

Skripta za studente druge godine  
Tehničkog fakulteta u Boru  
(prvi deo)

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## Unit 1

<i>UNIT AND TOPICS</i>	<i>Communication skills</i>	<i>Reading tasks</i>	<i>Writing tasks</i>	<i>Grammar and vocabulary</i>
1) TYPES OF PERSONALITY • Holland's Theory of Career Choice and You • Holland's Hexagon	Discussing personality types	Understanding the text - true or false	Describing activities	Adjectives describing personality types
2) LET'S COMMUNICATE • Conflict Styles • IT Communication • Social Networks • Communication in an organization	Describing a picture; Presenting: Social networks; Being polite	Comprehension questions; Scanning	Giving reasons - why we buy/don't buy on the Internet	Infinitives, Imperatives; Diplomatic language; Making questions
3) CULTURAL DIVERSITY • Some dimensions along which countries vary • Strange laws • Stereotypes and Prejudices	Discussing & Explaining body language; Giving opinion	Comprehension questions	Comparing measurement systems; Comparing cultural aspects	Modal Verbs; Names of countries and nationalities
4) ENVIRONMENTAL ISSUES • Types of environmental problems • Global Warming • Sustainable Development	Discussing: Sources of pollution and Ways of reducing it; Global warming	Pre-reading: Problems of polluting; Understanding the text-true or false	-Translating into English - Buying decisions	- Synonyms - Conditional Sentences
5) HEALTHY LIFESTYLE • Food, Glorious Food • Stop Being a Couch Potato	Talking about personal lifestyle habits	Read and match	Writing about personal lifestyle	Food and Fitness
Vocabulary				
Grammar				

## TYPES OF PERSONALITY

### Speaking

*I Are you practical or artistic? Do you like working with machines or people? Are you good at solving science problems? What type of personality are you?*

According to John Holland's theory, there are six personality types: **Realistic, Investigative, Artistic, Social, Enterprising, and Conventional**. People are often a combination of two or more types. Knowing or recognizing what type of personality we are can help us function better at work and privately as well. *Read about these different types.*

Realistic type likes to work with animals, plants, tools, or machines; generally avoids social activities like teaching, healing, and informing others.

Conventional type likes to work with numbers or machines in a set, orderly way; generally avoids ambiguous, unstructured activities.

Artistic type has good artistic abilities, likes to do creative activities such as art, drama, crafts, dance, music, or creative writing; generally avoids highly orderly or repetitive activities.

Enterprising type values success in politics, leadership, or business; generally avoids activities that require careful observation and scientific, analytical thinking.

Investigative type is good at studying and solving science and math problems.

Social type likes to do things to help people - like teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal.

### Writing

*I Here is a list of characteristics which can be assigned to each type of personality. Decide where they belong. Can you think of some more characteristics?*

mechanical, precise, intellectual, practical, expressive, original,  
helpful, friendly, trustworthy, energetic, independent, ambitious,  
sociable, scientific, orderly, good at following a set plan

Personality type	Characteristics
Realistic	practical, mechanical
Investigative	
Artistic	
Social	
Enterprising	
Conventional	

## Unit 1

### Speaking

II *Pair work: Find out about your partner and report about them to the class.*

### Reading

I *Holland's Theory of Career Choice and You*

#### Text 1

The Career Key is a test based on John Holland's theory of career choice, which can help young people make smart decisions about career options, college majors or being self-employed. The theory refers to work-related behavior – such as, which career choices are likely to lead to job success and satisfaction. It also explains how some other human activities can lead to success and satisfaction in life. It is very well-known and most widely researched theory on this topic and is used by most career counselors.

#### Text 2

People of the same personality type working together create a work environment that fits their type. The best work environment is the one in which people can use their skills and abilities and express their values and beliefs. For example, when Conventional people are together on a job, they like to have order and to follow a set plan. They would never be satisfied with artistic chaos. If your personality type matches your work environment, your career will most likely result in success and satisfaction.

Your performance and motivation at work depends on many things, among which your workplace (or school) environment is one of the most important factors. If you cooperate with people who have a personality type like yours, you will feel most comfortable working with them because you will be able to do many of the things they can do.

### Writing

II *Project: Find a site dealing with personality and career tests, based on Holland's Theory of Personality. After obtaining the test results, write a description of yourself (up to 10 sentences).*

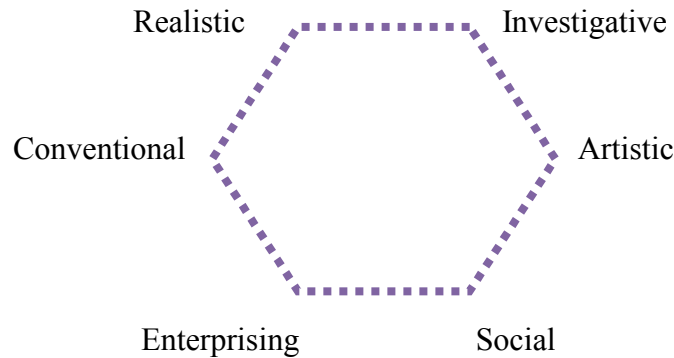
*True or false* 4. *Mark the following statements as True (T) or False (F)*

1. People can use their skills and abilities if they create work environment with people of the same personality type. \_\_\_\_
2. Artistic people like to follow a set plan. \_\_\_\_
3. Enterprising type likes healing people. \_\_\_\_
4. Your career will probably be successful if you work in the environment which fits your personality type. \_\_\_\_
5. Career Key is used by career counselors to help people about their career choices. \_\_\_\_
6. Realistic type likes to do creative activities. \_\_\_\_
7. Investigative type isn't good at solving science and math problems. \_\_\_\_
8. Enterprising type likes reading, contemplating the mysteries of the universe, knitting... \_\_\_\_
9. Career Key test refers only to self-employed people. \_\_\_\_
10. Your performance at work depends, among other things, on your workplace (or school) environment. \_\_\_\_

## Reading

## Holland's Hexagon

John Holland created a hexagonal model that shows the relationship between the personality types and environments.



The personality types closest to each other are more alike than those farther away. The hexagon is a good illustration of this. When the personalities which are opposite each other on the hexagon are compared, you can see how different they are. For example, when you read the descriptions of the Investigative and Enterprising types, you can see that they are virtually opposites. On the other hand, Realistic and Conventional are not that far apart. A good match-up (whether at work or privately) is called "Congruent", which means "compatible, in agreement or harmony".

Holland created a Career key which is based on his theory of career choice. The theory explains work-related behavior – such as, which career choices are likely to lead to job success and satisfaction. It is the best known and is used by most career counselors. If your highest score on the Career Key is for the Social type, your most compatible job environment is Social. It is a congruent match. This suggests that you choose a job in the Social group. Or, you might choose from the jobs that fall in the Enterprising or Artistic category. Most people, in reality, are a combination of types -- like Realistic- Conventional, or Social-Enterprising. A good manager is aware of the importance of making “congruent teams.” This is one of the keys to motivating employees.

To conclude, you are most likely to choose a satisfying job if you choose one that fits your personality type. Moreover, when making teams, your choice of congruent types of personalities can lead to successful performance on any project.

*Comprehension questions*    *Answer the questions*

1. What can you conclude when you look at Artistic and Conventional type on Holland’s hexagon?
2. Are Enterprising and Investigative types “congruent”?
3. What is Career key?
4. How can the theory of personality types be helpful to managers?
5. What can be said for the types which are opposite each other on the hexagon?

Unit 1

**Vocabulary I** Here are some Adjectives which end in the following suffixes: **-(t)ive, -(a/i)ble, -ful, -al, -ic, -ly, -ent**.

Repetitive, Investigative, Creative, Expressive, _____	Soci(a)ble, Compat(i)ble, _____	Intellectual, Practical, Mechanical, Original, Conventional, Social, _____	Scientific Energetic Artistic Realistic _____	Friendly, Orderly, _____
_____	Helpful, Successful _____	_____	_____	Congruent Independent _____
_____	_____	_____	_____	_____

II Write the appropriate Adjective form of the words below:

Month, Nation, Protect, Efficiency, Comfort, Skill, Intelligence, Profession, Cooperate, Effect, Tradition, Athlete, Power, Accident, Accept, Recent

**-(t)ive,**

**~ (a/i)ble,**

**-ful,**

**-al,**

**-ic,**

**-ly,**

**-ent**

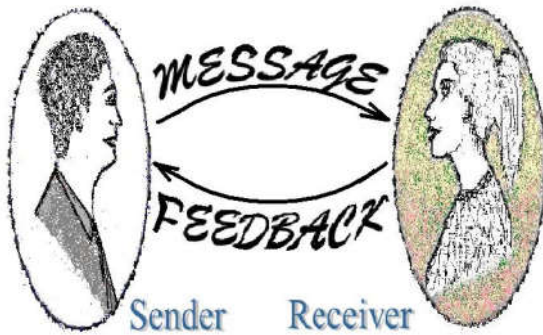
**Fill in** III Use the correct form of the word in brackets to fill in the blanks

- The government should provide more money for job..... (creative, creation)
- She didn't like her job because it was ..... (repeat, repetitive)
- There is an ..... line of people waiting outside the cinema. (order, orderly)
- We hope to achieve the most ..... and ..... results. (effect, effective) (efficient, efficiency)
- An .....journalist may spend months researching and preparing a report. (investigate, investigative)
- There is a way to know if you are .....with your partner. (compatible, compatibility)
- The Americans celebrate the .....Day on July 4. (Independence, Independent)
- In order to achieve....., you need to stick to your goals. (success, successful)

## LET'S COMMUNICATE

### Speaking

How would you define communication? Look at the picture below and explain it.



There are two main types of communication:

- **Written** - emails, letters, reports, memos and many other documents.
- **Oral** - face-to-face or over the phone/video conferencing, etc.

Think of some more ways to convey a message.

Communicating is much more than just words, whether spoken or written. Communication experts say that spoken words convey just about 10 % of your ideas, the tone of your voice – 30% and body language as much as 60 %. Non-verbal communication - gestures, mimes, facial expressions, tone of your voice, eye contact and other body signals to the other party convey a lot of important information.

*Matching* Match the facial expressions to the words describing them.

	<ul style="list-style-type: none"> <li>a) Happiness</li> <li>b) Sadness</li> <li>c) Anger</li> <li>d) Surprise</li> <li>e) Confusion</li> <li>f) Dislike</li> <li>g) Boredom</li> <li>h) Fear</li> </ul>
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### Some useful tips for successful communication

Think of the effective communication techniques. How can you improve your communication skills?

Skillful communication is significant because it either makes or breaks most business deals. Since it is a skill, it can be learned. Here are some tips which are recommended by good mediators:

# Unit 2

## 1) Stop and listen.

When we're involved in a serious discussion or argument with the other party, it's usually very hard to put aside your own point for the moment and just listen. We're so afraid of not being heard that we keep talking, which prevents us from being able to hear the other perspective and get the message. The irony is that communication fails since the other party does not hear us either. "Seek first to understand, then to be understood." (Steven Covey, a leadership expert.)

## 2) Avoid negative and "strong" words

*Bad, awful, disgusting* are unacceptable words in formal communication.... If you disagree, use the magic word *Sorry*.

## 3) Be Willing to Learn New Skills

Most of our communication with one another in any kind of relationship isn't what we say, but *how we say it*. Nonverbal communication is your body language, the tone of your voice, eye contact, and so on, which also depends on cultural background of the speakers.

- Folded arms may mean you're feeling defensive or closed off.
- Avoiding eye contact may mean you're not interested in the topic of conversation or find it difficult to talk about something. Louder tone may mean you're becoming emotionally involved.

## 4) Pay attention to nonverbal signals.

Resolving conflicts takes skills. If you don't have them, you should learn them. Successful managers and mediators use certain strategies and approaches to solve problems. This is what communication experts consider to be very useful for successful communication. It is important:

- To express your feelings, standing up for your rights, but in a non-threatening way;
- To hear another person's viewpoint;
- To make a request without feeling angry or upset;
- To change your opinion or even belief when you are wrong; to acknowledge when you have made a mistake.

### Being polite and diplomatic

*How else would you say this but in a more polite, diplomatic way.*

DOs	DON'Ts
	I disagree.
	I think that's a bad idea.
	I don't like it.
	Can I say something?
	You don't understand me.
	You didn't explain this point.
	You need to give us a better price.

### Common Communication Blockers:



It is especially irritating if it's before hearing the other side of the story.



## Unit 2



Interrupting

It usually takes place when another party wants to oppose what has been said. If it happens too often, the other person may get annoyed and frustrated, thus ending the conversation. Therefore, interrupt when it is really important to get things clarified.



Judging

The other party will not open up to you and you will not hear all that they have to say.



