



Учебные материалы

АНГЛИЙСКИЙ ЯЗЫК

*для студентов дистанционной формы обучения,
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Введение

Учебные материалы по иностранным языкам является учебно-методическим пособием для студентов 1-го курса дистанционного обучения.

Предисловие

Настоящее пособие предназначено для студентов экономических специальностей дистанционной формы обучения, продолжающих изучение английского языка на базе средней школы. Особенностью изучения иностранного языка в дистанционной форме обучения является то, что большая часть языкового материала должна прорабатываться самостоятельно. Пособие состоит из текстового материала, заданий по развитию и совершенствованию навыков перевода и интерпретации текста, а также компетенции в области грамматики. Большинство текстов сопровождается перечнем активной лексики, который помогает понять студенту содержание текста. На базе оригинальных учебных текстов составлены тематические словари, расположенные в начале учебного блока. Словари содержат терминологическую и наиболее употребительную обиходную лексику, подлежащую усвоению.

Тексты подобраны из оригинальных источников и обеспечивают повышение общеобразовательного и профессионального уровня студентов. В задания входят текстовые и грамматические и лексические упражнения, которые служат для итогового контроля усвоения программного материала. Пособие включает в себе также грамматический материал, который не только обязательный для усвоения, но и дает более широкие знания по грамматике иностранного языка.

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UNIT 1 “STUDENT’S LIFE”

Text 1. Read the text and do the exercises below.

BNTU

VOCABULARY

was founded – был основан
anniversary - годовщина; юбилей
areas - область, сфера деятельности
participate –принимать участие
development - развитие, расширение, рост;
совершенствование; эволюция, достижение
enterprise - промышленное предприятие
occupy – занимать
full-time and correspondence departments –
факультеты дневной и заочной формы обучения
is divided – делится
term – семестр
excellent – отличный
scholarship – стипендия
tutorial - консультация, встреча с преподавателем
(в колледже или университете)



session of residential teaching
(examination period) - сессия
to attend – посещать
well-equipped – хорошо оборудованный
available – доступный
postgraduate - аспирант; студент
магистратуры
graduates - выпускники университета

Belarusian National Technical University is one of the oldest and biggest educational institutions in our republic. It was founded* in 1920. In 2010 BNTU celebrated the 90th anniversary* since its foundation. A lot of developments created in BNTU are widely used in different areas* of the country’s economy. Scientists and specialists of Belarusian National Technical University participate* actively in developments* of innovations for enterprises* of real sector of economy.



BNTU includes 17 faculties and trains qualified specialists for different fields of science and technology. A lot of young people from our country and abroad enter BNTU to become managers, economists, mechanical engineers, architects, programmers, building engineers, electrical engineers etc. The university occupies* 18 buildings.

There are full-time* and correspondence* departments* at the university.

The academic year is divided* into 2 terms*. Full-time, correspondence and distant students get credits and take exams at the end of each term. If the results are excellent* full-time students get scholarship*.

The teaching process is based on lectures, practical classes, seminars, lab works and tutorials*. Full-time students have three or four classes a day. Distant students have sessions of residential teaching (examination periods)* four times a year. During examination periods they attend lectures, practical classes, seminars, lab works. They have tests and projects to write and take exams. Between examination periods they attend* tutorials. Besides distant students write emails to their teachers. Internet, computer technologies, multimedia are widely used in the teaching process.

There are good facilities for study at the university. Well-equipped* laboratories, computer classes are available* both for teaching and for personal use. There is a large library and several reading halls at BNTU. For those who are fond of sports there are sports grounds, a swimming pool, a

football field and different sports sections. Graduates* of this university work at various plants, factories, universities and laboratories. A number of graduates continue their studies as postgraduates*.

Ex. 1. Define the sentences as *True* or *False*.

- BNTU is 99 years old.
- There are 7 faculties in BNTU.
- Full-time students don't attend lectures and seminars every day.
- Distant students don't have to attend classes every day.
- Distant students get credits and take exams at the end of the academic year.
- Tutorials are tuitions given by a university tutor to an individual or a small group of students.
- There are good sports facilities in BNTU.
- Doors of various plants, factories, universities and laboratories are open to BNTU graduates.

Ex. 2. Read the text again and pick out the sentences describing:

- BNTU foundation
- faculties of the university
- the academic year
- the teaching process
- distant students
- opportunities for graduates

Ex. 3. Find sentences with “*there is/are*” in the text.

Ex. 4. Answer the questions.

1. Is Belarusian National Technical University one of the youngest and smallest educational institutions in our republic?
2. When was it founded?
3. How many faculties are there at BNTU?
4. What is the structure of the academic year?
5. What does the teaching process for distant students consist of?
6. What facilities are there in the university?

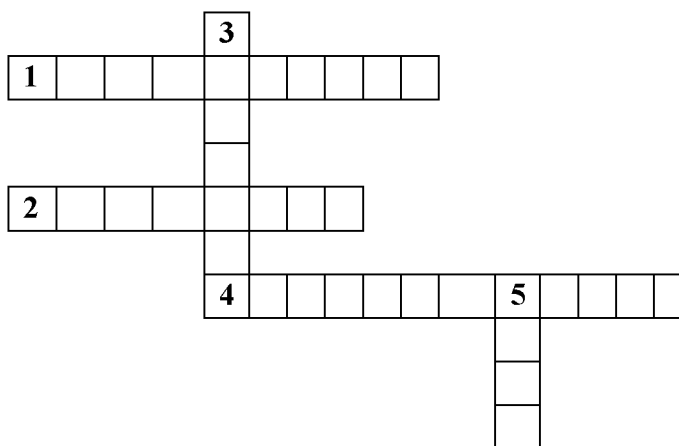
Ex. 5. Solve the crossword puzzle.

Across:

1. An educational institution of higher learning.
2. A person who has received a high-school diploma.
4. The period when distant students have classes, lectures, lab works, take exams, get credits.

Down:

3. An educational talk to an audience, especially to a number of students in a university.
5. An academic year is divided into two ...



Text 2. Read the text and fill in the gaps with the words from the table.

INTERNATIONAL INSTITUTE OF DISTANCE EDUCATION

In 2000 Belarussian National Technical University (BNTU) _____ the International Institute of Distance Education (IIDE BNTU). In 2001/2002 _____ year first students were admitted to the Institute.

Today the Institute trains students offering them _____ and study balance on a tuition fee basis in 5 specialities:

- Software engineering
- Information systems and technologies
- Data processing automation systems
- Economics and industrial management

The Institute comprises two _____: "Information Systems and Technologies", "Information Technologies for Management". Branches of these departments were set up in Grodno, Molodechno and Soligorsk. The Institute trains over 1400 _____, undergraduates, postgraduates. A number of international students also study at the Institute. IIDE is planning to expand its network by opening new branches of the departments in _____. The Institute keeps offering educational _____ to foreign citizens in and outside of the country both in English and Russian.

Text 3. Read and translate the text. Study the highlighted words.

EDUCATION: UNIVERSITY

Subjects

You can normally **do/study** these subjects at university but not always at school:

<u>m</u> edicine	law	phil <u>o</u> sophy	engine <u>e</u> ring
psy <u>ch</u> ology	soci <u>o</u> logy	<u>a</u> rchitecture	<u>p</u> olitics
<u>b</u> usiness studies	<u>a</u> griculture	<u>h</u> istory of art	

Note: The underlined letters in some of the words above show the syllable with the stress. Also note that the first syllable of psychology is pronounced /sai/ like 'my'.

Studying at university (in England and Wales)

If you want to **go to** (= **enter** *fml*) university, you must first **pass examinations** that most students take at the age of eighteen (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to **get/obtain** a place at university because the places are limited. At the moment, approximately 30 young adults go to university in Britain.

If you get a place at university, the **tuition** (= the teaching) is free, and some students also **get** (= receive) a **grant** (= money to pay for living expenses, e.g. food and accommodation) as well. Students at university are called **undergraduates** while they are studying for their first degree.

Most university courses **last** (= go on for / continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing/studying** history, or **doing/studying for** a degree in history, for example. When they finish

the course and pass their examinations, they **receive a degree** (the qualification when you complete a university course successfully). This can be a **BA** (= Bachelor of Arts) or a **BSc** (= Bachelor of Science), e.g. I have a friend who has a BA in history, and another who has a BSc in chemistry.

Postgraduate courses

When you complete your first degree, you are a **graduate**. (In the US, students also use this word as a verb and say, they 'graduated in history' or 'graduated in chemistry', for example.) Some students then go on to do a second course or degree (**postgraduate course/postgraduate degree**). These students are then **postgraduates**. There are usually three possible degrees:

MA (Master of Arts) or MSc (Master of Science); usually one year

MPhil (Master of Philosophy); usually two years

PhD (Doctor of Philosophy); at least three years

When people study one subject in great detail (often to find new information), we say they are **conducting / doing / carrying out research** (U); e.g.

I'm **doing** some **research into/on** the languages of different African tribes.

School vs. university

At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**. When a lecturer **gives/does** a lecture, the students listen and **take/make notes** (= write down the important information), but do not usually say much, except to ask occasional questions.

Complete the following exercises:

1. Read these sentences spoken by university students. What is each person studying?

- 1 We have to know every bone in a person's body.
- 2 I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
- 3 The way we use fertilizers is much more precise than twenty years ago.
- 4 We're going to concentrate on Freud and Jung this term.
- 5 I've been reading some books on time management.
- 6 Expressionism was really a reaction to the work of the Impressionists.
- 7 We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
- 8 You must know this case - it's one of the most famous in legal history.

Now mark the stress on each of your answers, check with the answer key, and practise saying the words.

2. What do you call:

- 1 the money some students receive if they get a place at university?
- 2 the qualification you get at the end of university?
- 3 the name we give students during this period at university?
- 4 teachers at university?
- 5 students when they have completed their first degree?
- 6 students studying for a second degree?
- 7 the study of one subject in great depth and detail, often to get new information?

8 the talks that students go to while they are at university?

3. Replace the underlined verbs with different verbs that have the same meaning in the context.

- 1 Who is giving the lecture today?
- 2 Did she receive a grant for her course?
- 3 Is it more difficult to obtain a place at university?
- 4 You have to pass the exams before you can enter university.
- 5 He's studying physics, I think.
- 6 I think they're carrying out some research into the cause of asthma.
- 7 I didn't take any notes in the lecture yesterday.
- 8 The course goes on for three years.

4. How similar is university education in your own country? Answer these questions. If possible, compare your answers with someone else from your own country and/or someone from a different country.

- 1 Do you need to pass examinations before you can go to university?
- 2 Do some students get a grant to study at university?
- 3 Is the tuition free if you go to university?
- 4 Do most students go to university at the age of 18 or 19?
- 5 Do more students go to university in your country than in Britain?
- 6 Do most degree courses last three years?
- 7 What is your equivalent of the British BA or BSc?
- 8 Do you have similar postgraduate degrees in your country?

TEXT 4. Read and translate into Russian

THE PROFILE OF THE DISTANT STUDENT.



Many distance-education students are older, have jobs, and families. They must coordinate the different areas of their lives which influence each other - their families, jobs, spare time, and studies. Distant students have a variety of reasons for taking courses. Some students are interested in obtaining a degree to qualify for a better job.

Many take courses to broaden their education and are not really interested in completing a degree. In distance education, the learner is usually isolated. The motivational factors arising from the contact or competition with other students is absent. The student also lacks the immediate support of a teacher. Distant students and their teachers often have little in common in terms of background and day-to-day experiences and therefore, it takes longer for student-teacher rapport to develop. Without face-to-face contact distant students may feel ill at ease with their teacher as an "individual" and uncomfortable with their learning situation. In distance education settings, technology is typically the conduit through which information and communication flow. Until the teacher and students become comfortable with the technical delivery system, communication will be inhibited.

TEXT 4. Read the short text carefully and translate it into Russian.

Tutorial system* – консультационная система (a system, mainly in universities, in which students receive guidance in academic or personal matters from tutors)

TUTORIAL SYSTEM

The tutorial system is widely and effectively used in Oxford and Cambridge. Every student has a tutor and as soon as you come to University you go to your tutor. The tutor plans your work, suggests the books you should read and sets work for you to do, for example an essay to write. Every week you go to the tutor's room perhaps with two or three other students and tutor discusses with you the work that you've done, criticizes in detail and sets you the next week's work.

Text 5. Read and translate the text.

THE OPEN UNIVERSITY

The Open University (OU) is a pioneer university in distance learning. It is notable for having an open entry policy, i.e. students' previous academic achievements are not taken into account for entry to most undergraduate courses. The majority of the OU's undergraduate students live in Great Britain and principally study off-campus, but many of its courses (both undergraduate and postgraduate) can be studied off-campus anywhere in the world. There are a number of full-time postgraduate research students based on the university campus where they use the OU facilities for research, as well as more than 1000 members of academic and research staff and over 2500 administrative, operational and support staff.

The OU was established in 1969 and the first students enrolled in January 1971. The University administration is based Milton Keynes, England, but has regional centres in each of its thirteen regions around the United Kingdom of Great Britain. It also has offices and regional examination centres in most other European countries. The University awards undergraduate and postgraduate degrees, as well as non-degree qualifications such as diplomas and certificates, or continuing education units.

With more than 180,000 students enrolled, including more than 25,000 students studying overseas, it is the largest academic institution in the United Kingdom and Europe by student number, and qualifies as one of the world's largest universities. Since it was founded, more than 3 million students have studied its courses. It was rated top university in England and Wales for student satisfaction in the 2005 and 2006.

The OU provides university education to those wishing to continue higher education on a part-time and/or distance learning basis, including people with health disabilities, who are officially a priority group for the university, about 10,000 OU students have health disabilities.

Faculties

The University has Faculties of Arts; Education & Language Studies; Health and Social Care; Law; Mathematics, Computing and Technology; Science; Social Science; and a Business School. The new Faculty of Mathematics, Computing and Technology was formed on 1 October 2007.

Business school

The OU Business School is the largest provider of MBAs (Master of Business Administration) in the UK, producing more graduates than all the rest of the business schools in the UK put together. Although the majority of students at the Business School are in the UK, many of the courses are also available throughout most of the world. Students study via distance learning for a Certificate or Diploma in Management and MBA programmes. A number of courses have compulsory residential school which students must attend.

Exercise 1. Choose the most suitable word or phrase underlined in each sentence.

- a) Jack decided to take a course/lesson in hotel management.
- b) Sheila always got good marks/points in algebra.
- c) After leaving school, Ann studied/ learnt to be a teacher.
- d) Peter decided not to go in/enter a university.
- e) My sister learned/taught me how to draw.
- f) I can't come to the cinema. I have to read/study for a test.
- g) In history we had to learn a lot of dates by hand/heart.
- h) I hope your work will improve by the end of course/term.
- i) Martin failed/missed his maths exam and had to sit it again.
- j) James was a very gifted student so he didn't have any problems passing/making his exams.

Exercise 2. Match each person from the list with a suitable description. Use each name once only.

classmate	examiner	learner	principal	pupil
coach	graduate	lecturer	professor	tutor

- a) Someone who teaches at a university.
- b) Someone who has a college degree.
- c) The head of a school.
- d) Someone who studies at primary or secondary school.
- e) The most important teacher in a university department.
- f) Someone who teaches one student or a very small class.
- g) Someone in the same class as yourself.
- h) Someone who trains a sports team.
- i) Someone who writes the question papers of an examination.
- j) Someone who drives but has not yet passed a driving test.

Text 6. Read the text carefully. Write out unknown words and make up your own vocabulary. Translate the text into Russian.

CYBERSTUDY – LEARNING ENGLISH

“The virtual language school – not language travel – is now the best way to learn English”

In my opinion, studying English in countries where it is the first language will always be the ideal. When you choose a language course, you have to take into account a lot of factors.

Firstly, there is cost. We spend much money and time to get to language courses. More and more people have turned to virtual Internet schools which are accessible from a computer anywhere in the world at any time of the day. In addition, virtual schools now employ native-speakers who offer online pronunciation.

Secondly, there is the place where you learn. In general, a ‘real’ classroom with real people will always generate more communication than a computer screen and keyboard ever could. A virtual school can never provide those important extras such as study center or close contact with an English-speaking homestay family. In consequence, a virtual school will never replace the real thing.

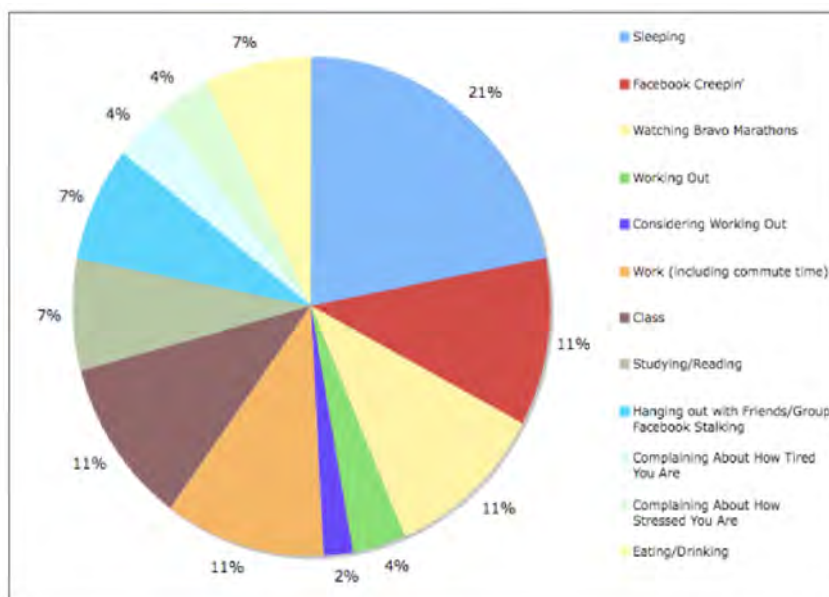
Virtual schools are a useful alternative to, but not a replacement for, traditional English language courses in English-speaking countries. For those who have no time and money to travel, they are a wonderful choice.

Ex. 1. Find English equivalents to the following Russian words:

носители языка - виртуальная школа -
принимать во внимание - доступный -
замена традиционных курсов - произношение онлайн -

Text 7a. In this pie chart a typical weekday in the life of a full-time university student in Chicago is described.

A full-time student comments on the figures in the chart.



Sleeping – 6 hours. Too busy to sleep longer.

Facebook Creepin' – 3 hours. Sad but true.

Hanging Out With Friends (Facebook Creepin', café, party) – 2 hours

Watching Bravo Marathons – 3 hours

Considering Working Out – 1 hour. It takes a long time and a lot of internal debate to determine whether your afternoon free time would be better spent on a treadmill or on a couch with Facebook and *The Real Housewives*.

Working Out – 30 minutes. Because that's all the time you have left after brooding about it for an hour.

Work (including commute time) – 3 hours. Typically, students with jobs work more than 3 hours a day. But, since they don't work every day, this number is more of a weekly average. Homework time can and do overlap here.

Class – 3 hours. Yes, you know. That thing we're all here for... an education. Class should take up a good portion of a student's day. That is, if they actually go.

Studying/Reading – 2 hours. On a good day.

Complaining About How Tired You Are – 1 hour. "I am so tired, you don't even understand!"

Complaining About How Stressed You Are – 1 hour. "I am so stressed, you don't even understand!"

Eating/Drinking – 2 hours. Students have meals with friends in the cafeteria.

Text 7b.

A STUDENT'S WORKDAY

Alison (biology student, 20)

I get up at about seven o'clock. That gives me time to *go jogging* in the park near home before breakfast. I don't *normally* have a big breakfast - just a cup of tea and some toast and honey. The thing is that I always have a sandwich and a coffee in the university cafeteria at about eleven, when we have *a break* after lectures.

I leave for the university about a quarter to nine - it only takes me about ten minutes to get there, so I'm there *in time* for the first lecture. I'm studying biology, so I have quite a *varied timetable*, but on a normal

day I have two hours of lectures, then two or three hours in the laboratory, and I spend the rest of the time in the university in the library.

During *the term* I'm usually *busy studying*, but I do have time for some *things other than work*. I mean, in the afternoons, after lunch, I sometimes play tennis or squash or go swimming. In the evenings, I *go out* with friends, so I don't usually get home *much before* half past nine. I usually read for a while, but I'm always in bed by midnight.

Write a short story about a typical day of a student's life in Chicago. If you have a friend or a relative who is a full-time student, write another story about a typical day of a student's life in Belarus.

Text 8. Read the text.

VOCABULARY

congratulations – поздравления

advantages and disadvantages - преимущества и недостатки

actually - фактически, на самом деле, действительно

entry – level job - перспективная работа (entry-level position начальная должность/ работа (должность, на которую назначаются новые работники, не обладающие большим опытом и квалификацией, т. е. первая должность при поступлении на работу))

tips (of advice) – советы

weighty - веский, важный

beforehand - заранее, заблаговременно

to pass an exam with flying colours – сдать экзамен с блеском

HOW TO PASS EXAMS



You are a student of a university!!! Congratulations*!!! You are not an ordinary student. You are a distant student. Is it good or bad? Is it a plus or a minus?

No doubt, there are advantages* and disadvantages* of being a distant student. The main advantage is that you don't have classes every day. But it doesn't mean that you don't have to study. Actually* distant students have to study hard and a lot on their own. And they take a number of exams every term. Here is a list of tips* how to get ready for exams and to pass them with flying colours*.

DON'T COUNT ON GOOD LUCK!!! RELY UPON YOUR KNOWLEDGE!!!

Before you start

- Be organized. Draw up a timetable of topics to study. Let friends and family know that you are serious, so they don't interrupt your studies.
- If you find it difficult to concentrate, don't study at home. Go to the library instead. There is a good library in BNTU. There are several modern well-equipped reading halls.
- If motivation is a problem, meet a friend and study together.
- Remember what you are studying for. In future you are planning to have an interesting, well-paid entry-level job*. Being a qualified specialist without grounded knowledge is impossible. Keep in mind: KNOWLEDGE IS POWER!!!

Studying tactics



- Go with your body clock: if you are slow in the morning, use that time to do some background reading. Do weightier* work in the afternoon.
- Don't study for more than 30 or 40 minutes at a time. Take regular breaks.
- Don't study too late, especially the night before the exam.
- Eat well.

On the day

- Arrive to the exam beforehand*. But don't come too early or you'll sit around getting nervous.
- Be concentrated and attentive at the exam.

Text 9. Read and translate the text.

STUDYING FOR EXAMS

Research has shown that success in exams depends on *physical* as well as *intellectual* fitness, and while there is no substitute for studying, keeping yourself in good physical shape will help you to make the most of what you've learned. The following advice will enable you to perform at your best at exam time.

