

TOMSK POLYTECHNIC UNIVERSITY

ENGLISH FOR ENGINEERING STUDENTS

Full-time course
for undergraduates

Part I

*Recommended for publishing as a study aid
by the Editorial Board of Tomsk Polytechnic University*

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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
«НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
ТОМСКИЙ ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

АНГЛИЙСКИЙ ЯЗЫК: ПОСОБИЕ ДЛЯ СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ

Для студентов 2 курса очной формы обучения
всех профилей и направлений подготовки НИ ТПУ
(бакалавр/специалист)

Часть 1

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Английский язык: пособие для студентов технических вузов :
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Целью пособия является развитие иноязычной коммуникативной компетенции в сфере профессионального общения. Система упражнений разработана с учетом современных тенденций в теории и практике преподавания иностранных языков и направлена на овладение студентами необходимым языковым материалом, основанным на мировых тенденциях развития в сфере образования и инженерии, в том числе на региональном компоненте ТПУ. Материал учебного пособия способствует подготовке к рубежному и итоговому контролю по дисциплине, а также сдаче международного экзамена с учётом уровня владения английским языком.

Предназначено для студентов 2 курса очной формы обучения Школы базовой инженерной подготовки, изучающих дисциплину «иностраный язык» (английский), предусмотренную государственным образовательным стандартом высшего профессионального образования и учебным планом для всех профилей и направлений подготовки НИ ТПУ (бакалавр/специалист).

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TO THE STUDENT

Welcome to “English for Engineering Students. Part 1”! This coursebook is written for second-year full-time engineering students who study English as one of the disciplines – Foreign Language – that constitute the core courses at Tomsk Polytechnic University (TPU). The pre-requisite level for this course is A2-B1, and it aims to develop a range of communicative skills required for undertaking higher education courses, further studies in the field or starting a professional career.

The coursebook is made of two books – Students’ and Teacher’s, and is primarily intended for classroom use, but we believe you might also find it useful for self-study. Each of 3 modules – “Education”(Syskina A.A., Fedorinova Z.V.), “Work and Jobs”(Zabrodina I.K., Nadeina L.V., Utkina A.N.), “Employment”(Didenko A.V., Stepura S.N., Syskina A.A.) – contains authentic input texts, practice tasks and activities that reflect the specific educational and professional needs of engineering students of TPU. These are the real-life language skills that you will need either in or outside the university campus such as texting, writing motivation letters, essays and CVs, giving tours around campus, participating in discussions and interviews, making presentations, interpreting visual data – charts and diagrams, etc. Also, every module includes the tasks which are designed to train the exam taking skills, necessary to succeed in FCE level and Pearson format tests.

All modules in the Students’ book have the same basic structure and consist of the following sections Lead-In, Reading, Use of English, Listening, Grammar, Writing, Speaking, Project Work and Wordlist. The Teacher’s book provides the keys for the tasks as well as recommendations and Progress Tests for each module. You may study the modules in any order, and you are free to select the material that you find necessary to learn within every section of the modules. Though you can work individually, some of the tasks, for example Project Work assignments, are much more efficient when completed in groups or teams which is essential for developing teamwork skills.

We also recommend exploring the links provided for further reference or practice as there you may find a lot of useful guidelines and a treasure-trove of the up-to-date language material that will keep supporting you long after this course ends. This will boost your confidence as an independent language user as well as equip you with hands-on experience of using your language skills for practical purposes and in the authentic environment.

We hope that you will find the materials and activities both challenging and enjoyable. This book is created to enable you to express yourself successfully and freely both in speaking and writing in either educational or professional contexts, and we believe this course will provide you with lots of opportunities to develop your own efficient learning style and strategies as well as to contribute in shared discussions and projects in and outside classroom. We wish that every effort you invest in learning English eventually pays off.

Good luck with your studies and your future job!

Unit I

EDUCATION



<https://rgsu.net/for-students>

LEAD-IN

Activating background knowledge

A Think of as many words as possible related to the word *university* and fill in the spidergram.



<https://commons.wikimedia.org>

<https://preftiplom.com>

B Look at the pictures and answer the questions.

1. Which university is in the UK, the USA and Russia? Why do you think so?
2. If you were given the chance to choose a country and a uni, where would you prefer to study? Why?



<https://www.cam.ac.uk>



<https://tpu.ru>



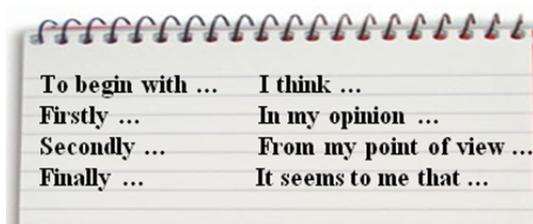
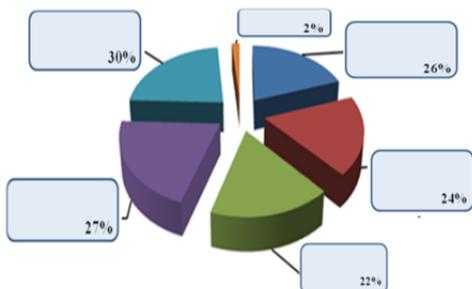
<https://www.mit.edu>



<https://www.msu.ru>

C Complete the pie chart with the words from the box, setting your priorities in choosing the university. Add your own requirements to the list. Be ready to speak and explain your choice. Use the following expressions while speaking.

• university rating • employment • location • state-recognized diploma • university facilities



READING

Vocabulary for reading ON THE WAY to the university of the world level

A Activating ideas

Look at the picture and try to guess.

1. What place is it?
2. What do the words on the stairs mean?



B Practicing new vocabulary

Complete the definitions with a word or phrase from the list on the right.

- 1) to put into action
- 2) the moral principles and beliefs
- 3) the state of being successful
- 4) a short expression of guiding principles
- 5) to express the essential features in a short clear form
- 6) pieces of equipment provided for a particular purpose
- 7) a series of lessons on a particular subject
- 8) a building on a university campus where students can live
- 9) an official document given to a student who has completed his/her studies

C Practicing pronunciation

Guess the meaning of the words and memorize their pronunciation.
Use free online talking dictionaries of English pronunciation.



- <https://howjsay.com>
- <https://dictionary.cambridge.org/pronunciation/english/oxford>

institute	engineer	academic	elite	energy
mission	leader	personal	unique	activity
position	pioneer	cultural	project	potential
tradition	bachelor	innovative	distance	technology
course	emperor	alternative	dialogue	intellectual

D Practicing word formation

1. Translate the following words and their derivatives.

Decide which parts of speech they are.

- a) science – scientific – scientist
- b) to learn – learned – learning – learner
- c) to know – known – knowledge
- d) to involve – involved – involvement
- e) to implement – implemented – implementation
- f) to excel – excellent – excellence

2. Read the acronyms frequently used in education and translate them.

- 1) BS/B.Sc. 2) MS/M.Sc. 3) Ph.D. 4) IT 5) HE

academic (*adj*)
alumnus (*n*)
bachelor's degree
campus (*n*)
contribute (*v*)
competitive (*adj*)
courses (*n*)
degree (*n*)
dormitory (*n*)
encapsulate (*v*)
enhance (*v*)
establish oneself
facilities (*n*)
implement (*v*)
knowledge (*n*)
research (*n* and *v*)
master's degree
motto (*n*)
opportunity (*n*)
post-graduate (*n*)
prosperity (*n*)
provide (*v*)
pursuit (*n*)
recognize (*v*)
social sciences
sophisticated (*adj*)
values (*n*)



a verb expresses an action
or a state

e.g. to educate youth

an adjective describes a person
or a thing

e.g. educational standards

a highly educated person

a noun names a person, a place
or a thing

e.g. higher education

an excellent educator

3. Make acronyms for the following word combinations. Give your examples.

- a) Unified State Examination
- b) Curriculum Vitae
- c) Frequently Asked Questions
- d) Wireless Fidelity
- e) Commonwealth of Independent States
- f) United Nations Educational, Scientific and Cultural Organization

E Developing independent learning

Answer the questions. Use a computer with Internet access or mobile phone to visit websites for getting information.



- <https://www.cesaer.org>
- <https://en.wikipedia.org/wiki/CESAER>

1. What International associations and consortiums of leading universities of science and technology do you know?
2. What does **CESAER** stand for?
3. What is its main mission?
4. What countries and universities are the members of **CESAER**?



Real-time reading

Read the text given below and choose the most suitable heading from the list (A–G) for each part (1–5) of the text. There is one extra heading that you don't need to use. There is an example (0) at the beginning.

ON THE WAY to the university of the world level



- A. Famous alumni
- B. International Recognition
- C. The Siberian Athens
- D. Scientia Libertas Prosperitas
- E. Life on Campus
- F. Educational Activities
- G. Student Exchange Programmes

0 | C

If you fancy heading deeper into Russia and don't mind a bit of snow – a small town called Tomsk may be for you. Approximately 20 per cent living there are students and it has established itself as a leader in science and IT education.

1 |

«*Knowledge, freedom, and prosperity*» is the thought-provoking motto of the National Research Tomsk Polytechnic University, known also as TPU. This motto encapsulates the famous university's mission to contribute to Russia's prosperity through the pursuit of education, learning, and research at the highest international levels of excellence thus building and enhancing the competitive position of the country.

2

Founded in 1896 as Tomsk Technological Institute (*TTI*) of practical engineers, the Institute was opened in 1900 by the Russian Emperor *Nicholas II* and has become a pioneer in intellectual potential in the vast territory of Asian Russia.

Since its opening more than 150,000 highly skilled engineers have been trained including international students from 39 foreign countries and students from Commonwealth of Independent States (*CIS*). The University can be proud of its graduates including scientist N. Semyonov, geologist M. Usov, helicopter designer

N. Kamov, discoverer of iron ore deposits in Norilsk N. Urvantsev, designer and architect of Ostankino TV Tower N. Nikitin and others.



3

Currently the University offers a wide range of opportunities for those who need sophisticated knowledge. It is a research university with a strong tradition of excellence in the areas of physics, applied engineering, electronics, nanotechnologies and alternative energy that provides courses and programs leading to officially recognized higher education degrees such as bachelor's degrees, master's degrees, and doctorate degrees. Evening and correspondence course programs are for those, who combined work and studies. Distance learning introduced into university academic activity provides global network through the Internet as the main tool for a dialogue between instructors and students.

The University implements a unique innovative educational project of training elite engineering specialists and forms an elite engineering community of TPU graduates working in different fields of national economy all over the country and abroad.



4

Much attention is paid to foreign languages and social sciences. Being the only higher educational university of Russia, TPU is a member of 11 prestigious international organizations, including *CESAER* and *CLUSTER*. Furthermore, a number of research centers of world-known companies have been established among them: «*Microsoft*», «*Danfoss*», «*Lapp Group*», «*Solid Works*» etc.

5

There are plenty of opportunities for personal growth and enrichment at the University. In addition to the academic opportunities on campus, there are many options for different kinds of involvement in student life. Cultural values of TPU are supported by multiple creative teams and associations. It provides high-quality facilities for those interested in sports – stadium, skiing lodge, platform for mini-football with an artificial covering, rock climbing simulator, two-km-long roller-ski track, athletic fields, gyms etc.



<https://news.tpu.ru>

The university has a fine modern library with two million volumes in education, science, politics and fiction as well as computers with over 200 Wi-Fi zones located in university buildings. There are about 21 university buildings for studying, educational and laboratory complexes and 15 dormitories for students and post-graduates. It is the only higher school in Tomsk, which has its own International Culture House where all sorts of celebrations are conducted. So-called «Hi, a Freshman!» is annually celebrated on the first of September, «A Day of Opened Doors», «A Day of Geologists», «A Day of Machine Builders», New Year celebration, and so on.

By the Decree of the RF President Tomsk Polytechnic University was recognized as National Treasure of Russian Culture.

(adapted from <https://storage.tpu.ru/common//2018/10/19/sJzf92p.pdf>)

Applying new skills

A Collocating new vocabulary

1. Match the words on the right to the words on the left to make up collocations.

- | | |
|----------------------|----------------|
| 1) thought-provoking | a) engineers |
| 2) academic | b) knowledge |
| 3) intellectual | c) engineering |
| 4) sophisticated | d) degree |
| 5) research | e) motto |
| 6) applied | f) learning |
| 7) higher education | g) potential |
| 8) distance | h) activity |
| 9) personal | i) growth |
| 10) highly skilled | j) university |

2. Fill in the correct prepositions.

- 1) ... campus
- 2) to contribute ...something
- 3) pursuit...something
- 4) to be proud ...something /somebody
- 5) to offer wide opportunities ...somebody
- 6) to introduce something ... somebody
- 7) main tool ... dialogue
- 8) to pay attention ... something
- 9) to be involved ... something
- 10) to establish itself ...a leader ... science

B Practicing new vocabulary

1. Look at the numbers with word combinations and try to recall how they were used in the text.

- 1) 20 per cent
- 2) 39 foreign countries
- 3) 150.000 highly skilled engineers
- 4) 11 prestigious international organizations
- 5) 200 Wi-Fi zones
- 6) 21 university buildings
- 7) 15 dormitories

2. Answer the questions.

1. What does TPU stand for?
2. What is the full name of the university?
3. What are the three pillars of TPU?
4. What do you know about the history of the university?
5. Which famous people studied at TPU?
6. What degree programs does the university provide?
7. What opportunities are offered for the students at the university?

3. Watch the video and tick the correct answer.

 • <https://www.youtube.com/watch?v=bg2oOllJd7k>

1. What university is being presented?

- a. Tomsk State University
- b. Tomsk Polytechnic University
- c. Tomsk State University of Control System and Radioelectronics

2. What attracts overseas students to the university?

- a. cost of study
- b. unique educational programs
- c. exciting student life

3. Who participated actively in the development of the university?

- a. Dmitry Mendeleev
- b. Mikhail Lomonosov
- c. Aleksandr Butlerov

4. What is the last phrase pronounced by the teenager at the end of the video?

- a. «I will work here for sure»
- b. «I will study here for sure»
- c. «I will teach here for sure»



C Using new skills in a real-world task

You are currently working for the Public Relations Department of your university. Prepare a short report about your university to deliver it before a group of newspaper reporters. Make notes under the headings given below. Other students in the group are pushy journalists, trying to ask you questions. Use the following linking words and phrases while speaking.

- Full name
- Location
- Foundation
- Mission/Motto
- Education
- Innovative activity
- International recognition
- Sports and Cultural life



To list points or show sequence:
 BEGINNING: *First, / To start with, / First of all*
 CONTINUING: *Secondly, / After this / that, / Then, / Next*
 CONCLUDING: *Finally, / Lastly, / All in all, / On the whole*

To add more points on the same topic:
What is more, / Furthermore, / Moreover
In addition (to this), / Besides (this)

To give examples:
For example, / such as / in particular, / especially

➔ See Grammar **FORMING QUESTIONS REVISION**

D Developing critical thinking

Do you agree or disagree with the statement given below and why?
 Use the following word combinations while speaking.

«It's better to go to Greece to study Maths, because there lived Pythagoras who proved that the sum of the squares of the lengths of the triangle's legs is the same as the square of the length of the triangle's hypotenuse»

Useful phrases to express:

AGREEMENT:	DISAGREEMENT:
I agree with ...	I disagree ...
It's true.	I think otherwise.
I hold the same opinion.	I don't think that's quite right.
I really think so.	I'm afraid that is not quite true.

Exam task Reading (Part II) (Multiple matching)

A You are going to read an article in which four students talk about their uni. For questions 1–7, choose from the students (A–D). The students may be chosen more than once.

Which student ...

has found it easier to make friends at university than they had expected?	1
wishes they had more time to take part in social activities?	2
chose their university partly because a relative had recommended it?	3
complains about the travelling time from their accommodation to the city centre?	4
wants to continue studying at the same university after they graduate?	5
sought the opinions of current students before choosing a university?	6
is finding student life less expensive than they had expected?	7

My university

Four first-year students say what life is like at their universities.

A Irina Shevchenko

There's a club here for just about every sport or social activity you can think of and they're a great way to get to know other students. I'd wondered whether I might feel lonely here with my family so far away, but I needn't have worried. There's a group of us who get on really well, and two are already talking about doing research here once they've finished their first degree. That's my aim too.



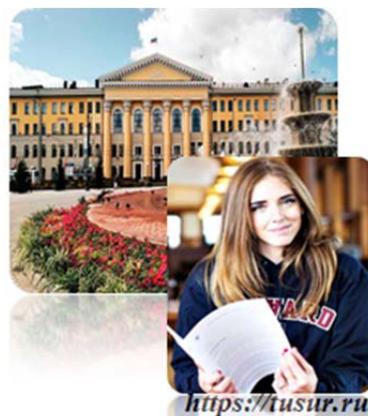
B Ben Robertson

I had to take out a loan to cover my costs as a student here, but I quickly found there were all kinds of expenses I hadn't thought of, such as the cost of getting into town and back from the student village, where I live. The buses aren't cheap and it takes ages to get there, too, but I didn't check that when I chose this university. That's something I could have done quite easily online, but unfortunately I didn't. Actually, the main reason I came here was to be with my friends, who applied at the same time as I did.



C Yelizaveta Vlasova

I found it relatively easy to settle in here, just as I thought I would, really. I'd done some research on the various places offering the course I wanted to do, and what I found particularly helpful were the online comments by people actually studying in each one. Actually, this one had always appealed to me as my aunt did a research degree here and said it was a good place to live and study, though unlike her I think I'll move onto another university once I've graduated.



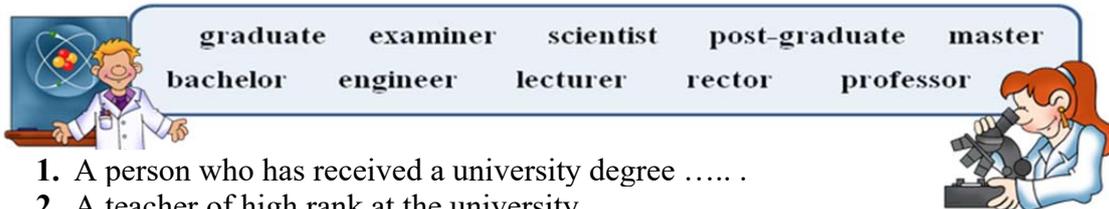
D LottePeeters

Before I came here, people had been telling me I'd find it hard to live on my government grant, but that hasn't really been the case because during my free time I'm nearly always in the halls of residence with the other students. There's so much to do there that it doesn't matter that they're quite a long way from university, which is right in the center of town. In fact, I can't do half the things I'd like to do because I'm a medical student and I'm just too busy studying to join any more societies or clubs.



USE OF ENGLISH

1. Match the words in the box with a suitable definition (1–10).



graduate examiner scientist post-graduate master
bachelor engineer lecturer rector professor

1. A person who has received a university degree
2. A teacher of high rank at the university
3. A person who delivers lectures at the university
4. A person who has received a degree from university after four years of study
5. Someone who has received one degree and is studying for a more advanced degree
6. Someone whose job is to do scientific research
7. Someone who designs, builds, or maintains engines, machines, or structures.....
8. A person who holds an academic degree higher than a bachelor's
9. Someone who is the head of a university
10. A person who sets and marks exams to test students' knowledge.....

2. Underline the most suitable word or phrase.

1. Kate is going to take a *course/lesson* in Russian Language and Literature.
2. Mark got a good *point/mark* in chemistry.
3. Helen *studied/trained* to be a teacher at the university.
4. My niece *learned/taught* me how to create a PowerPoint presentation.
5. We are not going to that party tonight. We have to *study/read* for a test.
6. My mother can still recite the poems she learned by *hand/heart* at school.
7. All students should hand in their essays by the end of the *course/term*.
8. I *failed/missed* my English exam and had to resit it again.
9. I will *raise/rise* my hand when I'm ready.
10. Nick has decided not to *go in/take* for his maths exam.

3. Add the suffixes from the box to the words given below to create nouns which describe people according to their activities or employment and translate them.

Use free online Etymology Dictionaries.



- <https://www.etymonline.com>
- <https://www.merriam-webster.com>

-or -er -ist -ian

- 1) research, lecture, discovery, design
 - 2) innovate, instruct, create, direct, educate
 - 3) physics, psychology, economics, specialty
 - 4) history, library, electricity, mathematics
4. Look at these pairs of nouns. In each case, which means 'the person who gives something', and which means 'the person who receives something'?
- 1) trainee/trainer 2) tutee/tutor 3) employee/employer 4) examinee/examiner

5. Match the phrasal verbs on the left with the correct definition (a–e).

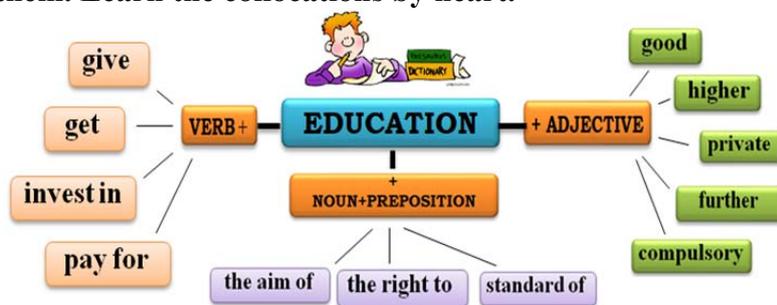


- | | |
|-------------|---|
| 1) mess up | a) study quickly before an exam |
| 2) catch up | b) to do something wrong |
| 3) hand in | c) to improve and reach the same standard as other people |
| 4) go over | d) to give one's finished work to a teacher |
| 5) mug up | e) to check something carefully |

6. Use the phrasal verbs from Ex. 5 to complete the sentences.

- Lisa was off university for a while and is finding it hard to
- Nick has to his homework by Friday.
- I need to my history before tomorrow's exam.
- Sally and her friends are afraid of in the oral test.
- your work before hand it in.

7. Study the spidergram with the words that collocate with «EDUCATION» and translate them. Learn the collocations by heart.



8. Complete the sentences with the collocations from Ex. 7.

- My parents did all in their power to me the most sophisticated education that money could buy.
- She a quality education before moving abroad.
- I had to put some money aside every month to for my education.
- The Minister of Education announced that the federal government will continue to in education.
- Some parents prefer education because it provides better teachers and a better learning environment for their children.
- Students and their parents worry about the rising cost of education.
- You should remember that getting a.....education is the key to your successful future.
- The to education is recognized as a basic human right in the Constitution.
- According to Dewey the of education is the development of child's powers and abilities.
- The decline in the quality and the of education in African countries is alarming.

9. Complete the sentences with the verbs from the box. Pay attention to the tense of the verbs.

consist drop deal withdraw complete do run sign



1. This language school English *courses* for complete beginners.
 2. We *courses* in using computers.
 3. If you *the course* successfully, you will be awarded a certificate.
 4. It's a difficult *course*. 50 % of the students usually out within 3 weeks.
 5. *The course* of a series of lectures with a written exam at the end.
 6. Julie has up for *courses* on English and French this year.
 7. I was forced to from *the course* due to illness.
 8. *The course* with the basic principles of electricity along with how to test and apply them.
10. One of the most eye-catching differences between British and American English is spelling. Complete the table as in the example. Use free online Dictionaries.



- <https://en.oxforddictionaries.com/spelling/british-and-spelling>
- <https://www.englisch-hilfen.de/en/words/ae-be.htm>

Spelling	
BrE	AmE
<i>to practise</i>	<i>to practice</i>

Programme, center, dialog, enroll, recognise, specialty, Math, program, defence, skillful, speciality, behavior, favourite, defense, Maths, skilful, behaviour, centre, recognize, dialogue, favorite, enrol.

11. Match the British academic words from the left column with American academic words with a similar meaning from the right column. Use free online dictionaries.



- <https://en.oxforddictionaries.com/usage/british-and-american-terms>
- <https://www.englisch-hilfen.de/en/words/ae-be.htm>

BrE

AmE

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. exam 2. term 3. staff room 4. timetable 5. mark 6. student hostel 7. pupil 8. break 9. academic staff 10. autumn term | <ol style="list-style-type: none"> a. faculty b. grade c. fall semester d. student e. recess f. test g. teacher's lounge h. semester i. dormitory j. schedule |
|---|---|



12. Study the table and say dates in American and British English.

There are two ways of saying the date in English.

	Written English	Spoken English	Numbers	What day is this?
 	March 7 <small>MONTH + DAY</small>	March seventh <small>Even if the -th isn't written, an ordinal number is still said.</small>	3 / 7 / 17 <small>MONTH / DAY / YEAR</small>	3 / 5 / 18 March 5, 2018 3 rd May 2018 Big difference!
	7th March <small>DAY + MONTH</small>	The seventh of March	7 / 3 / 17 <small>DAY / MONTH / YEAR</small>	

1st May, 2019; 15/12/1992; 3/10/1968 (USA); 28/10/1900; 5/3/2010; 7/6/2000 (USA)

13. Improve your speaking and writing style by using alternative collocations instead of *do* and *get*. Study the table and replace all the uses of *do* or *get* with alternative collocations.

expression with <i>do/get</i>	alternatives
<i>do an exam</i>	I have to sit/take an exam in chemistry at the end of term
<i>do research</i> <i>do a research project</i>	Our group carried out/conducted a research project into history of our university.
<i>do a course</i>	I decided to enroll on/take a course in Computer programming.
<i>do a degree/diploma</i>	She studied for/took a degree in Engineering. He obtained/was awarded a diploma in Mechanical Engineering
<i>do a subject (e.g. law)</i>	I studied/took history and economics in high school.
<i>do an essay/assignment</i>	All students have to write an essay/assignment at the end of term.
<i>do a lecture/talk</i>	Professor gave a lecture on The Russian Civil War.
<i>get a grade</i>	Her essay received/was given an A-grade.
<i>get a qualification</i>	You will need to obtain/acquire a qualification in social work.
<i>get an education</i>	The country is poor; only 27% of children receive a basic education .

I have three daughters. The oldest one did a degree in Engineering. She got her bachelor's degree last year and is now doing some research on Nanotechnology in different countries. The second one is doing a course at Tomsk Polytechnic University. She's doing Geology. She loves it, though she says she has to do far too many assignments. My youngest daughter is still at school. She's doing her school-leaving exams in the summer. She'll go to university next year if she gets good enough grades in her exams. She wants to do Robotics Engineering and then get a qualification in the field of artificial intelligence. My daughters are all getting a much better education than I ever had.



14. Read and act out the conversations between a lecturer and students with your partner. Note how the lecturer uses more formal collocations to repeat what each student says.



Student: Do we have to go to all the lectures to do the course or just yours?
Lecturer: You must attend all the lectures to complete the course.

Student: Excuse me. Where will next week's class be? In this room?
Lecturer: No. Next week's class will be held in Room 340.

Student: When do we have to give you our essays?
Lecturer: You have to hand in your essays on Friday?

Student: What do I have to do if I want to leave the course?
Lecturer: If you want to withdraw from the course, you have to go to the University Office.

15. Complete the questions.

1. When do students usually their final exams?
2. Who can I my project in to?
3. Who is tomorrow's lecture on physics?
4. What do you need to do if you decide to from the course?
5. In which building is the translation class going to be ?
6. Do you always to all your lectures?

Exam task

A Use of English (Part 1)

Read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Tip Strip

- Some of the missing words are parts of set phrases.
- **Pay close attention** to the words before and after each gap.
- **Remember** that all four options are similar in meaning but only one should be used in this context.
- Even if you are not completely sure about an answer, **do not leave** anything unanswered - rather than leave a gap, make an educated guess.



Don't confuse
pass an exam with sit/take an exam.
 Pass means to be successful in an exam.
 Say 'I did my homework',
 NOT
 'I made my homework.'



Example:

0	1	2	3	4	5	6	7	8	9	10
A Founded										

MIT

(0)..... to accelerate the nation's industrial revolution, MIT is profoundly American. With ingenuity and drive, our (1)..... have invented fundamental technologies, launched new industries, and created millions of American (2)..... . At the same time, and without the slightest sense of contradiction, MIT is profoundly (3)..... (opens in new window). Our community gains tremendous (4)..... as a magnet for talent from around the world. Through (5)....., research, and innovation, MIT's exceptional community pursues its mission of service to the nation and the world.

The (6)..... of MIT is to advance knowledge and (7)..... students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century.

The Institute is committed to generating, disseminating, and preserving (8)....., and to working with others to bring this knowledge to bear on the world's great challenges. MIT is dedicated to providing its students with an education that combines (9)..... academic study and the excitement of discovery with the support and intellectual stimulation of a diverse (10)..... community. We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind.

(adapted from <https://web.mit.edu>)

- | | | | | |
|----|-------------|-----------------|--------------|--------------|
| 0 | A Founded | B Created | C Built | D Set up |
| 1 | A students | B graduates | C pupils | D sophomores |
| 2 | A works | B tasks | C operations | D jobs |
| 3 | A planetary | B comprehensive | C global | D versatile |
| 4 | A stability | B intensity | C strength | D virtue |
| 5 | A pedagogy | B teaching | C learning | D exercise |
| 6 | A mission | B task | C problem | D destiny |
| 7 | A nurture | B educate | C raise | D enlighten |
| 8 | A wisdom | B awareness | C knowledge | D literacy |
| 9 | A severe | B tough | C careful | D rigorous |
| 10 | A campus | B college | C camp | D cantonment |

B

Use of English (Part 2)

For questions 11–20, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Tip Strip

- Read the text for general understanding.
- The word must make sense in the context of the text as a whole.
- Decide which type of word each gap needs:
e.g. preposition, relative, conjunction, verb, adverb, etc.
- Look out for fixed expressions, dependent prepositions after certain verbs and linking words and phrases.
- Read through the text and check that your answers make sense.