Threats & Orders

They mean one-way communication; overpowering rather than understanding the other person.



Sarcasm

It's a lack of respect for the other party. Therefore, you will get no information.



Globalising

With words such as "always" or "never", you don't recognize the need to solve a problem in a particular situation.



Insulting

It can never result in a positive manner. You can not expect normal communication with the person you have offended.

### Speaking

*Are there any other blockers you can think of? What bothers you when you talk to someone?*



Being aware of these blockers, a successful communicator avoids them whenever it's possible. A good manager should recognise each and every communication barrier and remove them from corporate culture. Employees should be educated to avoid communication barriers because with communication barriers, neither the management nor employees will be able to achieve their goals.

### Conflict Styles

Conflicts happen. How you respond to and resolve conflict will limit or enable your success. In the table below you have a description of basically four main styles of dealing with conflicts.

- 1) They are: **Confrontation Style**
- 2) **Avoidance Style**
- 3) **Accommodation Style**
- 4) **Problem-Solving Style**

*Read carefully the descriptions. Name them and then match the styles with their results.*

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

## Unit 2

CONFLICT STYLE	RESULT
1. You avoid conflict, run from it, pretend there is no conflict.	a. You may feel empowered, satisfied, calm, in control.
2. You agree with others because it's easier that way; you adjust your opinions or feelings rather than risk a conflict.	b. You may feel frustrated, angry, bitter, depressed, confused.
3. This approach to conflicts is based on a win-lose belief; only one person can win and the other must lose; while stating your own opinion, you accuse the other person, criticize, scream, or even threaten.	c. You may feel used, weak, overpowered, unimportant, victimized.
4. This is a win- win approach; you compromise and find ways to meet the needs of both parties and work toward a mutual solution.	d. You may feel angry, depressed, guilty, irritated, frustrated, disgusted, etc.

### Speaking

*Which of these styles best describes the way you typically deal with conflicts?*





## IT COMMUNICATION

Today's communication can not be imagined without the Internet. New technology is appearing at a blinding pace. The awareness of the Internet and its possible usage is constantly rising. In the old days - 100 years ago or so before Marconi invented the wireless telegraph - it would have taken around six months to get news. Today, it's a matter of seconds.

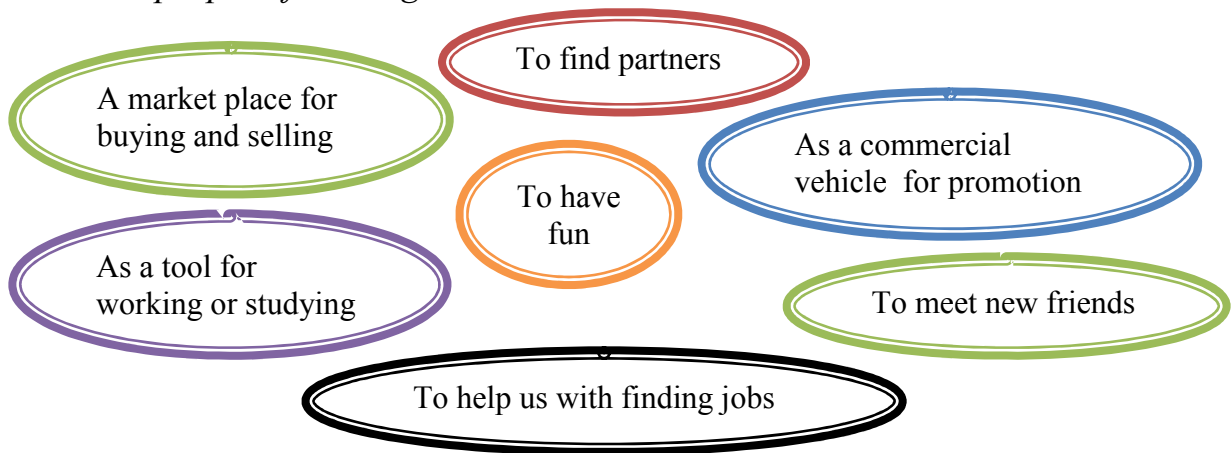
### Speaking

*How digital is your life? What do you use the Internet for? How much time per week do you spend in front of TV or a computer screen? Do you think it's too much?*

### a) Forms of Internet engagement

	THEN	NOW
<p>How digital is your life? How do you use the internet? Does a digital life exclude a social life or do you think that a social life today requires a complementary digital life?</p> <p>A significant number of people are highly engaged with the internet in one form or another. In addition to communication, people see the internet as a source of information – being an Online Encyclopedia.</p>		
		

*The main purpose for using it:*



### b) Online shopping

Today, more and more people are buying on the Internet. While some people see it positively, the others are very skeptical.

#### Writing

*Think of some reasons why people buy / do not buy on the Internet.*

<i>The reasons FOR</i>	<i>The reasons AGAINST</i>

### c) Social Networks

#### Speaking

*Think and answer*

1. What are social networks? How many of them are you familiar with?
2. What are the benefits of social networks? What are its dangers?
3. What is Social Media Marketing?

**Help children use social networking sites safely!**

#### Writing

*How can we protect children? How can parents get informed about their children's activities on social networks? Here are some hints to help you get started:*

- show / online profile(s)
- use / real name / age /communicating
- kinds of things / post / your page
- decide / add / friend

*What else can you add to this list?*

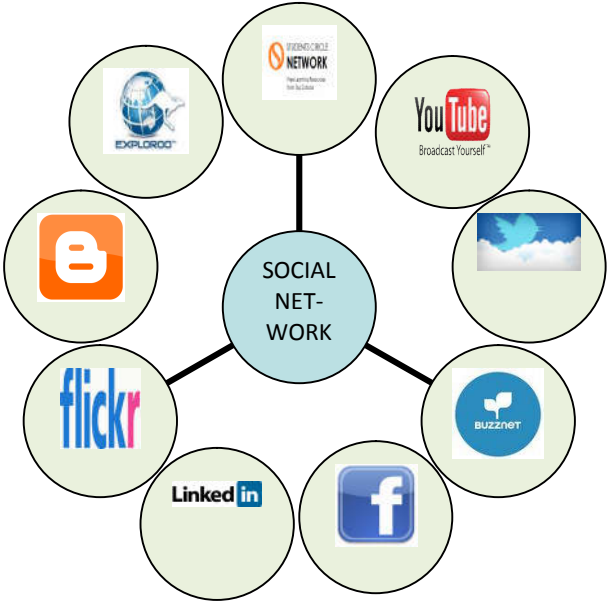
# Unit 2

## Presentation

Take one social network into consideration and describe it in not more than a hundred words.

In today's 24/7 digital world, kids are logging on from everywhere, including smartphones, gaming devices, tablets and laptops. As the popularity of these social sites grows, so do the risks of using them. We should protect ourselves against hackers, spammers, virus writers, identity thieves and other cyber criminals.

Social networking sites can have many benefits for children, such as allowing them to explore new interests. However, they are exposed to serious dangers if they are left on their own. We could help children use these networks more safely.



## COMMUNICATION IN AN ORGANISATION

### Reading

Scan through the passage to find what communication channels are mentioned in the text. Then, write down in the empty spaces below.

FORMAL

INFORMAL

Three empty dashed ovals under the FORMAL header and one empty dashed oval under the INFORMAL header.

Add some more if you can think of.

Today, communication is the key to success. Information flow in an organisation goes in all directions – forward, backwards and sideways. Communication channels are the ways in which the information flows within an organization and with other organisations. They can be formal and informal.

## Unit 2

Not so long ago, face-to-face conversations, notice boards and interdepartmental memo used to be the only ways of communication between management and the employees. However, the number of communication channels is rapidly increasing due to technology: video conferencing, mobile technology and electronic bulletin boards are just some of the new possibilities. Effective communication management in an organization can lead to an increase in profits or result in huge losses if a communication channel breaks down.

Formal channels are used for communicating goals, policies and procedures of an organization in a form of company's newsletter, memoranda, reports, a business plan, customer satisfaction survey and so on. While formal channels are defined by the organizational structure, informal communication channels are a very reliable indicator of the atmosphere in an organisation. Formal / informal communication channels exist in every organization. Formal communication requires planning prior to distribution, whereas, informal communication happens spontaneously, usually in the form of grapevine. There are several advantages of grapevine communication, such as spreading information quickly

throughout an organization, reducing stress and anxiety or identifying problems in the workplace. However, if grapevine gets out of control, the management should take timely action by providing accurate information.

### *Comprehension questions*

1. What are communication channels?
2. Why is effective communication important in an organization?
3. What do informal channels indicate?
4. What is grapevine?
5. What should be done if grapevine gets out of control?

**Downward flow of communication** - from superiors to subordinates in a chain of command.

*Fill in ...* Begin the sentences with the appropriate verbs from the box. You will get the types of communication tasks that are performed by the superiors.

To give      To take      To highlight      To communicate      To provide

- .....feedback on employees performance
- .....job instructions, orders, directives, general information
- .....the mission and vision of the organization to the employees
- .....the areas of attention
- .....disciplinary actions

**Upward flow of communication** - from subordinates to superiors in a chain of command

Besides writing reports on the performed tasks, employees inform the management about their feelings towards their jobs and organization in general. Managers can answer their questions, react to their concerns and take actions for improving things.

**Horizontal communication:** It's communication which takes place between peers and between managers at the same levels of hierarchy in an organization.

# Unit 2

*Fill in ...* Begin the sentences with the appropriate verbs from the box to get the advantages of horizontal communication: Horizontal communication :

provides                  resolves                  facilitates                  helps

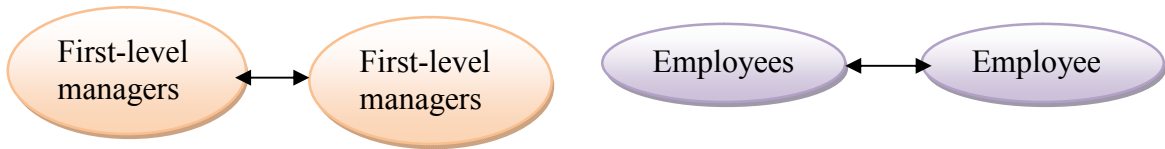
- \_\_\_\_\_ co-ordination of the task.
- \_\_\_\_\_ assistance to the organizational members.
- \_\_\_\_\_ solving various organizational problems.
- \_\_\_\_\_ conflicts of a department with other department or conflicts within a department.

**External Communication:** Communication that takes place between a manager and external groups such as suppliers, vendors, banks, financial institutions, media, etc. For instance - To raise capital, the Managing director would interact with the Bank Manager.

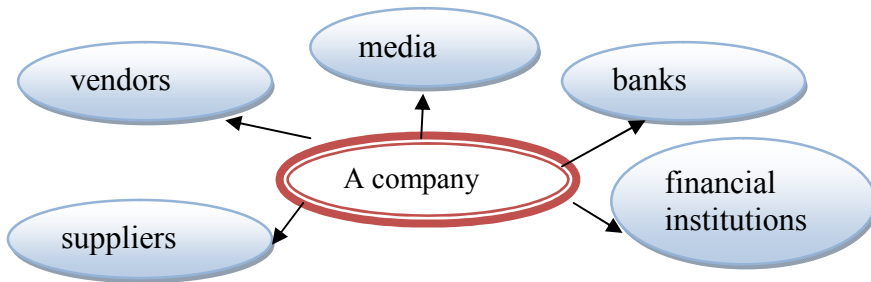
In any case, successful communicators pay attention to both formal and informal communication within an organization. They know that failure to use communication channels in an appropriate way may lead not only to standstill in their operations, but also to huge losses.

*Decide which type of communication is shown below and write it in the blanks.*

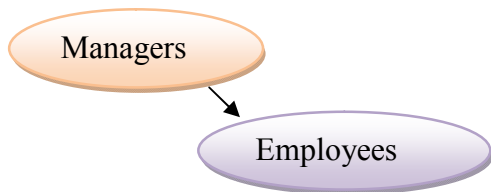
1. \_\_\_\_\_



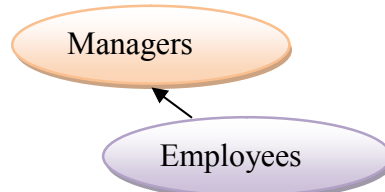
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



## Unit 2

**Vocabulary** 1 Find these Verbs and Nouns in the texts. Write some more of your own examples using these words.

Verb	Noun	Verb	Noun
to flow	flow	to communicate	communication
to highlight	highlight	to globalise	globalisation
to order	order	to resolve	resolution
to insult	insult	to interrupt	interruption
to increase	increase	to accuse	accusation

II Decide whether the underlined words were used as Verbs or Nouns.

