

**ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО
ТРАНСПОРТА**

Федеральное государственное бюджетное образовательное учреждение
высшего образования

**Иркутский государственный университет путей сообщения
Сибирский колледж транспорта и строительства**



**ОГСЭ.04. ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ**

Учебно-методические указания к практическим занятиям

для обучающихся 4го курса по специальности 08.02.05

Строительство и эксплуатация автомобильных дорог и аэродромов



**ИРКУТСК
2022**


Электронный документ выгружен из ЕИС ФГБОУ ВО ИрГУПС и соответствует оригиналу


Подписант ФГБОУ ВО ИрГУПС Трофимов Ю.А.

00a73c5b7b623a969ccad43a81ab346d50 с 08.12.2022 14:32 по 02.03.2024 14:32 GMT+03:00

Подпись соответствует файлу документа



РАССМОТРЕНО:
Цикловой методической
комиссией иностранных языков
«08» июня 2022 г.
Председатель:  /Горовая О.В.

СОГЛАСОВАНО:
Заместитель директора по УВР
 /А.П.Ресельс
«09» июня 2022 г.

Автор:

О.В.Горовая, преподаватель СКТиС

Учебно-методическое пособие для практических занятий составлено в соответствии с Государственным образовательным стандартом и требованиями действующей программы по английскому языку. Предназначено для обучающихся 4 курсов всех специальностей.

Учебно-методическое пособие содержит тематические тексты с закрепляющими упражнениями и заданиями, краткий грамматический справочник.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Практические занятия направлены на экспериментальное подтверждение теоретических положений, отнесены наряду с другими к основным видам учебных занятий.

В результате изучения дисциплины «Иностранный язык в профессиональной деятельности» обучающийся должен:

знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарём) иностранных текстов профессиональной направленности.

уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

переводить (со словарём) иностранные тексты профессиональной направленности;

самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Обучающийся должен обладать общими и профессиональными компетенциями:

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать эффективность и качество.

ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках.

Количество часов, отводимое на практические занятия, фиксируется в рабочей программе дисциплины «Иностранный язык» и составляет для специальности 21.02.06

Информационные системы обеспечения градостроительной деятельности 176 часов

На 4 курсе изучаются следующие темы и усваиваются следующие компетенции:

| Наименование тем | Кол-во часов | Усвоенные компетенции |
|-------------------------------------|--------------|--|
| Правители России | 12 часов | ОК 1, ОК 4, ОК 5, ОК 7 |
| Система государственного управления | 6 часов | ОК 6, ОК 7, ОК 1, ОК 4, ОК 5 |
| Менеджмент и менеджеры | 16 часов | ОК 1, ОК 4, ОК 8, ОК 9, ОК 2, ОК 3, ОК 6, ОК 7, ОК 5 |
| Устройство на работу | 12 часов | ОК 3, ОК 4, ОК 5, ОК 6, ОК 7, ОК 10. |

CONTENT

СОДЕРЖАНИЕ

| | |
|---|-----------|
| Unit 1. Russia's rulers Тема 1. Правители России | 4 |
| Unit 2. State System Тема 2. Система государственного управления | 16 |
| Unit 3. Management and managers Тема 3. Менеджмент и менеджеры | 22 |
| Unit 4. Applying for a job Тема 4. Устройство на работу | 39 |
| Grammar Грамматический справочник | 66 |

Unit 1. Russia's and Great Britain's rulers

Тема 1. Правители России и Великобритании

Vocabulary

| | |
|---------------------------------------|---|
| Rule | править |
| an outstanding ruler and reformer | выдающийся правитель и реформатор |
| be famous for | быть известным чем-либо |
| western customs and habits | западные обычаи и нравы |
| change government and military system | изменить систему управления и армию |
| wage a war with | вести войну против кого-либо |
| get access to | получить доступ к |
| get to the shores of | отвоевать побережье |
| be much more secure and progressive | быть значительно более защищённым и прогрессивным |
| one's reign | чьё-либо правление |
| carpentry, blacksmithing and printing | плотницкое, кузнечное и печатное дело |
| a hereditary landlord | наследственный землевладелец |
| a service landlord | землевладелец, получивший землю во время службы |
| lose one's political power | потерять политическую власть |
| become grand prince | стать великим князем |
| struggle for the throne | бороться за трон |
| create a standing army | создать постоянную армию |
| raid the territory of Russia | совершать набеги на территорию России |
| block Russia's access to | блокировать выход России в |
| lie in smth. | заключаться в чём-либо |
| give an oath in one's loyalty to smb. | дать клятву в верности кому-либо |
| escape to | сбежать в |
| set up a state within a state | основать государство внутри государства |
| govern | править |
| confiscate one's property | отобрать собственность |
| conquer smth | завоевать что-либо |
| wipe out "treason" | стереть измену с лица земли |

Task 1. Find the definition for each term

- | | |
|-------------|--|
| 1) Reign | a) man, who lets others to live in his |
| 2) Monarch | property for money |
| 3) Govern | b) troops employed to protect the sovereign |
| 4) Landlord | c) organized political community with a |
| 5) State | government, territory in which this exists; |
| 6) Guard | d) sovereignty, rule; |
| | e) control or direct the public affairs of a |
| | country, city, etc; |
| | f) supreme ruler |

1___2___3___4___5___6___

Task 2. Translate the chains and make your own ones.

- a) president
their president
Their president always fought.
Their president always fought against the slavery.
Their president was the first, who fought against the slavery.
- b) государственный деятель (statesman)
этот государственный деятель
Этот государственный деятель изменил структуру (frame) правительства.
Этот государственный деятель изменил древнюю структуру правительства, объединив королевство в содружество.
Этот государственный деятель изменил древнюю структуру правительства, объединив отдельные королевства в единое содружество.

Task 3. Translate from English into Russian

- 1) George Washington was famous for being the first president of USA.
- 2) Queen Elizabeth 1 was famous for assassinating of the Queen of Scots.
- 3) Napoleon Bonaparte was famous for conquering other countries.
- 4) Italian prime-minister Benito Mussolini was known for fascist adopting.
- 5) Martin Luther King was famous for fighting for equal rights.

Task 4. Complete and translate from Russian into English

- 1)известен тем, что стал последним российским царём.
- 2)известен тем, что стал первым главой правительства России после революции 1917 года.
- 3)известен тем, что под его руководством народы Советского Союза победили в Великой Отечественной войне 1941-1945 г.г.
- 4)известен тем, что объявил перестройку в Советском Союзе.

Task 5. Translate from English into Russian

Ivan the Terrible

Probably one of the most famous figures in Russian history is Ivan IV, called the Terrible because of his cruelty. He ruled in the period when boyars, Russian hereditary landlords, were fast losing their political power, their lands, and sometimes, due to Ivan IV, their lives. On the other hand, more and more power was given to dvoryane, service landlords.

The three-year-old Ivan IV became grand prince in 1533, after the death of his father, Vasiliy III. At first his mother, Yelena Glinsky, ruled instead of his son. After her death in 1538 the Shuiskys and Belskys struggled for the throne. In 1547 Ivan IV was crowned tsar of all Russia. In 1549 the first zemsky sobor was held.

Ivan IV decided that all landowners should begin military service when they were 15, and serve till the end of their lives. He created also a standing army, streltsy. This was necessary because Russia had many enemies. Tatars of Kazan, Astrakhan and the Crimea continued to raid the territory of Russia. The Livonian knights blocked Russia's access to the Baltic Sea.

Ivan first began a campaign against Kazan and defeated it in 1552. In 1554-1556 his armies took Astrakhan, thus getting for Russia the Volga Valley and the way to the Caspian Sea.

The tsar's chief interest lay in trade with the West through the Baltic. He began a war against Livonia which lasted 24 years and ended in nothing: in the end Russia lost everything it had conquered earlier during the war.

In 1553, Ivan fell seriously ill. Thinking he was close to death, he wanted boyars to give an oath in their loyalty to his son Dmitry. Boyars didn't want to; moreover, one of them a close companion of Ivan IV, suddenly escaped to Lithuania. Ivan IV left Moscow for the town of Alexandrov, and set up a state within the state, called "Oprichnina". The rest of the land was called "Zemshchina", where the boyar Duma continued to govern. He also organized a new guard Oprichniki, who were famous for their cruelty. They numbered several thousands and killed many boyars and other people Ivan thought of as enemies. They also confiscated their property. The Oprichniki were ordered to wipe out "treason" in both Oprichnina and Zemshchina. Ivan's cruelty led to a number of risings. The Oprichnina was abolished in 1572.

Ivan died in 1584. Though known for his cruelty, he is also famous for getting for Russia access to the Baltic and for beginning the struggle with boyars, who were hereditary landlords, for the power of dvoryane, service landlords. He is undoubtedly one of the most famous figures in Russian history.

Task 6. Answer the questions

1. When did Ivan IV rule?
2. When and how did he become tsar of Russia?
3. How did he reorganize the army?
4. What military campaigns did he begin?
5. What did he set up Oprichnina and create a new guard for?
6. What is Ivan IV noted for?

