

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА  
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Сибирский колледж транспорта и строительства

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ  
(очной формы обучения)

ОГСЭ.04 Иностранный язык в профессиональной деятельности

Учебно-методические указания к практическим занятиям  
для студентов 4 курса

для специальности

08.02.01 Строительство и эксплуатация зданий и сооружений

*базовая подготовка*

*среднего профессионального образования*

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## 1. Пояснительная записка

Данные методические указания к практическим работам по иностранному языку предназначены для студентов 4х курсов колледжа специальности 08.02.01 Строительство и эксплуатация зданий и сооружений.

Методические указания составлены в соответствии с требованиями действующей рабочей программы по иностранному языку для специальности 08.02.01 Строительство и эксплуатация зданий и сооружений и отображают требования по выполнению следующих компетенций:

Код ОК, ПК	Умения	Знания
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.	понимать общий смысл произведенных высказываний в пределах литературной нормы на профессиональные темы;	- особенностей произношения интернациональных слов и правил чтения технической терминологии и лексики профессиональной направленности;
ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности	- понимать содержание текста, как на базовые, так и на профессиональные темы;	- основных общеупотребительных глаголов профессиональной лексики;
ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях.	- осуществлять высказывания (устно и письменно) на иностранном языке на профессиональные темы;	- лексического (1000-1200 лексических единиц) минимума, относящегося к описанию предметов, средств и процессов профессиональной деятельности;
ОК 04. Эффективно взаимодействовать и работать в коллективе и команде.	- осуществлять переводы (со словарем и без словаря) иностранных текстов профессиональной направленности;	- основных грамматических правил, необходимых для построения простых и сложных предложений на профессиональные темы и перевода текстов профессиональной направленности.
ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста.	- строить простые высказывания о себе и своей профессиональной деятельности;	- основных грамматических правил, необходимых для построения простых и сложных предложений на профессиональные темы и перевода текстов профессиональной направленности.
ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения.	- производить краткое обоснование и объяснение своих текущих и планируемых действий;	- основных грамматических правил, необходимых для построения простых и сложных предложений на профессиональные темы и перевода текстов профессиональной направленности.
ОК 07. Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях.	- выполнять письменные простые связанные сообщения на интересующие профессиональные темы;	- основных грамматических правил, необходимых для построения простых и сложных предложений на профессиональные темы и перевода текстов профессиональной направленности.
ОК 08. Использовать средства физической культуры для сохранения и укрепления здоровья в	- разрабатывать планы к самостоятельным работам для подготовки проектов и устных сообщений;	- основных грамматических правил, необходимых для построения простых и сложных предложений на профессиональные темы и перевода текстов профессиональной направленности.
	- письменно переводить тексты по профессиональной тематике и техническую документацию с использованием разных	

процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности.	типов словарей.	
ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.		

Методические указания представлены в двух частях:

1. Лексико-грамматические упражнения и тексты по деловому английскому (темы «What is “management”», «Business contacts», «Going on business trip», «How to make a presentation of product»);
2. Лексико-грамматические упражнения и тексты по теме «Getting the job. Устройство на работу»;

## Раздел 1. Деловой английский. Business English

### Практическая работа 1. Что такое «менеджмент». What is “management”

**Цель:** изучить лексику по теме **Что такое «менеджмент». What is “management”**, повторить грамматический материал.

**Содержание работы:** тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

**Задание:** прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

#### 1. Изучите лексический материал по теме:

Management	управление, руководство, дирекция, администрация
Managerial	управленческий, административный
Variety	разнообразие
Activity	активность
Activities	работа, деятельность
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
Technological innovation in	технологическое нововведение
To make innovations	вводить новшества
To achieve (syn.: to reach)	достигать, добиваться, подчеркивает умение и настойчивость.
To reach	достигать, добиваться (более широкое значение, подразумеваются любые средства и пути к цели).
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 (syn.: sales promotion)	стимулирование сбыта
Due to	благодаря; вследствие; в результате
To cut into	зд. вклиниться, «залезть»
Gradual	постепенный
Eventually	в конце концов
Unit cost	себестоимость единицы продукции
To upgrade	повышать
Whatever	какой бы ни; любой
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	1. включать в себя 2. вовлекать
To be involved in smth	быть занятым чем-л.
Moderate	умеренный
To flourish	процветать
Compromise	компромисс
Reception	приемная в отеле
Upgrade	повысить
Collectively	в собирательном значении
Case	зд. дело
Insufficient demand	недостаточный спрос

2. Выполните лексико-грамматические упражнения:

**Ex. 1. a). Choose "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.

**Ex. 2. a). Choose "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.

**Ex. 3. Read and translate the dialogue.**

*In the following extract members of the Board of a company are discussing the company strategy.*

**Fox:** Since our main objective is to gain market share, I believe we must first of all reduce our prices.

**Brown:** But if we reduce prices that will cut our profits.

**Fox:** That's right, but we can slowly increase production, which will eventually enable us to cut unit costs.

**Smith:** That's really a long-term prospect. Unit costs can only come down if we invest in new plant and machinery. I personally think we should go for higher profitability. If we upgrade the product, we can charge higher prices and get larger profits.

**Fox:** Look, the market is already very competitive. If we increase prices, whatever the quality, the market will immediately respond and sales will drop rapidly. But if we reduce costs in manufacturing, that will put us in a strong position to adapt to the market.

*Ex. 4. Say what you have learned about:*

1. the main objective of the company;
2. different ways suggested to achieve that objective;
3. the advantages and disadvantages of price reduction;
4. the reasons for and against price increases.

3. Прочитайте, переведите текст и выполните к нему упражнения:

*Ex. 1. a). 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 collectively 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 case at a certain time. But the manager's job is like «Old Man River» — it just keeps going.

**Note:**

«Old Man River» — the name of a song.

*b). Say what you have learned from the text about:*

1. different words which mean «manager»;
2. the meanings of the words «management» and «manager»;



3. characteristic features common to all managers;
4. the job of a manager.

c). Answer the questions.

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?

4. Выполните лексико-грамматические упражнения:

*Ex. 1. a). Read the model.*

1. The sales dropped **due to** insufficient demand.
2. The sales decline **was due to** the fact that sales support was not well organized.

b). Explain why using "due to".

*Results:*

- 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.

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2. Его отсутствие было связано с работой. \_\_\_\_\_

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3. Выставка прошла с большим успехом благодаря спонсорам. \_\_\_\_\_
4. Новый товар пользовался большим спросом благодаря хорошей рекламе.

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

*Ex. 2. Complete sentences with correct forms of verbs.*

1. The marketing management (to decide) \_\_\_\_\_ that the funds (to spend) \_\_\_\_\_ better on a new product.
2. Producers (to plan) \_\_\_\_\_ to serve markets.
3. Marketing strategies (should, to develop) \_\_\_\_\_ for markets.
4. The product (to be) \_\_\_\_\_ package of benefits the customer (to receive) \_\_\_\_\_ when he

(to buy)\_\_\_\_\_.

5. Many decisions managers (to make) (to connect)\_\_\_\_\_ with risk and (to require)\_\_\_\_\_ that they (to consider)\_\_\_\_\_ possible future events.

