

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Нижегородский государственный университет им. Н.И. Лобачевского

УНИВЕРСИТЕТСКАЯ ЖИЗНЬ
UNIVERSITY LIFE

**Сборник текстов для чтения и заданий по английскому языку
для бакалавров
Института экономики и предпринимательства заочного отделения**

Практикум

Рекомендовано методической комиссией филологического факультета
для бакалавров Института экономики и предпринимательства
ННГУ им. Н.И. Лобачевского заочного отделения

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У 59 Университетская жизнь: сборник текстов для чтения и заданий по английскому языку для бакалавров Института экономики и предпринимательства заочного отделения: Практикум / Составители: Ю.М. Борщевская, Н.М. Крайнева – Нижний Новгород: Нижегородский госуниверситет, 2017 – 34 с.

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Настоящий практикум предназначен для бакалавров Института экономики и предпринимательства заочного отделения, изучающих английский язык. Цель данного пособия – совершенствование навыков просмотрового и поискового чтения, расширение лексического запаса, развитие устной речи, составление аннотации статей.

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Part I

Education

Module 1

Education in different countries

Exercise 1. Read these texts, translate them into Russian and make the plan of these texts.

Text A

Education in Our Life

Education plays a very important role in our life. It is one of the most valuable possessions a man can get in his life. During all the periods of human history education ranked high among people. Human progress mostly depended upon well-educated people. Self-education is very important for the development of human's talents. Only through self-education a person can become a harmonically developed personality. A person becomes a highly qualified specialist after getting some special education. And professionalism can be reached only through it. Even highly qualified specialists from time to time attend refresher courses to refresh their knowledge. We get our knowledge of this world and life through education. Many famous discoveries would have been impossible if people were not interested in learning something. Education develops different sides of human personality, reveals his abilities. Besides, it helps a person to understand himself, to choose the right way in this world. The civilized state differs from others in the fact that it pays much attention to the educational policy. John Kennedy said: "Our progress as a nation can be no swifter than our progress in education". But it doesn't concern only one particular nation. We know that science and art belong to the whole world. Before them the barriers of nationality disappear. So education brings people closer to each other, helps them to understand each other better.

Exercise 2.

- Read the text **A** and find out whether the title fully represents the content.
- What extra information can you give?
- Define whether the theme is expressed in the title.

Text B

Education in Canada

The school system of Canada is very much like the one in the USA, but there are certain differences. Education in Canada is general and compulsory for children from 6 to 16 years old, and in some provinces — to 14. It is within the competence of the local authorities, and therefore it may differ from province to province. For example,

Newfoundland has an 11-grade system. Some other provinces have 12-grade systems, and Ontario has even a 13-grade system. Grades 1-6 are usually elementary schools, and grades 7-12 are secondary schools. In some provinces there is a kindergarten year before the first grade. Elementary education is general and basic, but in the junior high school years the students can select some courses themselves. Most secondary schools provide programmes for all types of students. Some of them prepare students for continuing their studies at the university. Vocational schools are separate institutions for those who will not continue their education after secondary schools. There also exist some commercial high schools. Some provinces have private kindergartens and nursery schools for children of pre-elementary age. There also exist Roman Catholic schools and private schools in some provinces. In most provinces private schools receive some form of public support. Admission to the university in Canada is after high school with specific courses. Getting a degree in law, medicine, dentistry or engineering usually takes 3-4 years of studying. University tuition fees vary among different provinces. All provinces also have public non-university institutions. They are regional colleges, institutes of technology, institutes of applied arts, colleges of agricultural technology and others. Criteria for admission to these institutions are less strict.

Exercise 3.

- List the data which you consider to be the most important.
- Ask questions to the text B.
- What is your opinion of text B?

