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Методические рекомендации к практическим занятиям
для студентов направления подготовки
27.03.05 «Инноватика»
очной формы обучения

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Задания для обучения чтению профессионально ориентированных текстов на английском языке представляют собой часть единого учебно-методического комплекса для работы со студентами специальности 27.03.05 «Инноватика». Учебный материал и система упражнений направлены на развитие навыков ознакомительного и изучающего чтения, перевода, говорения и реферирования на английском языке. Данные задания могут использоваться для работы на аудиторных занятиях, а также для самостоятельной работы студента.

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Unit 1

Reading

Read the following text:

Innovation is the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to markets, governments and society. The term innovation can be defined as something original and, as consequence, new that “breaks into” the market or society. One usually associates to new phenomena that are important in some way. A definition of the term, in line with these aspects, would be the following: “An innovation is something original, new, and important − in whatever field - that breaks in to a market or society”.

While something novel is often described as an innovation, in economics, management science, and other fields of practice and analysis it is generally considered a process that brings together various novel ideas in a way that they have an impact on society.

Innovation differs from invention in that innovation refers to the use of a better and, as a result, novel idea or method, whereas invention refers more directly to the creation of the idea or method itself.

Innovation differs from improvement in that innovation refers to the notion of doing something different rather than doing the same thing better.

Comprehension

Match the first part of the sentence on the left with the correct ending on the right:

1. Innovation is the application of better solutions	a) innovation refers to the use of a better and, as a result, novel idea or method whereas invention refers more directly to the creation of the idea or method itself.
2. The term innovation can be defined as	b) something original and as consequence new that “breaks into” the market or society.
3. Innovation differs from invention in that	c) that meet new requirements, unarticulated needs or existing market needs.

Summarizing

Complete the following sentences to summarize the text above:

1. The term innovation can be defined as …
2. Innovation is the application of better solutions …
3. Innovation differs from invention in that innovation refers to …

4. Innovation differs from improvement in that innovation refers to …
5. While something novel is often described as an innovation, in economics, management science and other fields of practice and analysis it is generally …

Unit 2

Reading

Read the following text:

To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need. Innovation involves deliberate application of information, imagination and initiative in deriving greater or different values from resources, and includes all processes by which new ideas are generated and converted into useful products. In business, innovation often results when ideas are applied by the company in order to further satisfy the needs and expectations of the customers. In a social context, innovation helps create new methods for alliance creation, joint venturing, flexible work hours, and creation of buyers' purchasing power. Innovations are divided into two broad categories:

− evolutionary innovations (continuous or dynamic evolutionary innovation) that are brought about by many incremental advances in technology or processes;

− revolutionary innovations (also called discontinuous innovations) which are often disruptive and new.

Innovation is synonymous with risk-taking and organizations that create revolutionary products or technologies take on the greatest risk because they create new markets.

Vocabulary

1. Find words or expressions in the text, which mean the following:
a) mental creative ability;
b) a commercial business;
c) able to be easily modified to respond to altered circumstances;
d) what is required; necessities;
e) the ability to purchase goods and services;
f) anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a need; it includes physical objects and services;
g) a person or organization that buys goods or services from a store or business;
h) the body of knowledge about materials, techniques of production, and operation of equipment, based on the application of science.

Complete the following sentences with these words:

a) cash flow
b) product innovation
c) develop
d) idea (x2)
e) entail
f) invention (x3)
g) satisfy
h) competitors
i) innovation strategy
j) intellectual property
k) incurred
l) working environment
m) novel
n) innovations

o) inventor
p) improvement
q) ideas

1. Examples of … by a business might include new product's invention; technical specification and quality improvements made to a product; or the inclusion of new components, materials or desirable functions into an existing product.
2. For example, an … developed by a high technology business might … the use of new management or production procedures and the … of technology not previously used by … .
3. R&D may result in ownership of … such as patents. In accounting for R&D costs, the development costs may be carried forward but the basic and applied research costs are often written-off as … .
4. An … is usually generated with intent, but can also be created unintentionally.
5. … often form during brainstorming sessions or through discussions.
6. "Give me a general … of how much the project will cost," refers to the fact that the supervisor needs a general estimate of how much the employee believes the project will cost.
7. To be called an … , an idea only needs to be proven as workable.
6. To be patentable, an invention must be …, have utility, and be non-obvious.
8. To be called an innovation, it must also be replicable at an economical cost, and must … a specific need. That's why only a few inventions lead to … because not all of them are economically feasible.
9. An … may invent something totally from scratch or may build upon an already established foundation.
10. Alexander Graham Bell has been accredited with the … of the telephone, but a number of other inventors suggested that Bell simply used their developed prototypes to create a working telephone.
11. There is no improvement in the … situation.
12. Sales are showing a sharp … over last year.
13. Employees have noticed an improvement in the … .
14. In the case of individuals, some companies feel it is better to … leaders from within a company, and allow individuals the opportunity to rise, rather than to hire leaders from outside.

Unit 3

Reading

Read the text and insert the following words:

phenomenon
society
important
technological
Internet
everyday
cellular
ancient
development

Due to its widespread effect, innovation is an … topic in the study of economics, business, entrepreneurship, design, technology, sociology, and

engineering. In … … innovation aids in comfort, convenience, and efficiency in everyday life cite. It can also lead to negative effects such as pollution or exploitation. For instance, the benchmarks in railroad equipment and infrastructure added to greater safety, maintenance, speed, and weight capacity for passenger services. These innovations included wood to steel cars, iron to steel rails, stove-heated to steam-heated cars, gas lighting to electric lighting, dieselpowered to electric-diesel locomotives. By the mid-20th century, trains were making longer, faster, and more comfortable trips at lower costs for passengers. Other areas that add to … quality of life include: the innovations to the light bulb from incandescent to compact fluorescent then LED technologies which offer greater efficiency, durability and brightness; adoption of modems to … phones, paving the way to smartphones which supply the public with … access any time or place; cathode-ray tube to flat-screen LCD televisions and others.

Innovation is not only a modern … . Classicist Armand D'Angour has argued that … Greece provides a model for innovation and reactions to it.

Innovation is the … of new value through solutions that meet new needs, or adding value to old customers by providing new ways of maximizing their current level of productivity. It is the catalyst to growth.

Vocabulary

What do the following words from the text mean? Use a dictionary to help you:

Convenience	a) similarity	b) comfort	c) loss
Pollution	a) contamination	b) location	c) mobility
Fluorescent	a) prestigious	b) luminous	c) advanced
Solution	a) growth	b) decision	c) benefit

Summarizing

Summarize the text above using the following expressions:

− This text deals with… .....− Then …
− First … − Afterwards …
− It should be mentioned that… − Finally …
− In addition to that … − In conclusion I'd like to say that…
− Moreover … − I think that the text …

Unit 4

Reading

Read the following text:

Sources of Innovation

There are several sources of innovation. It can occur as a result of a focus effort by a range of different agents, by chance, or as a result of a major system failure.

According to Peter F. Drucker, the general sources of innovations are different changes in industry structure, in market structure, in local and global demographics,

in human perception, mood and meaning, in the amount of already available scientific knowledge, etc.

In the simplest linear model of innovation the traditionally recognized source is manufacturer innovation. This is where an agent (person or business) innovates in order to sell the innovation.

Another source of innovation, only now becoming widely recognized, is end-user innovation. This is where an agent (person or company) develops an innovation for their own (personal or in-house) use because existing products do not meet their needs. MIT economist Eric von Hippel has identified end-user innovation as, by far, the most important and critical in his classic book on the subject, Sources of Innovation.

The robotics engineer Joseph F. Engelberger asserts that innovations require only three things:

1) a recognized need,

2) competent people with relevant technology, and

3) financial support.

However, innovation processes usually involve: identifying needs, developing competences, and finding financial support.