Exercise

Many people believe that there are two kinds of student: the fit, sun-tanned type with bulging muscles and a low IQ, and the weak, pasty academics, who wear thick glasses and pass all their exams. The implication is that students are either intellectual or physical, which is not in fact the case. Recent studies have found that students who take regular exercise generally do better at school than those who don't. For example, twenty minutes of aerobic exercise will immediately bring about:

- an improved performance in IQ tests
- a reduction in stress
- improved levels of alertness and concentration
- faster, clearer, more creative thinking
- an improvement in your memory.

So, try to do some aerobic exercise at least three times a week. But remember, as exercise peps you up, it's better not to do it near bedtime. It could cause insomnia. And on the exam day, exercise before your exam starts, preferably outdoors.

Body clocks and sleep

Our bodies and minds are programmed to run to a particular schedule and our mental and physical abilities change dramatically during a day. For example, concentration, memory and the ability to work with our hands, all reach a peak in the afternoon, and fall to a low in the middle of the night. Our body clocks are set and kept in sync by daylight which also keeps us alert. Confusing your body clock will make you less alert and less effective. Lack of sleep will not stop a surgeon from operating successfully or a pilot from landing a jet, but it will affect a student's ability to read a book and remember things well.

Some points to remember

- If you have to get someone to wake you up every morning, you are not getting enough sleep.
- You should sleep at regular times so as not to confuse your body clock.
- You must get enough daylight. Study in a well-lit room, preferably near a window.
- The best times to study are between 9.00 and 12.00 noon, and then late afternoon between 4.00 and

6.00.

- The worst times are after lunch, because your body clock goes into a dip between 1.00 p.m. and 3.00 p.m., and also late at night. You may think you are more creative after 11.00 p.m., but remember that most exams take place during the day. Studying late at night will disrupt your body clock.
- A short nap during the afternoon will help you study and could result in an improved performance – just make sure you don't fall asleep during your exam.

Final points

- Don't study more than four or five hours a day on top of your school or other work.
- Whatever you tell yourself or other people, studying with the TV or radio on adversely affects your ability to absorb what you're trying to learn. The same goes for any background music which competes for your attention. Choose music you find *pleasant*, not *incredible*.
- Study with a friend-it helps you to feel you aren't suffering alone.

Text 10. Read the texts.

“INTRODUCING YOURSELF”



Let me introduce myself. My name is Shevzova Olga. I am a distant student. I study at BNTU. I am a second year student of International Institute of Distant Education.

I was born in Grodno on March 25th, 1991. Now I live and work in Grodno but study in Minsk. I am married but I don't have children. I work as a secretary for a small company. I work in a modern well-equipped office. I'm very busy during my working day. I work at the computer a lot. I write e-mails to our customers, type documents, answer phone calls, meet our clients and help my boss with documents.

I hope to become a manager in 3 years. I study a lot because I want to be a qualified specialist. I read a lot. As I am a distant student, I also send e-mails to my teachers if I have questions. It's very convenient. I have classes four times a year. Twice a year at the end of the term I take exams and get credits. It is quite difficult but very interesting to study at the university.



I'd like to introduce myself. My full name is Toronzev Dmitry Sergeevich. I am a full-time student. I study at BNTU. I'm a first-year student. I was born in Minsk on January 18th, 1994. I live with my parents in Minsk. I don't work because I'm very busy. I have lectures and seminars every day. After classes I go to the reading hall. After graduating from the university I hope to become an economist. I'd like to work for a large company in Minsk.

Ex. 1. Write your profile. Underline the suitable words and fill in the gaps to make sentences about yourself. If necessary make some sentences negative.

Let me introduce myself. My full name is I am a distant student. I study at BNTU. I am a *first/second* year student of International Institute of Distant Education.

I was born in ... in 19... . Now I live and work in ... but study in Minsk. I am *married/single* but/and I *don't have/have* children. I work as a ... for a *small/big* I work in a modern well-equipped office. I'm/*am not* very busy during my working day. I *work/don't work* at the computer a lot. I write emails to our customers, type documents, answer phone calls, meet our clients and help my boss with documents.

I hope to become *a manager/an economist* in 3 years. I study a lot because I want to be a qualified specialist. I read a lot. As I am a distant student I also send emails to my teachers if I have questions. It's very convenient. I have classes four times a year. Twice a year at the end of the term I take exams and get credits. It is quite difficult but very interesting to study at university.

Ex. 2 Read the dialogue in pairs. Role-play your own dialogue.

- Hello. Can you introduce yourself?
- Yes, sure. My name's Alexander.
- Would you tell me your full name, please?
- Alexander is my first name and my surname is Kravtsov.
- And what's your middle name?
- It's Ivanovich. So my full name is Kravtsov Alexander Ivanovich.
- Are you single or married?
- I'm married and I have two children.
- So, you have a family. But as far as I know you are a student.
- Yes, I am.
- Are you a full-time student or a correspondence student?
- I'm a distant student. And I study in Minsk.
- What's your job?
- I work as a manager. I'm a sales manager.
- What company do you work for?
- I work for a large trade company in Grodno.
- Is it possible to work and study simultaneously?
- Yes. You know it's a great advantage to be a distant student.

Text 11. Read the e-mail. Write a similar e-mail about yourself.

From: Alessandra [alessandra@andes.com.ar]
To: Daniel [dani2199@yahoo.com]
Subject: Hi from Argentina

Hi, Daniel!

My name's Alessandra. It's an Italian name because my grandma was from Italy, but I'm Argentinean and I live in Mendoza. I live with my parents and my two brothers.

I am 19 years old. I study at University. I study computer science. I'm a first year student. I am not a full-time student. I'm a distant student. I work part-time as a secretary for a large computer company.

There are 20 students in my class and some of them aren't from Argentina. They are from Italy and two students are from England. I speak English to them. The teachers are excellent. They are very friendly and patient. The university is very big. There are a lot of buildings. All the classrooms are well-equipped.

I'm going to tell you about myself. As you can see from the photo, I have long hair and green eyes. I wear glasses. I think I'm a positive person. I'm quite extrovert and friendly. I spend a lot of time with my friends.

In the evening I usually surf the Internet. I write e-mails to my friends and look for information I need for my studies.

UNIT 2. JOB HUNTING

TOPIC 1 "WRITING CV/RESUME"

Text 1. Read the text.

CV stands for curriculum vitae (Latin for "course of life"), a summary of academic and professional history and achievements. CV provides an overview of a person's life and qualifications.

RESUME

The purpose of your resume is to get an interview. Salary should be a subject of the interview, not the resume.

An application package to any position consists of a resume and a cover letter. Although the resume should give a lot of information about you, you need to determine your main "selling points" and then to select and order facts in a way that will impress your reader.

You are what you write. You usually make your first impression* with employers on paper in the form of a letter and resume. And first impressions are extremely important with employers. How well you write and distribute* your CV and letters will largely determine if you will receive* an invitation to interview for a job you really want.

Writing a resume is a serious business. Few people know the secrets to writing high impact resumes and letters. There are different standards of CV in different countries. There are some of key principles to write your resume.

- ❖ A resume should be 1-2 pages, depending on your experience. But some resumes can run even 30 pages.
- ❖ It's not appropriate* to handwrite a resume. However, if you are applying for a job in Europe, you may be requested to handwrite your resume.
- ❖ You should include* all the possible contact information – e-mail address, home address, home and work telephone numbers, fax number. You may include a homepage if it enhances* your CV.
- ❖ It's inappropriate to include a photo on most resumes, unless you are seeking a position in modeling, theatre, movies.
- ❖ It's not necessary to include all of your jobs, especially if they are very dated and show little relationship to your current profession. Focus on your achievements. Indicate how well you performed in previous* jobs (your duties and responsibilities).
- ❖ Don't include references on your resume. Write the statement* at the very end: "References available upon request."
- ❖ You shouldn't include salary requirements* on the resume.
- ❖ Avoid including such information as age, sex, height*, weight*, marital status, spouse*, children, race and religion.
- ❖ Be honest, but avoid being stupid.

Vocabulary:

impression - впечатление

requirements – требования)

appropriate - соответствующий, подходящий, адекватный

distribute – распространить

receive - получать

enhance - повышать (цену, качество, авторитет, значение), увеличивать, усиливать, усугублять

previous -предыдущий

height – рост

weight – вес

marital status - семейное положение

spouse - супруг, супруга

statement - сообщение; заявление;

высказывание; утверждение; вывод;

заключение

Text 2. Study the resume. Pay attention to the structure and the words used. Translate it.

SAMPLE RESUME/CV

Thomas Crown

Objective Seeking an International Sales Management position in Information Technology where my extensive sales experience will be used to the full

Experience 2003-present Intel Inc. London, UK

National Sales Manager

- Increased sales from £60 million to £100 million.
- Implemented Internet sales grossing £25 million.
- Doubled sales per representative from £5 to £10 million.

2001-2003 Teletrona Systems Edinburgh, UK

Northern Sales Manager

- Increased regional sales from £95m to £200m.
- Suggested new services adding £35m to revenue.
- Expanded sales team from 30 to 60 representatives.

1999-2000 ESS Holdings Cambridge, UK

Senior Sales Representative

- Increased sales by 300% annually.
- Closed deals with 100 major new accounts.
- Won over 25 competitor clients - adding £50 million to revenue.

1996-99 ESS Holdings Cambridge, UK

Sales Representative

- Increased sales by 300% annually.
- Awarded company's top sales award each year.
- Developed 'Winning Presentations' training course.

Education 1992-96 London University London, UK

- BA, Business Administration & Information Systems
- Captain of University Rugby Club

1988-92 St Andrew's School Plymouth, UK

- 4 GCE 'A' Levels
- President of school's Drama Society

Interests St Andrew's Board of Governors, rugby, drama, chess

17 King's Terrace, Richmond, Surrey, UK
Tel: +44 181 123 456 Email: tc@repu.co.uk

Text 3. Read and translate another CV. Compare it with the previous one. What would you change in this CV? Is it better for a CV to be long or short?

CURRICULUM VITAE

Peter Fenderson

Date of Birth: 19 June 1976

23 St Johns Way
London SE99 7XX
tel: (016)53260178529
petr_fenderson@gog.am

Profile Summary

I have recently completed my degree at Bournemouth University. I am a well-motivated and enthusiastic individual. I am looking for a career in management, and see myself in three years as a senior manager for a successful London company.

Degree:

1995 - 1999

Bournemouth University

BA (Hon's) Business Studies

While studying at university I was hardworking, adaptable and resourceful, the course required me to be versatile and equipped me with a number of essential skills such as communication, presentation, IT and general business skills, which are transferable to any business environment.

Key Achievements: In my final year I managed my time, organized meetings.

Skills: While at university I have developed leadership skills. I also studied an additional evening course to enhance my language skills.

Work Experience: Student Union Bar

Bar Person

Working on the student's bar allowed me to earn extra money. I worked with others as part of a team. Here I was also responsible for cashing up the till at the end of the evening and training new staff.

IT Skills

I have a good range and understanding of all the Microsoft packages which include Word, Excel, Access and PowerPoint of which I have achieved a number of certificates City & Guilds and BTEC first while studying at college.

I am also competent in a number of graphic design packages including Corel Draw, PhotoShop.

While at University I also developed the student unions web site as part of team.

Languages

My extra evening course at university has helped me achieve an understanding of the French language, which allows me to converse confidently in French.

Hobbies

Clubbing: I also enjoy going clubbing where I like to dance and enjoy meeting and drinking with my friends.

Reading: When I am trying to relax I enjoy reading, and have done this throughout my life; I find it helps develop my English and communication skills.

Travel: I enjoy travelling. I used my holidays at university to travel to Australia, New Zealand and Thailand. I found this a great experience, and it has helped me broaden my cultural knowledge.

Sports: I enjoy a variety of sports in particular netball, where I was part of a team that won the County Netball championships in 1998.

Referees

Employment
Students Union Bar
Tim Burns
Bournemouth University
Bournemouth
BH15 8ES

Education
Dissertation Tutor
Joe Bloggs
Bournemouth University
Bournemouth
BH15 8ES

REFERENCES AVAILABE UPON REQUEST

Exercise 1. Complete Antonia's CV with the headings from the box.

<i>Address</i>	<i>Achievements</i>	<i>E-mail</i>	<i>Personal details</i>	<i>Qualifications</i>
<i>Experience</i>	<i>Profile</i>	<i>Referees</i>	<i>Special skills</i>	<i>Telephone</i>
Curriculum vitae				
Antonia Sophia Mehditash				
1.	Rua Humberto Madeira 23, P – 3004-520 Coimbra, Portugal			
2.	+351239856207			
3.	a.s.mehdi@netvisao.pt			
4.				
An Assistant Marketing Director in a medium-sized company, Orey Tours, seeking a more challenging position with more responsibility.				
5.	Contributed to the development of a successful sales strategy. Coordinated the work of the sales, marketing and advertising personnel.			
6.	Negotiating contracts with foreign and domestic airlines Working as part of team Proficient user of MS Windows, MS Word, MS Excel, Quark XPress			
7.	2001-present Assistant Marketing Director (Orey Tours, Coimbra) July-Sept 2000 Work Placement at Portugalia Airlines (London office)			
8.	1998-2000 MBA at Brentford College (UK/distance course) 1994-1998 BA in Economics at the University of Coimbra			
9.	Date of birth 6 June 1975 Driving licence Full clean			
10.	Pr Luisa Santos		Ms Ceila Gutlerner	
	Professor of Economics		Director MBA Programmes	
	Avendia do Brasil 27 P-16 Lisboa		Brenford College 4 Burrard Str.	
	Tel: +35117220893		Tel: +375857975207	
	E-mail: alsantos@netcabo.pt		E-mail: mbadir@BMBAac.uk	

II. Read and compare Luisa's and Aisha's CVs. Do you think they have written a good CV. Are there any things you would like to change?

A. Answer the questions in the table below.

CV

Name Luisa Antonia De Oliveria
Date of birth 25.1.68
Place of birth Santa Rosa, Brazil
Nationality Brazilian
Address 53, rua Maria Angelica
22461 Rio de Janeiro, Brazil
Phone (55)212271798
Marital Status Married, two children (aged 5 and 2).



EMPLOYMENT HISTORY

1998 – present
1994 – 1998

EDUCATION

1992 – 1994 U.C.L.A., Los Angeles, USA. Masters in Business Administration.
(Major: Sales and Marketing)
1987 – 1992 Medical school. Graduated 1982 .
1983 – 1987 Vasco da Gama High School, Sao Paulo

INTERESTS: astronomy, entomology, hang-gliding, football
Clean Driving License

REFERENCES AVAILABLE UPON REQUEST

QUESTIONS	ANSWERS
1. When and where was Luis born?	
2. Where does she live?	
3. Is she married or single? Does she have children?	
4. What is her phone number?	
5. What is she interested in? (what are her interests?)	
6. Can she drive?	
7. Where did he study?	
8. What's her work experience?	

B. Answer the questions below.

PERSONAL INFORMATION

Name Aisha Q. Chetty
 Address 7 Linden Crescent,
 Edinburgh, EH3 7DP,
 United Kingdom
 Phone (+44) 131 123 4567
 Email aishaqchetty@hotmail.com
 Nationality British
 Date of birth 30.05.1984



WORK EXPERIENCE

Dates September 2003 to present
 Employer Western IT, 11 Randolph Road,
 Edinburgh, EH16 2NY, UK
 Position held Computing Support Officer
 Main activities and responsibilities Providing support in the field to a wide range of companies

EDUCATION AND TRAINING

Dates September 2000 to August 2003
 Organization Simpson College, Glasgow, UK
 Qualification Higher National Diploma
 Main subjects / skills covered Computing (Technical support), Operating systems, Hardware installation and maintenance, Network building and maintenance

PERSONAL SKILLS AND COMPETENCES

Mother tongue English – excellent communicator
 Other languages Good spoken French, some Hindi
 Social skills My work involves communicating with a wide range of clients with computing problems who often need help urgently. I work well under pressure.
 Organizational skills At college I organized a class visit to France Telecom.
 Technical skills and competences Familiar with most current operating systems, Novell, and Windows networks

ADDITIONAL INFORMATION

- Clean driving licence
- Personal interests include rock climbing and cycling

QUESTIONS	ANSWERS
1. When was Aisha born?	
2. Where does she live?	
3. Is she married or single? Does she have children?	
4. What is her phone number?	
5. What is she interested in? (What are her interests?)	
6. Can she drive?	
7. Where did she study?	
8. What's her work experience?	

Text 4. Read the text and write your own resume avoiding mistakes mentioned below

THE MOST COMMON MISTAKES IN RESUMES

1. Too long (preferred length is one page).

2. Disorganized – information is scattered around the page- hard to follow.
3. Poorly typed and printed – hard to read – looks unprofessional.
4. Overwritten - long paragraphs and sentences – takes too long to say too little.
5. Too sparse- gives only bare essentials of dates and job titles.
6. Not oriented for results- doesn't show what the candidate has accomplished on the job.
7. Too many irrelevances – height, weight, sex, health.
8. Misspelling, typos, and poor grammar – resumes should be carefully proofread before they are printed and mailed.
9. Tries too hard – fancy typesetting, photographs and exotic paper stocks distract from the clarity of presentation.
10. Misdirected – with no connection to the organization – cover letters would help to avoid this.

Text 5.

JOB APPLICATION FORM

There are a few companies that prefer not to receive a CV or a resume all. They produce their own application form for any position. Some companies also allow applicants to attach a CV in support of the application form. The reason some companies prefer to process applications this way is to standardize the information they receive, as there can be many variables within a CV. Therefore, the company often does not get all the information they require at the application stage.

Imagine you are applying for a job. Fill in the application form.



Follow the tips to fill in the application form.

- Please complete this application form in black ink.
 - Remember that if you are offered a job, the completed application form is part of your contract employment.
 - Write in English.
 - Delete the sections if you have no information.
- It is not necessary to write the name as in the passport. Example: Volha – Olga.
 - The photo is a must.
 - In the section “Employment” indicate: full-time or part-time (the number of hours a week) in the office or remote

United Kingdom Accreditation Service

21-47 High Street, Feltham, Middlesex TW13 4 UN

Tel: 020 89178463 Fax: 020 8917 8663 Email: humanresources@ukas.com

Surname

Name

Middle name

Photo

Address: _____

Home phone: _____

Work phone: _____

Mobile phone: _____

E-mail: _____

ICQ: _____

--

Other contact: _____
 Date of Birth: _____
 Place of Birth: _____
 Marital status: _____
 Number of children: _____
 Military service status: _____
 Available for business trips: _____
 Foreign Passport Expiry Date: _____
 Citizenship: _____
 Driving license: _____

OBJECTIVE

Position: _____
 Salary: _____
 Employment: _____
 Other expectations from new job: _____

EDUCATION

Dates		Study Mode	Internal(Daily)	
			Evening school	
			By correspondence	
			Distant	
Name of Institution				
Address				
Faculty				
Qualification				
Grade/Degree/Certificate				
Dates		Study Mode	Internal(Daily)	
			Evening school	
			By correspondence	
			Distant	
Name of Institution				
Address				
Faculty				
Qualification				
Grade/Degree/Certificate				

OTHER CERTIFICATES:

--

SKILLS and KNOWLEDGE

Foreign languages:

Language	Written <i>(1) Can read with the dictionary, (2) Can write and read technical</i>	Spoken	
		Language level <i>(1) elementary,</i>	Practice <i>(1) no practice for a long</i>

	<i>texts with a dictionary. (3) Can write and read technical texts without a dictionary. (4) Can write and read [almost] all kinds of texts without a dictionary.</i>	<i>(2) pre-intermediate, (3) intermediate. (4) upper intermediate. (5) advanced.</i>	<i>time, (2) no practice recently, (3) wide practice recently.</i>
English			

WORKING EXPERIENCE

Dates		
Employer		
City, country		
Department, Position, Number of Subordinates		
Responsibilities and Tasks		
Rewards and achievements		
Dates		
Employer		
City, country		
Department, Position, Number of Subordinates		
Descrip tion of Project	Product description	
	Team size	
	Product workload	
	Target market, Client, product deployment status, number of users, etc	
Responsibilities and Tasks		
Rewards and achievements		

OTHER INFORMATION

What do you know about BelHard company?
How did you learn about vacancies in BelHard?
What are your reasons for a new job search?
What are your most significant achievements (mention at least 2 cases)?
Who can give you references (2 persons is enough)?
What are the factors that influence your choice of place of employment (mark with a sign or a

number. If there are other factors, add them to the list)?			
<i>Interest in object labor</i>		<i>Working mode/schedule</i>	
<i>Office location</i>		<i>Relations with the management</i>	
<i>Salary</i>		<i>Opportunity to take decisions independently</i>	
<i>Prospect of professional growth</i>			
<i>Prospect of career promotion</i>			
<i>New experience gaining</i>			
<i>Company stability</i>			
What are your values and aims in life?			
What are your out-of-job activities (public, etc)?			
What are your interests and hobbies?			
Describe your personality (approach to work, characteristic features, etc.):			
Estimate the state of your health (1..100-max):			
Do you keep friendly/business relations with your former colleagues?			
Do you like debates? Do you manage to convince interlocutors of the truth of your statements usually?			
Are you a risky person?			
Here you can place other necessary information:			

Date of the resume:

Text 6. Read and translate the text about the cover letter.

COVER LETTER

You must include a covering letter when sending your resume to anyone. A covering letter should do more than state "Here is my application and resume." A well-written covering letter reveals important communication skills. Cover letters should be brief, energetic and interesting. A polished cover letter answers the following questions:

1. Why are you writing to me and why should I consider your candidacy?
2. What qualifications or values do you have that I could benefit from?
3. What are you prepared to do to further sell yourselves?

Below are the guidelines for a covering letter:

- **Get the reader's attention:** try to say something that the reader wants to read on. This could be your qualification or a reason of your interest in the firm. If someone respected by the employer has suggested you to make the application, mention the person right at the beginning.
- **State your purpose:** remember that the reader who is uncertain about your purpose is unlikely to act.
- **Give a brief summation of your selling points:** focus not on how the job would help you, but on how you can help the employer, e.g. not "I would like to work for... this summer to up-grade my qualifications and gain some practical experience" but "I believe the courses in I have taken will help me to make a useful contribution to your summer work".
- **Ask for an interview.**
- Don't mention salary expectations in the covering letter. The interview is a more appropriate time to discuss money
- Don't thank in advance. Although intending to be polite, you may seem presumptuous.