Task 7. Translate from Russian into English

1. Иван Грозный, известный своей жестокостью, правил в период, когда бояре теряли свою политическую власть.

2. При Иване Грозном землевладельцы начинали нести службу в 15 лет и служили всю жизнь
3. Чтобы защитить Россию от врагов, Иван Грозный создал постоянную армию.
4. Иван Грозный начал кампанию против татар, совершивших набеги на территорию России.
5. Иван Грозный знаменит не только своей жестокостью, но и тем, что он завоевал для России выход в Балтийское море.

Task 8. Make 4 questions to each sentence

1. Russia began a war against Livonia.
2. Russian hereditary landlords were losing their political power.
3. The Oprichniki were ordered to wipe out "treason".
4. Ivan IV left Moscow for the town Alexandrov.

Task 9. Translate from English into Russian

Peter The Great

Peter 1, or Peter the Great was one of the most outstanding rulers and reformers in Russian history. He was Tsar of Russia and became Emperor in 1721. First he ruled together with his brother, Ivan, and his sister, Sofya. In 1696 he became a sole ruler.

He was a healthy, lively and clever child. He loved military games and enjoyed carpentry, blacksmithing and printing. At the age of 17 he was married.

Peter 1 is famous for drawing Russia further to the East. He also transferred the capital from Moscow to St. Petersburg. Peter traveled much in Western Europe and tried to carry western customs and habits to Russia. He introduced western technology. He completely changed the Russian government and military system: he increased the power of the monarch and reduced the power of the boyars and the church.

In foreign policy, Peter 1 waged a war with Turkey (1695-1696) and the Great Northern War with Sweden (1700- 1721), and a war with Persia (1722-1723). In these wars, he wanted to get access to the Baltic, the Black Sea and The Caspian Sea. He managed to get the shores of the Baltic Sea and the Caspian Sea.

Peter 1 played a great part in Russian history. After his death, Russia was much more secure and progressive than it had been before his reign.

Task 10. Answer the questions

1. What was Peter the Great noted for?
2. What kind of child was he?
3. What wars did Peter I wage?
4. What part did Peter play in Russian history?

Task 11. Translate from Russian into English

1. Пётр 1 – царь, а позднее – император России, выдающийся российский реформатор.
2. Пётр 1 известен тем, что расширил территорию России на восток, запад и юг.
3. Пётр 1 известен также тем, что принёс в Россию западные обычаи, ввёл западную технику и перенёс столицу в Санкт-Петербург.
4. Пётр, изменив систему управления Россией, усилил власть монарха и ограничил власть церкви и бояр.
5. После правления Петра 1 Россия стала более прогрессивной нацией, чем была до него.

Task 12. Make 4 questions to each sentence

1. Peter 1 created Russia's first navy.
2. Peter's policy of territory expansion resulted in almost constant war.
3. In 1703 Peter began building a new capital city on the Baltic coast.
4. The economy of Russia that time was based on primitive agriculture.

Task 13. Try to identify the meaning of the following notions. Match the words with their definitions.

| | |
|--------------------------|---|
| an absolute monarch | a system of government by a monarch |
| a dictator | in opposition to monarchy |
| a constitutional monarch | a ruler who has total power over his country and who ruthlessly (жестоко) rules his country |
| monarchy | a monarch who has unlimited power |
| the royal family | a monarch whose power is limited by a constitution |
| anti-monarchical | the family of a king or queen |

Task 14. Translate from Russian into English.

1. Дмитрий Донской правил Московским княжеством.
2. Междоусобица в России наступила в начале 17 века.
3. Николай 1 правил Россией после Александра 1.

4. Династия Романовых была последней царской династией в России.
5. Первым президентом России был Борис Ельцин.
6. Парламент был сформирован, когда лорды и богатые люди обсуждали политические проблемы и новые налоги.
7. Король Генри VIII имел большую власть: парламент делал то, что хотел король.

Task 15. Read, translate and give the headline to this text.

It is anti-democratic – and brings Britain back. People don't differentiate between the words "monarchy" and "royal family". The young royals spoiled the reputation of the monarchy very much. Despite the anti-monarchical feeling that exists in the country, however, it is still hard to discover a strong movement toward a republic in Britain. *The Independent*, one of the Britain's most respected broadsheet newspapers that started the debate on this issue, still favours the retention (сохранение) of Queen Elizabeth as the head of state until her death.

Winston Churchill often described parliamentary democracy and constitutional monarch as not perfect – but the best that the man had yet created. It is human nature to need a leader in the helm (шлем).

The Queen has powers that can surprise many. She can choose a Prime Minister, dissolve (распустить) Parliament and declare war like an absolute monarch. But in reality, she does not have these powers and acts under the tradition on the advice of Parliament. It has prevented a dictator from ruling Great Britain since Oliver Cromwell's short period in the 17th century.

The British monarch has served both the Empire and the Commonwealth. Queen Elizabeth is the head of state not only of one small island nation, but also of the 53 nations of the Commonwealth, with the population of 1,5 billion. In short, she is the head of state to more than one quarter of the earth's inhabitants. It evokes a sense of unity between nations.

What are the arguments for and against monarchy?

Task 16. Some people think that in politics much depends on the personality of a politician. Which traits (характерные черты) are positive and which are negative for a politician in your opinion? Choose the words from the box and write them in the columns.

| | | | | |
|---------------------------|---------------------------------|---|----------------------------|-------------|
| sociable | ambitious | popular | generous | patient |
| honest | bossy | power-loving | strong-willed (волевой) | |
| skillful | special | gifted | loyal | sympathetic |
| kind | conservative | emotional | hard-working | patriotic |
| hypocritical (лицемерный) | | prudent | | reserved |
| reticent (скрытный) | | tolerant | | courageous |
| risky | secret | ruthless | cunning (хитрый, коварный) | |
| | | consistent (последовательный, логичный) | | |
| sly (хитрый, ловкий) | | religious | deceitful (лживый) | |
| | self-reliant (уверенный в себе) | | disciplined | |
| | | eloquent (красноречивый) | | |
| positive traits | | negative traits | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | |
|--|--|
| | |
| | |

Unit 2. State System

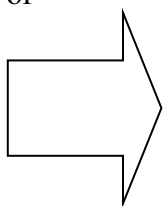
Тема 2. Система государственного управления

| | |
|------------------------------|---|
| consist of smth | состоять из |
| a constitutional monarchy | конституционная монархия |
| presidential republic | президентская республика |
| Head of State | глава государства |
| a branch | власть |
| legislative power | законодательная власть |
| executive power | исполнительная власть |
| judiciary branch | судебная власть |
| be exercised by | осуществляться |
| be composed of | состоять |
| hereditary and life peers | наследственные и пожизненные лорды и пэры |
| real governing body | реально правящий орган |
| the Houses of Parliament | парламент |
| the House of Lords | палата лордов |
| the House of Commons | палата общин |
| the Prime Minister | премьер-министр |
| the Cabinet | кабинет |
| the Congress | конгресс |
| the House of Representatives | палата представителей |
| the Senate | сенат |
| the Federal Assembly | Федеральное Собрание |
| the Council of Federation | Совет Федерации |
| make a law | создавать закон |
| veto a bill | наложить вето на законопроект |
| be elected from the | избираться от |
| constituency | избирательного округа |
| be set up by | быть учреждённым, основанным в соответствии с |
| be checked up by | контролироваться кем-либо |
| be vested in | осуществляться кем-либо |
| a chamber | палата |
| initiate a legislature | внести законопроект |
| approve a bill | принять законопроект |
| commander-in-chief | главнокомандующий |
| enforce a law | проводить закон в жизнь |
| a banner | знамя |
| originate from | происходить от |
| heraldic emblem | родовой герб |
| land | край |
| region | область |
| autonomous region | автономная область |
| autonomous district | автономный округ |
| self-government | самоуправление |

Task 1. Study the following and answer the questions

Russian Federation consists of

- republics
- lands
- regions
- one autonomous region
- autonomous districts
- two cities of federal significance



equal rights

1. What republics can you list?
2. Which land is bordering with our region?
3. What autonomous region is in Russian Federation?
4. What are the cities of federal significance?

Task 2. Translate from English into Russian

State System of the Russian Federation

The Russian Federation is set up by the Constitution of 1993.

Under the Constitution Russia is a presidential republic. The federal government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President.

The legislative power is vested in the Federal Assembly. It consists of two chambers. The Upper Chamber is the Council of Federation, the Lower Chamber is the State Duma.

Each chamber is headed by the Speaker. Legislation may be initiated in either of the two Chambers. But to become a law a bill must be approved by both Chambers and signed by the President. The President may veto the bill.

The President is commander-in-chief of the armed forces, he makes treaties, enforces laws, appoints ministers to be approved by the Federal Assembly.

The executive power belongs to the Government which is headed by the Prime Minister. The first action of the Prime Minister on appointment is to form the Cabinet.

The Judicial branch is represented by the Constitutional Court, the Supreme Court and the regional courts.