Text C

Education in the USA

The American system of school education differs from the systems in other countries. There are state public schools, private elementary schools and private secondary schools. Public schools are free and private schools are fee-paying. Each state has its own system of public schools. Elementary education begins at the age of six or seven, when a child goes to the first grade (form). At the age of sixteen schoolchildren leave the elementary school and may continue their education at one of the secondary schools or high schools, as they call them. The programme of studies in the elementary school includes English, Arithmetic, Geography, History of the USA, Natural Sciences and, besides, Physical Training, Singing, Drawing, Wood or Metal Work, etc. Sometimes they learn a foreign language and general history. Besides giving general education some high schools teach subjects useful to those who hope to find jobs in industry and agriculture or who want to enter colleges or universities. After graduating from secondary schools a growing number of Americans go on to higher education. The students do not take the same courses. During the first two years

they follow a basic programme. It means that every student must select at least one course from each of the basic fields of study: English, Natural Sciences, Modern Languages, History or Physical Training. After the first two years every student can select subjects according to his professional interest. The National Government gives no direct financial aid to the institutions of higher education. Students must pay a tuition fee. This creates a financial hardship for some people. Many students have to work to pay their expenses. The Americans place a high value on education. That's why Kennedy said, "Our progress as a nation can be no swifter than our progress in education."

Exercise 4.

- Write an annotation.
- Find in the text those facts which can be used for the annotation.

Exercise 5. Read the text and do exercises after it.

Education in England

There are different types of school - private (public) schools, where you have to pay for your education and state schools, which are funded by the government. Parents can choose which school to send their children to. In England every child aged between 5 and 16 has to go to school. When they are 3 years old children can go to a nursery school or playgroup for a few hours a day.

The first stage of education is *Primary School*. It is divided into 2 parts. At the age of 4 children usually start Infant School and then when they are 7 go to Junior School.

The second stage is called *Secondary School*. This begins at the age of 11. Comprehensive Schools are usually big and there are around 150 children in each year group. For the first three years children study about 15 subjects. Then they choose 9 or 10 subjects for GCSE. GCSEs are written exams taken by all 16-year-olds in Britain. Once they have done their GCSEs teenagers have 3 options. They can leave school and find work, go to a technical college and do a vocational course or stay at school and go into 6th form to 'A' levels. There are also special 6th form colleges. You need to have 'A' levels to go to university. An 'A' level course lasts 2 years and students take 3 or 4 subjects.

In sixth form some students apply for *university*. Nobody usually applies for university in his or her hometown. If they get good results in their 'A' level exams then at 18 they start university. It takes three years to do a Bachelor's degree. Some students then go on to do a masters or even a doctorate. In the end they are having a special ceremony called graduation.

Notes: GCSE - General Certificate of Secondary Education

'A' level - advanced level

Exercise 6. Answer the questions:

1. Is education in England obligatory?
2. When can the English children begin their education?
3. What are the main stages of education?

Exercise 7. Fill in the table using the information from the text.

Age of a child	Type of school	Type of education
.....	Nursery, playground
4-7	Primary education
.....	Junior school
11-16
16-18

Exercise 8. Find the English equivalents for the following word combinations:

1. частные школы
2. государственные школы
3. предметы
4. три пути на выбор
5. подавать заявку в университет

Exercise 9. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

column A	column B	column C
different	get	small
big	assign	common
take	unlike	abnormal
special	tradition	ignore
apply	ordinary	unconventional
usual	large	similar
ceremony	particular	give

Exercise 10. Find the following pronouns in the text. What nouns do they refer to?

1. ... state schools, which are funded by the government.
2. When they are 3 years old ...

3. It is divided into 2 parts.
4. This begins at the age of 11.
5. Once they have done their GCSEs ...
6. It takes three years ...

Exercise 11. Work in pairs. Compare the system of education in England and in Russia.

Module 2

Universities

Exercise 12. Read the text and do exercises after it.

The University of Salford

Study in higher education usually entails more self-motivation than study at school or college. You will take responsibility for planning your workload and using your free time to study. Classes are divided into lectures, where information is related to you, seminars, which are student groups where discussion is possible, and tutorials, usually featuring a small group of students and a lecturer.