Text 7. Study the following cover letters and write yours in order to get a job in a certain company

COVERING LETTER FOR RESUME OR CV

26 rue Washington
75008 PARIS
France
tel: +33 1 77 77 77 77
email: rachelking@eflnet.fr

The Principal
Interplay Languages
77 bd Saint Germain
75006 PARIS

March 18, 2012

Dear Madam

Director of Studies

I am interested in working as Director of Studies for your organisation. I am an EFL language instructor with nearly 10 years' experience to offer you. I enclose my resume as a first step in exploring the possibilities of employment with Interplay Languages.

My most recent experience was implementing English Through Drama workshops for use with corporate clients. I was responsible for the overall pedagogical content, including the student coursebook. In addition, I developed the first draft of the teacher's handbook.

As Director of Studies with your organisation, I would bring a focus on quality and effectiveness to your syllabus design. Furthermore, I work well with others, and I am experienced in course planning.

I would appreciate your keeping this enquiry confidential. I will call you in a few days to arrange an interview at a time convenient to you. Thank you for your consideration.

Yours faithfully

Rachel King

Rachel King

Dear Mr. N,

Further to your advertisement in the newspaper, I would like to apply for the position of a programmer.

Computer Systems is a fast growing company, you are likely in need of young and energetic people with a good knowledge of computers. In one month I will be graduating from the University of Alberta with a Computer Science degree and would like to join your company as a programmer.

In addition to my university courses, I had work experience in programming and operating computers. Last summer I implemented programs for the design of loudspeakers at Nortec Industries.

At your convenience, I would like to meet you to discuss how my qualifications can benefit Computer Systems. Next week I will call you to try to arrange an interview.

Yours sincerely,
Frank Stanfield

TOPIC 2. JOB INTERVIEW

Text 1. Read about Dos and Don'ts for job seekers and discuss with a partner how you can avoid mistakes and follow recommendations

DOS AND DON'TS FOR JOB SEEKERS

DOS	DON'Ts
Do learn ahead of time about the company and its product.	Don't keep stressing your need for a job.
Do apply for a job in person.	Don't discuss past experience, which has no application to the job situation.
Do let as many people as possible know that you are job "hunting."	Don't apologize for your age.
Do stress your qualification for this job.	Don't be untidy in appearance.
Do mention any experience you have which is relevant to the job.	Don't beg for consideration.
Do assume an air of confidence.	Don't mumble.
Do approach the employer with respectful dignity.	Don't be one of those who can do everything.
Do try to be optimistic in your attitude.	Don't hedge in answering questions.
Do try to overcome nervousness and shortness of breath.	Don't hesitate to fill out applications, give references, etc. on request.
Do answer the questions honestly.	Don't hang around, prolonging the interview when it should be over.
Do have a good resume.	Don't go to an interview without a record of former employment.
Do know the importance of getting along with people.	Don't arrive late or breathless for an interview.
Do recognize your limitations.	Don't be a "know it all" or a person who can't

	take instructions.
Do make plenty of applications.	Don't isolate yourself from contacts that might help you find a job.
Do indicate your flexibility and readiness to learn.	Don't display a feeling of inferiority.
Do be well groomed and appropriately dressed.	Don't write incorrect information on your CV to make it look better.

What tips of advice from the table above do you follow in applying for a job? What tips will you take into consideration (принять к сведению)? Do you agree with everything? What can you add from your own experience?

Text 2. Read and translate the text. Speak with your partner about the mistakes you made when applying for a job.

TOP 50 INTERVIEW MISTAKES

It's easy to make a mistake when you are at a job interview. In fact, sometimes you don't even know you're making a mistake. I've spoken to several job seekers who didn't realize that it wasn't acceptable to walk into an interview with a cup or coffee or a bottle of water.

I've also spoken to applicants who have erred on the side of being too early for a job interview or dressing too casually or even too over-dressed for the job or the company. They thought they were doing the right thing. Instead, they ended up not making the best impression.

Some of the interview mistakes made most frequently should be obvious, others aren't as clear, especially if you haven't interviewed much or in a while. Here are the top 50 most common interview mistakes to review so you can avoid making them.

1. Dressing inappropriately.
2. Not taking a phone interview as seriously as an in-person interview.
3. Leaving your cell phone on.
4. Chewing gum.
5. Bringing a cup of coffee or other drink with you.
6. Bringing another person with you to the interview.
7. Wearing sunglasses.
8. Showing up early.
9. Showing up late.
10. Showing up hangover and/or really tired.
11. Going to the interview if you are really sick.
12. Not knowing the interviewer's name.
13. Not introducing yourself.
14. Leaving a Bluetooth earpiece on.
15. Not smiling during the interview.
16. Interrupting the interviewer to take a call.
17. Have background noise (kids, pets, etc.) during a phone interview.
18. Wearing too much perfume or cologne.
19. Wearing a hat or cap to the interview.
20. Not bringing extra copies of your resume.
21. Not bringing a list of references.
22. Depending on the job, not bringing a portfolio of your work.
23. Playing with your hair.
24. Saying "ummm" or "you know" or "like" too often.
25. Mumbling and using poor grammar.
26. Talking too much.
27. Cutting off the interviewer's question.
28. Not talking enough.
29. Not smiling enough.
30. Telling jokes and laughing too much.
31. Not making eye contact with the interviewer.
32. Criticizing your last company or boss.

33. Not remembering your work history.
34. Checking your notes for an answer to a question.
35. Not following directions if you're given a test.
36. Not being prepared to answer questions.
37. Not paying attention to the questions you're asked.
38. Not taking the time to research the company prior to the interview.
39. Forgetting the name of the company you are interviewing with.
40. Forgetting the names of the companies you've worked for in the past.
41. Not remembering the job you applied for.
42. Telling the interviewer that you really need the job.
43. Telling the interviewer that you need the money.
44. Not knowing enough about the company you are interviewing with.
45. Asking about time off in your first interview.
46. Asking about salary and benefits right away.
47. When asked "Why do you want to work for our company?" providing answers that are focused on you instead of on how you will benefit the company.
48. Not have relevant questions to ask when asked, "What questions do you have?"
49. Neglecting to thank the interviewer for the opportunity to meet with him or her.
50. Not sending a thank you note after the interview.

Text 3. Read and translate the text.

FUNNY INTERVIEW QUESTIONS

Job interview questions differ according to the work structure of a company. But most of the job interview questions asked by the companies are related to the three categories. In the first set, the interview asks about the candidate's family background, education, and interests. The second set comes with question meant to assess the technical knowledge of the candidate. While the last is to judge the candidate's personality – his/her nature, decision making capacity, ideology, and ability to solve problems.

But some interview boards also ask a few funny interview questions to the candidate. This is a tricky method to check the candidate's reaction. Many candidates don't know how to answer a funny interview question. Hearing a funny interview question some candidates get irritated. What is there in getting irritated hearing a funny interview question? The candidates have to know that these questions are meant to check the psychological structure of the candidate. There is nothing to get panic or irritated hearing funny interview questions. Just answer the funny interview questions as other technical questions in a simply way.

By asking funny interview questions the interviewer is trying to test the nerve of the candidate. Just relax and show enthusiasm to answer the funny interview question as the other interview questions. The interviewer is trying to check what type of person you are. That is whether you have enough humor sense. Funny interview questions are asked to put the candidate at ease. By asking funny interview questions, the interviewer is also trying to make you relaxed and enthusiastic. The interviewer also needs to remove the tension in you and make the interview process very informal. This is done so as to smoothen the interview process.

Text 4. Read the dialogue. Compile a similar dialogue with a partner.

ADVICE ON JOB INTERVIEW

Fay asks Jerry for advice on how to succeed at a job interview in English

Fay: Hi Jerry. I'm thinking of applying for a job with a multinational company, but I'm worried about having an interview in English. Can you give me any good tips?

Jerry: Hmmm. That's a tough one. I guess the first thing is to try to make a good impression. We often say, "you never get a second chance to make a first impression". You really need to get off to a good start.

Fay: That sounds like good advice. Maybe I could sing and dance for them, ha ha ha! Then they'd really be impressed! But seriously, how do I make a good first impression?

Jerry: To begin with, you should firmly shake the interviewer's hand while greeting him or her with a smile. Be sure to keep eye contact, especially when listening to the interviewer.

Fay: Ah, "body language" is really important, isn't it?

Jerry: Yes, it is. The second thing is to have confidence. You get confidence from being prepared. You should learn a little bit about the company before the interview. Find out what they do, how long they've been in business, what their business motto is, that kind of thing. You should also anticipate possible questions, and think about how you will answer.

Fay: Should I memorize my answers beforehand?

Jerry: No! Definitely not! That sounds very mechanical. You should be natural when you speak. Just think about how you want to answer, and choose the right words at the time of the interview. That way, you can use the interviewer's own words in your answer, which shows you've been listening. Then you're sure to make a good impression.

Fay: I never thought about that before. That's very helpful, Jerry. Thanks so much. Ah, one more thing. Should I ask about the salary during the interview?

Jerry: No, either let them bring up the topic of money, or else wait for a second interview. If you prepare well, make a good first impression, have confidence, and speak naturally, you're almost certain to be interviewed again. Good luck!

Text 5. Read and translate the text.

JOB INTERVIEWS: BREAKING THE ICE

You'll notice a few questions in the beginning of the interview that concerns how the job applicant arrived and the weather. This is commonly referred to as 'breaking the ice'. 'Breaking the ice' is an important way to begin the job interview, but it shouldn't take too long. Generally, job interviewers will break the ice to help you feel comfortable. Make sure to give positive, but not too detailed answers to these 'ice breakers'.

- Give short, positive answers to questions.
- Don't go into too much detail.
- Expect questions about the weather or how you arrived to the job interview.
- It's a good idea to make a pleasant comment yourself to break the ice. Keep it short, positive and simple.

Referrals

Sometimes, you may have found about a job opportunity through a referral. If this is the case, make sure to use the referral to your best advantage by mentioning it at the beginning of the interview.

- Mention the name of the referral at the beginning of the interview. Ideally, this should be done when asked about how you found the job opening.

- Provide the name of the referral,
- Don't go into too much detail about the relationship, unless asked.
- Give the name of the referral only once. Don't continue to repeat the name during the interview.
- Don't assume the job interviewer knows the person you are mentioning.

Language

Relating your job experience and how it relates to the specific job for which you are applying are the two most important tasks during any job interview. Make sure to use lots of descriptive verbs and adjectives to describe your responsibilities. For example, instead of the following job description:

I talked to customers about their problems.

A more descriptive phrase with better vocabulary might be:

I counseled customers documenting their concerns, and coordinating our response to their individual needs.

- Take some time to prepare descriptive sentences concerning your responsibilities.
- Make sure to connect your past experience to the position.

Text 6. Now that you've reviewed some basic interviewing technique, read a sample job interview. Compile the same sort of dialogue with your groupmate.

SAMPLE JOB INTERVIEW

Interviewer (Ms Hanford): (opens door, shakes hands) Good morning...

Job Applicant (Mr. Anderson): Good morning, Joe Anderson, it's a pleasure to meet you Ms Hanford.

Hanford: How do you do? Please take a seat. (Joe sits) It's quite the rainy day outside, isn't it?

Anderson: Yes, luckily, you have a nice underground parking lot that helped me avoid the worst of it. I must say this is an impressive building.

Hanford: Thank you, we like working here... Now, let's see. You've come to interview for the position of e-commerce manager, haven't you?

Anderson: Yes, Peter Smith encouraged me to apply, and I think I'd be ideal for the position.

Hanford: Oh. Peter... he's a great sysadmin, we like him a lot ... Let's go over your resume. Could you begin by telling me about your qualifications?

Anderson: Certainly. I've been working as the regional assistant director of marketing at Simpco Northwest for the past year.

Hanford: And what did you do before that?

Anderson: Before that, I was a Simpco local branch manager in Tacoma.

Hanford: Well, I see you have done well at Simpco. Can you give me some more detail about your responsibilities as assistant director?

Anderson: Yes, I've been in charge of in-house personnel training for our Internet customer service reps over the past six months.

Hanford: Can you tell me a little bit about what you've been doing in your training?

Anderson: We've been working on improving customer satisfaction through an innovative e-commerce solution which provides real-time chat service help to visitors to the site.

Hanford: Interesting. Is there anything in particular you feel would be useful here at Sanders Co.?

Anderson: I understand that you have been expanding your e-commerce to include social networking features.

Hanford: Yes, that's correct.

Anderson: I think that my experience in customer relations via the Internet in real-time puts me in the unique position of understanding what works and what doesn't.

Hanford: Yes, that does sound useful. What difficulties and challenges do you think we might run into?

Anderson: Well, I think we'll continue to see consumers spend more of the shopping dollars online. I've been studying how sales directly relates to customer satisfaction with online services.

Hanford: Would you mind giving me a bit more detail on that?

Anderson: Sure ... if customers aren't satisfied with the service they receive online, they won't come back. It's much easier to lose customers online. That's why you need to make sure that you get it right the first time round.

Hanford: I can see you've learnt quite a lot in the short time you've been working in e-commerce.

Anderson: Yes, it's an exciting field to be working in ...

Text 7. Read through this outline of the responses of three applicants to the same questions asked of them in an interview. Consider their answers carefully.

JOB INTERVIEW DIALOGUE

Good morning, my name is Ms Martin. You've applied for the Laboratory Assistant's position right? **A.** Yes.

B. Yes Ms Martin, I have.

C. Yes Ms Martin. When I saw it advertised I thought it would really suit me.

Can you tell me why you replied to our advertisement?

A. I I'm not really sure ahh

B. Well, I've always enjoyed science and felt that this position would offer me an opportunity to extend my skills in this area.

C. I think that I'd be really good at this kind of work. In fact I learn so fast that I'd be looking for promotion very shortly.

Do you know exactly what you would be doing as a Laboratory Assistant?

A. Well, I don't really know for sure, but I think it's got something to do with helping out the scientists in the laboratory hasn't it?

B. A Laboratory Assistant helps to maintain scientific equipment, keeping a check on the supplies in the store, and preparing the chemicals for experiments.

C. Oh, a Lab. Assistant helps make sure that all the experiments are done properly.

What sort of student do you regard yourself as . . . did you enjoy studying while you were at school?

A. I wasn't the best student. I didn't really like study all that much, but I did it when I had to.

B. I suppose I'm a reasonable student. I passed all my tests and enjoyed studying subjects that interested me.

C. I'm a really great student I didn't have to study much because I always seemed to get by without worrying too much about it.

What were your favourite subjects at school?

A. I liked Science-it was O.K. . . well, at least the bits I understood were O.K.

B. Maths and Science were my favourite subjects at school. I also enjoyed doing History.

C. I'm afraid that I only liked the ones I was good at. The others were so boring that I found them to be a thorough waste of my time.

Do you have any further plans for further study?

A. I hadn't really thought much about it . . . I don't know what courses I could do.

B. Well, I've thought about doing the part-time Chemistry Certificate course at Technical College. I think I would really benefit from doing that.

C. Well, if I had to do it I suppose I would, but now I've finished school I'd much rather try to get my social life back into full swing again.

Suppose our company wanted you to attend an institution to further your skills.... How would you feel about this?

A. Attend a what?

B. If the course would help me improve my prospects for promotion and help me to be better at my job I would definitely do it.

C. Attend a course? When? I hope it would be in the day time? Would I get time off from work to attend it? I hope it's not at night-my social life would be ruined.

Have you ever had a job before?

A. No I haven't. I've never really been game enough to get one.

B. Yes. I have worked part-time at a take away food store-the one just round the corner. . .

C. No. I've really been too busy, what with all the study I've had to do to get a good result. . .

We have a lot of other applicants for this position. Why do you think that you deserve to get the job?

A. I can't think of any special reason-I suppose I'm no different from most other people.

B. Well, I've found out a lot about this type of work and my research suggests that I would be quite capable of doing the work involved. I also think that I would be able to handle any training course reasonably well.

C. I reckon I'd probably be the best applicant you're likely to get for the job.

Now, do you have any questions you'd like to ask me about the position?

A. No thank you. I don't think so.

B. Yes. Ms Martin, could you tell me what hours I'd have to work, and for whom I'd be working?

C. Yes. . . What's the pay like?

I think I have asked you everything I wanted to. Thank you for coming along to the interview.

A. Thank you Ms Martin. Goodbye.

B. Thank you. When will I know if I am successful?

C. Oh, think nothing of it. . . Could I see where I'll be working?

Questions

For each applicant, choose three words/phrases from the list below, which best describes their answers to the interviewer's questions.

Applicant A

Applicant B

Applicant C

Has done some research; confident and prepared; ill-prepared; unsure; arrogant; hesitant; doubtful; ability to cope; lazy; not interested in the job; an upstart (presumptuous); modest but sure of him/ herself; adequate; pushy; polite; rude; interested; keen; under confident; energetic; has good study habits; has positive attitude to study.

Which applicant do you think would be successful? Why?

Text 8. Read one more interview.

Vocabulary

position - должность, вакансия

application - заявление, анкета

promising - перспективный

obligation - обязанность

skillful - опытный

negotiations - переговоры

strength - сила, достоинство

tension - напряжение, стресс

experimental period - испытательный срок

1. In the dialogue find these expressions in English

- 1) Заполните, пожалуйста, эту анкету.
- 2) Фирма с большими перспективами.
- 3) Нам нужна сильная творческая команда.
- 4) Какие ваши главные достоинства?
- 5) Вы хорошо переносите повседневные нагрузки?
- 6) У вас отличные отзывы с предыдущей работы.

JOB-HUNTING

- Good morning, sir.
- Good morning. Come in. Mr. Klimenko, isn't it? Please take a seat. You will have to excuse me a moment while I finish signing these letters. Meanwhile please fill in the application form... There, that'll do. Now I can concentrate on you, Mr. Klimenko. Tell me, how long you have been working in Alpha?
- Five years. I am only leaving because the firm is moving to Sevastopol, I think a change will do me good.
- What do you know about our company? You are welcome to ask any questions you have.
- I know that this is a very promising company, so I'd like you to inform me what will be the major focus of efforts in the next few years.
- We plan to expand our activities with English-speaking countries, mainly England, to buy the equipment and technology from there and run training programs here. We need a team of creative people to make our company competitive in the world market.
- What will my responsibilities and obligations be during the first year?
- Well, first of all to be responsible for our contacts with English partners. You will need to skillfully negotiate for and buy equipment. The job will involve much travelling. There is likely to be a trade fair in London soon, which we hope you will be able to go to.
- Yes, I see.
- So tell me, what are your three main strengths?
- I think they are: reliability, loyalty and energy.
- OK. Do you work well under pressure?
- Yes, I'm accustomed to working under pressure.

- Are you a leader, an entrepreneur by nature?
- Yes, I think so.
- All right. Now, Mr. Klimenko, I am quite prepared to offer you a job with us. You have excellent references from your previous job. You'll start on \$450 and if you do well we'll review it after three months. The hours are from nine to five thirty, with an hour for lunch and a fortnight's holiday. Does it suit you? Any questions?
- What about travel? Where will I have to go and for how long?
- Mostly to England for not longer than a month.
- All right. When do you want me to start, sir?
- In a week, if possible.
- I am afraid I can't start working till the 10th of October.
- No problem. We'll be seeing you on the 10th then?
- Yes, certainly. Thank you very much. Goodbye.
- Goodbye.

2. Make and role-play a similar dialogue discussing the points below:

Personnel manager	Applicant
1. Ask when and where the applicant had the last job, why he left it.	...
...	1. Ask about you future responsibilities and obligations
2. Ask about preferences, strengths, week points	...
3. Mention good references, say that you are ready to offer him a job, make sure that he agrees with the salary.	...
...	2. Ask about working hours, holidays.
...	3. Ask about travelling, for how long, where.
4. Ask when he can start.	...

TERM I

SUPPLEMENTARY READING
TEXTS FOR READING AND TRANSLATING
(Тексты для чтения и перевода)

Text 1.

TEACHING METHODS AT THE OU

Teaching at the OU has been rated as "excellent". The OU uses a variety of methods for distance learning, including written and audio materials, the Internet, disc-based software and television programmes on DVD. Course-based television broadcasts by the BBC, which started on 3 January 1971, stopped on 15 December 2006. Materials are written by the OU academics. For most courses, students are supported by tutors who provide feedback on their work and are generally available to them at face-to-face tutorials, by telephone, and/or on the Internet. A number of short courses offer an online conferencing service (Internet Forum).

Some courses have obligatory day schools. These are day-long sessions which a student must attend in order to pass the course, but many courses have no obligatory face-to-face component. Similarly, many courses have week long summer schools offering an opportunity for students to remove themselves from the general distractions of their life and focus on their study for a short time.

The OU now produces mainstream television and radio programming aimed at bringing learning to a wider audience. Most of this programming, including series such as *Rough Science* and "Battle of the Geeks", are broadcast at peak times, while older programming is carried in the BBC Learning Zone. But in 2004 the OU announced it was to stop its late night programmes on BBC2, and the last such programme was broadcast at 5.30am on 16 December 2006. The OU now plans to focus on mainstream programmes.

The OU is praised for the usage of innovation technologies. The OU is researching the use of virtual worlds in teaching and learning, and has two main islands in Second Life. These islands are called Open University island and OUtopia village. They are separated by a third region "OU Ocean." In May 2009 these regions formed the basis of a case study by Linden Lab, the company which owns Second Life.

As of mid 2010, the University led the list of contributing universities in the number of downloads of its material from the educational resources site iTunesU, with downloads of over 20 million.

Many OU faculties have now introduced short courses most of which are taught online, and start at regular intervals throughout the year. They typically provide an introduction to a broader subject over a period of ten weeks, these are generally timed during vacations at conventional universities in order to take advantage of their facilities. Some science courses, which require only home study, are complemented by residential courses, in order to allow the student to gain practical laboratory experience in that field.

Open University students are often assessed through examinations and coursework. The coursework component normally takes the form of between two and six tutor marked assignments (TMAs) and, occasionally, may also include up to six multiple-choice or "missing word" 100-question computer marked assignments (CMAs).

It typically takes six years to complete an undergraduate degree at the OU.

Text 2

STUDENT LIFE AT THE OU

A diverse age range of students from all walks of life are attracted to the OU; for most courses there are no entry requirements other than the ability to study at an appropriate level, though most postgraduate courses require evidence of previous study. This fundamental open admissions policy makes undergraduate university study accessible to all.

Approximately 70% of students are in full-time employment, often working towards a first (or additional) degree or qualification to progress or change their career, with over 50,000 being sponsored by their employer. The University is also popular with those who cannot physically attend a traditional (on-campus) university study course because they have health limitations, are working or resident overseas, in prison, serving in the armed forces, housewives caring for family members.

While most of those studying are mature students, the reduction in financial support for those attending traditional universities has also led to an influx of young undergraduates to the OU. In the 2003–2004 academic year, around 20% of undergraduates were under 25 years old.