The members of the Federal Assembly are elected by popular vote for a four-year-period.

Today the state symbol of Russia is a three-colored banner. It has three horizontal stripes: white, blue and red. The white stripe symbolizes the earth, the blue one stands for the sky, and the red one symbolizes the liberty. It was the first state symbol that replaced the former symbols in 1991. A new national emblem is a two-headed eagle. It is the most ancient symbol of Russia. It originates from the heraldic emblem of the Ruricoviches. All these symbols are official. They have been approved by the Federal Assembly.

Task 3. Answer the questions.

1. What does the federal government consist of?
2. What part does the President play in the government?
3. What is the legislative power vested in?
4. How does a bill become a law?
5. What are the functions of the president?
6. What is the judicial branch represented by?
7. What is executive branch represented by?
8. What are the official symbols of Russia?

Task 4. Translate from Russian into English

1. Правительство Российской Федерации состоит из законодательной, исполнительной и судебной властей.
2. Законодательная власть осуществляется Федеральным собранием, избираемым всенародным голосованием на 4 года.
3. Во главе каждой из палат стоит спикер.
4. Законопроект представляется на рассмотрение в одной из палат. Потом одобряется обеими палатами и подписывается президентом.
5. Судебная власть представлена Конституционным судом, Верховным судом и другими судами.
6. К государственным символам относятся флаг, гимн и герб.

Task 5. Study the table, compare and write the country's name.

| Country | | |
|---------------------------------------|--|--|
| It is | a constitutional monarchy | a presidential republic |
| It is governed by | the Parliament and the Queen is the Head of State | the Parliament |
| The legislative power is exercised by | the Houses of Parliament | the Government of the Congress |
| The executive power is exercised by | Prime Minister and his Cabinet | the President, the Vice-president and the Cabinet |
| The judicial power is executed by | Crown Court | Supreme Court |
| It consists of two | chambers: the house of Lords and the House of Commons | parts: the House of representatives and the Senate |
| Constitution | There is no written one here, only precedents and traditions | It was adopted in 1787 |

Task 6. Fill in the blanks

1. _____ the House of Lords composed of hereditary and life peers? – Yes, it is.
2. _____ the members of the House of Commons elected by the people? – Yes, they are
3. _____ the Congress make laws? – Yes, it does.
4. _____ the House of Representatives impeach the President? - Yes, they can.
5. _____ senators elected every 6 years? – Yes, they are.
6. _____ the President sign the law? – Yes, he must.

Task 7. Translate from Russian into English

1. Местное самоуправление в Российской Федерации обеспечивает самостоятельное решение населением вопросов местного значения, владение, пользование и распоряжение муниципальной собственностью.
2. Местное самоуправление осуществляется гражданами путём референдума или выборов через выборные и другие органы местного самоуправления.
3. Местное самоуправление осуществляется с учётом исторических и иных местных традиций.
4. Структура органов местного самоуправления определяется населением самостоятельно.
5. Органы местного самоуправления самостоятельно управляют муниципальной собственностью, формируют, утверждают и исполняют местный бюджет, устанавливают местные налоги, осуществляют охрану общественного порядка, а также решают вопросы местного значения.

Task 8. Translate from Russian into English

16 июля 1997 года был подписан «Закон Иркутской области о гербе и флаге». По этому закону новый герб города был серьёзно изменён по сравнению с историческим геральдическим знаком. Современный герб выглядит так: на зелёном поле земли изображён чёрный бабр, смотрящий направо и держащий соболя в своих зубах. Бабр также изображается на городском флаге. Флаг представляет собой белое поле с голубой полосой.

Task 9. Translate the sentences and write questions beginning with the words given below

1. Rules have been adopted to protect individuals and groups.
Have...? Whom....?
2. Even the most ancient peoples compiled Law codes.
Did.....? What.....?
3. The earliest written law was the Law Code of Hammurabi, a king who reigned over Babylon around 2000 B.C.
Was.....? Who.....?
4. Hammurabi's Code had 282 paragraphs and was carved cuneiform on a pillar of very hard stone.
Had.....? Where.....?

Task 10. What rights are guaranteed by the Constitution of the Russian Federation? Restore some of the articles.

| |
|--|
| <i>Shall as a modal verb</i> |
| All citizens shall have the right to education. |

Article 19

All citizens shall be equal in law.

(all citizens/equal in law)

Article 24

(no one/ inform about the private life of any person)

Article 26

(every citizen/ have the right to use his or her native language; freely choose any language for communication, education or other purposes)

Article 27

(every citizen/ have the right to leave freely and come back to the Russian Federation)

Article 32

(all citizens/ enjoy the right to take part in ruling the country directly or through their representatives)

Article 38

(the state/ protect maternity (материнство), childhood and family)

Article 41

(everyone/ have the right to free medical service)

Article 43

(everyone/ have the right to education)

Article 48

(everyone/ enjoy the right to a qualified judicial help)

Task 11. The document sounds neutral, make it more categorical.

| |
|--|
| <i>The modal verb should</i> |
| The government should do more to help jobless people. |

Magna Carta (1215)

The King **can't take** taxes without asking the barons and the Church first.

*The King **should not** take taxes without asking the barons and the Church first.*

Everyone **will have to obey** (повиноваться) the law, even the monarch.

Freemen (полноправные граждане) **can't be punished** (наказаны) without a fair trial

(судебного разбирательства) in court.

The King **can't tell** the Church what to do.

The King's men **can't take away** the freedom and the property of freemen and merchants (купцов).

The King **will have to follow** the advice of his barons.

Unit 3. Management and managers

Тема 3. Менеджмент и менеджеры.

| | |
|---------------------------------|--|
| management | управление, руководство |
| the management | дирекция, администрация |
| managerial | управленческий, административный |
| variety | разнообразие |
| activity | активность |
| activities | работа, деятельность |
| concept | понятие |
| consumer | потребитель |
| to evaluate | оценивать, давать оценку |
| objective | цель, задача |
| to achieve an objective | достичь цели |
| profitability | прибыльность, рентабельность |
| innovations | нововведение, новшество |
| design | изменение конструкции |
| product innovation | новое изделие |
| technical innovation | техническое новшество |
| to make innovations | вводить новшество |
| to reach | достигать |
| to achieve | добиваться |
| product life cycle | жизненный цикл товара |
| decline | падение, снижение |
| to decline | падать, сокращаться |
| mix | состав, ассортимент |
| product mix | ассортимент изделий |
| marketing mix | комплекс маркетинга |
| sales support = sales promotion | стимулирование сбыта |
| due to | благодаря, вследствие, в результате |
| to cut into | вклиниться, «залезть» |
| gradual | постепенный |
| eventually | в конце концов |
| unit cost | себестоимость единицы продукции |
| to upgrade | повышать |
| to respond | отвечать, реагировать |
| to adapt to | приспосабливаться |
| stringent | строгий |
| stringent necessity | суровая необходимость |
| to impose | вводить, облагать |
| to impose restrictions | вводить ограничения |
| to impose a tax on smth. | вводить налог на что-л. |
| to impose a duty on goods | облагать товары пошлиной |
| estimate | смета |
| estimate for expenses | смета расходов |
| to make an estimate | составить смету |
| flexible | гибкий |

| | |
|--|---|
| market segment | сегмент рынка |
| lawyer | адвокат |
| to involve | включать в себя; вовлекать |
| to be involved in smth. | быть занятым чем-л. |
| constant | постоянный |
| to deteriorate | ухудшаться |
| to abandon | отказаться от чего-л., прекратить что-л. |
| contribution | вклад |
| acknowledged | общепризнанный |
| commonly | обычно, как правило |
| development purposes | для развития |
| to gain insight | приобрести понимание |
| to maintain the status quo | сохранять статус-кво, положение вещей |
| to move ahead | устремляться вперёд |
| visionary | провидец |
| to foresee | предвидеть, предвосхищать, предсказывать |
| integrity | чистота, целостность |
| to tolerate frustration and stress | переносить чувство разочарования и стресс |
| decisive | твёрдый, решительный |
| to enjoy overcoming obstacles | получать удовольствие от преодоления препятствий |
| assertive | настойчивый, напористый |
| expressive | эмоциональный |
| alert | бдительный, внимательный |
| honesty | честность |
| to have an inward desire to do one's best | иметь внутреннее желание сделать всё возможное |
| thick-skinned | толстокожий |
| responsive | отзывчивый, чуткий |
| stamina | запас жизненных сил, выносливость |
| practicality | практичность |
| attachment | привязанность |
| insensitive to hardship | нечувствительный к невзгодам |
| self-assurance | уверенность в себе |
| prudence | осмотрительность, осторожность |
| precise | аккуратный, педантичный |
| to envision the future | предвидеть будущее |
| alert | бдительный |
| reasoning | объяснение, аргументация |
| intuitiveness | интуиция |
| maturity | зрелость |
| to empower | уполномачивать |
| team work | согласованная работа |
| an adult and child relationship | зд. снисходительное отношение |

| | |
|-------------------|-------------------------|
| empathy | сочувствие |
| effort | усилие |
| to erose emotions | пробуждать эмоции |
| circumstances | обстоятельства |
| persistance | настойчивость, упорство |

Task 1. a) Read the model

The sales dropped due to insufficient demand.