- I couldn't work today. There was a constant flow of people in the office. N
- The river flows north from here. \_\_\_\_\_
- The reporter highlighted the environmental issues. \_\_\_\_\_
- This period is a highlight of my career. \_\_\_\_\_
- She insulted him by her rudeness. \_\_\_\_\_
- They got into a fight over a minor insult. \_\_\_\_\_
- Their sales increased last month. \_\_\_\_\_
- There was an increase in their sales last month. \_\_\_\_\_
- We ordered a considerable amount of books. \_\_\_\_\_
- Have you received his order? \_\_\_\_\_

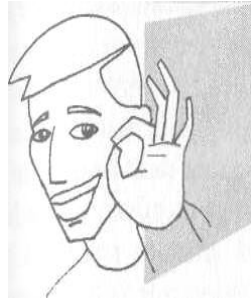
III Fill in the blanks with one of the two words in brackets.

- Anti \_\_\_\_\_ organization criticizes corporate power. (globalise/globalization)
- It's important to learn how to \_\_\_\_\_ effectively and improve your interpersonal \_\_\_\_\_ skills. (communicate/communication)
- The report noted that as companies \_\_\_\_\_, their supply chains become stretched. (globalise/globalization)
- We found a \_\_\_\_\_ to the dispute. (resolve/resolution)
- They haven't been able to \_\_\_\_\_ their differences. (resolve/resolution)
- It's not polite to \_\_\_\_\_. (interrupt/interruption)
- She ignored the \_\_\_\_\_ and carried on talking. (interrupt/interruption)
- The police are investigating serious \_\_\_\_\_ of wrongdoing. (accuse/accusation)
- He was \_\_\_\_\_ of a serious crime. (accuse/accusation)
- Why is \_\_\_\_\_ today's most important skill? (communicate/communication)

### CULTURAL DIVERSITY

#### Speaking

How do you understand the body language in the illustrations? Do you think it means the same everywhere in the world?



Why is it important to understand cultural differences? How can it affect a business?

How do you comment on the proverb *WHEN IN ROME, DO AS ROMANS DO?*



It is important to know the way things are usually dealt with in your host country. Problems arise because we see things differently. It helps us to be aware of how other nationalities perceive and react to certain things.



#### Reading

Increasingly, managers are dealing with representatives of many other nationalities with very different cultures. Due to globalisation, they are likely to work with the Arabs, Japanese, Chinese, German and all sorts of other nationalities. The important thing is to recognize that people from different cultures are different in a variety of ways, including different *approaches, beliefs and expectations.*

These differences can cause problems in interpreting what the other person is doing. Here are some simple examples:

- In the US, a firm, short handshake indicates self-confidence and (heterosexual) masculinity. A limp handshake by a man can be interpreted as a sign of wimpiness. But in most parts of Africa, a limp handshake is the correct way to do it. Furthermore, it is common in Africa for a handshake to last several minutes, while in the US a handshake that is too long is

interpreted as familiarity and possibly sexual attraction.

In Britain, men do not look at women in the streets. They consider it to be rude. However, it's a completely acceptable behaviour in France. Not knowing their different attitudes to such simple things, you may easily be offended by either rudeness on one side or a lack of interest on the other.



# Unit 3

Differences in ways of looking at things between customers, suppliers and team members with different **cultural backgrounds** have led to many **project failures**. Companies that want to be successful in foreign markets have to be aware of different cultural characteristics that affect the way business is done.

It is something that can give you an advantage over your competitors. It can make or break a deal. If, for example, there are two negotiators dealing with the same potential client from another country, who do you think will have a better chance of making a deal? - They have identical proposals and ideas about some project. However, one of them ignores the importance of cross cultural negotiation, believing the proposal will speak for itself. The other one undertakes some cross cultural training and learns something about the potential partner's background. Nine times out of ten, the latter will be more successful. There are two possible reasons:

- 1) knowing the ways of the host country, you become closer to them and
- 2) you would be able to adjust your approach to the negotiations, being more aware of the possible response of your potential partner.

Therefore, if you want to close a deal, you should look at all the factors that can influence the proceedings. Should you start your business presentation with a joke? Stand too close? Are such questions of culturally appropriate behaviour important? Is it only language you need to learn?

### *Comprehension questions*

1. What aspects of looking at life can differ in various cultures?
2. How can misinterpretation of certain values affect business deals?
3. Why will someone who undertakes cross cultural training make a business deal more likely than the one who doesn't?

## The Differences between Western and Non-Western Cultural Value

Here is a list of values, attitudes and beliefs in Western and Non-western countries –  
1)Winning vs. Collaboration, Harmony; 2) Respect for results vs. Respect for status;  
3) Respect for competence vs. Respect for elders; 4) “Time is life” vs. “Time is money”;  
5) Control vs. Fate; 6) Tasks vs. Relationship, Loyalty

*Now put them in the boxes around each cultural type. The first one is given as an example.*





Reading SOME DIMENSIONS ALONG WHICH COUNTRIES VARY

High Context vs. Low Context Cultures

A high context culture is the one in which the communicators share knowledge and views, so that less is spelled out explicitly and much more is implicit or communicated in indirect ways.

High context cultures include the Japanese, the Arabs and the French.

A low context culture is the one in which things are made explicit, and there is considerable dependence on what is actually said or written.

In a low context culture, the listener must focus their attention to the speaker in order to keep up their knowledge base and remain plugged into informal networks.

Low context cultures include the Anglos, the Germans and the Scandinavians.

Monochronic vs Polychronic Cultures

Monochronic cultures like to do just one thing at a time. They value order, believing that there is an appropriate time and place for everything. They do not value interruptions.

Polychronic cultures like to do multiple things at the same time. A manager's office in a polychronic culture typically has an open door, a ringing phone and a meeting, all going on at the same time.

The Germans tend to be monochronic.

Polychronic cultures include the French and the Americans.

Future vs Present vs Past Orientation

Past-oriented societies are concerned with traditional values and ways of doing things. Past-oriented societies include China, Britain, Japan and most Spanish-speaking Latin American countries.

Present-oriented societies include the rest of the Spanish-speaking Latin American countries. They see the past as in the past and the future as uncertain. They prefer short-term benefits which are here and now.

Future-oriented societies feel optimistic about the future. They think they can shape it through their actions. They view management as a matter of planning and controlling (as opposed to going with the flow, letting things happen).

The United States and, increasingly, Brazil, are examples of future-oriented societies.

## Quantity of Time

In some cultures, time is considered to be a limited resource which is constantly being used up. Punctuality is a virtue there. It's like having a leaky container of water which can never be replaced. You have to use it or it's wasted. "Time is money."

In other cultures, time is more plentiful, renewing itself each year. Therefore, there's no need to hurry.

## Power Distance / hierarchy

Is the boss always right because he is the boss, or only when he gets it right? In Japan people accept the differences in power and respect the status or the age, whereas in America superiors and subordinates often interact socially as equals.

**Matching** Match the beginnings to the endings of the sentences:

- |                               |  |
|-------------------------------|--|
| 1) In a low context culture   | a) superiors and subordinates often interact socially as equals. |
| 2) In a high context culture, | b) time is considered to be a limited resource.                  |
| 3) Monochronic cultures       | c) like to do multiple things at the same time.                  |
| 4) Polychronic cultures       | d) value order.  |
| 5) In time-limited cultures   | e) things are made explicit                                      |
| 6) In America                 | f) things are communicated in indirect ways.                     |

## Speaking

*I If differences in these aspects are neglected, some implications are possible to arise among cultures. Consider the following situations and state the cause of misunderstanding.*

- In American companies meetings are often interrupted by phone calls or by people stopping by.  
*How does a German feel during a meeting in an American company?  
On the other hand, how does an American employee working in a German company feel with all the closed doors?*
- In India or Latin America for example, there is no problem with making people wait all day, and then tell them to come back the next day.  
*How would an Englishman feel in this situation?*
- A German explains the procedure of performing a certain task step by step. *How does a Frenchman feel?*
  - A Japanese doesn't explain the procedure because they think that it's obvious. *What does an American think of them?*  
An America employee having a problem bypasses a superior and goes one level higher. *How do people from some more traditional cultures react and feel about it?*
- A Japanese businessman wants to tell his Norwegian client that he is uninterested in a particular sale. So he says "That will be very difficult." The Norwegian eagerly asks how he can help. The Japanese is mystified. To him, saying that something is difficult is a

# Unit 3

polite way of saying "No way!" *What different cultural aspects are neglected in this situation?*

- 5. An American greets his Austrian client. This is the sixth time they have met over the last 4 months. The Austrian greets the American Herr Smith. He doesn't call him by his name. *What does an American feel about the Austrian client?*

## Speaking

II *Where in the world do people greet by bowing? What about finger counting? What do you know about nodding and shaking your head?*



There are three basic kinds of problems: interpreting other people's comments and actions, predicting behavior, and conflicting behavior. Here are some perceptions of the Americans:

Europe & especially England: "Americans are unsubtle. And they are overweight and bad dressers."

India: "Americans always want to say your name: 'That's a nice tie, Mikko. Hi, Mikko, how are you Mikko?'"

Finland: "Americans are always in a hurry. Just watch the way they walk down the street."

Colombia: "-In the United States, they think that life is only work."

Indonesia: "In the United States everything has to be talked about and analysed. Even the smallest thing has to be 'Why, why?'"

Ethiopia: "The American is very explicit. He wants a 'yes' or 'no'. If someone tries to speak figuratively, the American is confused."

Iran: "The first time my American professor told me 'I don't know, I will have to look it up', I was shocked. I asked myself 'Why is he teaching me?'"

## Unit 3

**Matching** Match the words in the left-hand column to the words in the right-hand column. Then, use them in your own sentences.

<b>limited</b>	<b>societies</b>
<b>foreign</b>	backgrounds
<b>appropriate</b>	cultures
<b>monochronic</b>	networks
<b>past-oriented</b>	container
<b>leaky</b>	resource
<b>cultural</b>	behaviour
<b>informal</b>	benefits
<b>short-term</b>	markets

### Writing

III Think and write. Which cultural aspects are different in the USA and these other cultures?

## MEASUREMENT SYSTEMS

Different countries use different standards and measurement systems. These differences are well known in the case of measurements for temperature (Fahrenheit versus Celsius degrees) and pressure (pound per square inch versus Pascal).

### a) Numbers

1 followed by **12** zeros  
- in the USA - a **trillion**  
-in G.Britain - a **billion**

1 followed by **9** zeros  
-in the USA - a **billion**  
-in B.Britain - a **milliard**

✧ Note this ! ✧

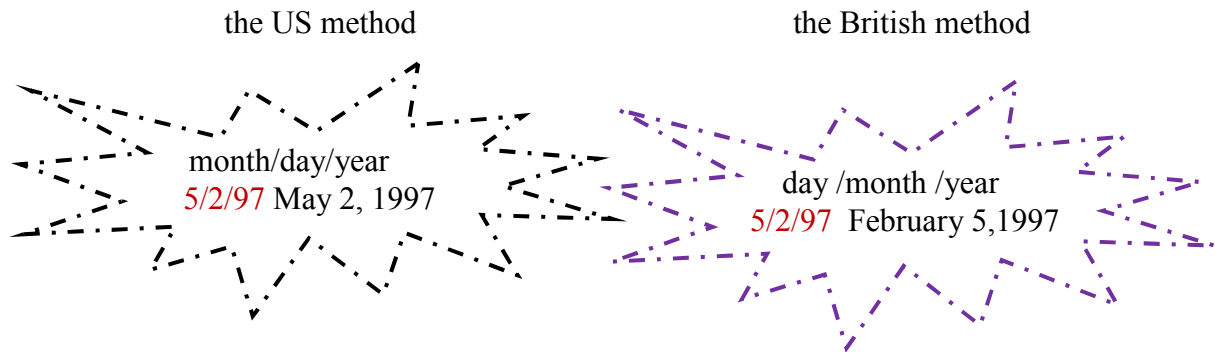
5.062 – ‘five point nought six two’

5,061 - ‘five thousand and sixty-one’

How is this style of writing numbers different in our culture?

## Unit 3

### b) Calendar Dates



Therefore, it is best to write out dates using the month name in order to avoid confusion.

### c) Weights and Measures

The United States still uses the English system of weights and measures. The metric system is available, but people still think in quarts and inches, not litres and centimetres.

In the United States, the number 13 symbolises bad luck. Tall office buildings sometimes skip the number 13 when numbering the floors. Some airlines also skip seats with number 13. The number 7 is a symbol of good luck.