The University enrolled fewer than 50,000 students in the 1970-1971 academic year, by 1987-1988 yearly enrollment had doubled to 100,000 students, reaching 200,000 by 2001-2002; cumulatively, the University has educated more than two million students.

More undergraduate students were female than male, while there were slightly more males than females taking postgraduate courses; and the majority of the students were between 25 and 44 years old, the median age of new undergraduates being 32.

Text 3

OPEN UNIVERSITY CLAIMS FOR RECORD iTUNES DOWNLOADS

Universities are putting their lectures on iTunes

The Open University is claiming a world record for the number of iTunes downloads - as the first to reach 20 million.

Universities around the world are now distributing material through the iTunes U educational area of the online service.

The global figure for downloads from iTunes U has reached 250 million.

"The way people want to learn is changing," says Open University vice-chancellor, Martin Bean.

The Open University, once parodied for its late-night television shows, is now pioneering the use of the internet to reach its students.

Chart toppers

It began putting material on Apple's iTunes U service in June 2008 - and in two years has had 20 million items downloaded.

These free downloads are a range of items to support courses and deliver learning materials, including video and audio clips and tutorials.

They are available to the general public as well as students.

The biggest single hit download from the Open University is Beginner's French.

More than a quarter of downloads are for the so-called "STEM" subjects of science, technology, engineering and maths.

The university says that mobile phones are increasingly being used to download its tracks.

Mr Bean says that the growth of the iTunes U concept reflects the changing ways that people are learning.

"Many now actively seek out content they are interested in and which they can watch, read or listen to when it suits them," he says.

"New channels are helping people to fit learning in with their lifestyles, and the OU has always kept pace with the changing world of technology."

The university now has 525 courses available on the internet, with 162,000 students for online courses.

In any 24-hour period, there will be 45,000 Open University students working online.

This trend is going to increase further, says Peter Scott, director of the OU's Knowledge Media Institute.

"There is a real worldwide hunger for learning," he says.

Such iTunes downloads are now available from many leading universities - putting lectures and materials in reach of an online audience.

Oxford University last month announced that there had been more than three million downloads of its tracks on iTunes U.

The current top 10 includes Cambridge University's "The art of asking the right question" and Warwick University's "Sex in the Ancient World".

Text 4

WRITING A RESUME/CV

Curriculum vitae (CV) - краткая биография, резюме, профессиональная биография (в пер. с лат. "путь жизни"); краткое описание образования, профессионального опыта и достижений, которое составляется при устройстве на работу, подаче документов на участие в каком-либо конкурсе и т.д. Термин широко используется в Великобритании и странах Европы; в США используется только в области образования и медицины; мн. число - *curricula vitae*.

Resume - резюме (краткое описание профессионального опыта и способностей, направляемое потенциальному работодателю; как правило, не превышает одной машинописной страницы и составляется для конкретного работодателя; используется во всех областях кроме образования и медицины, где используется термин "curriculum vitae").

WRITING A RESUME

Writing a resume in English can be very different than in your native language.

- First, **take notes** on your work experience - paid and unpaid, full time and part time. Write down your **responsibilities**, job **title** and company information. Include everything!
 - Take notes on your education. Include degree or certificates, school names and courses, **relevant** to career **objectives**.
 - Take notes on other **accomplishments**. Include membership in organizations, military service and any other special **accomplishments**.
 - Begin your resume by writing your full name, address, telephone number, fax and email at the top of the resume.
 - |- Write an **objective**. The objective is a short **sentence describing** what type of work you hope to **obtain**.
 - Begin work experience with your most **recent** job. Include the company specifics and your responsibilities.
 - Include other relevant information such as languages spoken, computer programming **knowledge**, etc. under the **heading**: Additional Skills
 - Finish with the phrase: *REFERENCES AVAILABLE UPON REQUEST*
- Your resume should ideally not be longer than one page, but two pages are also acceptable.

What You Need: paper, a typewriter or a computer, a dictionary, past employers' addresses

Text 5

RESUME

An application package to any position consists of a resume and a cover letter. Although the resume should give a lot of information about you, you need to determine your main "selling points" and then to select and order facts in a way that will impress your reader. Here are some guidelines:

- Match your skills and experience to the needs of the organization.
- Stress what sets you apart from the crowd.
- Remember that the primary aim is to rouse the employer's interest, not to provide a biography.

Your resume should include enough information about you for the employer to feel that you are worth interviewing. Here is the list of the most common kinds of resume information. Be prepared to omit, add, or alter according to the job.

1. Name and address

Usually this information is placed at the top of the page. Be sure to include the full mailing address with a postal code. You may also add a telephone number.

2. Present employment

This information helps the reader to grasp quickly the basis of your experience and the level of your responsibility.

3. Summary of Qualifications

This summary is your chance to hit the reader directly with your most important attributes for the job, for example, “an energetic and skilled communicator.”

4. Education

Begin with your most recent educational attainment or your most advanced degree or diploma. Be sure to give the date you obtained any degree or diploma, along with the name of the institution that granted it. If the courses you have taken are a selling point, list those relevant to the job you are applying for.

5. Work experience

In most resumes, this information is the major focus and is given in reverse chronological order. Students should include all volunteer and part-time jobs.

✓ Make the information action-oriented, e.g.:

- organized employee training seminars;
- prepared budgets for the promotion department.

✓ Stress accomplishment. Instead of listing your duties for each job, tell what you have achieved, e.g. not “duties were to supervise customer accounts and keep the books”, but say that you “supervised the customer accounts and kept the books.”

✓ Be honest. A small lie in your resume is enough to wipe out the employer’s trust in you, even if it is discovered well after you have the job. This advice does not mean that you have to write about all your faults, but you should not misinform the reader.

6. Personal information

Most personal information, other than your address and phone number, is unnecessary and should be left out. However, if you think that listing some personal details will give you an advantage, do so. For example, being single might be an advantage for a job requiring a lot of traveling.

7. References

You don’t need to give the names of people who can supply references. Some applicants prefer to wait until the employer is seriously interested, especially if they are currently employed and don’t want others to know that they are looking around. It’s better to write: “References will be supplied on request.” If you do include references, give a full name, title, company, address and telephone number.

Text 6. Read and translate the following resumes

(Ms.) Julia Long
220 West Street
New Port, New York 11645
Phone (515) 227 8563

Job target: Senior Assistant to Personal Manager

Capabilities: Write and edit professional reports;
Provide consultation to employees on benefits;
Manage training courses.

Work history:

1997–present - junior assistant manager, James Associates, NYC.

- helped preparing staff meetings;
- arranged files of the employees;
- prepared material for training seminars.

1996-1997 - assistant-trainee, James Associates, NYC.

Education: 1993-1997 Boston University, honors.
B. Sc. (Business Administration) (7 c.83)

John H. Mill
38 Park Avenue, Ap. 50
New York, N.Y. 11298
Tel. (312) 493-8332

Objective A position as a bookkeeper.
 Summary 12 years of experience in a routine work in this field. Perfect knowledge of computers and statistics.
 Responsibilities Complied financial reports, balance sheets and producing planning forecasts.
 Experience
 1990-1995 Frisco Docks, Inc.
 San Francisco, California.
 Deputy Chief of planning, Commerce Dpt.
 In charge of account books, statements, new ideas in planning.
 1980-1990 Sakha Co, Ltd.
 New York.
 Accountant. Prepared accounts and balance sheets.
 Education London school of economics.
 London, Great Britain, Bachelor
 Personal Arrived in the USA January, 1980.
 British subject. Married, one child.
 References Available upon request.

Text 7. Complete the application form

CURRICULUM VITAE (CV)

CV is required if you are going to work abroad or are offered high positions in managing the company. CV is usually longer than resume (about 4-8 pages) and contains more detailed information: your photo, address and phone number, passport data, detailed description of your education and qualification.

Curriculum Vitae

SURNAME.....
 FIRST NAME(S).....
 ADDRESS.....
 TELEPHONE (Work).....
 (Home).....
 Email.....

EDUCATION

DATES	INSTITUTION	QUALIFICATIONS

WORK EXPERIENCE

DATES	COMPANY/ORGANIZATION	JOB TITLES/DUTIES

OTHER RELEVANT INFORMATION/SKILLS.....

HOBBIES AND INTERESTS

REFERENCES.....

Text 8. Read the text and translate it into Russian. Do the test below and find out whether you are a workaholic or not.

WORKAHOLISM

Most workers spend eight or nine hours on the job. They work because it's unavoidable. They need to make enough money for necessities: food, rest, clothing, transportation, tuition, and so on. They spend about one-third of their lives at work, but they hate it. They complain and count the minutes until quitting time each day – or the days until their next vacation.

By contrast, there are some people who actually enjoy – in fact they love to work. They spend many extra hours on the job each week and often take work home with them. These workaholics are as addicted to their jobs as other people are to drugs or alcohol.

Workaholism can be a serious problem. Because true workaholics even don't know how to relax; they enjoy movies, sports, or other types of entertainment. This inability to rest may cause health problems, such as heart attacks. In addition, typical workaholics don't pay much attention to their families. They spend little time with their children, and their marriages may end in divorce.

Is workaholism always dangerous? Perhaps not. Some studies show that many workaholics have great energy and interest in life. Their work is so pleasurable that they are actually very happy. For most workaholics, work and entertainment are the same thing. Their jobs provide them with a challenge; this keeps them busy and creative. Other people retire from work at the age of sixty-five, but workaholics usually prefer not to quit. They are still enthusiastic about work – and live — in their eighties and nineties.

Why do workaholics enjoy their jobs so much? There are several advantages to work. Of course, it provides people with paychecks and this is important. But it offers more than financial security. It provides people with self-confidence; they have a feeling of satisfaction. Psychologists claim that work gives people an identity. In addition, most jobs provide a way to meet other people.

Test

Here is a list of ten characteristics of workaholics. Which ones apply to you? Tick (✓) the box. If you answered “yes” to eight or more questions, you might be a workaholic.

1. Do you get up early if you go to bed late?
2. Do you read or work while you eat?
3. Do you make lists of thing to do?
4. Do you find it unpleasant to “do nothing”?
5. Can you work any time and anywhere?
6. Do you prefer not to take vacations?
7. Do you usually have a lot of energy?
8. Do you work on weekends and on holidays?
9. Do you think you probably won't want to retire?
10. Do you really enjoy your work?

Text 9

A NATION OF SHOPAHOLICS – ONE IN FIVE PEOPLE ARE ADDICTED TO BUYING

It's the sort of thing men joke about in the pub. “My wife is addicted to shopping”.

A study suggests that the compulsion* to buy is a serious problem. In extreme cases this problem leads to family break-up and financial ruin.

The number of shopaholics has grown from 15 to 22. Shopping is no longer simply a way of providing essentials* for the family. Market researchers say that to many women it is more like hobby.

Many people have more money to spend these days. However what they buy is not what they can afford. *'Addicts want not only the latest fashions, they want to be the sort of people who normally own them, and to feel important, glamorous and loved,' they said.*

Shopaholics need shopping trips to add excitement to their lives. Market researchers believe habitual shopping – particularly for designer clothes and jewellery – is a symptom of a collapse of self-esteem. Spending sprees* can be symptoms of serious personal problems. But some women and even men spend* money like water.

pub - паб, пивная

compulsion – принуждение

essentials - предметы первой необходимости

spending sprees – безудержное желание тратить деньги

spend* money like water - сорить деньгами, транжирить деньги

Text 10



SHOULD I INCLUDE A PHOTO ON MY CV?

As a general rule, a photo shouldn't be included* if you apply for jobs in Belarus or in the UK. But if you're a candidate for acting, modeling, hostess jobs, etc., (a position where appearance is important), or where a recruiter requests one, you should include your photo.

If you use a photo, do not use photocopied versions – either attach a small passport size photo using a paperclip or, even better, scan a copy into your computer and insert the picture onto your CV itself. The size of your photo should be somewhere around 4 by 4cm.

The choice of photo can also be important... it is best to have a picture where you wear a suit and look smart – not on holiday in Spain last summer with your sunglasses on. This may sound obvious but we have seen CVs with photos like this attached!

shouldn't be included – не следует прикладывать (фото)

Text 11

AT THE OFFICE

It's impossible to imagine a company, no matter it is large or small, without an office. An office is a place where business is done, a service is provided, and some written work is done in connection with a business. There are large and small companies, busy and not very much.

Mr. Blain is the president of the Acme Insurance Company. His company is very large and always very busy.

Mr. Blain has a staff of energetic **employees** who work for him. His **receptionist** answers the phone. The secretary types letters. Computer programmers operate the computers, **back up** the data and **shoot the troubles**.

The **head of administration makes appointments** with representatives of other firms, **arranges** conferences, meetings and travelling.

Now let's have a look at one of the offices. This is a marketing department office. It's on the second floor. There are several desks in it. On the desks you can see **in- and out-trays**, telephones, and **PCs**. The computer is one of the greatest wonders of the world along side with Internet and WWW, which enables you to communicate easily and in no time with people all over the world using e-mail or **chat site**.

To the left of the window there is a **stationery cupboard** with some paper, pens, pencils, envelopes, **scissors**, **staplers**, **rulers**, **paper clips**, and other things in it. Near the window there's a **photocopier** to make copies of the documents. Nearby you can see a fax machine, it enables you to communicate with people easily. It's unbelievable that when you watch your paper going into the fax,

at the same time, on the other side of the world the paper with the same information is coming out of somebody's machine. If you are a little tired and want to have a sip of coffee, pay you attention to the coffee machine.

There are 4 windows in the office, making the room light. If it gets **stuffy** or too cool in the room you can switch on the **conditioner**. So, everything in the office is **at your disposal** to make the work more **efficient**, creative and pleasant. Some people think the office work is boring, but I can argue, that it's not true, there is always some work for translation, arranging meetings, booking hotels, dealing with letters, solving some problems.

World-Wide Web - всемирная "паутина" (глобальная гипертекстовая система в сети Internet)

Text 12

Most people say that Saturdays and Sundays are their favourite days of the week - but not everybody. For some people weekends are not much fun...

Marco from Brazil is a waiter.

"I hate the weekend. The weekend is when I'm the busiest. I never go **anywhere** and I don't do **anything** except work. On Friday and Saturday nights we are usually full, and I have to be on my feet for 7 or 8 hours both days. We are supposed to close at 1 a.m. but people often don't leave until 1.30 a.m. or even later - they never think that we might want to go home. Luckily we close after lunch on Sunday, but when I get home, it is usually at about 5.30., I'm so tired that I don't want to see **anything** or do **anything** except lie on the sofa and watch TV. The best day of the week for me is Wednesday - that's my day off."

Kirsten from Germany is a housewife.

"I must admit that for me now the weekends are more tiring than the week. During the week I have somebody to help me, but at the weekend we are on our own. My husband is always exhausted from his job and wants to relax. But nobody can relax with 2 small kids around. Before we had children our weekends were perfect. We enjoyed ourselves.

Now I'm really happy when it's Monday morning."

Steve from the UK is an engineer.

"My weekend... Mmm... There is nothing interesting about it. On Friday night I usually have something light to eat, watch TV and go to bed early. Very boring!!! On Saturday I read a lot and visit my friends. On Sunday we usually travel.

I don't like my weekends.

Text №13

Over 60 years ago a British-born businessman, Cecil H Green, helped to found Texas Instruments, one of North America's largest and most important electronics groups. The company introduced the integrated circuit board – the device that made possible the microelectronics revolution. The company today has a turnover of about \$8bn, and more than 40,000 staff. Texas Instruments was established in 1941; it grew out of an oil exploration group, Geophysical Service.

Green joined the company in 1932 and spent several years looking for oil in Texas. With the start of the Second World War, the company's electronics division grew rapidly. Green and three colleagues bought the business in 1941 for \$300,000. It was renamed Texas Instruments in 1951. Green was a director until his retirement in 1975.

Cecil Howard Green was born near Manchester, England. His engineer father, Charles, and mother, Maggie, emigrated to Canada when Green was less than two years old, and the family moved frequently through the US and Canada as Charles looked for work. Green attended high school in Vancouver and entered the University of British Columbia in 1918, completing his studies at Massachusetts Institute of Technology in Boston, with a Master's degree in electrical engineering.

His first job was to design steam turbine generators for the General Electric Company but in two years he left to join the Raytheon Manufacturing Company to work on small electronics devices. Between 1928 and 1932, Green worked for a number of engineering groups before the final move to Geophysical Service. Cecil Howard Green died in 2003 at the age of 102.

Text 14

INTERVIEW MISTAKES

What do you think is the top interview mistake you can make? Take a look at *bad interview* stories and add yours to the list.

STAY CALM!!!!!!

I recently had an interview at Lowe's for a loader and stock position. I have been self-employed for so long I was really nervous. I worked myself up and even though I was extremely overly qualified, I bombed bad. I went in sweating bullets and found myself fumbling my words and dragging out my answers. Needless to say, I didn't get the job and it haunted me for a week. All in all, I learned a lot from my experience and found a much better job. Slow down think and remember all they can say is no.

Wore My Easter Suit

I was totally unprepared for the interview. No one told me I should not be too bright during the interview. I confidently went into the interview wearing my Easter suit. It was a gorgeous red and white wide strip skirt suit. I was only 19 at the time and just didn't know that there was a dress code. Eventually, I did not get the job and as I look back I noticed a lot of eyes on me at the time. After everyone was interviewed - the interviewer finally came out after about 1 hour or more to greet me. He shook my hand and gave me some excuse as to why he could not interview me but he did compliment me on my suit as I walked out. I then realized it was the suit. The moral, I guess is that there is a time and place for everything. Although my suit may have been nice for Easter, it was the total opposite for an interview. There is a dress code. Dark conservative colors...navy, black, brown.

Very bad timing

I slept in after a late night, and was woken by my phone ringing at 11:30am. Without even thinking about it I answered the phone. She introduced herself and asked me if I could come in for an interview that day. I said yes but then remembered I had an appointment at the same time and quickly said "hang on, no! I have something on at that time." She said, "I'm sure you could just tell them that you will be late." My response, "um, hang on.. I'm just thinking...." She started to get very impatient and said, "so will you be able to make it or not??" At this second I only just woke up properly and had to say, "No I don't think I will, sorry." Her, "Is there another time you will be available?" Me, "I could come in tomorrow?" Her, " Right well I'll have to talk to the boss and get back to you." And then she hung up on me and I haven't heard from her since. Moral of the story: If you get a phone call that wakes you up, take a few seconds to become alert enough to speak to an employer!!

Talked Too Much

When I entered the room, the interviewer seemed to be a very mellow, down-to-earth person. My confidence increased. I started talking a lot, and he asked me about my biggest drawback, I said I don't let go of people until I am satisfied that the problem I have has been resolved to my heart's content. I was later told that I had a negative attitude and was rejected.

Say Anything Even if They Start it? NO!

My interview yesterday was one hour and 15 minutes long. I enjoyed the interview. We talked about everything -- the job, the company, my work experience, to what I did for fun, which included singing.

The employer asked me what I sing, so I started naming types of music. He made references to movies he'd seen, so I mentioned some movies too. I was the first candidate interviewed. To learn from this, I won't "go there" in such detail again, even if the employer makes the first move. It is a bit tricky, because not engaging seems unfriendly, but getting too passionate about it (and being the first candidate), might cost me the job. Lunches are designed to foster this, too, so just don't open up like you are their best friend.

Too Honest

I am an honest person who feels that just because an employer wants to know something, I should be open and answer every question. This usually does NOT work. I did this yesterday, in fact. They asked why not "just stick with your current employer and continue on what you said was an 'as needed' basis?" The truth is that although this company had helped customers, it might not have been in a legal way and it is my brother's company! I found myself explaining it and explaining it. I said that he was working with another company that was being investigated and it might affect him, so I didn't know about continuing to work there. I should have said, "Because the company is in a slump right now". Too much honesty makes people wonder why you are so honest, like you are trying to hide something (ha!).

Text 15

AVOIDING INTERVIEW MISTAKES

When you want to make the best impression review these tips from Aliza Bogner, VP of human resources at Alison Brod Public Relations. Her suggestions will help you avoid the mistakes that candidates frequently make:

- **Try to find out as much as you can about office culture** before going into your interview. Dressing appropriately is imperative. Jeans, gum chewing and sunglasses on top of your head are never appropriate - no matter how casual the office might be.
- **Show up 10 minutes before** the interview time. Don't show up a half hour early.
- **Bring multiple copies of your resume** and make sure they are not folded up.
- **Bring a bag** large enough for a folder, if necessary.
- **Be interesting.** You are there to stand out, don't be afraid to say something interesting.
- **Research what the job entails.** You need to be aware of what is expected for the position in which you are applying.
- **Know your interviewer's name.** It will make a good first impression.
- **Don't lie** - it won't take long for an employer to figure it out.
- **Never be cliché** - don't tell the interviewer you are a people person, for example.
- **Come prepared** with concrete examples of your professional or social successes

Text 16

A PERFECT INTERVIEW

My name is Simon Chitty. I have been working as an interviewer for 17 years. Before becoming an interviewer, I worked as a technology consultant and was looking for new jobs all the time! I was refused many times, but frequent interviewing quickly taught me everything I needed to know about acing interviews.

I became so good at interviewing that the companies I worked for began asking me to interview job candidates to help them hire the very best people into the company.

While doing this job I understood that many people didn't get the job offer only because they were not properly prepared for the interview. So I decided to share my professional interviewing experience with job seekers. I've already taught thousands of people how to give great answers to job interview questions and I continue to train hundreds more each month.

I know exactly what interviewers are looking for and how to tell them exactly what they want to hear. I teach people how to impress their interviewer and give well-spoken answers to tough interview questions.

Every day, I get calls for help from people who have an interview coming up real soon and are **worried** they will blow it because they are **afraid** of what they'll be asked in the interview. Most job seekers have been working for several years at their current job and are **unprepared** and **out of practice** for job interviews.

These people are hardworking, well qualified, and have years of experience, but are afraid of losing the job to a less-qualified person with polished interview skills. It's not their fault -- they were never taught *how* to **properly** answer an interviewer's questions.

This is understandable and a **common problem** I hear over and over again.

Perhaps there are times when even you feel...

- Frustrated and **tongue-tied** to come up with good answers to interview questions
- **Nervous and afraid** about what you'll be asked by your interviewer
- Tired of going on interview after interview with little or **no results**
- **Discouraged** because you're not getting called back for second interviews
- **Annoyed** because you're not getting hired for the job you want

But once you know the key to interview preparation and understand how to answer interview questions, you could greatly improve your chances of getting the job.

Walking into an interview without **knowing exactly** what you are going to say is like trying to give a presentation without practice.