Example:

0	11	12	13	14	15	16	17	18	19	20
who										

Engineering Education

An engineer is a professional (0)..... implements various laws of science and mathematics and invents new technologies that (11)..... benefit mankind. Almost everything that we use (12)..... our daily lives is an invention of engineering, it can be a simple pen used (13)..... writing, or a space craft launched in the space. We (14)..... thus say that engineering is a very vast technical field of career development.

There are different types of engineers who specialize (15)..... specific disciplines of engineering. Mechanical, civil, chemical, electronics, and mining engineering are considered (16)..... some of the core branches of engineering. These disciplines are further divided (17)..... more specialized fields, like automobile, instrumentation engineering, etc. Each of these (18)..... different set of duties to perform. Logical thinking, good analytical ability, good understanding (19)..... scientific and mathematical laws, and implementing these laws in designing various equipment, are some of the basic requirements needed to be (20).....engineer.

LISTENING

Vocabulary for listening

A Activating ideas

1. Answer the questions.

1. Are there any age limits for applicants to Russian universities?
2. At what age do students usually enter university?
3. When does academic year start at Russian universities?
4. What levels does Russian education consist of?

2. Look at the list of documents given below and put a tick for those which are usually required for admission to Russian universities.



- an application for admission
- a copy of your passport
- photographs
- a driving license
- a Certificate of Basic General Education
- a medical certificate
- a marriage certificate
- the result of the Unified State Examination

achievement (n)
attend (v)
do a degree
encourage (v)
enroll (at) a uni
enroll (in) a program
fail a final exam
follow (v)
have an oral exam
involve (v)
last(v)
learn (about) (v)
obtain (v)
qualify (for) (v)
re-sit (v)
similar (adj)
sit for a written exam
take part (in)
take an entrance exam



B Practicing new vocabulary

1. Complete the definitions with the verbs from the list on the right.

- a) to stimulate activity – *to encourage*
- b) to get something
- c) to meet the requirements for something
- d) to be present at
- e) to make someone be part of an activity

2. Match the verbs from Ex. 1 with the words given below to form collocations. Use the verbs only once.

- a) *to encourage* students/ academic staff
- b) _____ classes / workshops/a meeting/ a university
- c) _____ a student exchange program/a scholarship/a grant
- d) _____ freshmen/undergraduates
- e) _____ a degree /additional funding

Real-time listening

 Complete the text with the words from the box. Then listen to the recording and check your answers.

academic Bachelor's graduate lectures Master's tutor
postgraduate qualify secondary seminars thesis undergraduates

The higher education systems in some English-speaking countries such as the UK, Australia and New Zealand are similar in some ways. Pupils at (1)..... school take examinations at the age of 18, and those who (2)..... for university then usually begin their (3)..... degree courses, which normally last three or four years. At this stage students are known as (4)....., and they learn about their subject by attending (5)..... in large groups. These are often followed by discussion in (6)....., involving a much smaller group of students and a (7)..... who asks questions and encourages them to talk about the topic. When they successfully finish their first degree, students (8)..... and may then go on to do a (9)..... course such as a (10)..... degree. For most students, the highest (11)..... achievement is to obtain a doctoral degree by writing a (12)..... based on research.

(adapted from «Compact First» by May P. Student's Book. 2nd edition. Cambridge University Press, 2015)

Learning new skills

A Identifying new skills

Mark the statements as true (T) or false (F).

1. ___ The higher education systems in the UK and Australia are quite different.
2. ___ Students at secondary school in the UK sit their final exams at the age of seventeen.
3. ___ A Bachelor's degree in some English-speaking countries requires two years of study.
4. ___ Students can obtain a doctoral degree after a Bachelor's in the UK.
5. ___ When students in the UK successfully finish their first degree they are known as graduates.
6. ___ The highest academic achievement for most students in the UK is to obtain a Master's degree based on research.

B Spelling



1. Write the correct consonants in each word and pronounce it.

- | | | | |
|--------------|------------------|--------------------------|--------------|
| 1) hi - - er | 3) discu - - ion | 5) a - - roach | 7) a - - end |
| 2) fo - - ow | 4) - - esis | 6) su - - e - - fu - - y | 8. wri - ing |

2. Write the correct vowels in each word and pronounce it.

- | | | | |
|---------------------|-------------|-------------------|----------------|
| 1) b - ch - l - r | 3) gr - - p | 5) enc - - r - ge | 7) res - - rch |
| 2) ach - - v - ment | 4) degr - - | 6) c - - rse | 8) l - - rn |

Exam task

A Listening (Part 2)

1. Look at the task instructions and try to predict what you will hear by reading the instructions and the sentences. Answer the questions.

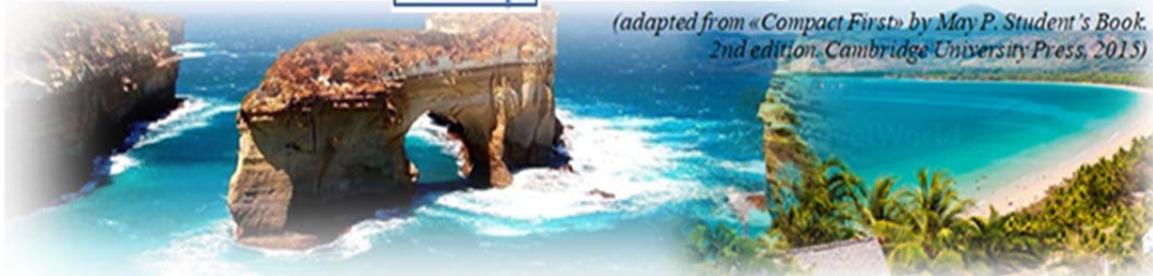
1. What is the topic of the recording?
2. Why do you think Alba went to New Zealand to study?
3. What do you think are the advantages and disadvantages of doing that?

2.  Read questions 1–10 and try to guess the correct item. Then listen to the recording and find out if your guesses were correct.

You will hear a European student Alba Ortega talking about going to university in New Zealand. For questions 1–10, complete the sentences.

Alba decided to go to New Zealand because her 1 had studied there.  One reason Alba chose Christchurch was that she could go 2 when she was there. Alba likes the fact that the 3 is quite different from that in her home country. At first she found it difficult to call some people by their 4. She is impressed by the fact that most of the staff write 5. She believes she is now a lot better at 6 than she was. After she graduates, Alba intends to 7 in Christchurch. When she first came to New Zealand, Alba was surprised by the distance from 8. Her summer holidays start on 9. In December, Alba hopes to see 10 when she goes away.

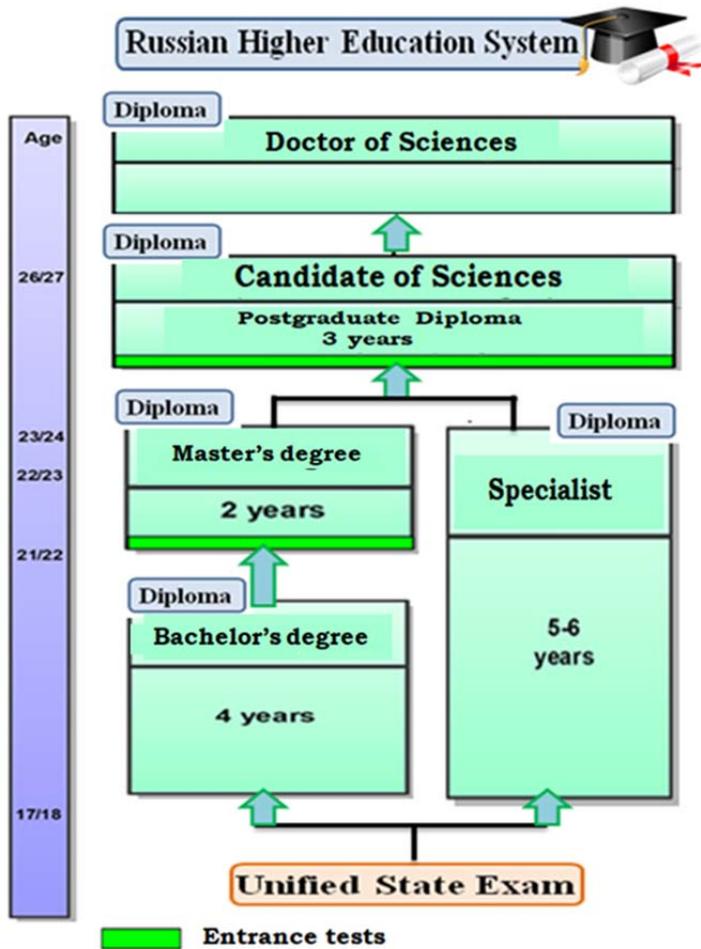
(adapted from «Compact First» by May P. Student's Book, 2nd edition, Cambridge University Press, 2015)



B Using new skills in a real-world task

Have a look at the chart and speak on Russian Higher Education System according to the plan. Use the words and the word combinations from the list on the right while speaking.

- Admission requirements
- Course program structure (levels of studies)



applicant (*n*)
 be available
 be obligatory
 be awarded a degree
 continue one's studies
 defend a thesis
 enter a university
 final research paper
 free/fee paying
 last (*v*)
 provide with knowledge



(adapted from <http://www.russianenic.ru>)



GRAMMAR



- Future Simple
- Present Simple
- Present Progressive
- to be going to

1. Identify the tenses in the bubbles, then match them with the correct tense description.

1. What time *does* your next class *start*?

2. Don't worry! I'll help you!

3. I *am sure* we'll be the first.

4. I *will graduate from* the university next year.

5. I *am going to* get a good grade in Engineering drawing.

6. Look at her! She's *going to* copy!

7. I'm *meeting* my personal tutor on Wednesday.

- a) plan/intention
- b) on-the-spot decision
- c) schedule/timetable/program
- d) action which we cannot control and will inevitably happen
- e) fixed future arrangement
- f) prediction based on what we believe, think or hope
- g) prediction based on what we can see

2. **Underline the most suitable future form in the sentence and explain your choice.**

1. I'm tired. I think I *stop/will stop* for a while.
2. I *am going to hand/hand* my essay *in* on Friday.
3. The university performance *starts/will start* at 9.00 and *finishes/will finish* at 11.00.
4. I *will meet/am meeting* the headmaster at 6 o'clock tomorrow.
5. Can you phone me at 6.00, because *I'll leave/I'm leaving* tomorrow morning.
6. Watch out! That whiteboard *will/is going to* fall.
7. The phone is ringing. I *will answer/answer* it.
8. When *are you going to apply/will you apply* to the university?
9. Our next lesson *will be/is* on Monday.
10. My elder sister *will finish/finishes* school in June.



- Future Simple
- Future Progressive
- Future Perfect

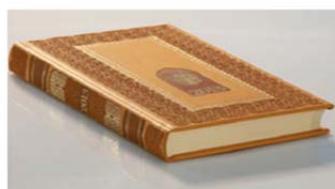
3. Read the sentences and explain the difference. Complete the sentences given below.



In two years' time
I'll **write** my novel.



In two years' time
I'll **be writing** my novel.



In two years' time
I'll **have written** my novel.

Remember!



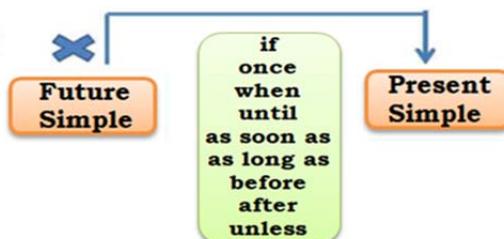
Time words / expressions used with Future Perfect: **before, by, by then, by the time.**

1. We use for **on-the-spot decisions**.
2. We use to talk about **action in progress at a particular time** in the future.
3. We use to talk about **action completed before a particular time** in the future.

4. Put the verb in brackets into the most suitable form of the future.

1. I hope he (agree) to provide us with the training in computer skills.
2. They (open) the new modern chemistry laboratory next week.
3. We (sit) our exams tomorrow at 9.00 a.m.
4. "I think I (do) short-term language courses at university," Mark said.
5. I believe he (repay) his student loan by the time he graduates.
6. In five years' time I (work) abroad.
7. Kate (not be) back until seven. Can I take a message?
8. Come round between eight and nine. We (work) in the science laboratory.
9. By the time you come home, I (write) a composition.
10. Sue says she's feeling very tired. She (take) A break for an hour.

Remember!



5. Study the scheme given above and put the verb in brackets into the correct tense.

Before you (1)..... (take) your exams at the end of this term, there are a few things you should bear in mind: Once you (2)..... (know) the exact dates and times of your exams, it (3)..... (be) wise to make out a revision timetable for yourself. If you (4)..... (organise) your time properly, you (5)..... (be) more likely to get good grades. Before you (6)..... (start) revising, put all your notes into some kind of order and, whenever you (7)..... (come across) any key points write them on separate pieces of paper. Remember that as long as you (8)..... (approach) your exams in a calm and structured way, you (9)..... (feel) more confident about what you're doing. Whenever you (10)..... (feel) under stress you should take a break and do something relaxing for a while. And, finally, the night before you (11)..... (sit) the exam, go to bed early and get a good night's sleep. If you (12)..... (follow) this advice, you (13)..... (pass) your exams with flying colours. Good luck!

6. Work in pairs, ask and answer the questions. Use the prompts given below.

Example: A: *In which month does the next university term start?*

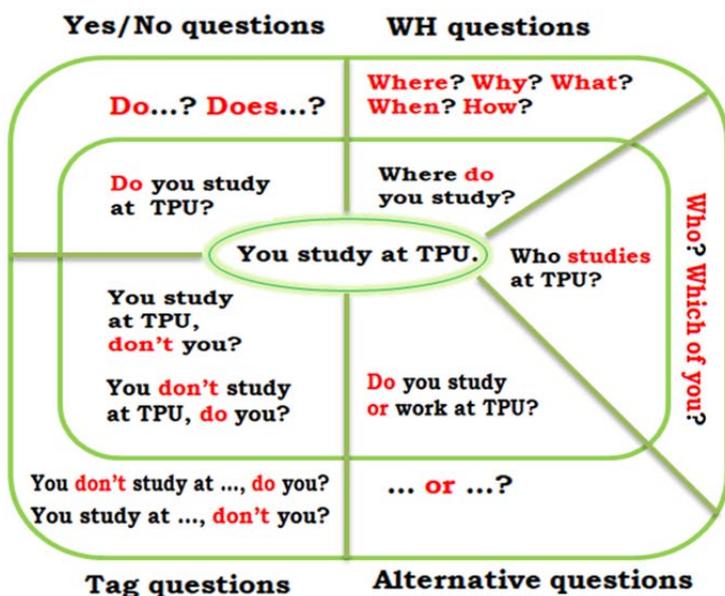
B: *It starts in February.*

1. What /your plans/ for the weekend?
2. What / you do/ by the end of this year?
3. What / you do / at 6 pm on Sunday?
4. Where / you probably work / ten years from now?



<https://news.tpu.ru>

FORMING QUESTIONS REVISION



<https://news.tpu.ru>

7. Study the table given above and form all possible questions to the sentences given below. Pay attention to the tense of the verbs.

1. My groupmate **lives** in the hall of residence.
2. Steve **will graduate from** the uni next year.
3. Kate **failed** her exam in Physics last week.
4. My brother **has** recently **obtained** a bachelor's degree.
5. The freshmen **are taking** their first exam in Chemistry.
6. English class **is held** in Room 5.



COUNTABLE & UNCOUNTABLE NOUNS RELATED TO EDUCATION



8. Decide whether the nouns related to education in the box are countable or uncountable? Fill in the table and translate them. Use free online dictionaries.



• <https://dictionary.cambridge.org>

research institution qualification knowledge duty training
homework profession advice staff leisure

Countable	Uncountable
<i>institution</i>	<i>leisure</i>
?	?



9. Give synonyms to the words given below. Use the words from Ex. 7.

1) wisdom – <i>knowledge</i>	3) free time	5) academic paper
2) employees	4) assignment	6) recommendation

10. Study the table and complete the sentences with *countable* or *uncountable nouns*.

Few is quantifier used with plural, *little* is used with singular..... and they both emphasize a *small number of something*. Adding the article *a* removes the emphasis – *a few* and *a little* mean *some*.



11. Fill in the gaps with *(a) few/(a) little*.

1. Can I ask you questions?
2. As she speaks English, we can't understand her.
3. I know English, so I need no interpreter.
4. luck and Friends make us rich.
5. knowledge is a dangerous thing.

MODALS



- Remember!
- After modals, we use infinitives without *to*.
e.g. *I can help.*
 - Modals have no *-s* in the 3rd person singular.
e.g. *She can help.*
 - Modals *questions* and *negatives* without *do*.
e.g. *Can you help? I can't help.*
 - No infinitives or participles.
e.g. *to-can, -maying, musted*



12. Study the table.

Modals	Meaning	Expressing	Example
Can	to be able to to be allowed to it is possible	ability permission possibility	I can pass the exam with distinction.
Could	to be able to to be allowed to it is possible	ability in the past more polite permission possibility	I could enter the university.
Must	to have to to be very probable	100% obligation logical conclusion (deduction)	Every student must take notes at the lectures.
Must not	not to be allowed to	prohibition	You must not cheat in the test. You will be excluded.
May	to be allowed to it is possible, probable	permission possibility, probability	May I do research in Geology?
Might	it is possible, probable	weak possibility, probability	She might receive an excellent mark in Ecology.
Should	it is the correct or best thing to do it is necessary to be very probable	obligation (partial) logical conclusion (weaker than «must»)	You should revise for the test in English. He passed his exam half an hour ago, I believe he should be there already.
Have to	it is required	external obligation	Does he have to wear a uniform?



Have to is not an auxiliary verb. Use *do/does/did* in negatives and questions.

13. Match the letters with the numbers.

modal verbs	% of certainty
1. must	a. 30–50 % Perhaps it's true.
2. can't	b. 90–100 % I am quite sure it's true.
3. might / may	c. 30–50 % Perhaps it isn't true.
4. might not/ may not	d. 90–100 % I am quite sure it isn't true.

14. Correct the mistakes in the sentences.

1. You can to enter any university to continue your studying.
2. Everybody musts have the right to education.
3. Applicants for the higher education institutions should passed the USE.
4. Had she to stay after lectures yesterday?

5. The students must sit five exams during the summer examination period.
6. We may attend the lectures of the professor.
7. Does he should make a report on Monday?
8. We have get to the University on foot.
9. The graduates of our Academy may to take post-graduate courses.
10. We could be study two foreign languages.

15. Underline the most suitable modal verb in the sentences.

1. The lecture is over. You *can/may* go home.
2. You answer poorly today. You *should/might* study more.
3. The students *have to/can* pass all tests and exams to apply for a grant.
4. The semester has finished. They *must/ may* sit exams.
5. You *should/could* revise these subjects to pass the exams.
6. After getting the Bachelor's degree, the students *should/can* proceed to the Master's degree.
7. Postgraduates *have to/must* carry out a research for a year, prepare and defend the thesis.
8. Upon completing the education, our graduates *may/have to* work in different oil and gas companies.
9. Oh no! It *mustn't/can't* be seven o'clock already! They will be here in twenty minutes!
10. I absolutely *should/have to* leave you at six if I want to be at the airport on time.

16. Complete the second sentence so that it is as similar in meaning as possible to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given.

Example:

0. It isn't necessary for you to take part in this academic conference.

shouldn't

You shouldn't take part in this academic conference.

1. It isn't necessary for him to take the exam again.

should

..... the exam again.

2. It is possible that Ann is applying for a grant.

may

Ann..... for a grant.

3. You are not allowed to enter the room until the exam has finished.

must

Youuntil the exam has finished.

4. It is better for you to come in time.

should

You..... in time.

5. It isn't obligatory for me to attend the lecture.

must

..... the lecture.

17. Form questions to the words given in bold.

1. The **issue** should be discussed again.
2. **Lomonosov** may be considered to be the father of Russian science.
3. All the students may participate in the **workshop**.
4. The conference must take place **at one o'clock**.
5. They have to finish the report **by tomorrow**.

6. They must be still sitting their exam.
7. She can speak **Spanish**.
8. She must become **an engineer**.
9. I shouldn't have taken the exam.
10. She really should attend **the conference**.

18. Fill in each space with a modal verb.

1. She attend all the lectures.
2. I go out?
3. She write well.
4. you write the reports?
5. You study the topic more.
6. The conference take place next month.
7. Students come to the lecture on time.
8. You be more assertive.
9. If he doesn't know how to translate the word, he consult the dictionary.
10. According to our programme these students sit an exam next month.

19. Read the proverbs and fill in the gaps with the given modal verbs.

Explain their meaning and memorize them.



1. Education is the most powerful weapon which you use to change the world. (Nelson Mandela)
2. A good teacher know the rules; a good pupil, the exceptions. (Martin H. Fischer)
3. Education be exercise; it has become massage. (Martin H. Fischer)

20. Write true sentences about yourself.

1. I can _____
2. I can't _____
3. Tomorrow I may _____
4. This week I should _____
5. Tomorrow I have to _____

21.  Read the table then listen to the lecturer giving advice about the best way to prepare for an exam and fill in the missing words. Then, looking at the notes, say what you *should* or *shouldn't* do.



<https://ru.dreamstime.com>



The night before the exam

- revise the most important
- don't spend the whole night
- listen to some to help you relax
- get a good nights
- don't go to bed
- don't forget to set your alarm

The morning of the exam

- get up.....
- have a good.....
- don'tat all
- get to the exam center at least before the exam starts
- avoid talking topeople

(adapted from «Enterprise 3» by Evans V., Dooley J. Coursebook. Express Publishing, 2001)

WRITING

SMS ETIQUETTE

1. Answer the questions.

1. What does the acronym SMS stand for?
2. How has texting changed the way you communicate?
3. How many text messages do you receive/send a day?
4. Have you got any special shortcut? Give an example.
5. Some teachers are worried that texting will make young people poor at spelling and grammar. Do you agree? Why/Why not?



2. Read SMS messages given below. Have you ever been in such situation? Speak on your funny experience with a text message that you have ever had.

Mom: "What does IDK, LY& TTYL mean?"

Me: I don't know, love you, talk to you later.

Mom: OK, I will ask your sister.



3. Read a few of SMS abbreviations that are often used when sending English language SMS. Think of some more abbreviations that are not mentioned but frequently used.

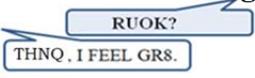
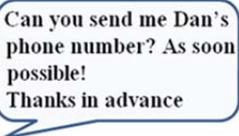
SMS Abbreviations		
@ = at	msg = message	w = with
ATB = all the best	WKND = weekend	4U = for you
BCNU = I shall be seeing you	OIC = oh, I see	M8 = mate
XOXOX = Hugs and Kisses	B4 = before	LUV = love
PCM = please call me	CU = see you	NP = no problem
2 = too; to; two	2day = today	F2T = free to talk
RUOK = are you OK/okay?	2MORO = tomorrow	2NITE =tonight
GONNA = going to	SUM1 = someone	4= four; for
FYI = for your information	GR8 = great	H8 = hate
UR = you are	THNQ = thank you	IDK = I don't know
EOD = end of debate	PLS = please	HAND = have a nice day
LOL = lots of laughter	U = you	IMHO = In my humble opinion
CWOT= complete waste of time	GMTA = great minds think alike	

Emoticons

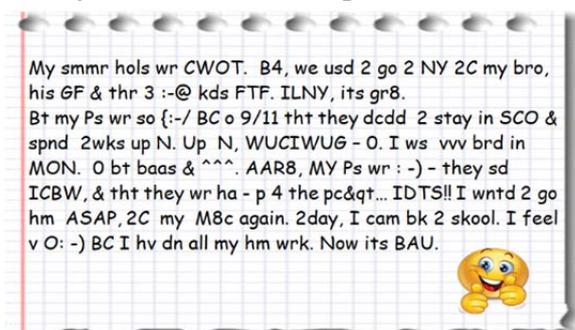


- <http://www.nettingo.com/acronyms.php>
- <http://www.techdictionary.com/chat.html>

4. Look at these messages and rewrite them.

1.  3. 
2.  4. 
5. 
6. 
7. 

5. This is part of an essay written by a Scottish 13-year-old secondary school pupil. Can you solve this SMS puzzle? Read and 'translate' it into English.



(adapted from <https://www.ego4u.com>)



6. Choose two messages from Ex. 4 and answer them using abbreviations and emoticons.

A MOTIVATION LETTER

A Activating ideas

1. You will hear part of a conversation between a university professor and a student who is interested in applying for a course. For questions 1-10, complete the sentences.



A UNIVERSITY BUSINESS COURSE

The student wants to do MBA Marketing course which starts in 1 .
 She thinks that this course will help her find the type of 2 which she wants.
 The student has a 3 in Business and Law
 In the first semester, students must choose one of 4 optional modules.
 In the second semester, students will spend four 5 working for a local company.
 There are lectures every morning, and group study sessions following 6 .
 From the start of the course, students can get 7 and support from their personal tutor.
 Students must take 8 exams during the course.
 On the first day of the course, students will be given a 9 of the facilities, such as the library and so on.
 The professor suggests that, to be sure of a place, the students should apply by the middle of 10.

(adapted from «FCE Listening & Speaking Skills 2» by Evans V., Milton J. & Dooley J. Student's Book. Express Publishing, 2008)

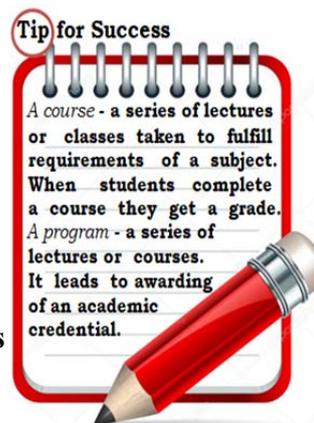
2. Answer the questions.

1. Do you want to study abroad?
2. Are there any benefits of studying abroad?
3. What does the term *student exchange* mean?
4. Do you want to take part in any student exchange program?
5. What should one do to take part in a student exchange program?
6. What are the main obstacles in your opinion for student exchange Program participation?

3. Answer the questions. Use a computer with Internet access or mobile phone to visit websites for getting information.



- http://portal.tpu.ru/ciap_eng/programmes/exchange
- http://portal.tpu.ru/ciap_eng/programmes/dd



1. What academic exchange programs does TPU offer to international students?
2. What does Double Degree (DD) Program mean?
3. What is Buddy Building Club?
4. Which universities around the world have exchange partnerships with TPU?

B Building knowledge

The motivation letter (sometimes called « *statement of purpose* ») is a formal piece of writing. It is usually used when applying for something: e.g. for acceptance to a university, to a competitive graduate school program, a scholarship program or to a non-profit organization for voluntary work, etc.

The main purpose of the motivation letter is to answer the question: « *Why should you be chosen?* ». It means that you have to explain why you are interested in the specific activity, your motives, why you want to study or attend the program, why you choose the specific university or program. The successful motivation letter should consist of:

a) an appropriate greeting:

e.g. **Dear Mr Meyer/Mrs/Ms Meyer** - when you know the person's name;

Dear Sir/Madam - when you don't know the person's name;

b) an introductory paragraph which states your reason for writing;

c) a main body in which you develop the subject, and deal with the additional objective(s) of the letter if necessary;

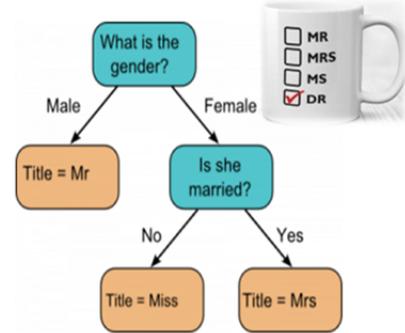
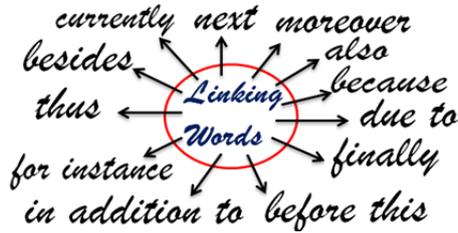
d) a conclusion in which you summarize the subject;

e) an appropriate ending:

e.g. **Yours faithfully** (the recipient's name is not known) + **your full name**.

Yours sincerely (the recipient's name is known) + **your full name**.

- Each paragraph should be presented in a clear order using linking words or phrases which help to connect ideas and sentences as well as give examples, add information, summarize, give a reason or result, or to contrast ideas.



Introduction
Paragraph 1
 reason(s) for writing
Main Body
Paragraph 2-3-4-5*

- personal details (age, current employment etc.)
- qualifications
- reason for choosing course
- reason for choosing university

Conclusion
Final Paragraph
 closing remarks

*The number of main body paragraphs may vary depending on the rubric.

Tip for Success

Motivation letter vs cover letter?
 Both are pretty similar in terms of structure but have different purposes. The motivation letter is used on education (scholarship, university admission or a course, etc.) The cover letter is used to apply for jobs.

