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JOBS AND CAREERS

Учебное пособие

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Посвящено теме «Профессия и карьера». Состоит из трех частей. Первая часть содержит лексический материал по теме «Устройство на работу», а также разнообразные лексические упражнения, способствующие усвоению и закреплению новых лексических единиц. Во второй части представлен текстовый материал и система упражнений, целью которых является не только проверка понимания содержания текста, но и позволяет студентам перейти к дискуссии по проблеме. В третьей части рассматриваются грамматические темы, направленные на развитие соответствующих навыков, которые необходимы студентам для профессионального общения на английском языке.

Предназначено студентам, обучающимся по направлению «Педагогическое образование» (44.03.05).

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Предисловие

Данное учебное пособие составлено в соответствии с требованиями к содержанию дисциплин «Практический курс иностранного языка» и «Иностранный язык» по направлению подготовки «Педагогическое образование» (44.03.05), а также неязыковых направлений подготовки и предназначено для студентов дневного отделения II-V курса, обучающихся по направлению подготовки 44.03.05 «Педагогическое образование» и неязыковых направлений подготовки.

Пособие рассчитано на лиц, ранее изучавших английский язык и желающих углубить свои знания в области профессионального английского языка. В него включен лексический минимум в рамках предложенной темы, направленный на овладение элементами монологической и диалогической речи на английском языке, а также, так называемый активный грамматический минимум, необходимый для развития навыков устной и письменной речи: видо-временные формы глагола, согласование времен, прямая и косвенная речь, причастие и модальные глаголы.

Пособие отражает принцип взаимосвязанного, комплексного обучения различным видам деятельности: монологической и диалогической речи, чтению, письму, что позволяет развить все составляющие коммуникативной компетенции студентов.

Учебное пособие состоит из 3-х частей. В первой части приведен структурированный лексический список по теме “Work and Working Conditions”. Разнообразные лексические упражнения способствуют усвоению и закреплению нового материала.

Во второй части помимо текстового материала по теме “Jobs and Careers” предложена комплексная система упражнений, целью которых является развитие коммуникативных навыков студентов.

В третьей части предложены теоретические сведения по грамматическим аспектам английского языка, необходимые для правильного оформления монологического высказывания на английском языке, а также задания, направленные на отработку и закрепление грамматического материала.

Пособие может использоваться как для аудиторных занятий, так и для самостоятельной работы. Может также быть рекомендовано студентам неязыковых и языковых направлений подготовки, изучающим английский язык в высших учебных заведениях.

Part 1. Vocabulary

TOPICAL VOCABULARY

Read and learn the following words and word expressions.

accept *v* – принимать, брать; соглашаться

accept an offer, a proposal, a suggestion – принимать предложение

accept a post – дать согласие занять должность

accept the responsibility – взять/принять на себя ответственность

address *v* – обращаться, адресовать

age *n* – возраст

agreement (about, on; between; with) *n* – договор, соглашение

reach an agreement – заключить договор

aim *n* – намерение, цель *Syn:* **purpose**

aim (at) *v* – стремиться (к чему-л.)

apply (for smth. to smb.) *v* – обращаться с просьбой или заявлением (за чем-л.; к кому-л.)

apply for a job – подавать заявление о приеме на работу

application *n* – просьба; заявление; форма заявления

submit an application – подавать заявление

area code – (телефонный) код (района, города, страны, предшествующий при наборе номеру телефонного абонента)

be in charge of *v* – быть ответственным за что-л. *Syn:* **be responsible for**

blue collar *n* – «синий воротничок», рабочий

catch *vt* (caught) 1. ловить, поймать; схватить; уловить catch a ball (a bird, fish; sb's idea, etc); catch sb **by** the hand схватить кого-л. за руку; 2. поспеть, попасть на автобус (поезд и т.д.) catch a bus (a train, etc) **Phr** catch (a) cold простудиться; **catch up with** sb догнать кого-л.

certification n – свидетельство, сертификат, удостоверение, аттестат

charge *vt* 1. поручать, вверять, вменять в обязанности He was charged with an important mission. На него была возложена важная миссия. 2. обвинять, выдвигать или предъявлять обвинение; **charge sb. with** a crime обвинять кого-л. в преступлении; 3. назначать,

запрашивать цену; взимать плату How much do you charge for packing? **charge** *n* 1. забота, попечение The children are in charge of a nurse. 2. обязанности, ответственность, руководство I'm in charge of this office. 3. обвинение He was arrested on a charge of murder. What are the charges against him? 4. цена, плата; **free of charge** бесплатно

conditions *n* – условия, обстоятельства, обстановка, положение

fulfill, meet, satisfy conditions – соответствовать условиям

on/upon condition – при условии

under such conditions – в таких обстоятельствах

favorable conditions – хорошие условия, благоприятные обстоятельства

unfavorable conditions – неблагоприятные обстоятельства

working conditions – условия труда

date *n* – дата

date of birth – дата рождения

decide *vt* решать decide a question, etc ; We decided to stay in town. They haven't yet decided what to do (where to go ; etc.) ; **decision** *n* решение **Phr** take (make) a decision принять решение ; **decisive** *a* решающий decisive moment (step, argument, event, etc)

demand (for) *n* **–** спрос (на что-л.)

meet, satisfy a demand – удовлетворять запрос

enormous, great, strong demand – большой спрос

be in great demand – пользоваться большим спросом

earn *v* – зарабатывать

earn one's living – зарабатывать на жизнь

earnings *n* – заработанные деньги, заработок

employee *n* – служащий; работающий по найму

employer n – наниматель, работодатель

employment *n* – занятость

be excited волноваться; get excited разволноваться Everybody was excited **by** the news. Don't get excited! Не волнуйтесь! **excitement** *n* волнение, возбуждение **exciting** *a* волнующий, захватывающий an exciting story (speech, film, book, moment, event, etc) ; **excited** взволнованный, возбужденный an excited voice (face, child, etc)

experience *n* – опыт

full-time employment – полная занятость, работа на полную ставку

part-time employment – работа неполный рабочий день

fee *n* – вознаграждение, гонорар (за какие-л. услуги)

fire *v* – увольнять *Syn:* **dismiss**

fit *v* – подходить, соответствовать чему-л.

grievance (against) *n* – недовольство, жалоба (на кого-л./что-л.)

hire *v* – нанимать на работу *Syn:* **employ, recruit**

hired *adj* – наемный, нанятый

hope *vi* надеяться I hope to see you soon. We hope that everything will be all right. **Phr hope for** the better (the best) надеяться на лучшее; **hope** *n* надежда have some (little, strong, no, etc) **hope of** sth There was no hope of improvement. Надежды на улучшение не было.

income *n* – доход, заработок

earn an income – зарабатывать

annual income – годовой заработок

fixed income – фиксированный заработок

monthly income – месячный заработок

weekly income – недельный доход

issue *v* – исходить, издавать приказ

job security *n* – гарантия занятости; обеспеченность работой

kind *n* вид, род, сорт different kinds of books (goods, trees, etc). What kind **of** (a) man (student, etc) is he? Что он за человек (студент и т.д.)?

labour relations *n* – производственные отношения

last *vi* 1. длиться, продолжаться How long did the meeting (lecture, concert, rain, trip, etc) last ? 2. хватать (быть в достаточном количестве) The money (food, etc) will last them till the end of the month (**for** a whole week, etc).

lay off – *v* 1) увольнять (временно из-за остановки производства)

n 2) временное увольнение

leave *n* – отпуск

go on leave – уходить в отпуск

annual leave ежегодный отпуск

sick leave – отпуск по болезни, бюллетень

mind *n* 1.ум, разум a great (strong, weak, etc) mind **Phr** come **to** one's mind (come to one's head) приходить на ум (в голову); **Phr** be **on** one's mind задумать что-нибудь не давать покоя (о мысли) 2. мнение, мысль We are all of the same mind. **Phr to** my (his, her, etc) mind по моему (его, ее и т.п.) мнению; с моей (его, ее, и т.п.) точки зрения **Phr** make **up** one's mind решить(ся); change one's mind

передумать, изменить решение; **mind** *vt/vi* возражать, иметь что-н. против *(обычно употребляется в вопросительных и отрицательных контекстах)* ***Do*** you mind ***if*** I ***open*** (my opening) the window? – I don't mind it at all. ***Would*** you mind ***opening*** the window? Откройте окно, пожалуйста. He doesn't mind cold weather a bit. **Phr** Never mind! Не беспокойтесь! Не важно! **Phr** Mind your own business! Занимайся своим делом! (Не лезь не в свое дело!) **absent-minded** *a* рассеянный; **light-minded** *a* легкомысленный

negotiate (with) *v* – вести переговоры; обсуждать условия **negotiations (for)** *n* – переговоры о чем-л.

break off negotiations – прекращать переговоры

conduct negotiations – вести переговоры

pay *vt* (paid) платить How much did they pay (you) **for** the article ? **pay** *n* плата, зарплата What's your pay ?

payment *n* – уплата, платеж; взнос, оплата

make payment – производить платеж

marital status – семейное положение

married – женат/замужем

premium *n* – награда вознаграждение, премия

promote *v* выдвигать; продвигать; повышать в звании

promotion *n* – продвижение по службе

punctuality *n* – пунктуальность, точность

reach *vt/vi* 1. достигать: добираться (до) teach home (school, a town, the station, etc); The news reached them on the next day. He has reached good results. **Phr** reach an agreement достичь соглашения; His words reached my ears; 2. доставать, дотягиваться (до) Can you reach the ceiling? **Phr** reach **for** sth. протягивать руку за чем-н.

real *a* настоящий, подлинный ; действительный real gold (silk, etc.) ; a real friend (hero, etc) ; the real truth ; **reality** *n* действительность, реальность; **really** *adv* действительно, на самом деле Do you really think so ?

reduce (by) *v* – ослаблять, понижать, сокращать, уменьшать (на какую-л. величину)

reduce staff – сокращать штат

reduction *n* – сокращение, уменьшение, снижение, спад

responsible *adj.* – ответственный, отвечающий

be responsible for – быть ответственным за что-л. *Syn:* **be in charge of**

be responsible to – быть ответственным перед кем-л.

responsibility *n* – 1) ответственность, подотчетность; 2) обязанность

retire *v* – увольняться, уходить в отставку

retired *adj* – вышедший на пенсию; отставной, в отставке

retirement *n* – выход в отставку; уход на пенсию

right *n* право You have no right to speak to me like that **Phr** have the right **to** work (rest and leisure, etc) иметь право на труд (отдых и т.д.)

run *v* – руководить, управлять; вести (дело, предприятие и т.п.)

run a company – управлять компанией

salary *n* – жалованье, заработная плата; оклад

raise a salary – поднимать зарплату

reduce a salary – урезать зарплату

annual salary – годовая зарплата

handsome salary – хорошая зарплата

modest salary – скромное жалованье

fixed salary – твердый оклад

schedule *n* – график, программа, план (работы)

fixed schedule – четкий, установленный график

flexible schedule – гибкий, скользящий график

be on flexi time – работать по гибкому графику

according to schedule – по графику

make up a schedule – составить график, расписание

schedule (for) *v* – назначать, намечать (на определенное время)

sell *vt* (sold) продавать. He sold his photo camera for a large sum of money. What does this shop sell?

single – несостоящий в браке

surprise *vt* удивлять His answer surprised everybody; be surprised удивляться We were surprised to see him there. He was so surprised that he couldn't say a word. We were surprised **at** his unexpected arrival; **surprise** *n* удивление, сюрприз, неожиданность He looked at me **in (with)** surprise. It was a surprise **to** us all.

take place *v* – случаться, происходить, иметь место

terms and conditions *n* – постановления и условия (договора)

unemployment *n* – безработица

cause unemployment – вызвать безработицу

high/low unemployment – высокий/низкий уровень безработицы

unemployment benefit – пособие по безработице

upset *vt* (upset) огорчать, расстраивать. The news upset her; be upset огорчаться, расстраиваться We were upset **by** the bad news, He was upset **over(about)** the mistake.

wages *n* – заработок, жалованье, (еженедельная или почасовая) зарплата

white collar *n* – «белый воротничок», служащий

work *n* – работа, труд, занятие, дело

work nine-to-five – работать в обычные рабочие часы (с 9 до 5)

workday – рабочий день

workplace – рабочее место

workweek – рабочая неделя

worth *a* стоящий; заслуживающий (внимания и т.п.) The coat is worth the money you paid for it. They worked hard but it was worth it. **Phr** be worth doing sth стоит сделать The film is worth seeing. Фильм стоит посмотреть.

What do you do?

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

What do you do?	**I'm** (+job) e.g. a banker/an engineer/etc.
What's your job?	I **work in** (+place or general area) e.g. a bank/marketing
What do you do for a living?	I **work for** (+name of the company) e.g. Union Bank, ICI, Fiat

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

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

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

Main responsibilities

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

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

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

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

Daily duties/routines

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

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

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

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

Pay

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

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

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

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

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

Working hours

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

The career ladder

Getting a job

When Paul left school he **applied for** (=wrote an official request for) a job in the accounts department of a local engineering company. They

gave him a job as a **trainee** (=a very junior person in a company). He didn't earn very much but they gave him a lot of **training** (=organized help and advice with learning the job), and sent him on training courses.

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

Moving up

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

Leaving the company

By the time Paul was 30, however, he decided he wanted a **fresh challenge** (=a new exciting situation). He was keen to work abroad, so he **resigned** from his company (=officially told the company he was leaving his job; you can also say 'he **quit** the company') and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company, which **involved** (=included) a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the traveling, but…

Hard times

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

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

ACTIVATION EXERCISES

Exercise 1. Match the nouns in the left column with their definitions on the right.

1. Agreement	**a.** the intention, aim or the thing that something is supposed to achieve
2. employment	**b.** regular amount of money that you earn, usually every week, for work or services
3. grievance	**c.** a plan that lists all the work that you have to do and when you must do each thing
4. negotiation	**d.** the situation in which people have work
5. promotion	**e.** formal discussion between people who are trying to reach an agreement
6. punctuality	**f.** something that you think is unfair and that you complain or protest about
7. purpose	**g.** an arrangement, a promise or a contract made with somebody
8. schedule	**h.** a move to a more important job or rank in a company or an organization
9. wages	**i.** keeping to the appointment time

Exercise 2. Paraphrase the words in bold type by using the words from the box.

a premium, be hired, hire, reduce, retire, was fired, was promoted

1. Unfortunately he did not meet the demands of the company and finally he **was told to leave the company.** 2. After two years of work she got more money and **was given a higher position with more money and responsibility.** 3. He was given **extra money** as a compensation for his contribution to the work. 4. She wanted to **receive a job** in the company. 5. Boeing planned to **decrease** its workforce by 48,000 jobs through layoffs. 6. He earned enough money to have a quiet life and decided to **give up working.** 7. The company wanted to **recruit** new specialists in computer design.

Exercise 3. Read the sentences and choose the proper variant between the two.

1. Workers' compensation is payment made to **employers/employees** by **employers/employees** for injuries and disabilities in the course of employment. 2. To most Japanese the ideal social status was that of the «salary man» – the **blue-collar/white-collar** middle-class employee of a large corporation. 3. Some schools provide opportunity for students to gain actual work **experience/experiment** as part of their educational preparation. 4. His **apply/application** will be considered in the near future. 5. Most workers in Canada have the right to **strike/work,** except fire fighters, police, some hospital workers, and others who perform essential services.

Exercise 4. Choose the right variant.

1. The total amount of money one receives within a year is known as a _____.

a) salary
b) income
c) wages

2. Money earned for manual work and paid daily or weekly is called a/an _____.

a) income
b) profit
c) wages

3. Money that employees receive for doing their job, especially professional employees or people working in an office, usually paid every month is called a _____.

a) salary
b) profit
c) wages

4. A sum of money paid or expected to be paid is a/an _____.

a) income
b) payment
c) premium

5. A plan that lists all the work that one has to do and when he must do each thing is a _____.

a) condition
b) regulations
c) schedule

6. An extra payment added to the basic salary or wages is a/an _____.

a) premium

b) income

c) rate

7. The fact of stopping work because you have reached a particular age is called a/an _____.

a) leave

b) agreement

c) retirement

8. A guarantee of employment is _____.

a) an application

b) job security

c) working conditions

9. Money paid by the government to a person who is unemployed is known as unemployment _____.

a) money

b) wages

c) benefit

10. A person working in an office, rather than in a factory, and connected with work in offices is called a _____.

a) blue-collar

b) clean-collar

c) white-collar

Exercise 5. Fill in the blanks with the words and word expressions. Make changes in tenses and voice if it is necessary.

A. condition

1. Injury at the factory can result from poor conditions. 2. Children between 14 and 16 years of age can work _____ such conditions that do not interfere with their schooling, health, or well-being. 3. _____ conditions enabled him to do most of his work. 4. The workers agree to end the strike _____ condition that the employer meets all their requirements 5. The flexi-time schedule and handsome salary _____ all my conditions. 6. Low wages, long hours and unsafe or unhealthy workplaces may be referred to as _____ conditions.

B. salary

1. The employer _____ salaries, so the employees went on strike. 2. We can offer you a _____ salary of $1100 per month plus premiums plus paid vacation. 3. If you want to have a _____ salary, you must have a first-class education and work experience. 4. I would like to _____ my salary. You _____ me a salary of $200. Is it possible to live on this money? I think this salary is too _____ and you should _____ it. What about $400? 5. His _____ salary is $24 000, $2000 a month.

D. schedule

1. _____ schedule the work must be finished by the end of the month. 2. To work _____ does not mean to work fewer hours. A person may begin work later or earlier a _____ schedule, but he must work an eight-hour shift. A _____ schedule enables people to manage their workday more efficiently. 3. The schedule they have _____ is too _____. The workers won't be able to fulfill it.

Exercise 6. Fill in the blanks with the corresponding words from the box.

The 5-Day Week

contracts, employees, labour, vacation, work, working day, workweek

During the economic depression of the 1930s, the campaign for a 5-day workweek was widespread, particularly in the U.S., where (1) _____ leaders demanded that unemployment be reduced by spreading available work to more (2) _____. In 1933 the hours of (3) _____ in many industries were reduced to 40 per week; the (4) _____ was established at 8 hours.

By the middle of the 20th century most of the countries of the world had legislation limiting the basic (5) _____ in non-agricultural industries to 40 or 48 hours. In the U.S., the standard workweek is generally 40 hours, but many industries have shifted to a 35-hour week. Standard workweeks of even fewer hours have been granted to some workers under the provisions of union (6) _____. Surveys indicate, however, that most workers prefer longer (7) _____ and more legal holidays as an alternative to a shorter workweek.

Exercise 7. Choose the proper variant from A, B, C, or D.

1. An employer is a person or a company who cannot _____.
   (A) fire people *(C) pay wages and salaries*
   (B) retire people *(D) hire people to work*
2. A salary is the money which is paid _____.
   (A) weekly *(C) as a premium*
   (B) monthly *(D) as a bonus*
3. An employee is a person who _____.
   (A) works for another person *(C) hires people to work*
   (B) works for himself *(D) pays injuries received at work*
4. Working _____ is the safety and healthfulness of the work place.
   (A) atmosphere *(C) relations*
   (B) conditions *(D) week*
5. _____ are the earnings, computed generally on an hourly, daily, or weekly basis.
   (A) Salaries *(C) Payment*
   (B) Wages *(D) Money*
6. Architects, writers or doctors get _____ for their professional services.
   (A) fees *(C) dividend*
   (B) income *(D) wages*
7. If you have extra work, for example at night or on holiday, you may get a _____.
   (A) salary *(C) premium*
   (B) wages *(D) award*
8. If the worker does not fulfill his work or duties, he may be _____.
   (A) rewarded *(C) spoken*
   (B) applied *(D) fired*
9. Most people can earn a _____ only by working for others.
   (A) money *(C) life*
   (B) living *(D) wages*
10. If you get a higher rank, or position with a higher salary you are said to get _____.
   (A) promotion *(C) earnings*
   (B) pension *(D) riches*
11. A _____ collar relates to workers whose job usually does not involve manual labour.
   (A) white *(C) tight*
   (B) broad *(D) red*

12. A blue collar relates to industrial workers especially with little knowledge and _____.

(A) trained *(C) experienced*
(B) unskilled *(D) qualified*

13. It is their _____ to provide that the rules are followed.

(A) recruitment *(C) negotiations*
(B) punctuality *(D) responsibility*

14. If you earn little money you are said to have a/an _____ salary.

(A) fixed *(C) handsome*
(B) modest *(D) annual*

15. If you want to be recruited, you should _____ an application.

(A) fulfill *(C) accept*
(B) submit *(D) state*

Exercise 8. Choose the right word.