An important innovation factor includes customers buying products or using services. As a result, firms may incorporate users in focus groups (user centered approach), work closely with so called lead users (lead user approach) or users might adapt their products themselves. The lead user method focuses on idea generation based on leading users to develop breakthrough innovations. U-STIR, a project to innovate Europe's surface transportation system, employs such workshops. Regarding this user innovation, a great deal of innovation is done by those actually implementing and using technologies and products as part of their normal activities. In most of the times user innovators have some personal record motivating them. Sometimes user-innovators may become entrepreneurs, selling their product, they may choose to trade their innovation in exchange for other innovations, or they may be adopted by their suppliers. Nowadays, they may also choose to freely reveal their innovations, using methods like open source. In networks of innovation the users or communities of users can further develop technologies and reinvent their social meaning.

Discussion

1. What are the general sources of innovations, according to Peter F. Drucker?
2. In the simplest linear model of innovation the traditionally recognized source is manufacturer innovation, isn't it?
3. What is end-user innovation?
4. What do innovation processes usually involve?
5. Does an important innovation factor include customers selling or buying products?
6. Can the users or communities of users further develop technologies and reinvent their social meaning?

Comprehension

Match the first part of the sentence on the left with the correct ending on the right:

1. In the simplest linear model of innovation	a) idea generation based on leading users to develop breakthrough innovations.
2. This is where an agent (person or company) develops an innovation for their own (personal or in-house)	b) customers buying products or using services.
3. An important innovation factor includes	c) use because existing products do not meet their needs.
4. The lead user method focuses on	d) the traditionally recognized source is manufacturer innovation.
5. In such networks of innovation the users or communities of users can	e) further develop technologies and reinvent their social meaning.

Unit 5

Reading

Read the following text and write a brief heading for each paragraph:

Historical Origins

If Adam Smith is the patron saint of classical economics and Keynes of Keynesian economics, it is Joseph Schumpeter who is the patron saint of innovation economics, especially with his classic 1942 book Capitalism, Socialism and Democracy. Writing around the same time as Keynes, Schumpeter had a decidedly different take on the economy and on economics. For Schumpeter it was evolving institutions, entrepreneurs, and technological change that were at the heart of economic growth. He argued that creative destruction is crucial in capitalism.

But it is only within the last 15 years that a theory and narrative of economic growth focused on innovation that was grounded in Schumpeter's ideas has emerged. Innovation economics attempted to answer the fundamental problem in the puzzle of total factor productivity growth. Continual growth of output could no longer be explained only in increase of inputs used in the production process as understood in industrialization. Hence, innovation economics focused on a theory of economic creativity that would impact the theory of the firm and organization decision-making. Hovering between heterodox economics that emphasized the fragility of conventional assumptions and orthodox economics that ignored the fragility of such assumptions, innovation economics aims for joint didactics between the two. As such, it enlarges the Schumpeterian analyses of new technological system by incorporating new ideas of information and communication technology in the global economy.

Indeed, a new theory and narrative of economic growth focused on innovation has emerged in the last decade. Innovation economics emerges on the wage of other schools of thoughts in economics, including new institutional economics, new growth theory, endogenous growth theory, evolutionary economics, neo-Schumpeterian economics − provides an economic framework that explains and helps support growth in today's knowledge economy.

Leading theorists of innovation economics include both formal economists, as well as management theorists, technology policy experts, and others. These include Paul Romer, Elhanan Helpman, W. Brian Arthur, Robert Axtell, Eric Beinhocker, Richard R. Nelson, Richard Lipsey, Michael Porter, Christopher Freeman, Igor Yegorov.

Comprehension

1. Read the first paragraph and say:

1. Who does the word **who** refer to?
2. What does the word **that** refer to?

2. Read the second paragraph. What do these phrases mean?

a) focused on innovation;
b) could no longer be explained;
c) organization decision-making;
d) total factor productivity growth.

3. Read the third paragraph and paraphrase the following word combinations:

a) evolutionary economics;
b) leading theorists in innovation;
c) provides an economic framework.

Summarizing

Summarize the text above using the following expressions:

− This text deals with…
− It should be mentioned that…
− In addition to that …
− Moreover …
− In conclusion I'd like to say that…
− I think that the text …

Unit 6

Reading

Read the following text:

Business and Economics

In business and economics, innovation is the catalyst to growth. With rapid advancements in transportation and communications over the past few decades, the old world concepts of factor endowments and comparative advantage which focused on an area's unique inputs are outmoded for today's global economy. Economist Joseph Schumpeter, who contributed greatly to the study of innovation, argued that industries must revolutionize the economic structure from within, that is innovate with better or more effective processes and products, such as the shift from the craft

shop to factory. He famously asserted that “creative destruction is the essential fact about capitalism”. In addition, entrepreneurs continuously look for better ways to satisfy their consumer base with improved quality, durability, service, and price which come to fruition in innovation with advanced technologies and organizational strategies.

One prime example is the explosive boom of Silicon Valley startups out of the Stanford Industrial Park. In 1957, dissatisfied employees of Shockley Semiconductor, the company of Nobel laureate and co-inventor of the transistor William Shockley, left to form an independent firm, Fairchild Semiconductor. After several years, Fairchild developed into a formidable presence in the sector. Eventually, these founders left to start their own companies based on their own, unique, latest ideas, and then leading employees started their own firms. Over the next 20 years, this snowball process launched the momentous startup company explosion of information technology firms. Essentially, Silicon Valley began as 65 new enterprises born out of Shockley’s eight former employees.

Vocabulary

1. Find the words in the text with the following definitions:

a) to give money, help, ideas etc. to something that a lot of other people are also involved in;
b) the introduction of new ideas or methods;
c) to completely change the way people do something or think about something;
d) the act or process of destroying something or of being destroyed;
e) a quick increase of business activity;
f) to start something, usually something big or important.

2. Find the odd word in the line:

a) growth, increase, height, development, payment;
b) comparative, contrastive, relative, positive;
d) durability, longevity, lifespan, creativity;
e) employee, workman, diary, hand;
f) essential, significant, fundamental, environmental.

Summarizing

Complete the following sentences to summarize the text above:

1. In business and economics, innovation is … .
2. Economist Joseph Schumpeter argued that … .
3. Entrepreneurs continuously look for … .
4. One prime example is … .
5. Over the next 20 years, this process launched … .

Unit 7

Reading

Read the following text and write a brief heading for each paragraph:

Organizations

In the organizational context, innovation may be linked to positive changes in efficiency, productivity, quality, competitiveness, market share, and others. However, recent research findings highlight the complementary role of organizational culture in enabling organizations to translate innovative activity into tangible performance improvements.

All organizations can innovate, including for example hospitals, universities, and local governments. The City of Baltimore used CitiStat, a management system that allows city officials to maintain statistics on crime trends to condition of potholes. This system aids in better evaluation of policies and procedures with accountability and efficiency in terms of time and money. In its first year, CitiStat saved the city $13.2 million. Even mass transit systems have innovated with hybrid bus fleets to real-time tracking at bus stands. In addition, the growing use of mobile data terminals in vehicles that serves as communication hubs between vehicles and control center automatically send data on location, passenger counts, engine performance, mileage and other information. This tool helps to deliver and manage transportation systems.

Still other innovative strategies include hospitals digitizing medical information in electronic medical records. For example, the U.S. Department of Housing and Urban Development's initiatives turned severely distressed public housing in urban areas into revitalized, mixed-income environments; the Harlem Childrens Zone used a community-based approach to educate local area children; and the Environmental Protection Agency's brownfield grants facilitates turning over brownfields for environmental protection, green spaces, community and commercial development.

Comprehension

According to the text, are the following statements true or false?

