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**CONSTRUCTION AND BUILDING INSPECTION ACTIVITIES**  
(Строительная и инвестиционная деятельность)

**Методические указания к практическим занятиям  
и самостоятельной работе  
по дисциплине «Иностранный язык»**

Рекомендовано учебно-методической комиссией  
направления подготовки 08.03.01 Строительство  
в качестве электронного издания  
для использования в образовательном процессе

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**Construction and building inspection activities (Строительная и инвестиционная деятельность):** методические указания к практическим занятиям и самостоятельной работе по дисциплине «Иностранный язык» [Электронный ресурс] для обучающихся направления подготовки 08.03.01 Строительство всех форм обучения / сост. А. Г. Широколобова, Ю. С. Ларионова; КузГТУ. – Электрон. издан. – Кемерово, 2019.

Целью методических указаний является обучение студентов направления подготовки 08.03.01 Строительство работе с профильной иноязычной терминологией, которая может быть использована в сфере профессионального общения. Текстовый материал и система упражнений способствуют активному овладению навыками чтения, расширяют словарный запас студентов и рекомендуются для аудиторной и самостоятельной работы по дисциплине «Иностранный язык».

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## Предисловие

Методические указания «**CONSTRUCTION AND BUILDING INSPECTION ACTIVITIES** (Строительная и инвестиционная деятельность)» разработаны в соответствии с рабочей программой дисциплины «Иностранный язык» направления подготовки 08.03.01 «Строительство» и предназначены для практической и самостоятельной работы студентов всех форм обучения.

Целью методических указаний является обучение работе с профильной иноязычной терминологией, которая может быть использована в сфере профессионального общения; формирование и развитие умений практического владения навыками профессионально-ориентированной иноязычной коммуникации для различных аспектов профессиональной деятельности:

- повышения уровня владения навыками профессионально-ориентированной иноязычной коммуникации (работа с различными источниками информации: прессой, документами);
- самостоятельной работы с литературой по направлению подготовки с целью получения профессиональной информации;
- установления и поддержания контактов в сфере бизнеса в устной и письменной формах.

Каждая тема сопровождается серией коммуникативных и лексико-грамматических заданий, направленных на приобретение студентами универсальной компетенции, предусмотренной образовательным стандартом направления подготовки 08.03.01 «Строительство».

В соответствии с рабочей программой дисциплины предлагаются следующие темы: Self-Presentation, KuzSTU, Regional Branches Of Industry, My Future Profession, Job Application, CV And Covering Letter, Business Correspondence, Business Ethics.

Методические указания составлены на основе интернет источников, сноски на которые даны после текстов.

## UNIT 1

### SELF PRESENTATION

**Ex. 1. Translate these sentences paying attention to the highlighted words.**

1. I'm *quite ambitious*, and this job would be a great opportunity for me.
2. I'm *confident* that I would make a valuable addition to your team.
3. I'm very *conscientious*. I take care to make sure I do a good job.
4. I'm very *diligent* person. *I'm good at* applying myself to tasks.
5. I'm pretty *easy-going*. *I find it easy to get along with people*.
6. I'm *very hard-working*. I put a lot of effort in what I do.
7. I pride myself in being *honest*, because I believe it is important.
8. I'm *loyal*. My loyalty can be relied upon, I will not disappoint you.
9. I'm very *methodical*. I take care over my work.
10. I'm very *motivated* and love doing what I do.
11. I'm very *punctual*. I always arrive at work on time.
12. I'm *reliable*. You can depend on me to get the job done on time.
13. I'm a *team player*. I'm happy to collaborate with other people on projects.

**Ex. 2. After reading the text "Talking about yourself" do the exercise.**

**Examiner:** Hi. What's your name?

**Kelvin:** My name is Kelvin.

**Examiner:** Kelvin, OK. So, Kelvin, I'm going to ask you a few questions. I'd like to ask you about your school. So, what subjects do you like most?

**Kelvin:** I think I like economics most because I can study different kinds of demand and supply theory and I can use it in my daily life to observe the market. I think that's very interesting, yeah, and very useful.

**Examiner:** OK. And are there any subjects that you don't like so much?

**Kelvin:** Actually, I don't like physics too much because I need to calculate many difficult questions and all those mathematics words. I'm not really used to them. So, I don't like physics.

**Examiner:** I see. All right. Well, how about in the future? Are you hoping to go to university?

**Kelvin:** Yeah, sure.

**Examiner:** OK, and what would you like to study there?

**Kelvin:** I think I would like to study something about business. So, I think nowadays we can only make a lot of money by participating in the financial sectors. So, I would like to study something about financial business. I want to get rich, yes.

**Examiner:** OK, that's great. Thanks, Kelvin.

.....

**Examiner:** Hi. What's your name?

**Melissa:** My name is Melissa.

**Examiner:** Melissa?

**Melissa:** Yeah.

**Examiner:** Hi, Melissa. And, can you tell me about your family?

**Melissa:** I've got no sisters and brothers. I live with my father and mother and my dog.

**Examiner:** And your dog?

**Melissa:** Yeah!

**Examiner:** Great. All right, I'd like to ask you a few questions about your school. So first, what subjects do you like most?

**Melissa:** I like mathematics the most because I think it's satisfying to calculate the solution.

**Examiner:** OK. So, mathematics ... is there any other one?

**Melissa:** And English, I think, because it's fun to learn a language.

**Examiner:** Great, OK. Which subjects do you think are most useful for you?

**Melissa:** I think accounting is the most useful because every company needs an accountant and to be an accountant I need to study this subject.

**Examiner:** Sure, OK. And are there any subjects that you don't like?

**Melissa:** I hate Chinese because it's difficult to study the passages. Yeah, and I don't really understand what it's about.

**Examiner:** OK, that's great. Thanks, Melissa.

### **Check your understanding: true or false.**

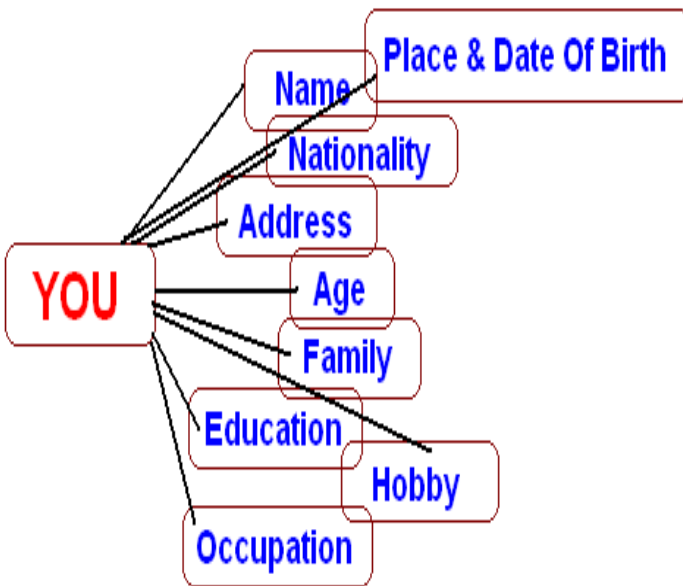
1. Kelvin's interested in economics.
2. Kelvin likes physics.
3. Kelvin wants to study physics at university.
4. Kelvin's ambition is to make money.
5. Melissa's got a pet.

6. Melissa enjoys studying Math.
7. Melissa thinks it's useful to study accounting.

**Ex. 3. Check your language: ordering – questions. Put these words in the correct order to make typical interview questions. Then, try answering them about yourself.**

1. name ? What's your
2. spell your you surname ? do How
3. do Where ? you from come
4. you do Where ? live
5. you do to go school ? Which
6. in like you What ? doing do free time your
7. subject What's favourite school at ? your
8. you have sisters How got many brothers and?
9. plans the your What ? for future are
10. about me your best Tell friend.

**Ex. 4. Read and translate the text in written form.**



**Personal Presentation**

Personal presentation is all about marketing YOU, the brand that is you. What others see you do and hear you say will influence their opinion of you – so personal presentation is about painting yourself in as positive a light as possible – always.

Organisations spend a lot of time and money working on their image, developing their

brand and producing as many positive signals as possible. Staff in organisations should know that everything they do is marketing for the organisation, every email they send, every phone call they take, every time they interact with a client or customer.

Organisations also spend a lot of time and money recruiting and training the right kind of people to project the right kind of image.

Although personal presentation is key in one-to-one situations such as a conversation, in a group situation such as a meeting, or when giving a presentation such as a talk or speech it is also important in less formal situations, when socialising with friends, for example. How people perceive you is important to communication and you should always aim to be viewed as positively and confidently as possible.

Personal presentation is about you and how you present yourself in everyday situations. However, personal presentation always involves at least two people – the person presenting themselves (you) and the person receiving the presentation. It can therefore be described as an interaction.

Personal presentation is concerned with conveying appropriate signals for the situation and for the other individuals involved. People who lack self-esteem and confidence may fail to convey their message effectively or fully utilise their skills and abilities because of the way they present themselves. By improving your personal presentation you improve your communication skills and reduce barriers to understanding. Self-esteem is not a static thing; it varies based on numerous factors, different situations and the presence of different people, personal stress levels and change. Think about how you value yourself and learn to manage the highs and lows of self-esteem, find ways of appearing more confident even when you are not and learn some powerful techniques to boost your self-esteem and learn about your personality.