The sales decline was due to the fact that sales support was not well organized.

b) Explain why using “due to”

the sales dropped

you had to stay at home

you came home late from the office

the airport was closed

the tennis match did not take place

Prompts: poor demand; increased prices; shortage of money; illness; a lot of work; bad weather conditions; heavy rain.

c) Translate into English

1. Он не мог принять участия в совещании из-за срочной работы.

2.Его отсутствие было связано с работой.

3. Выставка прошла с большим успехом благодаря спонсорам.

4. Новый товар пользовался большим спросом благодаря хорошей рекламе.

5. Из-за плохих погодных условий вылет самолета задержался.

Task 2. a) Read the model

A lot of people take part in social activities.

b) Complete the sentences as in the model using “activities”

1. Businessmen...

2. Teachers...

3. Economists...

4. Scientists...

5. Sportsmen...

6. Managers...

Prompts: 1. business; 2. educational; 3. economic; 4. scientific; 5. sports; 6. managerial.

c) Translate into English

1. Управленческая деятельность требует больших знаний.

2. Пресса уделила много внимания экономической деятельности этой организации.

3. Эта школа известна своей спортивной работой.

Task 3. a) Read the model

We are going to buy this machine whatever price they ask for it.

b) Paraphrase using “whatever”

1. You'll have to take all kinds of measures you think will help to support the sales.
2. You must follow any instructions given in the manual.
3. The demand is not expected to be very great due to high prices and it doesn't matter what the quality of the goods is.
4. He spent all the money he had.
5. No matter what reasons he can give, we must insist on the work being finalized as soon as possible.

c) Translate into English

1. Работа менеджера на любом уровне включает в себя принятие ответственных решений.
2. Необходимо составить смету предстоящих расходов.
3. Фирма предлагает большое разнообразие товаров.
4. Каждый товар имеет свой собственный жизненный цикл, который состоит из нескольких этапов.
5. Проект не был принят из-за высокой сметной стоимости.
6. Управленческая деятельность подразделяется на стратегический, тактический и оперативный уровни.
7. Одной из задач является определение рынка или его сегмента для внедрения товара.
8. На выставке вы сможете познакомиться со всеми новшествами, появившимися за последнее время.
9. Ему удалось добиться успеха благодаря большой работе.
10. Какие бы ни были трудности, мы должны обеспечить продвижение товара на рынок.

Task 4. a) Compose and translate

long + term — long-term - долгосрочный

1. short + term — ...
2. large + scale — ...
3. long + distance — ...
4. high + quality — ...
5. light + weight — ...
6. low + grade — ...

b) Complete the sentences

1. The agreement is valid for a short term. This ... agreement was signed only recently.
2. They produce equipment of high quality. This ... equipment is in great demand on the market.
3. The distance from here to that town is very long. You can get there only by a ... train.
4. The plant produces these goods on a large scale. The ... production enabled the plant to cut unit costs.

Task 5. Supply the prepositions where necessary

1. Marketing has been defined ... different ways ... different writers.
2. Marketing is generally defined as a process ... which people obtain what they need ... exchanging products ... others.
3. The decision aimed ... winning a market share must be based...evaluation ... market opportunities and other relevant information.

4. As sales go ... decline, the product is subject ... continuous price pressure.
5. Management was faced ... a problem ... making innovations ... the technological process.
6. The company's increase ... profits was due ... large-scale sales support developed... management.
7. A thorough knowledge ... computer technology and the introduction ... the computer ... the regular activities ... a company are a must... marketing managers.

Task 6. a) Choose and use “reach or achieve”

1. They soon... a compromise.
2. They... recognition for their services to the country.
3. He will never... anything.
4. We easily ... an agreement on most of the problems.

b) Translate into English

1. Многие годы упорной работы помогли ему достичь цели.
2. Мы пришли к заключению, что предлагаемая модель не отвечает нашим требованиям.
3. Он достиг всего, что мы от него ожидали.
4. В процессе обсуждения стороны пришли к взаимопониманию.

Task 7. a) Choose and use “between or among”

1. There is a difference ... these two words.
2. At the reception he found himself ... the people he didn't know.
3. This machine-tool is the cheapest... similar models.
4. We must choose ... these alternative proposals.

b) Translate into English

1. Среди них не было никого, кто бы мог ответить на этот вопрос.
2. Между нашими фирмами имеется соглашение.
3. Между этими городами нет железнодорожной линии.
4. Товары будут распределены между заказчиками в соответствии с их заказами.

Task 8. a) Read and translate the dialogue

The Director of a company discusses with the Product Manager the market position of some of their products.

Director: Well Mr. Fox, I'd like to hear your evaluation of the present position of our major product on the market.

Manager: The situation on the market nowadays is generally characterized by much more stringent requirements to chemical products, due to growing environmental pollution control. In this connection we'll probably have to give up using raw materials containing phosphates¹ for our production, since the demand for such products is gradually declining.

Director: The situation seems really serious. What are your suggestions in the circumstances?

Manager: In the first place, we'll have to work out a new chemical composition² for our products and carry out a number of tests, which is a regular procedure for new products. Then some serious changes will have to be made in our technology.

Director: I'm afraid; the change-over to new products will require a lot of expenses.

Manager: No doubt, but the new investments will certainly be repaid. And we should not forget that in future there may be no demand for phosphates-based products at all. Some countries have

already imposed state restrictions on the production of such materials.

Director: Well, I'll get our planning department to make an estimate of our expenses and submit it for approval. Now, let's look at the problem from another point of view. I understand, new products will be positioned on the market at higher prices.

Manager: The new materials will certainly be more expensive. But we'll get products of much higher quality, which will be in great demand on the market and may be sold at higher prices.

Director: The new products will require a wide advertising campaign to support them on the market. Have you given thought as to how it should be arranged?

Manager: I believe we could use both — press advertisements and tele- and radio-advertising. But it's not my line, actually.

Director: No, but I just wondered. I will instruct our advertising department to think it over and come out with their suggestions.

Notes:

1. *phosphates* — *фосфаты*

2. *chemical composition* — *химическое соединение*

b) Think and answer

1. Why is the demand for products containing phosphates declining at present?
2. What expenses will the change-over to the new products require?
3. Why is it necessary to run an advertising campaign for a new product?

Task 9. Read and translate the text

WHAT IS A MANAGER?

A number of different terms are used for «manager», including «director», «administrator» and «president». The term «manager» is used more frequently in profit-making organizations, while the others are used more widely in government and non-profit organizations such as universities, hospitals and social work agencies.

What, then, is a manager?

When used collectively¹ the term «management» refers to those people who are responsible for making and carrying out decisions within the system.

An individual manager is a person who directly supervises people in an organization.

Some basic characteristics seem to apply to managers in all types of organizations; they include hard work on a variety of activities, preference for active tasks, direct personal relationships.

Almost everything a manager does involve decisions. The reason for making a decision is that a problem exists. In decision making there is always some uncertainty and risk.

Managing is a hard job. There is a lot to be done and relatively little time to do it. The engineer can finish a design on a particular day, and the lawyer can work or lose a case² at a certain time. But the manager's job is like «Old Man River»³ — it just keeps going.

Notes:

1. *collectively* — *в собирательном значении*

2. *case* — *зд. дело*

3. «*Old Man River*» — *the name of a song.*

b) Think and answer

1. What individual managers make up management in an organization?
2. What concrete activities is a production manager (financial manager, personnel manager, marketing manager) responsible for?
3. What type of information does a manager need to make decisions?

4. What magazines (reference books, etc.) does a manager have to see on a regular basis?

Task 10. Read and translate the text

MANAGEMENT

Management is the art of getting things done through other people. It includes the personnel who have the right to make decisions that influence company's affairs.

There are three management levels: top management, middle management and, operating management. Top management includes the president, vice presidents, and the general manager. Middle management includes department managers and plant managers. Operating management includes supervisors, foremen, etc.

The most important responsibility of any manager is decision making. Successful management is a skill of choosing from alternatives.

Decision makings are divided into: recognizing the problem, defining and analyzing the problem, evaluating alternative solutions, choosing the most favourable solution and implementing the approach chosen.

Management functions are planning, organizing, directing, controlling, staffing and innovating. It should be noted that successful management is based on three basic elements: leadership, motivation and communication.

To operate a successful business one should have management skills because effective management is the key to business success.

Task 11. Read and translate

KEY TRAITS OF SUCCESSFUL LEADERS

The most important **contribution** that psychology has made to the field of business over the past years has been in determining the key traits of **acknowledged** leaders. Psychological tests have been used to determine what characteristics are **commonly** noted among successful leaders. This list of characteristics can be used for **developmental purposes** to help managers **gain insight** and develop their leadership skills.