1. In the organizational context innovation can be linked to negative changes in efficiency, productivity, competitiveness, market shares and others.
2. However, recent research findings highlight the complementary role of organizational culture in enabling organizations to translate innovative activity into tangible performance improvements.
3. Even mass transit systems have innovated with electric bus fleets to real-time tracking at bus stands.
4. This tool helps to deliver and manage computer systems.
5. All organizations can innovate, including for example hospitals, universities, and local governments.
6. Still other innovative strategies include hospitals digitizing medical information in electronic medical records.

Unit 8

Reading

Read the following text:

Goals/Failures

Programs of organizational innovation are typically tightly linked to organizational goals and objectives, to the business plan, and to market competitive positioning. One driver for innovation programs in corporations is to achieve growth objectives. As Davila et al. (2006) notes, “Companies cannot grow through cost reduction and reengineering alone… Innovation is the key element in providing aggressive top-line growth and for increasing bottom-line results”.

One survey across a large number of manufacturing and services organizations found, ranked in decreasing order of popularity, that systematic programs of organizational innovation are most frequently driven by: improved quality, creation of new markets, extension of the product range, reduced labor costs, improved production processes, reduced materials, reduced environmental damage, replacement of products/services, reduced energy consumption, conformance to regulations.

These goals vary between improvements to products, processes and services and dispel a popular myth that innovation deals mainly with new product development. Most of the goals could apply to any organization be it a manufacturing facility, marketing firm, hospital or local government. Whether innovation goals are successfully achieved or otherwise depends greatly on the environment prevailing in the firm.

Conversely, failure can develop in programs of innovations. The causes of failure have been widely researched and can vary considerably. Some causes will be external to the organization and outside its influence of control. Others will be internal and ultimately within the control of the organization. Internal causes of failure can be divided into causes associated with the cultural infrastructure and causes associated with the innovation process itself. Common causes of failure within the innovation process in most organizations can be distilled into five types: poor goal definition, poor alignment of actions to goals, poor participation in teams, poor monitoring of results, poor communication and access to information.

Comprehension

Paraphrase the following sentences:

1. Programs of organizational innovation are typically tightly linked to organizational goals and objectives.
2. Innovation deals mainly with new product development.
3. Most of the goals could apply to any organization be it a manufacturing facility, marketing firm, hospital or local government.
4. Whether innovation goals are successfully achieved or otherwise depends greatly on the environment prevailing in the firm.

Discussion

Which of the following claims do you agree with?

1. Companies cannot grow through cost reduction and reengineering alone.
2. Most of the goals could apply to any organization be it a manufacturing facility, marketing firm, hospital or local government.
3. Conversely, failure can develop in programs of innovations.

Unit 9

Reading

Read the following text:

Exploratory Innovation

Exploratory innovation refers to the generation of novel ideas, strategies, and solutions through the use of strictly open behaviors exhibited most often by transformational leaders.

The foundation of exploratory innovation is characterized by search, discovery, experimentation, and risk taking. It is the organization's focus on generating new ideas, products and strategies; in contrast to exploitative innovation, which focuses on building and extending already existing ideas. Some studies have shown that explorative and exploitative innovations require different structures, strategies, processes, capabilities, and cultures.

Exploratory innovation requires flexibility, opportunism, adaptability, and for leaders to provide intellectual stimulation to their subordinates. In this approach to innovation, the leadership style that is primarily used is transformational. The behaviors exhibited are believed to achieve the desired creative outcome from employees through the application of individualized consideration, charisma, and inspirational motivation.

Explorative and exploitative innovation are often referenced together but there is surprisingly little research that shows an interaction between the two, however, there is an understanding that in some circumstances a "balance" needs to be attained in order to achieve superior performance from employees. For example, not all novel ideas will be sent into the implementation stages of innovation and may be resurrected at a later time. It may then be necessary for the organization to switch gears and adopt exploitative strategies in order to revise and refine the idea to be suitable for present needs.

Comprehension

According to the text (third paragraph), are the following statements true or false?

The behaviors exhibited are believed to achieve the desired creative outcome from employers through the application of individualized consideration, charisma, and inspirational motivation.

Discussion

Read the last paragraph and answer the question:

What is necessary for the organization to do in order to revise and refine the idea to be suitable for present needs?

Summarizing
Write a short summary of the second paragraph.

Unit 10

Reading
Read the following text:

Open Innovation

Open innovation is a term promoted by Henry Chesbrough, a professor and executive director at the Center for Open Innovation at the University of California, Berkeley, in his book Open Innovation: The new imperative for creating and profiting from technology, though the idea and discussion about some consequences (especially the interfirm cooperation in R&D) date as far back as the 1960s. The concept is related to user innovation, cumulative innovation, know-how trading, mass innovation and distributed innovation.

"Open innovation is a paradigm that assumes that firms can and should use external ideas as well as internal ideas, and internal and external paths to market, as the firms look to advance their technology". Alternatively, it is "innovating with partners by sharing risk and sharing reward." The boundaries between a firm and its environment have become more permeable; innovations can easily transfer inward and outward.

The central idea behind open innovation is that, in a world of widely distributed knowledge, companies cannot afford to rely entirely on their own research, but should instead buy or license processes or inventions (i.e. patents) from other companies. In addition, internal inventions not being used in a firm's business should be taken outside the company (e.g. through licensing, joint ventures or spin-offs).

The open innovation paradigm can be interpreted to go beyond just using external sources of innovation such as customers, rival companies, and academic institutions, and can be as much a change in the use, management, and employment of intellectual property as it is in the technical and research driven generation of intellectual property. In this sense, it is understood as the systematic encouragement and exploration of a wide range of internal and external sources for innovative opportunities, the integration of this exploration with firm capabilities and resources, and the exploitation of these opportunities through multiple channels.

Vocabulary
Find words or expressions in the text, which mean the following:
a) promote or help the progress of (a person, cause, or plan);
b) an essential or urgent thing;
c) intangible property that includes patents, trade marks, copyright , and registered and unregistered design rights;
d) work that involves studying something and trying to discover facts about it;
e) the branch of knowledge dealing with engineering or applied sciences;
f) a worldview underlying the theories and methodology of a particular scientific subject.

Summarizing

Complete the following sentences to summarize the text above:

1. Open innovation is a paradigm that…
2. The boundaries between a firm and its environment have become…
3. In addition, internal inventions not being used in a firm's business should be...
4. The open innovation paradigm can be interpreted to go beyond just using external sources of innovation such as…
5. In this sense, it is understood as …

Unit 11

Reading

Read the following text and write a brief heading for each paragraph:

Eco-innovation

Eco-innovation is the development of products and processes that contribute to sustainable development, applying the commercial application of knowledge to elicit direct or indirect ecological improvements. This includes a range of related ideas, from environmentally friendly technological advances to socially acceptable innovative paths towards sustainability.

The idea of eco-innovation is fairly recent. One of the first appearances of the concept of eco-innovation in the literature is in the book by Claude Fussler and Peter James. In a subsequent article, Peter James defines eco-innovation as "new products and processes which provide customer and business value but significantly decrease environmental impacts".

Eco-innovation is closely linked to a variety of related concepts. It is often used interchangeably with "environmental innovation", and is also often linked with environmental technology, eco-efficiency, eco-design, environmental design, sustainable design, or sustainable innovation. While the term "environmental innovation" is used in similar contexts to "eco-innovation", the other terms are mostly used when referring to product or process design, and therefore focus more on the technological aspects of eco-innovation rather than the societal or political aspects.

The most common usage of the term "eco-innovation" is to refer to innovative products and processes that reduce environmental impacts. This is often used in conjunction with eco-efficiency and eco-design. Leaders in many industries have been developing innovative technologies in order to work towards sustainability. However, these are not always practical, or enforced by policy and legislation.

Another position held is that this definition should be complemented: ecoinnovations should also bring greater social and cultural acceptance. In this view, this "social pillar" added to James's definition is necessary because it determines learning and the effectiveness of eco-innovations. This approach give eco-innovations a social component, a status that is more than a new type of commodity, or a new sector, even though environmental technology and eco-innovation are associated with the emergence of new economic activities or even branches (e.g., waste treatment, recycling, etc.). This approach considers eco-innovation in terms of

usage rather than merely in terms of product. The social pillar associated with eco-innovation introduces a governance component that makes eco-innovation a more integrated tool for sustainable development.