Your voice says a lot about you and learning how to use it more effectively has many benefits. Our Effective Speaking page examines aspects of your voice, accent, tone, pitch, volume and encourages you to learn more about your voice and how you use it to its full potential. Learn to communicate more dynamically, fluently and with passion and enthusiasm.

The way you dress and take care of your general appearance are important factors in personal presentation, what messages does the way you dress send to others? Your personal appearance also includes the body language, gestures and other non-verbal messages that you use. By being aware of positive and negative non-verbal signals you can improve your image and the way people perceive you.

If you don't manage your time wisely you are less likely to be able to get everything done effectively. You are also more likely to be



disorganised and run late for meetings or other appointments. Poor time management has an effect on how you are perceived by others. Learn some simple techniques to help you improve your time management skills, get more done and avoid being late.

**Ex. 5. Read the text about the skills you need for the 21st-century workplace. Read about what employers are looking for and test yourself to see if you are prepared!**

## Have you got the skills you need for the 21st-century workplace?

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?



### Imagination

In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

**Think:** Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?



### Problem solving

Employers will value workers who are able to see problems before they happen and come up with creative solutions.

**Think:** Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?



### Communication skills

Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words.

**Think:** How do people communicate with each other in the 21st century?



### Critical analysis

Employers want workers who are able to recognise the difference between information that can be believed and false information.

**Think:** Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?



### Decision making

Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

**Think:** Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

**Ex. 6. Check your understanding: circle True or False for these sentences.**

1. 21st-century skills are not taught in schools in the UK.
2. Employers like workers to be imaginative.
3. Employers want workers to think about possible problems.
4. Employers like workers to be original when solving problems.
5. Future workers will need to be able to write concisely.
6. People communicate with each other less in the 21st century.
7. Employers believe it is useful to know a lot of information about celebrities.
8. Employers don't want workers to make decisions without asking them.

**Ex. 7. Complete the sentences with a word from the box.**

<i>have</i>	<i>make</i>	<i>value</i>	<i>differentiate</i>
<i>develop</i>	<i>discuss</i>	<i>teach</i>	<i>solve</i>

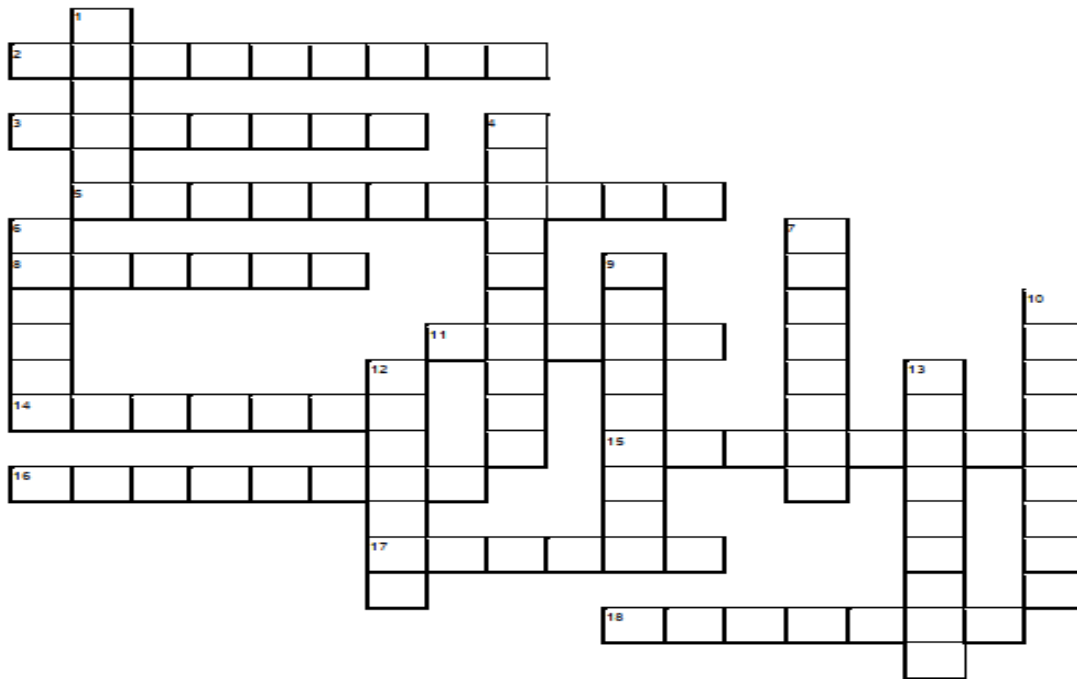
1. UK schools and colleges \_\_\_\_\_ ICT skills.
2. Employers \_\_\_\_\_ people with ideas for new approaches.
3. Employers like workers who can \_\_\_\_\_ problems.
4. Workers need to be able to \_\_\_\_\_ their work with their team.
5. Workers need to \_\_\_\_\_ their writing skills.
6. It is important that workers can \_\_\_\_\_ between truth and lies.
7. Employees in the 21st century \_\_\_\_\_ more responsibility.
8. Employers like their workers to \_\_\_\_\_ decisions.

## UNIT 2 KUZSTU

**Ex. 1. What do you know about higher education? Answer the questions.**

1. Which features of Russian higher education system do you like and which ones not? Why?
2. What time does the history of higher education in Russia go back to?
3. How many higher education establishments are there in Russia?
4. Has there been any European influence upon Russian system of higher education?
5. Who can enter any higher school?

**Ex. 2. Do the crossword and make your own sentences with the words from it.**



### Across

- 2) the type of school children go to after age 11 (9)
- 3) the type of school children go to aged 5–11 (7)
- 5) the work of an engineer, or the study of this work (11)
- 8) to go regularly to a place, such as a school or university (6)
- 11) someone who teaches one person or a very small group of people (5)

- 14) the study of the natural world, e.g. biology, physics and chemistry (7)  
 15) the study of treatment for illness or injury (8)  
 16) to complete a first university degree successfully (8)  
 17) to study a subject before you take a test (6)  
 18) a meeting of a group of people with a teacher or expert for training, discussion, or study of a subject (7)

**Down**

- 1) a qualification given for completing a university course (6)  
 4) the group of subjects studied in a school, college, etc. (10)  
 6) the buildings of a college/ university and the land surrounding them (6)  
 7) related to subjects which involve thinking and studying skills (8)  
 9) the study of the way in which trade, industry / money are organized (9)  
 10) a teacher of high rank in a university (9)  
 12) a formal talk on a serious or specialist subject given to a group of people, especially students (7)  
 13) the person in charge of a school or college (9)

**Crossword – solution**

**Across** 2. secondary, 3. primary, 5. engineering, 8. attend, 11. tutor, 14. science, 15. medicine, 16. graduate, 17. revise, 18. seminar

**down** 1. degree, 4. curriculum, 6. campus, 7. academic, 9. economics, 10. professor, 12. lecture, 13. principal

**Ex. 3. Match the words with their definitions.**

1) to attend classes	a) an undergraduate course which usually lasts 3-4 years
2) bachelors degree	b) to go to classes
3) boarding school	c) a way of studying where tuition is carried out over the Internet or by post
4) distance learning	d) a school where pupils live during term time
5) face-to-face classes	e) to progress less quickly than others
6) to fall behind with your studies	f) as opposed to distance learning the traditional way of studying in a classroom with colleagues and a teacher
7) a graduation	g) to offer guidance on a student's work

ceremony	
8) to give feedback	h) an event where a successful student receives his or her academic degree
9) an intensive course	i) education, usually in a college or university, that is followed after high school or secondary school
10) higher education	j) a course that offers lots of training in order to reach a goal in as short a time as possible
11) to keep up with your studies	k) to memorize it
12) to learn something by heart	l) to not fall behind
13) masters degree	m) a student who is older than average and who has usually returned to education after a period at work
14) a mature student	n) a period of study which often follows the completion of a bachelors degree or is undertaken by someone regarded as capable of a higher-level academic course
15) to play truant	o) to finish a job or task in the time allowed or agreed
16) to meet a deadline	p) to stay away from classes without permission
17) to sit an exam	q) to spend a year working or travelling before starting university
18) to take a year out	r) to take an exam
19) tuition fees	s) to have a paid job whilst studying to support yourself financially
20) to work your way through university	t) the money paid for a course of study

**Ex. 4. Read the text and pay attention to the meaning of the underlined words.**

**T.F. Gorbachev Kuzbass State Technical University**

At present time T.F. Gorbachev Kuzbass State Technical University is one of the largest higher education institutions of Western

Siberia, it is the large center of Kemerovo region where fundamental, applied and developmental works are carried out practically for all industries of Kuzbass and Russia.



Training is conducted according to educational programs of higher education, including training of 40 specialist's degree programs, bachelor's – 143, master's - 80 programs accordingly. The researches and studying in KuzSTU are conducted on the following subjects: geomechanics; coal chemistry; nanotechnology; geology; exploration and technology of environmentally safe development of deposits and mining; geodesy; land management; ecology; deep coal processing technologies; labor and industrial safety (first of all in mining and chemistry); engineering; modeling of technological and physical processes; economy and management in key branches of Kuzbass.

The university's aim is strengthening and development of human potential of Russia's leading coal region on the basis of consolidation of resources and university possibilities with the key enterprises of the region in educational, scientific-innovative and international activity.

The university's strategic objective is to achieve leader positions on the basis of strengthening of intellectual elite and scientific and pedagogical schools of higher education institution, attract talents for the solution of educational, scientific and production, social and economic problems of Kuzbass.

