a role play in class to introduce a number of standard phrases to practice telephoning in English.

Ms Anderson (sales representative Jewels and Things): ring ring ... ring ring ... ring ring ...

Secretary (Mr. Smith): Hello, Diamonds Galore, this is Peter speaking. How may I be of help to you today?

Ms Anderson: Yes, this is Ms Janice Anderson calling. May I speak to Mr. Franks, please?

Mr. Smith: I'm afraid Mr. Franks is out of the office at the moment. Would you like me to take a message?

Ms Anderson: Uhm... actually, this call is rather urgent. We spoke yesterday about a delivery problem that Mr. Franks mentioned. Did he leave any information with you?

Henry Smith: As a matter of fact, he did. He said that a representative from your company might be calling. He also asked me to ask you a few questions.

Ms Anderson: Great, I'd love to see this problem resolved as quickly as possible.

Henry Smith: Well, we still haven't received the shipment of earrings that was supposed to arrive last Tuesday.

Ms Anderson: Yes, I'm terribly sorry about that. In the meantime, I've spoken with our delivery department and they assured me that the earrings will be delivered by tomorrow morning.

Mr. Smith: Excellent, I'm sure Mr. Franks will be pleased to hear that.

Ms Anderson: Yes, the shipment was delayed from France. We weren't able to send along your shipment until this morning.

Mr. Smith: I see. Mr. Franks also wanted to schedule a meeting with you later this week.

Ms Anderson: Certainly, what is he doing on Thursday afternoon?

Mr. Smith: I'm afraid he's meeting with some clients out of town. How about Thursday morning?

Ms Anderson: Unfortunately, I'm seeing someone else on Thursday morning. Is he doing anything on Friday morning?

Mr. Smith No, it looks like he's free then.

Ms Anderson: Great, should I come by at 9?

Mr. Smith Well, he usually holds a staff meeting at nine. It only lasts a half an hour or so. How about 10?

Ms Anderson: Yes, 10 would be great.

Mr. Smith OK, I'll schedule that. Ms Anderson at 10, Friday Morning... Is there anything else I can help you with?

Ms Anderson: No, I think that's everything. Thank you for your help... Goodbye.

Mr. Smith Goodbye.

KEY PHRASES AND VOCABULARY

How may I be of help - *This is a formal phrase used to show politeness.*

It means 'Can I help you?'

calling - *telephoning*

out of the office - *not in the office*

take a message - *to write down a message from the caller*

urgent - *very important*

delivery - *the bringing of goods to a client*

mentioned - *said*

resolved - *taken care of*

as quickly as possible - *in the fastest manner, ASAP*

shipment - *delivery, the bringing of goods to a client*

assured - *certainty that something is true or will happen*

pleased - *happy*

delayed - *not be able to do something on time*

looks like - *seems*

staff meeting - *a meeting of employees*

lasts - *to take time*

schedule - *future appointments*

How may I be of help - *This is a formal phrase used to show politeness.*

It means 'Can I help you?'

take a message - *to write down a message from the caller*

rather - *very, quite*

urgent - *very important*

delivery - *the bringing of goods to a client*

mentioned - *said*

resolved - *taken care of*

still - *a form of emphasis to show that something has not been done up to the moment in time*

shipment - *delivery, the bringing of goods to a client*

assured - *certainty that something is true or will happen*

pleased - *happy*

delayed - *not be able to do something on time*

send along - *deliver*

How about - *phrase for making suggestions*

else - *another added person or thing*

looks like - *seems*

schedule - *future appointments*

SHORT SUMMARY OF THE TELEPHONE CONVERSATION

Fill in the gaps with the words and phrases below to complete the summary of the conversation.

Ms Anderson telephones Diamonds Galore to _____ with Mr. Franks. Mr. Franks is not in the office, but Henry Smith, the secretary, speaks to Ms Anderson about a _____ problem with some earrings. The earrings have not yet _____ at Diamonds Galore. Ms Anderson tells Peter that there was a problem with the _____ from France, but that the earrings should arrive tomorrow morning.