6. How the cultural environment (to influence)\_\_\_\_\_ the marketing strategies? The activities of the Wimpy company, one of the success stories in the United States, (to meet) \_\_\_\_\_ with different response in Europe. Wimpy (to be) \_\_\_\_\_ highly profitable in the United Kingdom, but (to fail) \_\_\_\_\_ in France. McDonald's (to achieve) \_\_\_\_\_ only moderate success in the French market. On the other hand, Kentucky Fried Chicken (to flourish) \_\_\_\_\_ in France, Germany and the U.K. What (to explain) \_\_\_\_\_ these differences? Geographic, demographic and economic factors (to be) \_\_\_\_\_ partly responsible, but they (to be) \_\_\_\_\_ by no means the total explanation. The different business success of these companies in Europe (to depend) \_\_\_\_\_ on the special characteristics of the respective consumer markets — ways of living, habits and values, in other words, cultural factors.

*Ex. 3. Give extensive answers.*

1. What is management?
2. What does the concept of marketing management cover?
3. What is a manager?
4. Why is the concept of the product life cycle important in marketing problems?
5. What is a marketing mix?

5. Выполните чтение, перевод текста и послетекстовые упражнения:

*Ex. 1. 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.

*Ex. 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. \_\_\_\_\_

**Ex. 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. \_\_\_\_\_

**Ex. 4. a). Read and translate.**

Some of the **Rules for the Manager** (from «*Murphy's Law*» by Arthur Koch)

1. Try to look very important.
2. Try to be seen by important people.
3. Speak with authority.
4. Don't engage in arguments.
5. Always keep the office door closed. This makes it look as if you are always in an important conference.

*b). Answer the questions.*

1. Which of the rules should be observed, from your point of view?
2. Which of them are senseless? Why?

*c). Make a list of rules manager should follow.*

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6. Прочитайте диалог, выполните к нему упражнения:

*Ex. 1. Read and translate the dialogue.*

**At the office.**

*At the appointed time Ivan arrived at Mr. Freiser's office by car. Mr. Freiser greeted Ivan with warm smiles and kind words.*

**Frank:** Oh, Ivan! I haven't seen you for ages. How are you getting on these days?

**Ivan:** Not bad. I hope you are doing well too.

**Frank:** I would say so. How are your classes, young man?

**Ivan:** I understand you are kidding but I like the sessions we are having here. There are a few important things I have learned here. And I've met some businessmen whose business looks very promising for us.

**Frank:** Good for you. And would you like some tea or coffee before we get down to business?

**Ivan:** Some coffee, please.

**Frank:** The secretary will bring coffee for us in a minute.

**Ivan:** I believe we could speak about our business now, if you don't mind.

**Frank:** I agree with you here. We studied your enquiry for our security devices and we could offer you some very modern ones.

**Ivan:** Could I see them while I'm here? Then it will be much easier for me and the General Director of my company to make a decision about the range of devices to buy.

**Frank:** No problem. Our Production Director will take you to our production shop and you will see all the devices we are offering to our customers at present. We have sold quite a lot of each type and we have not got a single complaint. They have never failed our customers.

**Ivan:** It sounds very convincing. And will the Production Director be coming soon?

**Frank:** The secretary will invite him after we have coffee.

**Ivan:** I see.

**Frank:** By the way, here is the latest organigram of our company. You may have a copy if you wish.

**Ivan:** Thank you. It will help me to speak with the Production Director.

*Ex. 2. Tick true variant.*

1. With what did the businessmen start the talk after greetings?
  - a). With Ivan's sessions.
  - b). With discussing the company's organigram.
  
2. Did Mr. Freiser offer anything to drink?
  - a). Yes, he did, he offered tea only.
  - b). Yes, he did, he offered coffee only.
  - c). Yes, he did, he asked what Ivan wanted to have, tea or coffee.
  
3. Had Ivan sent any enquiry to Mr. Freiser?
  - a). Yes, he had.
  - b). No, he hadn't.
  - c). It is not quite clear.
  
4. What devices did Mr. Freiser offer?
  - a). Some security devices.
  - b). Some modern transport devices.
  - c). Some safety devices.

5. Did Ivan want to see these devices on the production floor?
  - a). Yes, he did.
  - b). No, he didn't
  - c). It is not quite clear.
  
6. Who was to show Ivan round the factory and offices?
  - a). The Managing Director.
  - b). The secretary.
  - c). The Production Director.

**Ex.3.** Find equivalents in the text.

1. Мы рассмотрели ваш запрос на наши охранные устройства, и можем предложить вам современные устройства.
2. Можно, их посмотреть, раз уж я здесь?
3. Мне и генеральному директору будет намного легче решить, какие именно устройства нужно купить.
4. Наш начальник производства покажет вам производственный цех.
5. Вы увидите все устройства, которые мы предлагаем сейчас нашим покупателям.
6. Мы уже продали достаточно большое количество. Мы не получили ни одной жалобы.
7. Они ни разу не подвели наших покупателей.
8. Это звучит очень убедительно.

**Ex. 4.** Complete sentences with 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.

7. Выполните лексико-грамматические упражнения:

**Ex. 1. a).** Make word combinations and then 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.

*Ex. 2. Translate into English.*

1. Необходимо составить смету предстоящих расходов.
2. Фирма предлагает большое разнообразие товаров.
3. Каждый товар имеет свой собственный жизненный цикл, который состоит из нескольких этапов.
4. На выставке вы сможете познакомиться со всеми новшествами, появившимися за последнее время.
5. Ему удалось добиться успеха благодаря большой работе.
6. Какие бы ни были трудности, мы должны обеспечить продвижение товара на рынок.

Практическая работа 2. Деловые контакты. Business contacts

**Цель:** изучить лексику по теме **Деловые контакты. Business contacts**, повторить грамматический материал.

**Содержание работы:** тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

**Задание:** прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

To be over	завершиться
To hang up	положить трубку
To call/ring back	перезвонить
To hold on	не класть трубку
To look up	искать
To cut off	разъединять связь
To pick up	снять трубку
To get through	дозвониться
To put on	положить трубку
To give up	сдаться, бросить
To put through	дозвониться, соединить по телефону
Receiver	телефонная трубка
Cellular phone, cell phone (амер.) Mobile phone (брит.)	мобильный телефон
To interrupt	прерывать
Arrangements	планы
To put forward	предложить
Delivery	доставка

Order	заказ
Enquiry	коммерческий запрос
Confirm	подтверждать
Enclose	прилагать
Negotiations	переговоры
To draw your attention to	обратить ваше внимание на
To look forward to	ждать с нетерпением
Yours faithfully	искренне ваш
Signature	подпись
Merchandise	товары
Storage	хранение
Sincerely	искренне ваш
Concerning	что касается
I am pleased to inform you that	мне приятно сообщить вам, что
Further to our letter	в дополнение к нашему письму
Please note that	просим принять во внимание, что
As requested by you	в соответствии с вашей просьбой
We expect to hear from you in the near future	надеемся получить ваш ответ в ближайшем будущем
To avoid delay in	во избежание задержки
We assure you that	заверяем вас, что
Under the circumstances	в сложившихся обстоятельствах