( <http://dic.kuzstu.ru/> )

### **Ex. 5. Answer these questions.**

1. Does KuzSTU train fully-fledged specialists?

2. Is entry into the University competitive?
3. How are applicants admitted?
4. What subject catalogue does the University offer to its students?
5. Are all subjects compulsory?
6. What's done for those who want to combine work with study?
7. In how many fields of knowledge does the University award Bachelor's degrees /Master's degrees /diplomas?
8. How is research work conducted at the University?
9. Where can the University teachers and post-graduates publish their papers?

**Ex. 6. Fill in the gaps.**

1. Duration of training for Bachelor degree is ... years, for specialist degree - ... years and for magistracy - ... years accordingly.
2. Upon graduation of the main education there is a chance to continue education in .... and ... study.
3. Training in postgraduate ... is carried out on 19, in doctoral study on ... scientific specialties accordingly.
4. The university's aim is ... and development of human potential of Russia's leading ... region on the basis of consolidation of resources and university possibilities with the key .... of the region in educational, scientific-innovative and international activity.
5. At present time T. F. Gorbachev ... Technical University is one of the largest higher education institutions of Western Siberia, represents by itself the large center ... region where fundamental, applied and ... works are carried out practically for all industries of Kuzbass and Russia.
6. In 2012 it is planned to start in addition ... educational bachelor programs and 14 ... programs.

**Ex. 7. Read the text and make the appropriate order of the paragraphs.**

**History of T. F. Gorbachev Kuzbass State Technical University**

A) There are 6 institutes (Institute of Management and Economy, Mining Institute, Chemical, Oil and Gas Institute, Energy Institute, Information Technology, Machine Building and Transport Institute, Construction Institute and 1 faculty (Fundamental Education) at

KuzSTU, in which students are trained on the many educational programs.

**B)** Kemerovo Mining Institute (KMI) was founded on the basis of Kemerovo Mining and Construction Technical School in August 30, 1950. In July 29, 1965 KMI was transformed into Kuzbass Polytechnical Institute (KuzPI). In November 22, 1993 KuzPI was renamed into Kuzbass State Technical University (KuzSTU). In May 25, 2011 Kuzbass State Technical University is renamed into the T. F. Gorbachev Kuzbass State Technical University.

**C)** Duration of training for Bachelor degree is 4 years, for specialist degree - 5,5 years and for magistracy - 2 years. Upon graduation of the main education there is a chance to continue education in postgraduate and doctoral study. Training in postgraduate study is carried out on 19, in doctoral study on 5 scientific specialties. The system of additional education on the whole profile of the main professional educational programs of higher education institution is developed at the university.

**D)** The number of regular academic staff, including branches, is 850, including teachers with degrees and ranks - 60 %, professors, doctors of science – 13,1 %. Branches of the university are located in the following cities: Belovo, Mezhdurechensk, Novokuznetsk, Prokopyevsk.

**E)** There are 14 scientific and educational centers (SEC) at KuzSTU. There are 12 research (RL) and training laboratories (RTL) at KuzSTU. There are 6 small innovative enterprises (SIE) at KuzSTU.

**F)** More than 40 Russian enterprises and organizations concluded strategic partnership contracts with KuzSTU. Contracts are also signed with foreign organizations and enterprises. Shandong University of Science and Technology (Qingdao, People's Republic of China), Karaganda State Technical University (Karaganda, Kazakhstan), Archeology Institute (Almaty, Kazakhstan), Byelorussian national technical university (Minsk, Byelorussia), Sevastopol National Technical University and APTECHLIMITED (Mumbai, India) etc.

**G)** KuzSTU comprises 16 educational buildings including headquarters and buildings of the branches. It has scientific and technical library, 3 hostels for students, geodesic base and ski lodge, dining room, sanatorium, printing house.

**H)** Now over 19000 students, including about 10000 full time students are trained at the university and its branches. During 61 years the university has trained over 77000 specialists which work in all



regions of Russia and the CIS countries. It is remarkable that the most part of chief and engineering staff of the enterprises of Kuzbass industry primary branches are KuzSTU graduates.

( <http://dic.kuzstu.ru/> )

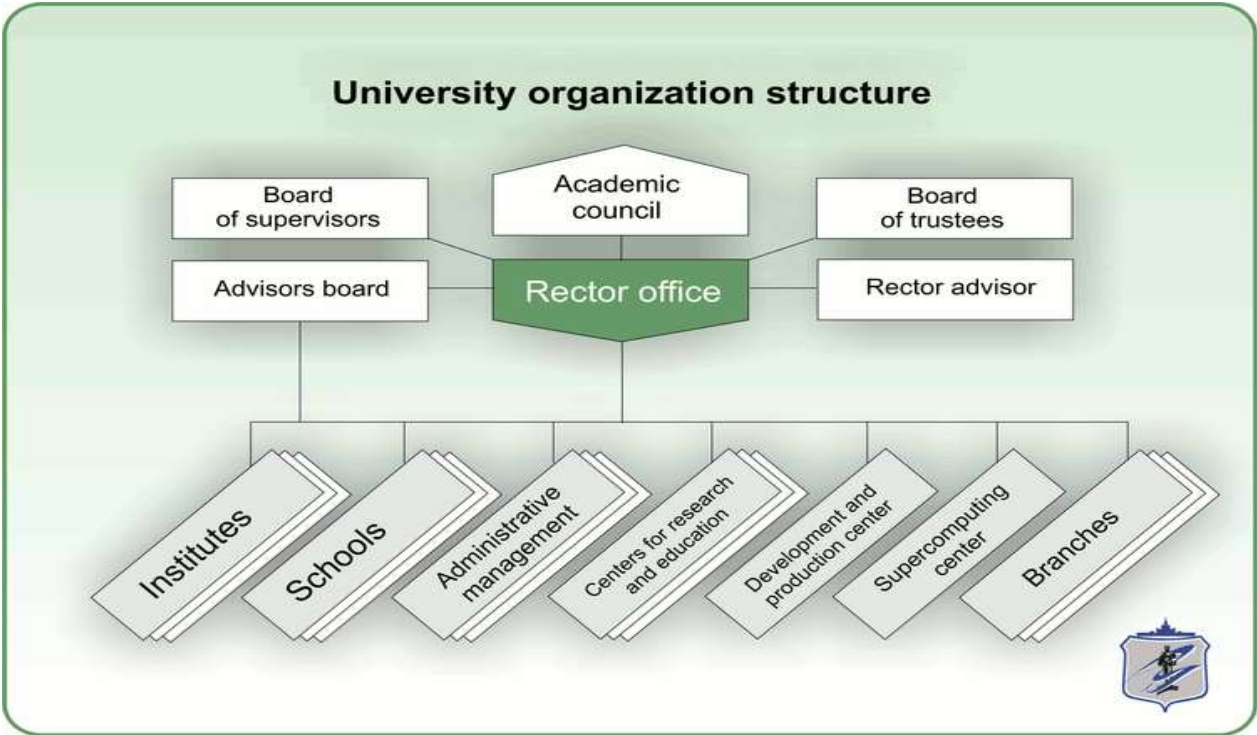
**Ex. 8. Answer these questions with your partner.**

1. How many departments is the University composed of?
2. Could you name them, please?
3. Does the University have branches in other towns of the region?
4. How many departments are there in the University?
5. Has the University got a preparatory department?
6. In how many subject areas of technical and engineering science do students train at the University?
7. What are the functions of the University's Centre of Pre-Higher Education?
8. How many teaching staff members does the KuzSTU employ?
9. How are the members of the teaching staff ranked?
10. What's the total number of students involved in all forms of studies?
11. How many students are on full time?
12. What's the student-teacher ratio?
13. Who is the head of the University?
14. How many vice-rectors are there and what are they responsible for?
15. What are the dean's/sub-dean's duties?

**Ex. 9. Fill in the chronological table about development of KuzSTU.**

Date	Event
1950	
1965	
1993	
2011	
2012	
2018	

**Ex. 10. Study the scheme of the university organization and make your own scheme of KuzSTU structure.**



## UNIT 3 REGIONAL BRANCHES OF INDUSTRY

**Ex. 1. What comes to your mind when you look at this picture? How does it refer to the topic?**



**Ex. 2. What do you know about industrial development of your region? Answer the questions.**

1. What are the main regional branches of industry?
2. What are the main regional enterprises?
3. When did the region become the leading coke chemical industrial center?
4. Why does Kuzbass play a great role in the economic development of the country?

**Ex. 3. Read the text and explain the meaning of the underlined words in your own way.**

### **Industrial Development of Kemerovo City**

A lot of cities have century-long history but 90 years of existence is not a long period. An administrative center of Kuzbass – big industrial and cultural center of our country – appeared instead of Sheglovsk.

Although the location of coal fields near the river Tom was very favorable and didn't require either many efforts or much funding, it took the Imperial government 200 years to start the extraction of Kuznetsk coal. The construction of the roads was unnecessary as the river Tom allowed to transport coal to the territories by such rivers as the Ob and the Irtysh up to the Ural river, where the demand for coal was very high.

There was an increase in the extraction of coal in Kuzbass in 1921. It allowed the region to become the leading coke chemical industrial center within 5 years. In summer of 1921 the initiative group of American workers headed by a Holland engineer and communist S. Rutgers and an American communist B. Heighwood offered the Soviet government to found a colony of foreign workers and specialists in Kuzbass.