Useful Language

- **Opening remarks:**
 I am writing to apply for admission to the Master's Degree in ... at ...
 I would like to be considered for a place on the course in
- **Reference to qualifications:**
 I hold a certificate/degree in... I speak English/German/Spanish fluently
 I am due to take examinations in... I have received training in ...
 I have taken/passed the examination I score 7 in IELTS academic module
 I hold the following qualifications I have completed the following courses/degree course
- **Closing remarks:**
 I enclose further details of my education/qualification to date
 Please find enclosed a copy of my degree/diploma, etc
 I would appreciate a reply at your earliest convenience
 I look forward to hearing from you/your positive response
 I hope that you will consider me for entry/admission, etc. to...



C Learning new skills

1. Read the instructions below and underline the key words. Then, read the model of the motivation letter and check if all the information required by the instructions has been included. Finally, label the headings from the box with the paragraphs.

You wish to apply for a course of study in Britain. Write a motivation letter to the college or university concerned, giving your personal details and your academic qualifications, including your level of English. Include information about the course and subjects you wish to study, and why you have chosen this particular college or university.



reason for choosing course • reason for choosing university • reasons for writing qualifications • closing remarks • personal details (age/nationality/current employment)

Dear Sir/Madam,

I am writing to apply for the Journalism Foundation Course offered by your university for the academic year beginning October, 2018.

I am a 24-year-old French citizen, currently living in Paris. **Since** leaving school in 2010, I have held a variety of positions working for local newspapers. For the last two years I have been employed as an assistant in the editing department of an English language newspaper published in Paris.

I am a holder of the Bac.C. **as well as** having successfully completed a DEUG in English literature. **Furthermore**, I have been studying English since the age of 12 and have recently obtained a grade B in the Cambridge Proficiency in English examination.

I believe that I am well-suited to a career in journalism and I am keen to continue working in this field. **However**, I feel that I lack the formal qualifications and training necessary to progress beyond my present level of assistant editor. **Thus**, a foundation course would give me an excellent basis for further study, together with an insight into journalism from an international perspective.

Moreover, your university has an extremely good reputation in the field of journalism and media studies. The facilities which you offer to students seem both practical and up-to-date. **Besides**, the "Gender and Media" option on your syllabus is of particular interest to me, **as is** the opportunity to study in a large city **such as** London.

Please find enclosed a copy of my CV, giving further details of my educational qualifications and work experience. I hope you will consider my application and I look forward to hearing from you soon.

Yours faithfully,
Martha Flowers

Para 1

Para 2

Para 3

Para 4

Para 5

Para 6

(adapted from «Successful Writing Proficiency» by Evans V., Student's book. Express Publishing, 8)

2. Look at the words and phrases in bold in the letter given above, and think of similar ones which could be used to replace them.

D Applying new skills

1. The paragraphs in the motivation letter given below are jumbled up. Put them into the correct order and explain your choice.

A In conclusion, I would like to point out that I am determined to make the most of this opportunity. I believe that being a student in your department would not only empower my career development, but would give me the framework to utilize my full potential.

B I am a graduate of Tomsk Polytechnic University, holding B.Sc. degree in Mechanical Engineering. I have graduated with honors from the University where I was able to get a solid knowledge in the field.

C Dear Mr. Meyer,
I was very glad when I saw this particular opportunity to apply for a Master program in Mechanical Engineering at the Massachusetts Institute of Technology and with this letter I would like to express my strong motivation for this master course.

D After careful overview of the master program you are offering at your University, I believe that curriculum fully suits my intentions, and therefore I would like to get an opportunity to attend this program.

E Once again, I am grateful for considering my application and I look forward to a favorable reply.
Yours sincerely,
Aleksandr Kaverin

Letter of Motivation
to University



2. Answer the questions.

1. What is the main purpose for writing the letter given above?
2. What is the applicant's educational background?
3. Why does the applicant choose this particular program?
4. What linking words and phrases are used in the letter? What are they used for?

3. Key writing stages

Study **The TOWER of writing**. What are the five stages in the TOWER of writing?

a. **Thinking**

Brainstorm. You are going to write a motivation letter for university. What information are you going to give?

b. **Organizing**

Design a writing plan. Make notes about yourself for each section.

c. **Writing**

Write your motivation letter. Remember to use:

- the present simple for general facts
- the present simple for likes, wants and hopes
- the present progressive for actions happening now
- the past simple for events in the past

d. **Editing**

Exchange a motivation letter with a partner. Read his/her motivation letter.

1. Do you understand it? If you have any problems, put a ? next to the sentence.
2. Are there any:
 - spelling mistakes? Write **S**.
 - grammar mistakes? Write **G**.
 - punctuation mistakes? Write **P**.

e. **Rewriting**

Read your motivation letter again. Look at the **?**, **S**, **G** and **P** marks on your first draft. Write the motivation letter again.

The TOWER of writing

Think

- Who is it for?
- What is it for?
- Where can I find more information?

Organize

- What is the writing plan?
- How many paragraphs do I need?
- What information should be in each paragraph?

Write

- The first draft = *Writing for the writer*

Edit

- Does the first draft make sense?
- Have I made any mistakes in spelling, grammar or pronunciation?

Rewrite

- Correct any mistakes.



E Using new skills in a real-world task

1. Look at the following writing task instructions and answer the questions given below.

You wish to apply for a course of study at Czech Technical University in Prague. Visit and study the official website of Czech Technical University (<http://www.cvut.cz>) for detailed information on areas of study and degree levels currently offered. Then choose the course and write the motivation letter to the university concerned giving your personal details (academic qualifications, previous experience and level of English) as well as stating your reasons for choosing this particular university and course.

1. What greeting would you use?
2. What is the main purpose for writing the letter?
3. What is/are the additional purpose(s)?
4. What paragraph plan would you use?
5. What useful expressions could you use as opening and closing remarks?
6. How would you sign the letter?



2. Write a complete paragraph plan with notes. Then write a motivation letter in about 180–200 words.

SPEAKING

Exam task



Tips

- Speak continuously.
- Give reasons.

Talking about general topics (Part 1)

In this section you will speak on your own for about 3 minutes. Listen to what your teacher asks.

- Main prompt 1:** *What subjects do you enjoy most and least at university?*
- Follow-up prompts:**
- Do you think the teacher affects whether you like or dislike a subject?
 - Do you tend to like the subjects you find easiest?
 - How can teachers make their subjects interesting?
 - Which subjects would you like to add to the university syllabus?
- Main prompt 2:** *How important do you think it is for an engineer to study a foreign language?*
- Follow-up prompts:**
- How will you use your English in future?
 - What language apart from English would you like to learn? Why?
 - Apart from lessons, what other things can help improve your English?
 - Which English language skill do you find most difficult?
- Main prompt 3:** *Where do you study?*
- Follow-up prompts:**
- What do you like most and least at university?
 - How useful do you find the Internet for studies?
 - How good are you at motivating yourself to study?
 - How can teachers deal with students who don't want to learn?

Monologue (Part 2)

A In this section you will talk for up to 4 minutes. Compare the photographs and say some words about different stages of education.

1. Different stages of education.

A



B



Tips

- Speak continuously about two related pictures.
- Consider any differences or similarities.
- Interpret some aspects of them.
- Use both the present simple and present progressive.
- Use language of comparison and contrast.
- Use linking words of giving and supporting opinions.

Your teacher will now put this secondary prompt..

- Which stage would you prefer to be at?

B In this section you will talk for up to 4 minutes. Compare the photographs and say some words about different ways of knowledge acquisition.

2. Ways of knowledge acquisition.

A



B



<https://news.tpu.ru>

Your teacher will now put this secondary prompt.

- Which way of knowledge acquisition do you prefer?

Linking Words of Giving and Supporting Opinions

*I think/believe/feel/would argue that.../suggest ...
because
if ..., then ...
whereas/on the other hand ...
for example/in fact/such as ...*

Language of Comparison and Contrast

*... also ...
... as well as ...
... alike.../... in common ... /... similar to ...
... both ...
... yet ... /... but ...
However... / Nevertheless... / Although ...
In spite of the fact that... / Despite the fact that...
While...
Even if / even though...
At the same time...*

Discussing in pairs (Part 3)

In this section you will discuss something with your partner.

Study on your own is the best way to acquire knowledge.

What do you think?

You may use the following arguments.

For: It is the cheapest way.
You do not have to commute.
You may study wherever and whenever you like.

Against: Nobody corrects your mistakes.
It might be difficult to organize yourself.
Nobody explains the rules to you.

Tips

- Listen carefully to the questions.
- Discuss an issue.

Introductory Phrases

*I think / believe / feel that ...
I am convinced that / sure that ...
It seems to me that ...
As I see it ...
From my point of view ...*

Agreeing and disagreeing

Agreeing	Disagreeing	Partly agreeing
<i>That's right!</i>	<i>I don't agree!</i>	<i>I agree up to a point, but ...</i>
<i>Absolutely!</i>	<i>I totally disagree!</i>	<i>I see your point, but ...</i>
<i>Exactly!</i>	<i>Absolutely not!</i>	<i>That's partly true, but ...</i>
<i>Me too!</i>	<i>That's not right!</i>	<i>I'm not sure about that.</i>
<i>Yes, I agree!</i>	<i>I'm not sure about that.</i>	

PROJECT WORK

LET'S TAKE A UNIVERSITY TOUR

I. PREPARATION FOR PROJECT WORK

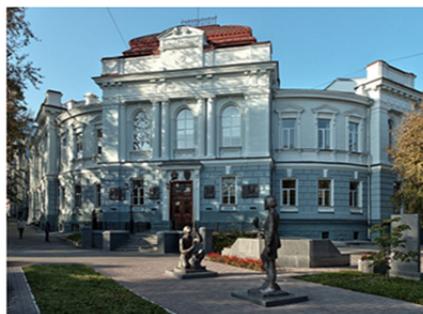
A Activating ideas

You are going to listen to someone give a campus tour to university students.

Think about what makes a good school and put a tick.

Discuss your choice with your partner.

- challenging academic environment
- friendly, inviting campus
- comfortable dorms
- research laboratories
- Wi-Fi access points
- knowledgeable professors/instructors
- a large library with books and electronic options necessary for research



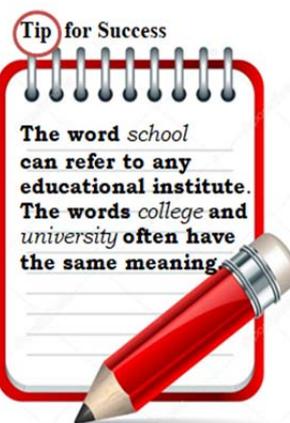
a school campus

PREVIEW THE LISTENING

A Read the sentences with words and phrases.

Choose the right explanation.

1. Our university has a big **campus** with a mixture of old and new buildings.
 - a. A campus is all the buildings and areas at school.
 - b. A campus is the students and the teachers at a school.
2. Mark can't surf the **Internet** in his room. He goes to Internet café to check his e-mail.
 - a. Mark can go online in his room.
 - b. Mark can't go online in his room.
3. Kate has a great math **professor**. His classes are always interesting.
 - a. A professor is a university student.
 - b. A professor is a university teacher.
4. Problem-solving is a vital **skill**. It provides people with opportunities to see things in a different way.
 - a. Playing tennis is also a skill.
 - b. Watching TV is also a skill.
5. A **community** is a group of people. They live or work in the same area.
 - a. A bus stop is a kind of community.
 - b. A town is a kind of community.



B Complete the sentences with the words from Ex. A.

1. Dan's university has a really small You can walk across it in ten minutes.
2. A class is a kind of The teachers and students work together.
3. Cole is giving a lecture today.
4. is one of the most important source through which students can easily get information.
5. Reading is an important Good students read well.

C You are going to listen to a student give a tour of Watson University. Look at the map and match the names of the places with the definitions.

- Does your school have the same places?
- What other places are there in your school?

- | | |
|----------------|-----------------------------------|
| 1) library | a. Students live here. |
| 2) dormitory | b. Students play games here. |
| 3) sport field | c. There are a lot of books here. |
| 4) dining hall | d. Students eat here. |



(adapted from « Skills for Success» by Kevin McClure & Mari Vargo. Listening and speaking. Oxford University Press, 2013)

WORK WITH THE LISTENING

A Read the sentences. Listen to the tour. Write T (true) or F (false) for each statement. Then correct each false statement to make it true.

- ___ 1. There is free Internet access in the dining hall.

- ___ 2. About half of the students live on campus.

- ___ 3. The professors want students to sit and listen quietly.

- ___ 4. The university is in a small town.

- ___ 5. Students spend a lot of time in town.

B Read the question. Then circle the right answer. Listen and check your answers.

- | | |
|--|--|
| <p>1. Where are the students?</p> <ul style="list-style-type: none"> a. at Watson University b. Watkins City c. in Washington <p>3. What important skills do the students learn?</p> <ul style="list-style-type: none"> a. study skills b. writing skills c. speaking skills <p>5. What is special about this university?</p> <ul style="list-style-type: none"> a. It's very large, so there are many interesting classes. b. Students come from many different countries. c. It's small, so you can talk to your professors every day. | <p>2. What are the students doing?</p> <ul style="list-style-type: none"> a. talking with a professor b. taking a tour of a campus c. studying with friends <p>4. How can students help the community?</p> <ul style="list-style-type: none"> a. go to the library b. teach foreign languages c. become volunteers |
|--|--|

II. PROJECT WORK

A Look at the pictures and try to guess.

- What places do the pictures show?
- Have you ever been there?
- What are these places used for?

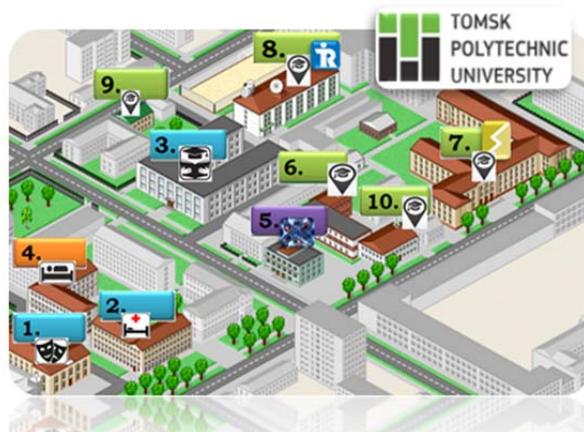


attend seminars
bedding sets
classroom
dormitory
do sports
discover the history(of)
educational building
electronic resources
exhibit item
have a lecture
laundry
library
main building
museum
plunge into the world (of)
provide with access (to)
public kitchen
reading room
roommate
see the model (of)
sports complex
share a room
standard furniture set
swimming pool
university administration
work in a lab

B Match a word or phrase from the list on the right with the pictures.

C Look at the map of TPU campus and match the names of the places with the numbers. Then discuss with your partner what you could do there.

- United Dean's Office
- Educational building № 6
- Educational building № 7
- The University Library
- School of Energy and Power Engineering
- Educational building № 21
- TPU International Culture Center
- School of Computer Science and Robotics (Center for Cybernetic Studies)
- Business Incubator
- TPU Healthcare Center
- Dormitory (Hall of Residence № 7)



D Look at the map of TPU campus again and fill in the gaps with the prepositions from the list on the right.

1. TPU International Culture Center is TPU Healthcare Center.
2. The United Dean's Office is the second floor of the Scientific and Technical Library.
3. The Center for Cybernetic Studies is the University Library.
4. The Business Incubator is the Educational building № 7.
5. The Hall of Residence № 7 is TPU Healthcare Center.
6. The Educational building № 7 is the Educational building № 6.

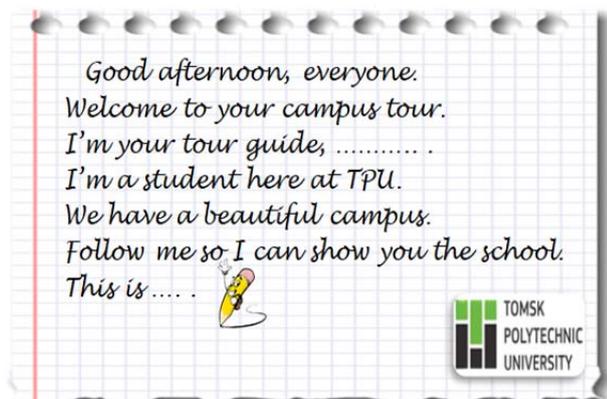
opposite
in front of
behind
by/next to/beside
close to/near
on

E Prepare a campus tour presentation about four or five campus facilities of your choice according to the plan and give it to your groupmates. Use the introduction given below as a model. For more information, visit the following websites:

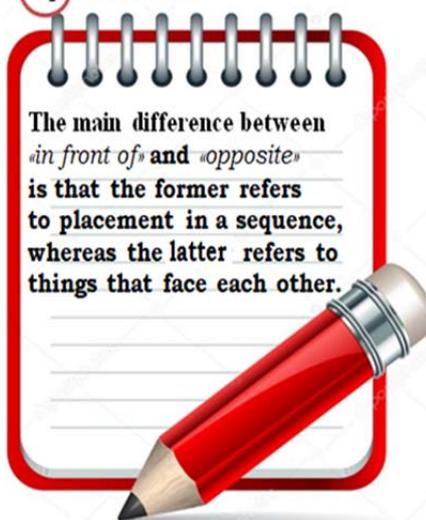


- <https://studyinrussia.ru/en/study-in-russia/universities/tpu/>
- <http://qrtomsk.ru/en-US/Places/5>
- <https://tpu.ru/en/life>

- Where is it located?
- What is it famous for?
- What is it used for?



Tip for Success



Student Presentation Evaluation Form

Presenter: _____
Group _____
Date: _____
Topic: _____

Parameters	Poor	Satisfactory	Good	Excellence
Presentation organization: <i>structure/design/relevance</i>	14 and less	15 - 18	19 - 22	23 - 25
Performance: <i>confidence/eye contact/clear voice with good pace/body posture/timing/response to questions</i>	14 and less	15 - 18	19 - 22	23 - 25
Language competence: <i>grammar/vocabulary/linguistic appropriacy</i>	26 and less	25 - 30	31 - 39	40-50
Overall impression	2	3	4	5
Total	54 and less	55 - 66	69 - 83	86 - 100

WORD LIST

ability, *n*
academic, *adj*
adapt to (university) life, *phr*
achievement, *n*
admission/enrollment, *n*
applicant, *n*
apply (to/for), *v*
approach (to), *n*
associate professor, *n*
assistant professor, *n*
attend a class/lecture (in), *phr*
auditorium, *n*
award/confer a degree, *phr*
bachelor's degree, *n*
be awarded a diploma, *phr*
be good (at), *phr*
campus, *n*
carry out/do research, *phr*
correspondence department, *n*
complete the course, *phr*
compulsory, *adj*
cheat in a test, *phr*
course, *n*
curriculum, *n*
dean's office, *n*
degree (diploma), *n*
do /sit*/take* a test, *phr*
do a degree/course, *phr*
dormitory (dorm)/hall of residence, *n*
dissertation/thesis, *n*
educate, *v*
enter the university, *v*
encourage, *v*
enroll, *v* (at/in)
faculty, *n*
fail a test, *phr*
freshman/the 1st undergraduate, *n*
finals, *n*
go to classes, *phr*
General Certificate (GCSE), *n*
get*/receive a mark/a grade, *phr*
go to university, *phr*
graduate (from) university, *n/v*
get* a grant/ degree/diploma, *phr*
give*/do* lectures, *v*
head of (the)department, *n*
honours degree, *n*
have* a degree (in), *phr*
higher/tertiary education, *n*
have (huge) debts, *phr*
instructor, *n*
junior / the 3th undergraduate, *n*
last, *v*
learn* by heart, *phr*
leave of absent, *phr*
lecture/lecturer, *n*
master's degree, *n*
major/specialty, *n*
make up exam, *phr*
miss a class, *phr*
mark a test, *phr*
participate (in), *v*
part-time department, *n*
pay attention (to), *phr*
pass exam with distinction, *phr*
provide training (for), *phr*
pupil/student (a bright/hard-working/lazy), *n*
postgraduate, *n*
revise for a test/exam, *phr*
scholarship, *n*
secondary, *adj*
semester/term, *n*
sophomore/ the 2nd undergraduate, *n*
study (at) university, *phr*
schedule/timetable, *n*
scholar, *n*
subject, *n*
syllabus, *n*
skills, *n*
senior/the 4th undergraduate, *n*
student record book, *n*
take*/make* notes, *phr*
take* a course (in), *phr*
take part (in), *phr*
teach*, *v*
tutorial, *n*
tutor, *n*
truant, *v*/play truant (from), *phr*
use cribs, *phr*
withdraw from the course, *phr*



Unit II

WORK AND CAREER



Activating background knowledge

A Which things in the list given below are the most/least important for you in a job? Why?

- money job security training free time
 job satisfaction career prospects recognition professional development

B Look at the pictures and try to guess the people's jobs. Match the words from the box with the pictures. What professions demand to be well-qualified?



• an oil and gas engineer • an electrical engineer • a nuclear physicist • a geologist

C 1. Work in small groups. Discuss the questions.

- Who are the people in the pictures?
- Who are they by occupation?
- What do you know about them /their achievements/ their career?



2. What can be common to these people/what can distinguish them? Fill in the table with an appropriate word from the box. Which occupation has got the most in common with your future profession?

• TPU alumni • an induction motor developer • the USA • an aircraft designer • Russia
 • an Arctic researcher • Graz University of Technology alumni • an Ostankino Tower designer

Nikolay Nikitin	Nikola Tesla	Nikolay Kamov	Nikolay Urvantsev

READING

Vocabulary for reading



A Activating ideas

- Look at the pictures and describe them.
- What does the title of the text mean?

ENGINEERING SKILLS

Engineering is dynamic so it needs people who can work across disciplines with others.

B Practicing new vocabulary

Complete the definitions with a word from the list on the right.

1. A division or office of a large business or organization, operating locally or having a particular function is
2. Knowledge and experience in a particular field is
3. The excellence degree of something that we can't value is ...
4. The branch of knowledge dealing with engineering or applied science is
5. The ability to do something well is
6. A time or set of events that makes it possible to do something is
7. Provide (something promised or expected)
8. The state or fact of having a duty to deal with something or of having control over someone is
9. A person or organization that employs people is
10. The ability to be easily modified is
11. A particular form or branch of economic or commercial activity is
12. If something is absolutely necessary, extremely important, it is

branch (n)
technology (n)
deliver (v)
capability (n)
responsibility (n)
essential (adj)
flexibility (n)
invaluable (adj)
industry (n)
opportunity (n)
skill (n)
employer (n)



C Practicing word formation

1. Make the verbs into nouns by adding one of the suffixes in the table. Use some verbs more than ones. Then match the nouns with a suitable definition (1–11).

engineer communicate interact misunderstand
create innovate challenge organise adapt
solute lead differ exist integrate
depend collaborate major solve a problem author

-ship	-ing	-ence	-tion	-ity
<i>leadership</i>	<i>engineering</i>	<i>difference</i>	<i>communication</i>	<i>creativity</i>

- 1) testing one's ability
- 2) the action, work, or profession of an engineer
- 3) failure to understand correctly
- 4) the situation of two or more people working together to create the same thing
- 5) the process of giving information or ideas to someone

- 6) to work out the answer or solution to
- 7) the action of leading a group of people or an organization
- 8) the ability to find new ideas, forms, methods
- 9) action, effect, or influence.
- 10) the quality of being able to adjust to new conditions
- 11) the introduction of something new

2. **Guess the meaning of other words from Ex. 1. Use free online *Meanings & Definitions Dictionaries.***



- <https://dictionary.cambridge.org/dictionary/english/>
- <https://www.dictionary.com/>

Real-time reading

1. **Watch the video about engineering skills and check your predictions in A.**



- <https://youtu.be/PR8IEVUeNWU>

2. **Read the text, look at the words in bold in the text and explain them.**

ENGINEERING SKILLS

Engineering is dynamic so it needs people who can work across disciplines with others and continually adapt to new challenges. It doesn't matter of what branch you are- every engineering student or an engineer must have these qualities to be successful.

Effective communication skills. Engineers tend to prioritize technical skills over communication skills, not realizing that they cannot be fully effective in their jobs if they are inadequate speakers, writers and listeners. Yet, it is particularly in the engineering fields that effective communication skills are crucial to success the interaction between stakeholders whether it is internal in an organization or external with partners or clients is fraught with opportunities for misunderstanding. That is why effective communication also involves listening, which is itself an essential soft skill. Without actively listening to customers, clients or project partners, problem solving becomes much more difficult and time-consuming.

Creativity is the driving force behind innovation and therefore increasingly gaining recognition and uncertain and challenging economic times. Innovation thrives on breakthrough thinking, nimbleness and empowerment. Organizations often depend on big ideas and creative employees to develop innovative products and services. Every engineer's core mission is to try to improve the utility of things, to design products or processes that will solve problems better, faster and cheaper. In the engineering fields, creativity can be as valuable to solving a problem as the technical skills to identify and troubleshoot the source of the



<https://news.tpu.ru>

problem; as such, creative thinking is a soft skill that engineers should cultivate in order to become invaluable members of their organizations.

Adaptability. There is no shortage of challenges and issues that arise on any given workday. Having the ability to identify solutions to unforeseen problems requires being able to modify and adjust accordingly to the environment and situation. This flexibility is one of the soft skills that increasingly more employers look for in employees. The way professionals demonstrate their adaptability is by showing they are able to think on their feet, assess problems and find solutions. The ability to develop a well-thought-out solution within a given time is a skill that employers value greatly. At the same time, today's tech frontier is rapidly reshaping industries. This means that organizations often must implement change internally to keep up. Here adaptability also means a willingness to face the unexpected.



Collaboration. Whether you call it, cooperation, collaboration or teamwork, an engineer's ability to work with other people from different backgrounds is essential. You can ask yourself the following questions and think about the answers. What would be the likelihood of success if two members could not communicate together? What if they could not share responsibilities and accountability in working as a team? What if there was no leadership present in the project?



Leadership in and of itself is not one skill but the blending and integration of a variety of skills by its very nature. Leading people is about successfully interacting with them and convincing them to follow. This makes leadership rocky soft skill for professionals who intend to make a difference. In an engineering context, leadership incorporates a number of capabilities, which are critical in order to function at a professional level. Those capabilities include the ability to assess risk and take initiative the willingness to make decisions in the face of uncertainty. A sense of urgency and the will to deliver on time in the face of constraints or obstacles, resourcefulness and flexibility, trust and loyalty in a team setting and the ability to relate to others. While much of leadership is character based, engineers can develop one or more certain leadership skills or attributes to foster personal and professional success.



Technical knowledge. Solid technical skills are becoming increasingly important. Whatever technical expertise is vital to your job you need to understand how to apply this to solving practical problems. Whether you are employed or self-employed strong technical skills allow you to leverage technology to the hilt and that leverage pace. The better you understand the technology you use the more value you can efficiently extract from it. People gladly open their wallets to pay those within demand for technical skills.

3. Choose the best answers A, B, C or D for each question (1–6), justify your choice. Example: What do communication skills involve?

- A. being adequate speakers, writers and listeners
- B. the interaction between stakeholders
- C. dealing with partners or clients
- D. possibility to avoid time-consuming

1. Why should engineers have creativity?

- A. organizations depend on creative employees
- B. engineers can become invaluable employees
- C. creativity gives an opportunity to design products or processes
- D. creative thinking is a soft skill and should be developed

2. Why is it important to have adaptability?

- A. employers look for this skill
- B. employers value adaptability
- C. adaptability means a willingness to face the unexpected
- D. engineers have ability to solve problems according to situations

3. What does collaboration mean?

- A. to work with other people
- B. to share responsibilities in a team
- C. to have a leader to present the project
- D. to have the ability to cooperate with other group members



4. What are the main capabilities of leading people in an engineering context?

- A. to assess risk and have a sense of urgency
- B. to make decisions and take initiative
- C. to have the ability to interact and convince
- D. to motivate people and be loyal

5. How should an engineer use the technical skills?

- A. to solve practical problems
- B. to leverage technology to the hilt
- C. to make people to open their wallets
- D. to work efficiently

6. Which of these skills contains many qualities?

- A. communication
- B. creativity
- C. technical knowledge
- D. leadership



Learning new skills

1. Fill in the correct prepositions using the phrases from the text.

- | | |
|---------------------------------------|--|
| 1) to work ... others | 6) to adapt ... new challenges |
| 2) to depend...something | 7) to be the likelihood ... success |
| 3) to present ... something | 8) to be able ... do something |
| 4) to interact ... something/somebody | 9) tend ... prioritize |
| 5) in order ... | 10) to share responsibilities and accountability ... something |

2. Complete the sentences from the text.

1. Technical expertise is vital _____.
2. The better you understand the technology you use _____.
3. The will to deliver on _____.
4. Employers look _____.
5. An engineer must have these qualities to _____.
6. Innovation thrives _____.
7. Creativity can be as valuable to solving a problem _____.
8. The ability to develop a _____.
9. Professionals are able to think on _____.

Applying new skills

A Practicing new vocabulary

1. Answer the questions.

1. What does effective communication involve?
2. Why do organizations depend on creative employees?
3. What skill do employers value greatly?
4. Should employees be able to work in a team?
5. Why is it very important to work with other people from different backgrounds?
6. Can you explain why solid technical skills become increasingly important?