1. The meeting took **part/place** in the conference room. 2. All the employees decided to take **part/place** in the strike. 3. A lot of people take **part/place** in the foot race up 86 flights of stairs in the Empire State Building. The race takes **part/place** annually. 4. Why do you always try to take **part/place** in their negotiations? It is not your business. 5. A teacher's **salary/wages** might reach $15,000 per year. 6. In the USA Congress establishes presidential salaries/wages. 7. This employer tends to pay the majority of workers low **salaries/wages.** 8. The composer Bruckner was greatly honored in Austria, receiving a **salary/wages** and pension from the government. 9. Working class may be described as part of society consisting of those who work for **salaries/wages,** often characterized by manual or industrial laborers. 10. In general anyone who does not play hockey for a **salary/wages** is considered an amateur. 11. **Salaries/Wages** are paid to workers; **salaries/wages** are paid to managers; rent is paid for the use of land; and **profit/salary/wages** is realized by the owners of businesses as a reward for risk taking. 12. Since 1992 Queen Elizabeth II, one of the richest persons in the world, has been paying taxes on her personal **income/salary/wages.**

Exercise 9. Fill in the blanks with the words from the box.

award, contribution, developed, employed, equipment, founded, income, introduced, made, promoted, retirement, scholarships, work

Andrew Carnegie who was born in Dunfermline, Scotland, was taken by his parents to the USA in 1848. He went to (1) _____ at 14, in Pittsburgh. He was (2) _____ by the Pennsylvania Railroad, initially as a telegraph operator, but was (3) _____ to superintendent. He saved some capital and bought railway shares, and (4) _____ a fortune in oil. On business trips to Europe, he became acquainted with the Bessemer process of steel making, which he (5) _____ to the USA. From 1873 he was engaged in steel making, adopting new techniques. He (6) _____ the Pittsburgh iron and steel industries, making the USA the world's leading producer. After his (7) _____ he moved to Skibo Castle in Scotland, and used his wealth to donate money to libraries and universities, the Carnegie Endowment for International Peace, and other good causes. He spent over 10 million pounds for the provision and (8) _____ of libraries in the USA and other English-speaking countries. In 1901 he gave 2 million pounds to provide class (9) _____ for Scottish students. In 1903 Carnegie (10) _____ the Dunfermline Trust with an (11) _____ of 25,000 pounds for the improvement of his home town. He died at Lenox, Massachusetts. The Carnegie Medal, an annual (12) _____ for a children's book, was created in 1936 by the UK Library Association in his honour.

After his death the Carnegie trusts continued his philanthropic activities. Carnegie Hall in New York, opened hi 1891 as the Music Hall, was renamed in 1898 because of his large (13) _____ to its construction.

Exercise 10. Fill in prepositions where necessary.

1. A rise ____ income sometimes leads _____ an increase ____ demand ____ cars and compact discs (CDs). 2. He is responsible ____ running a company. 3. The agreement ____ these two companies was reached two days ago. 4. The production was reduced ____ twenty per cent. 5. According ____ schedule all the payments were made a month ago. 6. The negotiations ____ the purchase of new equipment with Black and Co are being held at present. I hope they will reach _____the _____ agreement this week. 7. He is responsible only ____ the general director of the company. 8. They are ___ charge ____ the production process. 9. They have made ____ a schedule and are now negotiating ___ the managers of all departments. 10. She is ill; she is ___ sick leave now. 11. The number of grievances ____ working conditions is high. The management

is responsible ___ this. 12. As he was dismissed, he applied ___ a job in a new company. 13. Employees with a good training and work experience are always ___ great demand. 14. The opening of the new plant was scheduled ___ December.

Exercise 11. Insert prepositions or adverbs where necessary.

1. He has never been late before. I wonder what's happened … him. 2. It's in human nature to hope … the best. 3. We reached … Boston late at night. 4. I applied … my first job five years ago. 5. The young man just walked … the general office of the company and asked … a job. 6. On his way … … the room he shut the door … him silently not to wake … the sleeping child. 7. My earnestness made him look … me sharply. 8. … the end of the week the Colonel sent … me and placed me … charge … the uptown rink. 9. Our employer always keeps an eye … us. 10. I answered as quickly as I could get the words … … my mouth. 11. He has never been wrong. I have never doubted … his conclusions. 12. "Shall we go to the country … some later train tonight?" "It's all the same … me". 13. I'd like to discuss the arrangements … the party … you. 14. The money will last them … the end of November. 15. He met his friend … the way … home. 16. Everybody was excited … the news. 17. He finished his drink, paid … it and got up from his seat ready to go. 18. The girl threw the ball … the dog and it brought it … . 19. The train arrived on time and we got … … Victoria Station … half past nine. 20. If you look … a drop … water in a microscope, you will see how full … life it is.

Exercise 12. Recast the following sentences, using verbs instead of nouns. Make all the necessary changes.

1. Did you hear her say anything about the time of her **return**? 2. When I asked him for help I never expected to hear **a refusal**. 3. We had **a feeling** that something unexpected might happen. 4. You gave me **a surprise** when you said that you had never heard the name of this writer before. 5 They quickly came to **an agreement** on all the questions. 6. He got "excellent" for his first exam; that was a good **start**. 7. I am afraid I don't exactly understand the **meaning** of your words. 8. If he's made **a promise**, you can be sure he will keep it. 9. After his **explanation** the grammar rule became quite clear to me. 10. Have you taken any **decision** yet? 11. I can't give you a very good **description** of the place as I have been there only once. 12. I don't like your **choice**, the colour is too bright.

Exercise 13. Complete the following, using words and phrases opposite in meaning.

1. "He **never did anything** to help." "That's where you are wrong, he ……. ." 2. "Can he **keep a promise**?" 'I've never known him …… one." 3. You may be sure that he is **telling you the truth**, he has never …….. in his life. 4. I've **found** the umbrella which I thought I ……. . It was behind the door all the time. 5. I am eager **to buy** at least one of his pictures, if he agrees ……. of course.

Exercise 14. Translate the following into English, using a suitable phrasal verb: *think over, talk over, look over*

1. Они мне ответили, что не смогут принять никакого решения, пока все не **взвесят (обдумают)**. 2. А что, если **обговорить** наш план с деканом и послушать, что он скажет. 3. Вопрос достаточно серьезный. Надо **подумать**. 4. Ей не нужно было **смотреть** те письма, которые лежали на столе. Того письма, которое она ждала, там не было. 5. Вопрос его несколько удивил. Он **окинул взглядом** незнакомца, прежде чем ответить. 6. Он **осмотрел** машину. Все было в порядке, можно было трогаться в путь.

Exercise 15. Paraphrase the following according to the model.

*Model: He broke the silence **and asked** what the letter was about.*
*He broke the silence **asking**…*

1. He left the town and promised to come back soon. 2. The man and the woman sat at the table. They were looking into each other's eyes. 3 The child ran into the room. He was pulling a toy horse behind him. 4. The man sat by the fire. He was thinking the matter over. 5. She didn't agree to the arrangement but refused to say why. 6. The members of the committee stood up and followed the president into the conference room. 7. When he was a boy he used to sit on the bank and watch the boats move slowly down the river. 8. The runners stood on the line and waited for the start signal.

Exercise 16. Translate the following sentences using "leave", "keep", "stay" according to the sense.

1. Он **оставил** вещи на вокзале и пошел за такси. 2. Почему вы не хотите **остаться** у нас еще на несколько дней? 3. Мне нужно только два журнала. Остальные вы можете **оставить** себе. 4. Так как он был серьезно болен, ему пришлось **оставить** университет на некоторое

время. 5. **Оставьте** эти письма у секретаря. Он передаст их директору, как только тот вернется. 6. Он не мог больше **оставаться** в Ялте, так как не выносит июльской жары. 7. **Оставьте** свои шутки при себе. Сейчас не время шутить. 8. Он никогда **не оставит** товарища в опасности. 9. Не возражаете, если я **оставлю** себе вашу фотографию? 10. **Оставьте** ее в покое. Займитесь своими делами. 11. **Оставайтесь** на местах. Ничего опасного не произошло. 12. **Оставь** все как есть, без изменений.

Exercise 17. Fill in the blanks with prepositions or adverbs.

1. I always find it difficult to make myself agree … something that is … my principles. 2. If he has made … his mind, you can be sure he will have things his own way. 3. They noticed … once … some surprise that the move … East London … West London was more than just a change … address. It was like moving … another world. 4. There is nothing the matter … me today, nothing … all. I've got a bit … a headache, that's all. 5. She had meant to talk things … … him, but as time went … she felt less sure she could do it. 6. The farm is a long way … and he has promised to take me there … his car one … these days. 7. What I found … … him was the biggest surprise I'd ever had … my whole life. 8. I am not quite sure whether you are … or … our plan. 9. Here you are … last! We've lost all hope … seeing you. 10. I wonder what has suddenly come … your head to make you change your mind like that. 11. It was difficult to say what was … his mind and what he would do next. 12. You must choose … a trip … the South and a sea cruise, you can't have both. 13. Why are you so upset … his refusal to come … the party? 14. … my mind that's not the main idea … the book. 15. I never meant to join them … their argument until I felt it was becoming too heated. 16. You will be surprised … the great progress he has made lately! 17. You, as head … the expedition, must always keep your head even if the rest … the men are losing theirs. 18. I never heard him say a single word … the arrangement. He likes it, I suppose.

Exercise 18. Fill in the blanks with a suitable word. Use the correct form.

mean (3), meaning, keep v (2), refuse (2), refusal,
agree (2), against, argument, hand v , return v (2), break v (2),
join, mind v , choose, follow, upset, surprised, eager

1. If you want your money to be safe, ….. it in the bank. 2. She wasn't at all sure that he really ….. what he said. 3. His ….. to talk the matter over

was a bit of a surprise to us all. 4. She was awfully ….. to hear that there were no letters in the mail for her. 5. Her son would ….. any minute now. She must start getting the dinner ready. 6. He just ….. to discuss the matter with me and that was the end of it. 7. The mother was rather ….. to hear her son …. so readily to do the job. She wondered what it could ….. . 8. We were all most ….. to finish the job by the end of the week. True enough, it would ….. longer hours, but we didn't ….. . 9. Can anybody tell me why she ….. to ….. us on the trip? 10. The man took one look at the picture and ….. it back to the woman. 11. Is the boy big enough to fully understand the true ….. of what he has done? 12. Could you ….. me a glass of water? 13. Why does he always have to start ….. ? Can't we arrange matters in a quiet way? 14. I had nothing definite ….. the man. Perhaps, it was just a feeling that I had somewhere deep inside me. 15. "I don't believe they know enough to be able to ….. the right kind of book for a report. What they need is advice." "I fully ….. with you. But will they ….. it?" 16. Running down the steps she fell and ….. her leg. 17. She promised to ….. my mail for me until I ….. from my holiday. 18. Weekly trips to the neighbouring town to a dance or film helped to ….. the monotony of their life in the camp.

Exercise 19. Translate the following sentences into English.

1. Я недостаточно хорошо его знаю, чтобы сказать тебе, что он за человек. Я встречался с ним всего лишь несколько раз. 2. Вы еще успеете на семичасовой поезд, если поедете на такси. Правда, в это время дня трудно поймать такси. 3. Он очень изменился со времени нашей последней встречи. Что-нибудь случилось? 4. Когда он узнал эти новости, он страшно разволновался. Он достал сигарету и закурил. 5. Не толкайтесь, пожалуйста. На этой остановке все выходят. 6. Мы надеемся, что вы зайдете к нам, как только вернетесь из поездки. 7. – Вы не возражаете, если я верну вам остальные деньги через неделю? – Хорошо. 8. Здесь нет моста на ту сторону. Единственный способ перебраться через реку – это на лодке. 9. Вы не так написали адрес. Англичане пишут адрес следующим образом: сначала они указывают фамилию, затем номер дома и улицу, а потом уже название города и страны. 10. Мне очень понравилось, как он вчера выступил на собрании. Он говорил мало, но сказал много. 11. Хотя обратный путь продолжался около недели, время прошло очень быстро. 12. Я не могу согласиться с ним. По-моему, он неправ. 13. Послушай, ты не знаешь, в каком магазине продаются географические карты? 14. Мы были

очень удивлены его неожиданным отъездом. 15. Я сразу заметил, что женщина чем-то расстроена. 16. – Вы не будете возражать, если я оставлю у вас свои вещи до возвращения? – Нисколько. 17. Я не ожидал, что мое известие так расстроит его. 18. Я не могу поверить, что наше решение для него ничего не значит. 19. – Как случилось, что он сломал себе ногу? – Понятия не имею. 20. Ты заметил, что он прошел мимо и не поздоровался? 21. – Вы не против, если я закурю? – Лучше не надо. Я не выношу дым сигарет. 22. Будьте любезны, не могли бы вы проверить эту работу ещё раз?

Exercise 20. Study the word collocations:

DO	MAKE
Do can mean : 1. "perform an action in general" What are you doing? 2. "solve or put together" I'm doing a puzzle.	***Make*** can mean : 1. "create" or "construct" I'm making a cake. This firm makes TV sets. 2. "cause to happen" The car journey made him sick. 3. "force" They made him work very hard.

Other expressions with *do* and *make:*

DO	MAKE
-something/ nothing/anything	-arrangements
-(a course of) English, History, Maths, Science, etc. (as subjects)	-an attempt
-homework	-the bed
-military service	-a decision
-research	-an excuse
-work or jobs in general (the cleaning/ gardening etc.)	-love
-sb a favour	-a mistake
-an operation	-trouble
	-progress
	-money
	-a noise
	-an offer
	-a phone call
	-an effort
	-a profit
	-a speech
	-a suggestion
	-a promise
	-friends

Exercise 21. Which of the things below can we make? Which can we do? Choose the appropriate verb.

someone a favour	Friends	your homework
a course	French	the washing-up
money	a mistake	a phone call
an appointment	military service	a noise
something/ nothing/ anything	progress	a cross-word puzzle
	an offer	the shopping

Exercise 22. Rewrite the second sentence in each pair. Use no more than five words including the word in bold type. Do NOT change this word.

1. Let's clean the dishes in the morning. **washing-up**
   Let's ---------- in the morning.
2. My sister is studying French at university. **course**
   My sister ---------- at university.
3. His books are very profitable. **money**
   He ---------- from his books.
4. Have you made any arrangements for this weekend? **anything**
   Are ---------- this weekend?
5. John's composition was very inaccurate. **mistakes**
   John ---------- in his composition.
6. The protesters were very noisy at the meeting. **noise**
   The protesters ---------- at the meeting.
7. Young people in England don't have to spend any time in the army any more. **service**
   Young people in England don't have ---------- any more.
8. You can ring up your mother from my office. **a phone call**
   You can ---------- to your mother from my office.
9. Could you be quieter, please. **noise**
   Could you stop ---------- , please.
10. Could I arrange a time to see the dentist? **appointment**
    Could I ---------- to see the dentist?

Exercise 23. Complete the sentences with the correct form of make or do.

1. I'd like to ------- an appointment to see the doctor.
2. Why haven't you -------- the washing-up yet?
3. If you aren't ------- anything this weekend, would you like to come round for dinner?

4. What did he ------- at university? Was it Law?

5. My father is too busy --------ing money to enjoy himself.

6. Don't ------ any noise or you'll wake the children.

7. She had to type the letter again because she had ------- so many mistakes.

8. Harry's mother knew what to do when he broke his arm because she ------ a course in First Aid.

9. She's happier now that she has ------- a few friends.

10. You're very lucky that you don't have to ------ military service in England.

Exercise 24. Translate the sentences from Russian into English using either make or do.

1. Я сделаю все покупки после работы. 2. Мы договорились встретиться в четверг. 3. Если вы предоставите ему эту работу, вы сделаете ему большое одолжение. 4. Она изучает в университете арабский и английский. 5. Когда Билл окончил школу, ему пришлось выбирать между работой на фирме отца и учебой в университете. 6. Завод, на котором работает старший брат Джулии, делает телевизоры. 7. Сколько ошибок он сделал в контрольной работе? 8. Сначала она чувствовала себя одиноко, а потом подружилась с другими студентами. 9. Он принял решение согласиться на эту работу, так как там он сможет заработать много денег. 10. Она сама шьет себе одежду.

Exercise 25. Match the phrasal verbs in A (1- 12) with their meaning in B (a-l).

1. get on/off (a bus, etc.) – сесть в, выйти из/сойти с
2. get sb down - угнетать, расстраивать кого-либо
3. get on/along (with sb) - ладить с кем- либо
4. get away with sth - сходить с рук кому-либо
5. get together - собрать, собраться
6. get round to sth, to doing sth - приступить к чему-либо
7. get up - вставать
8. get sth back - вернуть что-либо
9. get through with sb/sth – покончить с кем/чем-либо
10. get sth across (to sb) - передать, сделать понятным
11. get over sth - преодолеть, пережить что-либо

12. get out of sth - уклониться от чего-либо, избежать чего-либо
    a) finish sth/ with sb
    b) have a good relationship
    c) depress
    d) meet together
    e) escape being punished
    f) explain what you mean
    g) recover from
    h) get into/out of (a bus)
    i) regain possession of
    j) find time to do something
    k) get out of bed
    l) escape or avoid something

Exercise 26. Use the proper particle after the phrasal verb get.

1. The miserable weather in winter really gets me _____ .
2. Why don't you two get _____ ? You are always arguing.
3. The thieves got _____ _____ two Picassos, which were never found.
4. It really took me ages to get _____ _____ writing letters.
5. I get _____ at 7 o'clock on weekdays, but lie till noon at the weekend.
6. I said I didn't feel well and got _____ _____ the extra work.
7. Don't lend him any money, you'll never get it _____ .
8. I just couldn't get my message _____ at the meeting.
9. It took me ages to get _____ the bout of flu.
10. I hate getting _____ early in the winter when it's still dark.
11. It took her a long time to get _____ her illness.
12. The bad news really got him _____ .
13. Shall we get _____ for a drink at the weekend?
14. I find it really hard to get _____ _____ work until I've read the newspaper.
15. It's difficult to get humour _____ in another language.
16. Jennifer still hasn't got _____ her breakup with Peter.
17. He didn't mind going to the store because he could get _____ _____ doing the dishes.
18. Enough small talk! Let's get _____ _____ business.
19. Ask the driver at what stop we have to get _____ .

Exercise 27. Complete the following sentences with the phrasal verb get, in a suitable form.

1. Let's …… next Tuesday at 8.30 and see a film. 2. She's upset, but she'll …… it soon. 3. I find London so depressing. It really …….. me …… . 4. I've got to …… at 6.30 tomorrow to catch a plane. 5. He …….. going to work by saying he was ill. 6. I really like Tom. We ……. each other well. 7. The thief stole a lot of money, but he …….. it because the police couldn't find any proof. 8. If you repeat the main points in your speech, that will help you ……. your message …… . 9. When are you going to …… doing your homework.? 10. I paid $ 40 to …….. my car ……. after the police towed it away.