The Soviet government assigned Kuzbass a great role in the economic development of the country. There was only one steel and iron provider in the Soviet Republic at that time – Urals – and Kuzbass was to provide it with coking coal. In the same year, the collieries of Sudzhensk and the KOPIKUZ Corporation's plants and mines were nationalised. At the end of 1922, the Coal Industry Trust of the Kuznetsk Basin was founded and Autonomous Industrial Colony of Kuzbass (AIC) was established. The industrial large-scale construction that started in the Kuznetsk Basin in summer of 1930 soon became a matter of national importance and support.

New mining machinery and mechanisms were introduced in coalmines. Kemerovo Repair and Engineering Works, Anzhero-Sudzhensk Engineering Plant and Kiselevsk Mining Engineering Plant played a great role in providing the new mines with equipment.

By the beginning of World War II, there were 59 operating mines in Kuzbass with a total annual output of over 50 million tons.

Non-ferrous metallurgy appeared in Kuzbass in the last five years before the war. This is when Belovo Zinc Plant and Novokuznetsk Aluminium Plant were built. Besides, there was a significant increase in gold mining.

The third largest industry in Kuzbass, after coal mining and metallurgy, was chemistry. Kuzbass chemical enterprises supplied the country with hundreds of thousands of tons of high quality nitrous fertilisers, sulphuric and nitric acids, sodium hydroxide, pitch, varnish and technical lubricants.

A powerful railway system was built in Kuzbass, which cost to the Soviet government over 500 million roubles. The total length of the railroad reached nearly two thousand kilometres.

*(<http://www.kemerovo.ru>)*

**Ex. 4. Discuss these questions with your partner.**

1. What was the reason for Kuzbass development by the government?
2. Why was the construction of the roads unnecessary?
3. Why did the region become the leading industrial center?
4. What enterprises played a great role in providing the new mines with equipment?
5. What is the largest industry in Kuzbass after coal mining?
6. Why did the Soviet government assign Kuzbass a great role in the economic development of the country?
7. When did non-ferrous metallurgy appear in Kuzbass?
8. How many mines, open-pit mines, coal preparation plants, machine-building factories were there in Kuzbass coal industry by the early 90s?

**Ex. 5. Complete the sentences using the words below.**

*Demand, roads, a colony, coal fields, coal, extraction, transport, summer of 1921, large-scale construction, national importance.*

1. The location of ... near the river Tom was very favorable and didn't require either many efforts or much funding, it took the Imperial government 200 years to start the .... of Kuznetsk .....
2. The construction of the ... was unnecessary as the river Tom allowed to ... coal to the territories along such rivers as the Ob and the Irtysh up to the Ural river, where the .... for coal was very high.
3. In ... the initiative group of American workers headed by a Holland ... and communist S. Rutgers and an American communist B. Heighwood offered the Soviet government to found ... of foreign workers and specialists in Kuzbass.
4. The industrial .... that started in the Kuznetsk Basin in the summer of 1930 soon became a matter of .... and support.

**Ex. 6. Read the text and make the appropriate order of the paragraphs. Argue your choice.**

### **Modern Industrial History of Kemerovo City**

**A.** On the whole, by early '90s the coal industry of Kuzbass comprised 78 mines, 24 **open-pit mines**, 28 coal preparation plants, 5 machine-building factories for coal industry, 7 research institutes and many auxiliary enterprises. There were 315,000 people employed in this industry. Maximal coal output was achieved in 1988 totaling 159 million tons.

**B.** Successful start of Kuzbass industry in the post-war period determined its further long-term development. This is especially observed in the coal industry. In 1960 there were eleven mines, seven opencast mines, six **preparation plants**. One of these mines is Rapsadskaya mine. Now it is the largest mine in the country.

**C.** Such big enterprises as Novokuznetsky Ferroalloys, Aluminium Plant, Kuznetsky and Kemerovo Heat and Power Plants were put in operation. Almost two-fold increase in **coal output** achieved by the local miners saved the national economy from fuel shortages. Especially rapid was the growth of chemical industry in the region. Kemerovo turned into the largest chemical center based on processing of coal and **coking gas**.

**D.** Chemical and electromechanical enterprises were placed in Kemerovo, iron-and-steel works found their new place in Novokuznetsk. In total, by autumn of 1942 over 50 industrial enterprises, 35 organizations and many educational institutions were relocated to Kuzbass.

**E.** In post-war time the plans were to develop ferrous and non-ferrous metallurgy, building industry and to increase capacities of light and food industries in the Kuznetsky Basin.

**F.** In the first days of the World War II in the USSR, the Government decides to evacuate enterprises, including inventories and productive assets from the near-front zone to eastern parts of the country. Workers, technicians and engineers of Donbass Coal Trusts came to Kuzbass. Various research institutes were also evacuated here.

(<http://www.kemerovo.ru>)

### Ex. 7. Read the text and fill in the gaps.

*Building, techniques, architecture, bioclimatic, climate, solar energy, summer, buildings, environmental, light.*

The reduction of energy consumption in buildings can be achieved by simple methods and ..., using an appropriate ... design (bioclimatic architecture) and energy efficient systems and technologies, such as passive solar systems.

*What is bioclimatic architecture and what does ... design include?*

Bioclimatic ... refers to the design of buildings and spaces (interior – exterior – outdoor) based on local .... Its aim is to provide thermal and visual comfort, to make use of ... and other environmental sources. Basic elements of bioclimatic design are passive solar systems which are incorporated onto buildings and utilise environmental sources (for example, sun, air, wind, vegetation, water, soil, sky) for heating, cooling and lighting the buildings.

Bioclimatic design takes into account the local climate and includes the following principles:

- Heat protection of the buildings in winter as well as in ..., especially by adequate insulation and air tightness of the building and its openings.
- Use of solar energy for heating buildings in the winter season and for daylighting all year round. Protection of the ... from the summer sun, primarily by shading.
- Removal of the heat which accumulates in summer in the building to the surrounding environment using by natural means (passive cooling systems and techniques).
- Improvement – adjustment of ... conditions in the interiors of buildings so that their inhabitants (житель) find them comfortable and pleasant.
- Ensuring insolation combined with solar control for daylighting of buildings to provide sufficient distributed ... in interior spaces.
- Improvement of the microclimate around buildings, through the bioclimatic design of exterior spaces.

## **Ex. 8. Read and translate the text in written form.**

### **Forms and Functions of Architecture**

The sequence of the three basic aims – “convenience, strength and beauty” – has its own significance. First any building exists for some particular purpose, it is built because of some definite human need, either practical or emotional, or both. The use problem – “convenience” is therefore primary.

Next, the construction of any object or shelter for human use must be a true construction; that is, it must stand up solidly for the duration for which it is designed.

Finally, mankind has always realized that buildings to be complete must have not only “convenience” and “strength” but also “beauty”.

The value of true architecture lies in the direct effect of the structure itself and of the actual elements of which it is constructed. Outside we observe the physical structure; we see variations of plane, of colour, and of light and shade. There are doors to allow ingress and egress; windows to admit light and air; walls for shelter or support, or both; roofs to keep out the rain, snow, cold, and sometimes sun.

We enter the building, and we pay attention to the same complexity of elements. Partitions separate space from space; there may be stairs, escalators, or elevators to allow progress from level to level and halls or corridors to permit easy circulation from part to part; finally there may be all sorts of interior spaces for definite human activities - rooms both public and private - to take care of the varying functions of human living.

Such elements – walls and openings, supports, floors and ceilings, enclosed areas or rooms – are the letters of the architect’s alphabet. No building can exist without some of them, and upon their correct arrangement and design the success of the building, both practically and aesthetically, will almost entirely be founded.

The architect must always study each detail from the viewpoints of both use and appearance as well as from that of construction, and he must continuously see it not as an isolated detail but as an individual note in a great composition.

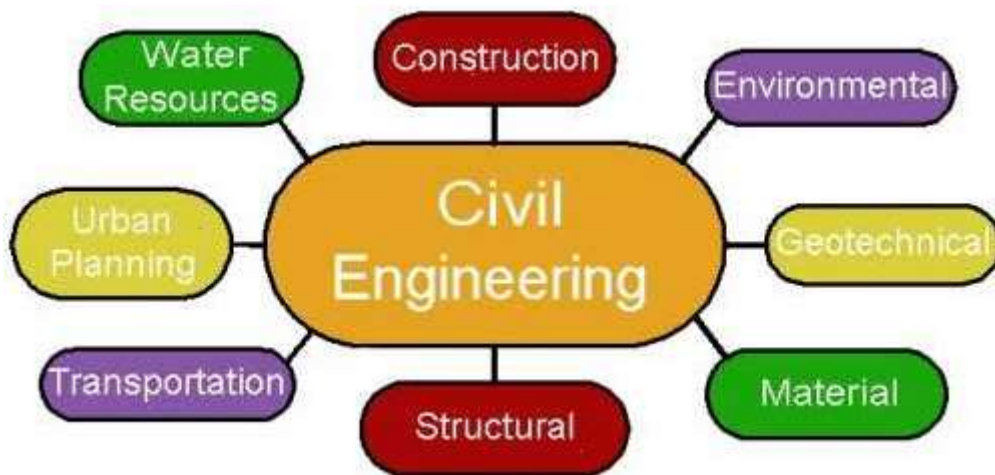
The architect has the task of being an artist as well as an inventive engineer. The triple nature of architectural design (convenience, strength, beauty) is one of the reasons why architecture is a difficult art; for it takes a special type of imagination as well as long years of training and



experience to produce a designer capable of making the requisite in the light of these three factors – use, construction, and aesthetic effect simultaneously.