1. Выполните лексико-грамматические упражнения:

*Ex.1. Transcribe the following words.*

Through  
Receiver  
Cellular  
Arrangements  
Enquiry  
Negotiations  
Faithfully  
Signature  
Merchandise  
Requested  
Circumstances

*Ex. 2. Fill in the gaps with the right phrasal verb.*

*Be over, hang up, call/ring back, hold on, look up, cut off, pick up, get through, put on, give up, put through*

1. The phone is ringing. Why don't you \_\_\_\_\_ the receiver?
2. Mrs. Scott isn't available at the moment. Can you \_\_\_\_\_ later?
3. Can you \_\_\_\_\_ Mr. Dumas's number in the directory please?
4. I'm afraid she's with a client, shall I \_\_\_\_\_ you \_\_\_\_\_ to her secretary?
5. I'm sorry about that. I'm glad you're still there. We must have been \_\_\_\_\_ for a moment.
6. Mr. Green never seems to be in his office. I've been trying to \_\_\_\_\_ to him all morning.
7. Could you \_\_\_\_\_ for a moment, I'll just find out for you.
8. Is Graham there? If so, could you \_\_\_\_\_ him \_\_\_\_\_ please?
9. If the telephonist says "Thank you so much for calling" and plays me that awful electronic music again, I'll \_\_\_\_\_.

10. If an American telephonist asks “Are you through?”, she wants to know if your call\_\_\_\_\_.

*Ex. 3. Read and translate the dialogue. Then play it in pairs.*

**Boris Torokin:** This is Boris Torokin speaking. Can I speak to John Williams, please?

**Operator:** Well, er... he’s here today but he may not be in his office right now.

**T.:** Er... he asked me to phone today. Can you find his cellular number for me?

**O.:** Yes, I’ll try to get it for you. Can you hold on?

**T.:** Ok, if it doesn’t take too long.

**O.:** Will you write down the mobile number?

**T.:** Yes, I listen...

**O.:** 89651663912

**T.:** Thank you for your help. Good bye.

**O.:** Not at all. Good bye.

*Ex. 4. Translate into English.*

1. Это говорит Андрей Кузнецов. \_\_\_\_\_
2. Его, возможно, нет в офисе. \_\_\_\_\_
3. Я постараюсь найти номер его мобильного телефона.  
\_\_\_\_\_
4. А это не займет много времени? \_\_\_\_\_
5. Думаю, что нет. \_\_\_\_\_
6. Вы можете не вешать трубку? \_\_\_\_\_

*Ex. 5. Complete sentences with proper modal verbs (should, must, have to, can, may).*

1. I really \_\_\_\_\_ be going. They are calling my flight.
2. We \_\_\_\_\_ prevent it at any price.
3. \_\_\_\_\_ I interrupt you for a moment?
4. The boss \_\_\_\_\_ meet you at 3 o’clock.
5. You \_\_\_\_\_ not talk to your boss in such a rude way.

2. Прочитайте и разыграйте диалог, выполните к нему лексико-грамматические упражнения:

*Ex.1. Read and translate the dialogue.*

### Changing arrangements.

**Operator:** Garston Motors limited. Good morning.

**Chris Ingersoll:** Good morning. IBD Industries here. I’d like to speak to someone about an order.

**O.:** I see. I’ll put you through to Mr. Datta.

**Mr. Datta:** Datta speaking.

**C. I.:** IBD Industries here. Morning, Mr. Datta. Can I ask you to put forward our order?

**Mr. D.:** Well, we’ll see. What’s the order number, please?

**C. I.:** Er... MU/3721.

**Mr. D.:** Right. You ordered two KS pump motors and a series of spare parts.

**C. I.:** That’s it. Could you possibly put forward delivery to the next month? We need them sooner than we thought.

**Mr. D.:** I’ll think what we can do. Can I ring you back?

**C. I.:** Yes, I’d be very glad if you would.

**Mr. D.:** Could you give me your telephone number?

**C.I.:** Yes, it’s 319.

**Mr. D.:** OK. You’ll be hearing from me. I’ll give you a call this afternoon.



**C.I.:** Ah, that's fine. Thanks very much. Good-bye.

**Mr. D.:** Good-bye.

*Ex. 2. Find in the dialogue terms for the following definitions.*

1. a direction to a producer to supply a certain amount of goods.
2. the act or process of bringing goods to the place or person.

*Ex. 3. a). Match right and left columns.*

1	to be on order	a	заказ на товар
2	order for goods	b	пробный заказ
3	trial order	c	быть заказанным
4	express delivery	d	оплата при доставке
5	cash on delivery	e	дата доставки
6	delivery date	f	срочная доставка

1 \_\_\_\_, 2 \_\_\_\_, 3 \_\_\_\_, 4 \_\_\_\_, 5 \_\_\_\_, 6 \_\_\_\_.

*b). Make your own sentences with these collocations.*

3. Прочитайте и разыграйте диалог, выполните к нему лексико-грамматические упражнения:

*Ex. 1. Read the dialogue and then do the exercises.*

**Don Bradley:** Good morning. This is Don Bradley. Can I talk to Phil Watson, please?

**Novo receptionist:** What company are you from please?

**Don Bradley:** Bibury Systems.

**Novo receptionist:** I'll put you through.

**Dave:** Phil Watson's phone.

**Don Bradley:** Good morning. Can I talk to Phil, please?

**Dave:** Can I ask who's calling please?

**Don Bradley:** Don Bradley from Bibury Systems.

**Dave:** Well Mr. Bradley, I'm afraid Phil's not in the office at the moment. Can I take a message or would you like to ring him on his mobile phone?

**Don Bradley:** I'll try his mobile. Can I have the number, please?

**Dave:** 0802 54377.

**Don Bradley:** Just let me check that. Zero eight zero two five four three double seven.

**Dave:** That's it.

**Don Bradley:** Thanks.

*a). Translate into Russian.*

- Message -
- Wrong number -
- To try a mobile -
- To put through -

*b). Unscramble the words.*

- nigr \_\_\_\_\_
- ynaocpm \_\_\_\_\_
- ssaemeg \_\_\_\_\_
- laim \_\_\_\_\_
- ecfofi \_\_\_\_\_

c). *Put in right order.*

1. Can I have the number, please? \_\_\_\_\_
2. Good morning. This is Don Bradley. \_\_\_\_\_
3. Phil Watson's phone. \_\_\_\_\_
4. Bibury Systems. \_\_\_\_\_
5. Would you like to ring him on his mobile phone? \_\_\_\_\_
6. I'm afraid Phil's not in the office at the moment. \_\_\_\_\_
7. I'll put you through. \_\_\_\_\_

4. Прочитайте текст, выполните к нему лексико-грамматические упражнения:

*Ex. 1. Read and translate the text.*

### **An Offer.**

Electrical Supplies Ltd.  
Coventry England, E. C. 7

Rossimport,  
Moscow, Russia.

