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имени Т. Ф. Горбачева»

Кафедра иностранных языков

Составители
А. Г. Широколобова
Ю. С. Ларионова

PUBLIC UTILITIES
(Сервис недвижимости
и жилищно-коммунальной инфраструктуры)

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

Рекомендовано учебно-методической комиссией
направления подготовки 43.03.01 Сервис
в качестве электронного издания
для использования в образовательном процессе

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Рецензенты:

Стрельников П. А., кандидат педагогических наук, доцент кафедры иностранных языков

Королева Т. Г., кандидат экономических наук, председатель учебно-методической комиссии направления подготовки 43.03.01 Сервис

Ларионова Юлия Сергеевна

Широколобова Анастасия Георгиевна

Public Utilities (Сервис недвижимости и жилищно-коммунальной инфраструктуры): методические указания к практическим занятиям и самостоятельной работе по дисциплине «Иностранный язык» [Электронный ресурс] для обучающихся направления подготовки 43.03.01 Сервис всех форм обучения / сост. Ю. С. Ларионова, А. Г. Широколобова; КузГТУ. – Электрон. издан. – Кемерово, 2019.

Целью методических указаний является обучение студентов направления подготовки 43.03.01 «Сервис» 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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Содержание

UNIT 1. SELF PRESENTATION	5
UNIT 2. KUZSTU	11
UNIT 3. REGIONAL BRANCHES OF INDUSTRY	19
UNIT 4. MY FUTURE PROFESSION	24
UNIT 5. JOB APPLICATION	29
UNIT 6. CV AND COVERING LETTER	35
UNIT 7. BUSINESS CORRESPONDENCE	41
UNIT 8. BUSINESS ETHICS	47

Предисловие

Методические указания «PUBLIC UTILITIES (Сервис недвижимости и жилищно-коммунальной инфраструктуры)» разработаны в соответствии с рабочей программой дисциплины «Иностранный язык» направления подготовки 48.03.01 «Сервис» 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 43.03.01 «Сервис».

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.

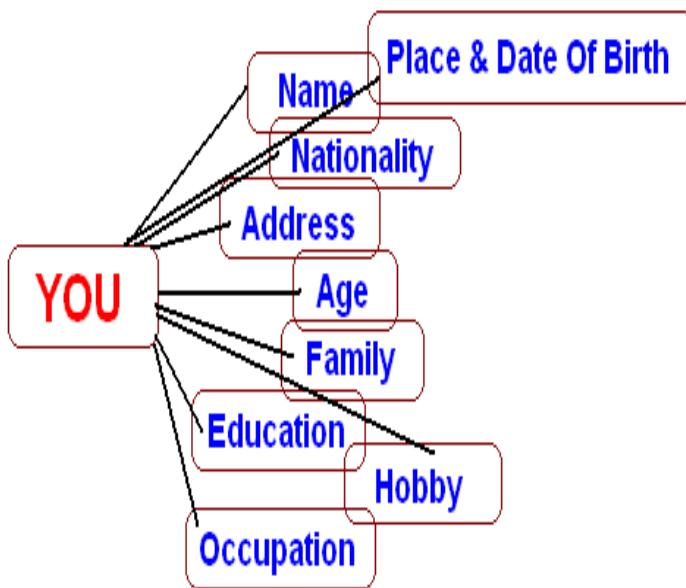
1. Kelvin's interested in economics.
2. Kelvin likes physics.
3. Kelvin wants to study physics at university.
4. Kelvin's ambition is to make money.
5. Melissa's got a pet.

6. Melissa enjoys studying maths.
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. 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. 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.

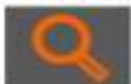
Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?