### d) American and British Units

**Length** - inch, foot, **yard** (basic unit of length), mile

Conversion Factors

1 inch = 2.54 cm

1 foot = 0.305 m

1 yard = 0.914 m

1 mile = 1.609 km

#### *Presentation*

*How different are other units for measuring Area, Weight (Mass), Temperature, Volume and Capacity? Find out about them and report to the class.*

*I Here are some interesting points concerning clothing, behavior and communications in some countries all over the world. Fill in the blank spaces with the following names of the countries: **India, Russia, Japan, England, Brasil, the USA, and Germany.***

Gift giving is very important in \_\_\_\_\_, The gift itself is of little importance, the ceremony itself is very important (from the wrapping paper to the way it is handed).

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Good eye contact during business and social conversations shows interest, sincerity and confidence in _____ .	When talking to people, make sure you don't stand too close to them since personal space is important in _____. Also, it is considered inappropriate to touch others in public.	In _____, each aspect of a project is examined thoroughly. However, once the planning is over, the project will move very quickly and deadlines are expected to be honored.
---	---	---

Try to establish strong relationships in _____ . This is the key to business success.	The word "no" has harsh implications in _____. Never directly refuse an invitation, a vague "I'll try" is an acceptable refusal.	Try not to refuse a drink, since it is an important part of socialising in _____.
--	--	---

II There are some incorrect statements about habits and beliefs of seven nations. Make necessary corrections.

Privacy is very important to the <b><u>Italians</u></b> . Therefore, asking personal questions or intensely staring at another person should be avoided.	Women should not wear pants in a business situation. <b><u>The French</u></b> tend to find it offensive.
--	--

Quality accessories such as shoes and leather goods will make a good impression <b><u>in the Moslem world</u></b> .	<b><u>The Japanese</u></b> are strongly individualistic.
---	--

<b><u>The Englishmen</u></b> do not appreciate humor in business meetings.	Alcohol and pork are illegal <b><u>in Russia</u></b> .
--	--

<b><u>The Americans</u></b> do not loosen their ties or take off their jackets in the office.	Punctuality is not so important <b><u>for the Germans</u></b> .
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## STEREOTYPES AND PREJUDICES

Stereotype - generalisations about people that are based on limited, sometimes inaccurate, information (from such sources as television, cartoons or comic books, minimal contact with one or more members of the group, second-hand information)

Prejudice: An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts.

It is, however, very dangerous to have stereotyped views of what the other culture is like. Such views are often narrow and can cause criticism and intolerance. "A little knowledge is a dangerous thing" and can encourage you to make predictions about what will happen in your business transactions. If your ideas are too narrow, you may be surprised at all the people you meet who do not fit into your pattern and who behave differently from the way you predicted they would.

Our ideas then, have to be flexible and constructed from thorough research and observation. We should also recognise that it is not only people's national background that influences their behaviour and personality, but also their particular regional background, their personal background and their company culture.

To round up all the possible ways of misunderstanding among people, let's go back to where communication begins – language. While North American executives talk about "exciting challenges" repeatedly, British executives use this word to describe only children's activities (children do exciting things in England, not executives).

### Writing

#### Round-up *Choose the right alternative*

Doing business with people of other nationalities involves more than / nothing but learning foreign languages. There are often / no cultural differences among people of different national backgrounds. These differences sometimes / never complicate business relationships and negotiations. It is important to be aware of your own cultural tendencies as much as / but not those of your business partners.

The areas of which we need to be aware include / disregard body language, gesture, socialising customs, attitudes, punctuality and dress as business practice. It is useful to know, for example, that the British shake hands less / more often than other European people, that Americans never use / use first names more often than many other nationalities and that the Japanese / the Germans think that harmony and consensus are very important.

We can find out about other cultures by reading and talking to people with experience. When we visit other countries, it is important to be good observers and listeners. We should avoid / apply criticising other cultures and realise that we all have similar problems but different ways of dealing with them.

*Look at one aspect of behaviour in different parts of the world, such as:*

greeting , punctuality, eye-contact, personal space and touching in public, entertaining and gift-giving , making decisions , personal relationships, negotiating over a meal



## Unit 3

### Presentation

Make a presentation (3 to 5 mins) on the chosen aspect. Useful link for information [www.cyborlink.com/besite](http://www.cyborlink.com/besite)

## STRANGE LAWS

As peculiar as some laws are, they offer an insight into the societies where they are enforced. Here are some examples.

- Switzerland - You mustn't take a shower after 10.00 p.m.
  - You are not allowed to do the laundry or mow the lawn on Sundays.
- France - Between 08:00 and 20:00, 70% of the music played on the radio must be of French origin or played by the French artists.
- Germany - Every office has to have an opening through which you can see the sky. You are not allowed to run out of petrol on highways.
- China - Only one child is allowed per family. You must pay a fine if you have more of them.
- Great Britain - It's not allowed to leave your luggage unattended in public places. It's even a bigger crime to pick up someone's unattended luggage. It's considered to be an act of terrorism.
  - In most famous pubs, it's not allowed to get drunk.
- Svaziland - Every woman who dares to wear trousers may end up in prison, or at least have them taken off and destroyed.
- Moscow, Russia - Do Not Drive A Dirty Car - Dirty cars spotted in Moscow can end up with a 100 USD fine, although how dirty isn't defined.
- The UAE - Do Not Eat During Ramadan --When in the UAE, you must not eat in public during the daylight hours whilst Ramadan is being observed.

### The USA

- Alaska, No child may build a snowman taller than himself on school property.
- Connecticut, In Hartford a man can't kiss his wife on Sundays.
- Hawaii, All residents may be fined for not owning a boat.
  - Twins can't work for the same company.
- Idaho, Boxes of candy given as romantic gifts must weigh over 50lbs.
- Iowa, A man with a moustache can't kiss a woman in public.
- Kentucky, It's illegal to remarry the same man four times.
- Maine, The most money one can legally win gambling is three dollars.
- Massachusetts, It's illegal to go to bed without first having a full bath.
- Minnesota, Every man in Brainerd must grow a beard.
- Oklahoma, People who make "ugly faces" at dogs may be fined and/or jailed.
  - Women can't do their own hair without being licensed by the state.
- Oregon, Ice Cream can't be eaten on Sundays.
- Pennsylvania, Men can't purchase alcohol without written consent of their wives.
- In St. Croix, women are not allowed to wear anything red in public.
- South Dakota, Movies that show police officers being struck, beaten, or treated in an offensive manner are forbidden.

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Texas, In LeFors, it is illegal to take more than three swallows of beer while standing.

In Mesquite it's illegal for children to have "unusual" haircuts.

West Virginia, It is illegal to snooze on a train.

*I Find some more examples of weird laws on the Internet and report to the class.*

## Grammar

### MODAL VERBS

*I Find modal verbs in the text STRANGE LAWS and explain their meaning. Write the examples according to the meaning.*

- Prohibition \_\_\_\_\_
- Ability / Possibility \_\_\_\_\_
- Not / Giving permission \_\_\_\_\_
- Future possibility \_\_\_\_\_
- Necessity / Obligation \_\_\_\_\_

*II Match the sentences to the meaning they express. You were given an example.*

Request	It can't be George. He's much younger.
Inability	They may be out of town. It's vacation time.
Deduction	We could go for a walk. <i>Shall</i> I open the window?
Suggestion	He could read when he was four.
Future possibility	Could I bring someone to the party? May I have another cup of tea, please?
Ability in the past	She can't swim, but would like to learn.
Present possibility	Your car is too old. You should get a new one.
Recommendation	Could you, please send me the documents?
Asking for permission	They might come tomorrow.

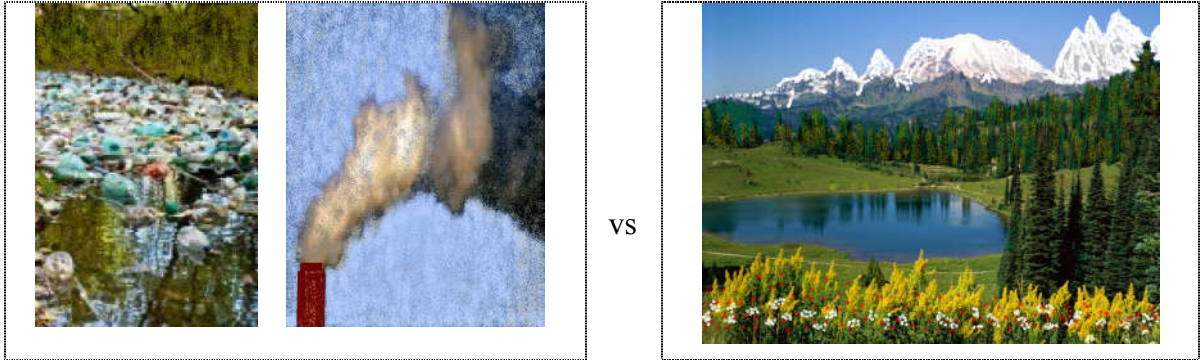
*III Fill in the blanks with one of the following modal verbs: can, should, may, might, must, mustn't*

1. I \_\_\_\_\_ finish my project by tomorrow but only if I stay at work all night.
2. Look at her clothes and jewelry. She \_\_\_\_\_ be very rich.
3. My friends think I \_\_\_\_\_ spend so much money on lottery.
4. You \_\_\_\_\_ drive faster than the speed limit for the type of road and your type of vehicle.
5. This is a very important moment in your life. You \_\_\_\_\_ make a decision what to do.
6. Improper way of working out \_\_\_\_\_ do more harm than good.
7. If you go to that restaurant, you \_\_\_\_\_ see your favourite actor.
8. Don failed the exam!?! Come on, you \_\_\_\_\_ be serious. He is the best student. What \_\_\_\_\_ the rest of expect?

## ENVIRONMENTAL ISSUES

### Speaking

Exhaust fumes or fresh air to breathe?  
 Plastic bags all around or flowers and trees everywhere?  
 Clean rivers and seas to swim in or dirt and oil spills in them?



*Discuss in pairs. What is pollution and what is it caused by?*

Should we make an attempt to save the world from extinction and have a place in which Man lives in harmony with nature or do nothing and have a land incapable of sustaining life for people, animals and plants?

These are simple questions and the answers are not difficult, but why is the practice so different?

**Types** of environmental problems:

- natural disasters caused by natural processes (e.g. floods, droughts, hurricanes, storms, earthquakes);	- technological catastrophes (chemical and radioactive leaks, industrial accidents);	- long-term environmental degradation (water, air, soil, noise and light pollution; global warming)
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*Fill in* Think of some of the main contributors to pollution. Classify them according to the type of source. Use the words below the table.

Oil spills, Littering , Tobacco smoke,	Automobile emissions, Waste gases, Nuclear weapons,	Chemical and nuclear plants, Deforestation, Household chemicals	Mining, Acid rain,
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<i>sources of air pollution</i>	<i>sources of land pollution</i>	<i>sources of water pollution</i>

a) Pollution prevention

Reading

I Before you read the text, try to answer the following questions.

1. What could become a major issue in the future?
2. Who could do something to prevent further environmental degradation if they wanted to?
3. What does long term exposure to air pollution cause?

1) In the future, global warming and increased population could cause water shortages. Even today, there are millions of people that do not have access to clean water. Can technology provide the world with fresh, abundant water?

2) Civilisation means technological progress but it has also brought many problems because, unfortunately, material things have been put above the survival of the Earth. Nature provides us with resources which are essential for our survival. Therefore, going against the nature means going against ourselves.

3) The lack of clean water is becoming a major issue and rich topsoil has been replaced with waste land by the process of deforestation. The clean air has been filled with dirt and filth. Plants and animals which had formed a natural chain where every single creature has its place, have been subjected to genetic engineering simply for the sake of profit. As a consequence, the arrogance of mankind could be disastrous in its efforts to take total control over the environment.

4) The changes in the topography of the land caused floods and landslides, thus releasing viruses such as AIDS, Ebola and many others from the obliterated forests.

5) Multinational companies and politicians could do something to prevent this trend but they are not about to let that happen because it would mean the end of their money-grubbing and easy-going lifestyles. We are moving towards the point of no return if we don't do whatever we can to prevent it. Luckily, there are more and more people each day who are willing to take a degree of responsibility for the threat under which we now live. People are becoming aware of the consequences that pollution can bring. For example, long-term exposure to air pollution causes harmful physical changes in the brain. It can literally change your brain. It can cause problems associated with learning and memory and even depression.

6) What can the individual do to stop and, ultimately reverse the trend? Think of the ways you can get involved in pollution prevention.

II Find the expressions in the text, which have synonymous meaning to the expressions in the box. Then use some of them in the sentences below the table.