2. Watch the video and mark the statements (1–6) True (T) or False (F).



- <https://www.youtube.com/watch?v=gHSZ1S9996U&feature=youtu.be>

1. Mechanical engineering is the branch of engineering that involves the design production and operation of machinery
 - a. True
 - b. False
2. Core areas of Mechanical engineering are: mechanics, dynamics, thermodynamics
 - a. True
 - b. False
3. Mechanical engineers need not be strong analytical thinkers who are capable of solving problems brought to them by clients or employers
 - a. True
 - b. False
4. If you want to be a mechanical engineer, you have to develop the creative mind
 - a. True
 - b. False
5. Mechanical engineering does not involve lots of teamwork
 - a. True
 - b. False
6. To analyze problems and design solutions you only need to be able to perform calculations correctly
 - a. True
 - b. False

3. Watch the video again and note the skills mentioned. Why is it important to develop such skills?

Example: *It is very important for mechanical engineers to possess certain skills ...*

B Developing speaking skills

1. Compare the skills presented in the text with those given in the video.

Use the following linking words and phrases while speaking.

Example: *The text presents us six skills while the video shows five...*

2. Discuss these questions.

1. Which presented skills do you think you have?
2. Which work skills do you need to work on?
3. How can you develop your own work skills?



Useful phrases to express:	
COMPARISON:	CONTRAST:
in the same way	different from
as with	on the other hand
equally	in contrast (to)
comparable	unlike
similarly	while



USE OF ENGLISH

1. Study the glossary definitions then fill in the correct word.

profession *noun* (WORK)
 ★ B1 [C, + sing/pl verb] any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education:
He left the teaching profession in 1965 to start his own business.

career
 1.
 the general progression of your working or professional life

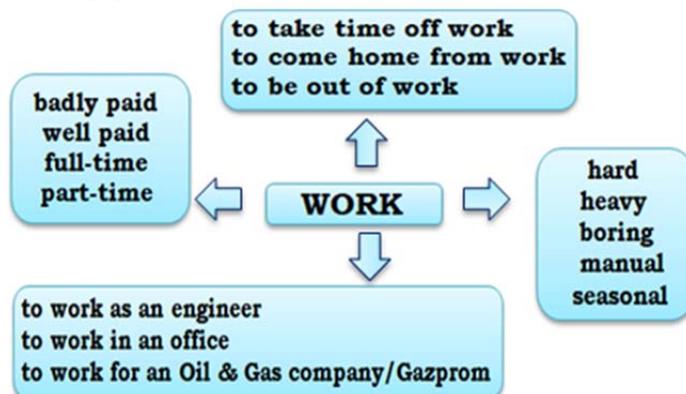
occupation
 1.
 the principal activity in your life that you do to earn money

job *noun* (EMPLOYMENT)
 ★ A1 [C] the regular work that a person does to earn money:
a temporary/permanent job



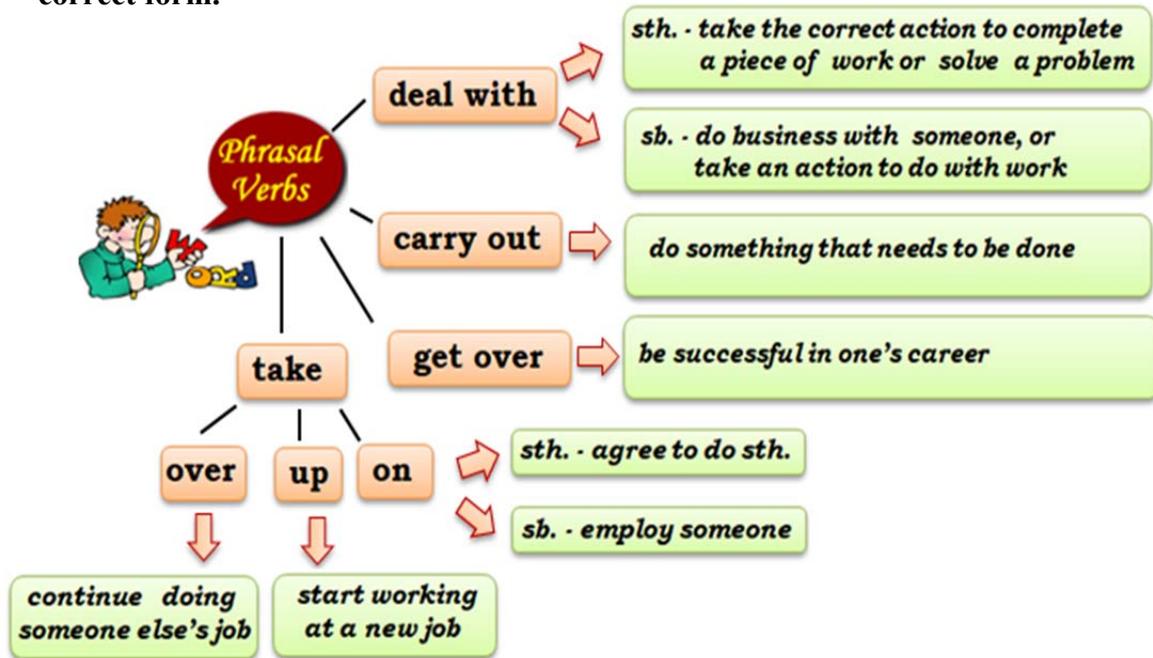
1. My mother's as a geologist came to the end after an accident.
2. Her best friend hasn't found a yet.
3. Jane is a doctor by, and she has got her own practice in Brighton.
4. Your name, age and must be written on the application form.

2. Fill in the gaps with one or more suitable words from the diagram.



1. Jo has been work ever since the company White Stallion Energy LLC in Evansville closed the mine.
2. Her husband works the local oilfield.
3. I would like to find a job and work Surgutneftegas.
4. I will talk to you about the problem when you come home work.
5. Ann is working a design engineer Gazprom.
6. His boss gave him time work.
7. If you want to work an oil and gas engineer, you should be ready for several business trips.
8. Professions, which are connected with a work an office, are mostly

3. Study the spidergram and replace the words in bold with a phrasal verb in the correct form.



1. He **did** his tasks successfully.
 2. The employer decided to **offer her the job**, after looking at her qualifications.
 3. Would you please **handle** complains while I am away on business?
 4. Who is going to **be a new geological engineer supervisor** when you retire?
 5. She **is doing** far too much and will make herself tired.
 6. Jonathan Ive **started work** for Apple Inc. 27 years ago.
4. Use phrasal verbs and phrases from Ex. 3 to write true sentences about yourself.
 Example: *If I were out of work, I would ...*
5. Work in small groups. Look at the pictures. What professions do people have?
 Match the words to the numbers in the pictures. Compare your predictions with the results of the other groups.

A	B	C	D	E	F	G	H	I	J	K	L

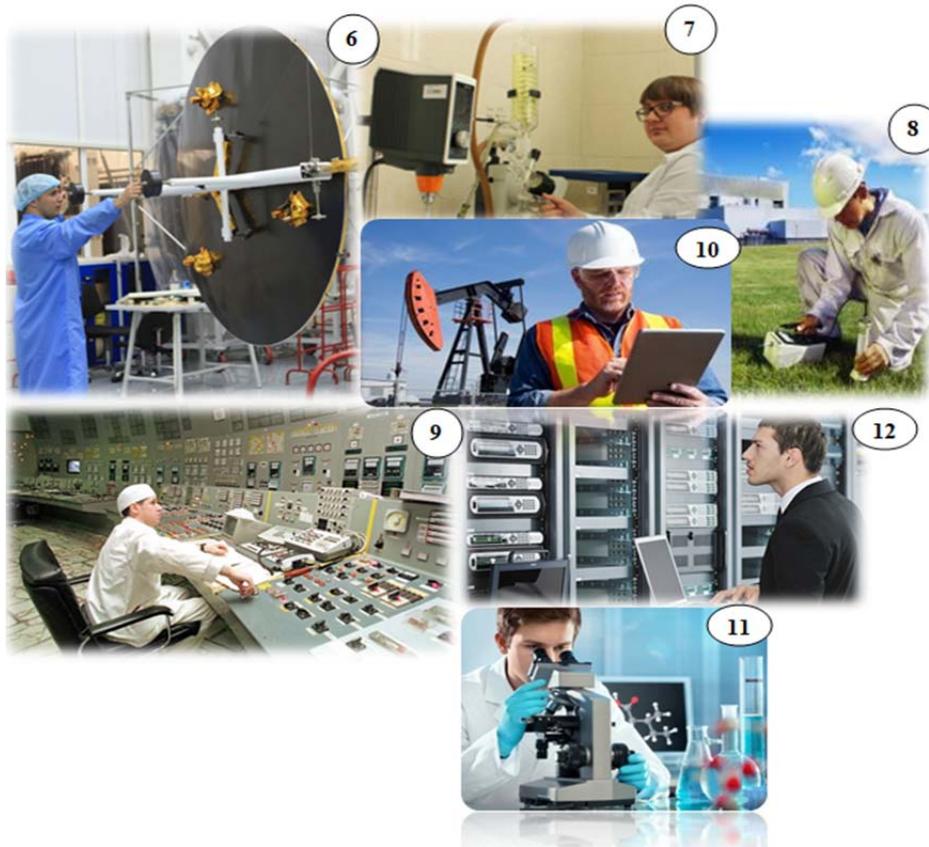
A a Network Engineer B a Biophysicist C a Geodetic Engineer D a Geologist
 E a Geo-ecologist F a Non-Destructive Testing Engineer G a Chemical Engineer
 H an Oil and Gas Engineer I a Design Engineer J a Robot Technician
 K an Electrical Engineer L a Nuclear Physicist



6. Look at the pictures and say what each person in that profession does using description of responsibilities.

Example: *A Nuclear Physicist* – He/she researches and develops the processes, instruments, and systems used to derive benefits from *nuclear* energy and radiation.

1. – He/she visually examines materials, structures, or components using tools and equipment such as endoscopes, closed circuit television systems, and fiber optics for signs of corrosion, etc.
2. – He/she is responsible for the process of creating and developing new products.
3. – He/she designs engineering systems for the automation of industrial tasks.
4. – He/she performs engineering duties in planning, designing, and overseeing construction and maintenance of building structures, such as roads, railroads, bridges, etc.
5. – He/she evaluates electrical systems, products, components, and applications by designing and conducting research programs.
6. – He/she uses knowledge of chemistry, physics and engineering to design the processes and equipment required to turn raw materials into a product.
7. – He/she uses computer modeling software to determine the three-dimensional structures of proteins and other molecules.
8. – He/she investigates the structure and evolution of the earth and its natural resources, plans programmes for exploration of sites for oil, gas, water, etc.
9. (also called a petroleum engineer) – He/she needs to use his/her knowledge of petrophysics to ensure that drilling operations are conducted accurately and efficiently.



10. – He/she assesses the biodiversity of ecosystems and examines the influence of disturbances such as pollution, industry, and climate change.

11. – He/she develops and implements computer network systems for big or small companies.

7. Work with a partner. Choose a job from Ex. 5, but do not tell your partner which one. Describe the job's responsibilities using phrases from Ex. 6, your partner must guess the job.

Example: SA: *This person is responsible for optimizing the exploitation of oil and gas fields.*

SB: *Is he or she a nuclear physicist?*

8. Match the words from the list on the right to definitions 1–10.

1) needing all our effort and attention: demanding

2) difficult in a satisfying way: _____

3) lively and enjoyable: _____

4) looks attractive from the outside: _____

5) makes us feel unhappy: _____

6) different, not always the same: _____

7) makes us feel worried: _____

8) makes us feel good after completing a new and difficult task: _____

9) predictable, the same every day: _____

10) a good thing to do: _____

worthwhile
rewarding
demanding
stressful
fun
varied
challenging
routine
depressing
glamorous



9. Find the most suitable word from Ex. 8 to the comments.

1. "My job keeps me fully occupied and I don't have time to think about anything else until it's time to go home." *demanding*
2. "What I like best about my job is that no two days are the same, so I never get bored." _____
3. "One of the great things about my job is that I stay in some expensive hotels during my business trips." _____
4. "Sometimes I think to myself – you'll never be able to do that, but then I find a way to succeed. It really is quite satisfying." _____
5. "Every day I check a computer network system for a small company, where nothing ever happens." _____
6. "I spend all day in front of a computer screen. I really don't think I can stand it much longer." _____
7. "I really enjoy going to work. We have a fantastic time and everyone gets on so well together." _____

(adapted from John Hughes & Jon Naunton. *Business Result. Intermediate Student's Book. Oxford University Press. 2012.*)

10. Describe three professions from Ex. 5 using characteristics from Ex. 6 and 8.

Example: *Oil and gas engineers are people who use their comprehensive knowledge of petrophysics for the aim of producing petroleum and many other kinds of fuel. This profession is definitely worthwhile and respected worldwide as well as well-paid.*

11. Mark the statements True (T) or False (F).

1. Amy expected *punctuality* from her assistants because they were always the last to arrive. F
2. The *cooperative* trainee readily offered to help and seemed happy to complete any task. _____
3. The contractor showed *respect* for his employees when he complained and swore at them. _____
4. Danny swears to the *reliance* of his subordinates since he has worked with them without major problems. _____
5. Employees like to work when there is no director in the office, where there is a lot of *discipline*. _____
6. The engineer took every precaution to ensure the *integrity* of his work. _____
7. As biomedical engineer, Kathy had the *responsibility* to dispense the proper substances in a timely fashion. _____
8. Since Eileen was always influenced by the changing mood of her employers, her colleagues could count on her *loyalty*. _____



<https://www.dreamstime.com>

12. Complete the sentences using the word combinations below.

make sure that workers are doing their job properly; make inventions; look after the staff's interests; investigate and develop new products; organize classes, training, etc. for employees; repair cars; teach in a university; run the office day-to-day; be responsible for the preparation and publication of a journal; help clients with their computer problems; study the planets and stars.

1. A mechanic ____ *repairs cars*.
2. A supervisor _____.
3. An administrator _____.
4. A research worker _____.
5. An architect _____.
6. A university lecturer _____.
7. An editor of scientific journal _____.
8. An astronomer _____.
9. A union representative _____.
10. An education officer _____.
11. A network engineer _____.

13. Match the phrases with their definitions to make short exchanges as in the example.

1	2	3	4	5	6	7	8	9	10	11	12
<i>e</i>											

<i>I'd like</i>	
1. job security	a) a lot of money for doing your job
2. a good boss	b) a lot of days off a year
3. long holidays	c) an office only for you
4. my own office	d) a good manager
5. friendly colleagues	e) you know you'll have the job for a long time
6. a good salary	f) nice people to work with
<i>I'd like a job with</i>	
7. sick pay	g) the company you work for teaches you how to do the job
8. on-the-job training	h) the chance to travel as part of your job
9. holiday pay	i) you can choose when you start and finish work
10. opportunities for promotion	j) you get paid when you are on holiday
11. opportunities for travel	k) you get paid when you are ill
12. flexible working hours	l) the chance to get a better job in the company

(adapted from www.cambridge.org/elt/face2face)

Example: SA: *I'd like job security, because you know you'll have the job for a long time.*

SB: *I'd like a job with sick pay, because ...*

14. Complete the sentences with a phrase from Ex. 13.

1. I do not want to work at the same time every day. I'd like a job with flexible working hours.
2. Money is important to me so I'd like
3. I have got a lot of I love working with them.
4. I like going to different cities and countries so I'd like a job with
5. Teachers work very hard, but they often get in summer.
6. If I am ill, do I get

15. Choose the profession from Ex. 12 and tell about the responsibilities and opportunities. Let other students guess your profession.

Example:

I work for a large computer company. I help customers with their computer problems. I work quite long days, but I don't work at the weekends.

?

Exam task

A

USE OF ENGLISH (Part 1)

1. Read the task of Part 1 and mark the tips True (T) or False (F). Correct the false tips.

1. You should read the text for general understanding first. **T** ___
2. You should choose more than one of the options A, B, C or D. ___
3. Your choice must fit in the sentence but not fit the context of the text as a whole. ___
4. ___ You should check the words before and after the gap. ___
5. You should read through the text again after finishing the task. ___
6. You should not make sure that the text makes complete sense with your answers in place. ___

2. Read the text and decide which answer (A, B, C or D) best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Josephine graduated from the (0)...**A**... with a *Bachelor of Chemical Engineering* and then she was lucky because she (1)..... a job very quickly as a lab assistant in a chemical plant. It (2)..... exactly she wanted but it was her first job. She stayed there for five years, and after four years she was promoted to a (3)..... of analytical department.

Josephine stayed in that job for a year, but then she really got bored. So she made up her mind to leave and (4)..... for other job in the area. But she had no luck getting her second job at all, and she was pressed for money, so in the end she had to (5)..... a job working as an (6)..... in the college. Sorry to say, it was not a (7)..... and interesting job. She distributed (8)..... into groups, gave them student cards, kept documentation. So after some weeks she got the (9)..... And then, by chance she met Bob, an old friend who Josephine was at the university with.

At that moment, he was working in television and Bob (10)..... her a job as a television researcher on a programme (11)..... "Chemistry Today". In addition, after a few months they decided that they wanted younger presenter of the (12)....., and Josephine got the job and she loved it.

- | | | | |
|-------------------------|--------------|-------------|-----------------------|
| (0) A university | B school | C course | D education |
| (1) A took | B gave | C got | D involve |
| (2) A was | B wasn't | C got | D depended |
| (3) A research worker | B branch | C head | D boss |
| (4) A applied | B adapted | C got | D interacted |
| (5) A apply | B get | C got | D order |
| (6) A lecturer | B assistant | C director | D educational officer |
| (7) A well-paid | B badly-paid | C difficult | D varied |

- (8) A pupils B students C bachelors D masters
 (9) A occupation B promotion C sack D success
 (10) A delivered B offered C employed D shared
 (11) A called B opened C told D was
 (12) A profession B programme C TV D video

3. Put the events in the woman's career (Ex. 2) in a more sensible order.

She worked as a register in the college.	
She applied for other jobs	
She got the sack	
She was promoted to a head of analytical department	
She became a TV presenter	
She studied chemistry at the university	1
She got a job in a chemical plant	
She left her job	

B USE OF ENGLISH (Part 2)

1. Read the task of Part 2 and mark the tips True (T) or False (F). Correct the false tips.

1. You should use more than one word to fill in each gap. *F* ___
2. You should read the text for general understanding first. ___
3. You should fill in the gaps only by grammatical words. ___
4. You should not decide which type of word each gap needs (e. g. preposition, relative pronoun, conjunction, verb, adverb, etc.). ___
5. You should look out for fixed expression, dependent prepositions after certain words, linking words and phrases. ___
6. You should not make sure that the text makes complete sense with your answers in place. ___

2. Read the texts about four working women from different countries. They told about their jobs and daily routines. For questions 1–20, think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Example:

0	as ,
---	------

Ann Gaardson

a biomedical engineer and a lecturer, Denmark

I am a biomedical engineer, and now I work (0)...*as*... a lecturer at University of Technology. I should say I love my work very much. Officially, I work thirty-seven hours a week, or seven hours and twenty-four minutes (1)..... day. It is a standard (2)..... week in Denmark. However, in fact I work much more than that, approximately sixty hours a week. When I have most work, the busiest time, is at the end of the semesters in January and June. I live rather far from my work (I live out of town) and that's why it takes me six hours a day on public transport by bus and train to

get to the university and to get home. I usually use this time (3)..... preparation. On Sundays, I always have got a chance to spend time with my husband, children and friends. We try to eat out, go to galleries and museums or just walk in the park. I am fond of spending my weekend (4)..... my family.

Jane Kinderman

a product development engineer, the USA

I usually work eleven to thirteen hours a day, plus Saturdays and some Sundays. I do not get paid for overtime, because I am in management. My commute takes a minimum of ninety minutes a day. The traffic is always bad on the highway and I dislike (5)..... in traffic. I (6)..... to walk to my office back in Athens and it was so lovely – I could stop and buy fruit juice, nuts and fruit on my way to work. Here I do not like the working hours, I hate twelve hours with no fresh air. The office feels (7)..... a prison. We have our lunch alone; there is no friendship over lunch. We are in the middle of nowhere, so if you want to go out for lunch it takes you half an hour to go anywhere. And also we have (8)..... restrictions on the shoes we can wear (no open toes, no high heels), which I hate. But I should say that I like (9)..... position in the company.

Marcela Castro

a web-page designer, Cuba

I work as a web-page designer in a travel agency. I begin work at 8 o'clock (10)..... the morning and I finish at 5 o'clock, with an hour for lunch, usually from twelve to one. That's quite typical for people (11)..... work behind the scenes in the tourist industry in my country.

Luckily, I do not (12)..... to come to work at the weekend, but sometimes I have to travel around the country for two weeks at a time. It takes me about an hour to get to work (13)..... bus. What I do not like about my job is all the paperwork, and sometimes my boss treats me (14)..... a secretary. I should say what I do like is being able to travel and see the island and learning new things about my job.

Susie Mardiner

an industrial designer, New Zealand

I am an industrial designer. Everybody knows that vacuum cleaners, phones, toys, kettles, cars, toasters (15)..... designed by industrial designers. I work in office, and so long as I am fond (16)..... my job I try to come there before my work starts. I've got a lot of work and that's why I have to leave the office late at night.

Industrial designers are known to focus (17)..... one particular product category. For example, my best friend designs medical equipment, and as for me, I work on consumer electronics products: smart (18)..... and computers. It is very important for me to design products so that they will be very easy to use and cost-effective. Specializing in a particular type of product, I try to image how the consumers can use my products and from time to time to see how some designs look and work I test them with the consumers. Sometimes I don't work alone, I am closely connected (19)..... engineers, marketing specialists and production experts. I should say that I spend much time alone at the computer in office and at home, but I also try to visit art galleries. My weekends are for my family and friends, but occasionally work then. If I have got (20)..... time I paint in watercolors.

(adapted from: *Business one: one*, Oxford University Press, 2007)

3. Read the texts again and tick (✓) the correct name or names. Underline the evidence in the text.

Who	Ann	Jane	Marcela	Susie
• is involved with education in some way?				
• deals with a particular type of product?				
• says that she enjoys her work?				
• occasionally works at the weekend?				
• has some problems with her boss?				
• finds something positive in her work?				
• has to leave the office late?				
• uses public transport to get to work?				
• has the longest working day?				
• arrives in the office before work starts?				

4. Match the descriptions with one of the people in the texts.

1. Her company doesn't allow her to wear what she wants. _____
2. She focuses on a particular product category. _____
3. Her family is probably happy when the weekend comes. _____
4. She has got a lot of work, the busiest time, twice a year. _____
5. She likes learning new things about her job. _____
6. She tests her product with the consumers. _____
7. She hates her working hours with no fresh air. _____
8. She spends a lot of time alone at the computer. _____
9. She does not get paid for overtime. _____
10. She can say that she likes her position in the company. _____
11. She tries to image how the consumers can use her products. _____

LISTENING

Vocabulary for listening

A Activating ideas

1. Answer the questions.

1. Do you know any people who work in such engineering fields as:
 - a) electronic engineering;
 - b) mechanical engineering;
 - c) petroleum engineering;
 - d) electrical engineering?
2. What do people exactly do working in one of the engineering fields mentioned above?
3. Do you know what the final product of their activity is?
4. Are you interested in their starting engineering career?
5. Do you want to become:
 - a) an electronic engineer;
 - b) a mechanical engineer;
 - c) a petroleum engineer;
 - d) an electrical engineer?



2. Look at the word collocations in the box and say what engineers can and can't do. Work in pairs as in the example.

- design cars • sell goods to clients • manufacture space shuttles
- design buildings • buy and sell stocks and shares • modify power plants
- write articles for newspapers and magazines about musicians
- operate gas pipeline • represent people with legal problems • design wireless and wired telephones • make predictions by studying the positions of stars and planets • create machines • investigate and develop new products
- build bridges and tunnels • save people from drowning • analyze air conditioning systems • present news stories on television or radio • design telecommunication devices • operate on people • repair cars
- be responsible for the preparation and publication of a newspaper
- discover and recover minerals from the earth • study the planets and stars
- design products and systems to solve environmental problems

Example: SA: An engineer can design cars but can't sell goods to clients.

SB: An engineer can but can't

B Practicing new vocabulary

1. Fill in the correct word from the list below.

- an oil and gas exploration • underground railway stations • repetitive things
 - a drilling engineer • radio-controlled vehicles
1. to work on
 2. to build

3. to heat and cool
4. to train something to do
5. to work as

2. Make up sentences using the phrases from Ex. 1.

1. _____ .
2. _____ .
3. _____ .
4. _____ .
5. _____ .

Real-time listening

1. You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).

1. You hear a man called Yael whose job is designing things talking.
When did he begin building things?
 a) when he was a child
 b) when he studied at the university
 c) when he graduated from the university

	1
--	---

2. You hear Steven who thinks life is a journey of continuous growth talking.
What was he at the beginning of his career?
 a) a master of engineering and sustainable energy
 b) an industrial electrician
 c) a worker on oil and gas exploration and production platforms

	2
--	---

3. You hear Tanisha who works for Magna International talking.
Why is it very exciting to be a robot programmer?
 a) You have got a job with opportunities for development.
 b) You can train robots to do repetitive tasks.
 c) You can get access to a rewarding quality of life.

	3
--	---

4. You hear a man called Brad talking.
Why is the teamwork an amazing process?
 a) You can see a final product.
 b) You really can see what goes on.
 c) You can be a leader of the team.

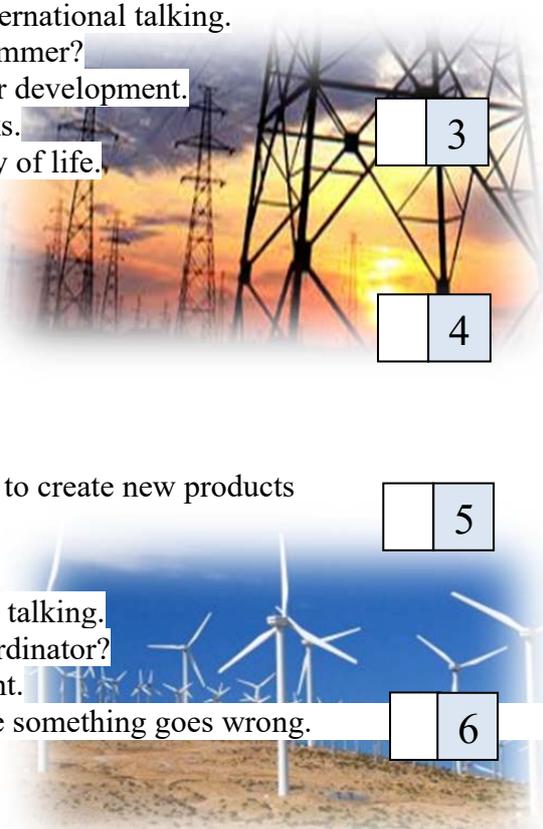
	4
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5. You hear a professor Eva Sorensen talking.
What does a chemical engineer do?
 a) changes the physical state of a substance to create new products
 b) designs and maintains something
 c) controls all used in everyday life

	5
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6. You hear Cindy who works for Nova Scotia talking.
What does she have to do as a logistics coordinator?
 a) She has to organize people and equipment.
 b) She asks workers to stop working in case something goes wrong.
 c) She has to account for expenditure.

	6
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Learning new skills

A Identifying new skills

1. Mark the statements as true (T) or false (F). Correct the false statements.
 - a. Yael Mc Cuire has never taken interest in designing radio-controlled vehicles.
 - b. Steven Kennedy began his career as an environmental engineer.
 - c. Steven will be employable with Master's degree across the range of fields.
 - d. It's very exciting to train the robots to do repetitive things.
 - e. Eva is a deputy head of department in manufacturing engineering.
 - f. Cindy coordinates all transfers of personnel and equipment.
2. Read these words. Some of them are names of firms/ organizations and others are geographic names. Distribute the words in the table. Use the dictionary if necessary.



• <https://dictionary.cambridge.org>

- Queen's • Kingston • the Magdalen Islands • Redpath • Timmins
- the Dome • No. 8 Shaft • Hemlow • Williams • Lac Minerals
- Val-d'Or • Quebec • Sudbury • Bharti Laminate Mining • Stan
- Bharti • Williams Resources • Cementation • Doncaster

names of firms/ organizations	geographic names

3. Read the words and the word combinations below.

• salt mine • shaft • shaft sinking • to run a project • acquisition • drilling

Which engineering field from the list can you describe using these words?
Engineering fields: mining, petroleum, chemical, geological, environmental.

B Spelling



1. Write the correct consonants in each word and pronounce it.

1. de - elo - - ent	3. o - - ice	5. o - - ortuni - y
2. pro - e - t	4. esta- li - - ed	6. pro - ra - - e
2. Write the correct vowels in each word and pronounce it.

1. car - - r	3. ch - - ce	5. s - bstant - - l	7. - mplo - - e
2. eng - n - -ring	4. - cq - isit - on	6. w - rthwh - le	8. tr - in - -



Exam task

LISTENING (Part 2)

A Predicting content

1. Read the rubric, the set of sentences below and answer the questions.

1. Who will you hear?
2. What is the topic?
3. What is the type of information that is missing from each sentence?
4. How many words do you write in each space?

2. Mark the tips True (T) or False (F). Correct the false tips.

1. You should fill in only concrete pieces of information (e. g. names, numbers, etc.).
F
2. You should write a dictation: you will hear the words you need to write in the actual sentences you read on the page. _____
3. You should repeat the words or information already included in the sentence.

4. You should not check the words after the gap, as well as those before it. _____
5. You should not check that what you write fits grammatically. _____
6. You should check your spelling. _____

3. Listen to an interview with a man called Roy Slack, who has a successful mining career path. Complete the sentences (1–11). Write no more than three words, symbols or numbers for each answer.