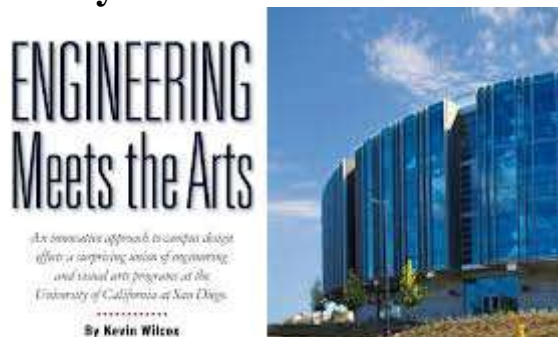
The designer must have a sufficient knowledge of engineering and of building materials to enable him to create economically a strong as well as practical structure and, in addition, must possess the creative imagination which will enable him to integrate the plan and the construction into one harmonious whole. The architect's feeling of satisfaction in achieving such an integration is one of his greatest rewards.

**Ex. 9. Study the scheme of the accommodation and make your own scheme of any architecture item.**



## UNIT 4 MY FUTURE PROFESSION

**Ex. 1. Think of how can engineering be related to our life? Give examples of your own.**



**Ex. 2. Study the key vocabulary to the unit.**

apply, <b>syn.</b> use, utilize	v	применять, использовать
civil engineering		гражданское строительство
to contribute	v	содействовать, делать вклад
to ensure	v	обеспечивать, гарантировать
experience	n	опыт
to explore	v	исследовать, изучать
Influence	v, n	влиять, влияние
to involve	v	вовлекать, включать
large-scale	a	крупномасштабный
purpose, <b>syn.</b> goal, aim	n	цель
to receive	v	получать
scope	n	кругозор, сфера деятельности
sewerage	n	канализационная сеть
to supervise	v	наблюдать, контролировать
to supply	v	снабжать, обеспечивать
to surround	v	окружать
to work out	v	разрабатывать

**Ex. 3. Find the equivalents. Match A with B.**

A	B
1. forces of nature	1. диапазон инженера-строителя
2. pure and applied science	2. подразделяться на ...

3. to be subdivided into	3. силы природы
4. the scope of civil engineering	4. чистая и прикладная наука
5. to work out plans and specifications	5. гарантировать качество, эффективность, скорость и низкую стоимость строительства
6. to ensure quality, efficiency, speed and low cost of construction	6. рассматривать метод, оборудование и материалы
7. to consider the method, equipment and materials	7. разрабатывать планы и спецификации
8. вносить вклад в здравоохранение, безопасность и уровень жизни	8. professional training
9. проектирование зданий и сооружений	9. efficient use of the materials
10. наблюдать за строительством объектов	10. to be planned and designed by civil engineers
11. градостроительство	11. to supervise the construction projects
12. профессиональная подготовка	12. to build the world's infrastructure
13. быть спланированным и спроектированным инженером-строителем	13. to contribute to the public's health, safety and standard of living
14. эффективное использование материалов	14. structural engineering
15. строить мировую инфраструктуру	15. municipal engineering

**Ex. 4. Read the text given below and answer the following questions:**

1. What is engineering?
2. How did the term “civil engineer” appear?
3. What field of construction activity does civil engineering comprise?
4. What are the duties of a civil engineer?

Engineering is a term applied to the profession in which a knowledge of the mathematical and natural sciences, gained by study,

experience, and practice, is applied to the efficient use of the materials and forces of nature. Engineers are those who have received professional training in pure and applied science.

Before the middle of the 18th century, large-scale construction work was usually placed in the hands of military engineers. Military engineering involved such work as the preparation of topographical maps, the location, design, and construction of roads and bridges; and the building of forts and docks. In the 18th century, however, the term civil engineering came into use to describe engineering work that was performed by civilians for nonmilitary purposes.



Civil engineering is the broadest of the engineering fields. It contributes in more ways than any other engineering discipline to our modern society. Nearly everything that surrounds us has been planned and designed by civil engineers. Today the scope of civil engineering is subdivided into:

- structural engineering (all kinds of buildings),
- highway and railway engineering,
- hydraulics engineering (canals, dams, drainage and irrigation systems),
- municipal engineering (city planning, traffic regulation, water supply and sewerage).





As for the duties of a civil engineer, they are:

- to work out plans and specifications,
- to supervise the construction projects,
- to ensure quality, efficiency, speed and low cost of construction,
- to consider the method, equipment and materials to be used to construct a project.

Now you understand that civil engineers build the world's infrastructure. So, they steadily shape the history of nations around the world. Most people cannot imagine life without many contributions of civil engineers to the public's health, safety and standard of living. Only by exploring civil engineering's influence in shaping the world we know today, we can creatively envision (представлять себе) the progress of our tomorrows.

**Ex. 5. Fill in the gaps with proper words.**

*Building, structures, handling materials, engineering, to design and build, initial design, project.*

Civil ... is one of the oldest engineering disciplines, since civil engineers of one form or another have been around ever since humans started ... major public works such as roads, bridges, tunnels, and large public buildings. It is also an incredibly broad discipline, spanning treatment of environmental issues, transportation, power generation, and major ... . To become a civil engineer, a person must typically study engineering at a university and then participate in field work for practical training. Many nations also require that students pass a competency exam to ensure that they will be able ... safe, stable structures.

There are many branches of civil engineering, and a wide range of specialties. Some engineers focus on conception and ... of a project, analyzing the site, the needs, and the resources to come up with a workable project plan. Others specialize in contracting, physically building the structure, managing the site crew, and ... and supply. In other cases, civil engineers focus on maintenance of the ... after it is completed, to make sure that it is safe and useful.

**Ex. 6. Study the scheme of the civil engineering and make your own scheme of civil engineering structure.**



**Ex. 7. Match numbers with letters.**

1. Civil engineering	a. The skills of environmental engineers have become increasingly important as we protect our natural
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	resources. Environmental engineers transform physical, chemical and biological processes into systems to destroy toxic substances, remove pollutants from water, reduce nonhazardous solid waste volumes, eliminate pollutants from the air and develop groundwater supplies.
<i>2. Environmental Engineering</i>	b. describes the profession of designing and executing structural works helping to make our world a better place to live. As the technological revolution expands, as the world's population increases, and as problems with environment are multiplied, civil engineering skills will be needed throughout the world. This branch of engineering covers different areas including the design and construction of buildings and houses, dams, tunnels, bridges, canals, sanitation systems, also the stationary parts of transportation systems – highways, airports, port facilities, and roadbeds for railroads.
<i>3. Geotechnical Engineering</i>	The quality of a community is directly related to the quality of its transportation system. Transportation engineers work to move people, goods and materials safely and efficiently. They find ways to meet our ever increasing travel needs on land, air and sea. They design, construct and maintain all types of transportation facilities, including airports, highways, railroads, mass transit systems and ports.
<i>4. Transportation engineering</i>	c. is required in all aspects of civil engineering because most projects are supported by the ground. A geotechnical engineer may develop projects below the ground, such as tunnels, foundations and offshore platforms. They analyse the properties of soil and rock that support and influence the behaviour of these structures. They evaluate potential settlement of buildings, the stability of slopes and fills, the effects of earthquakes. They also take part in the design and construction of dams, embankments and other structures.

### Ex. 8. Match numbers with letters.

Step-by-Step	The first and foremost thing in choosing this profession is the inherent interest in making something useful for the society at large. You must also have a liking for appreciating ancient and modern buildings. A good start to achieve the goal of being a civil engineer is a “well rounded education” which is very necessary to get into this field.
Start Early	If you have decided to become a civil engineer then there are two options available. You can either go in for a diploma or degree in civil engineering. After a graduate degree, you can also pursue post graduation in the subject.
Is it the Right Career for Me?	A graduate course from a private college will cost you between Rs1,00,000 to Rs 2,00,000, annually. However, in a reputed government run establishment such as the Indian institute of Technology (IIT), you will have to pay an annual fees in the range of Rs 15,000 to Rs 20,000.
What would it Cost Me?	As a civil engineer, you will have to plan out, design and supervise the construction of different types of buildings. You need to possess good knowledge of mathematics and science. Also, you must also have good supervisory and administrative skills. Furthermore, you must be ready to sweat it out at construction sites and even work under stressful and hostile conditions. And if you think you fit the bill then civil engineering is the right profession for you.
Funding/Scholarship	There is huge demand for civil engineers in India and it is also expected to get a boost as the country gets ready to upgrade its infrastructure with growing economic and political clout in the world. The career opens a lot of opportunities in numerous government departments. Civil engineers are employed in all major construction projects carried out by central and state government agencies.
Job Prospects	Colleges offering programs in civil engineering generally extend scholarships to students from socially and economically backward classes. Scholarships, freships, stipends and financial assistance are also provided to students on the basis of merit and other qualifying criteria.
Pay Packet	In the past few years, the demand for civil engineers has