20<sup>th</sup> May, 2010

Dear Sirs,

With reference to your enquiry of May 11<sup>th</sup> we confirm that we manufacture the equipment you are interested in. Our equipment is not very expensive and it is in great demand on the world market. We are doing business with many firms in Eastern Europe and we have never received any complaints. We always try to meet the requirements of our customers.

We can supply you with the number of engines you require.

We are enclosing with this letter our latest catalogue and leaflets where you will find all the technical and commercial information. We also enclose our price-list and General Conditions of Sale including the terms of payment. The currency of payment can be the subject of future negotiations.

Please note that our price is FOB London.

We would like to draw your attention to our low prices and quantity discounts we are offering in our catalogue.

Many thanks for your enquiry and we look forward to receiving your order in the near future. If you have any questions, please do not hesitate to contact us.

Yours faithfully,...

*Ex. 2. Write the English equivalents out of the text.*

1. Ссылаясь на ваше письмо от...подтверждаем, что...
2. ...мы изготавливаем оборудование, в котором вы заинтересованы.
3. Мы торгуем со многими фирмами в Восточной Европе.
4. Мы никогда не получали никаких претензий.
5. Мы всегда стараемся удовлетворять требования наших заказчиков.
6. Мы можем поставить требуемое вам количество.
7. Мы также предлагаем наш прейскурант и Общие условия продажи, включая условия платежа.
8. Мы хотели бы обратить ваше внимание на наши низкие цены и скидки за количество.
9. Благодарим вас за запрос и ждем вашего заказа.
10. Валюта платежа может быть предметом будущих переговоров.

*Ex. 3. Answer the following questions.*

1. What is the name of the firm which is writing this letter?
2. In what city does the firm have its head office?
3. What do they write about the quality of their equipment?
4. What offer do they make?
5. What commercial documents do they send?
6. Are they interested in doing business with the Russian company?

*Ex. 4. Look at the standard format of composing a business letter and then read and translate it.*

Letterhead  
(the name of the company, address and telephone number)

The writer's and addressee's references

The addressee's name and address

The date

Salutation  
Subject heading  
An opening  
The main message  
The close  
The complimentary close  
Signature  
The writer's name, title and/or department

**Markham Metals Corporation**  
**1420 W. Jefferson Blvd.**  
**Los Angeles, CA 90007**

June 1, 2009

Ms. Gloria Dietrich  
Carter Manufacturing  
1000 S. King Rd.  
Carbondale, IL 67291

Dear Ms Deitrich :

We certainly appreciate your initial order. All merchandise that you requested is in stock and has been shipped to you via Illinois Gulf Freight as of this date.

In the future, all merchandise you order will be shipped within three days. When bills are paid within ten days of receipt of merchandise, a profit-making 2 percent discount will be applied to your account. In a year's time, this discount can add up to very substantial savings. When payment is not made within ten days, it is due within thirty days.

You may already know that Markham is an industry leader in promoting plant safety. Each month we publish a safety poster suitable for display. In addition, our industrial management department

is at your service to answer questions regarding storage of merchandise, movement and its packing.

We look forward to long and mutually satisfying relationships between your company and Markham Metals.

Sincerely,  
William Martin  
Vice President, Sales

*Ex. 5. Compose your own business letter filling the blank.*

### Практическая работа 3. Деловые поездки. Going on business trip

**Цель:** изучить лексику по теме **Деловые поездки. Going on business trip**, повторить грамматический материал.

**Содержание работы:** тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

**Задание:** прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

Cashier	кассир
To be going on business	собираться в деловую поездку
Traveller's cheque	дорожный чек
Preprinted	печатный
Fixed-amount	установленная или фиксированная сумма
Value	ценный
Place of cash	места выдачи наличных денег
Pounds sterling	фунты стерлинги
Currency	валюта, деньги
Expire	потерять силу, закончиться
Current	используемый, текущий
Unused	неиспользованный
Purchaser	покупатель
Cheque's upper portion	верхняя часть чека
Holder	владелец
Date and countersign	поставить дату и подпись
Cheque's lower portion	нижняя часть чека
Figures	цифры, итоги
To be going to produce	собираться производить
Samples	образцы
Specimen	образец
License	лицензия, официальное разрешение

2. Выполните лексико-грамматические упражнения:

*Ex. 1. Unscramble the words.*

sharcei  
ruentrc  
dloreh  
uvale  
udpou  
iceemspn

*Ex. 2. Transcribe words.*

License \_\_\_\_\_  
Countersign \_\_\_\_\_  
Portuguese \_\_\_\_\_  
European \_\_\_\_\_  
Circular \_\_\_\_\_  
Advertising \_\_\_\_\_

*Ex. 3. Read and translate the text.*

**Mr. Snow is going on business.**

Mr Snow is British and he speaks English. He's a businessman. He lives and works in New York. He likes New York. He's at the office today. He is working now. The office is in New York. It's a big office. Mr Snow is going to England tomorrow. He's going to London. He often goes abroad. And when he goes abroad he always goes on business. He always flies. He's flying to London tomorrow.

**Ex. 4. Tell what you learned about Mr. Snow.**

1. Nationality
2. Native language
3. Place of living
4. Activity
5. Work place
6. About business trip

**Ex. 5. Fill in the gaps with prepositions where necessary.**

Mr. Brown is British. He speaks \_\_\_\_\_ English. He is \_\_\_\_\_ the office now. Tomorrow he is going \_\_\_\_\_ Italy. He is flying \_\_\_\_\_ Rome. It is a business trip. He often goes \_\_\_\_\_ business \_\_\_\_\_ Italy and France. Mr. Brown speaks \_\_\_\_\_ Italian, but he doesn't speak \_\_\_\_\_ French. He doesn't understand French. French is difficult \_\_\_\_\_ Mr. Brown.

**Ex. 6. Explain absence or presence of articles.**

Mr. Petrov is a businessman. He is a Russian businessman. Petrov is a Russian name. Besides, Ivanov, Sydorov are Russian names. Mr. Petrov lives in Omsk, the Russian Federation. He works in Omsk too. Now he is on business in France. He is in Paris. He is at an office now. The office is big. Tomorrow Mr. Petrov is going on business to Lyons, France.

**Ex. 7. Put articles where necessary.**

1. She is \_\_\_\_\_ visitor to \_\_\_\_\_ Spain.
2. We are in \_\_\_\_\_ Madrid now.
3. Are you \_\_\_\_\_ businessman?
4. Do you live in \_\_\_\_\_ England?
5. He works in \_\_\_\_\_ Office 10.
6. He is on \_\_\_\_\_ business in Belgium.
7. It is difficult to understand \_\_\_\_\_ Portuguese.
8. He often goes on business to \_\_\_\_\_ United States and \_\_\_\_\_ Italy.
9. He is \_\_\_\_\_ lawyer and lives in \_\_\_\_\_ Spain but sometimes works in \_\_\_\_\_ RF.
10. He is flying to \_\_\_\_\_ Rome tomorrow. It is \_\_\_\_\_ business trip.