The Robert M. Buchan
Department of Mining

MINING CAREER PATH: ROY SLACK

Roy Slack was from [1].

He went to Queen's and graduated in [2], mining [3].

His first job was at Îles de la Madeleine, [4].

After several years working for Timmins, the Dome, No. 8 Shaft, he was appointed to carry out a [5] project for Redpath.

Then he developed the whole [6] for Lac Minerals.

In 1989 he had the opportunity to work in the [7] for a couple of years both in project [8] and in engineering and that was with Redpath.

In 1995 he established a start-up – a [9].

In 1998 he was the first [10] at Cementation, developed from a true start-up to a very [11] mining contracting company.

Queen's
UNIVERSITY

REOPATH

4. Complete Roy Slack's career path.



5. Match words 1–13 to definitions a) – m), then describe the mining career path to your partner using these words and phrases below.

1. unemployed 2. retire 3. resign/quit 4. take over 5. dismiss someone
6. be promoted 7. employees 8. prospects 9. trainee 10. pay rise
11. fresh challenge

- a) workers in a company b) sack someone
c) future possibilities in a job d) stop working (often at 60/65)
e) a very junior person in a company f) be given a better position in a company
g) out of work h) work in a different kind of job
i) a new exciting situation j) take control of something
k) leave a company l) more money every week/month

1	2	3	4	5	6	7	8	9	10	11	12

B Using new skills in a real-world task

Prepare a one-minute answer to the question: *Can you tell me a little about your future career ladder?*

Use information about studied professions and phrases in the box.

to make an application
to be offered the job
to be out of work
to go for an interview
to give in one's resignation

Example: *My career ladder will begin when I start working as a trainee ...*



GRAMMAR

THE PASSIVE

- **The passive vs. the active**
- **Have something done**
- **Get passive vs. be passive**
- **The passive with reporting verbs**



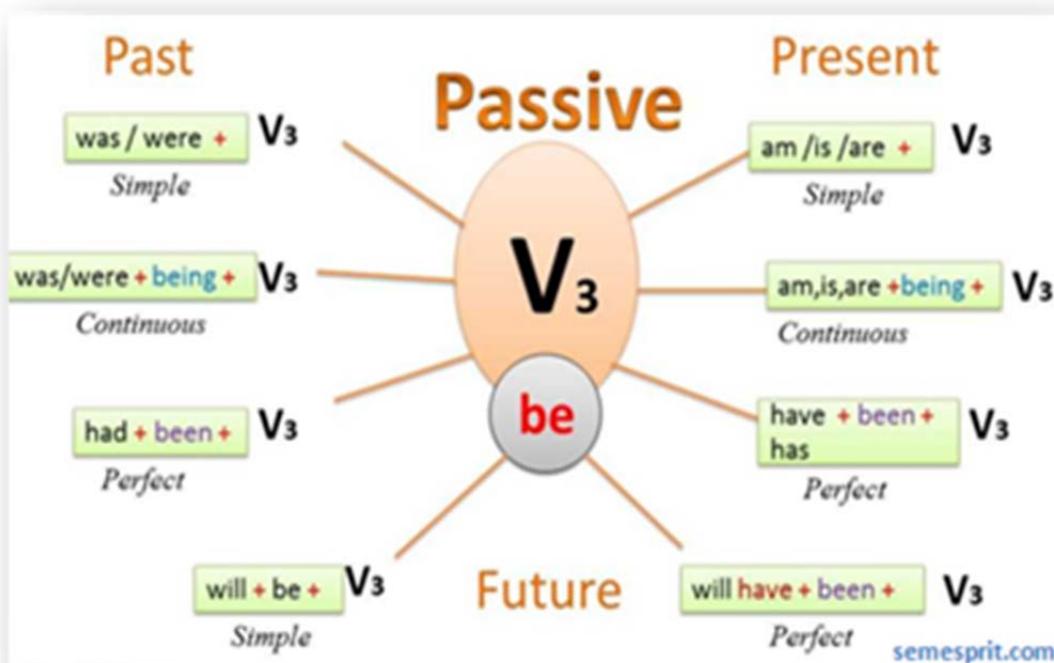
The oil pipe broke

The old oil pipe was replaced

Answer the question: In which situation (1 or 2) can you mention the following?

1. It tells us who or what does/did the action.
2. It uses the passive because we don't know who or what does/did something.
3. It uses the passive because what happened is more important than who does it.

1. Determine the tense of each sentence and rewrite them in the passive using the diagram, as in the examples. Then practice saying them.



1. Engineers use the knowledge of mathematics, science and logic to find suitable solutions to a problem.
2. The chemical industry has shown rapid growth for more than twenty years.
3. The ecologists from Australian radiation laboratory identified plutonium in basically three forms.
4. My sister is looking for a job as an environmental engineer in the UK.
5. They may leave their lab after having finished their experiment.
6. He will ask her to become a director of the institute.
7. After graduating from the university he will design underwater machines and offshore drilling platforms.

8. We didn't know at that time that the electrical engineers were analyzing machines and devices.
9. A Dutch scientist first identified the virus.
10. Thomas Edison invented the light bulb.
11. The biomedical engineers had already tested equipment and materials used in treating medical conditions by April.
12. The Head Office makes all decisions in this company.
13. They will have offered Bill the job of department manager by January.
14. Although his job involves many risks, he renewed his contract.
15. The scientific centre tests new building materials.
16. The scientific centre tested new building materials.

Modals	They may leave their lab after having finished their experiment. <i>The lab may be left by them after having finished their experiment</i>
Infinitive	The scientific centre tests new building materials. <i>The new building materials are expected to be tested.</i>
Perfect Infinitive	The scientific centre tested new building materials. <i>The new building materials are expected to have been tested.</i>
Gerund	The scientific centre tests new building materials. <i>The new building materials need being tested.</i>
Present Simple	The Head Office makes all decisions in this company. <i>All decisions in this company are made by the Head Office.</i>
Present Cont.
Past Simple
Past Cont.
Future Simple
Present Perfect
Past Perfect
Future Perfect

2. Read the text about MTC. Put the verbs in brackets in the correct active or passive form.

The new Material Test Centre, MTC, (1) was officially opened (open) last Friday in the beautiful place in the Tyne Technology Park, Newcastle. The new centre is the result of a joint venture between local companies, the Industrial Development Board and the British Builders Association. The main aim of the centre is (2)..... (test) new building materials. Set up two years ago following a initiative by MTC, the Material Test Centre, will be fully operational in twelve months' time.

The centre will be able (3)..... (test) a wide range of new materials that (4)..... (use) in the construction industry. The new automated test lines will be able to test new materials. This means the British Builders Association will be able (5)..... (reduce) the cost of these tests by as much as 75 %. As a result, Material Test Centre (6)..... (expect) to be able to cover operating costs in twelve months and to break even in less than two years from now.

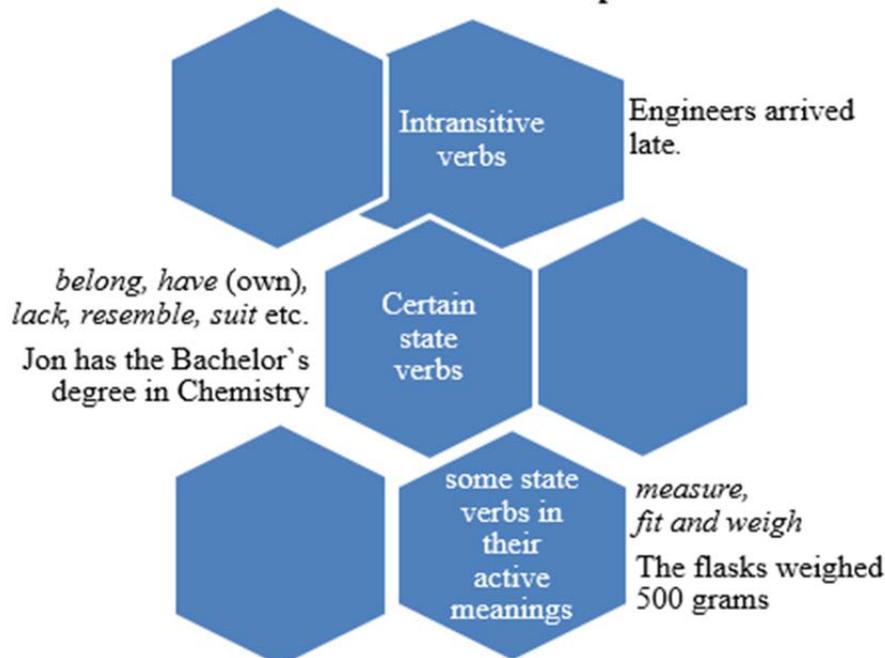


3. Choose the correct form of the verb.



1. This MTC project *complicates/is complicated!*
2. So in two months, we *will test/ will be tested* new products twenty-four hours a day, 365 days a year.
3. They work so well that we expect *to save / to be saved* between 48 and 60 % of the present costs of testing.
4. We are starting the trial phase now and the machines *control / are controlled* well.
5. Are the automated test lines going *to finish / to be finished* as planned?
6. The machines from Italy *will deliver / will be delivered* in three weeks.
7. We hope the installation stage *will have finished / will have been finished* by September.
8. The final stage, the production phase, *will start / to be started* in a week.

Verbs that cannot be used in the passive voice



4. Read the text and think of the word which best fits each space (1–10). Use only one word in each space. Then rewrite the text in the passive.

In 1980s people were becoming interested (1) *in* ... a more self-sufficient and independent life style. They didn't want to rely (2)..... the oil and electricity provided by others.

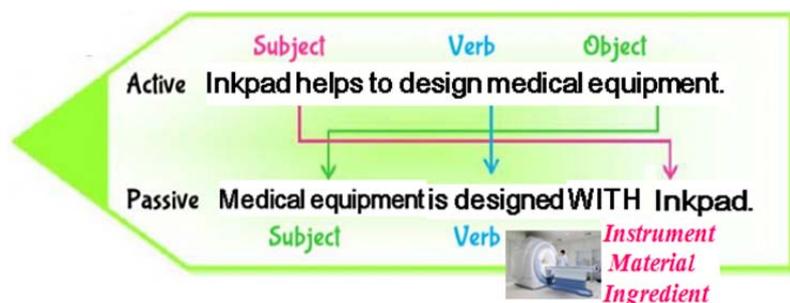
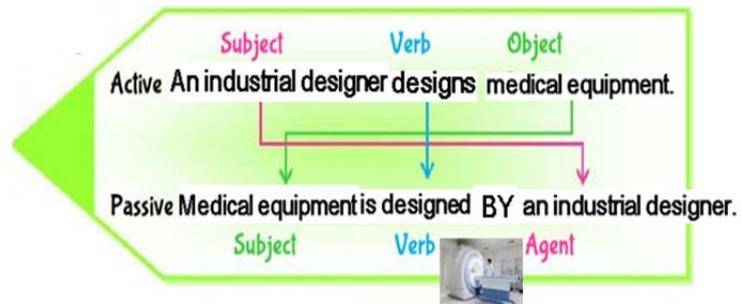


<https://unsplash.com>

And of course there was also the oil crisis then too. They started thinking (3)..... other types of energy. People tried solar energy, but it is very expensive, and this provides direct energy, which you can use immediately. But new windmills that you can see these days, they provide indirect energy which you can store and use later. People call them wind turbines. Engineers (4)..... known to develop wind technology. Windmills vary (5)..... lot in size. One large windmill can produce in a day enough energy for an average family (6)..... four for three years. It is known that one large windmill needs about a quarter of a hectare. The land shouldn't be too hilly. People cannot build a windmill near to a nature reserve where there are a lot (7)..... animals. People need local government permission, and permission from (8)..... number of other local organizations. Some people say that windmills (9)..... very noisy. And others say that they interfere (10)..... mobile phone connections.

5. Rewrite the sentences into the passive using the diagrams.

1. Bob creates technical drawings by using a special software.
2. A geo-ecologist examines climate change.
3. A network engineer implemented a new computer network system.
4. A design engineer will create a new product.
5. Geologists have explored new sites of oil using the innovative equipment.
6. An Oil and Gas company is looking for an electrical engineer.
7. Nuclear physicists were using our equipment successfully.
8. A research worker has done data analysis using scientific documents.
9. They have investigated many natural resources using scientific documents.



6. Read the examples and justify the use of *by* or *with*. Then fill in *by* or *with*.

1. This fantastic device was designed ...*by* .. a very famous engineer.

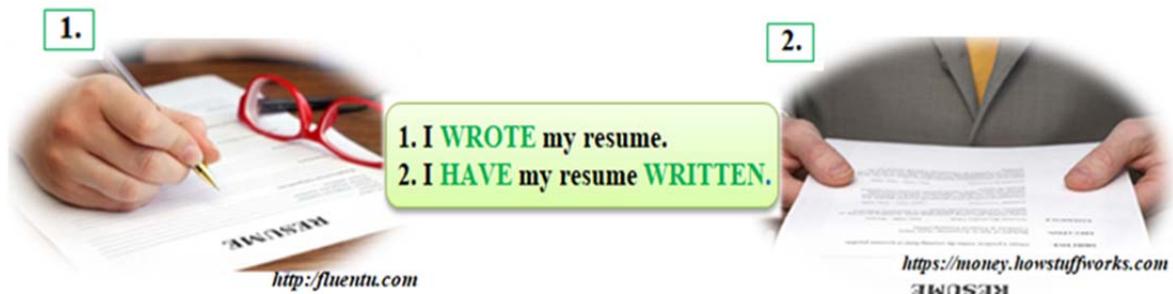
2. Your name, age and occupation must be written ..*with*.. black ink.
3. The water you drink and bathe in was made portable engineers.
4. The biodiversity is assessed a geo-ecologist.
5. This independent large company was founded four engineers.
6. This mixture was purified solution.
7. The applicants will be interviewed the recruitment manager next month.
8. People shouldn't be allowed the government to work for more than thirty-six hours a week.
9. People expect the plant to be closed ecologists.
10. Although it is a very old laboratory it is equipped up-to-date devices.

7. Put in the correct preposition *with* or *by*.

1. These machines were invented British scientists.
2. The chemicals were replaced our laboratory assistant.
3. The recurrent manager has been retired a new director.
4. The contract can be renewed a client at any moment.
5. Tom had been promoted the owner of our factory.
6. The fine reputation of the company can be destroyed client complaints.
7. Annual training was provided the company.
8. Flasks were washed hot water.
9. Hot particles from nuclear testing are investigated a help of modern analytical techniques.
10. This serious problem can be successively solved a biomedical engineer.

➤ **Have something done**

Match the pictures with the sentences then complete the statement.



We use **HAVE** (any tense) + object + **DONE** when:
something was done for us by other people, usually professionals / you do it yourself.

8. Match the sentences with the tenses of *have something done*.

1. *I have my resume written.*
2. She had been having an engineering system designed before she bought the project.
3. You have just had railroads planned.
4. I have been having my technical drawings created.
5. He will be having his electronic devices adapted.
6. Our company had had electrical systems evaluated.
7. It had raw materials turned into a product.
8. Rosneft was having its programmes for oil sites exploration planned.
9. It will have drilling operations conducted.

10. The deputy director is having the influence of pollution examined.

- a) Present Simple
- b) Present Continuous
- c) Past Simple
- d) Past Continuous
- e) Future Simple
- f) Future Continuous
- g) Present Perfect
- h) Present Perfect Continuous
- i) Past Perfect
- j) Past Perfect Continuous



1	2	3	4	5	6	7	8	9	10
a									

9. Rewrite the sentences using *have something done*.

Example: *Our equipment is checked every month. – We have the equipment checked every month.*

1. The substances were dispensed in a timely fashion.
2. A new product will be created the next year.
3. Many natural resources have been investigated.
4. New sites of oil and gas are being explored.
5. The data analyses are done every week.
6. A new computer network system was implemented.
7. The equipment will be installed on time.
8. The new chemical plant is being built near the town.
9. The electrical system has been evaluated.
10. Necessary fiber optics was bought.

10. Put the verbs in the bracket in the appropriate form.

Example: 1. Jon (repair) his computer. He called to a professional firm.

Jon had his computer repaired. He called to a professional firm.

2. I (create) technical drawings. I am a design engineer.

I create technical drawings. I am a design engineer.

1. Would you like (implement) a network system for your company?
2. We (build) our summerhouse last year. We are good with our hands.
3. She (design) engineering systems. She is a robot technician.
4. This engineer (become) an invaluable employee later. He is creative.
5. This company (present) a new project. They hired the qualified people for it.
6. We (solve) practical problems. We are going to employ a good engineer.
7. They (assess) the risk of this experiment. They consulted with a group of scientists.
8. We (plan) programs for exploration. Geologists will do it.
9. The plant (examine) an influence of water pollution. Geo-ecologist gave the data.
10. We (develop) a new product. A design engineer is doing this work.

11. Look at the prompts and make questions using *have something done*.

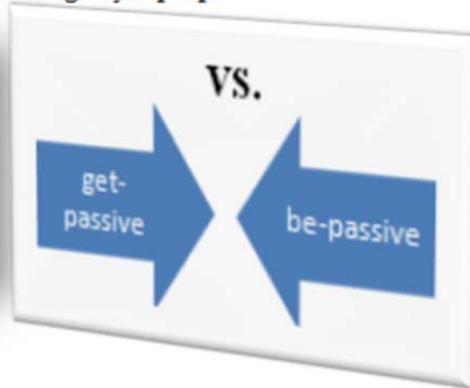
- a) the radiator / fill / with water – *Does / Did he have the radiator filled with water?*
- b) car / take / for a test drive – _____
- c) the filters / replace – _____
- d) air / put / in the tyres – _____

- e) the battery / check – _____
- f) broken parts / repair – _____
- g) the lights / test – _____
- h) the oil / change – _____

➤ **Get passive vs. be passive**

Match the sentences with the pictures. Study the examples and complete the rules.

1. A computer repair technician fixes my laptop each time it gets broken.
2. My computer is broken. A computer repair technician is fixing it.
3. I do not know how to fix my laptop.
4. Nothing is known about fixing my laptop.



1. You can use instead of to form the passive to say that **something happened** to someone or something.
2. You can not use with **state** verbs (know, like, believe, etc.).
3. You can use mainly **in informal spoken English**.

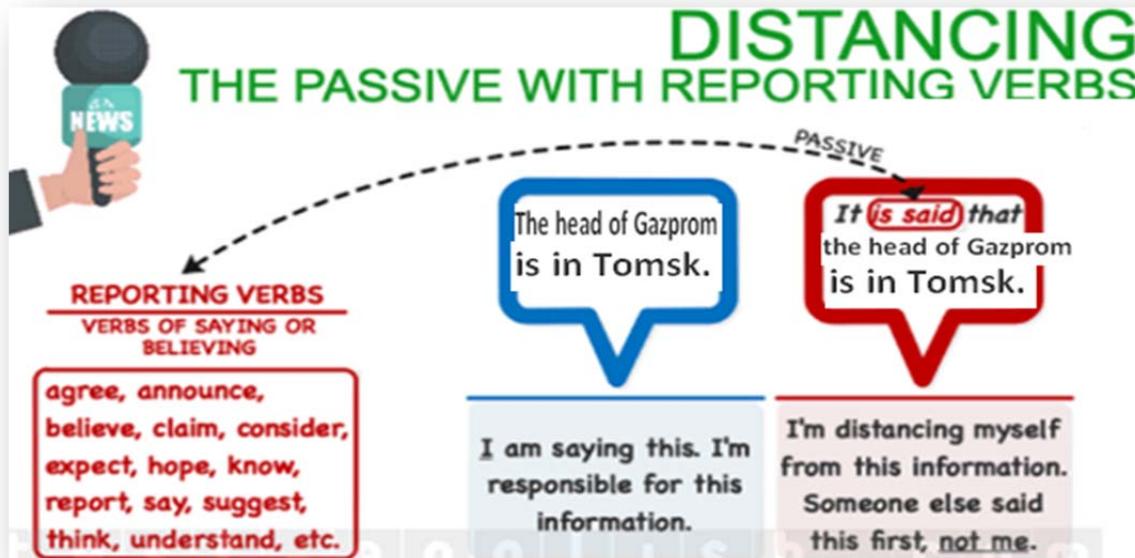
12. Rewrite these sentences in the passive with *get*, starting with the words given.

1. A chemical engineer turns raw materials into a product.
Raw materials get turned into a product by a chemical engineer.
2. A biophysicist determines the three-dimensional structures of molecules.
The three-dimensional structures of molecules _____.
3. A geologist planned programmes for exploration of sites for oil and gas last year.
Programmes _____.
4. An oil and gas engineer controls drilling operations.
Drilling operations _____.
5. Our geo-ecologist examined the influence of pollution and climate change.
The influence _____.
6. A network engineer develops computer network systems for companies.
Computer network systems _____.

13. Use the passive with *get* if possible.

1. Did you hear that Sue got promoted (promote) to a management position at work!
What great news!
2. Oil companies (find) all over the world.
3. When he is older, he (know) as a famous scientist.
4. When official documentation is translated by a trainee into English, usually a lot of the original meaning (lose) in the translation.
5. (pay) for a job you enjoy doing must be the definition of a happy life!

6. "Whose is that computer in the middle of the office?" "I don't know – it (never use) by anyone."
7. The new factory will be opened next year and the director says that over 100 employees (need) initially.
8. After some months she (hire) for that *job*.
9. We've got good news for you. Jim finally (promote).
10. We've worked there for three years but we still (sack).



14. Study the diagram, read the sentence and answer the questions that follow.

It is thought that this car is the opposite of today's cars.

1. What does the sentence mean? Choose the correct answer:

- People think that this is the other type of cars.
- It is the other type of cars.

2. Which other sentences in the text below follow the same pattern? Underline them.

Here is the car of the future! It is thought that this car is the opposite of today's cars; today's cars are claimed to be noisy and dirty, this one is silent and clean. Today's cars are believed to have wheels, this one does not. It moves like a nail, but much faster than a snail!

It is thought that this car will use electric energy, not petrol or gasoline; it is announced to have batteries that can be recharged instantly from chargers in the road. It will also be very easy to drive.



In fact, you won't need to drive it; it is expected to drive itself. You will just need to tell the computer: "Go to X" and the car will go there. In addition, it will reach X very quickly, much faster than today's cars. It is reported that it will also be very safe and comfortable.

It is believed that a lot of the technology already exists, but it is very experimental. Already today, scientists are developing new materials for the surface of roads: In fifty years from now, perhaps sooner, some new roads will capture solar energy: it is reported

that they will store this energy under the road, and some cars are considered to be able to use it.

However, you probably won't ever drive a "snail car", even if you're under 20 today. This, perhaps, is the car of the year 2100, the car that your grandchildren will maybe drive. Driving is expected to be nice in the 22nd century! No pollution, no traffic-jams, no stress.

(adapted from <https://linguapress.com/intermediate/car-of-the-future.htm>)

15. Find the sentences in the text in the passive with reporting verbs according to the 2nd form. Rewrite these sentences in the active.



Example: *Today's cars are claimed to be noisy and dirty.* – *The author says that today's cars are noisy and dirty.*

16. Complete the sentences, as in the example, using the passive with reporting verbs.

- It is reported that he has questioned the honesty of the director.
He ... *is reported to have questioned the honesty of the director.*
- It is expected the engineer ensured the integrity of his work.
The engineer _____
- Employees are considered to work better when there is not a lot of discipline in the office.
It _____
- Sandy's subordinates are reported to be like a reliance.
It _____
- The contractor is expected to show respect for his employees.
It _____
- It is said that the trainee readily offered to help and was cooperative.
The trainee _____
- Assistants are expected to show punctuality.
It _____
- It is thought that scientists have earned a fine reputation due to their obvious lack of tolerance for the actual facts.
Scientist _____
- It is understood the geologist shows extraordinary reliance while working.
The geologist _____



17. Take turns to speak on different professions using both patterns of the passive with reporting verbs

SA:

It is thought that an engineer should be reliable.
A nuclear physicist ...

SB:

A robot technician is believed to be ...

WRITING

A FOR AND AGAINST ARGUMENTATIVE ESSAY

A Activating ideas

1. Look at the headline. Do you think it is important for you to have an engineering degree?
Give your opinions and justify them.



2. Watch the video and fill in the table below.

 • <https://www.youtube.com/watch?v=AnU7moUsaXk&feature=youtu.be>

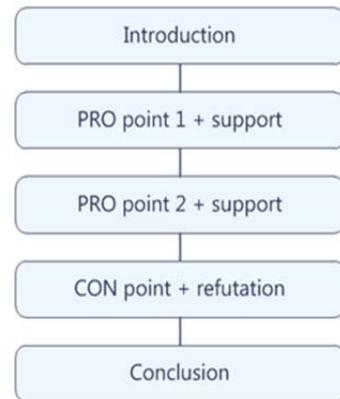
ARGUMENT	SUPPORTING REASON
Engineering job is	Engineers often escalate to management and earn
It is more stable than	World will always get more and will need more engineers
Engineering work can be	Sometimes the equipment or structure

3. Watch the video again and find more arguments that show advantages or disadvantages of being an engineer.

B Learning new skills

1. Complete the sentences using the diagram.

1. Your essay consists of an, a main body and a
2. An introduction says why the topic is
3. A main body consists of ... or more paragraphs.
4. Each viewpoint, by a logical argument, should be presented in a separate
5. Arguments against the statement are presented in a separate
6. Each should be joined to the others with linking words.
7. In the final paragraph your are summed up.



Viewpoints (add)	Viewpoints (list)	The opposing viewpoint
In my view ...	What is more ...	Some people argue that ...
I believe ...	both ... and ...	As opposed to the above ideas ...
In my opinion ...	not only ... but also ...	Contrary to what most people believe ...
I feel that ...	In addition ...	On the other hand ...
It seems to me that ...	Furthermore ...	However ...
I think ...	Besides ...	Although .../Despite ...

2. Complete the sentences using the linking words from the list; phrases more than once.

Example: *I think, engineers are problem solvers.*

1. Engineers apply the theories and principles of Science develop economical solution to technical problems.
2. you can design and implement your own creation.
3. it is easier to get a job with an engineering degree than with a humanities degree.

Opinion (express)
In my view ...
I believe ...
In my opinion ...
I feel that ...
It seems to me that ...
I think ...
To sum up ...

4. in industry you will solve a problem that has never been encountered before.
5. your studying never stops if you want to get settled a good job.
6. an engineer should keep up with the latest technology.
7. you need to keep learning new stuff to stay current in your field.

C Applying new skills

Read the following models and answer these questions:

- a) Which style is used?
- b) Which is a “for and against” argumentative essay?
- c) Which are the “for and against” points mentioned?
- d) Which is an argumentative essay expressing opinion?



Model A

To be an engineer is to be the link between social needs and commercial applications

Are you good at science and math? You might consider becoming an engineer.

One of the main advantages is engineering jobs pay well. Engineers often escalate to management positions and earn excellent money over the life of their careers. Engineers know how things work in real life and learn the science or engineering behind all machines. In addition to this, the world will always get more technically advanced and will need more engineers.

However, there are a lot of negative aspects to be an engineer. In industry an engineer will probably solve a problem that has never been encountered before. The work can be stressful especially when the equipment or structure has the potential to impact human life. Work load can be unpredictable and at times very high.

To sum up, it seems that it's a tough decision to become an engineer when you're young. However, if you're thinking about a career in engineering contact some real engineers.



Model B

Engineers are problem solvers

Do you like solving technical problems? Engineers are known to be problem solvers who apply the theories and principles of Science and Mathematics to research and develop economical solutions to technical problems.

In the first place, engineering jobs pay well and are more stable than most other careers. There is a wide variety of job opportunities. If you like solving problems the right engineering job will keep you busy happy.

Furthermore, you would finally know how things work in real life. You can design and implement your own creation. If a career in research is interesting an engineering degree can pave the way to further study. An understanding of high level math gives a greater understanding of the world around you. Therefore, application of this to real problems can be very satisfying

Nevertheless, the amount of stuff you learn at university is negligible to what you do in industry, and in industry you will probably solve a problem that has never been encountered before. You need to keep learning new stuff to stay current in your field. The work can be stressful especially when the equipment or structure has the potential to impact human life.

All in all, if you are thinking about a career in engineering you should try to talk to some real engineers. It is much easier now with social media to contact people. They will prove you that to be an engineer is to be a solver of all problems.

Exam task

1. Read the rubric, underline the key words and answer the questions.

1. What type of writing is it?
2. Who is going to read it?
3. What style should you use?

Your lecturer asked you to write an essay giving your opinions on the following statement:

Young people often choose an engineering profession.

2. Write a “for and against” argumentative essay on the topic given above using 120–180 words.

SPEAKING



Exam task

Tips

- Speak continuously.
- Give reasons.

Talking about general topics (Part 1)

In this section you will speak on your own for about 3 minutes.

Listen to what your teacher asks. He/she will ask one of the main questions below and use the follow-up questions if necessary.

Main prompt 1: *What skills do you think are most and least important for an engineer?*

- Follow-up prompts:**
- Do you think communication skills are essential in the engineering professions?
 - How will you collaborate with other people from different backgrounds while developing a technical project?
 - Do you think being an engineer is demanding?
 - Which skills do you need to develop for being a well-qualified engineer?

Main prompt 2: *What qualities do you need to be a good engineer?*

- Follow-up prompts:**
- Has an engineer to be good at science and mathematics?
 - Why should an engineer be intelligent?
 - What kind of quality does an engineer need to be in order not to make mistakes in his/her work?
 - Is it important for an engineer to make decisions and to be responsible for them?