Ecovation is the process by which responsible capitalism aligns with ecological innovation to construct products which have a generative nature and are recyclable back into the environment for usage in other industries.

Vocabulary

What do the following expressions mean?

a) sustainable development;
b) environmentally friendly technological advances;
c) to decrease environmental impacts;
d) variety of related concepts;
e) new type of commodity;
f) a generative nature.

Discussion

a) What is eco-innovation?
b) How does Peter James define eco-innovation?
c) Leaders in many industries have been developing innovative technologies in order to work towards sustainability, haven't they?
d) What is the ecovation?

Unit 12

Reading

Read the following text:

Principles of Creative Leadership

by Ryan May

When properly managed, creativity can be found in any employee, regardless of the job description. On the whole, creative people typically fall into a variety of categories, ranging from those who are quick and dramatic to people who are careful and quiet. But one thing remains true of all: most creative ideas are not flashes of inspiration in an individual's head but rather come from how people identify, create, store, share and use the knowledge they're exposed to in their surrounding environment. And fostering that environment (not the act of creativity itself) is the task of creative leadership.

According to the Snowflake Model of Creativity, developed by Professor David Perkins of Harvard University, there are six common traits present in creative people:

1. Strong commitment to personal aesthetics;
2. Ability to excel in finding solutions;
3. Mental mobility;
4. Willingness to take risks (and the ability to accept failure);

5. Objectivity;
6. Inner motivation.

The first three traits are largely cognitive and the last three refer to aspects of personality. As none of the six are viewed to be genetically inherited, Perkins argues that creativity can be taught and, as it relates to modern business, cultivated.

Managing for creativity and innovation differs slightly from other methods of management due to the level of freedom employees are given in comparison to those in other job functions. But like any other process, managing creative functions must strike a balance between employees, clients, audiences and partners, achieving satisfaction between all involved for it to be effective.

This balancing act is reportedly achieved by employing five distinct leadership tools to stimulate the creative mind that include: the amount of challenge given to personnel, the degree of freedom granted to minimize hassles related to procedures and processes, the design of work groups to tap ideas from all employees, the level of encouragement and incentives provided (including rewards and recognition), and the nature of support provided by the organization as a whole. It goes without saying, but managers must be motivated themselves to achieve a peak outcome.

One of the key components mentioned above is encouragement. In fact, if you really stop and analyze each of the leadership tools mentioned, they all boil down to one basic function: support. And since creativity springs from a highly personal reaction to one's environment, it's the leader's task to create an environment that fosters creativity. To do so:

− Organize regular team brainstorming sessions, allowing employees to produce a high quantity of ideas, regardless of whether they're immediately viable or not. Once you've amassed a large pool of potential ideas, analyze and select those of the highest quality and move forward with them.

− Establish a positive and continuously-reinforced work environment. When employees realize their ideas are not only encouraged but accepted, they'll naturally tend to think more creatively, which will lead to the potential for innovation in your products or services.

− Build a collaborative work environment. Do this by tearing down walls and barriers. Creativity and innovation often stem from employees working in close proximity toward a common goal. You can create an open channel of communication between employees (or departments) by rewarding those who work together on solving problems.

− Encourage risk taking. The thing that kills creativity the fastest is fear. Your team won't be creative or innovative if they think their actions may result in failure (and a potential backlash from management). So foster a working environment that rewards success and learns from failure but does not penalize for it. And above all, don't assign blame.

Comprehension

Decide which paragraphs are about these subjects:

a) fostering a creative environment;
b) defining creativity;
c) creating environment for creativity;

d) managing creative people;
e) stimulating the creative mind.

Vocabulary
Find words or expressions in the text, which mean the following:
a) encourage the development of (something, especially something desirable);
b) a feeling of enthusiasm you get from someone or something, which gives you new and creative ideas;
c) facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject;
d) subject to some form of punishment;
e) the favorable outcome of something attempted;
f) the position or function of a leader;
g) a distinguishing quality or characteristic, typically one belonging to a person;
h) a thing that motivates or encourages one to do something;
i) the act of trying to stimulate the development of an activity, state, or belief.

Unit 13

Reading
Read the following text:

Importance of Developing Leadership Skills

by Ryan May

What makes a good leader? The answer varies widely depending on who you ask, with researchers disagreeing on the critical components that go into the most effective corporate chief. But there are traits they do agree on, including personality components and acquired skills. Some believe even the situation for leadership itself has a bearing on the effectiveness of the leader.

Important Leadership Skills

1. Commitment, resolve and perseverance - driving every aspect of the organization toward a singular unified purpose.

2. Risk-taking - breaking conventions and developing new products and services to establish marketplace dominance (and possibly even create a unique market).

3. Planning - though a leader typically doesn't get too involved in the details, he or she must orchestrate a high-level plan that drives everyone toward the unified goal.

4. Motivating - an effective leader must be able to encourage contributions from the entire organization, navigating the specific motivators of each individual or group to push the right buttons and inspire employees at every level to achieve not only their personal best but the best for the organization as a whole.

5. Communication skills that rely on active listening - far more than just being able to speak and write persuasively, leadership communication skills incite others to work toward the stated goal in line with the path the leader has chosen.

6. Possessing or obtaining the skills required to successfully achieve business goals - bringing a unique knowledge set to the table or acquiring it personally or through employees and other subordinates.

A distinction needs to be made: the difference between a leader and a manager. A leader is someone who does the right thing, whereas a manager does things right. Or to put it another way, management is an occupation, leadership is a calling.

As addressed in the list above, this calling demands a unique vision for success and the tools necessary to communicate and implement that vision. The leader must possess a set of clearly-defined convictions and the daring and skill to translate their vision into a reality. This is why many people believe that the тamost successful development of leadership skills takes place when the leader is geared toward the development of individuals or social constructs. This foundation creates a drive and a passion that many believe cannot be replicated or faked in situations where the leader is concerned solely with financial returns.

With effective leadership, all participants within the organization are confident someone they know is working towards the greater good, both on their behalf personally and that of the company, as well as the larger impact created by the specific product or service. And within this system, one of the most critical elements to success is a leader in whom they can place their trust. That's because true leadership is about taking people to places they would not or could not go on their own. And achieving that level of loyalty and dedication is next to impossible without the genuine allegiance inspired by true leadership skills.

Discussion

Which of the following claims do you agree with?

1. Everyone can become a good leader.
2. Leadership skills can be developed.
3. Communication skills are the most important skills for a good leader.
4. There is no difference between a leader and a manager.
5. True leadership is about taking people to places they would go on their own.

Summarizing

Sum up the ideas about developing leadership skills, use the following expressions:

- I've read the text under the title ….
- This text deals with…
- It should be mentioned that…
- In conclusion I'd like to say that…
- I think that the text …

Unit 14

Reading

Read the following text:

What Motivates Entrepreneurs?

by Ryan May

Some entrepreneurs continuously struggle to bring a single idea or product to market while others seem to be able to do it almost effortlessly, time and again. Household names like Steve Jobs, who achieved a legendary level of success with Apple, Pixar and NeXT, serve as examples of these global business auteurs. But there are exponentially more men and women who successfully and continuously launch thriving businesses that may not achieve the same level of global recognition but remain highly profitable just the same.

How do they do it? Given the repeat success many enjoy, you can pretty much count luck out. And while a wide range of leadership abilities go into the mix, at the core is an innate drive toward success.