The increasing rate of change in the business environment is a major factor in this new emphasis on leadership. While in the past, managers were expected to **maintain the status quo** in order to **move ahead**, new forces in the marketplace have made it necessary to expand this narrow focus. The new leaders of tomorrow are **visionaries**. They are both learners and teachers. Not only do they **foresee** important changes in society, but they also have high ethical qualities and work to build **integrity** in their organizations.

The traits of an effective leader include the following:

1. Emotional stability. Good leaders must be able to **tolerate frustration and stress**.
2. Dominance. Leaders are often competitive and **decisive** and usually **enjoy overcoming obstacles**. Overall, they are **assertive** in their thinking style as well as their attitude in dealing with others.
3. Enthusiasm. Leaders are usually seen as active, **expressive**. They are often very optimistic and open to change. Overall, they are generally quick and **alert**.
4. **Honesty**. Leaders are often dominated by a sense of duty. They usually **have** a very high standard of excellence and **an inward desire to do one's best**. They also have a need for order and tend to be very self-disciplined.
5. Bravery. Leaders tend to be spontaneous risk-takers. They are usually socially aggressive and generally **thick-skinned**. Nevertheless, they are **responsive** to others and have high emotional **stamina**.
6. **Practicality**. Good leaders are practical and logical. They tend to be low in sentimental **attachments** and comfortable with criticism. They are usually **intensive to hardship**.

7. **Self-assurance.** Self-confidence is a common trait among leaders. They tend to have little or no need for approval. They are generally secure and free from guilt and are usually unaffected by prior mistakes.
8. **Prudence.** Leaders were found to be controlled and very **precise** in their social interactions. Overall, they are very protective of their reputation and consequently tend to be aware of what happens.

Beyond basic traits, leaders of today have to be able to motivate others and lead them in new directions. Leaders of the future must be able to **envision the future** and convince others that their vision is right. To do this, they must have the following personality traits:

1. **High energy.** Long hours and travel are usually a prerequisite for leadership positions, especially when a company grows. Remaining **alert** and staying focused are two of the greatest obstacles one will have to face as a leader.
2. **Intuitiveness.** Rapid changes in the world today combined with information overload result in an inability to “know” everything. In fact, more and more leaders are using their intuition and trusting it when making decisions.
3. **Maturity.** To be a good leader, personal power and recognition must be secondary to the development of your employees. In other words, maturity is based on recognizing that more can be accomplished by **empowering** others than can be by ruling others.
4. **Team orientation.** Business leaders today put a strong emphasis on **team work**. Instead of promoting **an adult and child relationship** with their employees, leaders create an adult/ adult relationship, which fosters team cohesiveness.
5. **Empathy.** Being able to “put yourself in the other’s person’s shoes” is a key trait of leaders today. Without empathy, you can’t build trust. And without trust you will never be able to get the best **effort** from your employees.
6. **Charisma.** People usually perceive leaders as special people. Charisma plays a large part in this perception. Leaders who have charisma are able to **arose** strong **emotions** in their employees.

Leaders are rarely born. **Circumstances** and **persistence** are major components in the developmental process of any leader. So if your goal is to become a leader, work on developing those areas of your personality that you feel are not up to “leader standard”.

Task 12. Answer the questions to the text

1. What important contribution to the field of business did psychology make?
2. How did psychologists determine the characteristics of successful leaders?
3. What is the major factor in the modern emphasis on leadership?
4. What was the role of managers in the past?
5. What are the characteristics of new leadership?
6. What is emotional stability?
7. What thinking style do leaders tend to have?
8. How do leaders express enthusiasm?
9. What sense dominates in leaders’ character?
10. How do leaders treat sentimental attachments and emotions?
11. Do leaders need approval? How do leaders feel about mistakes?
12. How do leaders maintain about integrity?
13. What qualities do leaders need to be able to envision the future?
14. What are the two greatest obstacles, as defined in the text, leaders have to face?
15. What kind of relationship do real leaders tend to create?
16. Do you have to be born a leader or can become one?

Unit 4. Applying for a job

Тема 4. Устройство на работу

Vocabulary

| | |
|-----------------------|---|
| apply for the post | подать заявление о приеме на работу |
| obtain knowledge | получить / приобрести знания |
| qualifications | квалификации |
| office experience | опыт работы в конторе |
| personnel manager | начальник отдела кадров |
| be on probation | пройти испытательный срок |
| application | заявление |
| curriculum vitae | сведение об учебе и трудовой деятельности |
| tidy | аккуратный; опрятный |
| imposing | внушительный; импозантный |
| applicant | кандидат, претендент |
| employ | нанимать |
| employer | работодатель |
| employee | работник |
| salary | жалование |
| pay | плата |
| wages | заработная плата |
| cash | наличные |
| work | работа |
| profession | профессия |
| trade | ремесло |
| occupation | занятие |
| hire | наем |
| fire | увольнение |
| abilities | способности |
| to be good at | быть способным к чему-либо |
| requirements | требования |
| career choice | выбор карьеры |
| professional activity | профессиональная деятельность |
| make a living | зарабатывать на жизнь |
| employment | трудоустройство |
| unemployed | безработный |
| applicant | претендент на место, должность |
| to give up a job | бросить работу |
| postman | почтальон |
| shop assistant | продавец |
| teacher | учитель |
| doctor | врач |
| architect | архитектор |
| builder | строитель |
| electrician | электрик |
| carpenter | плотник |
| manager | менеджер |
| nurse | медсестра |

Task 1. Make 10 sentences using the words from the list above.

Task 2. Give the Russian equivalents of the following derivatives.

| | | |
|-------------|-------------|------------|
| skillful | promotion | qualified |
| application | recruitment | creative |
| unemployed | appointment | equality |
| interview | earnings | profitable |

Task 3. Match the words with their definitions

- | | |
|-------------------|--|
| 1. Postman | a) A person who makes a design for house you live in |
| 2. Shop-assistant | b) A professional who deals with wood |
| 3. Teacher | c) She helps to a doctor and makes injections |
| 4. Doctor | d) A person who helps a director to control a company |
| 5. Architect | e) You learn a lot of new interesting and useful things with the help of this person |
| 6. Builder | f) This man brings you newspapers and magazines |
| 7. Electrician | g) You buy things from this professional |
| 8. Carpenter | h) A professional who makes your house light |
| 9. Manager | i) When you feel ill, you go to this professional |
| 10. Nurse | j) A specialist who builds houses |

Task 4. Fill in the blanks.

a) *salary, pay, wages, cash*

- The lawyer was paid a huge.....by the law firm.
- Building workers receive their.....every Friday.
- Cleaners are often paid.....in hand for the work they do.
- Theat the factory wasn't worth thinking about.

b) *work, profession, trade, occupation*

- People work long hours in the tourist.....
- Being a racing driver is a dangerous.....
- The organisation'sinvolves assisting those in need.
- Apparently, he's a doctor by.....

Task 5. Choose the right preposition and tell about future profession.

Susan: «I'm a computer programmer around San Francisco. I grew ... in India. I helped to design several new websites. There's a lot ... pressure ... this type ... work. Shopping ... playing golf seem to relieve some ... the tension».

Jeremy: «I've been moving furniture ... five years. Yesterday we made a local delivery. Tonight we'll be working ... a job about 20 miles ... here. Next week I might be halfway across the country. I don't think I could ever sit ... a desk all day».

Bob: «I started delivering newspapers when I was seven. The work was hard ... I didn't make very much money. Now I work ... a coal mine, and my wife works, too. We still don't make enough money. The more things change, the more they stay the same».

Linda: «I'm a tennis instructor, ... I love my job. I can really help people play better when they listen ... me. I may do something else ... a few years. Maybe I should join an organization ... do some volunteer work».

Task 6. Complete the sentences

1. _____ must take care of children at school to instruct and educate them.
2. _____ should help us when we are sick.
3. _____ must build houses for us.
4. _____ can entertain us after a long working day.
5. _____ should bake bread.
6. _____ can grow vegetables.
7. _____ must create books, magazines.

Task 7. Translate the statements

1. If you want to be hired you should apply for the post.
2. If you want to obtain knowledge you should study hard.
3. If you want to clear up the questions you should enclose an outline of your qualifications.
4. If you want to be a Personnel Manager you should have an office experience.
5. If you want your office to be imposing you should have cozy and upholstered furniture.

Task 8. Translate the sentences and make questions beginning with the words in brackets

1. Every day we meet people with different professions and jobs. (When?)
2. You must be realistic about your interests and abilities. (What..... about?)
3. Your abilities should satisfy the requirements of the job. (Should?)
4. Many school-leavers having chosen a «popular» profession afterwards realize they have made a mistake difficult to correct. (When?)
5. There are many kinds of professional activities in which people can be engaged. (Where?)
6. Some professions are traditional, but because life is developing all the time, new professions come into it. (Why?)