Next, they _____ a meeting between Ms Anderson and Mr. Franks. Mr. Franks is not able to _____ with Ms Anderson on Thursday because he is _____. They finally decide on Friday morning at 10 o'clock after a _____ that Mr Owen usually holds on Friday mornings.

Answers

speak, delivery / shipment, arrived, shipment / delivery, schedule, meet, busy, staff meeting

PRACTICE CUES FOR ROLE PLAYS

Use these cues to create practice role plays on your own to further your telephoning skills to help with workplace communication.

Role Play Cue 1

John

You'd like to speak to Kevin at FunStuff Brothers, a toy making company. You're returning his sales call because you're interested in the company's products.

Kate

You're the receptionist at FunStuff Brothers, try to transfer the call to Kevin, but take a message when you find out Kevin can't take the call.

Role Play Cue 2

Estelle

You're calling to schedule a meeting with the head of the personnel department.

You'd like to meet on Tuesday morning, but can come in on Thursday and Friday as well.

Bob

You're able to schedule a meeting at the end of next week, but you will be out of the office until Thursday morning.

Texts.

A future Businessman

The Cowperwoods, father and mother, were happy with their children. Henry Cowperwood, the father of the family, started life as a bank clerk, but when Frank, his elder son, was ten, Henry Cowperwood became a teller at the bank. As his position grew more responsible, his business connections increased. He already knew a number of rich business-men who dealt with the bank where he worked. The brokers knew him as representing a well-known firm and considered him to be a

most reliable person.

Young Cowperwood took an interest in his father's progress. He was quite often allowed to come to the bank on Saturdays, when he would watch with great interest the quick exchange of bills. He wanted to know where all the different kinds of money came from, and what the men did with all the money they received. His father, pleased at his interest, was glad to explain, so that even at this early age – from ten to fifteen – the boy gained a wide knowledge of the condition of the country financially.

Frank realized that his father was too honest, too careful. He often told himself that when he grew up, he was going to be a broker, or a financier, or a banker, and do some of the risky things he so often used to hear about.

I. Read the text. There are given some statements, read them and choose the answer "true" or "false".

№	Statements	true	false
1	The Cowperwoods has only one child.		
2	The father's name was Frank.		
3	Young Cowperwood didn't take an interest in his father's job.		
4	Henry Cowperwood considered that at this early age the boy gained a wide knowledge of the condition of the country financially.		
5	Frank understood that his father was honest and careful.		
6	Frank was going to be a financier.		

II. For questions 1-5 match the words to make word combinations.

<i>0</i>	<i>Example: I'm enjoying</i>	<i>F</i>	<i>a tasty sandwich</i>
1	I'm listening	A	into the mirror
2	I'm walking	B	to my favourite radio show
3	I'm looking	C	football anymore
4	I'm not playing	D	to my granny's
5	I'm thinking	E	about my best journey

My future career

What do you want to be when you grow up? We have heard this question many times during our school years. Perhaps, it was difficult for us to give a definite answer earlier. But now we understand that the time to choose our future profession has come. Finishing school is the beginning of an independent life for millions of school-leavers. Many roads are open before us: technical schools, colleges and universities. Centuries ago there were only a few jobs: people were farmers, bakers, butchers or carpenters. Today there are thousands of different kinds of jobs, and new ones are constantly appearing. No wonder that it is not an easy thing to make the right choice.

When choosing a future career, we should consider different factors. In my opinion, money is one of the most important factors when you make a choice. There are highly paid jobs and low-paid jobs. For example, a businessman, a president or a film star, are highly paid jobs. A worker, a doctor or an engineer, are low-paid jobs. I think everybody wants to earn as much money as possible. Training, promotional prospects and conditions should be also taken into account.