The University of Salford aims to be a successful international institution at leading edge of research, technology transfer and innovation, forging a fruitful and sympathetic partnership with industry, society and environment. The University aims to produce capable, professional graduates and to develop innovative strategies to make the University accessible to students of all ages and backgrounds.

Salford graduates are successful, capable and sought after by employers nationally and internationally. The 'capability element' of course ensures that your studies equip you with all the skills you will need for your future career.

More than 1500 students from over 70 overseas countries choose to study at the University of Salford each year.

The University has adopted the semester system, which means that the traditional three term structure of the academic year is divided now into two semesters.

There is a three day induction period between 25 and 27 September, before the semester begins, in which you can meet tutors and fellow students and find your way round the University.

The University arranges various activities for new students and most departments have an informal gathering for students and tutors to mingle. The Union stages a packed programme of daytime and evening events for your first week at Salford.

The University has an excellent library and computer facilities for all students.

Exercise 13. Answer the questions:

1. What are the characteristics of study in higher education?

2. What are the aims of the University of Salford?
3. What is the structure of the academic year according to the semester system?
4. What do the students do during a three day induction period?

Exercise 14. Find the English equivalents for the following phrases:

1. само-мотивация
2. международный институт
3. исследования и инновации
4. окружающая среда
5. квалифицированные выпускники
6. навыки необходимые в будущей карьере
7. учебный год
8. различные виды деятельности
9. компьютерные возможности

Exercise 15. Fill in the gaps with prepositions in these statements:

1. Study..... higher education is different from study..... school or college.
2. You should take responsibility your progress.
3. Our company's aim is to reach partnership other enterprises in this sphere of business.
4. Wi-Fi is accessible all students of our university.
5. Our workshops will equip you skills you need be successful.
6. My presentation today is divided three parts.
7. The population of our city is somewhere one million two hundred thousand and one million three hundred thousand people.
8. We have personal tutors newcomers so that they can get used to studying at our university.

Exercise 16. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

column A

responsible
possible
successful
international
innovation
capable
adopt
accessible
informal

column B

novelty
accept
competent
favorable
approachable
duty-bound
casual
achievable
global

column C

local
losing
habit
official
reject
restricted
ungettable
unskilled
free

Exercise 17. Read the text and do the exercises after it.

Lobachevsky State University of Nizhny Novgorod

Lobachevsky State University of Nizhny Novgorod – National Research University (UNN), also known as Lobachevsky University, was founded in 1916. In 1918 it became the first State Higher Educational Institution of Soviet Russia. From 1932 to 1956 its name was State University of Gorky (from 1932 to 1990 the city of Nizhny Novgorod was known as Gorky). In 1956 the State University was named after a great Russian mathematician Nikolai Lobachevsky. The University has provided the basis for the development of higher education and a fundamental research system in the Nizhny Novgorod region.

Today UNN is one of the leading classical research universities in Russia and the winner of all the major recent Russian higher education competitive programmes. In 2009 Russian Government awarded the University with the honorable status of National Research University. UNN provides education to over 30000 undergraduate & graduate students and 1000 postgraduates.

All the courses combine stimulating, academically challenging study, with opportunities to develop skills and personal qualities which employers value – including problem solving, teamwork, communication and computer literacy. The students are given transferrable skills, they will need to be a success in whatever profession they one day enter.

The University staff comprises over 1200 Candidates of Sciences (PhDs) and over 450 Doctors of Sciences. International students from more than 65 countries of the world choose UNN.

UNN is actively involved in cooperation with foreign partners, it works in close connection with various Russian and foreign companies (Intel, Microsoft, NVIDIA, Yazaki, Cisco Systems, Sberbank). The University is also a member of the Association of Russian Leading Universities and European University Association (EUA).

The University consists of several faculties and institutes: Institute of Biology and Biomedicine; Institute of Military Education; Institute of Information Technology, Mathematics and Mechanics; Institute of Doctoral Studies; Institute of Open Education; Institute of Economics and Entrepreneurship; Faculty of International Students; Faculty of Radiophysics; Faculty of Social Sciences; Faculty of Physics; Faculty of Law; Faculty of Physical Education and Sports; Faculty of Philology; Faculty of Chemistry; Faculty for Professional Development; Advanced School of General and Applied Physics.