Exercise 28. Rewrite these sentences using the words in bold type.

Model: Sylvia and Peter's relationship is not very successful.

get

Sylvia and Peter don't *get on with* each other at all.

1. I never know how my boss manages to do so little work.

away

How does my boss manage to ……. so little work ?

2. Martin can never find the time to do his homework.

gets

Martin hardly ever …….. his homework.

3. Would you like to have a drink with me tonight ?

together

What about …… for a drink tonight ?

4. I'm not an early riser myself !

up

I can't ……. in the morning !

5. The new manager doesn't seem to be able to explain his ideas to his staff.

across

The new manager is not very good at …….. to his staff.

6. It took Sally ages to recover from her illness.

get

Sally finally …… her illness.

7. The cold weather is really depressing me at the moment.

getting

The cold weather is ……. at the moment.

8. The bicycle my father lost was returned to him last night.
got
My father lost his bicycle but he……. last night.

Exercise 29. Translate the sentences using the phrasal verb get.
get back, get together, get down (on), get away with get round (to), get on (socially) (2), get over, get out, get through, get sick (2), get wet.

1. Идет дождь. Вы совсем промокнете. 2. Ей стало плохо после того, как она съела несколько пирожных. 3. Я начну делать домашнюю работу только после того, как отдохну немного. 4. Когда он успел просмотреть все эти папки? 5. Нам удалось выудить у него правду. 6. Надо как можно скорее покончить со всеми формальностями.. 7. Он прекрасно ладит с людьми. 8. Она знает, как к нему подойти. 9. Он был очень груб. Ему это так просто не сойдет. 10. Эта отвратительная погода действует мне на нервы. 11. Давайте соберемся все вместе через год после окончания Университета. 12. Когда он вернется, скажите, чтобы он подождал меня. 13. Не ешь это мясо, оно не очень хорошо пахнет, тебе будет плохо.

Exercise 30. Translate into English using the phrasal verb get.

1. Его шутки не доходили до аудитории.
2. Моя подруга плохо ладит со своей свекровью.
3. С вашей помощью я справлюсь со всеми трудностями.
4. Надо сделать так, чтобы об этом никто не узнал.
5. Казалось, им хотелось как можно скорее покончить с этим визитом.
6. Пусть его слова тебя не расстраивают.
7. Она сказала, чтобы он возвращался домой.
8. Начальник велел нам немедленно приступить к работе.
9. Мы с трудом сели в автобус.

Exercise 31. Complete the sentences with a verb from the list:
be worth, borrow, can't afford, charge, cost, earn, inherit, invest, lend, owe, raise, save, waste.

1. My uncle is going to leave me $ 2000. I'm going to ___ $ 2000.
2. I put some money aside every week for a holiday. I _____ money every week.

3. My brother has promised to give me $50 until next week. He has promised to _____ me $50.

4. I need to ask my mum to give me $20 until Friday. I need to _____ $20 from my mum.

5. I often spend money on stupid things. I often _____ money.

6. I don't have enough money to buy that car. I _____ to buy that car.

7. I usually have to pay the mechanic $100 to service my car. The mechanic _____ me $100.

8. These shoes are quite expensive. They are $200. They ____ $200.

9. Jim gave me $100. I haven't paid it back yet. I _____ Jim $100.

10. I want to put money in a bank account. They will give me 5% interest. I want to _____ some money.

11. I work in a supermarket. They pay me $1000 a month. I _____ $1000 a month.

12. I could sell my house for about $200,000. My house _____ about $200,000.

13. We need to get people to give money to build a new hospital. We want to _____ money for the new hospital.

Exercise 32. Fill in a preposition from the list:

back, by, for (2), from, in (2), into, on, to.

1. Would you like to pay ___ cash or ___ credit card?
2. I paid ____ the dinner last night. It was my birthday.
3. I spent $50 ____ books yesterday.
4. My uncle invested all his money ____ property.
5. I don't like lending money ___ friends.
6. I borrowed a lot of money ____ the bank.
7. They charged us $60 ____ a bottle of wine.
8. I can only lend you the money if you pay me ____ next week.
9. I never get ___ debt. I hate owing people money.

Exercise 33. Match the nouns from the list and the definitions.

Bill, cash machine, coin, loan, mortgage, note, salary, tax.

1. _____ a piece of paper money.
2. _____ a piece of money made of metal.
3. _____ a piece of paper which shows how much money you have to pay for something.
4. _____ the money you get for the work you do.

5. _____ money that you pay to the government.
6. _____ money that somebody or bank lends you.
7. _____ money that a bank lends you to buy a house.
8. _____ a machine where you can get money.

Exercise 34. Complete the sentences in three minutes.

1. We can't _____ to go on holiday this year, so we're staying at home.
2. That ring can't be _____€20.000. It looks like plastic!
3. Pete doesn't have any money and basically he has to _____ his parents. They pay for absolutely everything.
4. My brother didn't _____ very much _____ his car. It was second-hand.
5. How much do you think you'll _____ every month in your new job?
6. Sorry, but i can't _____ _____ the money I owe you until the end of the month.
7. Do you have any change for the supermarket trolley? I only have a €10 _____.
8. Some people think it's a really bad idea to borrow money _____ a close friend.
9. I get really angry with myself when I _____ my money on things I don't really need.
10. I used to have a money box when I was young. That's how I learnt to _____ money.
11. Is it OK to _____ credit card.
12. Did the bank _____ you the money to buy a new car?
13. Diana started spending a lot more money than she had in the bank . She got into _____ after six months.
14. Our gas _____ was really high this month because we had the central heating on all the time.
15. Our neighbor _____ a beautiful house in the country when her aunt Jane died.
16. How can the lawyer _____ you £200 for ten minutes' work?
17. My grandmother's afraid of using _____ _____ in the street. She prefers to go into the bank to get money.
18. I've asked my bank for a _____ because I want to buy a flat.
19. The government is going to put up _____ on cigarettes and alcohol.
20. If you open an_____ this bank, you get an interest-free credit card for a year.

Part 2. Speak. Read. Discuss. Jobs and careers

Exercise 1. Work in groups. List some of the jobs you know in computing. Compare your lists with other students in the class.

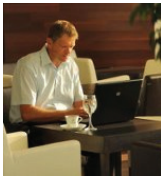
Exercise 2. Which of the jobs listed would you like to make your career. Explain why to others in your group.

Exercise 3. Read the quotes and write the name of the students by the jobs they want.

1 Web designer _____
2 Computer programmer_____
3 Database administrator_____
4 E-commerce manager_____

Elissa:
"I'm interested in writing software. My friends say I'm techno-nerd because I prefer working with computers to people. Money is important but I'd rather do a job I enjoy. I want to take a distance learning course so I can study at home."

Katie:
"I like shopping and I think the future of business is on the Internet. I am good with computers but I also like working with people. I'd like to manage my own online company. This will give me a lot of responsibility. E-commerce comes with risks, but the rewards are high when you succeed."



Martin:
"Many people like Web design, but I think data management gives more job security. There is so much information on the Internet, and companies need people who know how to store, manage and retrieve data. I want to get my degree and work for a good company."

Peter:
"I'm using JavaScript to make my website more interactive. After college I'd like to try telecommunicating. This is working at home, using e-mail to communicate with your clients. I want freedom, flexibility and long holidays, which you don't get by working in an office."

Exercise 4. Write E, K, M or P. Which student:

1 wants to work at home? _____
2 wants a secure job? _____
3 does not want to study in college? _____
4 wants to choose when to work? _____
5 wants to manage people? _____
6 likes working with data? _____
7 wants to be rich and successful? _____
8 uses a coding system for web pages? _____

Exercise 5. Work in groups of three, A, B and C. Read these descriptions of jobs in computing and make notes about the main responsibilities.

Group A. Read descriptions 1 – 2
Group B. Read descriptions 3 – 4
Group C. Read descriptions 5 – 6

Example: **Systems Analyst**

Studies methods of working within an organization to decide how tasks can be done efficiently by computers. Makes a detailed analysis of the employer's requirements and work patterns to prepare a report on different options for using information technology. This may involve consideration of hardware as well as software. Either uses standard computer packages or writes a specification for programmers to adapt existing software or to prepare new software. May oversee the implementation and testing of a system and acts as a link between the user and the programmer.

Job	Main responsibilities
Systems analyst	*Studies employer's requirements and working patterns. Reports on different options. Writes specifications for programmers. Oversees implementation and testing.*

1. Software Engineer/Designer

Produces the programs which control the internal operations of computers. Converts the system analyst's specification to a logical series of steps. Translates these into the appropriate computer language. Often compiles programs from libraries or sub-programs, combining these to make up a complete systems program. Designs, tests, and improves programs for computer-aided design and manufacture, business applications, computer networks, and games.

2. Computer Salesperson

Advises potential customers about available hardware and sells equipment to suit individual requirements. Discusses computing needs with the client to ensure that a suitable system can be supplied. Organizes the sale and delivery and, if necessary, installation and testing. May arrange support or training, maintenance, and consultation. Must have sufficient technical knowledge.

3. Computer Systems Support Person

Systems support people are analyst programmers who are responsible for maintaining, updating, and modifying the software used by a company. Some specialize in software which handles the basic operation of the computers. This involves the use of machine codes and specialized low-level computer languages. Most handle applications software. May sort out problems encountered by users. Solving problems may involve amending an area of code in the software, retrieving files and data lost when a system crashes, and a basic knowledge of hardware.

4. Computer Systems Analyst Programmer

Creates the software programs used by computers. May specialize in the internal operating systems using low level computer language, or in applications programs. May specialize in one aspect of the work, e.g. programming, systems design, systems analysis, or cover them all. May support the system through advice and training, providing user manuals, and by helping users with any problems that arise.

5. Hardware Engineer

Researches, designs, and develops computers, or parts of computers and the computerised element of appliances, machines, and vehicles. Also involved in their manufacture, installation, and testing. May specialize in different areas: research and development, design, manufacturing. Has to be aware of cost, efficiency, safety, and environmental factors, as well as engineering aspects.

6. Network Support Person

Maintains the link between PCs and workstations connected in a network. Uses telecommunications, software, and electronic skills, and knowledge of the networking software to locate and correct faults. This may involve work with the controlling software, on the wiring, printed circuit boards, software or microchips on a file server, or on cables either within or outside the building.

Exercise 6. Exchange information with other students in your group.

Exercise 7. Read about the work people employed in computing do. Try to match each extract to the correct job from this list.

a. Hardware Engineer
b. Network Support Person
c. Operator
d. Software Designer
e. Systems Analyst Programmer
f. Systems Support Person
g. Technical Sales Manager

1. Before I write a program, I have to carry out a feasibility study in the company. The aim is to see whether a new program would be better than the methods they use at present. I have to observe what the users do, speak to them, and make an analysis of their systems. It's very important to speak to the actual users, not just the managers.

2. My job is to persuade customers that it's worth investing in new computer systems or extending the systems they already have. But it's not enough simply to sell the systems. We have to keep in touch after the sale and make sure things are working well, and to provide any backup the client needs. That's the only way to build up trust with a customer and to get new orders. It's a very competitive market.

3. I'm called out if there's a fault on the network. We try to solve the problem by phone at first, but if that doesn't work, we have to go and look for ourselves. It could be anything: the software, the server, even the cabling. Sometimes the problem is the user! You have to be good at working out where the problem is.

4. It's my job to try out new components before they're used in our computers. It's not only how well the components work that matters, they also have to meet health and safety requirements. I need to write reports and make recommendations on my findings. If problems arise after the

components have been installed, I'm the person who has to find the solution.

5. I have to change the specifications for a system into a logical sequence that can be programmed. The language I choose for coding will depend on various factors such as what type of program it is, and where it's going to be used. A lot of testing has to be done and I use the feedback to decide where improvements can be made.

Exercise 8. Complete these definitions with jobs from the box.

software engineer *computer security specialist* *blog administrator* *help desk technician* *DTP operator* *hardware engineer* *network administrator* *webmaster*

1. A _____ designs and develops IT devices.
2. A _____ writes computer programs.
3. A _____ edits and deletes posts made by contributors to a blog.
4. A _____ uses page layout software to prepare electronic files for publication.
5. A _____ manages the hardware and software that comprise a network.
6. A _____ designs and maintains websites.
7. A _____ works with companies to build secure computer systems.
8. A _____ helps end-users with their computer problems in person, by email or over the phone.

Exercise 9. Work in groups. Rank the things you want from a job: 1 = most important, 10 = least important.

- a high salary
- flexible working hours
- responsibility
- interest or enjoyment
- a nice office
- telecommuting
- long holidays
- working with people
- security
- excitement/risk
- good benefits, e.g. a company car, gym membership

Exercise 10. Write a paragraph to say what kind of job you would like, and why.

Exercise 11. Read the interview with a Systems Manager.

INTERVIEWER: What sort of company do you work for?

BILL: I work for the largest brewer in the UK.

INTERVIEWER: And how long have you worked for them?

BILL: I've been there for almost twenty-five years.

INTERVIEWER: And what's your post there? What's your job title?

BILL: I'm a Systems Manager.

INTERVIEWER: And what are your duties?

BILL: Basically, I look after the systems for the Technical Services division. Technical Services make sure that the beer gets into the glass in good condition.

INTERVIEWER: OK, so what are your specific duties?

BILL: I'm responsible for existing systems and their running, maintenance, and general order. I'm responsible for the systems infrastructure we use – networks, PCs, and other devices – and I'm responsible for new systems development.

INTERVIEWER: Can you give me an example of a system?

BILL: Yes, here's an example of an operational system. We have 2,600 pubs and 350 service engineers. If the beer dispenser stops working in a pub, that's a serious matter for the publican. He or she rings in with the fault. That's logged on the system. We telephone an engineer who goes to the pub, investigates the fault 4and fixes it, and records details of what he's done on a handheld device he carries with him. The details of all the work he's done that day are downloaded to a PC at the end of the day, and then sent up in the middle of the night to our mainframe system and processed there. The activity is recorded, and the parts used, and how long it took. Our stock database is adjusted, and new parts ordered to make up stock where necessary. Everything is handled by one system.

INTERVIEWER: You're also responsible for developing new systems.

BILL: Nowadays we tend to buy packages or have packages modified to our requirements.

INTERVIEWER: Why do you buy in systems and not produce them in- -house?

BILL: It's now standard procedure to buy in. When I started, we would always write our own. But there's so much available now and people expect a high standard of sophistication from a system. In-house development would take too long and be enormously expensive.

INTERVIEWER: How do you choose a system?

BILL: If you're looking for a system, you see what the market has to offer and you make up a shortlist. You get the shortlisted companies in to make presentations. In addition to a system that meets your needs, you're looking for a company which is financially sound and has a good track-record, and can take you to sites with satisfied customers. You're looking really for a business partner. It's a long-term relationship. The fact that you spend fifty to sixty thousand pounds on the software is almost immaterial compared with the investments you're going to put into your own company, in getting the system commissioned and configured, and working and documented, and everything else.

INTERVIEWER: How many systems do you have running?

BILL: In the whole Beer Division there are many hundreds of systems.

INTERVIEWER: It must be enormously complicated, because you'll have programs of all sorts of ages.

BILL: Yes, we have some systems twenty years old. One problem I have is to ensure that old and new systems can interface.

INTERVIEWER: How do you protect your systems?

BILL: Everything is on the mainframe and it's all backed up. It's all protected. You can't just go along and change something. It's a protected environment. There are passwords. You need several signatures to change anything. The databases are backed up on cartridges and taken off site to a fireproof store. There are contingency plans and disaster plans so that even if there was a nuclear strike we could be back in business in a couple of weeks.

INTERVIEWER: What about the future? Do developments on the hardware side make any difference to your systems?

BILL: Well, you can hold more information online than you could before. You can have much more history, bigger files, but what is making much more difference to our company is faster communications. We have our own internal email system and there are links from there into the Internet.

INTERVIEWER: So the future for you is faster information flow.

BILL: Yes, which means you don't need to have so many bits of paper.

INTERVIEWER: So a paper-free office?

BILL: There's no such thing and there never will be.

Exercise 12. Answer the following questions.

1. Which division of the company does Bill work for?
2. List his responsibilities.
3. Complete the missing steps in this procedure:
   a. Fault reported
   b. _____
   c. Fault investigated and fixed
   d. _____
   e. Details downloaded to a PC
   f. _____
   g. Activity recorded
   h. _____
   i. New parts ordered
4. Why does the company buy in systems?
5. What does Bill look for when buying a new system?
6. How many systems are there in the Beer Division?
7. What problem is there because old and new systems are running together?
8. List three ways in which the systems are protected.
9. What development is making a difference to the company?
10. What is Bill's view on the chance of a paper-free office in the future?

Exercise 13. Put the verbs in brackets into the correct tense.

1. Bill_____ (work) for the company for the last twenty-five years. 2. He_____ (graduate) in business studies and _____ (take) a job in London. 3. He _____ (train) as a systems analyst while he _____ (work) in London. 4. Now he _____ (look after) all the systems used by the Technical Services Division. 5. At the moment he _____ (develop) a system for handling repairs. 6. When something _____ (go wrong) in a pub, a service engineer _____ (send) to fix it. 7. Details of every repair _____ (download) to the company's mainframe each night. 8. No changes can _____ (make) until the system _____ (test). 9. Bill thinks that communications_____(get) faster and faster in the future. 10. He thinks that a paper-free office _____ (not happen).

Exercise 14. Fill in the gaps with the correct form of an appropriate verb from this list.

might *most* *should* *will*

1. Technicians _____ have normal colour vision to follow colour coding of wires. 2. You _____ try to remove floppy disk when the drive is running. 3. Biological computers _____ replace electronic computers in the future. 4. You _____ update your webpage regularly. 5. You _____ have pages dead ends on your website. 6. You _____ know your password to gain access to the network. 7. Computers _____ get cheaper and more powerful. 8. You _____ back up your files regularly.

Exercise 15. Study the HELP box and describe some of the requirements for the job of Computer Network Support Person.

Essential

1 Diploma in computing or telecommunications engineering.
2 Good communication skills to discuss requirements with users.
3 Deductive ability for analysing faults.
4 Able to work quickly under pressure.
5 Normal colour vision to follow colour-coding of wires.

Desirable

6 Interest in technology to keep up with new developments.
7 Physically fit tor lifting, carrying, and bending.

HELP box

We can describe the essential requirements like this.
*They **must** have a diploma in computing or telecommunications engineering.*
*They **must** have normal colour vision.*
We can describe the desirable requirements like this.
*They **should** have an interest in technology. They **should** be physically fit.*

Exercise 16. Study these requirements for a Computer Technical Salesperson. Decide which are essential and which are desirable. Then describe each requirement using** must have/be **or** should have/be**.

1. a certificate or diploma in computing
2. experience in the computer industry
3. able to put technical ideas into everyday language
4. able to persuade and negotiate
5. a qualification in marketing

6. a thorough understanding of the product
7. a driving license
8. a high level of communication skills
9. patient, persistent and diplomatic
10. able to work away from home

Exercise 17. Study this job advertisement. Which of the three candidates do you think is the best applicant?

- Educated to degree level, candidates should have at least two years of relevant experience.
- We need a highly-motivated individual, able to support approximately 30 networked PCs. The role is very much 'hands-on' and so it is essential that you have a good understanding and experience of Microsoft Office, Novell networks, E-mail systems, TCP/IP, hardware and virus protection tools.
- You should be able to communicate well with users and external contractors and to make a contribution to the training of all PC users.
- The successful candidate must work well under pressure and as a team member.