The greatest challenge for a serial entrepreneur is figuring out how to rekindle the initial hunger, passion and dedication that fueled their first venture. To do so, many surround themselves with connections who have supported them in the past, often leaning heavily on trusted partners for crucial financial, professional and emotional support. To continuously draw from these people, the entrepreneur must inspire an organic dedication among his or her followers. Often viewed as optimistic and idealistic, the entrepreneur possesses a level of commitment and a vision that are easily observed. They are inventive, aggressive, confident, tireless, highly competitive, and possess an intense level of focus. Entrepreneurs genuinely believe in what they're doing and thereby inspire others toward the same goal. They typically place a high value on creativity and will take a calculated risk if they're fairly certain they can sway the eventual outcome in their favor.

Vocabulary

1. The text contains a number of verb-noun partnerships (e.g. achieve objectives). Match up these verbs and nouns to make collocations:

1) count out	d) a level of commitment and a vision
2) inspire	e) trusted partners
3) enjoy	f) success
4) lean on	
5) possess	7) launch
6) place	8) achieve
a) business	
b) an organic dedication	g) a legendary level of success
c) luck	h) a high value

2. What adjectives are used in the text to describe a good entrepreneur?

Summarizing

Complete the following sentences to summarize the text above:

1. Some entrepreneurs continuously struggle …

2. At the core is …
3. The greatest challenge for an entrepreneur …
4. The entrepreneur must inspire …
5. The entrepreneur possesses …
6. Entrepreneurs genuinely believe in …
7. They typically place a high value …

Unit 15

Reading
Read the following text:

Idea Generation

As mentioned above, different types of leadership styles and behaviors may be more appropriate at different stages of the innovation process. Current research supports the notion that in the idea generation process, innovation leadership requires a leader to use a more transformational style of leadership. During this stage, a leader needs to promote a safe environment for employees/team members to voice novel ideas and original thinking as well as provide workers with the resources to do so effectively. Research has also found that leaders who engage in unconventional behaviors, associated with transformational leadership, were seen as stronger role models and, as a result, increase creative performance in their subordinates. For example, the founders of Google have been known to wear capes and jump-shoes to around the office, thus inspiring more outside-the-box thinking in their employees. These open leadership behaviors convey that unorthodox and unconventional ideas and behaviors are not only accepted but also encouraged.

Discussion
a) What style of leadership should a leader use in the idea generation process?
b) What does a leader need to do for employees/team members to voice novel ideas and original thinking?
c) What types of leadership styles and behaviors may be more appropriate at different stages of the innovation process?

Summarizing
Summarize the text above using the following expressions:
a) as mentioned above;
b) at different stages of;
c) style of leadership;
d) during this stage;
e) to promote a safe environment;
f) associated with;
g) as a result;
h) increase creative performance.

Unit 16

Reading
Read the text and insert the following words:
leadership, achievement, concept, processes innovative, solutions

Innovation Leadership

Innovation leadership involves synthesizing different … styles in organizations to influence employees to produce creative ideas, products, services and ….

The key role in the practice of innovation leadership is the innovation leader. Dr. David Gliddon (2006) developed the competency model of innovation leaders and established the … of innovation leadership at Penn State University.

As an approach to organization development, innovation leadership can be used to support the … of the mission or vision of an organization or group. In a world that is ever changing with new technologies and …, it is becoming necessary for organizations to think innovatively in order to ensure their continued success and stay competitive. In order to adapt to new changes, "the need for innovation in organizations has resulted in a new focus on the role of leaders in shaping the nature and success of creative efforts." Without innovation leadership, organizations are likely to struggle. This new call for innovation represents the shift from the 20th century, traditional view of organizational practices, which discouraged employee … behaviors, to the 21st-century view of valuing innovative thinking as a "potentially powerful influence on organizational performance".

Vocabulary
Paraphrase the following word combinations:
a) the key-role; d) to adapt to new changes;
b) innovation leadership; e) success of creative efforts;
c) to think innovatively; f) stay competitive.

Unit 17

Reading
Read the following text:

Developing an Innovative Solution to a Problem (by Ryan May) In today's marketplace, the practice of innovation isn't just about creating new products. It's about discovering completely new markets that meet previously unknown and therefore untapped customer needs. And in the age of Internet commerce, the act of innovation becomes an even greater challenge, awash in a sea of new ideas. Therefore the drive toward selecting and executing the right ideas and bringing them to market before your competitors takes on an urgency that has been previously unknown, yet is sure to increase in the rapidity of its scale in the years ahead.

As a result, the driving forces behind innovation − previously technology and control of quality and cost − have shifted away from issues of efficiency and are now

solely focused on the creativity and growth of the organization toward a future state of competitiveness.

A perfect example can be seen in the process of mobile payment via smartphone. Mobile payment has provided the ultimate in convenience to shoppers by preventing them from having to carry around credit cards and other means of payment. Though it has yet to become the norm for many businesses, mobile payment's proliferation among startups is evidence of the desire to reach consumers through expediency and ease of use.

Regardless of the size and scope of your organization, customer-centered companies looking to innovate for the modern consumer might consider the following approach:

1. Figure out the problem you're trying to solve

As with just about any first step, this one is crucial. Make sure you're trying to solve the right problem and don't try to provide a fix for something that isn't a priority in the eyes of your consumer. Do this by asking the right questions and observing, either in focus groups or by evaluating competitive companies, products and their customers. Asking simple questions like "what does XYZ company do better than us?" or "what's missing from our product or service that would make it better?" can go a long way towards defining your direction at this stage.

2. Analyze the problem

In this stage, you want to turn the problem upside down and inside out, extracting every variable and value that causes it (and remedies it). Focus on how often the problem occurs, how severe it is, potential causes, and what if any special circumstances impact it. Another primary focus should be on the timeframe of the problem. How long has it been occurring? Has it been getting worse with time and, if not, are there factors that could cause it to do so in the future?

3. Classify the decision criteria

Clearly defining the desires that lead to purchase intent, here you want to identify any and every decision that factors into the decision making process. Which of these criteria is most important? Will the decision be based solely on existing standards or are there any unique values that can be used?

4. Come up with more than one solution

There is no substitute for variety and the goal at this stage is to not leave a more valuable solution on the table. Therefore, don't stop at the first solution you come up with. Instead, evaluate any alternative scenarios as objectively as possible, assessing the pros and cons of each to ensure that the solution you're pursuing is the most competitive and thereby profitable one.

5. Pick the best solution

After you've evaluated all the options and values gleaned from steps one through four, you have to choose the most customer-centric solution to move forward with, developing a base of support within your organization and preparing for any internal or external contingencies.

Summarizing

Summarize the text above using the following words:

− First …
− At the beginning …
− Then …
− Afterwards …
− In addition to that …
− Moreover …
− Finally…

Vocabulary

Match up the words or expressions with their definitions:

a) product innovation
b) innovation
c) innovation strategy
d) research and development (R&D) e) innovation transfer
f) innovative
g) innovators
h) idea p) develop
i) diffusion of innovation
j) open innovation
k) invention
l) inventor
m) new product development
n) improve
o) improvement
p) develop

1. The development and market introduction of a new, redesigned or substantially improved good or service.
2. The process of translating an idea or invention into a good or service that creates value or for which customers will pay.
3. A plan made by an organization to encourage advancements in technology or services, usually by investing in research and development activities.
4. Systematic activity combining both basic and applied research, and aimed at discovering solutions to problems or creating new goods and knowledge.
5. The transfer of a new idea or method for solving a problem from one group or individual to another, typically from a process improvement consulting group to a client business.
6. The quality of an idea which is new and different.
7. In the diffusion of innovation theory, the group which is the first to try new ideas, processes, goods and services.
8. A thought or collection of thoughts that generate in the mind.
9. Theory that every market has groups of customers who differ in their readiness and willingness to adopt a new product.
10. A business concept developed by Henry Chesbrough which encourages companies to acquire outside sources of innovation to order to improve product lines and shorten the time required to bring products to market, and to market or release internally developed innovation which does not fit the company's business model but could be effectively used elsewhere.
11. New scientific or technical idea, and the means of its embodiment or accomplishment.
12. Individual who is the first to develop something.
13. Process of developing a new product or service for the market.
14. Act of enhancing or making better in terms of quality, value or usefulness. This can be by making ideas, objects or processes more desirable by adding or removing components.