3. Прочитайте, переведите текст и выполните к нему лексико-грамматические упражнения:

**Ex. 1. Here is a specimen of traveller's cheque. Read and translate the text.**



a). A traveller's cheque is a preprinted, fixed-amount cheque designed to allow the person signing it to make an unconditional payment to someone else as a result of having paid the issuer for that privilege. As traveller's cheques can usually be replaced if lost or stolen, they are often used by people on vacation in place of cash. Traveller's cheques are available in several currencies such as U.S. dollars, Canadian dollars, pounds sterling, Japanese yen, Chinese Yuan and euro; denominations usually being 20, 50, or 100 of whatever currency, and are usually sold in pads of five or ten cheques, e.g., 5 x €20 for €100. Traveller's cheques do not expire, so unused cheques can be kept by the purchaser to spend at any time in the future.

Traveller's cheques were first issued on 1 January 1772 by the London Credit Exchange Company for use in ninety European cities, and in 1874 Thomas Cook was issuing 'circular notes' that operated in the manner of traveler's cheques. American Express was the first company to develop a large-scale traveller's cheque system in 1891, and is still the largest issuer of traveller's cheques today by volume. Upon obtaining custody of traveller's cheques, the purchaser should immediately write his or her signature once upon each cheque, usually on the cheque's upper portion. When wanting to cash a traveller's cheque while making a purchase, the purchaser should date and countersign the cheque in the indicated space, usually on the cheque's lower portion.

b). Translate from the text.

1. Подпись владельца \_\_\_\_\_
2. Поставьте контрольную подпись \_\_\_\_\_
3. Мы оплачиваем 20 фунтов \_\_\_\_\_
4. подпишите, пожалуйста, чек \_\_\_\_\_
5. Это не моя подпись \_\_\_\_\_
6. Безусловный платеж \_\_\_\_\_
7. Чек на фиксированную сумму денег \_\_\_\_\_
8. Чеки действительны в валютах \_\_\_\_\_
9. Независимо от валюты \_\_\_\_\_
10. Аккредитив, безналичный расчет \_\_\_\_\_
11. При получении чека \_\_\_\_\_
12. Получатель должен подписать каждый чек \_\_\_\_\_
13. В указанной графе \_\_\_\_\_

*Ex. 2. Examine the meanings of these prefixes and give your own examples.*

**Mis-** wrongly, incorrectly

**Over-** too much

**Sub-** below

**Re-** again or back

1. *Misunderstand* – неправильно понять,  
*Mischarge* – неправильно сосчитать,  
\_\_\_\_\_
2. *Overcast* – хмурый, унылый, затянутый облаками,  
*Overgrow* – разрастаться,  
\_\_\_\_\_
3. *Subdivide* – подразделять,  
*Sub-company* – дочернее предприятие,  
\_\_\_\_\_
4. *Repay* – заплатить заново,

5. Replace – заменить, замещать,

\_\_\_\_\_

\_\_\_\_\_

4. Прочитайте диалог, разыграйте его в парах, выполните к нему лексико-грамматические упражнения:

*Ex. 1. Read, translate and play the dialogue.*

**A new model.**

*Situation: Mr. Snow (S) is having a business talk with his colleague Mr. Rawson (R) during his business trip to London.*

**S:** I read your export figures last night.

**R:** What did you think of them?

**S:** I thought they were all right. But they are almost the same as last year's. What are you going to do?

**R:** We're going to improve them this year, I hope.

**S:** You know we are going to produce a new model next year, don't you? The samples will be ready in three weeks and we are going to send some to each branch.

**R:** Good. I think I'm going to need about thirty.

**S:** So, our advertising men are producing a new catalogue at the moment. It'll include the new model, of course.

**R:** Are they going to print them both in different languages?

**S:** They haven't done it yet but there are going to be special versions for all the European Branches.

**R:** Let's stop and have some coffee.

**S:** Good idea! We can continue our discussion later.

*Ex. 2. Find the English equivalents in the dialogue.*

1. Какого вы мнения о них? \_\_\_\_\_

2. Но они почти такие же, как прошлогодние. \_\_\_\_\_

3. Что вы собираетесь делать? \_\_\_\_\_

4. Образцы будут готовы через три недели. \_\_\_\_\_

5. Я думаю, мне понадобится около тридцати. \_\_\_\_\_

6. Наши специалисты по рекламе работают над созданием нового каталога. \_\_\_\_\_

7. Они собираются напечатать их на разных языках? \_\_\_\_\_

8. Да, видимо, будут специальные издания для всех европейских отделений. \_\_\_\_\_

*Ex. 3. Match equivalents.*

1	What are you going to do?	a	I read your export figures yesterday evenings
2	Mr. Snow and Mr. Rawson are having a business talk at the GCFT	b	our plan is to improve them this year, I think



3	You are going to produce publicity material as well	c	your export figures are practically the same as they were last year
4	I read your export figures last night	d	What do you plan to do?
5	We're going to improve them this year, I hope	e	Mr. Snow and Mr. Rawson are having a discussion at the GCFT
6	Your export figures are almost the same as last year's	f	You're also going to print advertising material

1 \_\_\_\_, 2 \_\_\_\_, 3 \_\_\_\_, 4 \_\_\_\_, 5 \_\_\_\_, 6 \_\_\_\_.

*Ex.4. Answer the questions.*

1. What branch was Mr. Snow inspecting?
2. What materials did Mr. Snow look through?
3. What did Mr. Snow think of the export figures?
4. Did the branch plan to increase their exports?
5. When was the GCFT going to produce the new model?
6. How did the company plan to help the branches?
7. How many samples did Mr. Rawson need?
8. What materials did Mr. Rawson expect to receive?
9. In what languages were they going to print them?

*Ex. 5. a). Match the columns.*

1	arrange	a	goods
2	rent	b	tax
3	pay	c	a meeting
4	export	d	some money

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

*b). Complete each sentence with suitable expressions from the table.*

1. They might \_\_\_\_\_ if you pay within 10 days.
2. Do you need a license to \_\_\_\_\_ to this country?
3. Don't forget we have to \_\_\_\_\_ on the profit we made.
4. I'm trying to \_\_\_\_\_ with my bank manager next Tuesday.

Практическая работа 4. Презентация продукции.  
How to make presentation of a product

**Цель:** изучить лексику по теме **Презентация продукции. How to make presentation of a product**, повторить грамматический материал.