Have you ever been on a job interview where you knew you were right for the job, but you didn't get it? They may have told you they chose a more qualified candidate. In reality, you were probably the most qualified, but you failed to impress your interviewer. **If you don't impress** your interviewer the first time, your chances for a second interview are **ZERO!**

You may have the most experience and education, are well-qualified and may be the best person for the job -- but even the best person still **has to prove WHY** they are the best.

Before you can **prove** you are **perfect** for the job, you need to understand the employer's needs.

- **What** do they want?
- **Why** are they asking me this?
- **What** do they mean?
- **How** can I prove I'm the best?

Imagine walking into your next interview -- confident, well-prepared and ready to answer any question your interviewer asks. Getting hired would be much easier, wouldn't it?

By Using The Answers In This Short Guide You Will Be More Prepared

1. What do you consider your most significant weaknesses?

This question basically forces you to tell the interviewer something negative about yourself. Don't reveal deep character flaws, but tell the interviewer you have a few faults that you are working to improve and then give a few examples. Turn this question around and turn a weakness into a strength.

Don't actually tell the interviewer that you have a problem as it will sound like a weakness and a reason not to hire you.

Best answer:

1. "I pay close attention to details which does result in a higher quality of work and saves additional time down the road, though it does take more time up front and sometimes overtime."

2. "I am a person who likes to meet deadlines and deliver what I promise and sometimes I can get a little frustrated with my fellow co-workers if I'm waiting on them in the last hour before something is due."

2. What do you consider your most significant strengths?

This is another top 10 question that you can surely expect to hear in any interview. Prepare yourself and make sure you can rattle off three to five of your strengths as it relates to your past or present job, work experience, and the requirements for the job for which you are interviewing. Though it's something to be proud of, they don't want to hear what a wonderful mom you are or what a good basketball player you are. Be prepared and know your strengths and don't tell the interviewer that you don't have any, even if you don't. Relate your strengths to the job for which you are applying.

Best answer:

1. "I have a solid background in Accounts Receivables, great problem solving abilities and I get things done with little direction." And then elaborate a bit on your specific skills, but don't turn this answer into a book. Keep it short and move on.

2. "I have great communication skills and can work with many different types of people of varying personalities and skill levels. I am motivated, disciplined, and focused and am determined to get my job done well and on time."

3. "I meet deadlines. I deliver what I promise. As a result, I've always made my managers look good."

3. How do you get along with different types of people?

The workplace is loaded with a variety of different people with varying personalities and the interviewer wants to know how you think you will fit in. You want to show the interviewer that it does not matter what kind of people you work with - just that work gets done. This shows the interviewer that you are more concerned with outcomes than personalities.

Best answer:

1. "I work well with anyone who delivers what they promise."

2. "I have always been able to get along with anyone. It does not matter how difficult some of my co-workers can be, I've always managed to get along with them.

Be prepared to handle tricky Interview Questions like these...

• **What are your salary requirements?** (You should answer this question without revealing *how low* you are willing to go.)

• **Did you ever have a boss that you did not like or get along with?** (We all have at one time, but you should think beforehand and say "nice things" about your boss, even if he was the worst.

• **Did you have any trouble finding the office?** (Seems like an innocent "how's-the-weather" type question, doesn't it? Don't fall for it. Everyone has trouble finding a new office the first time and your answer says a lot about your character.)

• **Your resume shows a gap in work history, what happened?** (Be prepared to answer this one, no matter if you have been out of work for 6 months or 6 years.)

- **Why are you looking for a job in a field that is not related to your major?** (Looking for a job outside your major or recent field of experience can raise "red flags," so you need to think well what to answer.)

- **Tell me about yourself**

- **Why did you leave your last job?** (Everyone gets this one wrong. You should give an answer that reveals your strengths.)

- **Do you know anything about our company?**

- **What did you like about your last job?**

- **What would you like to be doing five years from now?** (A well spoken answer shows how you make good use of goals and are perfect for the job.)

- Can you work under pressure?

- Could you describe a difficult problem and how you dealt with it?

- Why do you want to work here?

- What are your biggest accomplishments?

- How do you accept criticism?

- What are some of the things that bother you?

- Do you prefer working with others or alone?

- Can you give me an example of a project that didn't work out well?

- What are some of the things you and your supervisor have disagreed on?

UNIT 3. IN THE WORKPLACE

TOPIC 1. STARTING YOUR CAREER

TEST ON CAREER SUCCESS

Do the test and find out whether you'll have a successful career or not.

1. Do you find it easy to concentrate on one subject?

- a. *Not at all, I like to think about a variety of things.*
- b. *I try hard but sometimes it's difficult.*
- c. *Yes, I have no problem doing this.*

2. Do your leisure interests ever distract you from your work?

- a. *No, never*
- b. *Sometimes*
- c. *Yes, often.*

3. You are planning a weekend with your family and friends. On Friday afternoon something urgent comes up. What is your reaction?

- a. *You try to find someone else to do it for you.*
- b. *You forget your weekend and get on with what you have to do.*
- c. *You decide it will have to wait as you already have plans for the weekend.*

4. You get a new job and discover that the local college is running a training course that will be very useful in your work. How do you react?

- a. *You are not very interested in doing it.*
- b. *You decide to take the course even if you have to pay for it yourself.*
- c. *You will go, but only if your new company pays for it.*

5. Where do you see yourself in five years' time?

- a. *You'll probably be in the same position.*
- b. *You hope you'll be in a better position.*
- c. *You intend to advance your career considerably in the next few years.*

6. Do you talk about your job/studies outside work/university?

- a. *Sometimes.*
- b. *Very frequently.*
- c. *No, I "switch off" from work as soon as I can at the end of the day.*

7. Do you think intelligence leads to success?

- a. *Intelligence alone does not lead to success?*
- b. *Yes, you have to be intelligent to be successful in life.*
- c. *It's a big part of success.*

8. One of your colleagues gets promoted. How do you feel?

- a. *You're a bit jealous.*
- b. *You're pleased for your colleague.*
- c. *You're upset. You want to find out why it wasn't you and what went wrong.*

9. Do you believe in the saying ‘practice makes perfect’?

- a. No, nobody’s perfect.
- b. Yes, the harder you work at things, the better you become.
- c. People don’t have enough time to practise things these days.

10. Is it useful to look back at the past?

- a. No, you can’t change what has happened.
- b. Yes, it’s very important to look back and analyse our mistakes so that we don’t repeat them.
- c. Maybe sometimes, but everyone can be wise about the past.

11. What do you think about hard work?

- a. It’s the way to get what you want.
- b. It’s o’kay if you are paid well for it.
- c. It’s very tiring.

12. Where does your motivation come from?

- a. From your family.
- b. From your boss.
- c. From inside yourself.

SCORES	ASSESSMENT
1. a.0 b.1 c.2	<u>20-24</u> <i>If you are not already a success, there is no doubt you’ll be one day. You have got all the qualities necessary for success, including ambition, determination and imagination. Take care not to become a workaholic – if you do, it will affect your family, yourself and, in the end, your happiness.</i>
2. a.2 b.1 c.0	
3. a.1 b.2 c.0	
4. a.0 b.2 c.1	
5. a.0 b.1 c.2	
6. a.1 b.2 c.0	<u>9-19</u> <i>You want to be successful and have got many of the necessary qualities. But you need a little more self-confidence to believe that you can and will succeed. Perhaps you dream about success, but don’t really believe it will happen. Making those dreams to come true is not easy, but it is certainly possible.</i>
7. a.2 b.0 c.1	
8. a.1 b.0 c.2	
9. a.0 b.2 c.1	
10. a.0 b.2 c.1	
11. a.2 b.1 c.0	<u>0-8</u> <i>You need a lot of hard work to make a success of your chosen career, but is this really what you want? Perhaps you believe that happiness is more important than success. Maybe you prefer a happy family life, a steady job and a regular salary. Remember everyone is different and happiness doesn’t come from trying to become something that you don’t really want to be.</i>
12. a.1 b.0 c.2	

Text 1. Read the text and circle the correct word.

VOCABULARY

an advertisement – объявление
a bargain - 1) торговая сделка 2) выгодная покупка
customer- заказчик, потребитель, клиент
debt – долг
cost – стоить, стоимость

to afford - позволить
to demand - требовать
to supply - снабжать
to owe - быть должным
to require - требовать

‘GETTING TO THE TOP’ - BUSINESS SEMINAR

So, you have seen an **advertisement*/a bargain*** for someone to work in business? But do you really know what you are doing? Do you know how to keep the **customers*/debts*** happy? Can make a **cost*/profit*** again and again? At ‘Getting to the Top Business Education’ we’ll help you to help yourself. Why don’t you attend our business seminar and learn how to make a **catalogue/fortune** in business? Our course leader, Richard Sugar, says, “Being big in business **exports/requires*** a certain way of thinking. You need to know what your customers will **afford*/demand*** and then find a way to **owe*/supply*** them with it at the right price.” Come and join our seminar and we’ll ‘get you to the top’!

Text 2. Read the text. Make up your own vocabulary. Translate the text into Russian.

STARTING A NEW JOB



The first week of any job is to settle in and to get on with your boss and colleagues.

- ✓ Arrive on time, especially on your first day, and don’t leave early.
- ✓ Be visible but don’t try too hard to make a good impression. Watch how others behave and listen more than you speak. Your boss will judge you by the company you keep so avoid staff who complain or gossip.
- ✓ Make friends with colleagues who are dynamic and enthusiastic.

Never try to make yourself popular through silly jokes or bad behaviour – people have long memories.

- ✓ Don’t make comparisons with other companies – especially your old one. Keep a positive attitude. Don’t criticize your colleagues or get involved in their arguments.
- ✓ If you’re sharing an office, respect your colleagues’ working space. Don’t move the furniture or be untidy in the office.
- ✓ Finally, new recruits sometimes expect to have important tasks straight away. The reality is different: whatever your experience and qualifications, expect to begin with basic jobs like photocopying or making the coffee. Stay busy, do every job well and keep smiling.

1. Make a list of dos and don’ts for each item in the list.

	DO	DON’T
Time-keeping	<i>... arrive on time</i>	<i>... leave early</i>
Listening and speaking		
Making friends		
Comparing your old company with the new one		
Office politics		
Sharing an office		
Basic jobs (photocopying)		

Text 3. Read the text.

Gemma Scott is welcoming a group of new recruits to her company. Complete her introduction with words from the box.

Boss	tour	Director	recruits	joined	pack
induction*	colleagues	staff	career	Resources	trainees

“Good morning. My name is Gemma Scott and I am ... of the Human Department. We are happy to welcome 15 new graduate ... who have just ... the company. There is an information ... with important things to know.

Your ... programme will begin properly tomorrow morning. This morning we begin with a guided ... of the building where you will meet some members of At lunchtime there is a welcome party for new ... where you will have the opportunity to meet your ... and get to know some of your new I hope you'll have an interesting, long and exciting ... with HBF insurance.

Text 4. Read the text. Learn the highlighted words.

WORK: DUTIES, CONDITIONS AND PAY

What do you do?

People may ask you about your job. They can ask and you can answer in different ways

What do you do? **I'm** (+ job) e.g. a banker / an economist / a manager / a programmer

What's your job? **I work in** (+ place or general area) e.g. a bank / marketing

What do you do for a living? **I work for** (+ name of company) e.g. Union Bank, IBA, Fiat

Note: 'Work' is usually an uncountable noun, so you **cannot** say 'a work'. If you want to use the indefinite article you must say 'a job', e.g. She hasn't got a job at the moment.

What does that involve? (= What do you do in your job?)

When people ask you to explain your work/job, they may want to know your main **responsibilities** (= your duties / what you have to do), or something about your daily **routine** (= what you do every day/week). They can ask like this: What does that (i.e. your job) **involve?**

Main responsibilities

I'm **in charge of** (= **responsible for**) all deliveries out of the factory.

I have to **deal with** any complaints (= take all necessary action if there are complaints).

I **run** the coffee bar and restaurant in the museum (= I am in control of it /I manage it).

Note: We often use **responsible for** / **in charge of** for part of something, e.g. a department or some of the workers; and **run** for control of all of something, e.g. a company or a shop.

Daily duties/routines

I have to **go to / attend** (*fml*) a lot of **meetings**.

I visit/see/meet **clients** (= people I do business with or for).

I **advise** clients (= give them help and my opinion).

It involves **doing** quite a lot of **paperwork** (a general word we use for routine work that involves paper e.g. writing letters, filling in forms, etc.). Note the **-ing** form after **involve**

Pay

Most workers are **paid** (= receive money) every month and this **pay** goes directly into their bank account. It is called a **salary**. We can express the same idea using the verb **to earn**:

My **salary** is \$60,000 a year. (= I **earn** \$60,000 a year.)

With many jobs you **get** (= receive) **holiday pay** and **sick pay** (when you are ill). If you want to ask about holidays, you can say:

How **much holiday** do you get? *or* How **many weeks' holiday** do you get?

The total amount of money you receive in a year is called your **income**. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to **pay** part to the government - called **income tax**.

Working hours

For many people in Britain, these are 8.30-9.00 a.m. to 5.00-5.30 p.m. Consequently people often talk about a **nine-to-five job** (= regular working hours). Some people have **flexi-time** (= they can start an hour or so earlier or finish later); and some have to **do shiftwork** (= working at different times, e.g. days one week and nights the next week). Some people also **work overtime** (= work extra hours). Some people are paid to **do/work overtime**, others are not paid.

Complete the exercises

1. Match the verbs on the left with the nouns or phrases on the right. Use each word once only.

- | | |
|-------------|------------|
| 1 earn | overtime |
| 2 work | meetings |
| 3 pay | a shop |
| 4 go to | clients |
| 5 deal with | £500 |
| 6 run | income tax |

2. Starting with the words you are given, rewrite each of these sentences using vocabulary from the previous text. The basic meaning must stay the same.

Example: I'm a banker.

I work.....***in banking***.....

1 What do you do?

What's

2 I earn \$50,000 dollars.

My

3 I get £20,000 from my teaching job and another £10,000 from writing.

My total

4 I am a shop-assisstant.

I work for

5 In my job I have to look after and maintain all the computers in the building.

My job involves

6 I'm responsible for one of the smaller departments.

I'm in

3. This is part of a conversation with a teacher about her job. Can you supply the missing questions?

A:

B. I usually start at nine and finish at four.

A.?

B. Yes a bit. On certain courses I work until five o'clock, and then I get paid extra.

A. ?

B. Twelve weeks. That's one of the good things about being a teacher.

A. ?

B. No we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

4. Can you answer these general knowledge questions about work?

1 What are normal working hours for most office jobs in your country?

2 Can you name three jobs that get very high salaries in your country?

3 When you start paying income tax in your country, what is the minimum amount you have to pay?

4 What jobs often involve shiftwork? (Give at least two examples.)

5 Is flexi-time common in your company or your country?

5. Think and speak about your own job. How many of the things described in the text do you do? How is your work different? Can you explain your responsibilities and daily duties in English?

Text 5. Read the text. Do the exercises below.

NOW YOU'RE HIRED

You are now working for your phone company and your bank. The self-service economy is growing today. In self-service economy companies make their customers do their work. Self-service has benefits both for customers and companies.

The idea of self-service is new. In 1916 Clarence Saunders, an American entrepreneur opened the first self-service Piggly Wiggly supermarket. Then came laundromats, cafeterias, self-service car washes, all of which were variations on the same theme.

But now, with the rise of the web, companies are taking self-service into new levels. Millions of people now manage their finances, track packages, buy cinema and theatre tickets, reserve and buy train and plane tickets while they are sitting in front of their computers. They plan their own travel itineraries and make their own hotel and airline bookings: later in the hotel they may even check themselves in. And they do all of this with mouse in hand and no human employees in sight. Self-service systems can save companies money and make customers happy.

So, you don't realize that you are always working for someone. You may be an employee even if you are unemployed.



Exercise 1. Fill in the gaps with missing words. Consult the text.

1. The self-service ... is growing today.

2. Self-service has benefits both for ... and companies.

3. An American ... opened the first self-service supermarket in 1916.

4. Today ... are taking self-service into new levels.

5. Nowadays businessmen plan their own travel ... and make their own hotel and airline bookings.

6. You may be an ... even if you are unemployed.

Exercise 2. Match the words with their synonyms.

- | | |
|----------------------|--------------|
| to increase | timetable |
| firm | customer |
| advantage | unemployed |
| client | entrepreneur |
| itinerary | to grow |
| jobless | benefit |
| an owner of business | company |

Tick (✓) places with self-service.

The place	✓
ATM (money machine)	
Supermarket	
Library	
Internet shop	
Petrol station	
Bank	
Coffee machine	

Text 6. Read and translate the text. Study the highlighted words

THE CAREER LADDER

Getting a job

When Paul left school he **applied for** (= wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a **trainee** (= a very junior person in a company). He didn't earn very much but they give him a lot of **training** (= organised help and advice with learning the job), and sent him on training courses.

*Note: **Training** is an uncountable noun, so you cannot say 'a training'. You can only talk about **training** (in general), or **a training course** (if you want to refer to just one). Here you can use the verbs **do** or **go on**: I **did** / **went on** several training courses last year.*

Moving up

Paul worked hard at the company and his **prospects** (= future possibilities in the job) looked good. After his first year he got a good **pay rise** (= more money), and after two years he **was promoted** (= given a higher position with more money and responsibility). After six years he **was in charge of** (= responsible for / the boss of) the accounts department with five other **employees** (= workers in the company) **under him** (= under his responsibility/authority).

Leaving the company

By the time Paul was 30, however, he decided he wanted a fresh **challenge** (= a new exciting situation). He was keen to work abroad, so he **resigned** from his company (= officially told the company he was leaving his job; you can also say 'he **quit** the company') and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international

company which **involved** (= included) a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the travelling, but ...

Hard times

After about six months, Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he **was sacked** (= told to leave the company / **dismissed** /given the sack) a year later.

After that, Paul found things much more difficult. He was **unemployed** (= out of work / without a job) for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Paul had to accept a **part-time job** (= working only some of the day or some of the week) on a fruit and vegetable stall in a market.

Happier times

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years, he **took over** (= took control of) the stall. Two years later he opened a second stall, and after ten years he had fifteen stalls. Last year Paul **retired** (= stopped working completely) at the age of 55, a very rich man.

Complete the exercises:

1. Write a single word synonym for each of these words/phrases.

- 1 given the sack =
- 2 out of work =
- 3 left the company =
- 4 was given a better position in the company =
- 5 future possibilities in a job =
- 6 stopped working for ever =
- 7 workers in a company =

2. Find the logical answer on the right for each of the questions on the left.

- | | |
|---------------------------------|---|
| 1 Why did they sack him? | a Because he was nearly 65. |
| 2 Why did they promote him? | b Because he was late for work every day. |
| 3 Why did he apply for the job? | c Because he needed more training. |
| 4 Why did he retire? | d Because he was out of work. |
| 5 Why did he resign? | e Because he was the best person in the department. |
| 6 Why did he go on the course? | f Because he didn't like his boss. |

3. Complete these sentences with a suitable word or phrase.

- 1 I don't want a full-time job. I'd prefer to work.....
- 2 She'd like to go on another training
- 3 I'm bored in my job. I need a fresh
- 4 He works on a stall in the
- 5 At the end of this year we should get a good pay
- 6 She's got more than a hundred workers under
- 7 I didn't know he was the new manager. When did he take.....?
- 8 It's a boring job and the pay is awful. Why did he

4. Complete this word-building table. Use a dictionary to help you.

<i>Verb</i>	<i>General noun</i>	<i>Personal noun(s)</i>
promote	--

employ	
resign	--
retire	--
train	

5. Have you got a job in a company? If so, answer these questions as quickly as you can.

- 1 What does your job involve?
- 2 Are you responsible for anything or anyone?
- 3 Have you had much training from the company?
- 4 Have the company sent you on any training courses?
- 5 Have you been promoted since you started in the company?
- 6 Do you normally get a good pay rise at the end of each year?
- 7 How do you feel about your future prospects in the company?
- 8 Are you happy in the job or do you feel it is time for a fresh challenge in another company?

If possible, ask another person the same questions.

TOPIC 2. DAILY ROUTINE

Text 1. Read the text and do the exercise below. Study the vocabulary before reading the text.

forget - забывать
 immediately - немедленно
 horrible – ужасный
 irritated - раздражённый
 disaster – катастрофа

brave enough – достаточно смелый
 pretend – притворяться, делать вид
 put numbers – вносить цифры
 awful – ужасный
 furious - взбешённый

MY FIRST – AND LAST! – DAY AT WORK

I'll never forget* my first day at work. It was the most horrible* day in my life. The first day at work was such a disaster* that I lost my job. The boss explained to me my duties but she did it so quickly that I didn't understand. I wasn't brave* enough* to ask her to repeat, so I pretended* I knew what to do. It wasn't difficult at first – just putting* numbers* into a computer. But soon I started making more and more mistakes. I made such a lot of mistakes that other workers noticed. They tried to help me but it was too late. I sat there and stared at my computer for two hours. The boss was so shocked that she fired me immediately*. She was irritated* and furious*! My first day was my last!

Choose the correct answer.

- | | |
|--|---|
| <p>1. My first day at work was</p> <ol style="list-style-type: none"> a) the most interesting b) the most awful* c) the most creative <p>2. I didn't understand the boss because</p> <ol style="list-style-type: none"> b) she spoke very quickly c) she typed too quickly d) she didn't understand me | <p>3. My work was very difficult</p> <ol style="list-style-type: none"> a) I made a report b) I typed letters c) I put figures into a computer <p>4. The boss was ...</p> <ol style="list-style-type: none"> d) angry with me e) happy f) very sad |
|--|---|

Text 2. Read 3 descriptions of different people's days and compare them. Would you like to lead the sort of life similar to any of them? Why/Why not? What would you advise the people to change in their lives?

drive smb crazy – выводить кого-л. из себя

a pay rise – повышение зарплаты

A DAY IN THE LIFE

Another day begins as the radio alarm wakes me up at 6.30 in the morning. I know that almost everything that will happen today is out of my control. I didn't even choose the radio programme that woke me up – my partner did.

I have a quick shower. I put on the clothes my partner persuaded me to buy. I leave the house and get into my company car and drive to the office through the usual traffic jam. I work with a lot of colleagues. Some of my colleagues are very pleasant, but others drive me crazy*.

During lunch the boss asks me to stay late tonight for an unexpected meeting. I don't like to refuse because I'm planning to ask for a pay rise* next week. I work really hard all day and go home. I know I'm driving too fast but I don't care. I'm too tired. I come home, have dinner, I watch TV and go to bed at 11.00. My wife tells me to set the alarm for 6.15. *Am I happy?*

WORKING DAY

Brenda (night nurse, 25)

At the moment I'm working as a *night nurse* in a big hospital, so my *timetable* is a bit strange. I have to be there *to start work* at eleven o'clock at night, and it's *an eight-hour shift* that goes through till seven in the morning. I leave home at about ten-thirty. That's when a friend of mine, another nurse, *picks me up* at home and *gives me a lift* in her car. It takes us about twenty-five minutes *in normal traffic* to get to the hospital. We don't usually have much to do at night. We just *go round* the wards and look after any patients who *need care and attention*, but we do sometimes get *emergency cases*, people who have been in *car accidents*, or had *heart attacks*, things like that.