Applicant 1: **BSc Computing Science. Graduated this year**

- Knowledge of a variety of operating systems including Unix, Novell and Windows NT
- Experience in programming in C, C++, Pascal, Java, Delphi and Visual Basic
- Familiar with a wide variety of hardware and software packages
- Has taught a lot of fellow students how to use computers
- Highly motivated
- No work experience

Applicant 2: **Higher National Diploma in Information Technology**

- Trained in using network systems including Novell and Windows NT
- Experienced user of Microsoft Office programs and Internet systems
- Knowledge of setting up and troubleshooting most types of computers and peripherals
- Gets on well with others and can work as part of a team
- Keen to gain experience and develop a career in computing
- Two years' part-time summer experience working in a computer repair workshop

Applicant 3: **Higher National Certificate in Computing**

- Employed for 3 years in a computing sales team advising customers on purchase requirements and helping them troubleshoot problems with installed systems
- Trained in using Unix and Novell network systems and a wide variety of hardware
- Experienced in many PC packages including most Microsoft products
- Good communicator, experienced in dealing with the public and working as part of a team
- Highly motivated

Exercise 18. In pairs, read the two job advertisements below and tick (√) the most important qualities and abilities (1-10) for each job. Add more to the list if you can. Which three things do you think are most important for each job?

		Senior programmer	DTP operator
1.	logical reasoning		
2.	patience and tenacity		
3.	being good with figures		
4.	imagination		
5.	self-discipline		
6.	accuracy		
7.	leadership skills		
8.	efficiency		
9	creativity		
10	drawing skills		

Discuss if you would like to apply for one of the jobs. Give reasons for your answers.

DIGITUM-UK

SENIOR PROGRAMMER required by DIGITUM-UK, a leading supplier of business systems to the insurance industry.

You will be able to work on the full range of software development activities - analysis, design, coding, testing, debugging and implementation. At least two years' experience of COBOL or C++ is necessary.

As we are active in Europe, fluency in French, Italian or another European language is desirable.

Don't miss this opportunity to learn new skills and develop your career.

Send your CV to CHRIS SCOTT, PERSONNEL MANAGER, DIGITUM-UK, 75 PARKSHILL STREET, LONDON SW14 3DE

You can visit our website at www.digitum-uk.com

DTP operator
required for a leading financial magazine.
We are looking for a bright, competent QuarkXPress operator with at least three years' experience in design and layout. Skills in Photoshop, Freehand or Illustrator an advantage.

Ability to work in a team and to tight deadlines is vital.
Please apply in writing, with CV and samples of your work, to Tom Parker, Production Manager, Financial Monthly, Stockton Street, London EC1A 4WW
Or apply online: Apply now

Exercise 19. Look at the online profile for Charles Graham. Which of the jobs above is most appropriate for him?

Charles Graham 22 years old

Professional summary

I graduated in 2004 with A levels in English, Art and Maths, and went on to do a course in graphic design and page layout at Highland Art School. Since 2006 I've been a graphic designer for PromoPrint, a company specializing in publishing catalogues and promotional material, and have used Adobe InDesign and other DTP software.

Exercise 20. Having seen the advertisements in the newspaper, Hilary Beacham (HB) and Erica Derry (ED) start to discuss them. Read their conversation and make a list of five things that Erica and Hilary think make a good PA/Secretary.

HB: Hey! Look at this. Here's an advertisement for a Personal Assistant.
ED: Here's another one — Inventor Plus. Have you heard of them?
HB: No, but I have heard of Compact Systems. They're supposed to be very good to work for, and computer companies are my line exactly.
ED: Are you going to apply for it?
HB: I will, I think. Look at this. It says, "Must provide two referees and a statement of what makes a good PA or secretary."
ED: What do you think they mean?
HB: I don't know. Perhaps they mean things like filing systems.
ED: Oh yes, a good PA has to have a good filing system.
HB: Can you think of anything else?

ED: Well, you could say something about receiving visitors. "An effective Personal Assistant must be good at receiving visitors", something like that.
HB: I agree, you mustn't create a bad impression.
ED: Well, that's two things. What else?
HB: I know! A good PA must also distribute work fairly to other typists.
ED: And what about phone manner?
HB: Yes, of course. You've got to have a good phone manner.
ED: And there's appearance. In the last place I worked we had to dress very neatly.
HB: OK, that's the fifth one: a good PA must also have a neat appearance. Can you think of anymore?
ED: No, I think those are the most important points.

Exercise 21. What impression do you try to give to the people you deal with in business? What impression do you try not to give?

I try to be: pleasant, sincere, efficient, friendly, confident, calm, honest, skilful, intelligent, nice, helpful, polite. But the most important thing is a nice smile and friendly eye contact.

*I try **not** to be:* sleepy, unclear, lazy, dishonest, clumsy, stupid, prejudiced, inefficient, nasty, unhelpful, off-hand, rude.

Exercise 22. Work in pairs. Look at this list and decide together which points are important when you're starting a new job:

- be punctual
- wear your smartest clothes
- go to the barber's the day before
- smile at everybody you meet
- find out what the canteen food is like
- offer to pay for your own coffee
- make a note of everything anyone tells you
- ask if you can start work as soon as possible
- show your colleagues pictures of your family
- if you are a smoker, don't smoke in an office you share with someone
- if you're a non-smoker, say you don't mind if the person you share the office with wants to smoke
- wait until you have been introduced before you speak to anyone else
- apply to go on a special training course
- ask where to get your luncheon vouchers
- inquire about the company pension scheme

Exercise 23. Read the interview at Compact Systems and complete the missing parts of Hilary's c.v.

CURRICULUM VITAE

PERSONAL

Name:_____

Address: 63 Wenwell gardens

Date of birth_____

Marital status_____

EDUCATION

*GCE «O» LEVELS:_____

Mathematics Biology Geography **RSA:

PROFESSIONAL EXPERIENCE

Company	Position	Length of service	Reason for leaving
1._____			
2._____			

Notes:

*GCE "O" Level is the General Certificate in Education Ordinary level - an examination taken in different subjects at school at about the age of 16. (This examination has now been superseded byGCSE).

**RSA is the Royal Society of Arts which offers secretarial qualifications in different subjects.

PM: Personnel Manager
MM: Marketing Manager
HB: Hilary Beacham

PM: Come in. Ah, good morning Miss Beacham. Thank you for coming.
HB: Good morning.
PM: Please sit down.
HB: Thank you.
PM: Can I introduce you to Alice Everett, our Marketing Manager.
HB: How do you do?
MM: How do you do?
PM: And I am Sheila Poison, the Personnel Manager. So, Miss Beacham, did you find us easily this morning?
HB: Yes, it's an easy route from where I live in Southtown.
PM: And do you have your own car?
HB: Yes, I have.

PM: Good. Can we check on a few of your personal details? You were born in 1973, is that right?
HB: Yes, 3rd September 1973 to be exact.
PM: And you're single.
HB: Yes, lam.
PM: OK. Can we move on to your education now? You've got four "O" levels including English language?
HB: That's right.
PM: Thank you very much, Miss Beacham. Alice, would you like to continue?
MM: Yes, certainly. Miss Beacham, can you tell us a little bit about where you have worked before?
HB: Well, my last job was with Format.
MM: And you were a PA there?
HB: Yes, that's right.
MM: And when did you start with them?
HB: Two years ago.
MM: I see. So why did you decide to leave?
HB: Well, perhaps you heard that the company went into liquidation earlier this year.
MM: Yes, we heard about it.
PM: So what did you like about that job?
HB: Well, my job was PA to the Marketing Manager. What I enjoyed most was coming into contact with customers and suppliers both face-to-face and on the phone.
MM: And where did you work before Format?
HB: Ideal Systems.
MM: And how long did you work for Ideal Systems?
HB: For ten years, as a secretary.
PM: And why did you leave that j ob?
HB: Well, I felt that I needed a change. I think I had learnt all I could there.
MM: Going back to Format. Who did you work for there?
HB: A man called Peter Smith. Do you know him?
MM: We've met. OK, that's enough on work experience. Do you have any word-processing experience?
HB: Yes, as a secretary at Ideal Systems I used a word-processing system designed by the company. It was called "Word".

MM: And what about at Format? That was also a computer company, wasn't it?
HB: Yes, that's right.
MM: So how much experience do you have of working in computer companies?
HB: Well, two years at Format and ten at Ideal Systems. Oh, and I also had some work experience with a software company while I was at college.
PM: What secretarial qualifications did you get while you were at college?
HB: Well, I've got two secretarial qualifications. I've got RSA Stage III Typing.
PM: So your typing should be pretty good?
HB: Well, in fact I didn't do much typing at Format. I've got an RSA in shorthand.
PM: And which qualification exactly?
H B: The RSA 100... so 100 words per minute.
PM: Fine. And one final question. If we decided to offer you the job, when could you start?
HB: Oh, I could start immediately or as soon as you wanted me to.
PM: Fine. I think that's everything. Have you got any questions?
H B: Well, I think it's enough.

Exercise 24. You have read o lot of Wh-questions in the interview. Below is a list of answers to Wh- questions. Write a question which focuses on the given information in each answer. The first one has been done for you.

1. *When did you start working for Compass? I started working for them three years ago.*
2. I got my secretarial qualification in 1983.
3. I left my last job because I wanted to move to London.
4. I travelled to work by bus.
5. I worked for the Managing Director, George Tebbit.
6. I lived there for three years.
7. The meeting lasted three hours.
8. I studied typing and shorthand.
9. I usually typed about ten letters a day.
10. I worked at EXPO.

Exercise 25. Work in pairs. Decide what questions led to each of these answers and write them down.

1. I'm a receptionist.
2. Yes, thanks. I had a very good flight.
3. I'd like to see Mr. Perez, if he's in the office.
4. On my last visit I spoke to Mr. Mason.
5. It was Mr. Brown who recommended this hotel to me.
6. I think I'd like to see round the factory after lunch.
7. No, my husband isn't travelling with me now. I'm meeting him later.
8. No, this is his first visit - he's never been here before.

Exercise 26. Imagine that you're talking to someone who talks rather unclearly, and that you can't catch some of the information he gives you. Write down the questions you'd ask this person to find out the missing information.

1. "I work for...." – Who do you work for?
2. "I live in ... ." – Where do you live?
3. "I've been working here for ... years". – How.....?
4. We keep our sales files in the ... room." – Which.....?
5. We never phone in the morning because ... ." – …
6. "I started working for this firm in 19...." – …
7. "I'd like *a* ... room for two nights, please." – …
8. "I heard about this product from Mr. ... ." – …
9. "The complete package costs only $...." – …
10. They printed ... thousand copies of the company report." – …

Exercise 27."Question tags" are often used to check if we're right or not, as in these examples:

Africa is very different from Europe, isn't it?
You have never been to America, have you?
You met Miss Green yesterday, didn't you?

Complete these sentences, using question tags:

1. They don't normally pay their account late, ...?
2. The phone number is 684621, ...?
3. They'll let us know before the end of the month, ...?
4. We can send the catalogues by surface mail, ...?
5. They can't provide us with information we need, ...?
6. She isn't in the office today, ...?

7. This machine doesn't operate automatically, ...?
8. You know a great deal about economics, ...?
9. You've studied this subject for some time, ...?
10. We shouldn't interrupt the meeting, ...?

Exercise 28. Read the dialogue and answer the questions:

1. What is Ben doing?
2. What is his first problem?
3. Why is a supporting statement useful?
4. Why doesn't Ben start to write it?

Ben is at home for the weekend during his last year at the college.

Mother: What are you doing?

Ben: I'm filling this application form for a VSO job. I don't know whether to type it or not.

Mother: I would. It looks much better if you type it.

Ben: OK. Listen, it says here that: "You may add a supporting statement if you wish". What does "a supporting statement" mean?

Mother: It's something extra you add to an application form. In other words, you get a chance to say something more about yourself.

Ben: I don't understand why they need more information about me when I've put everything on the form.

Mother: Well, it's also an opportunity to say why you think you're suitable for the job. When I worked in the personnel department at ICI it was amazing how many people didn't bother to add one to their c.v.

Ben: Well, I suppose I'd better write something then. But I don't know what to say.

Mother: You can think of something, surely. You must know why you want the job.

Ben: I'm not sure now. I don't know whether I want it or not.

Mother: Ben!

Exercise 29. Work in pairs and role play this situation.

Exercise 30. You have decided to write a letter to the firm to apply for the job as a Computer Systems Support Person or Network Support Person. Say why you think you are suitable for the job. Give details of any relevant experience you have had and say when you would be available for the interview.

Exercise 31. It's time for the role-play activity. Divide the class into pairs and interview partners to collect educational and professional information.

Student B: ***ask your partner questions in order to complete your partner's brief c.v. below.***

CURRICULUM VITAE

PERSONAL

Name:_____

Date of birth: _____

Marital status:_____

EDUCATION

Dates	Institutions
_____	_____
_____	_____

QUALIFICATIONS

Dates	Qualifications
_____	_____
_____	_____

PROFESSIONAL EXPERIENCE

Company	Position	Length of service	Reason for leaving
_____	_____	_____	_____
_____			
_____			

Student A: ***ask your partner questions about education, qualifications and job experience so that you can complete your partner's brief c.v.***

Exercise 32. Read the letter of application below and answer these questions.

1 Which job is Sarah Brown applying for?
2 Where did she see the advertisement?
3 How long has she been working as a software engineer?
4 What type of programs has she written?
5 When did she spend three months in Spain?

Dear Mr Scott,

I am writing to apply for the position of Senior Programmer which was advertised on 28th March in *The Times.*

I graduated in May 2002 and did a work placement with British Gas as part of my degree. Before taking my present job I worked for a year with NCR. I stayed in this job (1) _____ March 2004.

(2) _____ the last three years I have been working as a software engineer for Intelligent Software. I have designed four programs in COBOL for commercial use, and (3) _____ January I have been writing programs in C for use in large retail chains. These have been very successful and we have won several new contracts in the UK and Europe on the strength of my team's success.

Two years (4) _____ I spent three months in Spain testing our programs and also made several visits to Italy, so I have a basic knowledge of Spanish and Italian. I now feel ready for more responsibility and more challenging work, and would welcome the opportunity to learn about a new industry.

I enclose my curriculum vitae. I will be available for an interview at any time.

I look forward to hearing from you.

Yours sincerely,

Sarah Brown

***Exercise 33. Look at the HELP box and then complete the letter with** for, since, ago **or** until.*

HELP box

for, since, ago, until

- We use **for** to refer to a period of time.

*I've lived In Liverpool **for** five years.*

- We use **since** to refer to a point in time.

*I've been unemployed **since** May 2005.*

- We use **ago** with the past simple to say when something happened. We put **ago** after the time period.

*I got married five years **ago.***

- We use **until** to mean *up to a certain time.*
  *I stayed at high school **until** I was 18.*

Exercise 34. Look at the job advertisement for a webmaster at eJupiter. Maria Quintana is interested in applying. Use her curriculum vitae on page 34 to write a letter of application. Follow these steps:

Vacancies at eJupiter.co.uk

Webmaster

We are seeking a Webmaster for eJupiter.co.uk, a company dedicated to e-commerce.

The successful candidate will manage our website. You will be responsible for making sure the web server runs properly, monitoring the traffic through the site, and designing and updating our web pages.

Experience of using HTML and Java is essential. Experience of Adobe PDF and Photoshop is an advantage. The successful candidate will also have knowledge of web editors – MS FrontPage or equivalent.

Send your CV and a covering letter to James Taylor, eJupiter Computers, 37 Oak Street, London SW10 6XY

Paragraph one: reason for writing
I am writing to apply for the position of...

Paragraph two: education
I graduated in (date)...
I completed a course in ...

Paragraph three: work experience
For the past X-years I have been ...
Since XI have been …
Paragraph four: personal skills
I spent X months in (country)... ,sol have knowledge of (foreign languages).
I can ...

Paragraph five: reasons why you are applying for this job
I now feel ready to... and would welcome the opportunity to ...

Paragraph six: closing / availability for interview
I enclose...
I look forward to...
I will be available for an interview...

Curriculum vitae

Personal information

Name: María Quintana

Address: Avda Séneca, 5, Madrid 28040

Telephone: 00 34 91 5435201

Email: mquintana0782@telefonica.net

Date of birth: 28/07/82

Education and Training

2006	Online diploma in web-based technology for business, www.elearnbusiness.com
2005	Course in web design at the Cybernetics College, London: HTML, Java and Macromedia Dreamweaver
2004	Course in computer hardware and networking at the Cybernetics College, London
1999–2004	Degree in Computer Science and Engineering, University of Madrid

Work experience

January 2006 – present	Part-time Webmaster at www.keo.es; responsible for updating the site and using Adobe Flash to create animations
May 2005 – December 2006	IT consultant at Media Market, specializing in e-commerce and IT strategies

IT skills

Knowledge of multiple computer platforms (Windows, Mac and Linux); strong database skills (including the popular open source MySQL database); complete understanding of graphics formats and Cascading Style Sheets

Personal skills

Social and organizational skills

Good communication skills

Languages

Spanish mother tongue; English (Cambridge CAE); Arabic (fluent)

Hobbies and Interests

Web surfing, listening to music and travelling

References

Miguel Santana, Manager, keo.es

Sam Jakes, Lecturer, Cybernetics College

Exercise 35. Write your own CV in English, using Maria's CV as a guide.

Exercise 36. Think of your ideal job and write a letter of application for it. If you prefer, look on the Internet for real jobs and practise applying for those.

Exercise 37. Read the dialogue and then answer the questions.

A Job Interview

Interviewer: So, why do you want to be a computer programmer?
Jason: Well, I don't like working in a fast food restaurant, and I want to make more money.
Interviewer: I see. Do you have any experience?
Jason: No, but I'm a fast learner.
Interviewer: What kind of computer do you use?
Jason: Computer? Uhm, let me see. I can use a *Mac*. I also used *Windows XP* once.
Interviewer: That's good.
Jason: May I ask a question?
Interviewer: Please, go ahead.
Jason: Will I be able to find a job as a computer programmer?
Interviewer: Umm, err, ahh....

Choose the correct answer.

1. What job does Jason want?
   a. Cook b. Computer Programmer c. Cameraman
2. Where does Jason work?
   a. In a restaurant b. For a computer company c. At a school
3. Why does Jason want a new job?
   a. he's bored b. he quit his job c. he wants more money
4. Does Jason have programming experience?
   a. yes b. no
5. Jason is a slow learner.
   a. true b. false
6. What kind of computer does Jason use?
   a. a Mac b. Unix c. Amiga
7. Has Jason ever used Windows XP?
   a. yes b. no
8. Will Jason get a new job?
   a. yes b. no c. I don't know.

Exercise 38. Match the questions with the answers.

Job Interview

1. Would you like something to drink? 2. Could you tell me something about yourself? 3. What kind of work do you like to do? 4. What are your skills? 5. Why do you want to work for this company? 6. What salary do you want? 7. Can you tell me about your work experience?

A) _____ I want to work for a company that has been here a long time. I'm a customer of your company and I think you give excellent service. I know this company will be here for a long time. I hope there will be opportunities for me to be promoted.

B) _____ No, thank you.

C) _____ I have a lot of experience with computers. I can use Microsoft Word, Power Point and Excel. I can type 50 words per minute. I am good at math and enjoy working with numbers.

D) _____In my country, I worked as an automobile body repairman at a garage. I worked there for 5 years. I repaired many different kinds of cars, and I used many different tools. I am good with my hands. I think my last experience will help me with a job here.

E) _____ I come from Hong Kong. I graduated from the Mountain High School there. I came to San Francisco in 1993. I've been working at the Han Gift Shop since 1995. I've been studying English as a Second Language and office training at City College of San Francisco. I really enjoy working with people and working with computers.