1) • not enough water • can approach a place	3) • land where you can grow plants easily, • in order to get sth	5) • a spot from which you can't go back • leading life without difficulties, • be exposed for a long time	6) • make something go in a different direction • become a part of some process or activity
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## Unit 4

1. Would you like to \_\_\_\_\_ *in* international development?
2. Lucky them. They live a life without worry or concern; it's really an \_\_\_\_\_.
3. Think carefully about what you do when you approach \_\_\_\_\_, because a wrong move could mean a disaster.
4. When I hear a Candidate's offer of 'sacrifice' \_\_\_\_\_ *my* *Company*, I feel like getting sick to my stomach.
5. \_\_\_\_\_ to fine particulate air pollution is associated with the risk of cardiovascular disease.

**Translation**     *Translate the following sentences into English*

1. Biorazgradivi zagađivači su oni koje živi organizmi mogu da razgrade i prerade.
2. Živi organizmi mogu da iskoriste organske zagađivače da bi se dobila energija i ostale materije iz ugljenih hidrata.
3. Bio-nerazgradivi zagađivači su oni koje živi organizmi ne mogu da razgrade, pa zato opstaju u ekosferi izuzetno dug vremenski period.
4. Tehnologija bi mogla da reši problem snabdevanja stanovništva svežom vodom.
5. Ima sve više ljudi koji su spremni da preuzmu deo odgovornosti za posledice degradacije životne sredine.
6. Prirodno okruženje je ugroženo samo radi profita. endangered
7. Multinacionalne kompanije i političari se teško odriču svog lagodnog života.

**Matching**     *What's the best way to prevent land pollution? What else can be done? Make the sentences by matching the words from these two columns.*

1. Don't dump	a) products that have little packaging
2. Avoid	b) all liquid chemicals and waste in spill-proof containers
3. Store	c) biodegradable products
4. Buy	d) organic food that is grown without pesticides
5. Don't use	e) motor oil on the ground
6. Buy	f) any items that you can
7. Eat	g) pesticides
8. Reuse	h) the usage of non-biodegradable carry bags

## Unit 4

### Speaking

*How can we reduce air pollution? Here are some hints. Think of some other ways.*

- Walk more and drive less
- Often replace your car's air filter

### Writing

*Always think before making buying decisions or before throwing things away. Look at the key words below and use them to make sentences .*

1. Indestructible packaging / threat / environment
2. Wary / additives // harmful / people / environment
3. Refuse / products / make / genetically modified organisms (GMO)
4. Not buy / disposable items / can / replace / re-usable materials (kitchen paper / cloths)
5. Plastic / not biodegrade easily / stays / landfills / decades / release / toxins / the soil.
6. Plastic bags / release toxins // instead / buy / durable bags / use / over and over again
7. Discourage / surfeit / flyers / your mailbox
8. Avoid / use /toxic chemicals // discourage / use / others
9. Eat / organic / grow / fruit / vegetables
10. Think / things / recycle / replace / re-useable items
11. Look / nature / prevention / cure / common illnesses.

### Speaking

*I How can water pollution be prevented? What other ways can you think of?*

- Don't throw garbage into our water supplies.
- Use non-toxic cleaning materials.
- .....

#### Examples of recycling



*Think of some more ways of recycling. How can a plastic or a glass bottle be reused, for example? Can an old tyre be recycled? Find the examples on the Internet.*

*I Look at the following incomplete sentences and try to finish them appropriately. Then look at the text GLOBAL WARMING.*

1. If it weren't for greenhouse effect, the earth \_\_\_\_\_
2. It \_\_\_\_\_ at night because the sun would be down and we would not get the necessary heat and light.
3. During the day, especially during the summer, it \_\_\_\_\_ because the sun would be up with no atmosphere to filter it.
4. However, if we reach a point where there are too many gases, the earth can get unusually warmer, and many plants, animals, and people \_\_\_\_\_.
5. People, animals and plants would die because there \_\_\_\_\_ less food.

*II Join the sentences considering them from the aspect of unreal and imaginary aspect. The first one is given as an example.*

1. The authorities didn't care what the factory was producing, so the environmental group took action in federal court against the mining companies.

If the authorities \_\_\_\_\_ what the factory was producing, the environmental group \_\_\_\_\_ action in federal court against the mining companies.

2. He got a job in an agency of the United Nations. He presented a program of implementing environmentally sound policies and practices. \_\_\_\_\_

3. Their company controls all raw materials as well as procedures in the production process, so they meet all expectations of consumers. \_\_\_\_\_

4. The government signed the Action Plan, committing to reduce greenhouse gas emissions. Thus, they showed that they wanted to promote clean energy incentives. \_\_\_\_\_

5. They installed a solar energy system. The system generated enough energy, reducing 1,200 tons of carbon dioxide emissions. \_\_\_\_\_

6. Serbia doesn't have €10 billion. That's why we can't implement the EU Environment Liability Directive by 2020. \_\_\_\_\_

## b) Global Warming

## Speaking

*Think and answer*

1. What is global warming and what is it caused by? Here are some hints. Think of some more.
  - Producing electricity - fossil fuels are burned to create electricity
  - Deforestation – plants collect the CO<sub>2</sub>
2. What would life on Earth be like if it weren't for global warming?
3. What will happen if there are too many gases?

Global warming is when the heat and light from the sun are trapped in the earth's atmosphere by the greenhouse gases (carbon dioxide, water vapor, nitrous oxide, and methane), which increases the temperature.

Is the greenhouse effect good or bad for the earth?

The greenhouse effect generally helps us because it makes the earth an appropriate place for people to live on. If it weren't for this effect, the earth would be freezing, or on the other hand it would be extremely hot. It would be freezing at night because the sun would be down and we would not get the necessary heat and light to make the night somewhat warm. During the day, especially during the summer, it would be extremely hot because the sun would be up with no atmosphere to filter it, so people, animals and plants would be exposed to unbearable light and heat.

However, if we reach a point where there are too many gases, the earth can get unusually warmer, and many plants, animals, and people will die. They would die because there would be less food. This would cause us to have less food to eat, but it would also limit the food for animals. Gradually, people, plants, and animals would all die of hunger.



## Unit 4

*True or false* Mark the following sentences as true (T) or false (F).

1. Heat traps greenhouse gases in the earth's atmosphere. \_\_\_\_\_
2. Life on earth would be possible without the greenhouse effect. \_\_\_\_\_
3. The climate on the earth will get warmer if there are more gases. \_\_\_\_\_
4. The atmosphere prevents unbearable heat on the earth. \_\_\_\_\_
5. Higher temperatures will result in water shortages. \_\_\_\_\_

*Fill in* How Will Earth Respond to Warming Temperatures?

Fill in the blanks with the words from the box.

lengthens,      modifies,      alters,      impact,      amplifies

The \_\_\_\_\_ of global warming is far greater than just increasing temperatures. Warming \_\_\_\_\_ coastal erosion, \_\_\_\_\_ rainfall patterns, \_\_\_\_\_ the growing season in some regions, melts ice on the poles, and \_\_\_\_\_ the ranges of some infectious diseases. Some of these changes are already happening.

### Speaking

III What can be done to stop global warming? Think of some more examples.

- Carpooling
- Using less hairspray and deodorant – or at least using products with less impact on the atmosphere

### c) Sustainable Development



Explain the two illustrations above in terms of sustainable development. Then, try to give some definition of sustainable development.

There are many definitions of sustainable development; one of them appeared in 1987: "Sustainable development is the development that meets the needs of the present, without compromising the ability of future generations to meet their own needs."

— from the World Commission on Environment and Development's (the Brundtland Commission) report *Our Common Future* (Oxford: Oxford University Press, 1987).

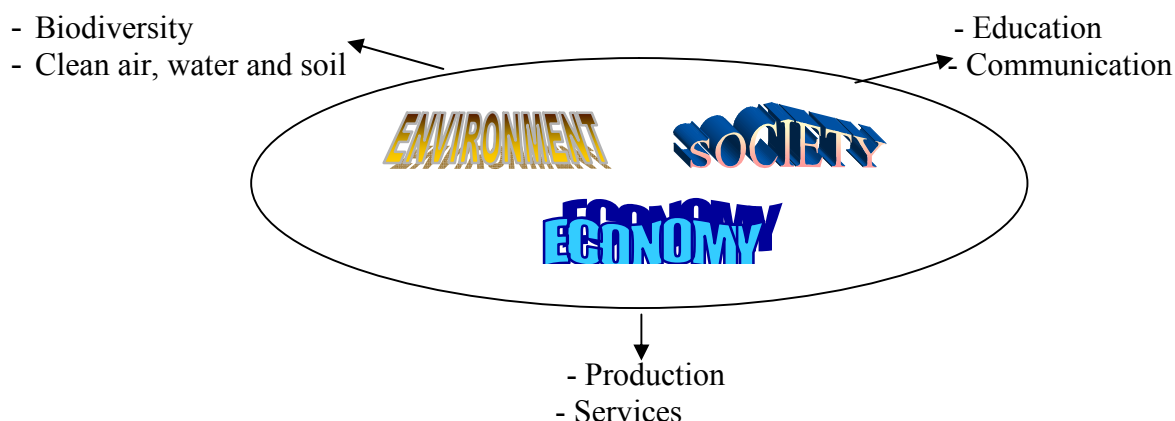
## Unit 4

You have probably put certain things on your list, which conflict each other. For example, if you have listed clean air to breathe, but also listed a car for transportation, your needs might conflict. If our individual needs are conflicting, consider what happens when a company's need for cheap labor conflicts with the workers' needs for livable wages.

*What other conflicting needs can you think of?*

How do we decide whose needs to meet? Poor or rich people's? Those of the people living in cities or in the countryside? Yours or your neighbour's? The environment's or the corporation's? This generation's or the next generation's?

People concerned about sustainable development suggest that it is important to create a good balance of social, economic, and environmental needs today in order to ensure future for the next generation.



*III What social, economic, or environmental needs would you add to this list?*

Many of these needs may seem to conflict with each other in the short term. For example, industrial growth might conflict with preserving natural resources. However, things are not that simple. If you did not have access to safe water, and therefore needed wood to boil drinking water, would you worry about causing deforestation? Or, if you had to drive a long distance to get to a well-paid job each day, would you be willing to move or get a new job to avoid polluting the air with your car exhaust?

Therefore, responsible use of natural resources now will help ensure that there are resources available for sustained development far into the future. In other words, when people make decisions about how to use the Earth's resources such as forests, water, minerals, wildlife, etc, they must take into account what, how and when they are using these resources. Are enough resources going to be left for your grandchildren to use and will the environment be left as you know it today.

## Unit 4

**Matching** Match the beginnings of the sentences in the left-hand column to the endings in the right-hand column.

1. If you did not have access to safe water, and therefore needed wood to boil drinking water,	a) if we cared just for the now and here?
2. If you had to drive a long distance to get to work each day,	b) the environment will be devastated.
3. If we use natural resources in a responsible way,	c) would you be willing to move or get a new job to avoid polluting the air?
4. What would happen	d) would you worry about causing deforestation?
5. If we use natural resources in an irresponsible way,	e) we will ensure that there are resources available for sustained development far into the future.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