I get home at about seven-thirty in the morning and have a light breakfast - cereal, toast and fruit juice - and by a quarter to nine I'm in bed. If I'm lucky, I sleep till about three. Then I have lunch, *clean the flat*, read a bit and perhaps *go out shopping*. My husband normally *comes round* about half past six, and we go out to the cinema or go for a drink. He works *on a night-shift*, too. It's *a hard life*, but we're *saving up* to buy a new house and we *get paid extra* for night-work, of course.

WORK AND FAMILY LIFE

Bill (worker, 40)

Bill Radford has *a job* in a small factory. He doesn't much like *the work*, but he *enjoys* the *relationships* with the other workers, and he *gets on with* the *boss*. Sometimes he has a chance *to travel on business* which he enjoys very much.

His wife, Ann, has been *unemployed* for the last two years. She *stays at home* and looks after the house. After getting their six-year-old daughter Sally ready and driving her to school, she *starts* on the *housework*. Although she likes being *on her own*, she finds housework *boring* and doesn't like to stay at home all day. So she tries to *get through* the washing up, the cooking, the ironing, the shopping and so on as quickly as possible. This takes her about two or three hours, after that she usually has lunch. She doesn't like to *waste time*. After lunch she goes off to the *public library* and reads books *on politics* or *history* until it's time *to fetch* Sally *from school*. In the evening Bill and Ann *share* the housework.

At weekends they try to spend some time **outdoors**: they often go walking to the country, or **take Sally on trips** to places like the zoo or the seaside.

Money is a big problem. Bill doesn't **earn** a very good **salary**, and **their income is hardly enough for three people to live on**, so they have to be very **careful about** what they spend. They can't really **afford to keep** the **car**, and will have to **get rid of** it soon, but they have decided to **put off** selling it until Sally is old enough to go to school by bus. They are just not able to **save money** and they're **extremely worried about** their old age. Sally wants to be a teacher or a nurse when she **grows up**, but Ann and Bill hope she will do something where she can **earn enough money** to live a better life than her parents.

Text 3. Read about Michael's day and complete the information about his typical working day. Would you like to lead the same sort of life?

MICHAEL DELL'S WORKING DAY

For one of America's richest men, Dell Chairman lives a remarkably unglamorous life. Michael Dell spends about 30 % of his time traveling to the company's operations overseas and meeting international customers. Every month he makes two trips to Europe and another two to Asia.

When he is at home in Austin, Texas, he gets up at 5.30 a.m. each day. Dell lives with his wife Susan and their four children. In the morning he exercises at home for an hour from 6 a.m. and then he drives to his office. He arrives to work at 8 a.m. At work he discusses and makes decisions about customers, company strategy and operations, and planning for the organization. 'I leave the office at about 6.15 p.m., have dinner with the family, do story time with the kids'. Dell often does email and surfs the Internet, reads newspapers in the evenings. 'Then I go to sleep, get up and do it all again,' he says.

Home town Time traveling abroad.....
 Marital status..... Number of trips abroad a day

Write what Michael Dell does at this time on his typical working day. (Remember - we use the Present Simple tense to talk about everyday actions).

5.30
 6.00 – 7.00
 7.00 – 8.00
 8.00
 18.15

Example: Michael Dell gets up at 5.30.

Look at Michael Dell's timetable on Friday. Write what Michael Dell did on Friday.

8.00 Arrival to the office
 9.05 – 9.45 Meeting with the Overseas Sales Manager (Conference Room)
 9.45 – 10.30 Coffee with the Marketing Director and Finance Director
 10.30 – 11.00 Company presentation video
 11.00 – 12.40 Meeting with Managing Director and Marketing Director (Boardroom)
 12.40 – 2.30 Lunch with the Overseas Sales Manager (Saraceno Restaurant)
 2.30 – 5.00 Work in the office (checking email, Internet)
 5.45 Home arrival

Exercise 1

Put the clock times in the right order. Write 2.00 2.15 ...

You've got five minutes!

- five past three
- ten past four
- quarter past two

Exercise 2.

Make questions about Lisa's and Robert's morning. Then use the information in the box to write the answers.

Lisa		Robert	
7.40	get up	6.45	get up
7.45	shower	7.10	swimming pool
8.00	breakfast	7.50	shower/pool

twenty past three
twenty-five past two
two o'clock
half past four
twenty-five to five
twenty to four
quarter to three
five o'clock
ten to four
five to five

Exercise 3. Match the words with their definitions

retailer, invoice, warehouse, calendar, drawer, diary, goods, automation

- 1 The place where you store finished products before they are sold.
- 2 The process of using machines to do work that used to be done by men and women.
- 3 A plural noun for things that are made to be sold.
- 4 A thing you often hang on the wall, which tells you the date.
- 5 A book where you often write down all your appointments and things you have to do.
- 6 A piece of paper which shows the products that a customer bought and the money they have to pay.
- 7 A person or business that sells goods to the public.
- 8 A part of a desk where you often keep pens, paper, notes, etc.

Exercise 4. Replace the underlined verb using a different verb with the same meaning (in this context).

deliver fit store check manufacture

- 1 This particular machine is made in Germany.
- 2 I help them to assemble the different parts.
- 3 The supervisor always inspects our work carefully
- 4 When the books are printed they are kept in the warehouse.
- 5 The factory said they'll be able to take the furniture to the shops next Monday.

Text 4. Read and translate the text. Complete the exercises below.

TYPES OF JOBS

A **job** is a regular activity performed in exchange for **payment**. A person usually begins a job by becoming an **employee**, **volunteering**, or starting a business. If a person is trained for a certain type of job, they may have a **profession**. The series of jobs a person holds in their life is their **career**. There are a variety of jobs: **full time**, **part time**, **temporary**, **odd jobs**, **seasonal**, **self-employment**. Those who do not hold down a steady job may do odd jobs or be unemployed.

Full-time employment is employment in which the employee works the full number of hours defined by his/her employer. Full-time employment often comes with benefits that are not typically offered to part-time, temporary, or flexible workers, such as annual leave, sick leave, and health insurance.

A **part-time** job is a form of employment that carries fewer hours per week than a full-time job. Part-time workers work fewer than 30 or 35 hours per week. According to the International Labour Organization, the number of part-time workers has increased from one-fourth to a half in the past 20 years in most developed countries.

Self-employment is working for one's self.

Temporary work or temporary employment refers to a situation where the employee is expected to leave the employer within a certain period of time. Temporary employees are sometimes called "contractual", "seasonal", "interim", or "freelance"; or the word may be shortened to "temps." Agricultural workers are often temporarily employed for harvesting. In some instances, temporary professional employees (particularly in the white collar fields, such as law, engineering, and accounting) even refer to themselves as "consultants."

There are people in tourism who work for themselves. They are called freelancers. They don't work full-time for any tourist company. They work part-time or in high season only. They don't work in low and off-season. Among freelancers there are guides, guides-interpreters, escorts, animators, travel writers. Tourist companies, resort hotels and holidays centers employ them for seasonal work. Cruising companies, resort hotels and holiday centers employ animators for summer high season. Travel agencies which deal with in-coming tourism employ guides, guide-interpreters, escorts. Travel writers offer their articles to magazines and newspapers when they wish to.

Exercise 1. Have you got a job? If so, how many of these statements are true for you in your job? (If you haven't got a job, how many of these things would you like to do?)

- 1 I work at a computer a lot of the time.
- 2 I do quite a lot of general paperwork.
- 3 I make a lot of phone calls.
- 4 I send faxes occasionally.
- 5 I show people around my workplace.
- 6 I arrange meetings.
- 7 I attend (= go to) quite a lot of meetings.
- 8 I have to write letters and reports.
- 9 I go to conferences.

Exercise 2. Complete each sentence with a word from the list. The words can be used more than once.

business	job	living	work
----------	-----	--------	------

- a) Jack makes his working as a journalist.
- b) She has just left to go to, I'm afraid.
- c) They worked very hard and now have their own
- d) There are still nearly two million people without
- e) The cost of has risen greatly over recent years.
- f) Stop interfering! This is none of your
- g) Lucy has a very good in an international company.
- h) I can't come out tonight. I've got too much to do.
- i) Some -men came and dug a hole in the road outside.
- j) An early by Picasso was sold for £2,000,000.

Text 5. Read some tips how to survive in business today. Write your own pieces of advice. If necessary use the phrases in brackets (*be late, work hard, keep abreast of the times)**



Since the mid-1990s small businesses have started up. Today people work in small groups, usually of five or less.

- Fax or e-mail your colleagues at night. It will look as though you work extra hours.
- Never stay later than the boss.
- Try to remember people's names. This simple gesture makes people think more highly about you.

- Spend money on clothes. 42% of men and 52% of women think well-dressed people have a career advantage.

-

-

-

-

-

-

keep abreast of the times – идти в ногу со временем

UNIT 4. THE ABC OF BUSINESS CORRESPONDENCE

Text 1. Study the structure of a typical business letter.

STRUCTURE OF A BUSINESS LETTER

<p><i>Company's name</i> <i>Address</i></p> <p><i>To whom:</i></p> <p><i>When you know the name of the reader: Mr./Ms/Mrs.Peng</i> <i>When you don't the name: Dear Sir/Madam</i></p> <p><i>For formal letters it's a good idea to put the topic of the letter as a heading.</i></p> <p><i>Use the pronoun "we" when writing for your company. This is more formal than "I".</i></p> <p><i>End:</i> <i>When you know the name of the reader - Yours sincerely.</i> <i>When you don't know the name of the reader- -Yours faithfully</i> <i>Sign the letter with your first and second names above your typed name and position.</i></p> <p>Common abbreviations: Re: regarding (about) Enc. Documents are enclosed with the letter Cc: copies (the names of the people who receive a copy of the letter)</p>	<p style="text-align: right;">Tilly's Trinkets Ltd 62 Wardour Street London WC1</p> <p>Ms Jing Peng 36 Hersham Rd Alton-on-Thames Surrey KT13JR</p> <p style="text-align: right;">3 May 2012</p> <p>Dear Ms. Peng</p> <p>Re: Job application</p> <p><u>We</u> are pleased to inform you that you have been successful in your application for the position of secretary to the managing director at Tilly's Trinkets. As we agreed in the interview, we would like you to start on October 1 in our Wardour Street office. Your starting salary will be \$25000 per annum (в год). You can take 20 days annual leave.</p> <p>Please sign and return a copy of the contract enclosed to confirm acceptance of this offer.</p> <p>We look forward to hearing from you soon.</p> <p><u>Yours sincerely</u> Karen Gilbert Karen Gilbert HR Manager</p> <p><u>Enc.</u> Contract <u>Cc:</u> Elaine de Groove Managing Director</p>
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Text 2. Read and translate some more information about writing a business letter.

There are many ways to lay out a business letter. The letter below is an example of a modern way, called "block style".

BUSINESS LETTER LAYOUT

<p>The name and contact information of the company writing a letter are at the top on the right or in the centre</p>	<p style="text-align: right;"><i>UNTERCITY BANK Plc</i> 58 Jalan Thamrin · Jakarta · Indonesia Telephone 376018 · Telex · 6756</p>																
<p>The name and address of the addressee are at the top on the left (the addressee is the person you are writing to)</p>	<p><i>Mr. S Basuki</i> <i>Jakarta Furnishings</i> <i>7 Jalan Arjuna</i> <i>Jakarta</i></p>																
<p>The date is on the right.</p>	<p style="text-align: right;"><i>12 January 2012</i></p>																
<p>Be careful with the date!!! In Britain they write the day first:</p> <ul style="list-style-type: none"> • <i>12 06 12 – 12 June 2012 (the twelfth of June)</i> <p>In the USA they write the month first:</p> <ul style="list-style-type: none"> • <i>12 06 12 – 6 December 2012 (the sixth of December)</i> 	<p><i>Dear Mr. Basuki</i> <i>Re: Office furniture</i></p>																
<p>There are different ways to open a letter:</p> <table border="1" data-bbox="151 952 742 1355"> <tr> <td><i>Dear Sirs</i></td> <td>- to a company</td> </tr> <tr> <td><i>Dear Sir</i></td> <td>- to a man if you don't know his name</td> </tr> <tr> <td><i>Dear Madam</i></td> <td>- to a woman if you don't know her name</td> </tr> <tr> <td><i>Dear Mr Smith</i></td> <td>- to a man</td> </tr> <tr> <td><i>Dear Mrs Smith</i></td> <td>- to a married woman</td> </tr> <tr> <td><i>Dear Miss Smith</i></td> <td>- to an unmarried woman</td> </tr> <tr> <td><i>Dear Ms Smith</i></td> <td>- to a married or an unmarried woman</td> </tr> <tr> <td><i>Dear John</i></td> <td>- to a friend or someone you know well</td> </tr> </table>	<i>Dear Sirs</i>	- to a company	<i>Dear Sir</i>	- to a man if you don't know his name	<i>Dear Madam</i>	- to a woman if you don't know her name	<i>Dear Mr Smith</i>	- to a man	<i>Dear Mrs Smith</i>	- to a married woman	<i>Dear Miss Smith</i>	- to an unmarried woman	<i>Dear Ms Smith</i>	- to a married or an unmarried woman	<i>Dear John</i>	- to a friend or someone you know well	<p><i>We are expanding our office in Jakarta and we will need extra desks, lights, chairs and filing cabinets.</i></p> <p><i>Please send your catalogues with your prices, sizes and colours for these items.</i></p> <p><i>Yours sincerely</i> <i>Peter Woods</i></p>
<i>Dear Sirs</i>	- to a company																
<i>Dear Sir</i>	- to a man if you don't know his name																
<i>Dear Madam</i>	- to a woman if you don't know her name																
<i>Dear Mr Smith</i>	- to a man																
<i>Dear Mrs Smith</i>	- to a married woman																
<i>Dear Miss Smith</i>	- to an unmarried woman																
<i>Dear Ms Smith</i>	- to a married or an unmarried woman																
<i>Dear John</i>	- to a friend or someone you know well																
<p>!!! It is wrong to open a letter with "Dear Mr John or Dear Mr John Smith"</p>	<p><i>Peter Woods</i> <i>Manager</i></p>																
<p>The way we close the letter depends on how we open it.</p> <table border="1" data-bbox="151 1523 742 1668"> <tr> <td><i>Dear Sirs/Sir/Madam</i></td> <td>- Yours faithfully</td> </tr> <tr> <td><i>Dear Mr/Mrs/Miss/ Ms Smith</i></td> <td>-Yours sincerely</td> </tr> <tr> <td><i>Dear John</i></td> <td>- Best wishes</td> </tr> </table>	<i>Dear Sirs/Sir/Madam</i>	- Yours faithfully	<i>Dear Mr/Mrs/Miss/ Ms Smith</i>	-Yours sincerely	<i>Dear John</i>	- Best wishes											
<i>Dear Sirs/Sir/Madam</i>	- Yours faithfully																
<i>Dear Mr/Mrs/Miss/ Ms Smith</i>	-Yours sincerely																
<i>Dear John</i>	- Best wishes																
<p>The writer's name and position are placed under the signature.</p>																	
<p>ATTENTION!!! The paragraphs start at the margin (с новой строки) and there are line spaces (междустрочный пробел) between them.</p>																	
<p>There is no punctuation in the address or after "Yours faithfully/sincerely" or Dear...."</p>																	

LETTER PRACTICE

1. How would you write these

- a) Jan. 16th, 2011
- b) 23rd March 2012
- c) 2/11/09 (UK)
- d) 09-07-10 (USA)
- e) 8/12/05 (UK)
- f) 05-03-11 (USA)
- g) 21.1.12
- h) 04/08/12 (USA)

2. Match these openings with the right ending:

- a) Dear Mrs Wilson
- b) Dear Madam
- c) Dear Ms Hemsuchi
- d) Dear Susanna
- e) Dear Mr Gonzalez
- f) Dear David

Best wishes
Peter
Peter

Yours sincerely
Robert Witson
Robert Witson

Yours faithfully
Richard Sanders
Richard Sanders

2. Read the letters and do the exercises.

A.

*Galle Dia 2361
Jardine del Bosque
Mexico*

*The Personnel Manager
Provincial Assurance Co
Avs. De la Reforma 456
Mexico D.F.*

8 September 2011

Dear Sir

I am writing to enquire if there any vacancies in your office for a bilingual secretary (Spanish-English).

I have ten years' experience in office work, including 4 years in the National Bank of Mexico. At present, I am working for Automoviles Mexicanos but I will move to Mexico City to live.

I look forward to hearing from you.

Yours faithfully.

Miriam Montilla

Ms Miriam Montilla

Answer the questions:

- 1. What country does Miriam live in?
- 2. What is the woman writing about?
- 3. Does she know the name of the personnel manager?
- 4. How many languages does she know?

B. Read and translate the letter.

We take you to the sun!

*Ms Charlotte McEvoy
Western Travel 12 The Crescent
Brinton, BR3 5YT*

Dear Ms McEvoy

Further to your call today, we are writing to advise of our special rates for groups on Tour 014A to Mexico. We are able to offer a 12% discount on the basic price for groups of more than 30.

*GOLDEN HOLIDAYS
12, Cambridge Court
London WC2H 8HF
Tel.01-922 2234*

*Yours sincerely
I Ruth
I Ruth
(Sales Supervisor)*

4. There are some mistakes in the letter. Find the mistakes. Write out the letter correctly.

<p>Miss Margreta Lindell, Slottsberg et 26, Goterborg 41803, Sweden. Dear Sir! Thank you for your letter. I have pleasure in sending you our brochure with details of all our holidays. 14 February 2012</p>	<p>181 North street London W1M 2FW Tel. 01-676 9096 Island World Holidays Best wishes Sales Manager Fred Henderson <i>Fred Henderson</i></p>
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PARTS OF A BUSINESS LETTER

<p>Beginning a letter: Thank you for..... We are writing to enquire..... We are interested in..... etc.</p> <p>Introducing the subject of the letter: Further to....., With reference to.... I'm writing in connection with..... With regard to..... etc.</p> <p>Ending a letter I'm looking forward to meeting you. I hope this information will be helpful, etc.</p>	<p style="text-align: right;"><i>INTERFON INC.</i> <i>1677 Sea Harbor Drive</i> <i>Orlando, Florida 35509</i> <i>USA</i></p> <p><i>Mr Richard Scott</i> <i>Welsh garden Suppliers</i> <i>56 West Road</i> <i>Cardiff</i> <i>CF 2FT</i></p> <p style="text-align: right;"><i>22 March 2012</i></p> <p><i>Dear Mr Scott</i></p> <p><i>Thank you for your letter dated March 3.</i></p> <p><i>I'm pleased to send you some of our brochures. I can confirm that prices in our catalogue are correct until the end of December.</i></p> <p><i>I am visiting Cardiff soon and I will contact you again to arrange a demonstration of our products.</i></p> <p><i>Meanwhile, please don't hesitate to contact me if you have any further questions.</i></p> <p style="text-align: right;"><i>Yours sincerely</i></p> <p style="text-align: right;"><i>Robert J. Witson</i></p> <p style="text-align: right;"><i>Robert J. Witson</i> <i>Export Division</i></p>
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1. Read the formal business letter. Find the phrases beginning and ending the letter. What is the subject of the letter?

CORNFIELD PESTICIDES CO LTD

59, The Hill, Burton, Sussex BN5 9TJ

Tel 09472663

Mr Richard Broun
Welsh Garden Suppliers
76 East Road
Cardiff

Dear Mr Scott

I am writing in connection with your letter of 15 January, in which you enquired about our KILL 'EM fly spray.

Unfortunately, we have stopped producing this fly spray due to the fact that sales were rather disappointing. However, we are able to supply you with a maximum of 20 boxes from our stocks. If you would like to order these, please could you inform us as soon as possible.

I look forward to your reply.

Yours sincerely
George Wollen

Business people write letters for different purposes. They write letters to give good or bad news, to make a mild or strong complaint, to make a warning, to make a point, to ask for discount.

2. Read the letters and decide what the main subject of the letter is. Match the subject of the letter with the letter.

Subjects: asking for discount, complaining about delivery, agreeing to a discount

Nielsen & Co
19 Westway Drive
Bradford BF8 9PP
Tel: 0127776 067

Draft and Welling
15 Vine Street
London NE22 2AA

14 March 2010

Dear Sirs

I acknowledge receipt of the goods listed in my order no. 1323Y, but must query the total sum indicated on the invoice.

I had understood that you were currently offering a discount of 15%, but no such deduction appears on the final invoice sheet.

I would be glad if you could give this matter your immediate attention.

Yours faithfully
Frederick Nielsen
Associate Director

Duke & Ranger
45 High Street
Stonebury, SX6 0P
Tel: 01667 98978

Do-Rite Furniture
Block 5
Entward Industrial Estate
Wolverhampton
WV6 9UP

2 August 2011

Dear Sirs

We are surprised not to have received delivery of the two dozen coffee tables from your "Lounge Lights" range (see our letter of 6 July) which you assured us by phone were being dispatched immediately.

Our sales are being considerably hampered by the fact that the coffee tables are missing from the range and it is now over three weeks since you promised that these items would be delivered.

Please phone us immediately to state exactly when they will arrive.

Yours faithfully
Jane Malvern
Manager

GARRICK PAPER SUPPLIERS

*S Johnson & Co
Globe House
London W13 4RR
Dear Sir/Madam*

*108 Kingston Road
Oxford OX3 7YY
Tel: 01865 9900*

Thank you for your letter of 16 April in which you ask for a reduction on our normal prices, given the size of your order.

We are happy to agree to your request provided you, in return, make prompt payment of our account within two weeks of the delivery of your order. If that is agreeable to you, we can offer you a discount of 8%, instead of the usual 5%.

We hope to receive your acceptance of these terms and assure you of our very best attention.

*Yours faithfully
Ann Rothwell
Customer Relations Manager*

3. This letter is all mixed up. Put the sentences in the right order.

*Mrs S Weinburger
ABA Business Consultants
1911 N Formosa Avenue
Los Angeles
California USA*

12 December 2011

Dear Mrs Weinburger

- a) Please give my regards to Steven Hill.*
- b) It was interesting to hear your views on our new products.*
- c) We would be grateful, therefore, if you could send me a list of agents.*
- d) As you know our company is planning to open a new in Los Angeles.*
- e) We were wondering if you could help us.*
- f) It was a pleasure to meet you at the Trade fair last month.*
- g) We are now looking for office space in the town centre and we need to know the names and addresses of some property agents.*

Yours sincerely

Hans Seitz

Hans Seitz

UNIT 5. BUSINESS, TRADE, ECONOMICS

Text 1. Read and translate the text.