F) _____ I've heard the usual salary for this position is between $12 and $15 per hour. I think that would be OK.

G) _____ I really enjoy working with people. That's why I want to work as a customer service representative in a store like yours. I have a lot of experience in customer service. I like helping the customers and talking to them. I am very friendly.

Exercise 39. Answer the interview questions. Pay attention to grammar you are to use in your answers.

1.What are your skills?

I know how to _____(verb/base form).

I can _____(verb/base form).

2.What was your last job?

I _____ (be/simple past) a _____(job title).

3. Did you work in your country? _____ (yes/no/past)

4. What did you do?
I _____ (be/simple past) a _____(job title).
5. What salary do you want?
I'm open.
What do you usually pay for this position?
6. Are you working now? _____ (yes/no)
I _____ (tell where you work and what you do)
7. What are your duties?
I _____ (verbs/present tense)
8. Do you want to work full-time or part-time?
I want to work _____.
9. Tell me about your experience.
I have been a _____ for _____ years.
I _____(be/simple past) a _____(job title) for _____ years.
Also, I _____a _____ for _____ years.
10. Tell me about your education
In my country, I studied _____.
Now, I study English at City College of San Francisco.
I got a certificate in _____(area/subject studied) from _____ (school). I got a AA/BA/MA degree in _____(area/subject studied) from _____(school)
11. What are your strengths?
I'm _____(adjectives to describe your personal qualities)
12. What are your weaknesses?
English is my second language, but I study every day to improve it. __
_____

Exercise 40. Use these ideas and interview your partner for the position of a Computer Programmer.

Interview questions and answers:

Tell us about yourself. / What can you tell us about yourself? / Tell me about yourself.

A. I am …	responsible a fast learner healthy punctual organized	hardworking flexible pleasant honest bilingual

B. I …	like to work with people communicate well follow instructions	like to work with numbers get along with co-workers
C. I am good at …	sewing math working with my hands	numbers cooking

Sometimes, if you don't have a lot of experience, you can also talk about your personal strengths.

Answers for personal preference questions

Why do you want this job?

- Because I'm good with numbers.
- I like working with people.
- Your company has a good reputation.
- It's a large company, with opportunities for promotions.
- This job requires computer skills, and I have a lot of experience using computers.

What salary do you want?

- In my last job, I made $10 an hour. I would like at least that amount.
- What is the salary range for this job? I'd like at least (name an amount), because I have a lot of skills.
- I think about $2,000 per month is fair.
- Other companies pay about $12 per hour for this type of work. I think that is a good wage.

Why do you want to work for this company?

- It's a big successful company.
- Your company is well know and makes good products.
- It provides dependable service.
- I know someone who works here. She says there is an excellent working environment here and the people are friendly.

Exercise 41. Write the answers to these questions. Give as much information as you can.

1. Tell me about your education.

_____

_____

_____

2. What is your work experience?

_____
_____
_____

3. What are your skills?

_____
_____
_____

4. What are your strengths?

_____
_____
_____

Exercise 42. In pairs discuss the following questions.

1. Is success important to you?
2. Do you think you will be successful?
3. Give three ways people become financially successful:
   - _____
   - _____
   - _____
4. What other kinds of success are there besides financial success?
   - _____
   - _____
   - _____

Exercise 43. Use vocabulary notes on page 9 and match the verbs on the left with the nouns or phrases on the right. Use each word once only.

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

Exercise 44. Starting with the words you are given, rewrite each of these sentences using vocabulary from above. The basic meaning must stay the same.

Model: I'm a banker.
I work *in banking.*

1. What do you do?
   What's…….
2. I earn $50,000 dollars.
   My……
3. I get £20,000 from my teaching job and another £10,000 from writing.
   My total……
4. I am a chemist.
   I work for…….
5. In my job I have to look after and maintain all the computers in the building.
   My job involves……...
6. I'm responsible for one of the smaller departments.
   I'm in……

Exercise 45. This is part of the conversation with a teacher about her job. Can you supply the missing questions?

A:……..?
B: I usually start at nine and finish at four.
A:……..?
B: Yes, a bit. On certain courses I work until five o'clock, and then I get paid extra.
A:……?
B: Twelve weeks. That's one of the good things about being a teacher.
A:……?
B: No, we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

Exercise 46. Can you answer these general knowledge questions about work?

1. What are normal working hours for most office jobs in your country? 2. Can you name three jobs that get very high salaries in your country? 3. When you start paying income tax in your country, what is the minimum amount you have to pay? 4. What jobs often involve shiftwork? (Give at least two examples) 5. Is flexi-time common in your country?

Exercise 47. Work in pairs. What kind of work do you expect to do after you graduate from University? Explain your responsibilities and daily duties to your partner in English.

Exercise 48. Use vocabulary notes on page 10 and write a single word synonym for each of these words/phrases.

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

Exercise 49. Find the logical answer on the right for each of the questions on the left.

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

Exercise 50. Complete these sentences with a suitable word or phrase.

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

Exercise 51. Complete this word-building table. Use a dictionary to help you.

Verb	*General noun*	*Personal noun(s)*
Promote	……	-
Employ	……	……
Resign	……	-
Retire	……	-
Train	…….	……..

Exercise 52. Have you got a job in a company? If so, answer these questions as quickly as you can. (It can be imaginary).

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

Ask another person the same questions.

Exercise 53. Read the following story silently. Then do the reading exercises that follow.

Notes on the text:

1. A person who has exciting or dangerous experiences.
2. Large wild animals — for example, elephants or lions — hunted for sport.
3. A nobleman, lower in rank than a prince.
4. A person who goes to another country to write articles for a newspaper or magazine.

Make a Name *for Yourself*

Ernest Hemingway was born in Oak Park, Illinois, in 1899. After finishing high school, he became a newspaper reporter for the Kansas City Star. By the time he was in his mid-20s, he had published his short stories. Then, he **got off to a good start** as a novelist with the publication of The Sun Also Rises. The young writer **kept on** writing and soon published A *Farewell to* Arms, which many readers said was his best work.

Hemingway **made a name for himself** not only as a writer but also as an adventurer.[1] He **took an interest in** big game[2] hunting and fishing,

and he enjoyed watching bullfights. He **made use of** these experiences in his books.

When Hemingway was young, he was disappointed in love. He was **planning on** marrying a nurse he had met in World War I, but she decided to marry an Italian duke[3] instead. Hemingway was heartbroken. Later, he did get married— four times, in fact. Such events from his own life were often published in newspapers.

In 1921 Hemingway went to Paris to work as a foreign correspondent[4] for the *Toronto Star,* a Canadian newspaper. When he was there, other writers like F. Scott Fitzgerald, Gertrude Stein, and Ezra Pound **made an impression on** him.

In 1940 Hemingway's most popular novel, For Whom the *Bell Tolls,* was published. In 1953 he won the Pulitzer Prize in fiction for his novel The Old Man and the *Sea.* One year later, he won the Nobel Prize for literature. Ernest Hemingway **was destined for** greatness.

In his later years, Hemingway lived in Cuba and wrote about the country, but Castro's revolution forced him to return to the United States in 1960. The following year, his life ended with the drama of one of his novels: He killed himself with a shotgun.

Exercise 54. A) These questions are based on the story you just read. Write "True" or "False" after each statement.

1. Hemingway's work as a novelist began well.
2. After publishing The Sun Also Rises, Hemingway stopped working hard as a novelist.
3. Hemingway became famous through his writing and his personal life.
4. He liked hunting, fishing, and going to bullfights.
5. Hemingway never used experiences from his own life in his novels.
6. Hemingway wanted to marry a nurse he met during World War I.
7. Other writers never influenced Hemingway.
8. It seemed that Hemingway was to be a great writer.

B) An inference is something that is not stated directly, but is implied. Write "True" or "False" after each inference.

1. Hemingway lived a simple life.
2. Hemingway didn't like to travel.
3. Hemingway is one of the most successful twentieth-century American writers.

C) Mark the one statement that represents the main idea of the story.

1. [ ] Ernest Hemingway had a long and successful career as a writer, lived an adventurous life, and died dramatically.
2. [ ] Although he was an American, Hemingway lived in Cuba.
3. [ ] Hemingway won the Pulitzer Prize in fiction for *The Old Man and the Sea* and the Nobel Prize for literature.

Exercise 55. Mark the meaning of the idiom underlined in each sentence.

1. Jack Nicholson didn't really <u>get off to a good start</u> as an actor.
   a. (x) begin well
   b. ( ) get a role, act
   c. ( ) begin his career with problems
2. Nicholson <u>took an interest in</u> method acting and studied it seriously.
   a. ( ) hated, didn't want to know anything about
   b. ( ) registered for a course in
   c. ( ) wanted to know all about, was attracted to
3. Once Nicholson got a leading role, he <u>kept on</u> getting them.
   a. ( ) stopped
   b. ( ) continued
   c. ( ) didn't care about
4. Nicholson gradually <u>made a name for himself</u> through parts in the movies One *Flew Over the Cuckoo's Nest* and *Carnal* Knowledge.
   a. ( ) became famous
   b. ( ) changed his name
   c. ( ) learned to act in films
5. Nicholson <u>made</u> good <u>use of</u> what he learned in his acting classes whenever he was in a movie.
   a. ( ) used
   b. ( ) forgot
   c. ( ) didn't want to use
6. Nicholson has <u>made</u> such a strong <u>impression on</u> American movie goers that he is often ranked with great actors of earlier periods such as Spencer Tracy and Humphrey Bogart.
   a. ( ) was considered so muscular to
   b. ( ) had an effect on
   c. ( ) was considered so funny to
7. Fortunately for movie-goers, Nicholson <u>planned on</u> making a lot of movies.

a. ( ) got tired of
b. ( ) was opposed to
c. ( ) intended to

8. Jack Nicholson seemed <u>to be destined for</u> a successful acting career.
a. ( ) was sure to have
b. ( ) wanted
c. ( ) worked hard to have

Exercise 56. Fill in the blanks with the correct prepositions or particles. Then play the tape and check your answers.

Tom Jenks became famous as the man who edited a 1500-page manuscript by Ernest Hemingway into a 247-page novel called *The Garden of* Eden.

Jenks was, in fact, the fourth editor at Charles Scribner's Sons to work on *The Garden of Eden.* The three editors before him couldn't do the job, but Jenks just kept ___*on*___ making changes. He didn't rewrite; he made use _____ Hemingway's own words.

Before starting the Hemingway book, Jenks never really took an interest _____ the great writer. Jenks was planning _____ publishing new writers at Scribner's. Maybe because he wasn't very interested in Hemingway, Jenks got _____ _____ a good start and was able to finish the job that Hemingway himself hadn't finished.

The early reviews of the book were very negative. But like Islands in the Stream, which sold over a million copies after bad reviews, *The Garden of Eden* was destined _____ success.

Exercise 57. Read each of the following situations and act it out. Use as many idioms as possible. Work with a partner.

be destined for	make an impression on
get off to a good start	make use of
keep on	plan on
make a name for oneself	take an interest in

1. Your best friend is unhappy at work. He or she is thinking about changing fields. Discuss the situation. For example, say, "I don't think I'm destined for a career in . . ."

2. You've been working for the same company for ten years. Your boss just gave you an unsatisfactory annual evaluation. You think your performance has been excellent. Discuss it with your boss.

3. You are the parent of a very artistic boy who is finishing high school. Discuss his abilities and his future with his teacher.

Exercise 58. Before you read the article, look carefully at the subtitle. When you have finished reading, say what the two things are that you can't leave to chance.

How to Step Up Your Luck
Two Moves you Can't Leave to Chance

by Catherine Lilly, Ph.D. and Daniel Martin, Ph.D.

What does it mean to be lucky? It commonly means someone who gets something valuable without really trying, someone who is in the right place at the right time. The person who discovers a lost painting by a famous painter, or who buys a winning lottery ticket — these are lucky people. They meet up with unexpectedly fortunate events. Since we have no control over the "when" and the "where" of such events, we can't make them happen to us. The only way to make a difference in our luck is to control ourselves.

Variety can increase your luck

The first rule is to look for variety, new experiences. More variety will result in a richer life with more opportunities. The more varied life is, the more likely that unexpected combinations of events will occur, giving us the chance to improve our situation. Researchers say that being able to change is the best way to survive in changing, unpredictable times. Individuals who can change are more adaptable.

When we are searching for something, like a lost pair of eyeglasses, it, isn't a good idea to always follow the same pattern of search. If we always start looking in the basement and systematically work our way through the house, we're probably wasting time. Instead we can learn from the past. Whenever we misplace our glasses, we should start our search at the place where we last found them in order to make use of our past successes. Searching for happiness is like that as well. Be flexible. Learn from your mistakes. Try lots of different possibilities.

Variety is necessary for happiness. No matter how rich our lives may seem, if they consist only of expected events and repetition, boredom steps in. We find pleasure in the unexpected and the surprising. Birthday presents that we expect do not excite us, but we can be strangely affected by unexpected small signs of generosity or affection. Chance makes the difference. Saying yes to uncertainty adds pleasure to life and contributes

to our luck. Sometimes it seems easier, however, to use our strength to build walls to try to protect ourselves from uncertainty. We buy life insurance, household insurance, car insurance. We work hard and put money aside. But all this planning can't guarantee safety. We need to find the courage to welcome uncertainty.

Taking the first step is crucial. Each of us should find one action that will increase variety: subscribe to a new magazine, take a different route to work, sign up for a night-school course. Then focus on its positive results. This positive reinforcement, together with the pleasure of sensing the power in doing what we want to, should give us the courage for the next act.

Saying yes to yourself

Accepting ourselves exactly as we are at this present moment provides the courage to move forward. Believing that all our choices in the past were the best we could have made at the time frees us from regret and reinforces our belief that we are as good as we can be at this moment. The best preparation for the future is self-acceptance in the present. Self-acceptance and trust in people are the foundations of confidence and courage.

Self-acceptance, courage, and action don't guarantee good luck, but they do guarantee a richer and fuller life. They lead to more opportunities from unexpected events that can enrich our lives.

As you read the article, pay attention to the authors' suggestions on how to increase your luck. When you have finished reading, say *Right* or *Wrong* for each item below.

The article suggests that people

1. do the same things every day.
2. add variety to their lives and try out new things.
3. be flexible and learn from mistakes.
4. be cautious of new experiences.
5. try to protect themselves from uncertainty.
6. be willing to change.
7. accept themselves as they are.
8. buy life insurance.

Exercise 59. Read the text and explain what made the narrator successful.

Hunting for a Job

(after S.S. McClure)

I reached Boston late that night and got out at the South Station. I knew no one in Boston except Miss Bennet. She lived in Somerville, and I immediately started out for Somerville. Miss Bennet and her family did all they could to make me comfortable and help me to get myself established in some way. I had only six dollars and their hospitality was of utmost importance to me.

My first application for a job in Boston was made in accordance with an idea of my own. Every boy in the Western states knew the Pope Manufacturing Company, which produced bicycles. When I published my first work "History of Western College Journalism" the Pope Company had given me an advertisement, and that seemed to be a "connection" of some kind. So I decided to go to the offices of the Pope Manufacturing Company to ask for a job. I walked into the general office and said that I wanted the president of the company.

"Colonel Pope?" asked the clerk.

I answered, "Yes, Colonel Pope."

I was taken to Colonel Pope, who was then an alert energetic man of thirty-nine. I told Colonel Pope, by way of introduction, that he had once given me an advertisement for a little book I had published, that I had been a College editor and out of a job. What I wanted was work and I wanted it badly.

He said he was sorry, but they were laying off hands. I still hung on. It seemed to me that everything would be all up with me, if I had to go out of that room without a job. I asked him if there wasn't anything at all that I could do. My earnestness made him look at me sharply.

"Willing to wash windows and scrub floors?" he asked. I told him that I was, and he turned to one of his clerks. "Has Wilmot got anybody yet to help him in the downtown" rink?" he asked. The clerk said he thought not.

"Very well", said Colonel Pope. "You can go to the rink and help Wilmot out for tomorrow."

The next day I went to the bicycle rink and found that what Wilmot wanted was a man to teach beginners to ride. I had never been on a bicycle in my life nor even very close to one, but in a couple of hours I had learnt to ride a bicycle myself and was teaching other people.

Next day Mr. Wilmot paid me a dollar. He didn't say anything about my coming back the next morning, but I came and went to work, very

much afraid that I would be told I wasn't needed. After that Mr. Wilmot did not exactly engage me, but he forgot to discharge me, and I came back every day and went to work. At the end of the week Colonel Pope sent for me and placed me in charge of the uptown rink.

Colonel Pope was a man who watched his workmen. I hadn't been mistaken when I felt that a young man would have a chance with him. He often used to say that "water would find its level", and he kept an eye on us. One day he called me into his office and asked me if I could edit a magazine.

"Yes, sir," I replied quickly. I remember it flashed through my mind that I could do anything I was put at – that if I were required to run an ocean steamer I could somehow manage to do it. I could learn to do it as I went along. I answered as quickly as I could get the words out of my mouth, afraid that Colonel Pope would change his mind before I could get them out.

I. Answer the following questions.

1. Who was the only person the author knew in Boston? 2. In what way was he received? Why was it of great importance to him? 3. What made the young man apply for a job to the Pope Company? 4. Describe Colonel Pope. What was his answer to the young man's story? 5. Why did the man still hang on though he found out that the company was laying off hands? 6. What question did the Colonel ask him? 7. Describe the young man's job and say whether he coped with it. 8. Why did the man continue to work for Mr. Wilmot though he hadn't engaged him? 9. What happened at the end of the week? 10. What job was the young man offered in the long run? 11. What idea flashed through his mind? 12. What helped the man to get his first job?

II. Find equivalents for the following phrases in the text.

отправиться куда-либо; создать все условия; найти работу; быть чрезвычайно важным для кого-либо; заявление о приеме на работу; поместить чью-то рекламу; энергичный человек; быть без работы; очень нуждаться в чем-либо; увольнять; настойчивость; внимательно посмотреть на кого-либо; очень хотеть что-либо делать; мыть полы; ездить на велосипеде; назначить ответственным за что-либо; присматривать за чем-либо; издавать журнал; так быстро, как только мог вымолвить слово; передумать; сомневаться в чем-либо

III. Write whether the sentences are true or false. Correct the false ones.

1. The Pope Manufacturing Company produced cars. 2. The man went to Pope Manufacturing Company because he wanted to write an article about them. 3. Colonel Pope was a young energetic man. 4. The company immediately gave him the job he asked for. 5. The man could ride bicycles very well. 6. He refused to teach people ride bicycles. 7. He was discharged the next day. 8. He got this job as he was ready to do any job.

IV. Put questions to the words in bold type.

1. I reached Boston that night and got out at the **South Station.** 2. Every boy in the Western states knew the Pope Manufacturing Company, **which produced bicycles.** 3. I decided to go to the offices of the Company **to ask for a job.** 4. I asked him **if there wasn't anything at all I could do.** 5. **My earnestness** made him look at me sharply. 6. The next day I went to the **bicycle rink.** 7. Wilmot wanted a man **to teach beginners to ride.** 8. Mr. Wilmot paid me **a dollar.** 9. **At the end of the week** Colonel Pope sent for me and placed me in charge of the uptown rink. 10. Colonel Pope was a man, **who watched his workmen.** 11. He often used to say **that** "**water would find its level"**. 12. I answered as quickly as I could get the words out of my moth, **afraid that Colonel Pope would change his mind.**

V. Finish the statements choosing a phrase from those in brackets.

1. When the author reached Somerville he … (immediately went to a hotel; rushed to the Pope Manufacturing company to apply for a job; went to see Miss Bennet)

2. Miss Bennet's hospitality … (was a pleasant surprise to the young man; was of utmost importance to him; actually meant nothing to him; was bothering him).