Main prompt 3: *What are the pros and the cons in engineering professions?*

- Follow-up prompts:**
- What problems will an engineer solve in industry?
 - Why can the work of an engineer be stressful?
 - What opportunities will engineering degree give you?
 - What are the differences between engineering jobs and other professions?

Monologue (Part 2)

A In this section you will talk for up to 4 minutes.

Compare the photographs and say some words about different professions.

Tips

- Speak continuously about two related pictures.
- Consider any differences or similarities.
- Interpret some aspects of them.
- Use both the present simple and present progressive.
- Use language of comparison and contrast.
- Use linking words of giving and supporting opinions.

1. Differences in jobs.

A



B



Linking Words of Giving and Supporting Opinions:

Also, in addition, both, as well, too, moreover, furthermore, however, whereas, but, despite...

Your teacher will now put this secondary prompt.

- Which of the jobs shown would you prefer to do? Why?

B

In this section you will talk for up to 4 minutes. Compare the photographs and say some words about different professions.

A



B



1. Jobs description.

Your teacher will now put this secondary prompt.

- Which advantages and disadvantages do these professions have?

Discussing in pairs (Part 4)

In this section you will discuss something with your partner.

Choose any engineering jobs. Here is a card with the situation and your goal.

Student A

The situation: You are going to be interviewed about your career ladder.

Your goal: Be prepared to answer questions about your development in the profession: where and when you studied, did your internship, your first job, what qualities helped you advance your career, etc.

Student B

The situation: You are going to interview someone about his or her career ladder.

Your goal: Ask the interviewee about his or her development in the profession: study, internship, the first job, relevant experience, qualities, qualifications, etc.



Introductory Phrases

What about ...?

Let's move on to the next question.

Well, in my opinion ... because ...

For instance ...

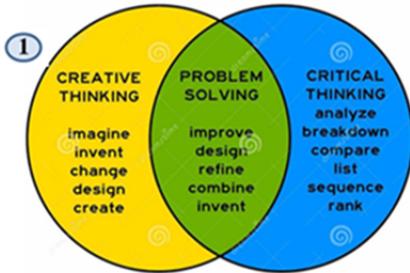
... such as ...

PROJECT WORK

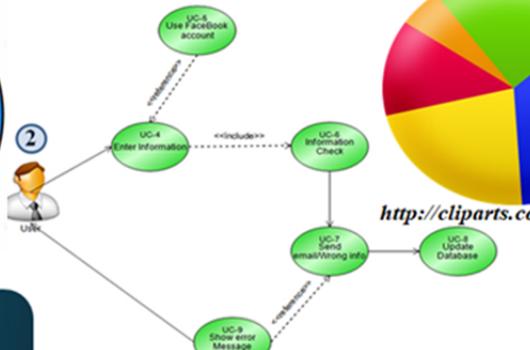
ARE YOU READY TO BECOME A SUCCESSFUL ENGINEER?

I. PREPARATION FOR PROJECT WORK

A Match the pictures of diagrams with their names.



<http://pspguides.net>



<http://blog.soton.ac.uk>



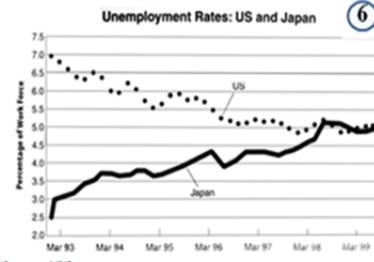
<http://cliparts.co>



<https://cdn.formtemplate.org>



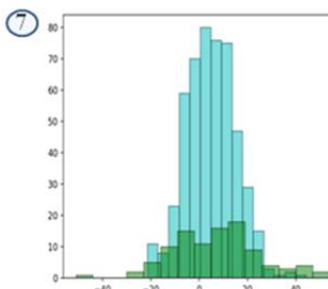
<https://conceptdraw.com>



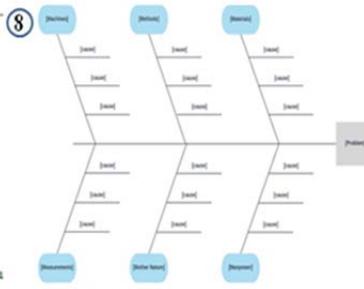
<http://il.wp.com>

A a Cycle diagram **B** a Case diagram **C** a Venn diagram
D Gantt Charts **E** a Pie chart **F** a Core diagram **G** an Iceberg diagram
H a Fishbone diagram **I** Bargraphs **J** Histograms **K** Line graphs

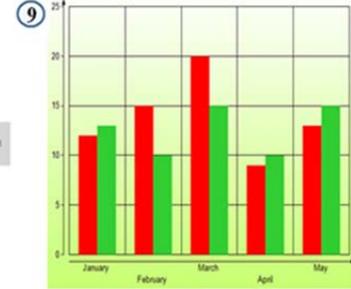
A	B	C	D	E	F	G	H	I	J	K



<https://i.stack.imgur.com>



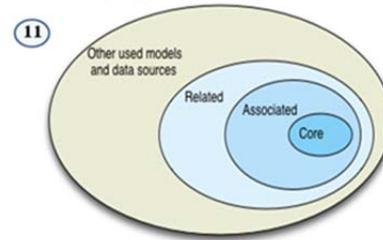
<https://wiringdiagram.net>



<http://helpcentral.componentone.com>



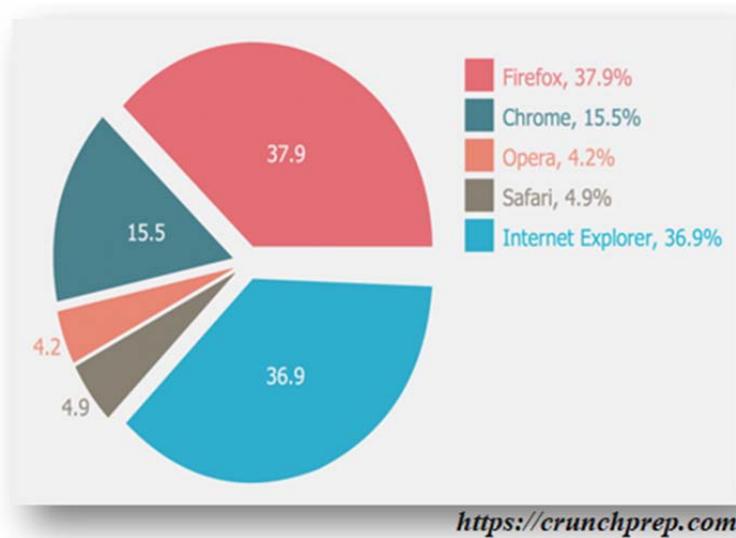
<https://web.mit.edu>



<https://models.pbl.nl>

Use one of the verbs while answering: illustrate, represent, describe, provide (information about).

Browser usage



C The pie chart is a circular graph divided into slices, name them and describe a percentage of a certain slice.

Use the words and expressions like account for; is; make up; are at; comprise.

Example: Usage of Firefox accounts for 37.9 percent.

D Answer the question: What is the smallest / largest segment of the pie chart?

II. PROJECT WORK

A 1. Search head hunter websites (e.g. hh.ru, gazpromvacancy.ru, etc.) and find the most actual engineering positions (about 5–6 jobs).

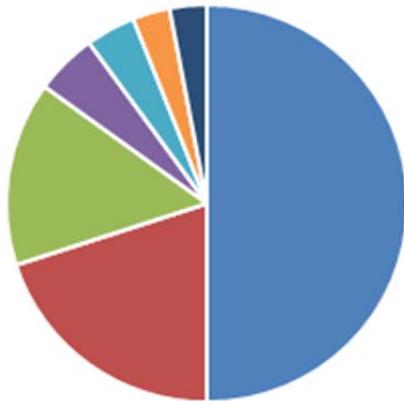


2. Answer the question: What qualities and skills are required for these positions? Fill in table I and make a pie chart as in the example.

TABLE I

actual positions skills and qualities	<i>Example: a chemical engineer</i>					
<i>Example: communicative</i>						

Skills and qualities required for engineering professions (percentage ratio)



■ skill / quality 1 ■ skill / quality 2 ■ skill / quality 3 ■ skill / quality 4
■ skill / quality 5 ■ skill / quality 6 ■ skill / quality 7

3. Describe your pie chart using the phrases in the box.

B 1. Look at table I and the diagram again and say what qualities and skills you have got, and what qualities and skills you need to be a good engineer.

2. Fill in table II and make a pie chart as in the example (task A 2) which illustrates the percentagewise of your qualities and skills.

TABLE II

my skills and qualities \ %	%					
<i>Example: communication skills</i>	20 %					

The pie chart illustrates how ...
 Percentagewise ...
 The smallest segment is ...
 ... makes up ... part of the chart
 ... is the least significant part of ...
 The largest segment is ...
 ... contributes to ...
 In contrast, ...
 ... remains constant at ... %

C 1. Compare the first and second pie charts using phrases below.

Example: *The two charts show the percentages of skills and qualities.*

The name of the first pie chart is

The biggest slice of pie chart namely is communication skills.

..... % employers require these skills. But in pie chart (name of the pie chart) it is the smallest segment. It makes up %.

2. Plan your actions to develop your qualities and skills in order to get a prospective engineering profession and present them to other students.

Example:

1. *I need to develop communication skills and I should learn how to write and speak in an appropriate style.*

2. *I have some problems with my English. I am going to enroll in English course to improve my English level.*

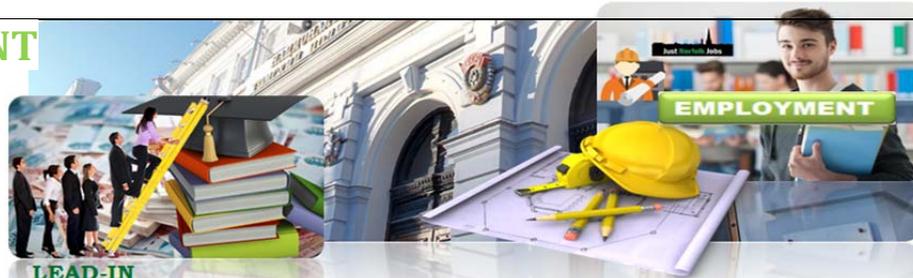
WORD LIST

ability, <i>n</i>	geological, <i>adj</i>	resign, <i>v</i>
accountability, <i>n</i>	geologist, <i>n</i>	resignation, <i>n</i>
acquisition, <i>n</i>	get on, <i>phr</i>	respect for, <i>phr</i>
analytical, <i>adj</i>	glamorous, <i>adj</i>	retire, <i>v</i>
apply, <i>v</i>	industry, <i>n</i>	rewarding, <i>adj</i>
badly paid, <i>adj</i>	integrate, <i>v</i>	robot technician, <i>n</i>
be out of work, <i>phr</i>	integrity, <i>n</i>	routine, <i>adj</i>
be pressed for, <i>phr</i>	interact, <i>v</i>	run the office day-to-day, <i>phr</i>
be responsible for, <i>phr</i>	investigate, <i>v</i>	sack, <i>n</i>
biomedical, <i>adj</i>	job, <i>n</i>	salt mine, <i>n</i>
biophysicist, <i>n</i>	job security, <i>phr</i>	seasonal, <i>adj</i>
branch, <i>n</i>	leadership, <i>n</i>	shaft, <i>n</i>
capable, <i>adj</i>	loyalty, <i>n</i>	skill, <i>n</i>
career, <i>n</i>	manual, <i>adj</i>	specialize in, <i>phr</i>
carry out, <i>phr</i>	manufacturing industry, <i>adj + n</i>	stressful, <i>adj</i>
challenge, <i>n</i>	network engineer, <i>n</i>	supervisor, <i>n</i>
challenging, <i>adj</i>	non-destructive testing engineer, <i>n</i>	take on, <i>phr</i>
chemical engineer, <i>n</i>	nuclear physicist, <i>n</i>	take over, <i>phr</i>
collaborate, <i>v</i>	occupation, <i>n</i>	take time off work, <i>phr</i>
company, <i>n</i>	oil and gas engineer, <i>n</i>	take up, <i>phr</i>
comparable, <i>adj</i>	on-the-job training, <i>phr</i>	teamwork, <i>n</i>
deal with, <i>phr</i>	opportunities for promotion, <i>phr</i>	unemployed, <i>adj</i>
demanding, <i>adj</i>	part-time, <i>adj</i>	varied, <i>adj</i>
department, <i>n</i>	perform, <i>v</i>	web-page, <i>n</i>
derive benefits from, <i>phr</i>	perform duties in, <i>phr</i>	well paid, <i>adj</i>
design, <i>v</i>	petroleum, <i>n</i>	whole, <i>n</i>
design engineer, <i>n</i>	plant, <i>n</i>	work as, <i>v</i>
develop, <i>v</i>	position, <i>n</i>	work for, <i>v</i>
distribute, <i>v</i>	presenter, <i>n</i>	worthwhile, <i>adj</i>
drilling, <i>n</i>	profession, <i>n</i>	
efficiently, <i>adv</i>	project, <i>n</i>	
electrical engineer, <i>n</i>	promote, <i>v</i>	
employ, <i>v</i>	properly, <i>adv</i>	
employee, <i>n</i>	punctuality, <i>n</i>	
employer, <i>n</i>	quality, <i>n</i>	
environmental, <i>adj</i>	quit, <i>v</i>	
equipment, <i>n</i>	ran, <i>v</i>	
establish, <i>v</i>	reliance, <i>n</i>	
evaluate, <i>v</i>	required, <i>adj</i>	
examine, <i>v</i>	resign, <i>v</i>	
exploration, <i>n</i>	resignation, <i>n</i>	
flexible working hours, <i>phr</i>	respect for, <i>phr</i>	
full-time, <i>adj</i>	retire, <i>v</i>	



Unit III

EMPLOYMENT



Activating background knowledge

A Look at the pictures and answer the questions.

- What comes to your mind related to these pictures?
- Who is involved in the event?
- Where does the event take place?
- Have you ever participated in such an event? When? Why?
- Are you planning to take part in such an event?



<https://news.tpu.ru>

- B**
1. What are the ways of employment?
 2. What employment agencies do you know in Russia? What are the main employment agencies? Why do you think so?
 3. Have you ever applied for a job? Share your experience.
 4. If you were given the chance to choose a country, where would you prefer to work and why?



C Discuss the questions.

- What will your first step be to start looking for a job?
- What should you do next?

D Look through the jumbled parts of the Job Search Outline and put them in the right order.

- Interview – strategies, questions
- Writing CL (Cover letter)
- Looking for advertisements
- Job offer
- Recruitment procedure: candidates to be shortlisted
- Writing a CV/Resume

READING

Vocabulary for reading

A Activating ideas

Look at the title of the text and the pictures on p. 89 and try to guess.

- What is this text about?
- Who needs an employment history of a job applicant? Why?
- What do they want to confirm?



B Practicing new vocabulary

Complete the definitions with a word or phrase from the box on the right.

1. having the capacity to develop into something in the future
2. the action of mentioning or alluding to something
3. an oral examination of an applicant for a job, college place
4. a person who is unemployed and looking for work
5. to organize and carry out
6. an experienced and trusted advisor
7. a position / positions of a trainee who works in an organisation, sometimes without a pay
8. the influence or power possessed by a person, organization or country
9. to be equal to something in quality or strength

apply for (v)
accomplishments (n)
conduct (v)
potential (adj)
verification (n)
reference (n)
strength (n)
interview (n)
departments (n)
accurate (adj)
mentor (n)
job-seeker (n)
internships (n)
match (v)
obtain (v)



C Practicing pronunciation

Guess the meaning of the words and memorize their pronunciation.
Use free online talking dictionaries of English pronunciation.



<https://en.oxforddictionaries.com>

verification	confirm	accurate	previous
job-seeker	request	resume	supervisor
accomplishment	co-worker	strength	internship
volunteer	prior	contingent	resource
hire	payroll	assure	service
experience	qualification	discrepancy	withdraw

Real-time reading

A Read the text given below and choose the most suitable heading from the list (A–G) for each part (1–5) of the text. There is one extra heading which you do not need to use. There is an example (0) at the beginning.



Employment History Verification

- A. Employment and Professional References
- B. Why Do Employers Do It?
- C. Choosing References
- D. References for Experienced Job-Seekers
- E. What Is Included in Your Employment History
- F. Verifying Employment History
- G. Criminal records check to be completed

0	b
---	----------

Many employers conduct an employment history verification to **confirm** that the information you have given them when you **applied for** a job is accurate. Your employment history includes all the companies you have worked for, your job titles, the dates of employment, and the salary earned at each of your jobs.

1	
---	--

Your employment history is a detailed list of where and when you worked, the jobs you held, and how much you earned.

The employer or the company they hire to **verify** employment will confirm information such as the places of your **previous employment**, the dates of employment, your job titles, salary earned at each job, and reasons for leaving.

2	
---	--

Typically, the employer will ask you to list one reference for each previous place of employment, and they will contact those references. The company may also ask for other personal or professional references in addition to employment references.



Many job-seekers don't put a lot of thought into whom they will use as **references** when potential employers request them. The focus is often on resumes and cover letters, researching the companies, and preparing for interviews, so the candidate's reference choice is often **neglected**.

3	
---	--

How do you know what references you should choose? You want the people who will make the strongest recommendations for you. **Former supervisors** do not need to be referenced,

especially if they did not know all your **accomplishments** or you are not sure they will say the best things about you. Sometimes former **co-workers**, or supervisors in other departments who know your work, make the best choices. Again, the key is people who know your strengths and abilities – and who will say positive things about you.

4	
---	--

Overall, you want to choose about three to five references – people who can speak highly of your accomplishments, work ethic, skills, education, performance, etc. For experienced job-seekers, most references should come from previous supervisors and co-workers whom you worked closely with in the past, though you may also choose to list an educational (mentor) or personal (character) reference. College students and **recent grads** should have several references from internships or volunteer work in addition to professors and personal references.

5	
---	--

During the **job application process**, the employer will likely conduct an employment history verification. The employer will confirm that the career information included on your resume or job application and list of references is accurate. The company may check prior to offering you a job or after you have accepted a job offer. If it is afterward, the offer will be **contingent** on your employment history matching the information you have provided to the employer.



At a large organization, the human resources or payroll department typically conducts employment verification, but some companies hire **third-party verification services** instead. Employment history verification assures employers that you have all the experience and qualifications listed on your resume.

If a **discrepancy** is found between the information you provided and the information obtained during the verification process, you may be offered an opportunity to explain or the job may not be offered or a job offer withdrawn.

(based on Alison Doyle text in <https://www.thebalancecareers.com/employment-history-verification-2059609>)

Applying new skills

A Collocating vocabulary

1. Match the words or phrases in bold with the definitions.

1. _____ disregarded; without any proper attention
2. _____ old manager / previous leader
3. _____ to establish the truth, accuracy or reality of
4. _____ write a letter or fill in a form in order to ask formally for something
5. _____ establish the truth of something previously believed to be the case / verify
6. _____ recommendation / certification
7. _____ your earlier job or prior occupation
8. _____ young school-leavers
9. _____ employment search
10. _____ people who you work with (those who have similar level of responsibility).

11. _____ education / erudition / training
12. _____ contradiction / imbalance / conflict
13. _____ dependent
14. _____ duty / work / job performed by someone other than the agent / carrier

2. Fill in the correct prepositions.

- 1) to apply
- 2) to work
- 3) dates employment
- 4) earned a job
- 5) to ask something
- 6) addition to
- 7) say something you
- 8) speak something
- 9) to be included somebody's resume
- 10) something prior something

B Practicing new vocabulary

1. Look at the parts of the sentences and try to recall how they were used in the text.

- 1) Your employment history includes ...
- 2) ... to list one reference ...
- 3) ... the strongest recommendations ...
- 4) ... can speak highly of ...
- 5) College students and recent grads should ...
- 6) ... prior to offering you a job ...
- 7) ... a job offer withdrawn ...

2. Watch the video about Taylor Thomas who was on the verge of the roller coaster ride of the job search process and express your opinion on the situation in general. Watch again and tick the correct answer.

 • <https://www.youtube.com/watch?v=CYkpCGuKgI0>

1. Taylor Thomas has been sacked owing to
 - a) his bad behaviour at work.
 - b) difficult economic situation in the company.
 - c) qualifications mismatch.
2. Taylor's former employer promised him
 - a) to provide him with references.
 - b) to take him back to work soon.
 - c) no recommendations at all.
3. What was the mistake of the first recruiter?
 - a) He rearranged the name and surname of Taylor Thomas.
 - b) He did not know the name of the applicant.
 - c) He misspelled the applicant's name.
4. How many interviews did Taylor have?
 - a) Eighteen.
 - b) Seven.
 - c) Eight.

5. How many times has he been told “no”?
 - a) Eight.
 - b) Seven.
 - c) Three.
6. What was the question the director of Human Resources asked Taylor?
 - a) What do you know about our company?
 - b) Where do you see yourself in five years?
 - c) Why should I hire you?
7. What was that kept Taylor from getting a job?
 - a) His travel to Indiana.
 - b) Felony conviction in Indiana.
 - c) His previous job at Nitrox Products.



3. Answer the following questions.

- What do you know about the employment history verification in Russia? Can you say it is the same or not? Why? /Why not?
- What should a person do to qualify for a particular job?
- What things do you have to think about when choosing an occupation?
- Give a general review of what should be included in job listings and discuss why it is considered to be of great importance for employers to verify their applicants' employment history.
- What does a CV stand for? Do you know how to write the perfect resume / CV? Why do you think it is significant?

Make a list of all possible tips and tricks for writing a CV.



Developing speaking skills

Express your agreement or disagreement with the statements given below. Use the following word combinations while speaking.

- 1) “The secret to a really good interview is simply knowing when to shut your mouth”.
- 2) “Starting a professional relationship by asking about past jobs is like starting a romantic relationship by asking about exes. (Kind of kills the mood, no?) Leave the past on the resume. Focus on the person in front of you. This is your time to “work” together on a theoretical project, spitball ideas, and see if you jive”.

(adapted from <https://im0-tub-ru.yandex.net/i?id=e0487422997e4d28e177a1957c71b003-l&n=13>)

USE OF ENGLISH



1. Listen and fill the table with the forms of the word “employ”. In this listening there are some typical words or expressions with the word “employ”. The numbers in the table fit the number of word forms in the listening, some of the forms are mentioned more than once.

Verb (1)	Noun (5)	Adjective (2)
Example: <i>employed</i>

(adapted from: *Hot English Magazine N66, p.50 “Business English”*)

2. Match the words and expressions with their definitions.

WORDS/EXPRESSIONS	DEFINITIONS
1) to employ someone	a) <i>adj.</i> someone who is very qualified and has many skills;
2) consecutively	b) <i>n.</i> the relationship between management and the workers;
3) to be employed by	c) <i>exp.</i> it means someone works for a company;
4) a dropout rate	d) <i>n.</i> the number of people with no jobs;
5) employee-employer relations	e) <i>adv.</i> one after another;
6) unemployment rate	f) <i>exp.</i> it means one gives a person a job;
7) employable	g) <i>n.</i> the speed at which people leave a company.

3. Read the passages below and put the correct preposition in each gap, as in the example.

Example: 0 – for

A. His agency was hiring **0)**..... jobs at a new daycare. The candidate **1)**..... question had a Twitter account – it was not in her name but it linked **2)**..... another profile that featured reposts from the Children Falling Oversubreddit. The point is that they did not want anyone who had made fun **3)**..... children to be at the daycare.

B. Finding someone with the requisite technical skills was a challenge, but they had **4)**..... least one promising candidate. When they took a look **5)**..... his social media history, they found a tweet in which the candidate stated that having a university degree is a requirement to get a job **6)**..... a programmer. This went clearly *against* the culture of the company, where they considered that someone should not have been qualified **7)**..... their titles or by the lack thereof, but for their true ability to write code. “The challenges are going to change and if the team has people who are flexible and can adapt **8)**..... new changes on their own, then we have more chances **9)**..... success in the long term.”

4. Read the passage (A) on how to write a CV with no work experience and fill in the correct word derived from the words in bold.

A. Follow these tips to stand out among competing candidates – from research to volunteering – and make your CV shine

Writing your CV can be tough if you have no work experience. When even entry-level jobs ask for **(1)..... (experience)** candidates, it can leave you wondering if you will ever get that first step on the career ladder.

Even the most senior **(2)..... (profession)** started with a blank CV and no experience, however, so it's certainly possible to create an **(3)..... (impress)** CV without having the advantage of work experience. By

using a professional format that highlights your **(4)..... (transfer)** skills and achievements, you can create a CV that will land you interviews for the jobs you want.



Start with some research

If you're just leaving **(5)..... (educate)** and have never worked in a professional environment, it's **(6)..... (likely)** that you will already know what employers look for in an ideal candidate. Get an advantage over competing **(7)..... (apply)** by researching your target **(8)..... (employ)** and identifying what they value in an employee.

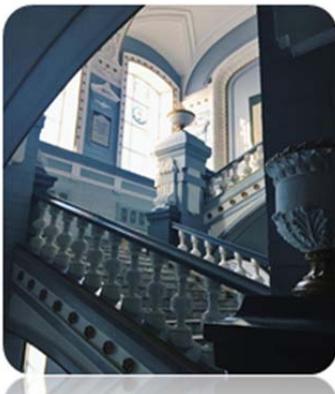
Decide on the types of jobs you want to apply for, search through plenty of relevant job adverts and make a list of the requirements that regularly appear. Some adverts for entry-level roles may also value extra-curricular **(9)..... (active)**.

Once you have built a list of essential candidate requirements, you will know **(10)..... (exact)** what to populate your CV with, giving you a huge advantage.

5. Read the passage (B) and underline the correct item in each sentence.

B. Draw on non-work related experience

1. To compensate for your **(lack, shortage, absence, failure)** of direct work experience, it's important that you include plenty of detail in all other areas of your CV, to showcase the skills that you can offer an employer.



2. The following key areas will give you plenty of **(facilities, scope, range, sphere)** to demonstrate your capabilities:

Education: As a school-leaver or recent graduate you should have plenty to write about your education.

3. Use this section to showcase your talents by including plenty of detail around the **(estimation, grades, rank, quality)** you achieved, the topics you studied, other projects you completed and positions of responsibility you held.

4. It will allow you to demonstrate workplace skills such as organisation, planning, team work, motivation and meeting competing **(bound, margin, deadlines, limit)**.

5. Interests and hobbies: Although you may think that your hobbies are irrelevant to your job search, they can often make a great **(complement, appendix, extension, addition)** to a CV.

6. If you have any interests that are pertinent to your job or the role you are applying for (such as an IT candidate applicant who runs a personal website in their spare time) then it's definitely worth including them to show you skills and (**loyalty, faithfulness, dedication, adherence**) in the field.

7. Impressive achievements such as running marathons, organising fund-raising events or leading sports teams can prove you have a pro-active (**ratio, attitude, respect, relation**) and ambitious nature.

Sell yourself with a CV profile

8. It's important that you (**grab, seize, capture, hook**) the attention of recruiters and employers within the first few seconds of them opening your CV. 9. (**Failure, inadequacy, damage, frustration**) to do so can result in your CV being skipped over very quickly and forgotten about. 10. Once you've gained some voluntary experience (even if it's only a few weeks), be sure to make it prominent on your CV and highlight the valuable skills you have learnt, as well as the (**impact, power, collision, influence**) you made within the organisation.

(based on <https://www.theguardian.com/careers/2017/jul/13/how-to-write-cv-no-work-experience-tips>)

6. Find the synonyms for the following in the passages above (A, B).

- a) candidate
- b) a school-leaver
- c) qualifications
- d) to showcase
- e) employer
- f) pro-active
- g) target
- h) motivation
- i) voluntary
- j) valuable

7. Fill in the gaps using the words from the list.

ramble recruitment code release interest
receptionist officer success pick up job

The basic points for getting prepared for (1)..... interviewing:

A. Find out about the job: ring up the Press (2)..... or the Marketing Department; get the latest press (3)..... /annual report.

B. At the interview: complement the interviewer on a recent (4).....; show that you've taken an (5)..... in the company; show enthusiasm for the (6)..... .

C. Visit the company: talk to the (7).....; get hold of the company newspaper; (8)..... company literature on the products you'll be involved with; find out what the dress (9)..... is.

D. Your CV should be easy to read; well-written. Be concise – don't (10)..... .



<https://www.careerzoneconsulting.co>

8. A. Watch the video on *What HR Managers Learn about You by Looking at Your Clothes* and answer the following questions.