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>

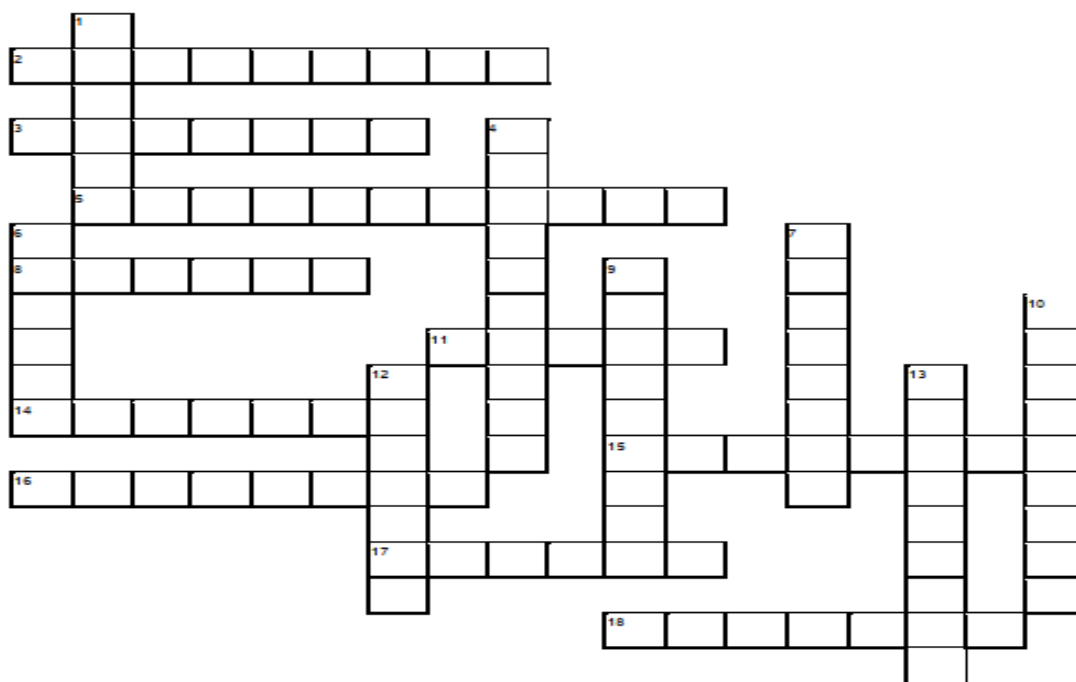
1. UK schools and colleges _____ ICT skills.
2. Employers _____ people with ideas for new approaches.
3. Employers like workers who can _____ problems.
4. Workers need to be able to _____ their work with their team.
5. Workers need to _____ their writing skills.
6. It is important that workers can _____ 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/>)

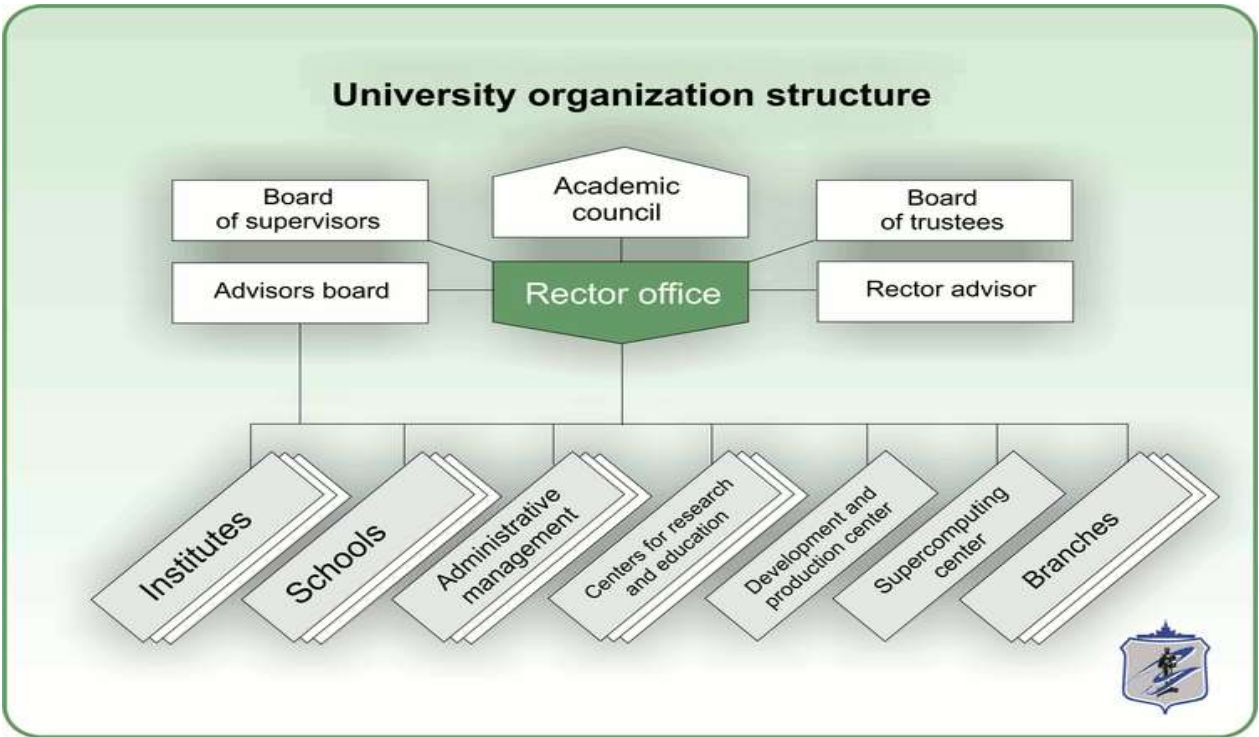
Ex. 8. Answer these questions with your partner.