**Содержание работы:** тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

**Задание:** прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

Project	проект
Price inflation	ценовая инфляция
Graph	график
Subsequently	впоследствии, позже
Rate of inflation	уровень (показатель) инфляции
Substantially	в основном, в значительной степени
I'd just like to	мне бы хотелось
Disadvantages	недостатки
Observe	наблюдать, обращать внимание
Cif terms (Cost, Insurance and Freight)	(стоимость, страхование и фрахт) торговый термин в международной торговле, когда используется морской транспорт.
Fob prices (free on board)	франко-борт, фоб. Термин ценообразования, обозначающий, что объявленная цена включает расходы погрузки товаров на транспортное средство в указанном месте.
Representative	представитель
Long-winded	многоречивый, скучный
Extensive	всесторонний, далеко идущий, исчерпывающий
Insure	страховать
To accomplish	достигать
Outline	зд. подытожить
Core idea	ключевая идея
Grab the attention	захватить внимание
Hook, some kind of hook	зд. нечто интригующее, шокирующее
Ice-breaking joke	разряжающая обстановку шутка
A provocative question	провокационный вопрос
Rarely-used	редко используемый
Convincing	убедительный
Emphasize	1. придавать особое значение, подчёркивать, акцентировать 2. логически выделять
Transitional phrases	фразы-логические связки
Key points	ключевые моменты
On behalf of	от лица, от имени кого-либо
I'm in charge of	отвечать, быть ответственным за что-либо
Introduction	вступление
Signposting	постановка логических указателей
Firstly	во-первых
Secondly	во-вторых
Moreover	более того
Furthermore	далее
To sum up	обобщать, суммировать
In conclusion	в заключении
To conclude	1. приходить к заключению 2. завершать 3. заключать 4. заканчиваться

2. Выполните лексико-грамматические упражнения:

*Ex. 1. Translate and explain the proverb.*

“A project is a Race”

*Ex. 2. Translate the definition into English.*

**Презентация** – это выступление сотрудника компании в связи с представлением нового товара или услуги при аудитории специалистов в определенной области.

**Presentation** is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Ex. 3. Read and translate the example of presentation.*

Good morning, ladies and gentlemen. Today I'm going to talk about changes in consumer prices in Britain, the United States, France, Germany and Japan during the period 2002 to 2005.

First of all, let's look at a country whose price inflation was higher than anyone else's during this period.

As you can see from the graph, price inflation in Britain stood at around 5% in 2002, rising to almost 10% in 2004, before falling back to 4% in 2005.

Now, if we turn to another large trading country, Japan, was as low as 1% in 2002, and even though it subsequently rose, it was always well below 4%.

Finally, let's look at Germany, the only country experiencing a rise in inflation in 2005. This rise from around 2% in 2003 to over 3% in 2005 was largely due to the extra costs of re-unifying East and West Germany.

In conclusion, we can observe that Britain had the highest rate of inflation of the five countries examined throughout this period, although the gap narrowed substantially in 1991.

*Ex. 4. Find in the text all the introductory words and phrases.*

*Ex. 5. Define functions of following utterances.*

Before I start I'd just like to thank you all for...	
I think I'll begin by answering...	
Then, next to it, we have a graph where we can see...	
Now what about the disadvantages?	
In conclusion we can observe	

*Ex. 6. Translate into English.*

1. розничные цены \_\_\_\_\_
2. давайте рассмотрим \_\_\_\_\_
3. инфляция цен \_\_\_\_\_
4. впоследствии вырос \_\_\_\_\_
5. переунифицированный (заново объединенный) \_\_\_\_\_
6. в основном, главным образом \_\_\_\_\_

*Ex. 7. Translate into Russian.*

1. The goods were delivered on cif terms.
2. Fob prices are quoted in this offer.
3. This model was advertised on the radio.
4. This cheque is signed in the presence of the cashier.
5. The problem was settled yesterday. These conditions are included in the offer.
6. These problems are usually discussed during talks.
7. This machine is produced in England.
8. English is spoken in many countries of the world.
9. The price of the goods is fixed in US dollars.
10. The duty was paid in time.

*Ex. 8. Put the verbs in bracket in Passive Voice.*

1. Yesterday the price problem \_\_\_\_\_ (to discuss).
2. Next year this model \_\_\_\_\_ (to advertise).
3. We are sending you our offer. Catalogues and price-lists \_\_\_\_\_ (to enclose).
4. We promise that these engines \_\_\_\_\_ (to test) in the presence of your representative.
5. These goods \_\_\_\_\_ (to deliver) last month.
6. These raw materials can \_\_\_\_\_ (to deliver) next week.

*Ex. 9. Define the verb form and then translate.*

1. are enclosed \_\_\_\_\_
2. can be given \_\_\_\_\_
3. have been achieved \_\_\_\_\_
4. must be improved \_\_\_\_\_
5. will be discussed \_\_\_\_\_
6. are given \_\_\_\_\_
7. have been manufactured \_\_\_\_\_
8. was received \_\_\_\_\_
9. will be sent \_\_\_\_\_
10. will be inspected \_\_\_\_\_
11. have been sold \_\_\_\_\_
12. was countersigned \_\_\_\_\_
13. has been confirmed \_\_\_\_\_

3. Прочитайте, переведите текст и выполните к нему лексико-грамматические упражнения:

*Ex.1. Translate and put the parts of a presentation in right order.*

**A). Big boss:** My name is “Big Boss”. In six months’ time everyone here in the United States of America will be talking about “Big Boss” and you, my friends, can take a share in my incredible success.

**B).** ... To conclude the presentation we have seen that Big Boss can succeed in the American market. We have seen that can give the user more than anything else on the market. There is nothing that can touch it. Our competitors cannot deliver the technology. They cannot match our price and they can’t compute with our television campaign. “Big Boss” is going to be coast to coast at peak hours every day in the new year. And how much are we spending on this campaign? Well, let’s have a look at the individual territories...

**C).** ...So to sum up, everything indicated that the market was ready for a hi-tech product, a product that would appeal to both parents and children, a product that lets the user decide the character of the toy. Ladies and gentlemen let me introduce a break-through in toy technology. Ladies and gentlemen, I give you “Big boss”.

**D).** Ladies and gentlemen, thank you very much for coming this afternoon. In the next hour or so

I'm going to a completely new concept in toy manufacture. I shall begin by talking about the market research which led to the development of this product. Then I shall explain the technical developments, the production and our marketing strategy. Finally I shall outline our recommendations as to how you can make this new Bibury Systems are so committed to this new venture and why we are so confident that we can capture the American market. So let's begin with the background...

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

*Ex. 2. Give Russian equivalents.*

1. to outline recommendations -
2. to take a share in -
3. new venture -
4. to compute with the television campaign -
5. to capture the market -
6. to be a real breakthrough -
7. to be coast to coast -
8. at peak hours -
9. to appeal -
10. to deliver the technology -

*Ex. 3. Fill in the gaps with the suitable words from the box.*

production	a process in which things are made
a product	something made by industry
produce	the general word for things got from a farm

1. The \_\_\_\_\_ of cars in the country has doubled in the last decade. Now they \_\_\_\_\_ over 250 cars a week.
2. Computers are goods of serial \_\_\_\_\_.
3. *Frutos del Maipo* was formed in 1978, originally to provide fruit for jam \_\_\_\_\_ in Chile.
4. The UK is Chile's fourth largest European importer of frozen \_\_\_\_\_, importing over 3 million tons, valued at \$6 m.

*Ex. 4. Choose the synonyms from the following list to a, b, c, d, e.*

suggest	advise	influence	engaged
long-winded	identify	usual	complex
propose	thorough	motivated	interested
choose	regular	often	select
a). <i>persuade</i>	b). <i>decide</i>	c). <i>extensive</i>	d). <i>routine</i>
			e). <i>involved</i>

*Ex. 5. Fill in the blank with nouns or verbs.*

<b>Noun</b>	<b>Verb</b>
isolation	.....