BUSINESS AND FINANCE

Banks and businesses

Most businesses need to borrow money to **finance** (= pay for) **investments** (= **things** they need to buy in order to help the company, e.g. machines). The money they borrow from the bank is called a **loan**, and on this loan they have to **pay interest**, e.g. if you borrow £1,000 and the **interest rate** is 10%, then you have to **pay back** £1,000, plus £100 in interest.

Businesses and profit


One of the main **aims/objectives** (= the things that you hope to do/achieve) of a company is to **make a profit** (= earn/receive more money than it spends) (\neq **make a loss**). If a company does not make a profit or a loss, it **breaks even**.


Most companies are happy if they can **break even** in their first year of business.

Companies receive money from selling their products – this money is called the **turnover**. The money that they spend is called the **expenditure** (*fm!*). They spend money on these things: **raw materials** (= materials in their natural state used to make something else, e.g. coal and oil are important **raw materials** used to make plastics); **labour** (= employees); **overheads** (= necessary costs for a company, e.g. rent for buildings, electricity, telephone)


Rise and fall

Business people often need to talk about the movement of sales, prices, interest rates, profit and loss, etc. Here are some of the words used to describe these **trends** (= movements)



rise / go up / increase


rise slowly
(also **gradually**)


rise sharply


fall / go down
(‘decrease’ is less common as a verb)


fall slowly


go down sharply

Note: **rise**, **increase**, and **fall** are also used as nouns: a **slow rise** in interest rates, a **steady increase** in sales, a **sharp fall** in profits, a **dramatic** (= sharp) rise in inflation. We can also use **be up/down**: prices **are up** by 10%; profits **are down** by £2m.

Businesses and the economy

In order to **grow/expand** (= get bigger) and thrive/prosper (= do well / be successful), many companies want or need the following:

low inflation, so prices do not go up

low interest rates, so the company can borrow money without paying a lot of interest

economic and **political stability** (= things remain steady and stable and there are no sudden changes in the economic and political situation)

a **healthy/strong** economy (= in good condition), and not an economy in **recession** (= in a period of reduced and slow business activity)

tax cuts (= tax reductions / lower taxes), so they can keep more of their profit. This often depends on government expenditure, e.g. The government will not be able to **reduce taxes** if **public expenditure** continues to rise.

Complete the following exercises based on the text:

1 What single word or phrase is being defined in each of these sentences?

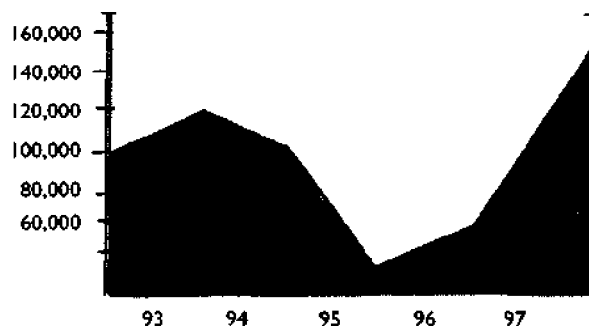
- 1 Money you borrow from a bank for your business.
- 2 What you must pay the bank if you borrow money.
- 3 The continuous increase in the price of things.
- 4 The things you hope to do/achieve within a period of time.
- 5 When a company does not make a profit or a loss.
- 6 When an economy is in a period of reduced and slow business activity.

2 Replace the underlined word(s) in each sentence with another word that has the same meaning.

- 1 There has been a slow rise in sales.
- 2 This comes after a dramatic fall last year.
- 3 Fortunately the company is doing well now.
- 4 And it's growing very quickly.
- 5 This is one of their main objectives.
- 6 Profits have risen considerably.

3 Look at the graph and complete the sentences on the left with one word for each gap.

- 1 In 1993 sales
- 2 In the following year they
- 3 In 1995 there was a In sales.
- 4 In 1996 business improved and there was a
- 5 And in 1997 sales
- 6 In the five-year period sales . by 40,000.



4. Fill the gaps to form compound words or common phrases.

- | | |
|--------------------|--------------------|
| 1expenditure | 3 tax..... |
| 2stability | 4 rate |
| | 6 profit and |

4 Can you answer these questions about your own country?

- 5 What is the current inflation rate?
- 6 If you borrowed \$10,000 from your bank, what would the interest rate be approximately?
- 7 What is the state of the economy at the moment? Is it strong? Is it in recession?
- 8 Do you think businesses are optimistic about the future?
- 5 Has the government reduced company taxes or personal taxes in the last twelve months?
- 6 Has public expenditure risen or fallen in the last twelve months?

Text 2. Read and translate the text.

SALES AND MARKETING

What is marketing?

People talk about the **marketing mix**. This **consists of** (= it is formed from and includes):

choosing the right **product** (= what a company produces/makes or offers)

selling it at the right **price** (= what it costs to the buyer/consumer)

using the right kind of **promotion** (= the ways to make the product popular and well-known; this includes **advertising**.)

making it available in the right **place** (= where you sell the product and how it reaches the **consumer**; also known as **distribution**)

This 'mix' is often referred to as the four **Ps**, and marketing people have the job of matching these things to the needs of **consumers** (= the people who buy and use products). People who buy the products of a particular company are that company's **customers/clients**.

'Sales' and 'market'

There are a number of words which combine with **sales** and **market** to form compound nouns and word partnerships which are very common in marketing.

sales figures: the amount you have sold

sales target: the amount you would like to sell in a future period

sales forecast: the amount you think you will sell in a future period, e.g. next year

sales representative: a person who sells a company's products; abbreviated to **sales rep**

sales/marketing manager: the person who runs the **sales/marketing department**

market research: collecting and studying information about what people want and need

market share: the % of a market that a company has, e.g. a 20% market share

market leader: the company or product with the biggest market share

Competition

Ford Motors is the **market leader** in the UK car industry. Its **main competitors** (= the **most** important companies in the same market) are Vauxhall and Rover, and it has had to work very hard in recent years to maintain its **market share**. Every time a competitor **launches** a new product (= introduces a new car onto the market), it is harder for Ford to stay in front.

A company's image

The **image** of a product/company (= the picture or idea that people have of the product/company) is very important in sales and marketing. Some companies want a **fashionable** image (= modern and up-to-date), others do not. For example:



mass-produced (= made in large numbers), **reliable** (= you can trust it), **good value** (= good for the money), functional but boring.



young; **exciting**, **glamorous** (= exciting + attractive); often fashionable, dangerous; not very practical.



high quality (= high standard/very good), **luxury** (= expensive and giving great comfort), **high status/prestige** (= important; driven by important people).

Complete the following exercises:

1. The 'marketing mix' consists of the four Ps. Can you remember what they are? Write them down and then check in the text.

2. See how many different compound words and word partnerships you can form from the words in the box (you can use a word more than once), then complete the definitions below.

sales	market	manager	share	figures
marketing	leader	research	department	forecast

- 1 A sales is what you think you are going to sell during a future period.
- 2 The marketing..... will be responsible for all the activities in the marketing
- 3 Sales tell you how much you have sold of a product.
- 4 The marketis the company with the largest market in a particular market.
- 5 Market gives you information about what people want, need and buy.

3. What knowledge is necessary to be a good sales rep? Complete this text and then try to add a further sentence of your own.

First of all a good sales needs to have an excellent knowledge of their company's Secondly, he or she needs to know all about the of their main Thirdly, a sales representative should be familiar with the needs of in their particular market, and should obviously be very familiar with the needs of their company's most important

4. Complete this word-building table. Use a dictionary to help you.

<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
	Exciting	prestige	
	Glamorous	luxury	
competition			reliable
fashion			dangerous

5. Which nouns or adjectives from exercise 4 (or any others from “A company’s image”), do you associate with these companies and products?

Rolex..... Benetton.....
 Coca Cola Sony
 Ferrari Levis
 Swatch..... mobile phones

6. Can you answer these questions about your own country? If possible, compare your answers with someone else.

- 1 Which company is the market leader in the motor car industry in your country?
- 2 Do you know its approximate market share?
- 3 Which companies are its main competitors?
- 4 Write down the names of at least two cars that have been launched in the last six months.

Text 3. Read the text. Write several questions to the information in the text.

WHAT IS ECONOMICS?

It is difficult to give a full and accurate definition of economics, but it is possible to indicate what problems economists are interested in. They are factors that affect prices of goods and services and also resources necessary to produce them. Economists are also interested in “sellers” and “buyers”, behaviour in the market, in the relationship between “price system” and “market mechanism”.

Now economics is more complex. There are three main **approaches** to economics: macroeconomics, microeconomics and development economics. There are also several specialized areas of study. Among them are money economics, international economics, labour economics, industrial economics, agricultural economics, growth economics, mathematical economics, etc.

Like many other sciences, economics uses models to understand economic problems. A model often helps an economist to make correct **predictions**. The economist usually follows several rules when he makes a model of economic behaviour.

A model usually includes only **essential** elements and relationships of a particular economic situation. Although models are helpful in economic analysis, an economist always studies the actual economic situation before he makes decisions. It is not enough to make models, it is also necessary to collect and study actual **data** in order to know how accurate a model is.

Vocabulary:

approach- подход

data- данные, сведения

predictions – прогнозы

relationship – отношения

essential - основной

Exercise 1. Complete each sentence with a word or phrase formed from *pay*. Each space represents one word.

unpaid	pay up	payment	well-paid	payable
pay back	pay for	pay day	pay out	sick pay

- 1) You can pay the full price now, or make six monthly
- 2) If you lend me the money, I'llnext week.
- 3) I haven't got enough money to the suit now.
- 4) Wea lot of money on the decorating for this house.
- 5) Whenever Alan loses a bet he refuses to
- 6) Thank goodness it's Friday today. It's
- 7) I must do something about all thesebills.
- 8) Please make the chequeR.D. Smith.
- 9) Jude didn't get her after a two weeks' illness.
- 10) I like my job, and it's very

Text 4. Read and translate the text.

APPLIED FIELDS OF ECONOMICS

There is a basic theory and facts in economics, in which all economists are interested. However, economics has some main applied fields that **deal with** specific topics, such as industrial economics, agricultural economics, economics of energy, economics of education, etc.

Industrial organization and structure are studied by industrial economics which also analyzes markets for manufactured goods **as well as** policies of various enterprises. The degree of concentration and barriers against new competitors in the market have already been analyzed by industrial economics for such important branches of economy as mining, gas, and oil industries.

The economics of energy is known as another important field of applied economics closely connected with industrial economies. A lot of energy has been used by the modern economy **in recent decades**. Farms, factories, plants, transportation as well as families have greatly increased the consumption of various sources of energy since new modern equipment and technologies were introduced.

In the past, wood and coal were used as the main sources of energy. Then these sources were replaced by gas and oil in most industries. However, in the 1970s energy sources became scarce and there was a rise in energy prices. Since that time serious **adjustments** have been made by industrial economies in order **to cope with** the energy scarcity.

For the last few decades the problems of energy economics have been discussed by specialists and governments in many countries. Regular meetings are held by the OPEC formed in order to regulate oil prices.

Vocabulary:

applied economics – прикладная экономика

to deal with- иметь дело

as well as – а также

in recent decades – за последние десятилетия

adjustment - корректировка

to cope with - справиться

Text 5. Read and translate the text.

DEVELOPMENT ECONOMICS

Development economics is an important branch of economics which considers specific problems of Third World countries. These countries are given a variety of different names such as “undeveloped countries”, “less developed countries” (LDCs), and “developing countries” (DCs). All these terms contrast third world countries with first world countries which are called “developed” or “industrialized”. Economies of Western Europe, North America, and Japan belong to this type.

Most of LDCs were a part of the colonial system and they were controlled by Western Europe. Many countries got political independence after World War II, but they have not become independent economically yet.

The most advanced Asian and South American countries are sometimes called “newly industrialized countries” (NICs). Hong Kong, Taiwan, Singapore, South Korea have reached a great success in the development of their light manufacturing industries. They have already greatly increased the exports of such goods as shoes, clothes, and electronics all over the world. Mexico and Brazil have also increased their **share** in the world market mainly by means of foodstuffs exports.

Each Third world country has its economic problems, and it is necessary for each country to develop its own policy in order to make progress. However, developing countries differ from developed nations by the following common characteristics: lower average income **per capita**; low labour productivity; low level of education; high **mortality rate**; fast population growth; low living standards, etc. Some of developing countries have all of these characteristics; others have only some of them.

Notes:

share – доля

mortality rate – уровень смертности

per capita - на душу населения

Exercise 1. Use the word in capitals at the end of each line and the suffixes –ance, -y, -ature, -able, -ity, -ous, -ing, -ier, -less to form a word that fits in the space in the same line.

Money! Money! Money!

Helen had always dreamed of becoming a (1).... woman, and imagined living in a (2) mansion, and how her friends would praise her (3) when she gave them expensive presents. In reality she was usually hard up. She had some (4) and a small life (5), but her antique shop was not really very (6)..... Every time she took money out of the bank, the (7) checked her account, and told her how little there was in it! Helen had taken out a (8)..... a month before. How could she repay it? Then one day she noticed an old painting in her shop. She had thought it was (9) but as she brushed away the dust, she saw the (10)..... at the bottom. It said 'Renoir'! She was rich at last!

WEALTH

LUXURY

GENEROUS

SAVE

INSURE

PROFIT

CASH

LEND

WORTH

SIGN

Text 6. Read the text. Speak about the areas of economics.

AREAS OF ECONOMICS

There are three main approaches to economics: microeconomics, macroeconomics, and development economics.

Microeconomics focuses on individual **economic units**. The economic **behaviour** of either individual consumers or firms or industries is studied by microeconomics. The distribution of products and income among all these units is also analyzed by microeconomics. In this field of economics individuals are **considered** both suppliers of labour and as consumers of goods. Firms are also studied both as suppliers of products and as consumers of labour and capital.

There was along period in the 19th and early the 20th centuries when microeconomic questions dominated in economics. In the 20th century economists' interest in forces that affect income, employment and price grew. They considered economy in all its relationships.

The term “macroeconomics” was first used in the 1930s. The world depression that began in 1929 required the study of such macroeconomic questions as achievement of full employment and economic growth **by means of** proper government policy.

The third main field of economics, that is, development economics, studies the factors of economic growth and how these factors are used by governments in order to achieve high living standards.

Notes

economic unit – экономическое образование
behaviour - поведение

to consider - рассматривать
by means of - посредством

Text 7. Read the text. Study the vocabulary. Answer the questions below.

ECONOMIC GROWTH

Для правильного отображения транскрипции скачайте и установите шрифт «PhoneticTM.ttf» – кликните правой кнопкой мыши и выберите «сохранить ссылку (объект) как». Затем поместите сохраненный файл шрифта в папку C:\WINDOWS\Fonts.

VOCABULARY FOR TEXT 1	
economic growth [«Jkq'nOmIk grOuT]	- экономический рост (изменение во времени реального уровня чистого валового национального продукта)
Objective [qb'dZektIv]	- 1) цель; 2) задача, задание
commerce ['kOmɔ(ə)s]	- 1) торговля (оптовая); 2) коммерция
to promote [tu prɔ'məʊt]	- 1) выдвигать, продвигать, поощрять; 2) повышать в чине или звании; 3) содействовать продаже какого-л. Товара
gross domestic product (GDP) [grɔʊs dɔʊ'mestIk 'prɔdAkt]	- валовой внутренний продукт, ВВП (совокупная стоимость товаров и услуг, созданных внутри страны за определенный период (обычно за год), один из основополагающих макроэкономических показателей)
Capacity utilization [kə'pæksɪtɪ 'jɛtɪlaɪ'zeɪʃ(ə)n]	- загрузка производственных мощностей (отношение общего выпуска продукции к той его величине, которая возможна при данном запасе производственного оборудования; может относиться как к функционированию предприятия, так и к национальной экономике)
Standard of living ['stændərd qv 'lɪvɪŋ]	- жизненный уровень, уровень жизни
stock of capital = [stɔk qv 'kæpɪtəl]	- акционерный капитал (долевые ценные бумаги корпорации, выпущенные в соответствии с ее уставом и распределенные среди акционеров (с учетом или без учета привилегированных акций))
capital stock ['kæpɪtəl stɔk]	
flat [flæt]	- 1) ровный, плоский; 2) одинаковый
emergence [ɪ'mɛdʒ(ə)ns]	- появление, выход
Adequate ['ædɪkwɪt]	- 1) соответствующий, отвечающий требованиям; 2) достаточный; 3) компетентный
Marginal ['mɑrdʒɪn(ə)l]	- 1) предельный, имеющий решающее значение, критический; 2) маргинальный; 3) малопродуктивный, почти убыточный, минимально эффективный
unequivocal ['ʌnɪ'kwɪvəkl(ə)l]	- недвусмысленный, определенный, четкий, ясный
downside ['daʊnsaɪd]	- нижняя сторона
to externalize [tu ɛks'tɜnəlaɪz]	- 1) воплощать, придавать материальную форму; облекать в конкретную форму; 2) видеть причину во внешних обстоятельствах
disruption [dɪs'rʌpʃ(ə)n]	- 1) подрыв, срыв, крушение, крах; 2) отпадение, раскол
Pattern ['pætɚn]	- 1) образец, пример; 2) характер; 3) структура
Pathogen ['pæθədʒən]	- болезнетворный организм
market access ['mɑrkɪt 'æksɛs]	- доступ к рынку, на рынки

underclass ['ʌndɜ:kls]	- низшие слои общества
aid [eId]	- 1) помощь, поддержка; 2) помощник
consequence ['kɒnsɪkwəns]	- следствие, последствие

One of the primary **objectives** in a social system in which **commerce** and property have a central role is to **promote** the growth of capital. The standard measures of growth are **Gross Domestic Product** or **GDP**, **capacity utilization**, and 'standard of living'.

The ability of capitalist economies to increase and improve their **stock of capital** was central to the argument which Adam Smith advanced for a free market setting production, price and resource allocation. It has been argued that GDP per capita was essentially **flat** until the industrial revolution and the **emergence** of the capitalist economy, and that it has since increased rapidly in capitalist countries. It has also been argued that a higher GDP per capita promotes a higher standard of living, including the **adequate** or improved availability of food, housing, clothing, health care, reduced working hours and freedom from work for children and the elderly. These are reduced or unavailable if the GDP per capita is too low, so that most people are living a **marginal** existence.

Economic growth is, however, not universally viewed as an **unequivocal** good. The **downside** of such growth is referred to by economists as the 'externalization of costs'. Among other things, these effects include pollution, the **disruption** of traditional living **patterns** and cultures, the spread of **pathogens**, wars over resources or **market access**, and the creation of **underclasses**.

No matter how wealthy the richest capitalists are, it does not ensure the well-being of all the citizens. Such examples of this include the Hurricane Katrina crisis in New Orleans where the working class (a majority of them being African-American) were left without **aid** despite the US being the wealthiest country in the world at that time.

In defense of capitalism, liberal philosopher Isaiah Berlin has claimed that all of these ills are neither unique to capitalism, nor are they its inevitable **consequences**.

Read and answer the following questions

1. What are the standard measures of economic growth?
2. What are the side effects of economic growth?
3. What did the recent natural disasters prove?

Text 7. Read and translate the text. Study the vocabulary. Answer the questions below.

ACCOUNTANCY

VOCABULARY FOR THE TEXT

accountancy (UK) [q'kauntənsI]	- бухгалтерское дело, счетоводство
accounting (US) [q'kauntɪn]	
measurement ['meʒəmənt]	- Измерение
disclosure [dɪs'klɔʒə]	- раскрытие; выдача (сведений); сообщение, разглашение
assurance [q'sʊr(ə)ns]	- уверение, гарантия, заверение, уверенность
financial accounting [faɪ'næns(ə)l q'kauntɪn]	- финансовый учет (процесс сбора и обработки информации об экономической деятельности организации, ее ресурсах и обязательствах, завершающийся составлением финансовой отчетности)
auditing ['ldɪtɪŋ]	- 1) проверка отчетности; 2) ревизия баланса и отчетности; 3) аудит
financial statement(s) [faɪ'næns(ə)l]	- финансовый отчет

'steItmqnt (s)]	
adherence [qd'hIqr (q) ns]	- соблюдение, строгое следование правилам
practitioner [prxk'tISng]	- практикующий специалист
Chartered Accountant (UK) [ˈtSRtqd q'kauntqnt]	- дипломированный бухгалтер высшей квалификации; присяжный бухгалтер; аудитор; консультант по налогам
Certified Public Accountant (US) [ˈsWtIfaId ˈpAbIIk q'kauntqnt]	- дипломированный общественный [независимый] бухгалтер (лицо, сдавшее специальные квалификационные экзамены Института дипломированных общественных бухгалтеров, отработавшее определенное количество лет по специальности, достигшее определенного возраста и удовлетворяющее другим требованиям регулирующих и лицензирующих органов; получает лицензию на составление аудиторского заключения о достоверности финансовой отчетности компаний)
record-keeping [ˈrekLd 'kJpIN]	- учет, ведение учета [бухгалтерских книг]
book-keeping (=bookkeeping) [buk'kJpIN]	- счетоводство, ведение бухгалтерских книг (стадия учета, которая заключается в регистрации хозяйственных операций в учетном регистре)
double-entry book-keeping system [ˈdAbI ˈentrI buk'kJpIN ˈsIstIm]	- система двойной записи (система учета, в соответствии с которой каждая операция отражается одновременно по дебету одного и кредиту другого бухгалтерского счета)
entry [ˈentrI]	- (бухгалтерская) запись, проводка (на счете, в учетном журнале, в бухгалтерской книге)
transaction [trxn'zks (q) n]	- сделка, торговая операция (сделка, состоящая в передаче собственности, выраженной в товарах, продавцом покупателю за денежное вознаграждение, называемое ценой; в контрактном праве различаются такие торговые операции, как продажа и соглашение о продаже)
debit [ˈdebIt]	- дебет (левая сторона бухгалтерских счетов; в активных счетах — приход (получение денежных средств, материалов, увеличение себестоимости готовой продукции, увеличение задолженности покупателей и т. Д.), в пассивных — расход (погашение обязательств, уменьшение капитала или получение убытка); в банковском учете отражает списание средств со счета клиента)
account [q'kaunt]	- счет, вклад, депозит (денежные средства в кредитно-финансовом учреждении, которые принадлежат какому-л. Лицу), счет (бухгалтерского учета), учетный регистр, статья бухгалтерской отчетности
credit [ˈkredIt]	- кредит (правая сторона бухгалтерского счета или учетной книги; в активных счетах — расход (расходование денежных средств, материалов, списание из запасов готовой продукции, списание накопленных затрат со счета незавершенного производства и т. П.), в пассивных — поступление (привлечение дополнительного акционерного капитала или получение новых кредитов, получение прибыли и т. П.); в банковском учете отражает зачисление средств на счет клиента)
to equal [tu ˈIkw (q) l]	- равняться, быть равным
to provide [tu prq'vaId]	- 1) снабжать (with), предоставлять; 2) обеспечивать (for)
capital assets [ˈkxpItl ˈxsets]	- основные средства [фонды], материальные внеоборотные [долгосрочные] активы, основной капитал (активы, которые фирма приобретает для длительного использования в процессе экономической деятельности, а не для перепродажи: здания, оборудование, земля и т.п.)
capacity [kq'pxsItI]	- производственная мощность, производственный потенциал (максимальный объем продукта, который способна произвести фирма (отрасль) за определенный промежуток времени, наиболее эффективно используя имеющиеся у нее в распоряжении заводы и другие производственные

Accountancy (British English) or **accounting** (American English) is the **measurement, disclosure** or provision of **assurance** about information that helps managers and other decision makers make **resource allocation** decisions. **Financial accounting** is one branch of accounting and historically has involved processes by which financial information about a business is recorded, classified, summarized, interpreted, and communicated. **Auditing**, a related but separate discipline, is the process whereby an independent auditor examines an organization's **financial statements** in order to express an opinion (with reasonable but not absolute assurance) as to the fairness and **adherence** to generally accepted accounting principles, in all material respects.