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 – 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. Insert the missing words in the text below.

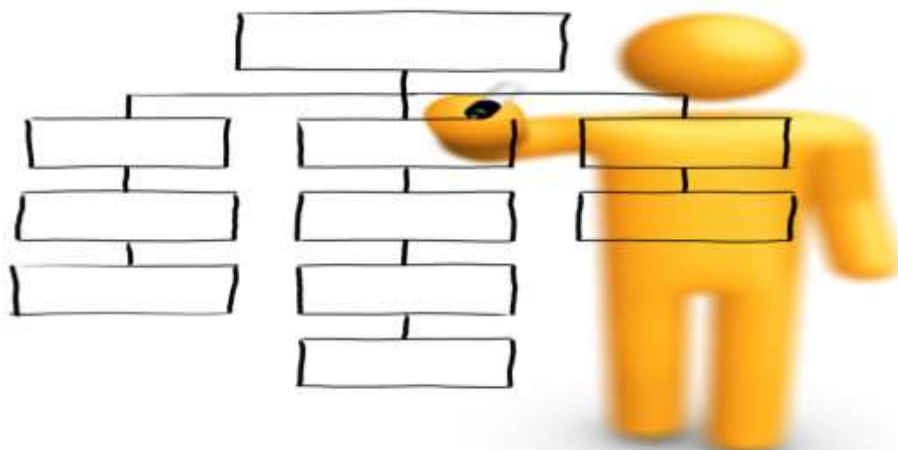
Industrial relations in the public utilities

Changes, industrial, utilities, public, economic, reductions, liberalisation

Public in Europe have undergone major ... in recent years, involving processes such as liberalisation, privatisation and a growing presence of multinational companies. Focusing on the electricity and fixed-network telephony sectors, this comparative study examines the effects of these changes on relations. Covering 19 EU Member States plus Norway, it looks at developments in the status of employees, the representation of workers and employers, the structure of collective bargaining, and negotiations and conflicts over issues such as restructuring, outsourcing and worker participation.

... utilities have been at the centre of great transformations in recent years in Europe and worldwide. The common situation of public ownership of public utilities and the general lack of competitive pressures, together with their key role in national ... systems for both producers and consumers, have contributed to focusing the attention of market-oriented reforms on this important part of the economy. The prospects for ... of public subsidies and increased efficiency of service delivery have figured prominently in the debate on the ... of public utilities.

Ex. 8. Study the scheme of the public utilities and make your own scheme of any architecture item.



UNIT 4

MY FUTURE PROFESSION

Ex. 1. Study the key vocabulary to the unit.

deal	n,	дело, сделка
entity	n	объект
lender	n	кредитор
to mediate	v	посредничать
transaction	n	сделка, дело
to facilitate syn. promote	v	способствовать, содействовать, облегчать, продвигать
to proceed	v	продолжать, осуществлять
to ascertain	v	выяснять, устанавливать
amount	n	количество, общая сумма
loan	n	заем, ссуда
to submit	v	предлагать (на рассмотрение)
application	n	заявление, приложение
to sign	v	подписывать
employer	n	работодатель, наниматель
licensing test		тест лицензирования
obstacle	n	препятствие
skill	n	умение, навык, мастерство
to meet the targets (goals)		достигать поставленных целей
to be responsible for	v	отвечать за
to gain profit	v	получить прибыль
to borrow	v	занимать, брать
trick	n	уловка, хитрость

Ex. 2. Read the text “Real Estate – How Does it Work?” and fill in the table, translate the text in written form.