15. The process of getting better.
16. To design, create, or improve an object, idea, or other item.

Unit 18

Reading

Read the following text, and write a brief heading for each paragraph:

Inspiring Innovation Examples from Notable Pioneers

by Leo Sun

For aspiring entrepreneurs, the road ahead often seems dark and daunting. The odds are always stacked against you, and the initial investments can be staggering. In a classic high-risk high-reward scenario, you have to bet big to win big. There are many rags to riches stories, and just as many riches to rags stories in the world of business pioneers. However, there are a few encouraging stories that capture the imagination – that a small change, a tiny innovation, can change a good product to an absolutely necessary one.

Electrical engineer George De Mestral went hunting one day in the Swiss Alps in 1941 with his dog. When he returned home, he noticed several spiny seeds – called burdock burrs – were stuck to his clothes and the dog's fur. Noticing the odd adhesive properties of the seed, he took them home and examined them under a microscope, where he noticed hundreds of hooks that caught on anything with a loop, such as fabric, fur or hair. Mestral instantly saw the possibility of binding two sheets of similar material reversibly – with tiny hooks and loops, as a replacement for buttons, strings, zippers and other fasteners. His colleagues initially ridiculed his idea, but he stuck with the idea and took it to Lyon, France, the center of weaving and textiles, to create two prototype cotton strips which worked correctly. However, the proper match of hooks and loops was nearly impossible to manufacture. Mestral finally, as a last ditch idea, created two identical strips of loops, cut the loop tops off the second strip with scissors, and created perfectly matching loops and hooks. Perfecting this process took nearly a decade, until his product – Velcro − was finally patented in 1955.

Murray Handwerker worked at his father's hot dog stand in Coney Island in the 1920s, spending so much time in the restaurant that he said he regarded the hot dog bun boxes as his playpen. Throughout his youth, he worked at the stand for such long hours that his body had trouble recovering from the physical strain. A tour of Europe in World War II changed Handwerker's perspective of the world. Handwerker saw that his father's accumulated savings could be used to expand the popular hot dog stand to franchises. After three decades of expansion, which saw customers as famed and storied as Al Capone, Franklin D. Roosevelt and BarbraStreisand, the restaurant, Nathan's Hot Dogs, had expanded to 43 restaurants and 10 franchises by 1977. The company was sold to private investors in 1987, securing the future of the entire Handwerker family for generations to come.

In 1972, Nolan Bushnell and Ted Dabney were two computer programmers with a visionary idea – playable computer games on your home television. The pair founded Atari, the first major video game company of the modern era. The founders

then hired Allan Alcorn, an electrical engineering and computer science specialist, to help in the development of the revolutionary idea of “video games”. Technology in 1972 was severely limited, with the creation of even a single moving pixel on the screen being an immense processing task, with many homes still using black and white television sets. It was a miracle that the trio was able to create a game with two movable paddles (two vertical lines) and a ball (a single pixel) to replicate a game of table tennis. Atari tested the product, Pong, at a local bar, placing the prototype next to pinball machines, the most popular entertainment system of the day, and the game became a smash hit. However, replicating the prototype for mass production was a painful and slow process, at only ten machines per day, many of which failed quality control testing. But patience paid off for the Pong trio – by the next year, Pong had spread to foreign countries and had been hailed as the seminal product in the new field of video gaming. Without Pong, we certainly wouldn’t have had Pac-Man (1980), Super Mario Brothers (1985) and today’s triple A titles such as Call of Duty, Mass Effect or World of Warcraft. The Atari trio made everyday consumers believe that controlling objects on a television could be a reality.

These are just three inspiring stories from a library of success stories. Every entrepreneur must summon the courage to face the daunting abyss and believe that through hard work and perseverance, a business pioneer, an innovator, can be born.

Comprehension

According to the text, are the following statements true or false?

1. It is easy for aspiring entrepreneurs to succeed in the world of business.
2. George De Mestral had no difficulties in putting into practice his idea of manufacturing a new fastener.
3. The hot dog stand where Murray Handwerker worked expanded to a huge business.
4. Nolan Bushnell and Ted Dabney developed the revolutionary idea of video games.

Summarizing

Write a short summary of the text.

Unit 19

Reading

Read the following text:

The Top 5 Inventions of All Time (by Ryan May)

While some people are lucky enough to discover the “next” penicillin, most inventions come from those who’ve dedicated their lives, or at least a significant portion of them, to understanding and expertise in a particular field. As you’ll see in the following list, the top 5 inventions of all time are no accident.

Admittedly, there are countless inventions that have had a similarly notable impact - the battery, the camera, GPS - some of which are even incorporated into the below-mentioned inventions. But when considering the developmental impacts resulting from each, the following five inventions are hard to beat.

The Internet. Invented in 1969 (and not by Al Gore), the World Wide Web grew from just four users in 1969 to 50,000 in 1988. From there, a million in 1991 and 500 million by 2001. Today there are over 1.2 billion people (roughly 19 percent of the world) connected online. And whether it's used for social media, shopping or to find information, the Internet has forever changed the landscape of the world, arguably making it considerably smaller in the process.

The Barcode. First invented by a student in the early 1950s, barcodes were originally intended to provide a kind of visual Morse code. Retailers were initially slow to adopt the technology, which at the time was somewhat unreliable. But that changed in the early 1970s when the same student, Norman Woodland, devised the Universal Product Code while working for IBM. Since then, the familiar black stripes have appeared on everything from orange juice to a pair of designer sunglasses, revolutionizing sales and inventory management in the space of less than one square inch.

Internal Combustion Engine. The significance of the internal combustion engine may have fallen from grace in the hybrid, fuel-efficient world of today. But with its first rumbling in 1859, its significance has left a permanent mark on the development and modernization of society, in particular farming and manufacturing. Without the internal combustion engine, we would not be able to drive, fly or travel by train. We would not be able to build factories, sail across oceans or even cut the grass in our front yards. Étienne Lenoir, a Belgian inventor, gets the credit for producing the first working internal combustion engine. He then converted it to a steam engine in 1859. At the time, it was capable of producing a measly one horsepower and was almost inoperably inefficient. But since then, manufacturers have continuously redefined the basic design, creating the countless generations and billions of engines that have been built since.

LASER – short for Light Amplification by Stimulated Emission of Radiation – is used in everything from home blue ray players to advanced weaponry. Albert Einstein was the first one to initiate its development in 1917 when he proposed that atoms could be stimulated to emit photons in a single direction. Three decades later, this phenomenon was first observed. And in 1960, Theodore Maiman, a physicist, built the first working laser. Maiman's laser was based around a ruby crystal that was said to emit light "brighter than the center of the sun."

Mobile Phone. There are now more than two billion mobile phones in the world. And in Europe, the number of mobile phones outnumbers the people living there (in some countries 2 to 1!). The first device was introduced by Bell Laboratories in Missouri in 1947. Since then, similar to any other device that has evolved into modern life, the cell phone has undergone widespread refinements, shrinking in size while increasing in power, range and complexity. Today, everything from modern business negotiations to those long distance calls home at Thanksgiving are made affordable with the technology of the mobile phone.