• <https://www.youtube.com/watch?v=t0fM8sCZZes>

1. What are 5 things you should know about how hiring professionals form their opinions about you and decide if you would fit into their corporate culture?
 2. How much time do the hiring managers need to understand whether you are the right person or not?
 3. What is the best way to dress for the job interview?
 4. Why should you save your favourite orange blouse (if you have it, of course) for the week-end?
 5. Why wearing a business suit for the job interview is not always a good choice?
 6. What kinds of companies prefer unofficial clothes style?
 7. A flower-print dress. In what cases is it most appropriate to wear and in what cases – the least?
 8. What do your brands say about you?
- 8. B. Think about the phrase “to be out of race” (before the interview begins). What does it mean?**
- 9. A. Say what you think about your outfit. Is it equally substantial to you?**
- B. Read the following passage and fill in the missing words.**

manager hiring impression like fit influence code
trust creative efficient overqualified crucially

What HR Managers Learn About You By Looking at Your Clothes

If you want to get your dream job, it is (1)..... important to make the best possible first impression on the recruiter, and everything, including your style, means a lot. There are five vital things you should know that (2)..... professionals use to form their opinions about you and decide if you will (3)..... into the corporate culture and get the job or not. Sherry Maysonave, head of Empowerment Enterprises, an image consulting firm based in Austin, Texas, says that the first (4)..... happens in less than 30 seconds and it's based entirely on your attire. Using the color of your clothes, you can (5)..... other people however you want. Pastel colors in clothes and makeup can help you win other people's (6)..... The most important thing is not to overdo it. Blue is probably the best color choice for a job interview, unless you are aiming for a (7)..... job. The color red represents the life force and the inclination to be successful and (8)..... Business suits are not always the best choice for a job interview because the impression you may give the employer is that you are “(9).....” A tasteful statement dress that does not reveal your neckline and ends around 1 inch above the very top of your knee will do just fine. Your attire should be as close to the company dress (10)..... as possible. People are more eager to accept other people who are like them, so the more you look (11)..... the other employees, the easier it is for an HR (12)..... to imagine you working with them.



(based on <https://www.youtube.com/watch?v=t0fM8sCZZes>)

10. Watch the video on Job Search Tips: 5 Big Mistakes You Must Never Make and answer the following questions.

 • <https://www.youtube.com/watch?v=ofFZYwtK0uA>

- a) What information do you already know? What is different?
- b) List the mistakes that have not been mentioned before.



11. Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Example: 0 – by

How Many Qualifications You've Gotten to Show Off

Early on in my career, I was impressed (0)..... anyone who found a way to be friendly and energetic during an interview. When I became a recruiter, I fell victim to this even further, often letting myself be wooed by candidates (1)..... seemed genuinely excited just to be talking to me.

The problem? I had no evidence that showed these candidates could actually do (2)..... job. Of course, people are going to gravitate toward candidates who make (3)..... clear they're pumped to be in the room. However, they also need to know that if you come aboard, you'll be a valuable part of the team. It's impossible to learn anything (4)..... support that by spending an hour talking about how you planned your wedding, so the people who make The Decision need to ask you specific questions (5)..... what you've accomplished. And then there will be follow-up questions based (6)..... your responses. And then more follow-up questions. And, well, you get the idea.

It's important for all people (7)..... charge of The Decision to ensure all hires will fit in and add to the overall chemistry of the team they would be joining. Hiring managers have an enormous amount of pressure to identify the right (8)..... for the roles they're trying to fill. If they make a mistake, not only is it a huge bummer, it is expensive.

I'd be remiss if I told you not to (9)..... yourself. It would be ridiculous if I suggested that you self-edit to the point where you become a shell of the person you actually (10)..... . However, remember that after you leave, a hiring manager will have to present evidence that you are (or are not) the (11)..... person for the job, so leave room for him to ask questions that will allow him to do it. Interviews are (12)..... easy for anyone, so it's understandable when you go off the rails a bit with your answers. (13)....., a little bit of consideration for the people interviewing you can go a long way, especially when (14)..... leave room to actually prove you're the right person for the job. Stay your energetic self, but give hiring managers more (15)..... just your preferred ice cream or baseball team to make a decision from.

(based on [https //www.themuse.com](https://www.themuse.com))

12. Match each verb on the left with a noun on the right to form common collocations (based on the text above). Use each word only once.

- | | |
|--------------|--------------------|
| 1. find | a. an hour |
| 2. spend | b. room |
| 3. join | c. people |
| 4. make | d. questions |
| 5. present | e. hiring managers |
| 6. leave | f. a way |
| 7. ask | g. ice cream |
| 8. interview | h. evidence |
| 9. give | i. the team |
| 10. prefer | j. a mistake |

13. A. Find the phrasal verbs with “clean” and “look” in the text *The Candidates That Did Not*



Get Hired Because of Something They Put on Social Media (Exam task. Part 1) and explain them.

- | | |
|---|--|
| Clean out: 1. Throw away unwanted things | Look ahead: plan the future |
| 2. Cause someone spend all their money | Look to: rely on someone for help or advice |
| Clean off: remove dirt | Look at: consider or examine something |
| Clean up: 1. Tidy and clean | Look out: warning to be careful |
| 2. Profit (sometimes suddenly) | Look for: search for something |

B. Use the appropriate ones to replace the verbs in bold.

- After breakfast, I **cleared** the table.
- He is responsible for **making** it **clean** and **tidy**.
- We have **earned** a lot of money.
- Get rid of** all these things immediately, we need this office in an hour.
- The team **has used all** of the manager's **money**.
- We need to **think about** the next month's projects.
- Our colleagues are ready now to **read** all the proposals **quickly** before coming to any decision.
- We know that we can **rely on** our boss **for help**.
- Be careful**. They like to ask tricky questions.
- Can you help me **find** the papers. My partner seems to have mislaid them.

Exam task**A Use of English (Part 1)**

Read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Tip Strip

- Read the text for general understanding.
- The word must make sense in the context of the text as a whole.
- Decide which type of word each gap needs:
e.g. preposition, relative, conjunction, verb, adverb, etc.
- Look out for fixed expressions, dependent prepositions after certain verbs and linking words and phrases.
- Read through the text and check that your answers make sense.

Example:

0	1	2	3	4	5	6	7	8	9	10
A hurt										

The Candidates That Did Not Get Hired Because of Something They Put on Social Media

You should clean up your social media so that you can be a presentable professional, especially when you are looking for a new job. But do you know how it could actually (0) you?

There are some real stories about candidates who were well on their way to snagging a new role, but (1) , all or at least in part because of a social media post or posts someone on the hiring side found during the vetting (2) That's right, something they did on (3) media got them dropped like hot potatoes.

So before you "yeah, yeah, fine" your way into ignoring what is arguably one of the most frequently uttered pieces of career (4) in the age of Twitter, Facebook, Instagram, LinkedIn, Tumblr, and more, you might want to read about these people who didn't get the job.

In some cases, these candidates clearly (5) badly. Other times the post or posts in question revealed something about them that made them seem like less of a (6) for the role or company. So while we at The Muse certainly advocate checking your privacy settings and deleting things you wouldn't want your future boss to see, keep in (7) that sometimes, you might decide it falls under the category of: "If they don't like it, I wouldn't want to work there anyway."

For (8) , if a company decided not to hire you because you're really outspoken online about pay transparency or racial (9) or unions or whatever issue (or issues) you're passionate about, it's probably not a good fit for you as much as you're not a good fit for the company. That's fine – great, even – as long as it's a conscious (10)

(adapted from <https://web.mit.edu>)

- | | | | | |
|---|-------------|----------|-----------|-----------------|
| 0 | A hurt | B offend | C wound | D distress |
| 1 | A refused | B missed | C failed | D changed |
| 2 | A operation | B method | C process | D movement |
| 3 | A social | B public | C worldly | D communicative |
| 4 | A belief | B advice | C message | D report |

- 5 A operated B behaved C worked D ran
 6 A agreement B matching C adjustment D fit
 7 A mind B intellect C opinion D memory
 8 A sample B pattern C model D example
 9 A diversity B variety C variation D kind
 10 A choice B alternative C selection D option

B Use of English (Part 2)

For questions 11–20, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Tip Strip

- Some of the missing words are parts of set phrases.
- Pay close attention to the words before and after each gap.
- Remember that all four options are similar in meaning but only one should be used in this context.
- Even if you are not completely sure about an answer, do not leave anything unanswered - rather than leave a gap, make an educated guess.

Example:

0	11	12	13	14	15	16	17	18	19	20
their										

The Principles of Job Listing (Components)

References: Some employers require job applicants to provide references with (0)..... job application rather than later on in the hiring process.

Education requirements: Employers typically list the educational requirements (11)..... a job in job postings and in job descriptions.

Job Title: A job title is a brief description of a job. It may include additional information (12)..... the company name and location e.g. New Business Development – Advertising Agency.

How to Apply for the Job: The job posting will provide detailed instructions on how to apply. It's important to follow the directions or your application may (13)..... be considered.

Job Description: Employers (14)..... include a lengthy description of the job, or a briefer synopsis of what the position entails.

Experience Requirements: Experience requirements may include (15)..... specific skills required for the job and/or the years of experience on the job.

Job Requirements: Job requirements are the qualifications that (16)..... considered as essential to satisfactory performance in the job by the employer.

Equivalent Experience: When a job posting mentions equivalent experience, (17)..... can mean either experience instead of some educational requirements, (18)..... non-paid experience like an internship or volunteer work in place of paid work experience.

Required Application Materials: They may include the documentation you will need to submit to the employer to apply (19)..... a job. Supporting documents for a job application may include a resume, a cover letter, transcripts, a writing sample, portfolios, working papers and certifications.

Salary Requirements: Many job postings ask you (20)..... include your salary history or your salary requirements when applying for the position.

(based on <https://www.thebalancecareers.com>)

LISTENING

Vocabulary for listening

A Activating ideas



Answer these questions, then listen and compare the employment process of your country and that of the USA.

- Have you ever applied for a job in your country or abroad?
- What is the usual procedure of hiring people in your country?
- What are the typical requirements for an applicant?



Real-time listening

2. Listen and decide whether the following statements are TRUE, FALSE or NOT GIVEN by circling the appropriate answer in the table below.

N	STATEMENTS	
1	It is important to have a lot of practice before actually going to an interview.	TRUE FALSE NOT GIVEN
2	When you are at the interview, you need to focus on your inner voice.	TRUE FALSE NOT GIVEN
3	Make sure you arrive at the interview at least fifteen minutes earlier to establish good contacts with staff.	TRUE FALSE NOT GIVEN
4	The interviewer would want to hear about your experience and education directly connected with the position you're applying for.	TRUE FALSE NOT GIVEN
5	The joke highlights the importance of preparatory work before interviewing.	TRUE FALSE NOT GIVEN
6	During the interview you need to demonstrate how you can use the impressive amount of vocabulary.	TRUE FALSE NOT GIVEN
7	It is common to maintain eye contact while speaking.	TRUE FALSE NOT GIVEN
8	Typically, employers check all the information from resumes and interviews.	TRUE FALSE NOT GIVEN
9	Always ask questions about payment and holidays because it is important part of a job.	TRUE FALSE NOT GIVEN
10	You need to write and send a letter of thanks shortly after the interview.	TRUE FALSE NOT GIVEN

The Interview – US Style

There may come a time when you apply for a job with an American company. And you may get called for an interview. What will it be like? What will they ask you?

And how can you best prepare yourself? Here are some **guidelines** to help you get through an interview in the States.



1. Before you go to your interview, **rehearse** with a friend. As silly as you may feel, it actually works. And if you're really good, maybe the acting business is for you.
2. As you are going to the interview, put yourself in a state of relaxed concentration. Take notice of your breathing. Calm the nerves in your stomach. And don't listen to the voices in your head telling you to **drive into** the nearest tree.
3. Arrive at the interview early. When you get there, it is customary to **shake the interviewer's hand**. Avoid kissing. After the initial shake, there should be no more physical contact... until the handshake at the end of the interview.
4. Be prepared to answer the question, "Tell me about yourself." And sure to relate everything to the company you are interviewing for. Remember to only tell the interviewer the kind of things you would like to tell your mother.
5. Check out names **beforehand**. English names are sometimes confusing, so it is a good idea to ask the secretary the correct pronunciation of your interviewer's last name.
6. Listen intently and communicate what you want to say in the least number of words possible. Keep it short but sweet, and always be positive.
7. Eyes are meant to be looked at. In the US, **eye contact** is important. You should appear serious and interested in what the interviewer has to say. But be careful not to stare too much because that's "**kinda creepy**".
8. Try to tell the truth on your **resume**, which of course, you haven't forgotten to bring with you to the interview. Also, don't **lie** to your interviewer, unless you're sure that no one can **find out**.
9. To Americans, salary is one of the most important parts of the job. To the interviewer it is not, so don't mention it during the interview. Other things to keep quiet about are vacations, bonuses and retirements.
10. Send a "thank you" card or e-mail after the interview, especially if you think it's gone well. Cards are very popular in the US, and they're a nice way of saying, "Don't forget about me!" It also shows that you are determined to get the job.

(adapted from the Hot English Magazine N8, p. 26)

B Practicing new vocabulary

1. Complete the definitions with the verbs in bold from the text.

- a) to obtain knowledge of something
- b) to move or travel on land in a motor vehicle
- c) to say something which is not true in order to deceive
- d) to practice in order to prepare for public performance
- e) to hold someone's hand for a short time as a greeting

2. Use the words in bold from the text to form collocations. Use each word once only.

- a) to issue / draw up / follow / adhere to _____
- b) no / a heart-shaped / an attached _____
- c) to warn / agree / train / tell / discuss the issues _____
- d) idea / person / question _____
- e) to avoid / keep / make _____
- f) to give a brief / send someone's _____
- g) every / the same / a different / the right / the wrong / some _____

c Spelling

1. Write the correct vowels in each word and pronounce it.

- 1. h - - d 3. g - n - - s 5. gr - d - - te 7. fl - - nt
- 2. l - ng - - ge 4. exp - r - - nce 6. c - rt - f - c - te 8. q - - l - f - c - tion



2. Write the correct consonants in each word and pronounce it.

- 1. po - - ibility 2. cli - - 3. s - - ool 4. nece - - ary
- 5. co - - aborate 6. philoso - - y 7. e - - ited 8. bac - - round

Exam task

Listening (Part 2)



- 1. What questions do interviewers ask, or what sort of information do they ask you to talk about during job interviews? Make a list of as many things as you can think of.**

For example, *What qualifications have you got?* or *Tell me a bit about your experience*, etc.

- 2. Read the gapped statements 1-8 and try to guess the correct item. Then listen and find out if your guesses were correct. In this listening instead of a typical interview with the interviewer asking questions, the candidate gives a presentation. Interviewers often ask interviewees to do this to see what their presentation skills are like.**

- 1. I'm really excited about this post as the Head of _____.
- 2. I'd just like to start with one of my favorite quotes by Albert _____.
- 3. "Everyone is a genius, but if you judge a fish on its ability to climb a tree, it'll spend the rest of its life thinking it's _____."
- 4. I have a degree in English Literature from the University of _____.
- 5. ...and a Post Graduate Certificate of Education from the University of _____.
- 6. I'm also fluent in five languages: French, Spanish, Italian, Portuguese and _____.



7. I taught _____ and English literature for several years in a state school in Bristol.
8. I've also worked in Brazil, Russia and _____ as an English teacher.
(based on the Hot English Magazine N184 "How to do a job interview presentation")

B Using new skills in a real-world task

- 1. Compare the hiring procedures in the US and your country.**
 1. Where would it be easier for you to get a job?
 2. What advice would you give to someone who is looking for a job in your country?
- 2. Discuss with your partner.**
 1. Has anything funny ever happened to you in a job interview? What?
 2. How do you prepare for job interviews?
- 3. Look at the interview tips and complete them by writing either *Do* or *Don't*.**

Interview Tips

-make small talk.
-demonstrate your interest only in the salary and benefits.
-appear over-confident and superior.
-arrive 5 minutes earlier.
-criticise your current boss and co-workers.
-dress formally.
-be nice with a receptionist.
-show your stress level.
-look straight into interviewer's eyes.
-use long sentences to answer questions.
-avoid mumbling and unfinished sentences.
-appear positive and enthusiastic.
-keep smiling.
-research the company, using its web-site and other sources.
-update your CV or change it to suit the fit the job description.

- 4. Now choose the most important tips (three *Dos* and three *Don'ts*). Give reasons for your choice.**

- 5. Watch the video to verify your choices and answers:**



- <https://www.engvid.com/job-interview-dos-and-donts/>
- <https://www.engvid.com/what-to-say-at-your-job-interview/>

GRAMMAR

- ✓ GERUNDS
- ✓ INFINITIVES

The gerund (verb + ing) is used:

1) after prepositions & phrasal verbs: e.g.,
He's good **at remembering** new words.

2) as the subject of a sentence: e.g.,
Designing new eco-friendly cities today
should be our prerogative.

3) after some verbs: don't mind, love, hate,
etc. E.g. My friend **loves learning** new
subjects.

The infinitive (+ to) is used:

1) after adjectives: e.g., The job of a
virtual world designer isn't so **easy to**
get.

2) to express a reason or purpose:
e.g., I'm studying English **to meet** the
new job requirements.

3) after some verbs: *learn, want,*
need, etc. E.g. They don't **want to go**
abroad. They prefer to study in TPU.

The infinitive (without to) is used:

1) after most modal and auxiliary verbs: e.g.,
You **should** get the education required in the
future.

2) after *make* and *let*. E.g. TPU let the staff
train specialists in ten occupations from the
list of Forbes.

1. Make sentences with the same meaning by using the gerund as the subject. You can use the box and the example below.

Gerund as a subject: (not) gerund + verb (not) + other information
Example 1: Interviewing is an important part of finding a job Interviewing makes an important part of finding a job
Example 2: It is essential to make a good impression on interviewers. Making a good impression on interviewers is essential.

1. It is vital to update your CV.
2. It takes time to develop professional-level skills.
3. It is advisable to come to an interview earlier.
4. It is necessary to research the company before applying for a job.
5. It is possible to find a job of a digital linguist on the Internet.
6. It is not recommended to ask about salary.
7. It is unlikely to be offered a job on the spot.
8. It is polite to send a letter of thanks after the interview.
9. It is a demanding job to manage a large corporation.

10. It is part of the job to travel abroad regularly.
11. It is likely not to find a well-paid job of a medical robot designer right after graduation.
12. It looks unconvincing not to show evidence of skills or relevant experience.

2. Use your own ideas to complete the sentences with gerund phrases as subjects.

Example: _____ is a challenging task.

Managing an international team of specialists in overcoming systematic environmental disasters is a challenging task.

1. _____ can help to develop professionally.
2. _____ turned out to be the best solution.
3. _____ has changed my life.
4. _____ requires great skill and concentration.
5. _____ may be a complicated process.
6. _____ was a great way to gain experience in the field.
7. _____ demands patience and a sense of humour.
8. _____ seems the only way to be promoted.
9. _____ may attract the attention of potential employers.
10. _____ was a real chance to be short-listed for an interview.

3. Complete the sentences with the gerund as an object using the example below.

Example: My hobby is _____ .

My hobby is rock-climbing.

1. My ambition is _____ .
2. Her job was _____ .
3. His intention is _____ .
4. The first thing to do was _____ .
5. My dream is _____ .
6. His duty was _____ .
7. The company's aim is _____ .
8. The only way out was _____ .
9. The ultimate goal will be _____ .
10. The solution is _____ .

4. Mind that gerunds are always used after certain verbs. The most common of them are given in the box. Fill in the gaps with the verbs from the box.

admit	dislike	mind	recall
anticipate	enjoy	miss	recommend
appreciate	give up	postpone	report
avoid	finish	practice	resent
cannot help	involve	prevent	resist
consider	keep on	propose	risk
deny	mention	put off	stop
			suggest

1. At first he lying about his background in the CV but he later using the other candidate's information.

2. They having several candidates for the job of electric refueller.
3. I your inviting me to come to the interview.
4. I left the previous job to being stuck in the same position for years, I even the temptation of getting a Christmas bonus.
5. We thinking this might be the best candidate for composition engineer, yet the selection process interviewing all the short-listed applicants.
6. They running some practical tests to decide who will be appointed as a chief manager.
7. Jill would love to have an outdoor job as she staying all the time in an office.
8. School of Earth Sciences & Engineering developing an efficient research and education center, as it really providing gifted students and academic staff with all necessary conditions for creative work and study.
9. She is planning to working part-time and find a permanent position of urbanist-ecologist.
10. Let me by telling about what I hope to achieve if offered a place in School of Energy & Power Engineering.
11. I have time only to obtaining the Oxford diploma when they me taking an internship with the Federal Grid Company of Unified Energy System.
12. Would you starting the job next week?

5. Write true sentences about yourself using the words below.

admit appreciate avoid consider dislike enjoy give up

6. Use the grammar tips in the table to complete the sentences with either the gerund or the infinitive. Sometimes both variants are possible.

Some verbs can be used with either the gerund or the infinitive without any change of meaning.	Some verbs can be used with either the gerund or the infinitive but there is a difference of meaning.	
Begin	remember / forget +gerund (=action beforehand)	Remember / forget +infinitive (=action afterwards)
Continue	<i>I'll never forget arriving in France for my internship with Michelin.</i>	<i>Remember to wear a formal suit to the interview at the head office.</i>
Start	stop / go on +gerund (=either cease or keep doing the same action) <i>They went on talking about the work contract all the afternoon.</i> regret / dread +gerund (=past or potential actions) <i>Do you dread taking a more responsible position?</i>	stop / go on +infinitive (=perform another action) <i>He stopped to look at my CV and then asked me a few more questions.</i> regret / dread +infinitive (=immediate action, like "say" / "tell" / "inform") <i>I regret to tell you that your application has not been successful.</i>
	like / love / hate / prefer +gerund (=in negative sentences and meaning "to enjoy")	like / love / hate / prefer

<p><i>I don't like working alone.</i> <i>Do you prefer typing reports to making notes by hand?</i> try+gerund (=make an experiment) <i>Try sending your applications to a number of employers.</i> mean+gerund (=”involve”) <i>Are you sure the job won't mean moving to another area?</i> need / want+gerund (=passive: “be in need of”) <i>The CV needs/wants updating.</i></p>	<p>+infinitive (=in the meaning “to want” / “to wish”) <i>Would you like to have a tour around the office building?</i> <i>I prefer to arrive in plenty of time for appointments.</i> try+infinitive (=make an attempt) <i>Try to stay calm during the interview.</i> mean+infinitive (“intend”) <i>He means to climb up the career ladder, however long it takes.</i> need / want+infinitive (=active: “need” or “wish”) <i>Do you want to discuss the starting salary?</i></p>
--	---

1. In 2017, Jane began (work) as a software designer in a SoftLine Academy.
2. He began (tell) about his skills in a very convincing manner, but he didn't want (move) to another city for a new job.
3. Palmer will continue (work) as a chairperson this year.
4. I felt embarrassed when I noticed at the interview that my suit needs (clean).
5. For a good resume, it is vital to start (obtain) any experience and employable skills as early as possible.
6. According to the job description, taking this job means (commute) every day to the headquarters in Boston.
7. She never meant (retire) at the age of 60, but she wanted to try (become) self-employed for a change, so she stopped (sell) houses and started a new business.
8. He has dreaded (come) to corporate parties as he hates (socialize) with unknown people.
9. We're looking for people who prefer (face) challenges and try (think) out of the box.
10. After graduation, I went on (have) a voluntary job in Brazil which made me realise that I needed (continue) my studies of Chemistry and Applied Biomedical Sciences.

7. Put the verb in brackets into the most suitable form of the gerund or the infinitive.

1. She missed (**get**) promotion when she turned down the job of network lawyer assistant.
2. We had to postpone (**go**) on holiday to Greece because Helen got an interview for a job that week.
3. She went to the office(**call**) their partner from the State Atomic Energy Corporation ROSATOM.
4. My written German is very good but I need to practice (**speak**) it.
5. I would prefer (**change**) the job.
6. They can't decide where (**go**) for holidays.
7. Come on time to prevent (**fail**) to produce good impression.
8. He proposed (**deal**) directly with the chairman and resented (**have**) to explain his work to other people.
9. His employer made him (**do**)the task he didn't like.

10. We've put off (**take**) a decision who to hire too long, we cannot risk (**waste**) time any more.
11. I could recall (**phone**) the company about my resume several times before I stopped (**hope**) to receive any positive response.
12. I recommend (**contact**) the Schlumberger Human Resources, as they immediately must report (**receive**) all the applications directly to the management.

8. Say whether the words or expressions below are followed by the a) to-infinitive or b) infinitive without to, as in the example.

- | | | |
|------------------|---------------------|-----------------|
| 1) can't ..b)... | 6) might | 11) seem |
| 2) hope | 7) would love | 12) too |
| 3) decide | 8) promise | 13) agree |
| 4) glad | 9) see | 14) offer |
| 5) must | 10) enough | 15) will |

9. Say what each speaker did. Use these verbs before a to-infinitive: *demand, offer, promise, threaten, decide.*

Example: Thomas: I'll make a speech if you like.

Thomas offered to make a speech.

- Daniel: If you don't perform your duties now, Trevor, I'll give you extra ones later.
- Nick: Ok, I'll write both the letters.
- Harriet: I really must speak to the IT-tech designer.
- Helga: I'll apply for a new job in petroleum engineering company soon, I promise.

10. Add your own ideas to the list below, then talk about what you like and dislike in the profession of your choice.

LIKE / LOVE / PREFER	HATE / DISLIKE
travelling	commuting long hours
socializing with people	working alone
being a leader	having responsibility

11. Put the verbs in brackets in the correct form using the example below. Mind that the gerund is used after prepositions.

VERB + PREPOSITION + GERUND
Example: I am looking forward TO hearing from you.

A: Have you seen this ad on the Internet?

B: Yes...but I'm not interested in (**find**) a new job. I've been working here since I graduated. I still enjoy (**do**) my job.

A: Really?! I've been here for hardly a month and I feel tired of (**repeat**) the same routine over and over every day! I definitely need a change! Some adventure!

B: Adventure! There's too much of it already in big cities like this. People are afraid of **(walk)** in the streets!

A: Oh, come on! It's not that bad.... and look at the salary they offer – it's fantastic!

B: I'm not keen on **(earn)** more money. I prefer **(have)** more quality time to **(be)** better paid.

A: Ah, yes...your kids still live with you.

B: But they are only teenagers, and I like **(live)** with my children. I really enjoy **(watch)** them grow. What's wrong with that?

A: Nothing. But it's not for me. I like **(be)** independent. I love **(travel)**, I enjoy **(meet)** new people and **(see)** new places. I'm going to apply for this job.

B: Well, rather you than me. Good luck, then.

12. Choose the correct form of the verbs in brackets. Say what kind of professions or jobs might be suitable for these people.

1. Andy: I enjoy **(to do / doing)** relaxing things, because I'm not a very energetic person. I'm hardly ambitious. I have a lot of friends and I love **(to spend / spending)** time with them. I never quarrel and I like **(to give / giving)** a helping hand to people in trouble – I always come **(to help / helping)** others.
2. Brenda: I have an outgoing personality, I'm always busy and active. I prefer **(to move / moving)** around to **(stay / staying)** at the same place for years. I enjoy **(to crack / cracking)** puzzles, but sometimes I have difficulty in **(concentrate / concentrating)**. I love **(to discuss / discussing)**, but I may get too argumentative or I cannot stop **(to talk / talking)**. I'm keen on **(to do / doing)** lots of things and I tend **(to do / doing)** all at once.
3. Colin: I can't stand **(to be / being)** stuck in the rut. I tend **(to take / taking)** risks as I'm both adventurous and competitive. Sometimes I can be a bit self-centred and stubborn. If I want **(to get / getting)** something, I keep on **(to try / trying)** until I succeed in **(obtain / obtaining)** it.

13. Complete the sentences with *work*, *to work*, or *working*. Use the example.

Example: He regrets not working harder when he was at college.

1. My friend and I spend all weekend on the computer.
2. They've decided abroad next week.
3. Our boss often makes us late.
4. I must harder if I want to be offered the job in PAO S. P. Korolev Rocket.
5. She isn't very good at in a team.
6. My girl-friend used in the educational and research center when she was a student.
7. Her husband promised not on her birthday.
8. with members of your family turns to be quite troublesome.
9. My cousin's gone to France in his uncle's company specializing in the design of compact sources of ionizing radiation for nanostructural analysis of materials.
10. We usually don't mind on Saturday if we can have a day off during the week.

14. Complete the following sentences.

1. To begin with, he hates _____.
2. This task is too difficult for me _____.

3. They were happy to help him _____ .
4. Talking too much is _____ .
5. I prefer _____ .
6. I am leaving without _____ .
7. They imagined themselves _____ .
8. What's the use of _____ .



WORD ORDER

Subject + **Verb** + **Object**

Standard Word Order for **affirmative sentences**: *Subject + Verb + Object*

Subject is what a sentence is about – so, it comes first. Otherwise, the sentence does not make sense.

Example: My friend (*subject*) + loves (*verb*) + music (*object*).

Word Order for **interrogative sentences**: *Auxiliary verb / modal verb + subject + verb + (object)*

Example: Does (*auxiliary verb*) + my friend (*subject*) + love (*verb*) + music (*object*)?

What (*question word*) + does (*auxiliary verb*) + my friend (*subject*) + love (*verb*)?

15. Put the words into the right order.

1. about / a / yourself / little / can / tell / me / you?
2. question / seems / the / , / many / so / people / to / prepare / it / for / simple / fail.
3. did / you / how / about / position / the / a / of / civil / hear / engineer?
4. actually / a / perfect / this / opportunity / is / out / to / stand / and / your / passion / for / company / the / show.
5. the / know / company / you / about / do / what?
6. one / line / start / that / shows / with / you / the / goals / company's / understand.
7. why / you / want / this / do / job?
8. should / you / a / great / you / have / answer / want / a / position / about / why.
9. we / should / hire / why / you?
10. question / interview / this / forward / , / but / seems / if / are / you / asked / it / you / , / in / luck / are.

16. Put the words into the right order to form sentences with the gerund and the infinitive.

1. they / then / golf / to / arranged / play.
2. brother / has / just / my / but / golf / playing / finished.
3. money / back / my / to / I / expect / get.
4. to / appears / programme / our / have / a / bug / it / in / computer.
5. you / would / a / little / mind / waiting?
6. he / luckily / here / way / his / find / to / managed.
7. for / her / job / losing / blames / she / him.
8. want / her / I / with / me / don't / to / come.