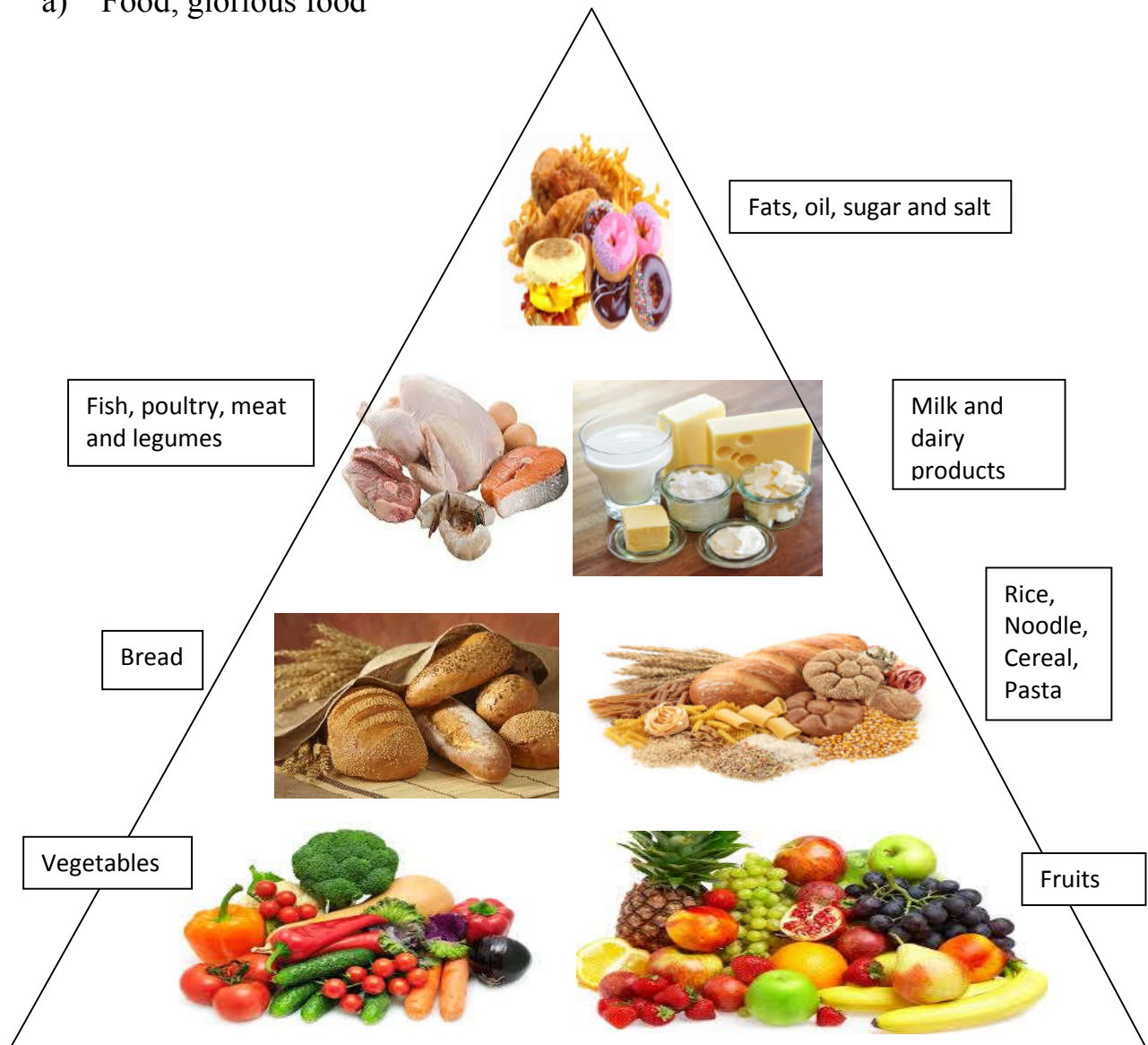
<p><b>Matching</b> Match the words in the two columns. Then, fill in the blanks in the exercise below</p>	environmental	development
	livable	exposure
	waste	land
	obliterated	engineering
	genetic	wages
	long-term	water
	multinational	forests
	major	degradation
	abundant	issue
	sustainable	companies

**Fill in...** Use the matched pairs of words to fill in the blanks.

- Soil contamination is a \_\_\_\_\_ across the world.
- \_\_\_\_\_ is the deterioration of the environment through depletion of resources such as air, water and soil.
- Only some plants can survive on \_\_\_\_\_.
- \_\_\_\_\_ is a set of technologies used to change the genetic makeup of cells.
- \_\_\_\_\_ can cause landslides.
- \_\_\_\_\_ to primary traffic pollutants may be harmful for health.
- \_\_\_\_\_ do not need to be large, but can be small businesses that operate in several countries at the same time.
- Clean and \_\_\_\_\_ is essential for healthy ecosystem.
- \_\_\_\_\_ deals with economic development that is conducted without depletion of natural resources.
- The workers protested: " We all deserve a \_\_\_\_\_. It's not just an economic issue – it's a health issue, a family stability issue and a human rights issue.

## HEALTHY LIFESTYLE

### a) Food, glorious food



*First, take the healthy eating questionnaire and then visit the site for results. Report to the class about your eating habits. This questionnaire was taken from the site below.*

[http://www.pfizerlife.co.uk/media/326005/healthy\\_eating\\_questionnaire.pdf](http://www.pfizerlife.co.uk/media/326005/healthy_eating_questionnaire.pdf)

1. How many portions of fruit and vegetables do you eat in a typical day?

- a) 5 or more.
- b) Between 2 and 4.
- c) Less than 2.

2. How often do you enjoy oily fish in the week?

- a) I often eat fish during the week and at least one portion is an oily fish.
- b) I'm lucky if I manage even one portion of fish a week.
- c) No chance. I never eat fish or oily fish.

## Unit 5

3. How would you best describe your salt intake?

- a) I don't add salt to my food.
- b) I regularly add salt to my cooking and then often season my food again at the table.
- c) I lead a hectic lifestyle and don't have time to cook. I rely heavily on pre-prepared and convenience foods.

4. Do you consider yourself to have a sweet tooth?

- a) I don't add sugar to my food and only add it to cooking where necessary.
- b) I have stopped adding sugar to my drinks and food, but still crave that sweetness with food.
- c) I have a very sweet tooth and eat lots of sugary foods. I always have one or more teaspoons of sugar in my tea and coffee.

5. How many calories do you think you are consuming in a typical day?

Female a) My daily consumption is around 2,000 kcals or less.

b) I consume more than 2,000 kcals but not daily.

c) I consume more than 2,000 kcals, often daily.

Male a) My daily consumption is 2,500 kcals or less.

b) I consume more than 2,500 kcals but not daily.

c) I consume more than 2,500 kcals, often daily.

6. How often do you eat foods rich in saturated fats?

a) Not very often.

b) Occasionally.

c) Frequently.

7. How do you start your day?

a) I typically enjoy a large bowl of a wholegrain breakfast cereal, porridge oats or a couple of slices of wholemeal toast.

b) I never have time for breakfast/don't feel hungry in the morning.

c) I love to indulge in a croissant with jam and butter, or a full fried English breakfast before I head off to work.

8. Do you think that you are getting enough fibre in your diet?

a) Yes, I try to eat wholegrain or wholemeal varieties of bread, rice and pasta every day.

b) Possibly not. I prefer to eat the white varieties of bread, rice and pasta.

c) Not really.

9. Do you regularly enjoy eating out or ordering takeaways at home?

a) Hardly ever. I enjoy home cooking.

b) Occasionally as a treat.

c) Too many, too often.

10. On average, how many units of alcohol do you consume in a day?

Female a) My daily consumption is between 1 to 2 units a day or less.

b) I consume around 2 to 3 units of alcohol a day.

c) I consume more than 2 to 3 units, often daily.

## Unit 5

- Male
- a) My daily consumption is between 2 to 3 units a day or less.
  - b) I consume around 3 to 4 units of alcohol a day.
  - c) I consume more than 3 to 4 units, often daily.

### Speaking

*Whose eating habits are healthy and who do you think has a bad eating behavior? Describe yours in a few sentences.*

Mark:

“I usually stop for a fast breakfast on the way to work. When I am in a bad mood, I eat whatever I feel like eating. My emotions affect what and how much I eat. When I buy some crisps or a candy, I eat until I have finished the whole package. I hate to cook. I would rather buy takeout food and bring it home than cook.”

Charlotte:

“Typically I enjoy a large bowl of a wholegrain breakfast cereal. I am not a vegetarian but I don’t eat red meat. Fish and poultry are the only meats I eat. On Sundays I like to eat a large meal with my family. When choosing fast food, I pick a place that offers some salads. I have at least three to four servings of vegetables and fruits per day. I use low-fat food products. When I am upset, I avoid eating.”

Brian:

“I have a sweet tooth. Sometimes I eat a candy more than once a day. To me, cookies are an ideal snack food. Instead of planning meals, I will replace supper with a snack. I eat a lot when I am upset, because I think that helps me relax. I buy meat every time I go to the grocery store.”

Megan:

“I reduce fat in recipes by substituting ingredients and cutting portions. Planning meals for the coming week is very important to me. I never go shopping to the grocery store without a shopping list. I try to limit the intake of red meat (beef). I always measure the portion sizes of my foods and count my daily calorie intake.”

Emily:

“I rarely eat breakfast. I hate to sit at a table to eat, because I don’t want to waste my time. It’s faster to walk and have a quick snack. If I’m not hungry, I skip a meal even if it is time to eat. I eat vegetables, but only seasoned with fatty meat. I eat out because it is more convenient than eating at home.”

Jason:

“I eat between two and three portions of fruit and vegetables in a typical day. I manage to eat one portion of fish a week. I regularly add salt to my cooking and then often season my food again at the table. I have stopped adding sugar to my drinks and food, but I don’t avoid sweets. I prefer to eat the white varieties of bread and pasta.”

## Unit 5

*Matching* Look at some pieces of advice about eating habits on the left-hand side of the table. Then, match them to the suggestions on the right-hand side.

<b>Eat low-fat or fat-free dairy.</b>	If you eat full-fat dressing, switch to something lighter and you'll automatically eat less calories.
<b>Eat more fruit.</b>	Add it to your cereal, your salads or even your dinners.
<b>Make some substitutes.</b>	Add them wherever you can - a tomato on your sandwich, peppers on your pizza, or extra veggies in your pasta sauce. Keep precut or canned/frozen veggies ready for quick snacks.
<b>Switch your salad dressing.</b>	Look through your cabinets or fridge and pick 3 foods you eat every day. Write down the nutritional content and, the next time you're at the store, find lower-calorie substitutes for just those 3 items.
<b>Sneak in more veggies.</b>	Switching to skim milk or fat free yogurt is another simple way to eat less calories without having to change too much in your diet.

## Reading

### b) Stop being a couch potato

You can start the process of being healthy and weight loss now by adding a little more activity to your life. If you're not ready for a structured program, start small. Every little bit counts and it all adds up to burning more calories.

- **Turn off the TV.** Once a week, turn off the TV and do something a little more physical with your family. Play games, take a walk...almost anything will be more active than sitting on the couch.
- **Walk more.** Look for small ways to walk more. When you go to the store take a walk around the block, take the dog for an extra outing each day or walk on your treadmill for 5 minutes before getting ready for work.
- **Do some chores.** Shoveling snow, working in the garden, raking leaves, sweeping the floor...these kinds of activities may not be 'vigorous' exercise, but they can keep you moving while getting your house in order.
- **Pace while you talk.** When you're on the phone, pace around or even do some cleaning while gabbing. This is a great way to stay moving while doing something you enjoy.
- **Be aware.** Make a list of all the physical activities you do on a typical day. If you find that the bulk of your time is spent sitting, make another list of all the ways you could move more--getting up each hour to stretch or walk, walk the stairs at work, etc.

**Britain's appalling couch potato lifestyle is one of the worst in the world, and could cause the collapse of the welfare state, bombshell report warns**

UK officials warned that almost two thirds of the UK population do not do enough exercise, which makes them one of the countries with the lowest levels of activity in the western world. Public Health England (PHE) says lack of exercise is as dangerous as smoking.

# Unit 5

The report by Public Health England says the typical lifestyle in Britain, with long hours spent in desk jobs, high levels of car travel and evenings spent watching TV or playing computer games is endangering the health of most of its population.

Government guidelines say people should do at least 2 and a half hours of moderate aerobic activity a week, which could mean a brisk half-hour walk from Monday to Friday.

*Matching* Match the verbs with the rest of the sentence.

Reduce	stress
Maintain	a healthy weight
Be	physically active
Don't	smoke
Protect yourself	from too much sun
Eat	a variety of healthy foods
Enhance	self esteem
Avoid	excessive smoking and alcohol intake.