Discussion

1. What invention is the most/least important to you?
2. How did these inventions change our lives?

Summarizing

Complete the following sentences to summarize the text above:

1. Most inventions come from those who …
2. There are countless inventions …
3. When considering the developmental impacts …
4. The World Wide Web grew from …
5. The Internet has forever changed …
6. Norman Woodland devised the …
7. Without the internal combustion engine …
8. Manufacturers have continuously redefined …
9. LASER is used in everything …
10. The cell phone has undergone …
11. Today, everything from modern business negotiations …

Useful Sentences for Summaries

First		argues	
At the beginning	the author	writes, states	that
In the first part	the reporter	points out	what
In the introduction		explains, mentions	why
	the reader	is informed	
In the next part			
In the main part	the reader is informed about	the theory	
Second;	the author goes on with	the data / question	that
Then; Afterwards	we are told about	the statistics	what
Moreover;	we read / hear about	the belief	why
In addition to that	the author examines	the argument	if
Further on	analyses	the opinion / topic	
Next	discusses	the problem	
In the end	the author	emphasises	
Finally	the writer	concludes	that
At last	the journalist	finds the solution adds / stresses	what why
As a conclusion	the reporter the scientist	pretends hints	
Summing up his / her thoughts			

GENERAL FORMULAS
(общеупотребительные фразы)

Well...; Well now ... – Ну…; Ну что же ...
Let me see/ Let me think. – Постойте, дайте подумать.
Just a minute / Just a moment. – Сейчас, минуточку.
By the way (by the by) /Incidentally. – Между прочим.
I see. – Понятно.
I say / Look here. – Послушайте.
They say. – Говорят.
First; Second; Third ... – Во-первых; во-вторых; в третьих ...
First of all. – Прежде всего.
Speaking of... / Talking of... – Говоря о ...; Кстати о ...
To my mind. – По-моему.
In my opinion. – По моему мнению.
It seems to me. – Мне кажется.
As far as I know /remember. – Насколько мне известно / я помню.
As far as I can see. – Насколько я понимаю.
I suppose /1 believe /1 guess... – Полагаю, что ...
I wonder. – Интересно, хотелось бы знать.
You see/ You know. – Видите ли ..., понимаете.
I don't quite follow you. – Я не совсем вас понимаю.
What do you mean? – Что вы имеете в виду?
What does it mean ? – Что это значит?
I mean to say ... – Я имею в виду... Я хочу сказать ...
What do you think of... – Что вы думаете о ...
It's not to the point. – Это не по существу.
Keep to the point. – Говорите по существу.
You've got it all wrong. – Вы совершенно неправильно все поняли.
Not exactly. – Не совсем так.
The way things are ... – Судя по тому, как обстоят дела ...
Generally speaking ... – Вообще говоря ...
As a matter of fact. – По существу, по сути дела.
In fact... – Фактически, в действительности…
In a way... – В некотором роде, как-то…
The matter/ the thing/ is that... – Дело в том, что ...
Under the circumstances ... – При данных обстоятельствах ...
In (this, that,any) case. – В этом (таком, любом) случае.
On one hand. – С одной стороны.
On the other hand. – С другой стороны.
Above all. – Прежде всего.
More than tha. – Больше того, кроме того.
... and so on and so forth – ... и так далее, и тому подобное.
On the whole (All in all). – В целом (В общем).

After all... – В конечном счете.
In short – Короче говоря.
That explains it. – Тогда понятно.

Greetings

Hello / Hi. – Привет.
How do you do. – Здравствуйте.
I haven't seen you for ages. – Не видел вас вечность.
It's a long time since I saw you last. – Давно мы не виделись.
It's good (How nice) to see you again. – Хорошо повидаться снова.
I'm glad we've met. – Я рад, что мы встретились.
Why, if it isn't Ann! – Неужели это Анна!
What a pleasant surprise! – Какой приятный сюрприз!
Never expected to meet you here. – Не ожидал тебя здесь встретить.
How are you getting on ? – Как ты поживаешь?
How are you doing? – Как ты поживаешь, как дела?
How is life? – Как жизнь?
How are things with you? – Как дела у тебя?
How is everybody at home? – Как поживают твои домашние?

Possible answers

Fine, I`m Fine, Just Fine. – Прекрасно.
I'm doing fine. – У меня все замечательно.
Very well/perfectly well. – Очень хорошо.
Not bad (could be worse / better). – Неплохо (могло быть хуже / лучше).
No complaints. – Не жалуюсь.
So-so/I'm (just) middling/ Middling. – Так себе.
I'm feeling out of sorts. – Я неважно себя чувствую.
I'm not up to the mark. – Я чувствую себя не совсем хорошо.
Life is going its usual way. – Жизнь идет своим чередом.

Parting

Good bye/ Bye bye/ Bye. – До свидания.
Good bye for the present / Bye for now / So long. – До свидания, пока.
See you tomorrow. – Увидимся завтра.
See you again / soon / later. – Увидимся (позже).
Good luck to you. – Желаю удачи.
All the best. – Желаю удачи.
A happy weekend to you. – Удачных выходных.
The same to you. – И вам того же.
Keep well. – Будьте здоровы; не болейте.
Well, I'd better be off. – Мне, пожалуй, пора.
It's (high) time to go home. – (Давно) пора домой.
Remember me to / Give my regards to... – Передавайте привет ...

Making An Introduction

May I introduce Mr. K. to you? – Можно представить Вам Мистера К.?
Allow me to introduce myself (to you). – Позвольте представиться.
Let me introduce you to my colleague. – Позвольте представить Вас моему коллеге.
(Please) will you introduce me to your sister. – Будьте добры, познакомьте меня с Вашей сестрой.
I'd like to meet (Dr. M). – Я бы хотел познакомиться (с доктором М).
Are you acquainted with Miss. K? – Вы знакомы с мисс К. ?
I'm glad to get acquainted with you. – Рад познакомиться с Вами.
Is this name familiar to you? – Вам знакомо это имя?
Here is my visiting card. – Вот моя визитная карточка.
Glad to meet you. – Рад познакомиться с Вами.
Pleased to know you . – Приятно познакомиться с Вами.
With pleasure. – С удовольствием.
The other day / One of the days. – На днях.
I wonder who that man is? – Интересно, кто этот человек?
What's your trade /profession / occupation ? – Какая у Вас специальность?
What does he do (for a living)? – Кто он (по профессии)?

Thanks

Thanks a lot / Many thanks. – Большое спасибо.
Thank you for reminding me / for coming. – Спасибо, что напомнили / пришли.
That's very kind of you. – Очень мило с Вашей стороны.
I'm very grateful to you. – Я Вам благодарен.
I'm very much obliged to you |... – Я Вам очень признателен.
Thank you. You've been very helpful. – Спасибо, Вы мне очень помогли.
You've done me a great favour. – Вы оказали мне огромную услугу.
I can never thank you enough. – Просто не знаю, как Вас благодарить.

Possible replies

Don't mention it / That's all right / Not at all. – Не стоит благодарности.
It's a pleasure. – Мне приятно (оказать Вам услугу).
The pleasure was mine. – Это я Вас должен благодарить.
You are (always) welcome. – Всегда готов помочь.
Please, don't thank me. – Не благодарите меня, пожалуйста.
That's really nothing. – Это пустяк.
No trouble at all. – Никакого беспокойства.

Requests

Please...; Will you ...?; Will you please...! – Пожалуйста, ...
Be so kind as to ... – Будьте любезны ...
Would you (kindly) ...? Would you please ...? – Не будете ли Вы любезны...
Would you be so good as to... ? – Не будете ли Вы так добры ...?
Would you mind (+ Ving) ? – Вы не будете возражать, если ...?

Could I trouble you for? ... – Можно Вас побеспокоить?
Could you do me a favour? – Не сделаете ли Вы мне одолжение?
May I ask you to... ? – Можно Вас попросить ...?
May 1 trouble you for...? – Могу я Вас побеспокоить ...?
I should be much obliged if... – Я был бы Вам очень обязан, если бы...

Possible positive replies
Why, yes. – Конечно.
Why, certainly/ of course/sure / naturally. – Конечно, естественно.
Not at all/ not in the least! – Ничуть! Ни в коей мере!
With pleasure! – С удовольствием!
By all means. – Конечно, обязательно.
All right/OK. – Хорошо, ладно.
Here you are. Here it is. – Вот, пожалуйста.
No trouble at all. – Ничуть не трудно, никакого беспокойства.