Practitioners of accountancy are known as accountants. Officially licensed accountants are recognized by titles such as **Chartered Accountant** (UK) or **Certified Public Accountant** (US).

Accountancy attempts to create accurate financial reports that are useful to managers, regulators, and other stakeholders such as shareholders, creditors, or owners. The day-to-day **record-keeping** involved in this process is known as **book-keeping**.

At the heart of modern financial accounting is the **double-entry book-keeping system**. This system involves making at least two **entries** for every **transaction**: a **debit** in one **account**, and a corresponding **credit** in another account. The sum of all debits should always **equal** the sum of all credits. This **provides** an easy way to check for errors. This system was first used in medieval Europe, although some believe that the system dates back to Ancient Greece.

According to critics of standard accounting practices, it has changed little since. Accounting reform measures of some kind have been taken in each generation to attempt to keep book-keeping relevant to **capital assets** or production **capacity**. However, these have not changed the basic principles, which are supposed to be independent of economics as such.

Read and answer the following questions

1. What is accountancy or accounting?
2. What is auditing?
3. What is the essence of the double-entry book-keeping system?

Exercise 1. Match each person from the list with a suitable description. Use each name once only

accountant	cashier	heir	manager	pensioner
customer	agent	investor	miser	swindler

- a) Someone who likes to keep money and not spend it.
- b) Someone who inherits money or property.
- c) Someone who runs a bank.
- d) Someone who has retired.
- e) Someone who keeps or checks financial records.
- f) Someone who buys things in a shop.
- g) Someone who pays out money in a bank.
- h) Someone who represents others in business.
- i) Someone who puts money into a business.
- j) Someone who cheats people out of money.

Text 9. Read the text and speak about the main functions of economics.

THE BASIC FUNCTIONS OF ECONOMIC SYSTEMS

The central problem of economics is to determine the most effective ways **to allocate** the factors of production (natural resources, human resources and capital) and solve the problem of scarcity created by society's unlimited wants and limited resources. In doing so, economic systems must perform three main functions.

One function is to determine what is to be produced and in what quantity. Even a primitive economy must choose between food and **shelter**, weapons and tools. In modern economy the potential variety of goods and services that may be produced is **immense**.

The second function an economy must perform is to decide how the desired goods are to be produced. The efficient production of goods **requires** that certain rules must be followed: no resource should be used in producing one thing when it can be used in producing something more valuable; and each product should be made with the smallest possible amount of resources.

The third function of an economy is to determine who gets the product. One family gets **\$5,000 worth of goods** this year, another family five times as much – how is the division to be decided? The incomes of individuals are determined by the quantities of resources they own (labour skills, capital in all its forms) and the prices they receive for the use of these resources.

Notes

to allocate – размещать

shelter – кров

immense – огромный

to require – требовать

\$5,000 worth of goods – товары на сумму \$5,000

Text 10. Read the text and speak about the types of economies.

TYPES OF ECONOMIES

Throughout history, every society has faced the fundamental economic problem of deciding what to produce, and for whom, in a world of limited resources. In the 20th century two competing economic systems have provided very different answers: command economies directed by a centralized government, and market economies based on private enterprise.

Market economies are decentralized, flexible, practical and changeable. The central fact about market economy is that there is no center. Market economies rest upon the fundamental principles of individual freedom: freedom as a consumer to choose among competing products and services; freedom as a producer to start or expand a business; freedom as a worker to choose a job or career, to change employers.

Command economy or planned economy is the type of economy where resources are allocated by the state through a system of planning. For example, in the former Soviet Union state planners decided what was to be produced. They passed orders down to factories, allocating raw materials, workers, and other factors of production to them. Factories were then told how much they should produce with these resources and where they should be sent. If there was a shortage of goods in the shops, then goods would be rationed through queuing. The market mechanism plays little role in a command economy.

Historical experience shows that planned economies have not produced as high growth as free or mixed economies. For this reason, the command economies of Eastern Europe and the former Soviet Union are currently being transformed into mixed economies.

Text 11. Read the text and write several questions about the relationship between the government and business development.

GOVERNMENT AND BUSINESS

To what extent should a government interfere in the economic system? There are two **extremes** in the spectrum. On the one hand a government can interfere minimally, allowing the forces of demand and supply and the price mechanism to determine what goods and services are to be produced. This is called a *laissez-faire* (or leave it alone) policy. The argument runs that people will vote with their money for the sorts of things they want. If they want to read a particular newspaper, they will buy it, and the newspaper will stay in business. If they do not like the newspaper, they will not buy it, and the newspaper will go out of business. The same applies to television sets and motor cars, holidays in Spain and Chinese take-away food

At the other end of the spectrum is the centrally planned economy in which government makes all the major decisions such as what is going to be produced, who is going to produce it, where it is going to be produced, and who is going to benefit from it when it is produced..

Most governments operate somewhere between these two extremes. In capitalist countries governments let the business world **get on with** the job for the needs of the people. If they make profits, we will tax these profits and use **proceeds** to support the Welfare State (which offers free education, **subsidized** health and pensions) and defend us against external aggression. There is, however, general agreement that some economic activities should be controlled by the state, which explains our nationalized industries.

Notes

to what extent – до какой степени, насколько

extreme - полюс

to get on - преуспевать

proceeds - доход

subsidized - субсидированный

TERM II

SUPPLEMENTARY READING

TEXTS FOR READING AND TRANSLATING

(Тексты для чтения и перевода)

Text 1.

ELECTRONIC MONEY

Electronic money (also known as e-currency, e-money, electronic cash, electronic currency, digital money, digital cash, digital currency, cyber currency) is money exchanged electronically. Typically, this involves the use of computer networks, the internet and digital systems. Electronic funds transfer, digital gold currency and virtual currency are all examples of electronic money.

A number of electronic money systems use contactless payment transfer in order to facilitate easy payment and give the payee more confidence in not letting go of their electronic wallet during the transaction.

Text 2

INTERNET CURRENCY

Internet currency was a form of electronic money for the Internet. The idea of Internet currency could date back to 1995, when the first major website that used Internet trade was opened, eBay. The idea of trade over the Internet slowly got more popular, and more websites began opening stores over the Web.

Three of the corporations providing Internet currency, InternetCash.com, Flooz.com and beenz.com, were shut down in August 2001. Internet Cash used pre-paid cards, either in physical or electronic form to distribute money which could then be used anywhere on the Internet or on specific site. This proof of concept created a lot of customer demand. Flooz gave customers only four days to spend all of their money. If the money was not spent, the remaining money was rendered useless as the companies had shut down, thus transactions could not be processed. Many users of Internet currency lost money, and some complained to the site.

Text 3

WEBMONEY

WebMoney is an electronic money and online payment system (transactions are conducted through **WebMoney Transfer**). WM Transfer Ltd, the owner and administrator of WebMoney Transfer Online Payment System, was founded in 1998. Webmoney is now used worldwide. The company claims to have more than 11 million users. Every account, known as a "purse", is run in Gold-equivalents, US Dollar-equivalents, ruble-equivalents, Belarusian ruble-equivalents, euro-equivalents etc.

Account holders can remain completely anonymous towards each other. Signing up and receiving webmoney (known as "WM units") from other users is free; sending WM units to other accounts incurs a fee of 0.8%. Funds can be deposited into or withdrawn from webmoney accounts by money order, wire transfer, by conversion from other electronic currencies, or by cash transactions at authorized exchange offices.

WebMoney has offices in such countries as USA, Netherlands, Spain, Japan, Greece, Israel, France, UAE.

WebMoney transactions do not require a credit card or bank account and are final and cannot be retracted; this is similar to e-gold and cash and unlike credit card transactions.

Text 4

NEITHER A BORROWER NOR A LENDER BE

Both borrowers and lenders in the sub-prime mortgage market are wishing they had listened to the old saying: neither a borrower nor a lender be.

Last year people with poor credit ratings borrowed \$605 billion in mortgages, a figure that is about 20% of the home-loan market. It includes people who cannot afford to meet the mortgage payments on expensive homes they have bought, and low-income buyers. In some cases, the latter could not even meet the first payment. Lenders include banks like HSBC, which may have lost almost \$7 billion.

Both sides can be blamed. Lenders offered loans, known as 'liar loans', with no down payments and without any income verification to people with bad credit histories. They believed that rising house prices would cover them in the event of default. Borrowers ignored the fact that interest rates would rise after an initial period.

One result is that default rates on these sub-prime mortgages reached 14% last year - a record. The problems in this market also threaten to spread to the rest of the mortgage market, which would reduce the flow of credit available to the shrinking numbers of consumers still interested in buying property.

So, the housing market will remain weak; borrowers with weak credit histories will find the credit window closed; people with adjustable-rate mortgages will have to spend less so they can meet their increased payments; tighter lending standards and falling home prices will reduce consumers' ability to tap the equity in their homes.

But as long as the labour market remains strong, which it has done despite job losses in housing-related industries, and as long as real incomes continue to go up, consumers might complain, but they are unlikely to go on a buyers' strike on a scale that will make this slowdown become a recession. Therefore, we should not be too worried, but, at the same time, we should be a bit cautious and watch closely how things develop.

Text 6

TRADE - THE ENGINE OF ECONOMIC GROWTH

Trade has been the driving force of world economic growth in the last 50 years. Since the end of the Second World War, trade flows have increased much faster than world population, and even faster than overall world economic growth.

Initially, trade expansion fuelled the post-war economic miracles in Germany and Japan. More recently, it has become the engine of development across many Asian developing countries, transforming the economies of countries like South Korea and Singapore into near Western standards of living. The role of trade in economic growth may be lessening. As more and more companies invest in other countries, trade may yet be eclipsed by foreign direct and indirect investment.

Although the world's biggest exporters are also some of the world's biggest economies, some countries punch above their weight. The United States, which makes up one-third of the world economy, is the biggest exporter. But surprisingly, perhaps, it is Germany, not Japan, that is in second place, despite the fact that Japan's economy is twice as big as Germany's. Japan has a very modern and competitive export sector, led by consumer electronic and auto companies, but it also has a rather inefficient domestic economy in service sector areas like retailing and financial services.

Other rich industrial countries, including Britain, France and Italy, dominate the list of top exporters. But China and its special administrative area of Hong Kong have moved rapidly up the list of the world's biggest exporters. Taking China, Taiwan and Hong Kong together, they are now the world's third largest export bloc. And other Asian countries, like South Korea, Singapore, Malaysia and Thailand have also increased their exports dramatically, even though they were held back by the recent Asian financial crisis.

In recent years, exports of services have been growing faster than exports of manufactured goods. Services cover a diverse area, from royalties on songs to accountancy, consultancy and financial services. The UK, France and the US are among the world's most important exporters of services.

However, the fast growth of these so-called 'newly-industrialised countries' has come at the expense of increasing trade imbalances with the rest of the world. Their export-led growth has not led

to the rapid opening of domestic markets. Instead, they have proved effective in exporting goods like cars, electronics and textiles, especially the United States. The combination of higher than average growth in the USA in the last few years and its relative openness to imports, has created a huge trade imbalance.

The US trade deficit now stands at a record \$300 billion a year. In trade theory, such imbalances become corrected because the US dollar then falls, causing imported goods to become more expensive. But so far the booming US stock market has sucked in funds from abroad, preventing that.

Text 7

BUSINESS FAILURE

Starting your own business could be the way to achieving financial independence, or it could just as well land you in debt for the rest of your life. That, at least, is the view of Charles and Brenda Leggat, a Scottish couple, who last week saw their fish farm business put into the hands of the receiver. 'We started the business in 1985 when everyone was being encouraged by the banks to borrow money. At the time we were sure that we could make it into a going concern,' said Charles Leggat, a farmer from the Highlands, 'and the banks lent us more or less everything we asked for. Their people analysed the proposals we put forward, and they agreed that it would be a highly profitable business.'

Sure enough, within five years the Leggats were exporting trout and salmon products to hotels all over Europe, and employed over fifty staff. But with the advent of the recession, they began to lose ground as orders dried up. 'The awful thing is' said Brenda Leggat, 'that now the business has been valued by the banks at a fraction of its true worth. If they had left us to work our way out of our difficulties I am sure that we could have gone back into profit. As it is, we have been left without a livelihood, and the banks have not recovered what they lent us.' The Leggats both felt that their banks had not treated them fairly. 'They were falling over themselves to lend us the money, but they have done very little to keep the business going, and fifty local people in work.' A spokesman for the main bank concerned, the National Caledonian, refused to comment.

Text 8. Read and translate the letter.

REQUESTING INFORMATION

Dreamtime Movies Universal Ltd
54 Oxford Road, Skagnes SK3 4RG
Tel: 0223 123 4567 Fax: 0223 765 4321
Email: info@dreamtimemovies.com.uk

Lingua Services Galactic Ltd
69 Milk Street
LONDON SW7 6AW

Date

Dear Sirs

Translation Brochure

I should be grateful if you would send us your brochure and price list about your translation

services.

We are currently developing our sales literature and web sites and are interested in translating these into five languages apart from English.

I look forward to hearing from you.

Yours faithfully

Andrea Philips

Andrea Philips

Marketing Manager

Text 9. Read and translate the letter.

SENDING INFORMATION

Lingua Services Galactic Ltd

69 Milk Street, LONDON SW7 6AW, UK

Tel: +44 20 123 4567 Fax: +44 20 765 4321

Email: info@linguaservicesgalactic.com

Ms Andrea Philips

Date

Dreamtime Movies Universal Ltd

54 Oxford Road

Skagnes

SK3 4RG

Dear Ms Philips

Translation Services & Fees

Thank you for your letter of 22 January enquiring about our translation services.

Lingua Services Galactic offer a full range of translation services to help you in the development of sales literature and web sites. I have pleasure in enclosing our latest brochures and price list from which you can see that our prices are highly competitive.

I look forward to calling you in a few days.

Yours sincerely

James Brown

James T Brown
Sales Manager

Enc: 3

Text 10. Read and translate the letter.

PAYMENT REQUEST

Sampson's Stationary
30 Silverstone Ave
Kamloops, BC
V2A 8B1
Tel:250-429-0002

Mr. Ken Davis
Hanson's Montessori School
15 Main St.
Kamloops, BC
V2A 7B5

February 21st, 20—

Our ref: #223

Dear Mr. Davis:

Outstanding Invoice

Our records show that you have an outstanding balance dating back to January, 200-. Your January invoice was for \$445.00 and we have yet to receive this payment. Please find a copy of the invoice enclosed.

If this amount has already been paid, please disregard this notice. Otherwise, please forward us the amount owed in full by March 1st, 20--. As our contract indicates, we begin charging 5% interest for any outstanding balances after 30 days.

Thank you in advance for your cooperation. We hope to continue doing business with you in the future.

Sincerely,

Maria McPhee

Maria McPhee
Accountant

Enclosure: Invoice #223

Some useful vocabulary: records, outstanding balance, invoice, enclosed, disregard, indicates, cooperation

Text 11.

LARGE NATIONS

Large nations, like the United States and Russia, are less dependent on world market because they are provided with such economic **fundamentals** as natural resources, good agricultural land and effective manufacturing enterprises.

Self-sufficiency of such nations can be ensured by the government **policies**, but it is impossible for more dependent nations. Although large and rich nations are less self-sufficient today than they were 30 years ago, they are still able to rely mainly on their domestic resources and production for national prosperity.

The USA is an example of a country with a free market economy and strong economic fundamentals. American government does not participate directly in foreign trade. As the United States has always been more interested in the development of domestic market American government often uses **protective tariffs** to support domestic producers. More than 90 percent of the national total trade has been done on the country's territory. Thus, the USA was able **to maintain** its economic security through a policy of protection that has **restrained** trade with other nations **in favour of** a domestic market where industry and agriculture have been free to develop and expand **to meet domestic demand**.

At present a variety of policies are being followed by different countries in the world economy. However, all these policies are being used in order to provide a certain degree of economic security for a nation. The economic security of any nation is based on economic nationalism **recognized** as the only practical economic way of life in the modern world. But, on the other hand, policies of restrains in trade may prevent the growth of world economic well-being.

Vocabulary

fundamentals - основы	to maintain - поддерживать
policies - политический курс	to restrain - ограничивать
to recognize – признавать in	favour of - в защиту
protective tariffs – ограничительные таможенные тарифы	
to meet domestic demand - удовлетворять потребности внутреннего рынка	

Text 12

SMALL NATIONS

People of every nation try to achieve as high level of living as possible. They also **seek** economic security to make their level of living constant. But nations vary in area and population, so security can only be **relative**. Nations with large territories but which are not too large in population, such as the USA, Canada, Australia, may have a relatively high degree of economic security because they are supplied with proper amounts of natural resources, manufacturing companies, trade facilities and efficient means of communication.

In contrast, some nations are small in area and large in population. They can ensure economic security only if they cooperate effectively with other people. For example, Belgium is a small country

of about 31,000 square kilometers and with a population of about 10 million. The Belgians can **maintain** a relatively high level of living but they should produce at home as large quantities of foodstuffs and other necessities as possible. They have to buy raw materials and sell their products in the world market. The **obtained** profits are used to import additional foodstuffs and other necessities of life that the Belgians must use to maintain their level of living.

Thus, the Belgians have **to turn to** world market for three reasons: 1) they have to buy raw materials; 2) they must sell the manufactured goods; 3) they have to buy additional quantities of the necessities of life. The Belgians greatly depend on world markets, so they should **welcome** any international action that can ensure the stability of prices in world markets.

Notes

to seek - стремиться

obtained - полученный

relative - относительно

to turn to - выходить на

to maintain - поддерживать

to welcome - приветствовать

Text 13

SECTORS OF ECONOMY

There are three main sectors of economy: the primary sector, the secondary sector, and the tertiary sector.

The primary sector of economy includes industries that get goods from nature, such as agriculture and mining. There are two main branches in agriculture: crop and animal farming. Mining partially belongs to the secondary sector as mineral resources need **industrial processing**. Forestry, fishing, and **bee-keeping** also belong to this sector.

Manufacturing industries which produce goods by means of mechanical, electrical or chemical, but not manual, processing of resources belong to the secondary sector. People who do not produce goods but provide different services for plants and factories work for the secondary sector, for example plant and factory managers. The sector also includes companies that provide fuel, energy, and transport manufacturing.

The tertiary sector provides different services to consumers, such as trade, transport, banking, insurance and other public services. Teachers, doctors, tourist agents, drivers, lawyers, etc work in the tertiary sector.

In some countries, primary industries employ many more people than manufacturing or service industries. These countries are often called developing countries. In countries which started up manufacturing many years ago, the secondary and tertiary sectors employ many more workers than the primary sector. These are often called the most developing countries.

Notes

industrial processing –промышленная переработка

bee-keeping - пчеловодство

Text 14

UNEMPLOYMENT

We say that unemployment exists where people capable and willing to work are unable to find suitable paid job. But where an economy **is adapting** to “changing conditions”, there will always be some persons unemployed as they change jobs or as seasonal work comes to an end.

Unemployment may **occur** for many different reasons. There will always be people changing jobs. In certain occupations, e.g. unskilled labour in the construction industry, workers are not employed regularly by one employer. When a contract is completed labour is not required.

Employment in some industries, e.g. building, fruitpicking is seasonal in character. Seasonal employment can be reduced **out of “season”** and admit such persons as students and housewives during the busy period. Sometimes there are unemployed workers of particular occupation in one part of the country but a shortage of the same type of work in other parts.

Workers may be in “between jobs”. Some of them are looking for their first jobs, others are seeking better salaries. Young people search for their first jobs. This is called frictional unemployment. This type is usually short-term and regarded as **inevitable**.

Unemployment may also be caused by important changes in the structure of consumer demand and in technology. As a result some workers find that their skills and experience are unwanted by these changes. This type of unemployment is more long-term and regarded as more serious. It is known as structural unemployment.

Notes

to adapt - приспособливаться

out of season – с окончанием сезона

to occur – происходить

inevitable- неизбежный

Text 15

EXPORTING

Exports are of two main kinds: goods and services, the first being known as visible items and the second as invisible. Over a period of time the total value of exports should balance with the total value of imports. When exports exceed imports we are said to have a favourable balance of payments. But when imports exceed exports the balance of payments is said to be unfavourable.

One complication of the export trade is that every country has its own independent currency system; and another is that many countries **impose customs duties** or other restrictions on imports.

The exporter is faced with a number of problems. First, there is a need to find a customer for his goods. The actual operation of selling is rather difficult because of language barriers and cultural differences. There are also additional transport problems because of the greater distances and often unfamiliar territories. When the manufacturer turns from selling at home to selling overseas, his problems are **magnified**.

This is particularly true in terms of finance. The first financial problem facing the exporter is the time taken **to deliver** his goods. There could be a long **delay** while his goods is in transit. The second problem is even worse. If he is paid for his goods in a currency other than, for example, dollars, he has to convert that currency. And what if the other currency has fallen in value since the contract was made? These are the **perennial** problems for the exporter.

Notes

to impose customs duties - облагать таможенными пошлинами

to magnify – увеличивать

delay – задержка

to deliver - доставлять

perennial - вечный