3. The young man … (asked his friend to help him find a job; decided to go to the offices of the Pope Company to ask for a job himself; wanted Miss Bennet to help him).

4. The author told Colonel Pope that … (the only thing he could do was to publish a magazine; he had been dreaming of running a bicycle rink; he wanted a job badly).

5. The young man … (was very good at riding a bicycle; had never been on a bicycle in his life; started riding a bicycle when he was ten).

6. Mr. Wilmot … (engaged the young man; paid him a dollar and discharged him; did not exactly engage him, but forgot to discharge him).

7. Colonel Pope was a man who … (never watched his workmen; seldom gave young men a chance; kept an eye on his employees).

8. The author got his first job because … (Miss Bennet had helped him, he had been 'willing to wash windows and scrub floors'; it was easy to get a job at that time).

Exercise 60. Before reading the text do the following tasks:

1. Choose a job, and talk for two minutes giving reasons why your job should be the best paid in the country.

2. Work with two or three other students. Discuss which of the following should be next best paid, and so on. You must produce an agreed group answer, listing the jobs in order of pay.

Work and Pay in Fantasia

I had a thought-provoking dream last night. In it I was living in Fantasia – a place where people are paid according to their real value to the society. There are some striking differences with what happens in other countries.

In Fantasia, doctors are paid for keeping people alive. A doctor is well rewarded as long as his or her patients stay healthy. But when a patient falls ill, the doctor's pay is reduced by half; and if a patient dies, the doctor has to pay massive compensation to the surviving relatives. Average life expectancy in Fantasia is 132, although doctors tend to die young.

Soldiers are paid on the same lines as doctors: in peacetime they get a reasonable wage, but as soon as war breaks out the government stops paying them. Officers earn far less than ordinary soldiers, and generals get least of all. This is because of the Fantasian principle that power is its own reward: people can have either money or power, but Fantasians avoid giving them both. Members of the House of Long Sentences (the Fantasian Parliament) get expenses payments, but no salary; the Prime Minister gets the least generous expenses.

Teachers' pay is worked out according to their teaching ability (pupils vote), their pupils test results and the level at which they teach.

On average, primary school teachers get double the pay of secondary school teachers, who in turn are wealthy by comparison with university teachers

Housewives or househusbands receive a basic salary from the state, plus an extra 16.500 Fantasian Grotniks (about $4.500 US) annually for each small child in the family.

People who do dirty, strenuous, dull or distasteful work (e.g. rubbish collectors, coal miners, factory workers or sewage workers) are at the top of the Fantasian wages scale. Other highly-paid workers include gardeners (Fantasians like looking at flowers), hospital nurses and librarians.

Among the poorest-paid workers are advertising agents, TV weather forecasters, traffic wardens and bank managers. Pop singers, who are all employed by the state, are paid starvation wages and allowed to give one concert a year (Fantasians don't like listening to loud noises)

The best-paid people in Fantasia are writers.

Guess what I do for a living.

***Exercise 61.* Answer the questions.**

1. Where is Fantasia?
2. What are doctors in Fantasia paid for?
3. Who is paid on the same lines as doctors?
4. Why don't Members of the Fantasian Parliament get a salary?
5. How are teachers paid?
6. How does the Fantasian government support families?
7. What kind of jobs are at the top of the Fantasian wages scale?
8. What jobs are poorest paid in Fantasia?
9. Do you think the system of payment in Fantasia is fair? Why?

Exercise 62. Read the text and do the task that follow.

Salaries and Wages in Different Countries

An intriguing book *World paychecks: who makes what, where and why,* makes some interesting international comparisons. In Japan, for example, teachers earn far less than factory workers, but in Denmark they are near the top of the wages scale. A New York rubbish collector makes three times as much as an Indian army general. A German bus driver gets

double the pay packet of a British bus driver. In China some university teachers earn as much as government ministers, but Chinese newspaper and television journalists are the most poorly paid ones in the world. And so on.

In part, says the writer, this is because of the law of supply and demand. New York rubbish collectors are well paid because it is hard to find enough people who want to do the job, and in India generals do badly because everyone (well, almost everyone) wants to be a general. But other facts – whether having a certain job makes you famous, for example – also make a difference.

It may interest you to know that the President of the United States earns three times what the Prime Minister of Britain does, but that the Prime Ministers of India and China get only about £40 a week. I leave you to draw your own conclusions.

One of the other interesting bits of information in the book is that Britain pays its civil servants (the people who are paid to help the government run things like the tax system and the post office) more than America and most of Europe. Don't ask me who decides these things: no one asked for my opinion.

(from an article by William Davis in *Punch*)

Discuss the following:

1. True or false: in Denmark, factory workers earn more than teachers.
2. Who earns more, an Indian army general or a New York rubbish collector?
3. If a British bus driver earns £500 a month, how much does a German bus driver earn?
4. Who earns more in China, university teachers or journalists?
5. True or false: civil servants work in the services.
6. What has changed since the article by William Davis was published in *Punch?*

Exercise 63. Before reading the text do the following tasks:

1) Which job has the highest salary in this country? In your country? Which job has the lowest salary? Why?
2) Do you know any people who made a midlife career change? Why did they change careers?
3) Is it easy or hard to change careers? Explain your answer.

Finding the Ideal Job

(Review of *What Colour is Your Parachute?*).
After Barbara Kleppinger

You are out of work.
You hate your job.
You aren't satisfied with your career.
You are looking for your first job. Where do you start?

You'll probably send your résumé to a lot of companies. You might answer newspaper want ads. Or you might go to employment agencies. But experts say you won't have much luck. People find jobs only five to fifteen percent of the time when they use these methods. So, what can we *change?* Bolles is an expert in the field of job hunting. He has helped thousands of people find jobs and careers. This book is different from other job hunting manuals. Bolles doesn't help you to find just another job. Instead, he helps you find your ideal job: a job that fits who you are, a job that is satisfying to *you*. What kind of job is ideal for you? If you don't know the answer, Bolles says, you can't find your ideal job. You need to have a clear picture in your mind of the job you want. The book has many exercises to help you draw this picture.

Bolles says that you must think about three things:

1) *Your skills*. What do you like to do? What do you do well? Do you like talking? Helping people? Teaching? Reading and writing? Using computers? Working with your hands? Bolles asks you to think about all your skills, not only "work skills". For example, a mother of four children is probably good at managing people (children). She may be a good manager.
2) *Job setting*. Where do you like to work? Do you like to work outside? At home? In an office? Alone or with others? What kind of people do you like to work with?
3) *Job rewards*. How much money do you need? How much money do you want? What else do you want from a job? What would make you feel good about a job?

After Bolles helps you decide on your real job, he gives you specific, useful advice on how to find the job. His exercises teach you how to find companies and how to introduce youself. The chapter on job interviews is full of useful information and suggestions. For example, most pepole go to interviews asking themselves the question 'How do I get the company

to hire me?" Bolles thinks this is the wrong question. Instead, he wants you to ask yourself, "Do I really want to work for the company?"

There two small problems with the book. First, Bolles writes too much! He explains his ideas over and over again. Second, there is no space to write the answers to the exercises. But these are small problems. *What Colour is Your Parachute?* is the best job hunting manual available today.

What Colour is Your Parachute? was written in 1970. But the information is updated every year. So, if you are looking for a job, or if you have a job but want a new one, remember: Don't just send out copies of your résumé. Don't just answer want ads. And don't wait for friends to get you a job. Instead, buy this book and do the job hunt the right way.

Exercise 64. Decide if the sentences are true or false. Compare your answers with a classmate's.

1. *What Colour Is Your Parachute ?* is similar to other job-hunting Manuals.
2. Bolles's goal is to help people find work as quickly as possible.
3. According to *What Colour Is Your Parachute?*, job hunters should think about their skills, the work setting, and the job rewards they want.
4. *What Colour Is Your Parachute?* includes specific advice on finding jobs.
5. According to the reviewer, one problem of the book is that it's too short.

Exercise 65. Read each situation. Decide whether, according to Bolles, the person is making a mistake or doing the right thing. Circle your answers. Then discuss your decisions with your classmates.

1. Owen has been always a manager. He doesn't want to be a manager. But he's not looking for another job because he thinks that he doesn't know how to do anything else. According to Bolles, Owen is
   a. making a mistake
   b. doing the right thing.
2. Amy studied to be a teacher. But now she's not just looking for work as a teacher. Instead, she's thinking about whether teaching is really the right career for her. According to Bolles, Amy is
   a. making a mistake.
   b. doing the right thing.
3. Bill is in a job interview. He is asking the person who is interviewing him some questions about the company. According to Bolles, Bill is
   a. making a mistake.
   b. doing the right thing.

4. Kathy has a choice between a job that pays very well and a job that seems very interesting. She decides that for her, money is the most important thing. So she chooses the job that pays well. According to Bolles, Kathy is
   a. making a mistake.
   b. doing the right thing.
5. Peter sent his résumé to many companies and he answered many want ads. So now he is waiting for someone to call him about a job. According to Bolles, Peter is
   a. making a mistake.
   b. doing the right thing.

Exercise 66. Complete the e-mail from Cristina to Jenny with the words below:

hire *interview* *out of work* *résumé* *skills* *specific*

From: Cristina Bond@Richmond.edu
Sent: 01 July 2004 14:23
To: JRIOS@aol.com
Subject: New Job
Hi Jenny,
Guess what? I finally found a job. I'm so excited! I thought I was going to be 1 ---------- forever. I was so nervous during the 2 ---------- . I was sure they didn't want to 3 ---------- me. At first they asked me lots of general questions about my life. That information was on my 4 ---------- . But then they started to ask me lots of 5 ---------- questions about computers. I'm so glad I took that Internet course last summer. It gave me a lot of computer 6 ---------- that I can use at this job. Now, I can't believe it. I'll call you next week with my new work number.

Yours,
Web master Cristina

Exercise 66. You are going to read part of a leaflet prepared by a large employment agency. It gives advice on what to do and what not to do at interviews. Choose the most suitable heading from the list A-F for

each part (1-4). There is an example at the beginning (0). Notice that there is one heading which you do NOT need to use.

A. Why did you leave your last job?
B. What else should you do during the interview?
C. What did you do in your last job?
D. How should you prepare for the interview?
E. Why do you want to work for us?
F. What questions should I ask my interviewers?

1. Find out as much as you can about your prospective employers and the business they are in. Think about the questions you are most likely to be asked, and at least three questions you would like to ask them. Then make sure you arrive for the interview at least fifteen minutes early. Here, by the way, are four of the most frequent questions interviewers ask. Think calmly about them while you are waiting.

2. Don't talk only about what you hope to get from the firm. Emphasize what you think you can do for them and all the things in your previous experience and training that you think will be useful in the new job. Be sure also to mention something you have learned about your prospective employers that interests you.

3. Don't just give the name of the job. Describe the main duties and responsibilities the job involved. Then pause and see if your interviewer has any further questions.

4. Be as positive as possible. Emphasize all the things you learned that you think will be useful in the new job. Be sure to mention any promotion or advancement you had.

a. Relax. Be yourself.
b. Look at your interviewer when he or she asks you questions.
c. If you don't understand a question, politely say 'I'm not sure if I understand. Do you mean...'
d. Remember the questions you would like to ask. Be sure to ask at least one or two before the interview is over.
e. At the end, thank your interviewers for seeing you.

5. Never say 'It was boring'. Instead, say that you didn't think you could make use of your full abilities. Don't criticize your previous employer. If you lost your job through no fault of your own, briefly describe the problems the company had. Never give your prospective employers the impression that you are bitter.

TEST YOURSELF

I. Put the following actions into the correct order:

A) accept the job
B) find an interesting post
C) apply for the job
D) sign a contract
E) be called for an interview
F) look through job adverts
G) fill in the application form
H) be offered the job
I) attend the interview
J) send off for an application form

II. Complete the dialogue with correct questions:

Miss Smith is having a job interview with the manager of a tour association.

M:_____
S' No, I haven't done this kind of work before.
M:----------
S: I saw an advertisement in the local paper.
M:----------
S: I am working in a travel agency at the moment.
M:. ----------
S: For over three years.
M:_____
S: I want to have a better-paid job.

III. Render the dialogue in reported speech.

IV. Complete the gap in each sentence with one of the following words in the correct form:

ACCEPT | SIGN | SEND | ATTEND | APPLY | FILL | OFFER | CALL

A) Nearly 200 people … for the job that was advertised in the local newspaper. B) Before you … the contract make sure you have read it through carefully. C) You should always … in the application form as honestly as possible. D) Do you know that job I applied for? Well, I've been … for an interview. E) I've … 5 interviews so far and still haven't been F) … a job. G) In the end I decided to … the job and started last week. H) This job looks interesting. I think I'll … off for more information.

V. Study the job advertisement:

Systems Manager

Working closely with in-house users, you will be responsible for commissioning new systems and for maintaining and improving existing systems for a major retail company. You will be part of the management team.

- *You will have a minimum of five years of experience in software development in a business environment*
- *You should have a good knowledge of VB and Access and have experience of Novell networks Experience with Oracle and SQL would also be an advantage*
- *Good communication skills are essential and the ability to work as a part of a team*

To find more, email your CV to: steve.bell@pathfinder.com.uk

Are the statements (1-7) true or false?

1. will develop new systems himself;
2. must have at least five years of work experience;
3. must have worked in a company;
4. must be a good communicator;
5. must know VB;
6. must know SQL;
7. will work alone

Do you think you are suitable for the job? Why / Why not? What should/shouldn't you do receive the position in the company?

Part 3. Grammar

§ 1. Revision of English Tenses

	Past	Present	Future
SIMPLE	An action that ended in the past.	An action that is habitual or repeated.	A plan for an action in the future.
Formula	*Painted*	*Paints/Paint*	*Will paint.*
Word clue	He painted yesterday	She paints *every* weekend.	She will paint tomorrow.
CONTINUOUS (be)+ (verb) + ing.	An action that was happening (past continuous) when another action finished (simple past).	An action is in the process of happening now.	An action that will happen in the future for a length of time.
Formula	*Was/were painting*	*Am/are/is painting*	*Will be painting*
Word clue	I was painting when I saw the accident.	She is painting now.	They will be painting when you arrive tomorrow.
PERFECT (have)+ (verb)	An action that finished before another action or time in the past.	An action that happened at an unsaid time in the past.	An action that will finish before another action or time in the future.
Formula	*Had painted.*	*Have/has painted*	*Will have painted*
Word clue	We had painted the house before the rain started.	She has painted many portraits.	He will have painted the bedroom before his daughter comes home.
PERFECT CONTINUOUS (have)+ been + (verb)+ ing	An action that happened over time in the past before another action.	An action that happens over time, starting in the past and continuing into the present.	An action that happens over time in the future before another action.
Formula	*Had been painting*	*Have/has been painting*	*Will have been painting*
Word clue	She had been painting for a while when she started classes.	I have been painting landscapes since I started school.	We will have been painting for several hours before we can see how it looks.

Exercise 1. Open the brackets using one of the following tenses: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

1. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books. 2. What you (to do) here since morning? 3. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together. 4. He (to run) now. He (to run) for ten minutes without any rest. 5. What they (to do) now? — They (to work) in the reading room. They (to work) there for three hours already. 6. Where he (to be) now? — He (to be) in the garden. He (to play) volleyball with his friends. They (to play) since breakfast time. 7. I (to live) in St. Petersburg. I (to live) in St. Petersburg since 1990. 8. This is the factory where my father (to work). He (to work) here for fifteen years. 9. You (to find) your notebook? — No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it. 10. You (to play) with a ball for three hours already. Go home and do your homework.

Exercise 2. Open the brackets using one of the following tenses: Present Perfect, Past Simple, Past Continuous или Past Perfect.

1. Last summer we (to live) in the country and (to go) to the river every day. 2. My sister (to spend) a lot of money yesterday. 3. She is so upset: she (to lose) the key to the front door. 4. By the 1st of September all the children (to return) from the country. 5. Columbus (to discover) America 500 years ago. 6. Columbus (not to know) that he (to discover) America. 7. I already (to read) five English books. 8. He (to discuss) the problem with a lot of people before he (to take) a decision. 9. Mother (to bake) a delicious cake! Sit down at the table and let's eat it! 10. She (to read) an English book the whole evening yesterday.

Exercise 3. Open the brackets using one of the following tenses: Future Simple, Future Continuous или Future Perfect.

1. I (to do) my homework tomorrow. 2. I (to do) my homework at six o'clock tomorrow. 3. I (to do) my homework by six o'clock tomorrow. 4. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the

time he comes, and we (to go) for a walk together. 5. When I come home tomorrow, my family (to have) supper. 6. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come. 7. Don't come to my place tomorrow. I (to write) a composition the whole evening. 8. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 9. What you (to do) tomorrow? 10. What you (to do) at eight o'clock tomorrow?

Exercise 4. Translate the sentences paying attention to the verb forms.

1. What course are you taking here? Business English? — No, I am not doing Business English yet. I am trying to improve my general English, especially conversation. 2. I liked the lecturer better after I had heard him the second time. 3. My friend will take the course in English next semester. 4. Who has finished the test? 5. We looked at him while he was dancing. 6. How many books of Shaw have you read? 7. Why have not you told them about it? 8. I shall still be studying English in two years' time. 9. The books were taken from the library. 10. You can find the books taken from the library on the table. 11. The exams are held in June. 12. I have been in the laboratory since 8 o'clock. 13. There were many people coming back from their work. 14. Australia is one of the five continents, but it is much smaller than the other four. 15. The light in that room is poor. Please light the candles (свечи). 16. People speak the language of their country. 17. Every country needs good specialists for its further progress of science and technology. 18. By the year 2030 human labour in industry will have been replaced by robots. Families will have robots to do the housework.

Exercise 5. Open the brackets using the correct tense form.

1. When morning came, the storm already (to stop), but the snow still (to fall). 2. Yesterday by eight o'clock he (to finish) all his homework, and when I (to come) to his place at nine, he (to read). 3. (to wait) for permission to go abroad for three weeks already, but I (not to receive) the visa yet. 4. Everybody (to be) at the door of the museum, but my friend (not yet to come). 5. We (to drink) tea when the telephone (to ring). 6. Johnny noticed that everybody (to look) at him, and he (to feel) shy. 7. Light (to travel) more quickly than sound. 8. When I (to come) to Pete's house last Sunday, he (to read) a new book. He (to say) he (to give) it to me soon. Today I (to take) it from him. Now I (to read) it. I (to finish) it

by Friday. If you like, I (to give) it to you on Saturday when you (to come) to see me. 9. When will he come? We (to wait) for him for half an hour already. 10. On leaving the hall, the students (to thank) the professor who (to deliver) the lecture. 11. We already (to cover) about ten miles when Peter, who (to look) out of the window for the last five or ten minutes, suddenly exclaimed, "Here is the station!"

Exercise 6. Open the brackets using the correct tense form.

At the time I first (meet) Mr. Alien in 1990, he (consider) the possibility of studying foreign languages again. He (forget) everything that he (learn) about Latin and French at school. The languages that he (want) (learn) at that time (be) Spanish and Portuguese. He (to be going) to study those languages in the Department of General Education at New York University. Therefore, he (enroll) that school in 1991.

After my friend (finish) studying at New York University he ecide) (go) to South America for a year. Because he (be, never) there before, he (enjoy) visiting the famous cities of Brazil and Argentina. He liked Sao Paulo so much that he (consider) staying there much longer. Before that time he (hope, always) to find a place with an ideal climate. Therefore, Sao Paulo (seem) to be a real paradise (рай). However, he (spend) all his money and (to be forced) to return.