	<p>exceeded the supply. The growth in economy and exceeding demand for well qualified and experienced civil engineers has resulted in towering pay levels. Shortage of 7,000 civil engineers is witnessed by India every year. Therefore, no civil engineer can go without a job after his graduation. As a civil engineer, good job opportunities will await at your doorstep.</p>
<b>Demand and Supply</b>	<p>Pay packet of a civil engineer depends on a number of things such as educational qualification, type of employer, industry, location of work and so on. Starting monthly salary of a graduate in civil engineering could be around Rs 10,000 to Rs 15,000. With due experience and continuous upgrade of skills, the salary increases by leaps and bounds. Professors in engineering colleges get extraordinary amounts as monthly salary along with other benefits. It is important to ensure that you get a degree or diploma from a reputed college as salary will also depend on the brand image of your college.</p>
<b>Market Watch</b>	<p>Indian engineers are in high demand in Asia, Africa and the middle-east. Those graduating from IITs also manage jobs in developed countries. The employment opportunities abroad are very appealing but sometimes it also carries a certain amount of risk. For instance, Indian engineers involved in construction work in Afghanistan have been repeatedly targeted by terrorists. So the decision to go abroad should be taken after considering all the possible scenarios and your won priorities in life and career.</p>
<b>International Focus</b>	<p>Growth in the economy as a whole and the construction industry in particular has brought cheers to youth seeking to make a career in civil engineering. This demand has been further pushed higher with more multinational engineering companies setting up their footprint across India. Further, the rapid increase in population and the steady technological progress made by the country has considerably enhanced the market for civil engineers.</p>

## UNIT 5 SEARCHING FOR A JOB

**Ex. 1. Finding a job can be a complicated and tiring process. Sometimes you just don't know where to start looking, let alone how to persuade a company that you are the best person for the job!**

**Imagine you are applying for a new job and you are in an interview. Answer the following questionnaire.**

☀ Interviewer: What's your name?

☀ You: \_\_\_\_\_

☀ Interviewer: And your surname?

☀ You: \_\_\_\_\_

☀ Interviewer: How do you spell it?

☀ You: \_\_\_\_\_

☀ Interviewer: How old are you?

☀ You: \_\_\_\_\_

☀ Interviewer: Where are you from?

☀ You: \_\_\_\_\_

☀ Interviewer: What's your address?

☀ You: \_\_\_\_\_

☀ Interviewer: What's your telephone number?

☀ You: \_\_\_\_\_

☀ Interviewer: Do you have an e-mail? Mobile phone?

☀ You: \_\_\_\_\_

☀ Interviewer: What is your job at the moment?

☀ You: \_\_\_\_\_

☀ Interviewer: Do you like what you do?

☀ You: \_\_\_\_\_

☀ Interviewer: Do you have any hobbies?

☀ You: \_\_\_\_\_

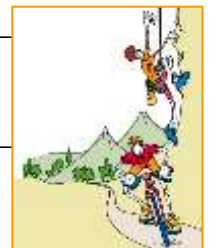
☀ Interviewer: What do you do in your free time?

☀ You \_\_\_\_\_

☀ Interviewer: Do you live in a house or a flat? You:

\_\_\_\_\_

☀ Interviewer: Are you married or single?



☀ You: \_\_\_\_\_

☀ Have you got any children? If so: How many?

☀ You: \_\_\_\_\_

☀ Interviewer: Thank you for answering these questions.

You: \_\_\_\_\_

**Ex. 2. Do this exercise before you read the text. Write the correct word in the boxes below the picture.**

shop assistant	teacher	dentist	cleaner
tour guide	doctor	pilot	nurse
			
			

**Read the text and do the exercises below.**

**A.**

I work on Saturdays and in the school holidays. Saturdays are busy because that's when everyone goes shopping. Our shop sells clothes and accessories for men, women and children. I work in the children's department. It can be crazy sometimes, but it's fun.

**B.**

I work during my summer holidays when I'm not at university. Oxford has thousands of tourists in the summer, so it's easy to find a job as a tour guide. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the boat trip, but last summer one tourist fell in the river! I love meeting people from all over the world.

**C.**

I like my job, but lots of people don't like coming to see me because they hate dentists. Sometimes it's very hard work, but it's great to help people when they have a problem. It's so important to look after your teeth.

**D.**

My job is very difficult, but I like it because I love flying. I fly planes that take people to different places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is visiting different places.

**E.**

I work in a hospital in the city centre. It's a very big hospital. I help the doctors with the patients. I give them their medicine and look after them when they feel ill. I love my job but I don't like the uniform and sometimes I have to work at night.

**Match the speaker with the correct job.**

1. *Speaker A works as a* \_\_\_\_\_
2. *Speaker B works as a* \_\_\_\_\_
3. *Speaker C works as a* \_\_\_\_\_
4. *Speaker D works as a* \_\_\_\_\_
5. *Speaker E works as a* \_\_\_\_\_

**Ex. 3. Circle the best answer for these questions.**

1. Does speaker A enjoy his job?

*Yes. Sometimes. No.*

2. When does speaker A work?

*When he is at university. Weekends. Summer holidays.*

3. When does speaker B work?

*Weekdays. Weekends and holidays. Summer holidays.*

4. What does speaker B say tourists love doing?

*Visiting universities. Taking a boat trip. Swimming in the river.*

5. Does speaker C like his job?

*Yes. Sometimes. No.*

6. What does speaker D say is difficult about being a pilot?

*Travelling to many countries. Learning many languages. Flying planes in bad weather.*

7. What does speaker D say is the best thing about his job?

*Visiting different places. Meeting different people. The different weather.*

8. What does speaker E not like about her job?

*The doctors. The sick people. The uniform.*

**Ex. 4. Study the scheme of the applying for a job procedure and make your own scheme.**



**Ex. 5. a) Read and translate the text.**

I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.

Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.

Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.

**b) Think over and give your own point of view why you are applying for the job. Use this extract to describe your relevant qualification, skills and experience and indicate why they are suitable for this role.**

**c) Are the following statements true or false? Choose “not in the text” if the information is not there.**

1) The candidate has a qualification in accounting.

- 2) The candidate has a university degree in accounting.
- 3) The candidate has worked as an accountant before.
- 4) The candidate worked with an accounting firm as a receptionist.
- 5) The candidate is familiar with some accounting software.
- 6) The candidate has worked as part of a team in an office.
- 7) The candidate has experience of record-keeping.
- 8) The candidate wants to learn on the job.
- 9) The candidate has a math's qualification.
- 10) The candidate can work by herself.

## UNIT 6

### CV AND COVERING LETTER

**Ex. 1. You've decided to apply for a new job the next step is to write a CV and a Cover letter. Firstly, let's analyze CV. Read and translate the text.**

CV stands for curriculum vitae – a Latin expression meaning “life story”. (In American English it is called a resume.) It summarizes your education, achievements and job history for prospective employers and so it should be carefully prepared. A CV is usually sent with a covering letter.

***1. Work in groups. Discuss these questions.***

- 1. What makes a good CV?***
- 2. How long should it be?***
- 3. What should it contain?***

#### ***What is a CV?***

A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light. **A CV is a marketing document in which you are marketing something: yourself!** You need to “sell yourself and your skills, abilities, qualifications and experience” to employers. It can be used to make multiple applications to employers in a specific career area. For this reason, many large graduate recruiters will not accept CVs and instead use their own application form.

## ***1. When should a CV be used?***

- ✓ When an employer asks for applications to be received in this format.
- ✓ When an employer simply states “apply to ...” without specifying the format.
- ✓ When making speculative applications (when writing to an employer who has not advertised a vacancy but who you hope may have one).

## ***2. What information should a CV include?***

### ***✓ Personal details***

Normally these would be your name, address, date of birth (although with age discrimination laws now in force this isn't essential), telephone number and email. British CVs don't usually include a photograph unless you are an actor. In European countries such as France, Belgium and Germany it's common for CVs to include a passport-sized photograph in the top right-hand corner whereas in the UK and the USA photographs are frowned upon as this may contravene equal opportunity legislation – a photograph makes it easier to reject a candidate on grounds of ethnicity, sex or age. If you do include a photograph it should be a head and shoulders shot, you should be dressed suitably and smiling: it's not for a passport!

### ***✓ Education and qualifications***

Your degree subject and university (plus A levels and GCSEs or equivalents).

### ***✓ Work experience***

Use action words such as “developed”, “planned” and “organized”. Even work in a shop, bar or restaurant will involve working in a team, providing a quality service to customers, and dealing tactfully with complaints. **Don't mention the routine, non-people tasks (cleaning the tables) unless you are applying for a casual summer job in a restaurant or similar.**

Try to relate the skills to the job. A finance job will involve numeracy, analytical and problem solving skills so focus on these whereas for a marketing role you would place a bit more emphasis on persuading and negotiating skills.

### ***✓ Interests and achievements***



Keep this section short and to the point. As you grow older, your employment record will take precedence and interests will typically diminish greatly in length and importance.

**Don't put many passive, solitary hobbies** (reading, watching TV, stamp collecting) or you may be perceived as lacking people skills. If you do put these, then say what you read or watch: "I particularly enjoy Dickens, for the vivid insights you get into life in Victorian times".

**Show a range of interests** to avoid coming across as narrow: if everything centers around sport they may wonder if you could hold a conversation with a client who wasn't interested in sport.

**Hobbies that are a little out of the ordinary can help you to stand out from the crowd:** skydiving or mountaineering can show a sense of wanting to stretch yourself and an ability to rely on yourself in demanding situations

Any interests relevant to the job are worth mentioning: current affairs if you wish to be a journalist; a fantasy share portfolio.