Name the activities. Which ones are moderate and which ones are vigorous?



s \_\_\_\_\_



j \_\_\_\_\_



c \_\_\_\_\_



s \_\_\_\_\_ b \_\_\_\_\_



f \_\_\_\_\_



a \_\_\_\_\_



c \_\_\_\_\_



g \_\_\_\_\_



j \_\_\_\_\_



## PERSONALITY TYPES

success /'sæk'ses/ - uspeh  
 healing /'hi:lɪŋ/ - isceljenje  
 nursing /'nɜ:(r)sɪŋ/ - negovanje  
 achieve /ə'tʃi:v/ - postići  
 repetitive /rɪ'petətɪv/ - ponavljajući  
 ambiguous /æm'biɡjuəs/ - nejasno, dvosmisleno  
 research /rɪ'sɜ:(r)tʃ/ /rɪ'sɜ:(r)tʃ/ - istraživati  
 counselor /'kaʊns(ə)lə(r)/ - savetnik  
 investigative /ɪn'vestɪɡətɪv/ - istraživački  
 enterprising /'entə(r),praɪzɪŋ/ - preduzetnički  
 precise /prɪ'saɪs/ - precizan

scientific /,saɪən'tɪfɪk/ - naučni  
 independent /,ɪndɪ'pendənt/ - nezavisan  
 require /rɪ'kwaɪə(r)/ - zahtevati  
 trustworthy /'trʌs(t),wɜ:(r)ði/ - pouzdan, poverljiv  
 sociable /'səʊʃəb(ə)l/ - društven, druželjubiv  
 orderly /'ɔ:(r)də(r)li/ - uredjen  
 reward /rɪ'wɔ:(r)d/ - nagrada  
 congruent /'kɒŋɡruənt/ - podudaran, odgovarajući  
 compatible /kəm'pætəb(ə)l/ - kompatibilan, koji odgovara nekome ili nečemu  
 hexagon /'heksəɡən/ - šestougaonik

### ○ COMMUNICATION

acknowledge /ək'nɒlɪdʒ/ - staviti na znanje  
 outweigh /,aʊt'weɪ/ - prevagnuti, premašiti  
 convey /kən'veɪ/ - preneti  
 mediator /'mi:diəɪtə(r)/ - posrednik  
 threaten /'θret(ə)n/ - pretiti  
 viewpoint /'vjʊ:ˌpɔɪnt/ - gledište  
 adjust /ə'dʒʌst/ - prilagoditi  
 mutual /'mju:ʃuəl/ - uzajamno  
 judge /dʒʌdʒ/ - prosuditi  
 employee /,emplɔɪ'ɪ:/ - zaposleni  
 employer /ɪm'plɔɪə(r)/ - poslodavac  
 achieve /ə'tʃi:v//ə'tʃi:v/ - postići  
 campaign /kæm'peɪn/ - kampanja

advertising /'ædvə(r),taɪzɪŋ/ - reklamiranje  
 reliable /rɪ'laɪəb(ə)l/ - pouzdan  
 survey /'sɜ:(r)veɪ/ - anketa, ispitivanje  
 subordinate /sə'ɪbɔ:(r)dɪnət/ - podređeni  
 highlight /'haɪ,lɑɪt/ - vrhunac, najvažniji momenat  
 provide /prə'vaɪd/ - obezbediti  
 directive /dɪ'rektɪv/ - direktiva, naredba, uputstvo  
 disciplinary /'dɪsə,plɪnəri/ - disciplinski  
 resolve /rɪ'zɒlv/ - razrešiti  
 facilitate /fə'sɪləteɪt/ - olakšati  
 supplier /sə'plaɪə(r)/ - dobavljač  
 empower /ɪm'paʊə(r)/ - osposobiti, osnažiti

### ○ CULTURAL DIFFERENCES

affect /ə'fekt/ - uticati  
 perceive /pə(r)'si:v/ - opaziti, primetiti  
 likely /'laɪklɪ/ - verovatno  
 variety /və'reɪəti/ - raznovrsnost  
 approach /ə'prəʊtʃ/ - pristup; pristupiti  
 belief /bɪ'li:f/ - uverenje, verovanje

benefit /'benɪfɪt/ - izvući korist; dobit, korist  
 plentiful /'plentɪf(ə)l/ - izdašan, obilan  
 renew /rɪ'nju:/ - obnoviti  
 punctuality /,pʌŋktʃu'æləti/ - tačnost  
 superiority /su'pɪəri'ɔrəti/ - superiornost,  
 short-term /tɜ:(r)m/ - kratkoročno

## Vocabulary

expectation /,ekspek'teɪʃ(ə)n/ - očekivanje  
background /'bæk,graʊnd/ - sredina, poreklo  
failure /'feɪljə(r)/ - neuspeh, pad  
customer /'kʌstəmə(r)/ - kupac, korisnik  
usluga supplier /sə'plɑɪə(r)/ - snabdevač  
negotiator /ni'gəʊʃieɪtə(r)/ - pregovarač  
undertake /,ʌndə(r)'teɪk/ - preduzeti  
proceeding /prə'si:diŋ/ - procedura, postupak  
explicit /ɪk'splɪsɪt/ - eksplicitan, jasan, otvoren  
depend (on) /dɪ'pend/ - zavisiti (od)  
plug /plʌg/ - uključiti, uglaviti; utikač  
secretive /'si:krətɪv/ - tajnovit, ćutljiv  
insult // 'ɪnsʌlt/n. /ɪn'sʌlt/v. - uvrediti; uvreda  
obvious /'ɒbvɪəs/ - očigledno  
insufficient /,ɪnsə'fɪʃ(ə)nt/ - nedovoljno  
value /'vælju:/ - vrednost  
interruption /,ɪntə'rʌpʃən/ - prekid, smetanje  
multiple /'mʌltɪp(ə)l/ - mnogostruk

tend /tend/ - biti sklon, težiti ka  
incline /ɪn'klaɪn/ - nagnjati ka nečemu, težiti  
superior /sʊ:pɪəriə(r)/ - nadređeni, nadmoćan  
bypass /'baɪ,pɑ:s/ - premostiti, zaobići  
insubordination /,ɪnsəbɔ:(r)dɪn'eɪʃ(ə)n/ - neposlušnost  
predict /prɪ'dɪkt/ - predvideti  
prediction /prɪ'dɪkʃ(ə)n/ - predviđanje  
measurement /'meʒə(r)mənt/ - merenje  
confusion /kən'fju:ʒ(ə)n/ - konfuzija, zabuna,  
measure /'meʒə(r)/ - mera  
weight /weɪt/ - težina  
offensive /ə'fensɪv/ - uvredljiv  
accessory /ək'sesəri/ - dodatak, sporedna stvar,  
privacy /'praɪvəsi/ - privatnost  
appreciate /ə'pri:ʃi,eɪt/ - ceniti  
stare /steə(r)/ - zurenje  
loosen /'lu:s(ə)n/ - opustiti  
inaccurate /ɪn'ækjʊrət/ - netačan  
source //sɔ:(r)s/ - izvor  
beforehand /bɪ'fɔ:(r)hænd/ - unapred  
stereotype /'steriə,təɪp/ - stereotip  
encourage /ɪn'kʌrɪdʒ/ - ohrabriti

### o ENVIRONMENTAL ISSUES

exhaust fumes /ɪg'zo:st/ /fju:mz/ - izduvni gasovi  
breathe /bri:ð/ - disati  
dirt /d:(r)t/ - prljavština  
oil spills /ɔɪl/ /spɪls/ - naftne mrlje  
extinction /ɪk'stɪŋkʃ(ə)n/ - izumiranje, istrebljenje  
sustain /sə'steɪn/ - održati, podržati  
drought /draʊt/ - suša  
hurricane /'hʌrɪkən/ - uragan  
earthquake /'ɜ:(r)θ,kweɪk/ - zemljotres  
litter /'lɪtə(r)/ - smeće  
sewage /'su:ɪdʒ/ - kanalizacija

shortage /'ʃɔ:(r)tɪdʒ/ e/ - manjak  
deforestation /di:,fɔrɪ'steɪʃ(ə)n/ - krčenje šuma  
landslide /'lænd(s)laɪd/ - klizište  
maintenance /'meɪntənəns/ - održavanje  
biodegradable /'baɪəʊdɪ'greɪdəb(ə)l/ - biorazgradiv  
pesticide /'pestɪsaɪd/ - pesticidi  
wary /'werɪ/ - oprezan, lukav  
surfeit /'sɜ:(r)fɪt/ - prezasićenost, višak  
expose /ɪk'spəʊz/ - izložiti, otkriti amplify /'æmplɪ,fai/ - pojačati  
alter /'ɔ:ltə(r)/ - izmeniti

## Present Simple Tense

<u>Affirmative (potvrđni oblik)</u>	<u>Interrogative (upitni oblik)</u>	<u>Negative (odrični oblik)</u>
<i>I / You think.</i> <i>He / She / It thinks.</i> <i>We / You / They think.</i>	<b>Do</b> <i>I / you think ?</i> <b>Does</b> <i>he, she, it think?</i> <b>Do</b> <i>we /you /they think?</i>	<i>I / You <b>do not</b> think. (don't)</i> <i>He, she, it <b>does not</b> think. (doesn't)</i> <i>We / You / They <b>don't</b> think.</i>

### Upotreba:

- |   |   |
|---|---|
| 1) Činjenice  | e.g. <i>We work at school.</i>                              |
| 2) Uobicajene aktivnosti, navike                          | e.g. <i>He goes to work by bus.</i>                         |
| 3) Opšte istine   | e.g. <i>The Earth revolves around the Sun.</i>              |
| 4) Za izražavanje buduće radnje (raspored, red vožnje...) | e.g. <i>The bus doesn't leave at 6.00 tomorrow morning.</i> |

## The Present Continuous Tense

<u>Affirmative (potvrđni oblik)</u>	<u>Interrogative (upitni)</u>	<u>Negative (odrični)</u>
<i>I <b>am</b> talking. (I'm)</i> <i>You <b>are</b> talking. (You're)</i> <i>He, she, it <b>is</b> talking. (He's)</i> <i>We / You / They <b>are</b> reading.</i>	<b>Am</b> <i>I doing ...?</i> <b>Are</b> <i>you doing?</i> <b>Is</b> <i>he / she / it doing?</i> <b>Are</b> <i>we / you / they doing?</i>	<i>I <b>m not</b> playing.</i> <i>You <b>are not</b> playing. ( aren't )</i> <i>He / She/ It <b>is not</b> playing. ( isn't )</i> <i>We / You / They <b>aren't</b> playing.</i>

### Upotreba:

- Radnja se dešava u trenutku govora: (now / at this moment)

e.g. - *What are you doing ?*  
- *Shh, I'm trying to hear what they are saying.*

- Radnja se dešava u ovom periodu (znači ne mora samo da se radi o ovom trenutku) i da imamo ideju o tome da će se taj period završiti. U ovom slučaju, period može da bude veoma širok pojam (od kraćeg perioda do nekoliko godina)

e.g. - *I'm reading an excellent book! (these days) - Čitam odličnu knjigu.*

\*Ne trenutno, ali ovih dana čitam odličnu knjigu.

- Buduća dogovorena radnja

e.g. *He's coming tonight.* - On dolazi večeras. (Već smo se dogovorili.)

- Radnja koja se ponavlja i iritira druge. (Obično se koristi sa ALWAYS.)

e.g. *You're always forgetting the keys.*

### Napomena!

Glagoli stanja se ne upotrebljavaju u ovom obliku.

e.g. *She ~~is believing~~ in God.* (Not correct.)

*She believes in God.* (Correct.)

## Simple Future Tense

<u>Potvrđni oblik</u>	<u>Upitni oblik</u>	<u>Odrični oblik</u>
<p><b>I shall / will</b> go. (<i>I'll</i>)  <i>You, He, She, It will</i> go.  <i>(You'll, He'll, She'll)</i>  <b>We shall / will</b> go. (<i>We'll</i>)  <i>You, They will</i> go. (<i>You'll, They'll</i>)</p>	<p><b>Shall</b> I go?  <b>Will</b> you, he, she, it go?  <b>Shall</b> we go?  <b>Will</b> you / they go?</p>	<p><b>I will not / shall not</b> go. (<i>won't / shan't</i>)  <i>You, He, She, It will not</i> go.  <i>(won't)</i>  <b>We will / shall not</b> go. (<i>shan't</i>)  <i>You / They will not</i> go.</p>

### Upotreba:

1. Voljna radnja e.g. *I will help you later. Will you make dinner?*
2. Za izražavanje obećanja e.g. *I won't tell anyone, I promise.*
3. Za izražavanje spontano donete odluke. e.g. *I'll answer the phone.* -(Telefon zvoni, na šta je ovo spontana reakcija.)
4. Za izražavanje predviđanja, više na osnovu subjektivnog stava nego objektivnih okolnosti. e.g. *You'll meet someone who will love you forever.*
6. (u prvom licu jednine upitnog oblika) za izražavanje ponude / sugestija: e.g. *Shall I open the window? – Da otvorim prozor? Shall we go out?*

## (Be) Going To

1. Za izražavanje plana, namere e.g. *I'm going to be an actor when I grow up. Who are you going to invite to the party?*
2. Za izražavanje predviđanja (ali za razliku od Future Simple T. više na osnovu subjektivnog stava nego objektivnih okolnosti.) e.g. *It's going to rain.* (Vide se crni oblaci, grmi, svi vide da će kiša.)

## Simple Past Tense

Na infinitiv pravilnih glagola dodaje se nastavak **–ed**, za sva lica, a za nepravilne glagole postoje posebni oblici, koji se mogu naći u drugoj koloni na listi nepravilnih glagola.