Task 9. Fill in the appropriate word(s) from the list below:

*employ, unemployment, interviewer, employee, recruitment,
goal, trained, management, confident, employer, skilful*

1. In modern-day China, highly skilled workers continue to ... wide variety of traditional techniques.
2. When an ... or ... desires to terminate or modify an existing agreement, a waiting period of specified length must be observed.
3. The post-World War II period in Europe was characterized by sharp rise in ... resulting from the wartime destruction of many industries.
4. During the 1950's and '60s Pozner worked for the Canadian Broadcasting Corporation, becoming well known as a television ... and commentator in French as well as English.
5. Department of foreign affairs have an administrative section that is in charge of running the agency. This section deals with internal matters such as budget allocations, personnel ... and ..., training and logistic.
6. Roosevelt was a very ... political leader.
7. After he was restored to his throne with the aid of the U.S. in 1953, Shah, became increasingly ... and secure in his ruling position.
8. "That is not difficult," the Frenchman replied. "A good spy is ... to have a photographic memory."
9. During the 1890s several trade unions finally achieved the long-sought ... of the 8-hour day.

Task 10. Fill in the blanks using the verbs under the line

Career Choices

Virtually every member of the human community engaged in some kind of professional activity. Engineers, and workers machines, bridges, railways, airplanes and docks. Architects industrial objects and dwellings, and bricklayers, carpenters and electricians them. The newspapers the postman you every morning are created in publishing and printing houses by journalists, editors and printers. Shop assistants us things, doctors us when we are sick, teachers instruct us and educate, and actors help us discover the world of art. To respond to the rapid development of the society, new professions came into being - computer operators, programmers, experts in electronic communications, etc. All these occupations are equally important because they to satisfy people's numerous and various needs.

Help, sell, is, build, serve, design, educate, build, brings, design

Task 11. Learn this information; read and translate

How to apply for a job: Curriculum Vitae/ CV/ Resume

A Curriculum Vitae (CV) or resume is a summary of your educational and academic background. Its purpose is to outline your credentials for a professional position, a research fellowship or an academic grant within a few pages (max. 1-2 pages if not stated otherwise). We want to help you to write a professional CV and an accompanying cover letter. The following pages give suggestions and help on how they should be written.

Points you should consider when writing a CV or resume

Your CV may get as little as 30-60 seconds of consideration by a potential employer. Therefore, an effective vita must be able to attract (positive) attention, stimulate the reader's interest, create a desire to get to know you better and generate action.

To maximize effectiveness it should be:

- **Clear** (well organized, readable, easily understandable)
- **Concise** (no double entries, brief)
- **Complete** (all relevant information should be included)
- **Consistent** (no mix of styles, same order in presenting)
- **Current** (include dates with all information; revise CV at least once a year)

Finally while the content is critical, you should also be conscious of the image you present with this document. Remember that your CV may be your first contact with an employer or grant reviewer. So it needs to be visually appealing and should not contain any typographical or grammatical errors.

What you should include in your CV or resume

The categories listed below are often included in CV's or resumes. However, no CV contains all of them, and some CVs will contain other categories that are not listed here. The basic rule is that your own unique educational and work experiences should be presented to best effect.

The first step in actually developing your CV is to write down all relevant information - later you can organize it into categories. After you have written down all relevant information develop a hierarchy placing the most important and relevant categories and information first. All other information can be listed in descending order of importance and relevance.

The relevancy of information varies strongly. It is a good idea to try to see yourself with the eyes of your potential employer: When you are applying for a job as an illustrator your high school art classes might be relevant. If you are applying for an internship at a banking house they probably are not.

Possible section to include in your CV or resume:

- Application information
- Educational career
- Relevant Experience (work experience, internships, ...)
- Other experience (volunteer work, commitments,...)
- Languages and international travel
- Computer and Office Skills
- Other-Memberships, Associations, Conferences
- References (on demand)
- Photo (on demand)

Following additional information might be of interest as well, esp. when applying for an academic position or grant.

- Dissertation Title and Advisor
- Certification (s) Awards/ Honors/ Patents
- Grants received
- Publications and Presentations

Application Information

Your name should appear on the top of each page.

Include your personal data: name, date of birth (year, month, day), place of birth (city, country), nationality, address, phone & fax number (including area codes) and e-mail address (only if you check your mail regularly).

Educational career

In reserve chronological order list all of your degrees from college on, with the name of institution and date they were awarded. List the date you expect to receive the degree the program you are currently in.

If you are applying for an academic position or grant it is standard to list the name of your advisor and your thesis title.

If you are applying for a professional position only mention it, if it is of relevance.

Relevant experience

Listing of position (Part-time, full-time, temporary and permanent), which relate to the type of work sought.

Include: department/ firm/ agency/ organization; complete name, city and state; job/ position title; dates; also include a brief description of your activities/ duties.

Other experience

Groupings of kinds of other experiences (including volunteer work and/ or internships) can enhance your CV.

Languages and international travel

For each language including your mother tongue indicate fluency level of spoken and written language ability as well as reading skills using the following criteria: fair/ basic knowledge, working knowledge, fluent or excellent knowledge.

Mention any certificates or attended language studies. International travel, language exchanges and extended stays abroad are of great importance, as they prove your ability to adapt and your interest in the world.

References (on demand)

It is quite usual to include reference letters from former employers in your application. Do not send originals, send high quality copies.

Sometimes an employer will ask for personal references. Compile a list of three persons, who are not related to you (along with their telephone/ fax number, address and occupation) and can be contacted in case of enquiries. They must be familiar with your professional qualifications and your character.

It is sufficient to communicate the list, when your potential employer asks for it.

Photo

Opinion is divided, check the job posting: some companies insist on a photo, some particularly

discourage applicants from including one.

It is totally acceptable to integrate a color scan into the CV.

If you choose to send a photo it might be an idea to not attach it: If the company wants to, they can remove it from your CV. Write your name and contact information at the back. Just in case they change their mind.

Certification(s) Awards/Honors/Patents

List all areas of certification relevant to the position; include: type, year received.

Grants

Include name of grant; name of granting agency; date received; title or purpose of research project.

NB! CV (curriculum vitae) = Resume = Brief personal history

Task 12. Study the CV given below. Write your CV

| Curriculum Vitae | |
|--------------------------------|--|
| Name | Bob Edward Bateman |
| Address | 28 Grow Road in West Clapham UK |
| Date And Place Of Birth | <i>9th September 1968, London</i> |
| Nationality | <i>British; Father British, Mother French</i> |
| Education | <i>Ripton County School Grant College of Further Education University of Everton</i> |
| Languages | <i>English, French</i> |
| Previous Experience | <i>2 years of a translator for publisher of dictionaries 3 years of teaching English in France</i> |
| Interests | <i>Reading, travelling, art</i> |

| | |
|--------------------------------|---|
| Name | <i>Ms Jane Elizabeth Bentley</i> |
| Address | <i>22 Roseberry Road, Scantleby, Beresford, KR179EP</i> |
| Telephone № | <i>(2793)27496</i> |
| Date and place of birth | <i>9th April 1957, London</i> |
| Nationality | <i>British – Father British, Mother French</i> |
| Marital Status | <i>Divorced</i> |
| Education | <i>Netherleigh School for Girls 1968-1975 9 O-levels 3 A-levels University of Everton 1975-1978 B.A. (Hons.) in Modern Languages (French and Italian)</i> |
| Experience | <i>2 years courier in France and Italy 2½ years as translator for publisher of travel books 5 years living in Tunisia and teaching Italian</i> |
| Interests | <i>Theatre, pottery, painting</i> |

Task 13. Which qualities would you need? Why?

a taxi-driver, a firefighter, a door-to-door salesperson, a tour guide, an executive, an interpreter
Here are some characteristics to help you:

physically strong, persistent, hardworking, punctual, intelligent, patient, emotionally strong, caring, calm, honest, decisive, persuasive, courageous, cheerful, alert, quick-thinking

Task 14. Complete the sentences

1. A nurse works in _____
2. A flight attendant works in _____
3. A stockbroker works in _____
4. A medical researcher works in _____
5. A grocer works in _____
6. A piano teacher works in _____
7. An estate agent works in _____

Task 15. Translate the texts and answer the questions

Text 1

To begin your job search in the USA, you must identify the kind of job you want, where the jobs are and what employers expect.

If you are a student or a graduate of a vocational, technical or professional (university) training programme and you have the same interests, you already know the kind of job you want.

Begin by thinking about the work you can do. Include the work you have been trained to do, work you have actually done and work you enjoy doing.

Next, talk to as many people as possible about your job interests and concerns.

Thinking and talking help you build a network of people interested in helping you.

This network will lead to specific job contacts.

However job counseling is also useful.

Job counseling is a professional service that may include vocational interest and aptitude testing; informing and advising about particular jobs; and providing training and guidance in the various steps at job search.

Find in the text the equivalents of the following word combinations.

Поиски работы, профессиональное учебное заведение, профессиональные контакты, служба трудоустройства, проверка профессиональной пригодности и интересов, обучение и руководство.

Answer the questions to text 1.

- 1 What must you do to begin your job search?
- 2 What must you include when thinking about the work you can do?
- 3 How can you build a network of people interested in helping you?
- 4 What is job counseling?
- 5 Does it provide training and guidance?

Text 2

Employers want to select employees who have or who have learn the skills necessary to do the job.