Any **evidence of leadership is important to mention:** captain or coach of a sports team, course representative, chair of a student society, scout leader: "As captain of the school cricket team, I had to set a positive example, motivate and coach players and think on my feet when making bowling and field position changes, often in tense situations".

Anything showing **evidence of employability skills** such as team working, organizing, planning, persuading, negotiating etc.

#### ✓ **Skills**

The usual ones to **mention are languages** (good conversational French, basic Spanish), **computing** (e.g. "good working knowledge of MS Access and Excel, plus basic web page design skills" and driving ("full current clean driving license"). **If you are a mature candidate or have lots of relevant skills to offer, a skills-based CV may work for you**

#### ✓ **References**

Many employers don't check references at the application stage so unless the vacancy specifically requests referees it's fine to omit this section completely if you are running short of space or to say "References are available on request."

Normally two referees are sufficient: one academic (perhaps your tutor or a project supervisor) and one from an employer (perhaps your last part-time or summer job).

**Ex. 2. Read the text. Are these statements true or false? Correct any false statements. How is this advice different to CVs in your country?**

- 1) A CV should be no longer than two pages.
- 2) You should always include a photograph.
- 3) You put the most recent experience first.
- 4) You should write in full sentences.
- 5) An employer is not interested in your hobbies and interests.
- 6) You should adapt your CV to the job description.
- 7) You should use good quality stationary.
- 8) You should make sure there are no grammar and spelling mistakes.

### ***What makes a good CV?***

There is no single “correct” way to write and present a CV but the following general rules apply:

- It is targeted on the specific job or career area for which you are applying and brings out the relevant skills you have to offer.
- It is carefully and clearly laid out: logically ordered, easy to read and not cramped.
- It is informative but concise.
- It is accurate in content, spelling and grammar. If you mention attention to detail as a skill, make sure your spelling and grammar is perfect!

### ***How long should a CV be?***

There are no absolute rules but, in general, a new graduate’s CV should cover **no more than two sides of A4 paper**. In a survey of American employers 35% preferred a one page CV and 19% a two page CV with the others saying it depends upon the position. CVs in the US tend to be shorter than in the UK whereas the 2 page CV still dominates for graduates but I do see a trend now towards one page CVs: as employers are getting more and more CVs they tend not to have the time to read long documents!

If you can summarize your career history comfortably on a single side, this is fine and has advantages when you are making speculative applications and need to put yourself across concisely. However, you should not leave out important items, or crowd your text too closely together in order to fit it onto that single side. **Academic and technical CVs may be much longer: up to 4 or 5 sides.**

*Tips on presentation*

- Your CV should be carefully and clearly laid out – not too cramped but not with large empty spaces either. Use bold and italic typefaces for headings and important information
- Never back a CV – each page should be on a separate sheet of paper. It's a good idea to put your name in the footer area so that it appears on each sheet.
- Be concise: a CV **is an appetizer** and should not give the reader indigestion. Don't feel that you have to list every exam you have ever taken, or every activity you have ever been involved in – consider which are the most relevant and/or impressive.
- The best CVs tend to be **fairly economical with words, selecting the most important information and leaving a little something for the interview**: they are an appetizer rather than the main course. Good business communications tend to be short and to the point, focusing on key facts and your CV should to some extent emulate this. The longer and more dense your CV is, the harder it is for an employer to comprehend your achievements. *As Mark Twain said: "If only I had more time, I would write thee a shorter letter"*.
- Be positive – put yourself over confidently and **highlight your strong points**. For example, when listing your A-levels, put your highest grade first.
- **Be honest**: although a CV does allow you to omit details (such as exam results) which you would prefer the employer not to know about, you should never give inaccurate or misleading information. CVs are not legal documents and you can't be held liable for anything within, but if a recruiter picks up a suggestion of falsehoods you will be rapidly rejected.

An application form which you have signed to confirm that the contents are true is however a legal document and forms part of your contract of employment if you are recruited.

- The sweet spot of a CV is the area selectors tend to pay most attention to: this is typically around the upper middle of the first page, so make sure that this area contains essential information.
- If you are posting your CV, don't fold it –**put it in a full-size A4 envelope so that it doesn't arrive creased.**

### **Ex. 3. Learn the suggested structure for your covering letter and write your own letter.**

#### **First Paragraph**

- ✓ State the job you're applying for.
- ✓ Where you found out about it (advert in The Guardian newspaper etc. – organizations like to know which of their advertising sources are being successful).
- ✓ When you're available to start work (and end if it's a placement).

#### **Second Paragraph**

- ✓ Why you're interested in that type of work.
- ✓ Why the company attracts you (if it's a small company say you prefer to work for a small friendly organization!).

#### **Third Paragraph**

- ✓ Summarize your strengths and how they might be an advantage to the organization.
- ✓ Relate your skills to the competencies required in the job.

#### **Last Paragraph**

- ✓ Mention any dates that you won't be available for interview
- ✓ Thank the employer and say you look forward to hearing from them soon.
- ✓ If you start with a name (e.g. "Dear Mr Bloggs") you should end with "Yours sincerely". If you start with "Dear Sir or Madam" you should end with "Yours faithfully".

## UNIT 7 BUSINESS CORRESPONDENCE

**Ex. 1. Complete this tip list with the words or phrases below.**

*reader polite simple points brief complicated direct*

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### **Organizing your letter or email**

- \* Decide on the important .....<sup>1</sup> to write in your message.
- \* Keep letters and emails .....<sup>2</sup>  
→ 1 page for letters  
→ 2-4 short lines or paragraphs for emails
- \* Be .....<sup>3</sup>, yet use simple and .....<sup>4</sup> words.
- \* Don't write long, .....<sup>5</sup> sentences.
- \* Write for the .....<sup>6</sup>, not for yourself.

---

### **B For each word group write a similar word from 1A.**

- |    |                |                |
|----|----------------|----------------|
| 1. | concise.....   | short.....     |
| 2. | friendly.....  | courteous..... |
| 3. | difficult..... | complex.....   |
| 4. | ideas.....     | items.....     |

**Ex. 2. Look at the following parts of a letter or email. Arrange them in a logical order.**

*Reason for writing.....*

*Taking action.....*

*Concluding.....*

*Opening greeting.....*

*Connecting with the reader.....*

*Closing greeting.....*

*Giving good/bad news; requests; agreeing to requests*

**Ex. 3. From exercise 2, label the language examples with the correct heading.**

<i>The body of a letter or email</i>	
a _____	Dear Mr Smith <i>Hi James</i>
b _____	In regards to your phone call... <i>Thanks for your phone call this morning...</i>
c _____	I would like to inform you... <i>Just to let you know...</i>
d _____	I would appreciate it if you could... <i>Could you....?</i>
e _____	I would be delighted/pleased to assist you. <i>I'd be glad to help out.</i>
f _____	If you have any further questions, please do not hesitate to contact me. <i>Let me know if need anything else.</i>
g _____	Sincerely Mr James Smith <i>Best wishes</i> James

**Ex. 4. A. Which phrase or type of language would you find in a formal letter? Which phrase or type of language would you find in an informal letter? Put the letter 'F' next to those phrases or language types that are used in formal letters and 'I' next to those used in informal letters.**

- ... .. *I am sorry to inform you that...*
- ... .. *phrasal verbs*
- ... .. *I am very grateful for...*
- ... .. *Why don't we...*
- ... .. *I will not be able to attend the...*
- ... .. *idioms and slang*
- ... .. *contracted verb forms like we've, I'm*
- ... .. *Give my regards to...*
- ... .. *I look forward to hearing from you...*
- ... .. *Let me know as soon as...*
- ... .. *short sentences*
- ... .. *Dear Tom,*

- ... .. *Dear Ms Smothers,*
- ... .. *Best wishes,*
- ... .. *Yours faithfully,*
- ... .. *I'm really sorry I...*
- ... .. *Unfortunately, we will have to postpone...*
- ... .. *We had a little bit of luck...*
- ... .. *polite phrases*
- ... .. *fewer passive verb forms*

**B. Look at the phrases 1-11 and match them with a purpose A-K.**

1. That reminds me...
2. Why don't we...
3. I'd better get going...
4. Thanks for your letter...
5. Please let me know...
6. I'm really sorry...
7. Love,
8. Could you do something for me?
9. Write soon...
10. Did you know that...
11. I'm happy to hear that...