Jobs in the real estate industry	Sphere of activity
1.	
2.	
3.	
4.	
5.	

Real Estate – How Does it Work?

The real estate business is not simple. It is more than just buying or selling a piece of property. Different roles are involved. Documents need to be prepared. Terms and jargons have to be understood. Negotiations have to be done and people have to wait before the deal can be officially closed. Understanding the real estate industry requires understanding of the people or entities involved and their specific roles. There are agents, brokers, lenders, inspectors and lawyers.

A real estate agent serves as the mediator between the buyer and the seller. A buyer can contact an agent to help in finding the house according to the buyer's criteria and with the lowest possible price. Similarly, a seller will need the service in finding a buyer for the property at the highest price possible. The agent facilitates the meeting between a buyer and seller and mediates in the negotiation process protecting the interest of his client, whether it is the buyer or the seller. When the transaction is completed, the agent gets a percentage of the total home value. The commission can vary from one client to another and can be based on the results of the negotiation.

A broker, on the other hand facilitates access of investors to owners of properties that are for sale. Investors are people who would want to gain profit by buying properties and have them developed, improved or sold as it is, depending on the nature and condition of the property.

When the price has been agreed upon by both parties the transaction proceeds with the role of a real estate lawyer entering the picture. The lawyer is responsible for determining the appropriate terms of payment based on the buyer's financial capacity and some additional information. Most states in the USA require the presence of a lawyer during the closing process. However, states that do not require this allow the agents to complete the process and close the transaction by themselves with all the requirements satisfied.

During the process, a background or credit check will be conducted by the lender to ascertain the capability of the borrower to pay the amount loaned. Also, on the buyer's side, sometimes the services of a home inspector will be needed to determine the level of repair and improvements needed in the property. This also allows the buyer to know the possible risks that a property has by checking on the electrical connections, foundation, construction, plumbing (водопровод) and other

areas as needed. When all the above have been completed the papers are processed and are submitted to the lender. This requires people to wait for the lender's decision. If the application is approved, the parties can sign the documents. Otherwise, other options will then be considered to push through (проталкивать) with the sale.

There are still other information that you need to know to understand the real estate industry and process as a whole. There are different laws and regulations that you have to be familiar (быть знакомым) with. All of these jargon and details can be learned in formal classes. However, you just learned a brief overview (обзор) of the roles of people involved in the business.

*By **John Carlstrom***

Adopted from www.articlesbase.com

Ex.3. Read the text. Find the answer to the question: *What do human resources managers do to help businesses meet staffing needs?*

Human Resource Management

Humans are an organization's greatest assets; without them, everyday business functions such as managing cash flow, making business transactions, communicating through all forms of media, and dealing with customers could not be completed. Humans and the potential they possess drive an organization. Organizations are continuously changing. Organizational change impacts not only the business but also its employees. In order to maximize organizational effectiveness, human potential — individuals' capabilities, time, and talents — must be managed. Human resource management works to ensure that employees are able to meet the organization's goals.

Human resource management is responsible for how people are treated in organizations. It is responsible for bringing people into the organization, helping them perform their work, compensating them for their labors, and solving problems that arise. There are seven management functions of a human resources (HR) department that will be specifically addressed: staffing, performance appraisals, compensation and benefits, training and development, employee and labor relations, safety and health, and human resource research.

Generally, in small organizations with fewer than a hundred employees there may not be an HR department, and so a line manager

will be responsible for the functions of HR management (HRM). In large organizations with a hundred employees or more, a human resources manager will coordinate the HRM duties and report directly to the chief executive officer (CEO). HRM staff in larger organizations may include human resource generalists and human resource specialists. As the name implies, an HR generalist is routinely involved with all seven HRM functions, while the HR specialist focuses attention on only one of the seven responsibilities.