On the other hand, it's good when you get satisfaction from your job. It is very important to choose a profession that suits your interests. In my opinion, a job should be interesting and socially important. Some jobs are considered to be more suitable for men and others for women. For example, the professions of secretary or nurse are more suitable for women. A lifeguard or a pilot are more likely the jobs for men. You should also decide whether you want to work indoors or outdoors. To make the right choice, you should take into account your traits of character. It goes without saying that to become a good doctor you must be patient, caring and kind. Teacher's work requires love for children,

profound knowledge of subjects, and the ability to explain. A secretary has to be efficient and careful in order to do her work quickly and accurately. Salespeople need to be friendly and persuasive, to get people buy their products. There are so many people who influence us in choosing our occupation. Parents and friends play a very important role in our choices.

My father works for an international company as a managing director. It is a highly paid job and it offers a lot of opportunities. You can travel abroad and meet different people. My father is a friendly person and he is easy to talk to. He thinks that I must choose my future profession according to my taste and preferences. I respect him and I want to become a businessman, too.

I have always been interested in economics and I am good at Maths. I have an aptitude for working with people, and I think I'm rather communicative and have good social skills. I have good analytical abilities and I am good at problem-solving. Besides, I am good at English. English has become the standard language for all kinds of international business communications. To know English today is absolutely necessary for every businessman. To become a successful businessman you should know a lot. So after finishing school I want to enter the university and to study marketing or management. Management deals mainly with people. A manager is a person who directly supervises people in an organization. Managers spend a great deal of time communicating, coordinating and making decisions affecting the daily operations of their organization. Almost everything, a manager does, involves decisions, and in decision-making there is always uncertainty and risk. So managing is a very interesting, but difficult, job. Marketing deals with market research and commercial activity in general. It involves analyzing business situations, evaluating market opportunities, developing market strategies and controlling their implementation. It is important for a specialist in marketing to be flexible and prepared to make adjustments where necessary, as it is unlikely that any marketing plan will succeed exactly as planned.

I haven't decided yet what to study. But I still have time to think and to choose.

Task 1. Read and guess what the underlined words mean. Look these words up to make sure you have guessed right:

1. My sister grew up in the countryside.
2. Tom works as a carpenter. He repairs things that are made of wood.
3. A butcher is a person whose job is to sell meat and sometimes also to kill animals for meat.
4. Bob makes bread and cakes. He is a baker.
5. After school I have a choice to enter the university or to work.
6. The rainbow appears in the sky when rain and sun come together.
7. Television influences on people.
8. A lifeguard is a person who saves people's lives.
9. The republic of Brazil became independent from Portugal in 1822.
10. Either today or tomorrow is fine for me. Do you have a preference?

Task 2: Read the words, look them up and then study the word combinations and sentences to know how to use them:

To earn (v): to earn money, to earn 400 dollars a week, to earn one's living. To earn means to get money for doing work. Working at school she earned 800 pounds a month.

Suitable (adj): a suitable flat, to be suitable for something. Do you think she is suitable for living there? Such flats are not suitable for large families.

Low-paid (adj): A worker, a doctor or an engineer are low-paid jobs.

A trait (n): a particular quality in someone's character (character/personality traits).

Patient (adj): someone who is patient is able to wait for a long time. A teacher should be very patient.

Persuasive (adj): good at making people agree to do or believe what you want (a persuasive argument, case).

To evaluate (v): to evaluate a picture, a work, a beauty. Our study is always evaluated.

An adjustment (n): a change in something that makes it better, more accurate, or more effective. We'll see how this schedule works; then we'll make adjustments as necessary.

Task 3: Think and answer the questions with the help of the text:

1. What types of jobs were popular earlier?
2. What factors we should consider when we choose a future career?

3. What jobs are considered to be highly paid and low-paid?
 4. Should a job suit your interest or not? Explain why.
 5. What jobs are considered to be suitable for men? And for women?
 6. How do you think what traits of character a manager must have?
 7. Who influences us in choosing our occupation? Did your parents influence on your choice to be a manager?
 8. Where does the narrator's father work? What opportunities can this work offer?
 9. Who is a manager? What he does?
- What is marketing? What problems does it involve?