WRITING

A CURRICULUM VITAE

A Activating ideas

Cover Letter	Resume	Curriculum Vitae
<ul style="list-style-type: none">-Highlights your specific skills set for a company-Lists the reason why you are the best candidate for the job-Showcases your personality and humor	<ul style="list-style-type: none">-Brief and concise-Lists your skills, experience and education-Can be functional, chronological or both-Typically is 1-2 pages in length	<ul style="list-style-type: none">-Longer than a resume, typically 2 or more pages-Summarizes your professional and academic background-Includes publications, affiliations and work-study

<https://www.techkt.com>

Answer the following questions.

- What does the acronym a CV stand for?
- What is the difference between a CV, a resume and a cover letter?
- Have you ever written a CV, a resume or a cover letter?
- Are there any rules that should be followed?
- Are there any words that should be avoided?
- Are there any grammar tips?



B Building knowledge

1.  **Decide whether these statements are true or false. Check your guesses while listening to the interview with HR Department specialist.**

1. Applicants do not need CVs as the companies use their own templates in employment process.
2. Companies only accept applications when they are filling the vacancies.
3. Writing too many details in a CV is counter-productive as people fail to finish reading long documents.
4. It is essential to include all the information about educational background and working experience.
5. Skills and references can play an important role when employers decide to employ a candidate.

2. **Complete the sentences with the words from the box. Check your guesses while listening.**

**candidates recruitment application CVs
post references database flexible relevant**

1. I work on, especially – so I’m the person who reads the hundreds of.....s we get sent each year!
2. When we advertise for a particular, we send out our own form, which is tailored to our company.
3. That way we can build up a.....of possible.....
4. Our company is always changing – we’re very.....in our needs right now.
5. Keep it short, keep it simple, keep it..... .
6. This looks more promising, easy to read, a couple of impressive looking..... .

3. Look through the tips for writing a CV, a resume or a cover letters. Add some information from Ex. 2 and 3.

VOCABULARY tips on writing CV & CL:

No contractions / slang / idioms	Better to use:
1. I’m / can’t / don’t	1. full forms of auxiliary verbs
2. a bunch	2. a lot
3. a piece of cake / with flying colours	3. clear words & expressions
4. NO really, very, total	4. key words from the job ad
5. NO I want	5. I would like / I would appreciate
6. NO I feel / I believe	6. I am confident that ...
7. NO repetition of the same words	7. the words you know well

GRAMMAR tips on writing CV & CL:

Better not to use:	Better to use:
1. passive verbs	1. Active Voice
2. the same sentence structure	2. (change) the ordering of the sentence
	3. Full sentences in Cover Letter
	4. Bullet points (no subject) in CV / Resume

For more information, visit the following websites:



- <https://content.wisestep.com/resume-cover-letter-difference>
- <https://resumewritinglab.com/blog/resume-vs-cover-letter/>
- <https://www.learnsl.net/writing-resume-cover-letter/>

C Learning new skills

Study the CV sample given below and answer the questions.

- What is the main purpose of a CV?
- What is the employee’s educational background?
- Is the employee experienced/skilled?
- What are strengths/weaknesses of this CV in your opinion?
- How is the information presented?

D Using new skills in a real-world task

Using all the information given, write your own CV. Use the template to help you.

Ricardo Gustavo
Electronics Technician

3589 Wood Street, Mount Hermon, Louisiana
985-877-4738 | 337-301-666
ricardogustavo@email.com

Objectives
I am a hardworking individual who has 3 years of working experience under my belt. I aim and aspire to be a Head Technician within the next 2 years. I would like to attain the said position because to help your company grow. I am willing to show the company that I have what it takes to thrive and succeed in this company as a Technician Team Lead if given the chance to be hired and prove myself.

Education

- **M.S. in Electronics and Computer Technology**
Indiana State University
May 2007 - May 2009
- **Bachelor Science**
University of Illinois
April 2003 - April 2007
- **High School**
East High School
March 1999 - March 2003

Language
English
German
Spanish

Follow Me

- facebook.com/ricardo
- twitter.com/ricardo
- instagram.com/ricardo

Work Experience

- **CMBS Telecommunications**
2012 - Present
Electronics Technician
- **VEYCO Electric Company**
2009 - 2012
Electronics Technician

Hobbies
🎵 📺 📖 🔄 🛠️

A. First and Last Name

Address (Optional)

Telephone Number including country and area code

example@example.com

(DO NOT include photos, date of birth, marital status, religion, age)

Certifications and Skills

This section is optional. It can also come at the end of your resume. In this section, you can list languages you speak, certifications, training and specific skills, for example:

- Proficient in AdobePhotoshop

Education

Put your most recent diploma here or any education relevant to the job. If you have a college diploma or university degree, it is not necessary to include your high school.

Degree/diploma Start Date – End Date

Specialization or Major

University name, City

(optional: highlights or awards)

Employment Experience

You do not need to include all your jobs. Choose the most recent or relevant.

Most recent job title

Start Date – End Date

Company name

City, State or Province, Country

- **Verb** (Do not use a subject. Start with a verb in the simple present tense for your current job or simple past tense for past jobs) + **what you did, your accomplishments, or successes**
- Example: **Presented** the newest line of running shoes at a recent trade show.

Next most recent job title

Start Date – End Date

Company name

City, State or Province, Country

- Verb + what you did
- Verb + what you did

Volunteer Experience

Volunteer experience is an optional section of a resume

Most recent volunteer position

Start Date – End Date

Company name

City, State or Province, Country

- Verb + what you did
- Verb + what you did
- Verb + what you did

SPEAKING

1. Look at the typical Part 1 questions below and think about how you would answer them.

1. Do you think job satisfaction is more important than salary when choosing a job?
2. What skills are needed to get a good job nowadays?
3. Do you think women should be able to do the same jobs as men do?
4. How has technology changed the way we work?
5. What jobs do you think are the most valuable to our society?

Can you think of more general questions to ask about work or employment?

2. Watch this video with the advice and sample answers for the questions given in Ex.1, and compare these answers with your own ideas.

 • <https://www.youtube.com/watch?v=kYaR21kuhGQ>

When answering general questions, native speakers often use various opening expressions to state their personal opinions as well as to give a balanced and extended answer, including different sides of a topic. Look at the expressions in the table and tick those that are mentioned in the sample answers in the video.

EXPRESSIONS	Tick ✓	EXPRESSIONS	Tick ✓
<i>Well, I'm not sure...</i>		<i>I'm almost certain....</i>	
<i>I (definitely) think...</i>		<i>Although...</i>	
<i>For me, I believe...</i>		<i>On the other hand,...</i>	
<i>Of course, ...</i>		<i>Ideally,...</i>	
<i>In my opinion,...</i>		<i>It's quite possible...</i>	
<i>I'll probably...</i>		<i>Personally,...</i>	
<i>Hopefully,...</i>		<i>I'd say that...</i>	

3. Use the synonyms in the box to replace the words in bold in the following responses to questions 1–5 from Ex.1.

<i>Undoubtedly,</i>	<i>I assume</i>	<i>Personally, I feel</i>
<i>To my mind</i>	<i>On the other hand</i>	<i>I'm hopeful that</i>
<i>I'm certain that</i>	<i>I suppose</i>	<i>In addition, I'd say</i>

1. **I think** it depends on a person, and their current situation. **For me, I believe** you need to find a place in the middle where you're able to enjoy your job while earning enough money to live comfortably. **Although** I wouldn't say no to a nice big salary...
2. **I think** that the ability to solve problems using one's own initiative and staying calm under pressure are definitely important. If I were an employer, I would always look for someone with good time management skills.
3. **Of course**, neither women nor men should be discriminated against for the jobs that they can do. It should depend on individual strengths and weaknesses, not their gender.
4. Technology is changing the way as we speak – so many businesses are taking their work online and they are finding ways to work remotely. This is because of massive improvement in technology, over the past few years we've been able to do amazing things which we couldn't have even imagined twenty years ago. There's been an improvement in medicine,

and who knows maybe we will find cures for diseases in the future, diseases like cancer which we need to get rid of. **Hopefully**, we'll find cures for these things with the enhancement of technology. **I definitely think** that there's bright future ahead of us with the improvement of technology and it's making us more skilled in our jobs, although there's an opportunity for us to get lazy because of technology, and a lot of people may lose jobs because of it.

5. **In my opinion**, we couldn't live without people that work in public service jobs, such as doctors, fire fighters, and police. **I also believe** that people who do the less glamorous and high-paid jobs, such as cleaning and waste management they are just as important to our society. Jobs aren't just important to society for what they provide, but they're also important for the simple fact that they give us a job that gives us the opportunity to make a living for ourselves.

Now answer questions 1–5 in Ex. 1 with your own ideas, using the language you have practiced in Ex. 2 and 3.

4. **Watch the video on *FCE First Certificate Speaking Part 2 with useful expressions-phrases* and match the phrases 1–3 with their uses A-D. The first one is given as an example.**



• <https://www.youtube.com/watch?v=2-EA4nqsNTQ>

A. Describe the pictures briefly

C. Talk about preferences and personal opinions

B. Talk about similarities

D. Talk about differences

- | | |
|--|----------|
| 1. In the first picture..., whereas / while / but in the other picture | <u>D</u> |
| 2. From what we can see, the first photo shows... | — |
| 3. I think in both pictures... | — |
| 4. It's very hard to say, but... | — |
| 5. The main difference between the two photos is that... | — |
| 6. In contrast,... | — |
| 7. In the second photo... | — |
| 8. Both pictures depict... | — |
| 9. Neither of them... | — |
| 10. I think I'd prefer...as... | — |
| 11. I think / believe / doubt ... | — |
| 12. In this one...and in the other one... | — |
| 13. In the background we can see... | — |
| 14. Unlike..., this looks like... | — |
| 15. Both of the photos show... | — |
| 16. To my mind ... | — |
| 17. In the foreground there is / are... | — |
| 18. Personally, I... | — |
| 19. If I had to choose I would... | — |
| 20. The most significant difference between the pictures is that... | — |
| 21. I'd say that | — |
| 22. The most striking / obvious similarity is that... | — |
| 23. To me ... | — |

5. Compare and contrast the settings of a job interview in the two pictures. Think of the advantages and disadvantages of these settings, and how people might feel in these situations. What would you do if you had to deal with this kind of job interview environment?



Useful language: speculating about the present	Useful language: speculating about the past
<p>Maybe the reason they are...is...because It must be... It might (not) be... It can't be... People might / couldn't / can't possibly be ...</p> <ul style="list-style-type: none"> • look like + noun / noun phrase • look / seem + adjective • looks as if / though + noun phrase <p>There seem / seems to be + noun</p>	<ul style="list-style-type: none"> • must have + past participle... • might (not) have + past participle... • can't have + past participle...

Follow these links to obtain more information about the FCE Speaking Part 2:



- <https://www.youtube.com/watch?v=k98AZ67T63I>
- <https://www.youtube.com/watch?v=LcrstleI-kc>

6. Watch the video on *FCE First Certificate Speaking Exam Part Three* and choose the correct answer.



- <https://www.youtube.com/watch?v=sUMucFsp2Qw&t=23s>

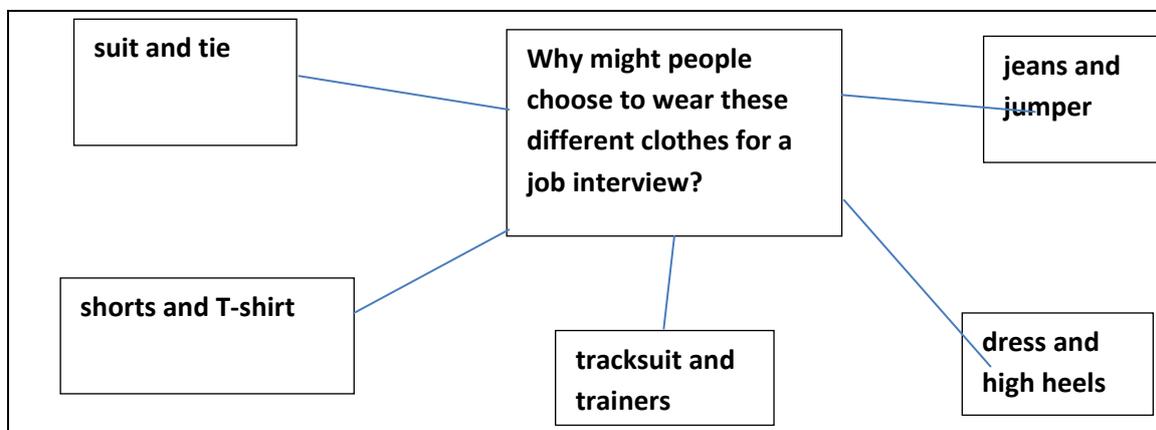
1. Which of the following statements about Part 3 is correct?

- A. You are speaking for 4–5 minutes, discussing five prompts on one topic with the examiner.
- B. You are given a question and five prompts to discuss with your partner, and an additional question on the same topic.
- C. You are speaking with your partner discussing five prompts, answering one question.
- D. You are given a question and four prompts to discuss with your partner, and an additional related question.

2. Which of the following is assessed as part of Interactive Communication criteria?
- use formal vocabulary; be polite; use linking expressions; make a summary;
 - pronounce words correctly; speak fluently; answer questions; listen to the partner;
 - start conversations; ask questions; keep the conversation going; take turns speaking;
 - use grammar correctly; make eye contact; speak for a long time; use special questions.
3. Which is the best sample answer to use in Part 3?
- “I disagree that a dress and high heels would be a good choice for going out with friends. I think that jeans and a jumper the most comfortable and they look stylish, too.”
 - “I disagree that a dress and high heels would be a good choice for going out with friends. I think that jeans and a jumper could be a lot more comfortable and you could make them look stylish, too. What do you think?”
 - “I disagree with you. I think that jeans and a jumper are the most comfortable and they look stylish, too.”
 - “I disagree that a dress and high heels would be a good choice for going out with friends. I think that jeans and a jumper could be a lot more comfortable and you could make them look stylish, too. What about shorts and a T-shirt? When do you think people might wear them?”

7. Read the candidate task card and answer the questions.

- What question do you need to answer?
- How many prompts are given to be discussed?
- Should you speak about every prompt given?



Use the video in Ex.6 to put these expressions in the table according to their use.

<i>Which do you prefer?</i>	<i>I get your point, but...</i>	<i>I see your point.</i>
<i>I'm not sure I agree.</i>	<i>What are your views on...?</i>	<i>I agree with you.</i>
<i>That's an interesting point, but what about this idea?</i>	<i>Do you think it's a good idea to...?</i>	
<i>That's one way of looking at it. On the other hand,...</i>	<i>You make some great points.</i>	
<i>OK, let's discuss this point next.</i>	<i>I couldn't agree with you more.</i>	
<i>What's your opinion on this point?</i>	<i>That's a good idea!</i>	<i>What do you think?</i>
<i>Shall we move on to this point now?</i>		

AGREE	DISAGREE	INTERRUPT	ASK

Now use these expressions to talk with your partner about the question and the prompts for two minutes. Time yourself and record yourself if you can.

8. In part 3, there is an additional question, related with the topic of discussion, which you need to answer with your partner. Read the question and think how you would answer it in a discussion.

Which of these clothes would you feel most comfortable wearing at a job interview?

Based on the video in Ex.6, choose the best variant (A or B) to start discussing this additional question with your partner.

A. From what you said earlier, I liked your idea that it all depends on a personality and type of work, so it may not be necessary to stick to formal clothes at a working place any longer, so do you think that this means clothes are not so important when one goes for a job interview in our professional area?

B. In my opinion, if I am not sure what kind of dress-code exists in the company I'm applying to, it might be best to wear formal or semi-formal clothes, though, of course, I need to feel comfortable enough to look and answer with confidence. What do you think?

Now using the advice from the video in Ex.6 and all the language expressions you have practiced in Ex. 6 and 7, talk with your partner for one minute.

Follow these links to obtain more information about the FCE Speaking Part 3:



- https://www.youtube.com/watch?v=Cq5nzBT_R7I
- https://www.youtube.com/watch?v=5prI_cjVMV4

Exam task

Monologue (Part 2)

Compare and contrast the stages of employment in the two pictures. Think of the causes and effects of these stages, and how people might feel in these situations. What would you do if you had to deal with them?

A



B



PROJECT WORK

Task 1. Match the names of the films with the pictures and the descriptions of mistakes people made during their job interviews.

A. The Devil Wears Prada

B. The Internship

C. Step Brothers

D. The Wedding Singer

 <p>https://d2nebe8lbbiml.cloudfront.net</p>	<p>1. These characters could coach how to make a series of disastrous interviews. There is everything to ruin all chances – from wearing improper clothes to outrageous behaviour. If you want to find a job, never copy what these manboys do or say! To begin with, forget about team-interviews and make sure you say the interviewer’s name right.</p>
<p>2. Despite having zero relevant experience and skills, Robbie applies for a job in a bank. He frankly admits that he has no directly-related work experience which compromises his chances of getting this job. Robbie might have done better by mentioning that being a self-managed performer taught him how to manage his finances.</p>	 <p>https://i.ytimg.com</p>
 <p>https://weminoredinflm.files.wordpress.com</p>	<p>3. This is a great parody of brainteaser interview questions, used by many Silicon Valley companies to test candidates’ analytical and problem-solving skills. Don’t wing it like the guys – it is wiser to research and practice those types of questions well beforehand not to be caught by surprise.</p>
<p>4. Here Andy interviews for a position of an assistant to Miranda – the Editor-In-Chief of a magazine. It is a classic example of what happens if you show up unprepared and lacks enthusiasm for the business as a whole, which is visible even in her choice of clothes.</p>	 <p>https://cdn-images-1.medium.com</p>

(adapted from <https://www.jobvite.com/candidate-engagement/four-famous-movie-scenes-showed-us-not-job-interview/> and <https://www.smartrecruiters.com/blog/worst-job-interviews-scene-tv-film-movies/>)

Work with your partner(s) and make a list of things that can go wrong in a job interview. What mistakes can an interviewee make? What mistakes can an interviewer make?

Task 2. There are two sides in a job interview. Watch these short video-clips, taken from films and series, identify which interviews were a failure or success, and which side – the interviewer or interviewee’s did the right / wrong thing. It can be done in teams.

Team A

 <p>https://i.ytimg.com</p>	<p>Monty Python’s flying circus</p> <p> https://www.youtube.com/watch?v=U17J_BLUusw</p>
<p>The Big Bang Theory (Penny’s Job Interview)</p> <p> https://www.youtube.com/watch?v=Q2snIIHJpqI</p>	 <p>https://i.ytimg.com</p>
 <p>https://i.ytimg.com</p>	<p>The pursuit of happiness</p> <p> https://www.youtube.com/watch?v=gHXKitKATIE</p>
<p>The Devil Wears Prada</p> <p> https://www.youtube.com/watch?v=b2f2Kqt_KcE</p>	 <p>https://media.vanityfair.com</p>

Team B

<p>The Internship</p> <p> https://www.youtube.com/watch?v=-HrPr6IQNac</p>	 <p>https://media.vanityfair.com</p>
 <p>https://i.ytimg.com</p>	<p>The Opposite</p> <p> https://www.youtube.com/watch?v=vWCGs27_xPI</p>
<p>Step Brothers</p> <p> https://www.youtube.com/watch?v=vAfAKsd2P0k</p>	 <p>https://i.ytimg.com</p>
 <p>https://i.ytimg.com</p>	<p>Friends (Chandler's Interview)</p> <p> https://www.youtube.com/watch?v=36LxvgdFZxo</p>

Answer the following questions:

- What recommendations could you make to interviewers and interviewees, based on the videos you have seen?
- Which of these films gives the best example of what to do / not to do at a job interview?
- Do you know other films with job interview scenes that you would recommend watching for job seekers?
- What would be top three best films or series with the most helpful job interview scenes?

Task 3. Decide which of these tips would be useful for these interviewees, based on their responses.

- Wear proper clothes*
- Be enthusiastic*
- Practise answering interview questions*
- Smile a lot*
- Speak clearly*
- Make sure you fit the requirements*
- Arrive on time*
- Research the company*
- Be polite*
- Keep eye contact*
- Be honest*
- Keep your cool*

<p style="text-align: center;">“The Wedding Singer”</p> <p>The Interviewer: Do you have any experience?</p> <p>The Interviewee: No sir, I have no experience but I’m a big fan of money. I like it. I use it. I have a little. I keep it in a jar on top of my refrigerator. I’d like to put more in that jar. That’s where you come in. (https://www.youtube.com/watch?v=mQ2OHv2hOrE)</p>	<p style="text-align: center;">“Step Brothers”</p> <p>The Interviewer: No, my name is Pam.</p> <p>The Interviewee: Are you saying Pan, or Pam?</p> <p>(https://www.youtube.com/watch?v=vAfAKsd2P0k)</p>
<p style="text-align: center;">“The Internship”</p> <p>The Interviewer: You’ve shrunken down to the size of nickels, then dropped down to the bottom of a blender. What do you do?</p> <p>The Interviewee: Wait a minute, we were stuck in a blender and now we’re saving lives? WHAAAT?!</p> <p>(https://www.youtube.com/watch?v=-HrPr6IQNac)</p>	<p style="text-align: center;">“The Devil Wears Prada”</p> <p>The Interviewer: And before today, you had never heard of me?</p> <p>The Interviewee: No.</p> <p>(https://www.youtube.com/watch?v=b2f2Kqt_KcE)</p>
<p style="text-align: center;">“Office Space”</p> <p>The Interviewer: Would you walk us through a typical day for you?</p> <p>The Interviewee: I generally come in at least 15 minutes late...and after that I just space out for about an hour.</p> <p>(https://www.youtube.com/watch?v=_iiOEQOtBIQ)</p>	<p style="text-align: center;">“American Beauty”</p> <p>The Interviewer: There’s no jobs for managers, it’s just for counter.</p> <p>The Interviewee: I am looking for the least possible amount of responsibility.</p> <p>(https://www.youtube.com/watch?v=TJh5wdvdfVE)</p>

(Adapted from <https://www.socialtalent.com/blog/recruitment/6-hilarious-job-interview-scenes-from-tv-and-movies> and <https://www.iqpartners.com/blog/7-best-interview-moments-in-movies/>)

Task 4. Based on the tips for interviewers, adapted from the article by Chris Fields “7 Smart Interview Tips for Employers”, choose which job interview scenes from films in the box below show the worst practice. Which of those tips would you recommend to follow for the interviewers from these films?

American Beauty	(https://www.youtube.com/watch?v=TJh5wdvdfVE)
Monty Python flying circus	(https://www.youtube.com/watch?v=U17J_BLUusw)
The Devil Wears Prada	(https://www.youtube.com/watch?v=b2f2Kqt_KcE)
The Internship	(https://www.youtube.com/watch?v=-HrPr6IQNac)

7 Smart Interview Tips for Employers

1 Preparation. It’s embarrassing – the interviewer hasn’t read the resume. He is not sure what questions to ask or what position he is interviewing you for. The interviewer fumbles through the process. Read the resume, select your questions, and be professional.

2 No more than 2 rounds of face-to-face interviews. It gets time consuming and kind of ridiculous. It can hardly take you more than 4-5 interactions to make your decision.

3 Choose your style of questions. You should have either situational or behavioral based question ready for the interviewee. The questions should correspond with the essential job duties of the position, character and personality indicators and totally nondiscriminatory.

4 No more than 4 different interviewers. This allows for a more complete view of the candidate because you are able to collect a variety of perspectives from your hiring team.

5 Interactive. Make your interview process interactive by taking the candidate on a tour of the office and introducing them their potential teammates. This allows them to meet the team and see the work environment – sometimes it’s those little things like, workplace culture and settings that can help you to select the best fit.

6 Add some fun. Don’t be too serious or pushy during the interview – unless you work in a hospital or NASA. You ought to be able to ask questions to get the answers you need to make a decision without upsetting the interviewee. Don’t use the interview to power trip. Have fun and smile!

7 Give clear time frames. Make sure the candidate understands the time frames, even if they don’t ask for them. Let them know what to expect and when as well as try to stick to those time frames.

(adapted from Chris Fields “7 Smart Interview Tips for Employers”)

Which one is more difficult – to interview or to be interviewed for a job?

Task 5. Work in teams to run interviewing for volunteer jobs. Team A will be interviewers and Team B will be candidates.

Team A (Interviewers) Read carefully the information on the positions and profiles of the candidates and prepare your questions (think about situational and behavioral based questions). You will have 3 to 5 minutes to speak to the interviewees. You have to decide who you would like to employ. At the end of the interviews, you will be asked to explain who you chose, and why.

1. Your hiring team are interviewing for two part-time volunteer posts. The job in the library will be a short-term contract – three months, non-renewable. Basic salary, job share possible. The second position as a charitable worker is six-months with possibility of extension. One weekend a month, free lunch, but very basic salary.

Here is the list of situational questions you may find useful (suggested by Sean Little “The 5 Be All and All Interview Questions for Entry Level Jobs”, available at:

 • <https://www.smartrecruiters.com/blog/the-5-be-all-end-all-interview-questions-for-entry-level-jobs/>

1. What made you decide to apply for this job?
2. What part of your previous experience do you think translates to being successful here?
3. What do you see your day to day being in this role?
4. How would you approach a superior with a suggestion, problem, or criticism?
5. What do you hope to learn from this job?

 <p>West Deptford Free Public Library HELP WANTED Looking for qualified volunteer computer instructors for Basic Computer, Microsoft Word and Excel in our Computer Lab. Contact Carolyn Wood at 856-845-5593</p>	 <p>Be the One. Volunteer. Make a Difference. Can you give 2 hours or more each month to deliver meals to the homebound in our community?</p>
<p>http://blogs.westdeptford.lib.nj.us</p> <p>Profile of the ideal candidate: Good computer-literacy Previous experience not essential, but in teaching or computing desirable Good interpersonal skills Organized</p>	<p>http://www.med.umich.edu</p> <p>Profile of the ideal candidate: Able to ride car or motorbike (licence required) Caring personality Organized and punctual Good knowledge of the city Must be a team player Ability to take decisions on own Physically fit</p>

Team B (Interviewees)

You are out of work and desperate for any job, even volunteering (you really need the money), so make sure you are prepared to compete! You are going to be interviewed for a computer instructor in the library and a volunteer for the charity to deliver and distribute hot meals to homeless people.

The interviews will last 3 to 5 minutes, and you need to make impression! Think about the following questions you might be asked and make some notes. You can use real information about yourself, or invent some.

- *What do you consider your main skills?*
- *What previous work experience do you have?*
- *How physically fit are you?*
- *What kind of contract would you prefer (part time / full time / temporary / permanent?)*
- *Are you prepared to work overtime and at weekends?*

Follow-Up: The following video might be useful for preparing to ask and answer difficult questions at an interview:

-  <https://www.engvid.com/job-interview-behavioral-questions/>
- <https://www.engvid.com/job-interview-questions-answers/>

WORD LIST

- accomplishment, *n*
acknowledge sth, *v*
acknowledgement, *n*
advertising agency, *phr*
advise sb, *v*
advice, *n, u*
advisor, *n*
applicant, *n*
application, *n*
apply (for), *v*
assess sth/sb, *v*
assessment, *n*
assure, *v*
attend sth, *v*
automatically, *adv*
be based somewhere, *phr*
be fired, *phr*
blue collar, *phr*
candidate, *n*
career, *n*
clothes style, *phr*
concise, *adj*
conduct, *v*
confirm, *v*
confirmation, *n*
contact, *v*
contingent, *adj*
corporate culture, *phr*
Covering Letter/ Cover Letter, *phr*
CV, *n*
co-worker, *n*
department, *n*
discrepancy, *n*
dress code, *phr*
education requirements, *phr*
educational background, *phr*
employable skills, *phr*
employee, *n*
employee dropout rate, *phr*
employee-employer relations, *phr*
employer, *n*
employment, *n*
employment agency, *phr*
employment history, *phr*
employment reference, *phr*
experienced, *adj*
former supervisor, *phr*
get promotion, *phr*
give sb advice, *phr*
give sb feedback, *phr*
highly-skilled worker, *phr*
hire, *v*
holiday pay, *phr*
Human Resources /HR Department, *phr*
internship, *n*
interview, *n, v*
interviewee, *n*
interviewer, *n*
job advertisement, *phr*
job applicant, *phr*
job offer, *phr*
job search, *phr*
job-seeker, *n*
look for a job, *phr*
make a living, *phr*
manual labour, *phr*
non-paid experience, *phr*
occupation, *n*
office-based job, *phr*
overqualified, *adj*
outdoor job, *phr*
outrageous, *adj*
part-time work, *phr*
payroll, *n*
position, *n*
potential, *adj*
process, *n*
professional-level skills, *phr*
recruitment procedure, *phr*
reference, *n*
relevant experience, *phr*
request sth, *v*
require sth, *v*
recruitment, *n*
resume, *n*
salary, *n*
self-employed, *adj*
sick pay, *n*
shortlist, *n*
subject (to), *adj*
time management skills, *phr*
vacancy, *n*
valid, *adj*
verify, *v*
voluntary job, *phr*
unemployable, *adj*
wage, *n*
white collar, *phr*
work permit, *phr*

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ТЕХНИЧЕСКИХ ВУЗОВ**

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