.....	direct
combination	.....
.....	determine
identification	.....
.....	insure
promotion	.....
.....	satisfy
competition	.....
.....	achieve

*Ex. 6. a). Read 10 hints for writing more powerful speeches.*

1. Decide what you want to accomplish (достигать);
2. Write an outline. This can be as simple as a list of points you want to make;
3. Identify a thesis (the core idea or statement of your speech);
4. Your opening should grab the attention of your audience with some kind of hook. This can be an ice-breaking joke, a provocative question, a dramatic statistic etc;
5. Be yourself. Use language that is natural to you;
6. Use simple language. Remember that big and rarely-used words work against you on the podium;
7. Use emotional language to keep your audience awake or to establish a tone;
8. Use the active voice, not the passive voice to make your statement stronger;
9. Get personal when you can. A personal experience can help you emphasize a point and make it convincing;
10. Use transitional phrases to shift from topic to topic, or to emphasize key points.

*b). Answer the questions.*

1. What should you do to emphasize your speech?
2. What language is it better to use?
3. What is the rule for the opening part of the speech?
4. What is it necessary to do for a successful beginning?

*Ex. 7. Compose your own presentation on any topic using following expressions.*

<b>Fairly formal</b>	<b>More friendly</b>
Erm, perhaps we should begin.	OK, let's get started.
Good morning, ladies and gentlemen.	Morning, everyone.
On behalf of..., may I welcome you to...	Thanks for coming.
My name is...	I'm...
For those of you who don't know me already,...	As you know...
I'm responsible for...	I'm in charge of...
This morning I'd like to discuss/report on/and present...	What I want to do this morning is to talk to you about/tell you about/and show you...

If you have any questions you'd like to ask, I'll be happy to answer them.	Feel free to ask any questions you like as we go along.
Perhaps we can leave any questions you may have until the end of the presentation.	And don't worry, there'll be plenty of time left over for questions at the end.

**NOTE!** The Plan of any presentation should include:

1. Introduction
2. Signposting (*for ex "I'll be developing three main points"*)
3. Describing performance
4. Analysing performance (a key problem)
5. Building arguments (*firstly, secondly, moreover, furthermore*)
6. Concluding the presentation (*to sum up, in conclusion, to conclude*)

## Раздел 2. Практическая работа 1. Устройство на работу. Getting the job

**Цель:** изучить лексику по теме **Устройство на работу. Getting the job**, повторить грамматический материал.

**Содержание работы:** тексты для чтения по данной теме, упражнения на усвоение и закрепление лексико-грамматического материала.

**Задание:** прочитать, перевести тексты, выписать и выучить новые лексические единицы, выполнить ряд предложенных упражнений на закрепление лексики и грамматического материала.

1. Изучите лексический материал по теме:

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

2. Выполните лексико-грамматические упражнения:

**Ex. 1.** Make 10 sentences using the words from the list above.

**Ex. 2.** Give the Russian equivalents of the following derivatives.

skillful	promotion	qualified
application	recruitment	creative



unemployed  
interview

appointment  
earnings

equality  
profitable

**Ex. 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  |

**Ex. 4.** Fill in the blanks.

a) *salary, pay, wages, cash*

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

b) *work, profession, trade, occupation*

1. People work long hours in the tourist.....
2. Being a racing driver is a dangerous.....
3. The organisation's .....involves assisting those in need.
4. Apparently, he's a doctor by.....

**Ex. 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».

**Ex. 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.

**Ex. 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.

**Ex. 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?)

**Ex. 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.

**Ex. 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, help, brings, design*

**Ex. 11.** Read and translate the advertisement

## HELP WANTED

JUNIOR SECRETARY *for busy, friendly office to work for managing director. She should have good speeds, a sense of humor, a sense of responsibility, and an ability to cope with panicking. Starting salary within range \$ 1000-1400 depending on age and experience. Foreign languages an advantage. Good promotion prospects for a career girl.*

Write to Woodex. 20/25 Tartu Rd.

EE3002 Keila.

### Ex. 12. Read and translate Paula's Application letter

15 Kajaka St  
EE0002 TALLINN  
Woodex  
20/54 Tartu Road  
EE3002 KEILA

Personnel Manager

30th August 20....

Dear Sir or Madam,

I have seen your advertisement for a secretary in the Estonian Express and I would like to apply for the post.

I have left secondary school where I obtained my knowledge of secretarial work. I enclose an outline of my qualifications. I have no previous office experience but I am willing to try and learn quickly.

Yours faithfully Paula Tanner

3. Прочитайте и разыграйте диалоги, выполните к ним лексико-грамматические упражнения:

### Ex. 1. Read, translate and act the dialogue.

*Situation:* Paula is interviewed by Mr. Joel Klaus, the Personnel Manager of "Woodex"

**J.K.:** Good morning, Miss Tanner. Please, take your seat. I'm Joel Klaus, Personnel Manager.  
What can I do for you?

**P.T.:** I read an advertisement of your firm in yesterday's Estonian Express.

**J.K.:** Have you worked as a secretary before?

**P.T.:** I'm sorry to say that I haven't. I finished secondary school with the specialty of secretarial work. So it means that theoretically I should know something.

**J.K.:** Oh yes, I remember now. That's very good. Do you speak any foreign languages?

**P.T.:** Oh, to a certain extent. Yes. I know fairly well Russian and English, a little German and Finnish.

**J.K.:** That's not bad. We really need Finnish very much.

**P.T.:** Oh. I can continue my studies in Finnish. I'll go to some evening classes.

**J.K.:** Fine.

**P.T.:** If you can't take me on as a secretary, I could be on probation for a time first.

**J.K.:** Well, yes. I think in the beginning you'll have to learn quite a lot.

**P.T.:** I'm willing to do that.

**J.K.:** Well, now... where have I put your application... Oh, here it is.

You see, we need a curriculum vitae as well and two photographs.

**P.T.:** I'll bring them as I can.

**J.K.:** That's good. Can you start next Monday?

**P.T.:** Oh yes, of course.

**J.K.:** Well then I'll see you next Monday at 9 sharp.

**P.T.:** Thank you. Good - bye.

**J.K.** Good - bye.

## **Ex.2.** Read and translate

*Situation:* Paula is discussing her new job with her best friend Ada.

**A.:** Well, how was it?

**P.:** It's difficult to say. The personnel manager was very nice and understanding.

**A.:** What questions did he ask you?

**P.:** Well, first he wanted to know whether I've worked any where before. I told him that had studied secretarial work. Now I have to pay greater attention to Finnish.

**A.:** Did you see the office where you're going to work?

**P.:** No, I didn't. I didn't see anybody but the personnel manager. I'll start on Monday. But it seems to be a very big firm.

**A.:** What was the personnel manager's room like?

**P.:** Nothing much, just an ordinary one. It seems, it was tidy, there were even some flowers on table. But I have the feeling that they are short of space, just like every where else.

**A.:** It's not interesting at all. I'd like to work some place where there are many foreigners, big imposing rooms, big tables, cozy upholstered armchairs, swinging glass doors, a lot of light and air.