Task 4. Look through the text and complete the sentences:

1. Finishing school is the beginning of...
2. You should also decide...
3. It goes without saying...
4. Teacher's work requires love for children,...He thinks that I must choose...
5. I have an aptitude for working with people,...Management deals...
6. Almost everything, a manager does,...Marketing deals...
7. It is important for a specialist in marketing...

Task 5. Say: "True" or "False":

When you finish school you should think about your future career.

Centuries ago there were a lot of different professions and jobs.

A doctor, a worker, an engineer are highly-paid jobs.

Parents and friends influence on our choices.

If you are a secretary you have to be efficient and careful.

German has become the standard language for all kinds of international business communications.

A good teacher should be flexible and prepared to make adjustments where it is necessary.

Do the quiz.

I. Insert the most appropriate words. Three of them are not used here.

promotion	turnover	interest
ad	proclamation	parties
securities	references	non-payment
responsibilities	terms	penalty clause
debtor	reclaim	chain
branch office	shareholder	filial

1. I do take complete _____ for wholesale purchases.
2. Many companies open a _____ to penetrate into other markets and improve distribution.
3. I spotted your company _____ in the Economist.
4. When a new candidate is decided on; there is the final step: taking up of his/her _____ .
5. This _____ is granted in recognition of the flawless work you have done for the development of this firm.
6. All the _____ of the contract must be complied with by both _____ .
7. _____ is usually included in the contract.
8. In the event of _____ the seller shall be entitled to 10. _____ the goods.
9. Banks require _____ to guarantee a loan.
10. The amount of money taken (without any deductions) or the amount of goods sold, is the _____ .

11. A number of shops belonging to one company is a _____
12. A person or organisation that owes money is a _____ .
13. The sum borrowers pay to lenders for the use of their money is determined by the _____ .

II. Collocation. Insert one word that collocates with the one given.

16. Wholesale and _____ .
17. Net or _____
18. _____ or profit.
19. _____ or bears.
20. Terms and _____

Test your business English.

1. I didn't want a partner to work with me, I only wanted the capital investment , so I looked around for a _____ partner.
 a) Sleepy b) sleeping c) no-business d) tired
2. Which of the following is the odd one out?
 A) Retail sales have plummeted.
 B) Share prices have rocketed
 C) Unemployment has leapt to an all time high.
 D) E-commerce sales have soared.
3. He gets a gross salary of £2,000 a month but after _____ he only takes home £1,400.
 a) tax allowance b) tax free c) tax exile d) income tax
4. She's _____ photographer. She doesn't have a regular job or office. She works whenever she gets hired to take photographs of weddings,

graduations or events like that.

a) an amateur b) a freelance c) an unemployed d) none of the above

5. Her company didn't make a profit again this year. She's really disappointed it's still _____ .

a) in the red b) in black and white c) black and blue d) in the black

6. On the telephone: "I have an appointment with Richard Jones at 2.15, but I'm afraid _____ ."

a) I'm pressed of time b) not at time c) I'm running a bit late d) I will be on time

7. The country's most famous toy producer has been buying shares in its biggest competitor, in an aggressive _____ .

a) alliance b) joint venture c) takeover d) merger

8. If prices on the stock exchange are rising, we say there is a _____ market.

a) bull b) bear c) cow d) tiger

9. When negotiating a deal, you should first make some small talk, before you _____ business.

a) make b) get down to c) pave the way in d) come up with

10. The negotiations will probably take a very long time as neither side is prepared to _____ .

a) sink in b) back down c) step down d) settle down

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**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
«ИННОВАЦИЯ» БАСПА ҮЙІ**

**РЕСПУБЛИКА КАЗАХСТАН
ИЗДАТЕЛЬСТВО «ИННОВАЦИЯ»**



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