	<u>Affirmative</u>	<u>Interrogative</u>	<u>Negative</u>
Pravil	<p><i>I, you, he, she, it worked.</i>  <i>We, you, they worked.</i></p>	<p><b>Did</b> I, you, he, she, it work?  <b>Did</b> we, you, they work?</p>	<p><i>I, you, he, she, it didn't work.</i>  <i>We, you, they didn't work.</i></p>
Nepravil	<p><i>I, you, he, she, it went.</i>  <i>We, you, they went.</i></p>	<p><b>Did</b> I, you, he, she, it go?  <b>Did</b> we, you, they go?</p>	<p><i>I, you, he, she, it didn't go.</i>  <i>We, you, they didn't go.</i></p>

### Upotreba :

Prosto prošlo vreme se koristi za radnju koja se dogodila u prošlosti, i nekom određenom trenutku i koja je završena. Za razliku od Present Perfect-a, vreme dešavanja radnje je poznato. E.g. *I did it two years ago.*

## Grammar

Koristi se za naraciju (pripovedanje) i za radnje koje su se u prošlosti dešavale jedna za drugom.

e.g. *I **saw** an interesting girl last year. I **saw** her on the street and **called** after her.*

Past Simple se koristi i za radnju koja označava neku naviku ili učestalu radnju u prošlosti.

e.g. *I **smoked** a lot.*

### The Past Continuous Tense

<u>Affirmative (potvrđni oblik)</u>	<u>Interrogative (upitni oblik)</u>	<u>Negative (odrični oblik)</u>
<i>I, He, She, It <b>was</b> reading. We / You / They <b>were</b> reading.</i>	<i><b>Was</b> I, he, she, it reading? <b>Were</b> we / you / they reading?</i>	<i>I, He, She, It <b>wasn't</b> reading. We / You / They <b>weren't</b> reading.</i>

#### Upotreba:

1. Prekinuta radnja u prošlosti. e.g. *I **was watching** TV when she called.*
2. Određeni trenutak u prošlosti. e.g. *Last night at 6 PM, I **was eating** dinner.*
3. Paralelne aktivnosti. e.g. ***Were** you listening while he **was** talking?*
4. Za opisivanje atmosfere u kojoj se nešto dešava.  
e.g. *When I walked into the classroom, the boys **were jumping** and **running**, some girls **were laughing**, some of them **were talking** on the phones.*
5. Iritirajuće ponavljanje neke aktivnosti. e.g. *She **was ALWAYS coming** to class late.*

### Present Perfect Simple

	<u>Affirmative</u>	<u>Interrogative</u>	<u>Negative</u>
Pravilni glag.	<i>I, You, We, They <b>have</b> played. He, She, It <b>has</b> played.</i>	<i><b>Have</b> I, you, we, they played? <b>Has</b> he, she, it played?</i>	<i>I, You, We, They <b>haven't</b> played. He, She, It <b>hasn't</b> played.</i>
Neprav glag.	<i>I, You, We, They <b>have</b> seen. He, She, It <b>has</b> seen.</i>	<i><b>Have</b> I, you, we, they seen? <b>Has</b> he, she, it seen?</i>	<i>I, You, We, They <b>haven't</b> seen. He, She, It <b>hasn't</b> seen.</i>

Sam naziv ovog glagolskog oblika ukazuje na to da on povezuje prošlost i sadašnjost na neki način.

1. Uglavnom se prevodi kao naše prošlo vreme, ali ponekad iskazuje i sadašnjost (FOR i SINCE).  
e.g. *I **have lived** in Belgrade **FOR** 20 years* Živim u Beogradu 20 godina. ("FOR" se ne prevodi, a predstavlja PERIOD koliko nešto traje.)  
e.g. *She **has worked** in Belgrade **SINCE** 2005.* Ona radi u BG od 2005. ("SINCE" znači OD, što predstavlja tačku u vremenu od koje se nešto dešava.)
2. Koristi se da iskažemo **iskustvo** (sa EVER i NEVER) I tada koristimo prošlo vreme u prevodu na naš jezik:  
e.g. *Have you **EVER** been in England?* - Da li si ikada bio u Engleskoj?  
e.g. *She's **NEVER** been abroad.* - Ona nikada nije bila u inostranstvu.

Kod ove upotrebe veza prošlosti i sadašnjosti je u iskustvu i uopšte nije bitno kada se nešto desilo. Ali ako nastavljamo da govorimo o tom iskustvu, ono tada ima vremensku odrednicu, pa ga automatski premeštamo u Simple Past Tense. Primer:

e.g. A:- *Have you ever been to England?* B: - *Yes, I have!*

A:- *When did you go there ?* B: - *I went to England ten years ago.*

3. Za radnju koja se desila (nebitno kada) u prošlosti, ali se naglašava **posledica** ili **rezultat** (nekad **količina**).

- **Posledica:** *She's written a formula on the board.* (Formula je na tabli.)

- **Količina:** *I've visited thirty countries SO FAR.* Posetila sam trideset zemalja do sada. (u svom životu)

4. Uz priloge **ALREADY** i **YET** (**VEĆ** i **JOŠ**). **ALREADY** se koristi u potvrdnim rečenicama, a **YET** u odričnim i upitnim. U ovoj upotrebi Present Perfect T. se takođe prevodi u prošlom vremenu:

e.g. *Have you done your presentation yet ?* - Da li si (već) u radio prezentaciju?

*Dennis hasn't done his presentation yet.* - Dennis još nije uradio prezentaciju.

*Lucy's already done it.* – Lucy je već uradila.

5. Uz predlog **JUST** (upravo, baš) e.g. *He's just left.* - Upravo je otišao (aorist: ode on )

## Past Perfect

Pravil. glag.	<u>Affirmative</u>	<u>Interrogative</u>	<u>Negative</u>
	<i>I / you / he / she / it <b>had watched.</b></i> <i>We / you / they <b>had watched.</b></i>	<b>Had</b> <i>I / you / he / she / it <b>watched?</b></i> <b>Had</b> <i>we / you / they <b>watched?</b></i>	<i>I / you / he / she / it <b>hadn't watched.</b></i> <i>We / you / they <b>hadn't watched.</b></i>
Neprav glag.	<i>I / you / he / she / it <b>had gone.</b></i> <i>We / you / they <b>had gone.</b></i>	<b>Had</b> <i>I / you / he / she / it <b>gone?</b></i> <b>Had</b> <i>we / you / they <b>gone?</b></i>	<i>I / you / he / she / it <b>hadn't gone.</b></i> <i>We / you / they <b>hadn't gone.</b></i>

Upotreba:

- Upotrebljava se za radnju koja se završila pre neke druge radnje.

e.g. *Lilly had already done her presentation before the computer crashed.*

- Takođe izražava trajanje neke radnje u prošlosti pre nego što se nešto desilo.

e.g. *We had had that car for seven years before it broke down.*

\*Napomena:

Ako u rečenici postoji **before/after** sa vremenskom odrednicom, moguće je *Past Perfect* zameniti *Past Simple*-om:

e.g. *She **had lived** in Germany before she moved to Denmark in 2001.* ili

*She **lived** in Germany before she moved to Denmark in 2001.*

**-ING form**

- 1) A part of a continuous tense
  - 2) **Participle** use  
cupboard.
  - 3) **There is / was** + Noun + (-ing)
  - 4) **See / hear** + someone + (-ing)
  - 5) A **gerund**  
After verbs such as **Stop, start** + (-ing)
  - 6) **After, before, while** + (-ing)
  - 7) As an **adjective**
- She **is wearing** a blue dress.  
...said the woman, **pointing** to a small  
**There was** a girl **standing** on the doorstep.  
He **saw** the girl's coat **lying** on the bed.  
He **heard** the doorbell **ringing**.  
**Walking** through the dark streets was not easy.  
The doctor **stopped writing**.  
After **examining** her, he took out his notepad.  
That was a **boring** film.

**Conditional sentences – Kondicionalne, uslovne rečenice**

type	situations	if clause	main clause
I	-realna mogućnost, -opšta situacija (sadašnjost)	Simple Present If you study,	Simple Present you pass.
I	realna mogućnost da će se uslov ispuniti (budućnost)	Simple Present If I study,	will-future (or Modal + infinitive) I will pass the exam.
II	zamišljena ili neverovatna mogućnost (sadašnja)	Simple Past If I studied,	would + infinitive I would pass the exam.
II	Teško ostvariv uslov u budućnosti	Simple Past If he became rich,	would + infinitive she would marry him.
III	bez mogućnosti za ostvarenje (prošlost)	Past Perfect If I had studied,	would + have + past participle I would have passed the exam.

**The Passive Voice**

PRESENT SIMPLE TENSE	am/is/are	past participle
PRESENT CONTINUOUS TENSE	am/is/are being	
FUTURE SIMPLE TENSE	shall / will be	
PAST SIMPLE TENSE	was/were	
PAST CONTINUOUS TENSE	was/were being	
PAST PERFECT TENSE	had been	
CAN, MUST, SHOULD	CAN BE, MUST BE, SHOULD BE	

*Upotreba:*

1. Kada je izvršilac radnje svima jasan

*English is spoken all over the world.* (Podrazumeva se subjekat.)

2. Kada je nepoznat vršilac radnje.

*My car was stolen yesterday.*

3. U naučnim tekstovima gde je bitno istaći rezultate rada/istraživanja.

It **was discovered** that.....

It **has been shown** that.....

Pasiv se može upotrebljavati samo sa tranzitivnim glagolima – onim koji imaju objekat!

Za razliku od aktiva, pasivna rečenica počinje objektom.

## MODAL VERBS

Modal Verb	Example (Primer)	Uses (Upotreba)
<b>Can</b>  <b>Can't</b>	They <i>can</i> control their own budgets. <i>Can</i> I smoke here? -Yes, you <i>can</i> .  <i>Can</i> you help me? -Yes, I <i>can</i> .  We <i>can't</i> fix it.  It <i>cannot</i> be Greg. No, you <i>can't</i> do that.	<ul style="list-style-type: none"> <li>• Ability / Possibility - (<b>Moći, umeti, znati</b>)</li> <li>• Asking for and giving permission (Pitati za dozvolu i dati je)</li> <li>• Request / Replying to a request (Molba / Tražiti uslugu od nekoga)</li> <li>• Inability / Impossibility – <b>ne moći, ne znati...</b> (Nemogućnost, nesposobnost, nemati priliku)</li> <li>• Deduction (Izvođenje zaključka) – <b>nemoguće</b></li> <li>• Not giving permission (Ne dati dozvolu)</li> </ul>
<b>Could</b>	Could I borrow your dictionary?  Could you say it again, please? We could try to fix it ourselves. Tomorrow could be a sunny day. He could swim when he was 4 years old. <i>Susan could be at home. (Možda je kod kuće.)</i>	<ul style="list-style-type: none"> <li>• Asking for permission. (Tražiti dozvolu) – Da li bih mogao...?</li> <li>• Request (Uputiti ljubazan zahtev/ molbu)</li> <li>• Suggestion (Predložiti nešto)</li> <li>• Future possibility (Moguć budućí događaj)</li> <li>• Ability in the past (Prilika ili sposobnost u prošlosti)</li> <li>• One of a number of possibilities – jedna od mogućnosti u sadašnjosti.</li> </ul>
<b>May</b>  <b>May not</b>	<i>May</i> I have another cup of coffee? Yes, you may. China may become a major economic power.  You <i>may not</i> go out.	<ul style="list-style-type: none"> <li>• Asking for and giving permission (Tražiti i dati dozvolu - <b>smeti</b>)</li> <li>• Future possibility (Moguć budućí događaj – <b>moguće, možda</b>)</li> <li>• Not giving permission (Ne dati dozvolu)</li> </ul>
<b>Might</b>	They <i>might</i> be at home now.  They <i>might</i> give us a 10% discount.	<ul style="list-style-type: none"> <li>• Present possibility (Sadašnja mogućnost) – <b>možda</b></li> <li>• Future possibility (Buduća mogućnost- možda)</li> </ul>



<b>Must</b>	<p>We <i>must</i> say good-bye now.</p> <p>He must be happy.</p> <p>You <i>must</i> see that film. It's fantastic.</p>	<ul style="list-style-type: none"> <li>• Necessity / Obligation (Neophodnost, obaveza) - <b>morati</b></li> <li>• Deduction (Zaključak) Mora da je srećan. (Zaposlio se u dobroj firmi.)</li> <li>• Recommendation (Preporuka)</li> </ul>
<b>Mustn't</b>	<p>They <i>mustn't</i> disrupt the work more than necessary.</p>	<ul style="list-style-type: none"> <li>• Prohibition (Zabrana) – <b>ne smeti</b></li> </ul>
<b>Should / Ought to</b>	<p>We <i>ought to</i> employ a professional writer.</p> <p>We <i>should</i> sort out this problem at once.</p>	<ul style="list-style-type: none"> <li>• Saying what's right or correct - (Preporuka šta bi trebalo da se uradi) – <b>trebalo bi</b></li> </ul>
<b>Should</b>	<p>I think we <i>should</i> check everything again.</p> <p>Profits <i>should</i> increase next year.</p>	<ul style="list-style-type: none"> <li>• Recommending action - (Predložiti korak koji treba preduzeti)</li> <li>• Uncertain prediction - (buduće predviđanje)</li> </ul>