- A. to finish the letter*
- B. to apologize*
- C. to thank the person for writing*
- D. to begin the letter*
- E. to change the subject*
- F. to ask a favor*
- G. before signing the letter*
- H. to suggest or invite*
- I. to ask for a reply*
- J. to ask for a response*
- K. to share some information*

**Ex. 5. Below is a formal letter. You must decide which of the phrases in bold you think are most appropriate and adjust the letter to make it suitable.**

*My Name*  
*My Road*  
*My Town*

*Dear Mr Sexton,*

*I thought I'd write/ I am writing to complain about the state of the yard/condition of the playground. Over the last two weeks, I have noticed loads of rubbish/a great deal of litter.*

*I reckon/It is my opinion that this litter is a health hazard. For example, yesterday a year 4 boy fell over and cut his hand on a broken bottle. The boy I'm talking about/The boy in question needed four stitches. Furthermore/On top of this, the litter is an eyesore. Our school has beautiful views of the river and these are wrecked/spoiled by the litter. I believe/I reckon that there are a load of things/a number of things that you could do to fix/rectify this problem. Firstly, it may be possible for you/you could purchase additional litterbins. This would help stop/prevent people discarding their litter recklessly/willy-nilly. What's more/In addition, I think that our school needs better/more adequate security to prevent vandals littering.*

*To finish/In conclusion, I hope you will take my concerns seriously and I look forward to your reply/you writing back to me.*

*Yours Sincerely/Yours Faithfully*

*Name Here*

**Ex. 6. Fill in the gaps using the words below.**

*enquire    CV    pick up    reputation*  
*references    convenience*

*Dear Mr Brown,*

*I am writing to \_\_\_\_\_ if you have any vacancies in your company. I enclose my \_\_\_\_\_ for your information.*

*I am a conscientious person who works hard and pays attention to detail. I'm flexible, quick to \_\_\_\_\_ new skills and eager to learn from others. I have a high level of English and German. I'm keen to work for a*



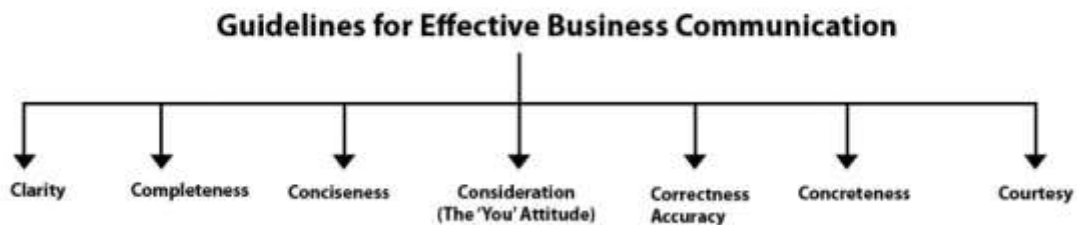
company with a great \_\_\_\_\_ and high profile like [insert company name].

I have excellent \_\_\_\_\_ and would be delighted to discuss any possible vacancy with you at your \_\_\_\_\_. In case you do not have any suitable openings at the moment, I would be grateful if you would keep my CV on file for any future possibilities.

Yours sincerely,

\_\_\_\_\_

**Ex. 7. Study the scheme and make your own scheme of effective business communication.**



**The 7Cs for effective Business Communication**

**Ex. 8. Quiz topic: Formal and informal vocabulary For each of the six questions choose the one correct answer.**

Try the quiz online:

[http://www.bbc.co.uk/apps/ift/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1115\\_formal\\_informal](http://www.bbc.co.uk/apps/ift/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1115_formal_informal)

1. Dear Mr Smith, We are sorry to \_\_\_\_\_ that...

- a) say you
- b) let you know
- c) inform you
- d) explain you

2. Thank you for bringing this \_\_\_\_\_ to my attention.

- a) thing
- b) matter

- c) stuff
- d) items

3. I am extremely \_\_\_\_\_ the service I received...

- a) dissatisfied with
- b) dissatisfied from
- c) cross about
- d) cross for

4. Hi John, how's it going? \_\_\_\_\_ my holiday in Spain.

- a) I am writing to give you some details regarding...
- b) I intend to describe...
- c) I want to tell you about...
- d) I'd like to say you...

5. As you will see from my CV, I have \_\_\_\_\_ experience in this area.

- a) masses of
- b) a considerable amount of
- c) loads of
- d) great

6. That's all for now. See you tonight! \_\_\_\_\_, Mary xxxx

- a) Yours faithfully
- b) Yours sincerely
- c) Best wish
- d) Love

## **UNIT 8**

### **BUSINESS ETHICS**

**Ex. 1. Read the text. Find the answer to the question: *What is ethics?***

#### **The Nature of Ethics**

Ethics are moral principles by which people conduct themselves personally, socially, or professionally. For example, you do not cheat on a test or lie to friends or your family because of your personal honour and integrity. For the good of society, you may recycle to take care of the environment. Business ethics are rules based on moral principles about how businesses and employees ought to conduct themselves. Most businesses are committed to providing safe products, creating jobs, treating their employees fairly, protecting the environment, and being truthful about their financial situation.

The effects of unethical behavior by customers are not always obvious. However, to make up for problems caused by unethical behaviour, businesses have to charge more for their products. As a result, customers have to pay more.

Different cultures, businesses, and industries have different ethical standards. For example, in some cultures, including the United States, excessive gift giving is considered bribery, which is unethical. Bribery occurs when gifts, money, or favors are offered to encourage a business deal. In other cultures, excessive gift giving is overlooked or considered ethical.

#### **Law and Ethics**

Ethics involve a system of moral principles that govern the appropriate conduct for a person or group. Laws involve rules for conduct that may be used to punish violators. In business, people follow rules as well as a code of ethics. A code of ethics is a set of guidelines for maintaining ethics in the workplace. Most businesses follow their own code of ethics.

Many unethical behaviours lead to the passage of legislation that makes those behaviours illegal. In the United States, bad working conditions are not only unethical, they are also illegal. On March 25, 1911, a fire at the Triangle Shirtwaist Factory Company in New York City killed 146 workers – mostly young female immigrants. The business's inadequate exit doors and fire escapes along with

overcrowded conditions led to the deaths of the workers. This industrial tragedy brought about changes in laws governing conditions in sweatshops. The Occupational Safety and Health Administration (OSHA) is a division of the US Department of Labor. OSHA sets and enforces work-related health and safety rules. Other agencies protect consumers, address discrimination in the workplace, and promote truthfulness in financial reporting.

(<https://www.bartleby.com>)

**Ex. 2. Find in the text above English equivalents to the following words.**

*компенсировать* \_\_\_\_\_

*взяточничество* \_\_\_\_\_

*коммерческая сделка* \_\_\_\_\_

*моральный кодекс* \_\_\_\_\_

*потогонное производство* \_\_\_\_\_

*правила безопасности* \_\_\_\_\_

**Ex. 3. Match the words below with their definitions.**

*gift ethic tragedy environment sweatshop deal*

1. a shop or factory in which workers are employed for long hours at low wages and under unhealthy conditions;
2. the external surroundings in which a plant or animal lives, which tend to influence its development and behaviour;
3. a shocking or sad event; disaster;
4. a social, religious, or civil code of behaviour considered correct, esp. that of a particular group, profession, or individual;
5. a bargain, transaction, or agreement;
6. something given; a present

**Ex. 4. Read the text and find the words with the opposite meaning to the underlined words.**

### **Ethics as Good Business**

Most businesses police themselves with codes of ethics. Professionals such as doctors, lawyers, journalists, and teachers have their own codes of ethics. A code of ethics can cover issues such as employee behaviour and environmental safety.

Unethical business practices include **lying**, offering merchandise known to be substandard, or treating customers or employees unfairly. If a business violates government regulations, the owner can be fined or go to jail. If an employee violates a company or professional code of ethics, the employee might be fired or lose his or her license. Not all unethical practices are covered by the law. Unethical business practices affect businesses indirectly.

Suppose you own an auto-body paint shop. To increase your profits, you charge top price and use the cheapest paint. One of your customers complains about the quality of the paint, but you do not care because she has already paid. What is one customer, right? The fact is that most businesses (especially small businesses) rely on repeat customers and word of mouth to get new customers. The amount you make in profits from one unhappy customer may not be worth the lost business.

Treating employees unethically can also backfire. Suppose you manage a small film distribution company. You **hire** Jaime fresh out of business school to run the office. You teach him how to use the computer system, how to deal with customers, and how the business works. You also pay him very little, make him do all your work, and treat him poorly. The first chance Jaime gets, he quits and ends up being hired by one of your competitors. You now have to retrain a new employee to take his place. Meanwhile, your competition now has a well-trained employee, who is much more efficient.

### **Conflicts of Interest**

Another major ethical question that is generally not illegal relates to conflict of interest. A conflict of interest is a conflict between self-interest and professional obligation. Suppose that a manager of a small business hires his sister to do some work in the firm, but she is clearly unqualified to do the work. Giving the position to the sister will help out the family but will create morale problems with the other employees. It may also **damage** the business if her work does not get done. When making business decisions, employees have an ethical **obligation** to act in the best interest of the company.

(<http://www.entre-ed.org>)

**Ex. 5. Find in the text the English equivalents to the words below.**

1) сарафанное радио; 2) некондиционный, некачественный (о товаре); 3) штраф; 4) поведение наемного работника; 5) экологическая

безопасность; 6) товары; 7) увольнять; 8) запрашивать цену; 9) повторный покупатель; 10) уволиться с работы; 11) эгоизм.

**Ex. 6. Match the words to make set-phrases. Make as many sentences as you can do.**

1. employee	a) ethics
2. environmental	b) obligation
3. code of	c) jail
4. to go to	d) behaviour
5. conflict of	e) safety
6. ethical	f) interest

**Ex. 7. Answer the questions:**

1. What is the difference between personal and business ethics?
2. Do different cultures, businesses, and industries have equal ethical standards?
3. What is a code of ethics?
4. Are bad working conditions illegal in the United States?
5. What does the Occupational Safety and Health Administration set and enforce?
6. Do doctors, lawyers, journalists, and teachers have their own codes of ethics?
7. What do unethical business practices include?
8. Are all unethical practices covered by the law?
9. Do unethical business practices affect businesses indirectly or directly?
10. What is a conflict of interest?
11. What is the relationship between illegal behaviors of business and unethical behaviours of business?