**P.:** Oh, dear. You must still be under impression of some recent commercial firm.

**A.:** You see, that's my idea of my future workplace.

**P.:** Well, we'll live and see.

**Ex. 3.** Which alternative is correct?

1. Woodex advertises for a supplier/bookkeeper/secretary/accountant.
2. Paula Tanner has previous experience of office work/studied French/a lot initiative/expresses willingness to learn.
3. In Woodex Paula is interviewed by the Managing Director/the Personnel Director/a secretary/the Marketing Director.
4. Paula knows fairly well Russian/Dutch/Finnish/Norwegian.
5. Paula has her previous knowledge of secretarial work from her mother/earlier work/school/special courses.
6. Joel Klaus' room is imposing/ordinary/very large/with swinging doors.
7. Paula shares her first impressions with her teachers/boy – friend's parents/friend Ada.

4. Прочитайте и переведите текст:

**Ex. 1.** 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 reverse 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*



5. Изучите таблицу и напишите свое резюме:

**Ex. 1.** Study the CV given below. Write your CV

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

6. Прочитайте и переведите тексты, выполните к ним лексико-грамматические упражнения:

**Ex. 1.** Read and translate

### **Interviews**

Interviewing is the process whereby individuals (usually two) exchange information. The participants may be concerned with a job opening, a promotion, a special assignment, a product sale, information for intelligence purposes, a proposed merger, or other questions. The information exchanged need not be limited to facts. In business, particularly, products of an interview such as meaning and understanding often are more significant than objective factual statements.

### **Job Interview**

If you've marketed your credentials well — by showing how your qualifications match the job — chances are that an employer will invite you for an interview. Now you must show the interviewer(s) you're as impressive as your qualifications, and the best person for the job.

**Ex.2.** Fill in the missing words

### **Interview**

If you ... to get an interview – do not waste the opportunity. The ... is now seriously interested in the picture you have given of your ... and qualifications. The ... is an opportunity to look more searchingly at that picture and to make a through test of your suitability for the ... in relation to others who are being ... . Large organizations often use particular ... techniques to supplement their

interviewing procedures such as intelligence test, etc. Personnel officers are usually ... to assess your response to their questions. When answering the employer ... but each interview can help build your experience so that you become more ... and knowledgeable.

*job, confident, interview, interviewed, selection, seek, manage, skills, employer, trained*

**Ex. 3.** 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

**Ex. 4.** 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 \_\_\_\_\_

**Ex. 5.** Here are some questions from an interview for the job of store detective in a new supermarket. Put them in the order you would ask them if you were the interviewer. Then add two questions of your own.

1. What do you like doing your spare time?
2. Why have you applied for this job?
3. What things about this job do you think you would find difficult?
4. Why do you think you are suited for this job?
5. What would you do if you saw someone stealing something in the store?
6. What would you like to be doing in five years' time?

7. Прочитайте и разыграйте диалог, выполните лексико-грамматические упражнения к нему:

**Ex. 1.** Read and translate

**Who should we hire?**

**A:** Do you think we should hire Miss Jackson? She's capable and honest.

**B:** I know. Miss Jackson is very honest, but how about Miss Wilson? I think she's more interesting than Miss Jackson, and she's much smarter.

**A:** I agree. Miss Wilson is very intelligent, but in my opinion she isn't as smart as Mr. Brown. Maybe we should give Mr. Brown the job.

**B:** No. I don't think so. Mr. Brown's livelier than Miss Jackson, but he isn't as capable as Miss Wilson. You know, I think we should hire Mr. Smith. He's more talented than Miss Jackson, he's more polite than Mr. Brown and he's friendlier than Miss Wilson.

**A:** Do you think he's as intelligent as Mr. Brown?

**B:** I think so. And he isn't as talkative.

**A:** You're right. We'll hire him.

**Ex. 2.** Think of the possible answers

1. Who is the most capable?
2. Who is the liveliest?
3. Is Mr. Smith as friendly as Miss Wilson?
4. Why shouldn't they hire Miss Jackson?
5. Whom would you hire? Why?

**Ex. 3.** Make some statements

1. Mr. Bunk, responsible, Miss Claus
2. Miss Holles, persistent, hardworking, Miss Green
3. Mr. Trump, punctual, careful at work, Mr. Reeds

8. Прочитайте и переведите текст, выполните к нему лексико-грамматические упражнения:

**Ex. 1.** Translate the text and answer the question

### **An Interview for a Job**

Three girls have just been interviewed for a job, but only one will be chosen by the interviewers. During the interview they were asked a lot of questions, and then they were told to type out some business letters. They were also asked to send some messages by telex and telefax, and use a computer. Here are some notes the interviewers made while the applicants were answering their questions.

Sheila Simpson. Age 26. Married. Two children. Had two years' experience of work as a secretary with Byrd & Co. Ltd. Gave up the job when her second child was born. Doesn't mind if we make inquiries about her at her former place of work. Is fluent in French and German.

Alice Campbell. Age 28. Divorced. No children. Has a job as shop assistant in a department

store, but isn't satisfied with it for two reasons:

- a) finds it unpleasant to deal with some of the customers;
- b) lives a long way from the store.

Lucy Davies. Age 19. Unmarried. No working experience. Was taught to type and operate a computer at school. An excellent figure and a lovely face! Could be a fashion model, but prefers a secretarial job as a start for her business career. Doesn't mind answering personal questions.

**Ex. 2.** 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.

**Ex. 3.** 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 can .....well 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*

9. Прочитайте, переведите текст и выполните лексико-грамматические упражнения к нему:

**Ex. 1.** 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.

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”?
10. Прочитайте, переведите текст и выполните лексико-грамматические упражнения к нему:

**Ex. 1.** Read and translate the text

### **Great British jobs**

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 for weeks holiday a year and I have to take it when it suits my employer.”

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 be quite fearless!” Mark travels all over the country and often works away from home for extended period, so that because of him beautiful buildings will continue to grace the skyline for a good few years.

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.”

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.

**Ex. 2.** 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?

11. Прочитайте, переведите текст и выполните лексико-грамматические упражнения к нему:

**Ex. 1.** 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 socialize. '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.”

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

12. Прочитайте, переведите текст и выполните лексико-грамматические упражнения к нему:

Ex. 1. 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 meters 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.

**Ex. 2. 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 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?

Литература.

**Основная литература:**

Афанасьева О.В. Английский язык: 11 класс: базовый уровень/ О.В.Афанасьева, И.В. Михеева, К.М. Баранова. -8-е изд., стереотип. – М.: Просвещение, 2023.-199, (1)с.: ил. - (Rainbow English). **30 шт + ЭБС Знаниум**

**Дополнительная литература:**

Маньковская З.В. Английский язык: учебное пособие/ З.В. Маньковская. - Москва: ИНФРА – М. 2024 – 200 с. (среднее профессиональное образование). **ЭБС Знаниум**

Английский язык в сфере строительства (English for students of Civil Engineering and Construction): учебник/ О.Н.Анюшенкова.- Москва: ИНФРА-М, 2024.-371 с.-(Среднее профессиональное образование). **ЭБС Знаниум**