Most employers will not hire people who are not dependable or who cannot get along with others.

Thus, they want to learn as much as possible about the skills, dependability and personal characteristics of prospective employees.

Depending on the job you are applying for, you might have to complete an application form, participate in one or more employment interviews, submit a resume, take a test, have a physical examination or submit references, samples of your work and copies of your school records.

Each of these steps in the employment process provides the employer with important information about you.

Find in the text the equivalents of the following words and word combinations.

Предприниматели, работники, навыки, отбор работника (надежность работника), личные качества, претендовать (на работу), сдать экзамен, пройти медицинское обследование, представить резюме и рекомендации.

Which statements are correct?

- Employers want to select only such employees who already have the necessary skills.
- Most employers will hire only dependable people.
- Employers want to learn all except your personal characteristics.
- You might have to take a test when applying for a job.
- You are never requested to submit references or school records.

Text 3

Many people believe that answering newspaper want ads is the best method to use.

Job advertisements are found in the classified advertising section of newspapers.

Wants ads are also found in professional journals.

There are two main types of want ads: "Help wanted" and "Jobs wanted".

You should read want ads for two reasons: first, to learn more general information about jobs that are available; second, to learn specific information about a particular job that is of interest to you.

An ad may tell the education and work experience that are required for the job, the location of the job, the working hours and the pay.

It also tells you how to apply for the particular job.

Avoid ads that make unrealistic offers.

If an ad suggests that you will make a lot of money quickly and easily, do not apply for that job.

Find in the text the equivalents of the following words and word combinations.

Объявление, подходящая работа, профессиональные журналы, объявления о приёме на работу, «Требуются на работу», «Ищу работу», профессиональный опыт, местонахождение фирмы, рабочий день, оплата, нереальные предложения, заработать много денег.

Say in a few words, what documents you must prepare before applying for a job.

Task 16. Fill in the chart with the following arguments. Think of some more.

| What is better? | |
|---------------------------------------|---------------------------------------|
| It's better to work for a large firm. | It's better to work for a small firm. |

1. Simplicity of organization.
2. It has its own training center.
3. It has specialized staff and equipment.
4. People have opportunity to succeed.
5. Everything is very stable.
6. The firm does not need large markets.
7. The firm is more adaptable.
8. There is possibility of promotion in the future.

Task 17. Read, translate and fill in the blanks with the words given below.

The Employment Service

Mike, Mary and Linda are sitting in the reception room at an..... service. They are all looking for work.

Mike is looking for a job as..... of an apartment building. He can paint walls He can fix motors. And he can repair locks.

Mary is looking for a job as..... She can sing. She can dance. And she can act.

Linda is looking for a job as..... She can type. And she canwell on the telephone.

Good luck, Mike! Good luck, Mary! Good luck, Linda! We hope you can find the jobs you are looking for.

speak, actress, secretary, employment, superintendant

Task 18. Read and translate an extract from the book “Understanding Britain” by Karen Hewitt

Jobs and Career

In Britain when a pupil leaves school at sixteen or later he or she must find a job. To achieve this goal school leavers without special qualification will probably visit a Job Centre or look through local newspaper advertisements. School careers officers can offer advice. But ultimately it is up to the boys and girls themselves to find work.

Graduates from universities and other colleges are in the same position except that they are older and are looking for different kinds of work. Usually they start their search near the beginning of their third (i.e. final) year in college. The professional work many of them seek normally requires further specialized training, so the first step is to get a place on a training course and a grant or some other funds to pay for the course. Probably the first stage will involve some kind of exam and an interview – necessary procedures for choosing which applicants shall be given place on the course which may lead to a job in the end. (Such courses are essential for librarians, computer programmers, social workers, accountants and many other kinds of qualified workers.) Certain organizations take graduates directly and train them while they are working - for example the BBC. A recruitment committee has to read through the papers and select maybe eight or ten applicants for interview. At the interview they will be asked their reasons for wanting the job, and have to answer questions about their academic career, other activities and – often – questions which seem to have no point but which are intended to reveal their personality, skills and general suitability for the job.

Eventually someone will be selected. If the fortunate candidate is not happy with all the conditions of the job (pay, hours of work, pension rights and so on) he doesn't have to accept it – but once he has signed the contract he cannot leave the job without giving notice (of maybe three or six months) and he cannot be thrown out of the job without notice and without good reason.

Today graduates can expect to make dozens of applications for jobs and get short-listed for interviews two or three times before they find satisfactory work. Some of course know exactly what they want and manage to find the right job first time, but more often graduates can spend months searching, meanwhile earning enough to pay the rent by washing dishes or some other short-term work.

Having found your job, you certainly do not expect to stay in it for life – or even more than a few years. Whether they are working in private industry or in the state sector, people assume that if they want more money or more responsibility they must expect to move from one employer to another or from one area of work to another. Promotion up the steps of the ladder within a firm certainly happens, but the advantages to both employer and employee – stability, familiarity with the work, confidence, loyalty to the firm and its workers – must set against the advantages of bringing in “fresh blood”, new challenging ways of approaching the work (avoidance of intrigues and resentment among those already in the organization about the promotion of one over the other) and the hard work that can be expected from someone new in the job who has to “prove” himself or herself. In practice promotions are usually a mixture of “within-house” and from outside. Consequently, employees who want to improve their position start looking for other jobs within few years of securing their first one.

Task 19. Answer the questions on the text

1. What steps do school leavers in Britain take to find a job?
2. What makes it more difficult for college graduates to find employment?
3. What can be done to bridge the gap between the completion of education and the start of employment?
4. What information do interviewers try to get during the interview?
5. What obligations do the employer and the employee assume once the contract has been signed?
6. How long do people usually stay in the same job? Why?
7. Does loyalty to the company give employees an advantage over those who are new in the job?
8. Why are employers interested in bringing in “fresh blood”?

Task 20. Read and translate the text

Great BRITISH Jobs

1. Modern butlers combine the roles of cook, cleaner, waiter, gardener, driver and household manager and they have to be polite, respectful, and well-organized, “We do everything from paying the bills to picking up the children, organizing parties and getting the washing machine repaired.” Says Shaun Harrison, who works for a family in the Oxford shire countryside. “During the week I’m in jeans and a shirt, busy looking after the household and in the gardens. At the weekends, when the family arrives, I put on a suit and take on the role of a traditional butler. I get four weeks holiday a year and I have to take it when it suits my employer.”
2. Mark Thompson is self-employed and carries out a range of building, repair and maintenance jobs to the outside of tall structures such as church spires, monuments, industrial chimneys and high rise buildings. It takes from 2-6 years to train as a professional steeplejack and Mark has been doing it for the last 15 years. “The one thing you must have for this job is a head for heights,” he says. “I like working outdoors, but it can be very dangerous carrying equipment and

trying to keep your balance when the weather's bad. It gets really windy up there, so you've got to be quite fearless!" Mark travels all over the country and often works away from home for extended periods, so that because of him beautiful buildings will continue to grace the skyline for a good few years.

3. The job of Town Crier can be traced back as far as the Battle of Hastings in 1066 when the news was passed on to the general public by individuals employed by the king. "Basically, A Town Crier was a kind of talking newspaper, but today a lot of my work is ceremonial," says Peter Moore. "I wear a traditional costume and carry a bell and shout the familiar call of "*Oyez! Oyez!*" (*Listen! Listen!*) to get people's attention. I work for the British Tourist Authority and I preside at festivals, shows and parades as well as London's tourist attractions."

4. Rick Booth is one of a decreasing number of milkmen still working in Britain. He arrives at the dairy around 11.00 pm to load up his milk float and it takes him about five hours to complete his round. He leaves the milk on the doorstep and collects the empty bottles left there by the householders. By the morning, Rick's hands are sore and blistered. It also strains his knees and back. Angry pets are another problem. The other problem is the unsociable hours.

Task 21. Answer the questions

1. Why do you think these jobs are in danger of disappearing?
2. Which traditional jobs in your country are in danger of disappearing? Why is this happening?

Тексты для самостоятельного чтения и перевода

Task 22. Read and translate the text

Living by the sword

When Cristina Sanchez told her parents that she wanted to become a bullfighter instead of a hairdresser, they weren't too pleased. But when she was eighteen her parents realized that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals. Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. After brilliant performances in Latin America and Spain earlier this year, Sanchez has decided that she is ready to take the test to become *a matador de toros*. Out of the ring, Sanchez does not look like a matador. She is casually elegant, very **feminine** and wears her long hair loose. She seems to move much more like a dancer than an athlete, but in the ring she is all power.

When she was fourteen, Sanchez's father **warned** her that the world of bullfighting was hard enough for a man and even harder for a woman. It seems he is right. "It really is a **tough** world for a woman", says Sanchez. "You start with the door shut in your face. A man has to prove himself only once, whereas I have had to do it ten times just to get my foot in the door."

In perhaps the world's most masculine profession, it would seem strange if Sanchez had not met problems. But even though Spanish women won the legal right **to fight** bulls on equal terms with men in 1974, there are still matadors like Jesulin de Ubrique who refuse to fight in the same ring as her.