Now my friend Mr. Alien (plan) (visit) France next year. He (leave) for Paris on March 15. Mr. Alien (visit) also Germany on the same trip. He realizes that he must (learn) French and German before he (go) to Europe. At present he (take) a course in French in preparation for the trip. He (think) that French (be) quite easy. Of course he (be, never) in France before, so he (have) little opportunity to hear French. He (work) very hard at his French every day. He (study) German at New York University next semester. I am sure that he (have) no language problem in the other countries when he (get) there. Many people in those countries (understand) English or French.

§ 2. Sequence of Tenses

В английском языке существует правило согласования времен. Оно касается дополнительных придаточных предложений и заключается в том, что глагол-сказуемое придаточного предложения согласуется во времени с глаголом-сказуемым главного предложения. Это согласование выражается в следующем.

1. Если глагол-сказуемое главного предложения стоит в настоящем времени, то глагол-сказуемое придаточного предложения может стоять в любом требуемом по смыслу времени:

*We know that he **works** hard.*	*Мы знаем, что он много **работает.***
*We know that he **worked** hard yesterday.*	*Мы знаем, что он много **работал** вчера.*
*We know that he **will work** hard tomorrow.*	*Мы знаем, что он **будет** много **работать** завтра.*

2. Если глагол-сказуемое главного предложения стоит в прошедшем времени, то глагол-сказуемое придаточного предложения также должен стоять в одном из прошедших времен, а именно:

а) если действие, выраженное глаголом-сказуемым придаточного предложения **совпадает** по времени с действием, выраженным глаголом-сказуемым главного предложения, то в придаточном предложении он употребляется в **the Past Simple** или в **the Past Continuous** и переводится на русский язык глаголом в настоящем времени:

*We knew that he **worked** hard*	*Мы знали, что он много **работает.***
*We knew that he **was working** hard.*	

б) если действие, выраженное глаголом-сказуемым придаточного предложения, **предшествует** действию, выраженному глаголом-сказуемым главного предложения, то в придаточном предложении глагол-сказуемое стоит в **the Past Perfect** и переводится на русский язык глаголом прошедшего времени:

*We knew that he **had worked** hard.*	*Мы знали, что он много **работал.***

в) если действие, выраженное глаголом-сказуемым придаточного предложения, является **будущим** по отношению к действию, выраженному глаголом-сказуемым главного предложения, то в придаточном предложении употребляется глагол в **the Future in the Past** (будущее в прошедшем). Это время употребляется только при согласовании времен и переводится на русский язык глаголом будущего времени. **The Future in the Past** образуется с помощью вспомогательных глаголов **should** для 1-го лица единственного и множественного числа и **would** для 2-го и 3-го лица единственного и множественного числа и инфинитива смыслового глагола без частицы **to:**

*We knew that he **would work** hard tomorrow.*	*Мы знали, что он будет много ра**ботать** завтра.*

Exercise 7. Переведите предложения, обращая внимание на правило согласования времен.

1. We knew that his family lived in Orel. 2. He said that the students of that group were studying in the library. 3. She thought that she might finish her work by two o'clock. 4.1 didn't think he could come there in time. 5. She said that her name was Lena. 6. The students were told that they had three lectures every day. 7. The dean said that he was busy. 8. We found that he had studied mathematics at the University. 9. The newspapers reported that the Trade Union Congress had finished its work. 10. Students were informed that they would have industrial training in the third year. 11. The weather-man reported over the radio that it would be cold the following weekend.

Exercise 8. Refer the following sentences to the past. Pay attention to the Sequence of Tenses.

1. My uncle says he has just come back from the Caucasus. 2. He says he has spent a fortnight in the Caucasus. 3. He says it did him a lot of good. 4. He says he feels better now. 5. He says his wife and he spent most of their time on the beach. 6. He says they did a lot of sightseeing. 7. He says he has a good camera. 8. He says he took many photographs while travelling in the Caucasus. 9. He says he will come to see us next Sunday. 10. He says he will bring and show us the photographs he took during his stay in the Caucasus.

Exercise 9. Choose the correct form of the Verb.

1. He said he (is staying, was staying) at the «Ritz» Hotel. 2. They realized that they (lost, had lost) their way in the dark. 3. He asked me where I (study, studied). 4. I thought that I (shall finish, should finish) my work at that time. 5 He says he (works, worked) at school two years ago. 6. Victor said he (is, was) very busy. 8. My friend asked me who (is playing, was playing) the piano in the sitting-room. 9. He said he (will come, would come) to the station to see me off. 10. I was sure he (posted, had posted) the letter. 11. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse.

Exercise 10. Open the brackets paying attention to the sequence of tenses.

A. 1. He says that he (want) to be an engineer. 2. He thinks that he (see) a new device already. 3. He knows that he (lose) his watch yesterday.

4. He says that he (help) with work next week. 5. He said that he (know) him. 6. He understood that the speaker (be) in London recently. 7. He said that he (think) about it later. 8. He asked what they (want) to do. 9. They asked when we (come) to see him. 10. He asked if I (can) stay with them. 11. The teacher wanted to know whether I (be) good at maths. 12. The professor wanted to know whether I (take) part in our conference the week before. 13. My friend wanted to know whether I (go) to the library next Saturday. 14. He asked which book she (read) at that moment.

B. 1. The engineer was told that he (may) test the device in the afternoon. 2. It was known that the head of our laboratory (be) a graduate of Moscow University. 3. They thought that she (graduate) from a technical institute. 4. Our professor informed us that he (give) the following lecture on quantum mechanics on Monday. 5. At the meeting it was said that our lecturer (work) at a new programme of laboratory work. 6. The teacher told us that the term «engineering» (have) many Russian equivalents. 7. The chief engineer believed that we (work) at that problem for a month the following summer.

§ 3. Reported Speech.

Правила согласования времен соблюдаются при переводе предложений из прямой речи в косвенную:

She says, «I work today».	*Она говорит: «Я работаю сегодня».*
She says that she works today.	*Она говорит, что она работает сегодня.*
She said, «I work today».	*Она сказала: «Я работаю сегодня».*
She said that she worked that day.	*Она сказала, что она работает сегодня.*

Прямая речь – это буквальная передача чьего-либо высказывания. На письме такая речь заключается в кавычки. Слова автора отделяются запятой, и могут следовать до прямой речи, после нее, или посередине.

Косвенная речь – это перевод прямой речи в виде пересказа:

She said, «I might bring a friend to the party.» -	*Она сказала: «Я, возможно, приведу на вечеринку свою подружку». –*
She said that she might bring a friend to the party.	*Она сказала, что она, возможно, приведет на вечеринку свою подружку.*

При переводе прямой речи в косвенную нужно произвести некоторые изменения над местоимениями, временами глаголов, наречиями, и другими словами. Также нужно учитывать, что имен-

но переводится в косвенную речь – утверждение, вопрос, просьба, приказание, и т.п.

При переводе предложений в косвенную речь не забывайте заменять обстоятельства времени, как указано в таблице.

Direct speech	**Indirect speech**
today	that day
yesterday	the day before
tomorrow	the next day
... ago	... before
this ...	that ...
these ...	those ...
here	there
last year	the year before
last month	the month before
last ...	the ... before
next...	the following ...

Indirect commands

Keep quiet! Don't make noise!

He told me **to keep** quiet and **not to**
He asked me **make** noise.

Exercise 11. Report the following commands.

1. The teacher said to me, "Hand this note to your parents, please." 2. "Please help me with this work, Henry," said Robert. 3. "Don't worry over such a thing," she said to me. 4. He said to us, "Come here tomorrow." 5. I said to Mike, "Send me a telegram as soon as you arrive." 6. Father said to me, "Don't stay there long." 7. Peter said to them, "Don't leave the room until I come back." 8. He said to me, "Ring me up tomorrow." 9. "Bring me a cup of black coffee," she said to the waiter. 10. Jane said to us, "Please tell me all you know about it."

Indirect statements

I **am** an engineer. I **work** at a plant.
In the evening I **study** English.

He said he **was** an engineer and **worked** ata plant.
He told me that He added that he **studied** English in the evening.

		I **saw** my friend *yesterday.*
He said	that	he **had seen** his friend *the day before.*
He told me		
		We **lived** in Rome *two years ago.*
		My father **worked** there.
He said	that	they **had lived** in Rome *two years be*fore
He told me		and explained that his father **had worked** there.
		I **shall tell** you about it *tomorrow.*
He said	that	he **would tell** me about it *the next day.*
He told me		

Exercise 12. Change the following into indirect speech.

1. Oleg said, "My room is on the second floor." 2. He said, "I am sure she will ring me up when she is back in St, Petersburg." 3. Misha said, "I saw them at my parents' house last year." 4. He said, "I haven't seen my cousin today." 5. "I don't go to this shop very often," she said. 6. Tom said, "I have already had breakfast, so I am not hungry." 7. He said, "I have just received a letter from my uncle." 8. "I am going to the theatre tonight," he said to me. 9. Mike said, "I spoke to Mr. Brown this morning." 10. He said to her, "I shall do it today if I have time." 11. I said to them, "I can give you my uncle's address."

Indirect questions

Special questions	*He asked (me) He wanted to know He wondered*
«*What* **are** you **doing?»**	*what* **I was doing.**
«*Where* **do** you live?»	*where* **I lived.**
«*Where* **does** he **work?»**	*where* he **worked.**
«*What* **is** Nick **doing?»**	*what* Nick **was doing.**
«*What* **have** you **prepared** for today?»	*what* **I had prepared** for that day.
«*When* **did** you **come** home yesterday?»	*when* **I had come** home the day before.
«*When* **will** your mother **come** home?»	*when* **my** mother **would come** home.

General questions	*He asked (me) He wanted to know He wondered if*
«**Are** you **watching** TV?»	**I was watching TV.**
«**Do** you **play** chess?»	**I played** chess.
«**Does** she **go** to school?»	she **went** to school.
«**Are** you **listening** to me?»	I **was listening** to him.
«**Have** you **done** your homework?»	**I had done** my homework.
«**Did** you **skate** last winter?»	I **had skated** the winter before.
«**Will** you **see** your friend tomorrow?»	I **should** see my friend the next day.

Exercise 13. Complete the sentences in Reported Speech.

1. Have they sold the picture? (I did not know...) 2. Do they know anything about it? (I wondered...) 3. Has Jack given you his telephone number? (She asked me...) 4. Is he coming back today? (I was not sure...) 5. Have you found the book? (She asked me...) 6. Are there any more books here? (The man asked...) 7. Did she go shopping yesterday (I wanted to know...) 8. Has she bought the dictionary? (He did not ask her...) 9. Does she know the name of the man? (I doubted...) 10. Did Boris see the man this morning? (I asked...)

Exercise 14. Change the following into indirect speech.

1. I said to Nick: "Where are you going?" 2. I said to him: "How long are you going to stay there?" *3.* I said to him: "How long will it take you to get .there?" 4. Pete said to his friends: "When are you Cleaving St. Petersburg?" 5. He said to them: "Who will you see before you leave here?" 6. They said to him: "What time does the train start?" 7. Ann said to Mike: "When did you leave London?" 8. She said to Boris: "When Will you be back home?" 9. Boris said to them: "How can I get to the railway station?" 10. Mary asked Tom: "What time will you come here tomorrow?"

Exercise 15. Change the following into indirect speech.

1. I said to Boris: "Does your friend live in London?" 2. I said to the man: "Are you living in a hotel?" 3. Nick said to his friend: "Will you stay at the 'Hilton'?" 4. He said to me: "Do you often go to see your friends?" 5.

He said to me "Will you see your friends before you leave St. Petersburg?" 6. Mike said to Jane: "Will you come to the railway station to see me off?" 7. She said to me: "Have you sent them a telegram?" 8. She said to me: "Did you send them a telegram yesterday?" 9. I said to Mike: "Have you packed your suitcase?" 10. I said to Kate: "Did anybody meet you at the station?"

Exercise 16. Change the following into indirect speech.

1. He said: «I am sure she will come in time.» 2. She said: «I shall be able to read English newspapers without a dictionary next year.» 3. They said: «We shall not go to school on Sunday.» 4. Mr. Dickson said: «I shall have to pay a lot of money for the car.» 5. Peter said to me: I'll be waiting for you at the station.» 6. Mary said: «I'll be back soon.» 7. She said to me: «What are you going to do when you come home?» 8. She said: «I hope I'll soon speak English well.» 9. He said: «I am sure it will rain tomorrow.» 10. They said: «We shall go to the river tomorrow if it is hot.» 11. She said: «I am busy today and I shall be busier tomorrow.» 12. Jane said: «I shall come to school early tomorrow.»

Exercise 17. Change the following into indirect speech.

Tom wants to spend the winter in Texas.

They said that Tom wanted to spend the winter in Texas.

He asked if Tom wanted to spend the winter in Texas.

1. Mary wants to take a course in German. 2. Ann does not work at the college. 3. The laboratories have new TV sets. 4. The teacher will give you further instructions. 5. Where are you coming from? 6. The lecture will begin in five minutes. 7. John has learned grammar for two years. 8. Could I speak to Mr. Smith, please? 9. Does Bob go to the library every day?

Exercise 18. Translate into English.

1. Мой друг сказал, что он много работает. 2. Ученый сообщил, что он написал статью о своей работе. 3. Меня спросили, сделал ли я свою работу. 4. Она хотела знать, будет ли он летом в Москве. 5. Мы спросили преподавателя, сколько новых слов в четвертом уроке. 6. Мы не знали, будет ли у него практика летом. 7. Он сказал, что знает два иностранных языка. 8. Он знал, что ее брат живет в Самаре.

Exercise 19. Open the brackets using the correct tense and voice.

The Life of a Student

While I (walk) across the campus (университетский городок) the other day, I (meet) my old friend Bill, whom I (see, not) since May. Naturally, we (stop) (talk) to each other for a few minutes. I asked him how he (do) in his classes that semester. He told me that he (take) a course in English that semester. He said that he (complete) the elementary course two semesters before, and by the next semester he (be) ready (take) the most difficult English course offered at this school. He also said that he (be) interested in getting his degree as soon as possible and he (ask, already) his adviser for permission to take the final examination. «I am glad (hear) that you (make) such good progress», I (say) to Bill. Then I asked him if he (can) tell me the secret of his success. He answered that the secret of his success (be) simple and he (study) at least two hours a day to improve his English.

After that I told Bill I (have) a little difficulty with my course in French at the moment. I said that I (study, not) very hard the last semester, but I (work) harder in the future.

§ 4. Participle I and II.

Exercise 20. Explain the difference in meaning in these pairs of sentences.

1. I don't think you are very interested.
   I don't think you are very interesting.

2. The problem with you is that you're bored.
   The problem with you is that you're boring.
3. You aren't very amusing.
   You aren't very amused.

Repeat the sentences that people do not like to hear about themselves. Then describe a situation or situations in which you might say the other sentences.

Model: I don't think you're very interested. (Perhaps I would say this if I told someone a story and I could see that he or she wasn't listening.

Exercise 21. Fill in the blanks with "surprised" or "surprising".

1. When we came in she gave us a …… look. She didn't expect us back so early. 2. The story had a most …….. end. 3. If his assistant was ……. at the question, he never showed it. 4. It is …… how quickly he learns things. 5. To tell you the truth, we were a bit …… to hear him say that he couldn't do without any help. 6. There's really nothing …… about the incident; it's what everybody expected to happen.

Exercise 22. Read the text and the words in capital letters below it. Change the form of the word so that it fits the numbered space. An example is given (0).

I saw a film last week that was not very **(0)** *interesting*. It was a comedy but it was not very **(1)** …… . But perhaps the real problem was not that the film was bad but that I was **(2)**…….. . The weather was very **(3)** …….. that day too. To add to my problems, I was **(4)** …… because I had just had some very **(5)** ……. news. I had been hoping to get a very **(6)** …….. job that someone else got instead. In fact, I was very **(7)** …….. I didn't get it because I was **(8)** …….. that I had all the right qualifications. However, **(9)** …… things like this happen all the time, don't they? So why was I **(10)** ……?

0 INTEREST

1 AMUSE	**6** INTEREST
2 DEPRESS	**7** SHOCK
3 DEPRESS	**8** CONVINCE
4 DISAPPOINT	**9** DISAPPOINT
5 SURPRISE	**10** SURPRISE

Exercise 23. In groups or pairs, say one or two sentences about each of the following things.

1. Some news that you would find surprising.
2. What you do when you are bored.
3. Something which you have found boring.

§ 4. Modal verbs and their equivalents

Modal verbs are used to express the speaker's attitude to the action of the main verb, they are auxiliary verbs – they are part of the predicate. Most of them are followed by the infinitive without the particle ***to***; modal verbs do not have the third person Singular ending - ***s***. Modal verbs do not form tenses like ordinary verbs. Some of them have only one tense form, the form of the Past Simple.

Questions are made by putting the modal verb in front of the subject. Negatives are made by putting *not* immediately after the modal (often shortened to ***–n't*** in spoken and informal written English), e.g.

Can I…?	*I cannot (can't)*
Could I…?	*I could not (couldn't)*
May I…?	*I may not*
Might I…?	*I might not*
Shall I…?	*I shall not (shan't)*
Should I…?	*I should not (shouldn't)*
Must I…?	*I must not (mustn't)*
Need I …?	*I need not (needn't)*
Ought I …?	*I ought not (oughtn't)*

MAY

I.The modal verb ***may / might*** is used to speak about *permission* or *prohibition* (in the 1st, 2nd and even 3d person). It is very formal and always implies authority, e.g.

May I use your phone? – Yes, you ***may***.

Might I speak to Mr. Jones, please?

You ***may not*** leave the examination room before the bell.

Tell him he ***may*** take my car. (= I give him permission to take it.)

II. To speak about permission or prohibition in the Past or Future the equivalent "**be allowed to** do sth" is used, e.g.

Were you *allowed to* use Mr. Jones' phone? – Yes, I *was*.

We *won't be allowed to* leave the room before the bell.

Exercise 24. Fill in May I … ? (= Will you allow it?) or Am I allowed … ? (= What is the rule?). Answer the questions.

1. … ask you the time? 2. … feed the animals in the zoo? 3. … keep pets in my apartment? 4. … see what you're reading? 5. … help you with that suitcase? 6. … make personal phone calls? 7. … take this seat? 8. … use a dictionary at the exam? 9. … have a day off today?

Exercise 25. Express permission or prohibition in the proper tense form.

1. … I leave the office as soon as I have finished? 2. He was told they … have an extra day off every week. 3. You … use my office while I'm away. 4. He (not) … get up until his temperature goes down. 5. We … go on this trip if we have finished the work by the end of next week. 6. He (not) … drive since his accident. 7. When he was a child he … do exactly as he liked. 8. He asked if he … read the letter. 9. I had a visa, so I … cross the frontier. 10. You (not) … bring your mobile phone into the examination room.

CAN

I. The modal verb ***can / could*** is used for *requests / permission (asking permission to do sth) / prohibition / offers* in informal situations, e.g.

Can/Could I borrow your pen? – Yes (Of course), you ***can***. Here you are.

I'm afraid, you ***can't*** wait here. (mild prohibition)

He said I ***could*** use his car.

Can / Could I offer you some coffee?

What ***can*** I do for you?

II. It is also used to express *ability / inability* to do sth in the Present or Past, e.g.

He ***can*** read Arabic but I ***can't***.

He ***could*** swim when he was five.

III. The equivalent of ***can*** in other tense and verb forms is "**be (un)able to** do sth."

I think he'***ll be able to*** run the marathon tomorrow.

Я думаю, он *сможет* бежать марафон завтра.

I hate her ***being unable to*** understand such simple things.

Ненавижу, когда она *не может* понять такие простые вещи.