Possible negative replies
(No), I'm afraid I can't. – Боюсь, я не смогу.
I'd rather not. – Пожалуй нет.
Don't! Please, don't! – Пожалуйста, не надо.
Would you mind not doing it. – Пожалуйста, не делайте этого.
Try not to ... – Постарайтесь не ...

Apologies
I'm sorry. – Простите; виноват.
Sorry I've kept you waiting. – Простите, что заставил Вас ждать.
Sorry to trouble / disturb you. – Простите за беспокойство.
I'm very sorry. I do hope I haven't hurt you. – Виноват; надеюсь я Вас не ушиб.
Excuse me. Forgive me. – Извините меня.
Excuse my troubling you. – Извините, что беспокою Вас.
Excuse me for a moment. I shan't be long. – Извините, я ненадолго отлучусь.
Excuse my back. – Простите, что (сижу) к Вам спиной.
Pardon me. I didn't mean any harm. – Извините, я ничего плохого не имел в виду.
I beg your pardon for being so rude (for being late). – Прошу извинить меня за то, что я был так груб (что опоздал).
I apologize. I didn't really mean what I said. – Прошу прощения. Я не то хотел сказать.
I must apologize. It's my fault. – Я должен извиниться. Это моя вина.

Possible replies to apologies
It's quite all right. Forget it. – Ну что Вы!
Oh, that's all right. Don't worry. – Ничего, все в порядке. Не волнуйтесь.
Not at all. – Ничего (нисколько), пожалуйста.
Never mind. – Ничего, пустяки (забудьте).

(There's) no harm done. – Никто не пострадал. Все благополучно.
No need to be sorry. – Незачем извиняться.
It's no trouble (at all). – Никакого беспокойства.
You needn't (apologize). Why should you? – Ну что Вы! Не надо. Зачем?
It's nothing to speak of. – Стоит ли об этом говорить.
It's unforgivable! How could you! – Непростительно! Как Вы могли!
It's a lame excuse / That is no excuse. – Это слабая отговорка.

Congratulatons and Wishes
My heartiest (best) congratulations to you on ... – Сердечно поздравляю Вас…
I wish you all the happiness in the world! – Желаю Вам большого счастья!
I wish you luck! – Желаю удачи!
Good luck to you! – Желаю удачи!
I wish you a speedy recovery! – Желаю Вам быстрого выздоровления!
All the best! – Всего наилучшего!
Best wishes for... – Наилучшие пожелания к ...
May all your dreams come true! – Пусть сбудутся все Ваши желания!
A very enjoyable holiday to you! – Желаю весело провести каникулы!
Have a good time! – Желаю хорошо провести время!
Many happy returns of the day! – Поздравляю с Днём рождения!
Happy New Year! – С Новым годом!
Merry Christmas! – Веселого Рождества!

Agreement and Disagreement
That's (all) right. – Хорошо. Правильно.
You are right! Right you are! – Вы правы!
I agree to any terms. – Согласен на любые условия.
I agree to your proposal. – Согласен с Вашим предложением.
Agreed! (That's) Settled! – Решено! Договорились!
That's a good idea. – Хорошая мысль.
That suits me. – Это меня устраивает.
That's just what I think. – Это как раз то, что я думаю.
That's just what 1 was going to say. – Это как раз то, что я хотел сказать.
That's it! Exactly so! Quite so! – Вот именно! Да, так оно и есть!

I am of the same opinion. – Я того же мнения.
It goes without saying. – Само собой разумеется.

By all means. – Конечно.
Let it be so. Very well then. – Пусть будет так. Так и быть.
Why not! I don't mind. – Почему бы и нет. Я не возражаю.
I have nothing against it. – Ничего не имею против.
I have no objections. – Не имею возражений.
Certainly / Decidedly not. – Конечно, нет. Безусловно, нет.
You are wrong. You are mistaken. – Вы не правы. Вы ошибаетесь.

I can't agree (I disagree) with you. – Не могу согласиться. Не согласен.
I'm of different opinion. – Я другого мнения.
Iam against it. I object to it. – Я против. Возражаю.
That won't do! – Меня это не устраивает!
That won't work!It wouldn't work! – Из этого ничего не выйдет!
It's out of the question. – Об этом не может быть и речи.
By no means. On no account. – Ни в коем случае.
Under no circumstances. – Ни при каких обстоятельствах.
It isn't worth talking about. – Стоит ли говорить об этом.
I see no reason to do it. – Не вижу оснований делать это.
Rubbish! – Чепуха! Ерунда! Вздор!

Regret. Sympathy
Come, come! I There, there! – Ну, довольно! Успокойся!
I'm so sorry for you (about it). – Мне Вас так жаль. Я очень огорчен.
I sympathize with you. – Я Вам очень сочувствую.
What a pity! – Какая жалость!
How dreadful! How awful! – Какой ужас! Ужасно!
You don't say so! (You don't mean it!). – Да ну! Не может быть! Неужели!
Relax! Cheer up! – Не унывай! Выше голову!
I wish I could do smth. for you. – Я бы охотно что-нибудь сделал для Вас.
Could I help you in anyway? – Могу ли я чем-нибудь Вам помочь?
Don't worry. Take it easy. – Не беспокойся. Смотри на вещи проще.
Don't be downhearted. – Не падайте духом.
Don't let that upset / distress you. – Пусть это Вас не огорчает.
Calm down. – Успокойтесь.
Don't take it so much to heart. – Не принимайте все близко к сердцу.
Don't get upset. – Не расстраивайтесь.
Keep your temper. – Возьмите себя в руки.
Pull yourself together. – Возьмите себя в руки.
Things do happen. – Всякое бывает.
Things will come right. – Все обойдется. Все будет хорошо.
If I were you I shouldn't... – На Вашем месте я не стал бы ...
You'd better... – Вам бы лучше...
TIt can't be helped. – Что ж, ничего не поделаешь.
You'll get over it. – Вы это переживете.

Warning. Reprimands
Take care! Look out! Look ahead! – Берегись! Осторожно!
Keep your eyes open. – Не зевай. (Смотри в оба.)
Mind the steps. – Осторожнее, там ступеньки.
There, now. Didn't I tell you! – Вот видите. Разве я не говорил Вам!
I must warn you. – Я должен предупредить Вас.
It's too bad of you. – Это очень нехорошо с Вашей стороны.
I won't have it. – Я этого не потерплю.

You mustn't do such things! – Вы не должны этого делать!
Mark my words. – Запомни мои слова.
This is not to happen again. – Чтобы больше это не повторялось.
Don't you dare! If you dare! – Посмей только!
You'll get into trouble. – Вы когда-нибудь наживете себе беду.
Stop interfering into other people's affairs. – Прекрати вмешиваться в чужие дела.
Don't what me. – Не приставайте ко мне с расспросами.
Don't let me down! – Не подводите меня!

Anger. Quarrel
I'm angry with you. – Я на тебя сержусь.
I'm beside myself with rage. – Я вне себя от злости (гнева).
It will drive me mad. – Это меня с ума сведет.
It's ridiculous! – Это смешно!
How annoying! – Какая досада!
Shame on you! – Как Вам не стыдно!
How dare you! – Как Вы смеете!
You've gone too far. – Вы забываетесь.
You always find fault with me. – Вы всегда придираетесь ко мне.
I'm fed up. – С меня хватит.
I like that! – Хорошенькое дело!
There it is! There you are! – Вот оно что! Ну и ну! Дожили!
Leave me alonel! – Оставьте меня в покое!
What does it matter to you? – Какое Вам дело?
It's none of your business! – Не Ваше дело!
Mind your own business. – Не лезь в чужие дела.
I can't stand him. – Я его терпеть не могу.
Control yourself. – Возьми себя в руки.
Keep your temper. – Возьми себя в руки.

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