Sanchez lives with her family in Perla, south of Madrid. Her family is everything to her and is the main support in her life. "my sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend."

When Sanchez is not fighting she has a tough fitness routine – running, working out in the gym and practicing with her father in the afternoon. By nine she is home for supper, and by eleven she is not in bed. She doesn't drink, smoke or socialise. "You have to give up a lot," says

Sanchez. "It's difficult to meet people, but it doesn't worry me – love does not arrive because you look for it."

37

Sanchez spends most of the year traveling: in summer to Spanish and French bullfights and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can, if not, she waits at home next to the television. Her husband has had to ring three times to say that their daughter had been injured, twice **lightly** in the leg and once seriously in the stomach. After she has been wounded, the only thing Sanchez thinks about is how quickly she can get back to the ring. "It damages your confidence," she says "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez **is managed** by Simon Casas, who says, "At the moment there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

1 When Sanchez told her parents that she wanted to be a bullfighter they

- a. felt a little pleased
- b. thought she was too young
- c. thought she had a good sense of humour
- d. were initially opposed to the idea

2 Sanchez thinks that

- a. living in today's world is difficult for a woman.
- b. bullfighting is a difficult career for women
- c. it is impossible to succeed as a female bullfighter
- d. women have to demonstrate their skills as much as male bullfighters do.

3 Sanchez's mother

- a. is everything to the family
- b. prefers to watch her daughter on TV
- c. supports her more than the rest of her family
- d. would prefer Cristina to leave the ring

4 What does "it" in line 37 refer to?

- a. the fitness routine
- b. not socializing
- c. giving up
- d. smoking

5 Sanchez does not socialize often because

- a. she doesn't like cigarettes and alcohol
- b. her work takes up most of her time
- c. she is worried about meeting people
- d. it's too difficult to look for friends

6 What does Sanchez think about after being injured?

- a. her next chance to fight bulls
- b. her abilities

- c. her development
- d. her skills

23. Read and translate the text:

TRICKY JOBS

How many of us used to dream of joining the circus when we were children? Well, Chris Sayers, **a trapeze artist** at Zippo's Circus, did just that. It took him ten years of **training** before he left **confident** enough to **perform** six metres above the ground. Since then he has become one of the few people in the world who can do four **somersaults** one after the other. There are many risks **involved in** this job. Trapeze artists need to work with a partner they can depend on. When flying through the air at 60 mph, they have to be sure their partner will catch them. "many times in the past, if I hadn't had a partner I could trust. I would have fallen and probably **hurt myself seriously**," says Chris. People who work in the circus love the risks and the thrill of their profession. Broken bones are part of the job. "I just wish they didn't take so long to **mend**," Chris **explains**. He earns 500\$ per week, but it is certainly not easy money.

There are only two hundred **combat soldiers** in the British Army who can **parachute** into the sea, drive for hours in freezing waters and then **spy** in **enemy territory** successfully. James Rennie is one of them. This isn't his real name, because his own **identity** has to be kept secret." It's very exciting job, but it's also tough and dangerous. You have to be courageous, "says James. It takes five long years of training before such a soldier can go on a special **mission**. According to James, the toughest part of the business is spying. "I've been on a lot of missions that involve this kind of work, if the enemy had caught us, they would have killed us. "45000 \$ per year might **sound** like a lot, but few people would risk their lives for less.

Most **patients** are thankful for the **care** they get from their doctors, but when it comes to animals it's a different story. Every vet knows that animals are much more likely to turn round and **bite** rather than thank them. Steve Divers is an experienced **vet** and has been bitten by countless cats and dogs. With more dangerous animals, though, he takes special care. For example, with **poisonous** snakes, he keeps them in a cloth bag and uses the metal instrument to keep the head down and the teeth away from the hands. "If I didn't know how to handle some animals, I would probably have **permanent scars** by now," Steve says. Although it takes many years of study to become a vet, it is a very **rewarding** and well-paid career. "All animals in need must **be treated**. I would never **ignore** a sick animal, even if it was dangerous enough to kill me," says Steve.

24. Answer the questions:

1. For which of these jobs do you need to be: *tough talented, courageous, caring, dedicated*?
2. What are the risks involved in these jobs?
3. Who works with a partner; can fall and hurt themselves; can be bitten; can be caught and killed; may take a long time to recover after an accident?
4. What are positive and negative points of each job are?
5. Explain the words and phrases in in bold. Then, choose any three and make sentences.
6. If you had to do one of the three jobs mentioned in the texts, which would you choose and why? Which would you definitely not choose? Why?

GRAMMAR

Степени сравнения прилагательных

| | Положительная | Сравнительная | Превосходная |
|-----|-------------------------------------|---------------------------------|--|
| I | long easy | longer easier | (the) longest (the) easiest |
| II | interesting | more interesting | (the) most interesting |
| III | good bad much, many little | better worse more less | (the) best (the) worst (the) most (the) least |

Сводная таблица модальных глаголов и их эквивалентов

| | Present | Past | Future |
|---|---|--|--|
| Долженствование | I must meet him. I have to meet him. I am to meet him. I should meet him. | I had to meet him. I was to meet him. | I shall have to meet him. I'll be to meet him. |
| Способность или возможность совершения действия | He can help you. He is able to help you. | He could help you. He was able to help you. | He will be able to help you. |
| Разрешение или возможность (вероятность) | I may use this device. I am allowed to use the device. | I might use this device I was allowed to use the device. | I shall be allowed to use the device. |

Таблица времен группы Simple Active

| Форма | Present Simple | Past Simple | Future Simple |
|----------------|--|---|---|
| Утвердительная | My friends study French. He speaks English. | My friends studied French at school. He spoke English at the conference. | My friends will study French at the Institute. The teacher will speak about our English exam. |

| | | | |
|----------------|---|---|--|
| Вопросительная | Do your friends study French? Does he speak English? | Did your friends study French at school? Did he speak English at the conference? | Will your friends study French at the Institute? Will the teacher speak about our English exam? |
| Отрицательная | My friends don't study French. He doesn't speak English. | My friends did not study French. He didn't speak English at the conference. | My friends won't study French at the Institute. The teacher won't speak about our English exam. |

Таблица времен группы Perfect Active

| Форма | Present Perfect | Past Perfect | Future Perfect |
|----------------|---|---|--|
| Утвердительная | I have sent the letter. | I had already sent the letter by 6 o'clock yesterday. | I shall have sent the letter by tomorrow evening. |
| Вопросительная | Have you sent the letter? | Had you sent the letter by 6 o'clock yesterday? | Will you have sent the letter by tomorrow evening? |
| Отрицательная | I have not sent the letter yet. | I had not sent the letter by 6 o'clock yesterday. | I shall not have sent the letter by tomorrow evening. |

Таблица времен группы Progressive Active

| Форма | Present Progressive | Past Progressive | Future Progressive |
|----------------|--|--|--|
| Утвердительная | They are having an English class. He is still writing an exercise. | They were having an English class when I came to see them. He was writing an exercise from 6 till 8 o'clock. | They will be having an English class tomorrow at 9 o'clock. He will be writing an exercise from 6 till 8 o'clock tomorrow. |
| Вопросительная | Are they having an English class? Is he still writing an exercise? | Were they having an English class when I came to see them? Was he writing an exercise from 6 till 8 o'clock. | Will they be having an English class tomorrow at 9 o'clock? Will he be writing an exercise from 6 till 8 o'clock tomorrow? |
| Отрицательная | They aren't having an English class, they are having a Russian class. He isn't writing an exercise, he is reading a book. | They weren't having an English class when I came to see them, they were having a Russian class . He wasn't writing an exercise from 6 till 8 o'clock, he was reading a book. | They will not be having an English class tomorrow at 9 o'clock, they will be having a Russian class. He won't be writing an exercise from 6 till 8 o'clock tomorrow, he'll be reading a book. |

Таблица времен Simple, Progressive, Perfect in Passive Voice

| | Simple to be + Participle II | Progressive to be + being + Participle II | Perfect to have + been + Participle II |
|---------|--|--|--|
| Present | <p>The letter is translated</p> <p>Is the letter translated?</p> <p>The letter isn't translated</p> | <p>The letter is being translated</p> <p>Is the letter being translated?</p> <p>The letter isn't being translated</p> | <p>The letter has been translated</p> <p>Has the letter been translated?</p> <p>The letter hasn't been translated.</p> |
| Past | <p>The letter was translated</p> <p>Was the letter translated?</p> <p>The letter wasn't translated.</p> | <p>The letter was being translated</p> <p>Was the letter being translated?</p> <p>The letter wasn't being translated</p> | <p>The letter had been translated</p> <p>Had the letter been translated?</p> <p>The letter hadn't been translated?</p> |
| Future | <p>The letter will be translated</p> <p>Will the letter be translated?</p> <p>The letter won't be translated</p> | <p>He употребляются.</p> | <p>The letter will have been</p> <p>Will the letter have been translated?</p> <p>The letter won't have been</p> |