NOTE: In the Past **could** and **was/were able to** are not the same. When we speak about a person's abilities in general, both can be used; but when we describe one particular situation, a single action, in the meaning of *managed*, only the latter is used, e.g.

I knew that he ***could (was able to)*** play chess. (ability)
Я знал, что он *умеет* играть в шахматы.
I hear he ***was able to*** win that match. (= managed)
Я слышал, он *сумел* выиграть этот матч.

In the negative, though, the form ***could not*** can be used in both cases, e.g.

He ***couldn't*** dance at all. (inability)
Он совсем *не умел* танцевать.
I ***couldn't*** open the door with my key. (= didn't manage)
Я *не смог* открыть дверь своим ключом.

Exercise 26. Use can (could) in the following sentences and state their meaning.

1. … I borrow your book? 2. What … I do for you? 3. The boss says we … leave at 5 o'clock today. 4. We (not) … bring our dog into the restaurant. 5. How … I help you? 6. You (not) … eat sandwiches in the library. 7. You … take two books home. 8. … you lend me £5? – No, I (not) … . 9. If a letter comes for me … you please forward it to this address? 10. … I speak to Mr. Pitt, please? – I'm afraid he's out at the moment. … you ring back later?

Exercise 27. Ask each other questions about what you can do and give true answers.

Model: swim → Can you swim? – Yes, I can. (No, I can't)

1. play chess 2. dance 3. play a musical instrument 4. dive 5. ski 6. roller-skate 7. knit 8. play hockey 9. speak French 10. make a pizza 11. sew a button onto your shirt 12. drive a car

Exercise 28. Express ability with can(could), be able to in the Present, Past or Future.

1. … you stand on your head? – I … when I was at school but I (not) … now. 2. When I've passed my driving test I … hire a car from our local garage. 3. At the end of the month the Post Office will send him an enormous telephone bill which he (not) … pay. 4. I (not) … remember the address. – (not) … you even remember the street? 5. When the fog lifts we … see where we are. 6. You've put too much in your rucksack; you'll never … carry all that. 7. When I was a child I (not) … understand adults, and now that I am an adult I (not) … understand children. 8. When you have taken your degree you … put letters after your name? 9. Don't try to look

at all the pictures in the gallery. Otherwise when you get home you (not) … remember any of them. 10. When I first went to Spain I … read Spanish but I (not) … speak it. 11. … you type? – Yes, I … type but I (not) … do shorthand. 12. I'm locked in. I (not) … get out! – (not) … you squeeze between the bars?- No, I (not) … ; I'm too fat.

Exercise 29. Fill in the gaps with could or was/were able to, or both.

1. He was very strong; he … ski all day and dance all night. 2. The car plunged into the river. The driver … get out but the passengers were drowned. 3. I was a long way from the stage. I … see all right but I (not) … hear very well. 4. We … borrow umbrellas; so we didn't get wet. 5. … you walk or did they have to carry you? 6. I had no key so I (not) … lock the door. 7. I knew the town so I … advise him where to go. 8. When the garage had repaired our car we … continue our journey. 9. At five years old he … read quite well. 10. When I arrived everyone was asleep. Fortunately I … wake my sister and she let me in. 11. The swimmer was very tired but he … reach the shore before he collapsed. 12. The police were suspicious at first but I … convince them that we were innocent.

Exercise 30. Fill in the gaps expressing ability in the correct form.

1. You … run much faster when you were younger. 2. On entering the house I … smell something burning in the kitchen. 3. If you work quickly, you … finish on time. 4. Ann (not) … read yet though she's almost six. 5. When we lived on the coast, we … swim in the sea every day. 6. Gordon survived because he … find his way out of the jungle. 7. Last week he … arrange a meeting with the Prime Minister. 8. I'm not usually very good at tennis, but yesterday I … beat my brother. 9. Tom (not) … finish his work for three days. Something's gone wrong. 10. He (not) … fix the tap so he called a plumber. 11. He read the message but he (not) … understand it. 12. Our baby … walk in a few weeks. 13. Although the pilot was badly hurt he … explain what had happened.

Exercise 31. Translate into English.

1. Можно я сяду за ваш столик? – Да, пожалуйста. 2. Я не умел кататься на велосипеде в детстве. 3. Если вы будете упорно работать, вы сможете получить прибавку к зарплате. 4. Могу я помочь вам? – Да, отнесите эти книги на третий этаж в комнату 312. 5. Хотя он

потерял на войне ногу, он смог не только научиться ходить, но даже танцевать. 6. Боюсь, я не смогу вам помочь. 7. Он не смог объяснить нам, почему он отказался от этой работы. 8. Если вы окончите эти курсы, вы сможете получить повышение. 9. Я не знал, что она не умеет водить машину. 10. Когда вы сможете приступить к работе?

MUST

I. The modal verb ***must*** expresses *duty, obligation, necessity* to do sth. This meaning is obvious in the 1st or 2nd person in statements and in questions, e.g.

I ***must*** study hard. (= I realize how important it is.)

Must I do it today? (asking for instructions) – Yes, you ***must*** do it now. (giving instructions)

NOTE: Mind that to express *absence of duty, obligation or necessity* we use another modal verb – ***need not.*** (The form ***need*** is usually found in questions.) The negative form ***must not (mustn't)*** expresses *prohibition* (in the 2nd person statements and in the 3d person notices), e.g.

Must I (Need I) do it today? – No, you ***needn't***. You can do it tomorrow.

Я должен сделать это сегодня? – Нет, (*не надо / не обязательно*) ты можешь сделать это завтра.

You ***mustn't*** speak to your seniors like that.

Ты *не должен* (*Нельзя*) так разговаривать со старшими.

(notice) Passengers ***must not*** smoke on the train.

(объявление) Пассажирам *не разрешается* курить в поезде.

II. In the 2nd person statements it is also used to express *strong recommendation*, when we strongly advise sb to do sth, e.g.

You (really) ***must*** see this film! I'm sure it'll be awarded at least one Oscar.

Вы *обязательно должны* посмотреть этот фильм!

III. The verbs ***must*** and ***need*** are only used in the Present. For the Past and the Future you should use their equivalents (which are used in the Present as well)

(1) **have to** do sth (= *duty, obligation, necessity caused by circumstances*), which forms negatives and questions like an ordinary verb, e.g.

Do I **have to** tell him the truth? – Yes, you **do**. (No, you **don't**.)*
Я *должен* сказать ему правду? – Да, *должен*. (Нет, *не надо / не должен.*)
We **have to** put some petrol in the car.
Нам *надо* залить в бак бензин.
Did she **have to** look after her mother? – Yes, and she **had to** take care of her family as well.
Она *должна была* / Ей *пришлось* ухаживать за мамой? – Да, ей также *пришлось* заботиться и о своей семье.
I'm sure you'**ll have to** do both jobs.
Я уверен, тебе *придется* выполнить обе работы.

(2) **be to** do sth (= *duty, obligation, necessity due to arrangement, plan, instruction or order*), which is only used in the Present or Past Simple, e.g.

You **are to** go there immediately.
Ты *должен* отправиться туда немедленно.
What **are** we **to** do next?
Что мы *должны* сделать затем?
I **am not to** tell her my name. (I'm not) **
Я *не должен* называть ей свое имя.

IV. When we report direct speech in the Past, we can often use either the same modal verbs or their equivalents, e.g.

"I ***must*** go to bed", she said. → She **said** she ***must*** go to bed.
She said she **had to** go to bed.
He said "You ***needn't*** wait." → He said that ***I needn't*** wait.
He said that I **didn't have to** wait.

NOTE:

* There's no difference between the negative forms ***needn't*** and **don't/ doesn't have to**, e.g.
He ***needn't*** go to work today. = He **doesn't have to** go to work today.

** When we speak about the Past, the forms **had to** and **was/were to** have a different meaning. Compare:
I **had to** tell her the truth. = I actually told her the truth. The circumstances made me.
I **was to** tell her the truth. = I was supposed to tell her the truth. That was the arrangement. You do not know if I actually did.

Exercise 32. Imagine you strongly recommend your friend to do sth. (Emphasize the modal verb with your voice.) Explain why. Complete the situation logically.

Model: read this book → You **must** read this book! It's won the *Book of the Year* award.

1. go to Corfu 2. come to Professor Smith's lecture 3. try this dish 4. tell us about your trip 5. see the new version of … 6. see his collection 7. take them for a drive in the country 8. take part in the show 9. consult your doctor 10. tell me the truth 11. apply for this job 12. have a rest

***Exercise 33.* Imagine you are a boss. Answer your employees' questions about their duties.**

Model: - Must I (we) come to the office tomorrow?
- Yes, you must. (No, you needn't)

1. attend tomorrow's meeting 2. send this fax 3. keep these files 4. do the accounts 5. stay after work 6. order lunch 7. deal with this client 8. wear a tie 9. put through all the calls 10. go on a training course 11. translate this letter 12. call for a taxi

Exercise 34. Translate the following sentences from English into Russian.

1. You *needn't* send a car for us, we can walk. 2. Cars *must not* be parked here. 3. "*Must* I translate the whole article today?" "No, you *needn't*. You can do it on Saturday" 4. *Need* you do the work instead of him? 5. You *needn't* type your composition, I can read it as it is. 6. You *needn't* worry about her, she can take care of herself. 7. If you want the time, pick up the receiver and dial 8081; you *needn't* say anything. 8. You *mustn't* watch TV for hours. 9. You *mustn't* interrupt when I am speaking. 10. You *needn't* look under the bed. There's nobody there. 11. You *mustn't* forget about your promise. 12. You *needn't* make your bed. The maid will do it.

Exercise 35. Fill in the gaps with must not or need not.

1. You … ring the bell; I have a key. 2. (Notice in cinema) Exit doors … be locked during performances. 3. You … drink this: it is poison. 4. We … drive fast; we have plenty of time. 5. You … drive fast; there's a speed limit here. 6. Candidates … bring books into the examination room. 7. You … write to him for he will be here tomorrow. 8. We … make any

noise or we'll wake the baby. 9. You … bring an umbrella. It isn't going to rain. 10. You … do all the exercise. Ten sentences will be enough. 11. We … reheat the pie. We can eat it cold. 12. (Mother to child) You … tell lies. 13. You … turn on the light; I can see quite well. 14. You … strike a match; the room is full of gas. 15. You … speak to other candidates during the exam. 16. We … make any more sandwiches; we have plenty now. 17. You … put salt in any of his dishes. Salt is very bad for him. 18. You … take anything out of a shop without paying for it. 19. You … carry that parcel home yourself; the shop will send it. 20. You … clean the windows. The window-cleaner is coming tomorrow. 21. (Mother to child) You … play with matches. 22. I'll lend you the money and you … pay me back till next month. 23. You … ask a woman her age. It's not polite. 24. You've given me too much. – You … eat it all. 25. You … cross the road when the red light is showing.

Exercise 36. Fill in mustn't or needn't.

Tom,

Thanks for offering to chair tomorrow's meeting for me. Apart from Sally and Dave, the sales staff ……. attend, but the Personnel people ……. miss it, as several matters concern them. You ……. mention the new offices – we can deal with that later and you ……. discuss the changes in the computer course timetables since they're not urgent.

Don't forget that you ……. mention the visit by the inspectors – we don't want people panicking. You ……. forget to bring up the matter of the Smithson contract, and you also ……. leave out the new manager's appointment. You ……. go into details unless people have questions. But remember you ……. give anyone the idea that their job is at risk because of this. Make it clear that employees ……. speak unless they want to.

Last but not least, you ……. mention the staff-party – Mr Jones wants to announce that himself. By the way, you ……. take notes, as my secretary will be there to do that.

Thanks,

Laura

Exercise 37. Paraphrase the modal verbs in the following sentences.

Model: I **needn't** get up early. → I **don't have to** get up early.
I **don't have to** make a report. → I **needn't** make a report.

1. You *needn't* work overtime. 2. I *needn't* make any more copies. 3. I *don't have to* remind him about it. 4. *Do* you *have to* pay this bill? – No, I *don't*. He has already done it. 5. You *needn't* wear a coat. It's warm. 6. We *needn't* cook our own meals. 7. You *don't have to* call me Mr. Jones. We all use first names here. 8. He *needn't* pick us up. We can take a taxi. 9. They *don't have to* wear a uniform. 10. She *needn't* take over immediately. 11. You *don't have to* turn on the central heating. It's automatic.

Exercise 38. Replace the words in italics by need(not) or the proper tense form of (not)have to.

Model: I've been invited to a wedding; but I can't go. *Will it be necessary for me to* send a present? → ***Shall*** I ***have to*** send a present?

1. *It isn't necessary for him to* go on working. He has already reached retiring age. 2. *Was it necessary for you to* wait a long time for your bus? 3. *It isn't necessary for me to* water my tomato plants every day. 4. *It will be necessary for them to* get up early when they go out to work every day. 5. *It wasn't necessary for us to* walk. He took us in his car. 6. When I'm eighteen I'll be of age. Then *it won't be necessary for me to* live at home if I don't want to. 7. *Will it be necessary for us to* report this to the police? 8. *Is it necessary for people to* go everywhere by boat in Venice? 9. *It wasn't necessary for us to* sleep under a mosquito net. 10. *Will it be necessary for us to* swim or shall we be able to wade across? 11. *It will be obligatory for him to* vote. 12. *Were you required to* make a speech? 13. They had plenty of time. *It wasn't necessary for them to* hurry. 14. *Are French children obliged to* go to school on Saturdays? 15. *Is it really necessary for you to* practise the violin at 3 a.m.? 16. I brought my passport but *I wasn't required to* show it to anyone.

Exercise 39. Fill in the gaps with must or have to. Explain your choice.

1. I'm afraid I can't come to your party. The boss has told me I ……. go away on business. 2. The house looks awful! I really ……. find time to clean it. 3. You really ……. stop driving so fast or you'll have an accident. 4. This is going to be an expensive month because I ……. pay the telephone bill. 5. I hear that in England you ……. get a license if you have a TV. It's the law. 6. I ……. go to bed now or I won't be able to get up for work.

Exercise 40. Complete these sentences using must or the present, future, or past form of have to.

1. She … leave home at eight every morning at present. 2. (Railway notice) Passengers … be in possession of a ticket. 3. He sees very badly; he … wear glasses all the time. 4. I … do all the paperwork at my office. 5. You … read this book. It's really excellent. 6. The children … play in the streets till their mothers get home from work. 7. She felt ill and … leave early. 8. Mr. Pitt … cook his own meals. His wife is away. 9. I never remember his address; I always … look it up. 10. (Employer) You … come to work in time. 11. If you go to a dentist with a private practice you … pay him quite a lot of money. 12. (Father to small son) You … do what Mummy says. 13. My neighbour's child … practise the piano for three hours a day. 14. (Doctor) - I can't come now. (Caller) - You … come; he's terribly ill. 15. English children … stay at school till the age of sixteen. 16. (Mother to daughter) You … come in earlier at night. 17. The shops here don't deliver. We … carry everything home ourselves. 18. The buses were all full; I … get a taxi. 19. 'Au pair' girls usually … do quite a lot of housework. 20. Tell her that she … be here by six. I insist on it. 21. When a tyre is punctured the driver … change the wheel. 22. She … learn how to drive when her local railway station is closed. 23. (Railway notice) Passengers … cross the line by the footbridge. 24. I got lost and … ask a policeman the way. 25. (Father to son) I can't support you any longer; you … earn your own living from now on. 26. Whenever the dog wanted to go out he … get up and open the door. 27. Waiters … pay tax on the tips that they receive.

Exercise 41. Translate the following sentences from Russian into English.

1. Вам незачем ходить туда самим, вы можете позвонить. 2. У нас теперь новая игровая площадка, и детям не придется ходить далеко. 3. Ему не нужно вдаваться в подробности, все и так ясно. 4. – Нужно мне взять домой этот перевод? – Нет, не надо. Вы можете закончить его завтра на работе. 5. Нет необходимости помогать ему, он сам может о себе позаботиться. 6. Мне надо было встретить родителей, поэтому я не пошел со всеми на каток. 7. Вам придется отказаться от курения. 8. Незачем так волноваться! Я довез ее домой. 9. В тот раз ему пришлось солгать, хотя он никогда не лгал раньше. 10. Вам придется обратиться с этим вопросом к своему начальнику.

Exercise 42. Translate the following sentences from English into Russian.

1. The examination *is to be held* in Room 5. 2. He *is to be back* in an hour. 3. He *is to appear* in the new production of *Hamlet*. 4. What *am* I *to do*? 5. *Is* this number *to be included* in the program? 6. James *is to speak* on TV on Sunday. 7. The talks *are to take place* in March. 8. The program *is to be shown* one of these days. 9. They *are to meet* at the entrance to the theatre. 10. You *are not to mention* this fact to any of them. 11. He *was to take* me to the airport but he was kept at work longer than he had expected, so I had to take a taxi. 12. Who *is to show* us around?

Exercise 43. Translate the following sentences from Russian into English using be to do sth.

1. Мы договорились встретиться у Джонсонов. 2. Он должен заехать за мной в четыре часа. 3. Она должна приехать из Франции завтра. 4. Майкл будет учиться в Кембридже. 5. Фильм будут снимать в Италии. 6. Кто должен играть главную роль? 7. Где вы должны встретиться? 8. Ни в коем случае не встречайтесь с ним дома. 9. Что мне делать?! Скажите! 10. Трое из нас должны были принять участие в этой конференции. 11. Где ты должен был ждать нас? Правильно, у памятника, а не у метро. 12. Каждый из вас должен подготовить три вопроса, чтобы задать нашему гостю.

SHOULD / OUGHT TO

I. The modal verb ***should / shouldn't*** is used to express an *opinion about what is the best thing to do*. (This meaning is close to *necessity* or *obligation.)* ***Ought to / ought not (oughtn't) to*** is not as common as ***should*** and is a little more formal, e.g.

I think the police ***should*** arrest hooligans.
Я считаю, что полиция *должна* арестовывать хулиганов.
We ***ought to*** help the poor.
Мы *должны* помогать бедным.

II. When we speak to another person, our opinion becomes *advice*, e.g.

(I think) You ***should / ought to*** talk to your teacher about it.*
(Я думаю, …) Тебе *следует* поговорить об этом с учителем.
You ***shouldn't*** wear this colour.**
Тебе *не следует* носить этот цвет.

NOTE:

* With "think", in the negative, we use ***I don't think … should*** rather than the negative forms of ***should*** and ***ought to***, e.g.

I ***don't think*** you ***ought to/should*** go.
Я думаю, тебе *не надо / не следует* уходить.
(*Не думаю*, что тебе *надо / следует* уйти.)

** ***Had better*** is used for strong opinions. ***Had*** is usually contracted, e.g.

I think you'***d better*** talk to your teacher about it.
Лучше бы ты поговорил об этом с учителем.
You'***d better*** not wear this colour!
Лучше бы ты не носил этот цвет!

Exercise 44. Express your opinion about the following people using should (not) / ought (not) to.

Model: police → The police ***should (ought to)*** catch criminals.
They ***shouldn't (oughtn't to)*** stop people without a reason.

1. employers	4. parents	7. doctors
2. teachers	5. journalists	8. drivers
3. local authorities	6. teenagers	9. rich people, etc….

Exercise 45. Give some advice for the following problems.

Model: I'm getting too fat. - I *think you should* do more exercise.
- I *don't think you should* eat chocolate.
- You*'d better* go to the gym.
- You*'d better not* use the lift.

I have difficulty learning new words.

1. Whatever I cook tastes awful!
2. I've lost my job.
3. My daughter is starving herself to lose weight.
4. I am too short.
5. My room-mate smokes and I hate it.
6. My parents are too domineering.
7. Our neighbours play too loud music at night.

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