An understanding of the job analysis is necessary to understand the seven functions. An essential component of any HR unit, no matter the size, is the job analysis, which is completed to determine activities, skills, and knowledge required of an employee for a specific job.

Jobs can be analyzed through the use of questionnaires, observations, interviews, employee recordings, or a combination of any of these methods. Two important tools used in defining the job are (1) a job description, which identifies the job, provides a list of responsibilities and duties unique to the job, gives performance standards, and specifies necessary machines and equipment; and (2) the job specification, which states the minimum amount of education and experience needed for performing the job.

Ex. 4. Spell out the following abbreviations.

1. HR

2. CEO

3. HRM

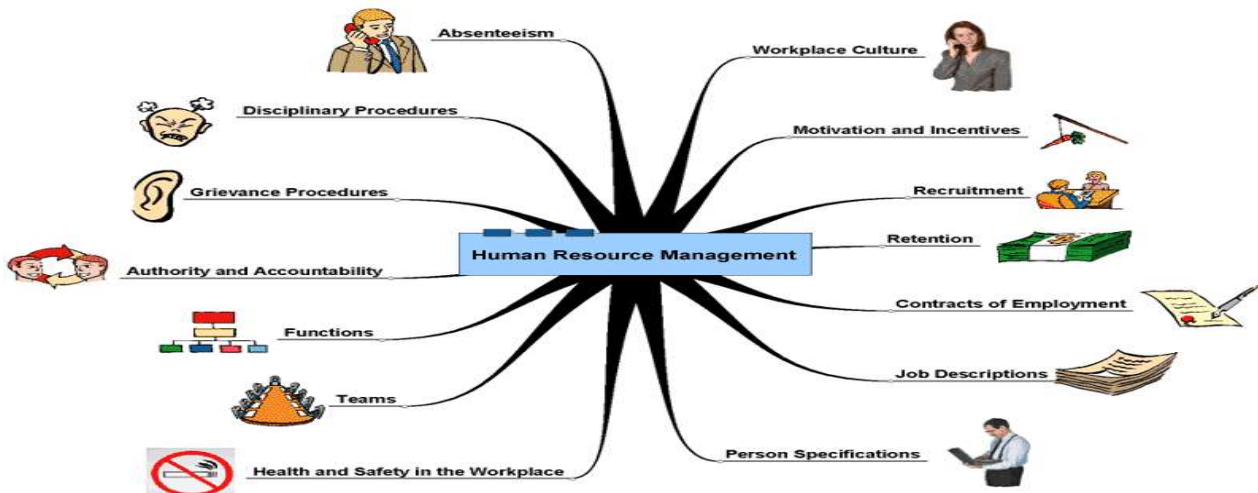
Ex. 5. Match the columns.

1. transaction	a) performance evaluation
2. performance appraisal	b) personnel, department
3. human resources department	c) potential
4. benefit	d) bargain, deal
5. capability	e) profit

Ex. 6. Match numbers and letters.

1. CEO
 2. Line manager
 3. Asserts
 4. Performance appraisal
 5. Questionnaire
 6. Observations
 7. Interview
 8. Job description
 9. Job specification
 10. Equipment
 11. HRM
 12. Business transaction
- a) Главный исполнительный директор
 - b) Линейный руководитель
 - c) Средства, фонды
 - d) Оценка результатов деятельности
 - e) Вопросник, анкета
 - f) Данные наблюдения
 - g) Собеседование
 - h) Должностная инструкция
 - i) Спецификация работы
 - j) Оборудование
 - k) Управление трудовыми ресурсами
 - l) Деловая операция

Ex. 7. Study the scheme and make your own scheme of Human Resource management structure.



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 tour guide	teacher doctor	dentist pilot	cleaner 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

Organizing your letter or email

- * Decide on the important¹ to write in your message.
 - * Keep letters and emails²
→ 1 page for letters
→ 2-4 short lines or paragraphs for emails
 - * Be³, yet use simple and⁴ words.
 - * Don't write long,⁵ sentences.
 - * Write for the⁶, 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.

The body of a letter or email	
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> <i>James</i>

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 Smithers,*
- ☐ *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.



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/iftl/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?