Exercise 18. Answer the questions:

1. When was the University founded?
2. Who was the University named after in 1956?
3. What award did the University get in 2009?

4. What qualities do employers value?
5. How many people teach at the University?
6. Does the University have international students?
7. Does the University have partners?
8. How many faculties and institutes are there at the University?

Exercise 19. Find the English equivalents for the following word combinations:

1. русский математик
2. обеспечивать базу
3. классический исследовательский институт
4. конкурсная программа
5. аспиранты
6. навыки и персональные качества
7. компьютерная грамотность
8. зарубежные партнеры
9. европейская ассоциация университетов

Exercise 20. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

column A	column B	column C
provide	growth	minor
development	integrate	agreeable
major	nonnative	divide
honorable	carrying	exclude
combine	accommodate	national
challenging	absorb	unrespectable
transferrable	dominant	decrease
involve	disputable	keeping
foreign	reputable	deprive

Exercise 21. Fill in the gaps with prepositions in these statements:

1. William Frederick Cody is also known Buffalo Bill.
2. 2000 2005 I studied at the university.
3. Kevin was named a famous actor.
4. At the end of four years students are awarded Bachelor degree.
5. We provide legal advice and services our clients.
6. Students England have come on an exchange programme to our university.

7. a hundred students were involved the volunteer programme last year.
8. This year's team, coached by Jeff Jackson, consists entirely college players.

Module 3

Round the university

Exercise 22. Look at the places in the box:

study center, book shop, cafeteria, stationary shop, registration desk, classroom, photocopying room, library, accommodation office, main reception

Say where you can do these things:

1. borrow a book
2. buy pens, paper and notebooks
3. register for a new course
4. buy a snack
5. get a student card
6. find information about where you are staying
7. make photocopies
8. do the project
9. study
10. buy books

Exercise 23. Read the dialogues.

What do the people want to find out in each dialogue?

1. A: Excuse me, where do I register for my course?

B: Do you know where the main reception is?

A: Sorry?

B: The main reception.

A: Oh, yes.

B: The registration desk is there.

A: Thank you very much.

2. A: Excuse me, where's the study center?

B: It's next to the cafeteria.

A: The cafeteria? What's that?

B: Follow me. I'll take you there.

A: Thank you. That's very kind.

3. A: Where can I use the internet?

B: You can use the computers in the library or in the study center.

A: Do I have to pay?

B: No.

A: So it's free for students.

B: Yes, that's right.

4. A: Excuse me, what time is the library open?

B: It's open every day, from 9 a.m. until 6 p.m.

A: Did you say every day?

B: Yes, that's right. Every day, from nine in the morning until six in the evening.

A: Thank you.

5. A: Could you help me? Where can I get a new student card? I've lost mine.

B: OK. If you go to the main reception, you can get a new one.

A: Thank you.

6. A: Excuse me, can you help me find my classroom?

B: Sure. What number is it?

A: 301.

B: OK. You need to go up to the third floor. And it's on the right.

7. A: Where can I buy a notebook?

B: There's a stationary shop downstairs.

A: Sorry?

B: There's a stationary shop downstairs.

A: Thank you so much.

8. A: Can you help me?

B: Yes, may be.

A: I need to find out about my accommodation. Can you tell me where to go?

B: Accommodation? I think you have to go to the accommodation office, over there, next to the book shop.

A: Thank you.

Exercise 24. Read the dialogues again. Are the statements true or false?

1. The registration desk is in the main reception.

2. The study center is next to the cafeteria.

3. There is internet in the library.

4. The library is open from ten until five every day.
5. You can get a new student card from the main reception.
6. Room 301 is on the third floor on the left.
7. The stationary shop is upstairs.
8. The accommodation office is next to the stationary shop.

Exercise 25. Complete the gaps with the words in the box:

Accommodation, can, excuse, have, say, need, help, time, kind, Sorry

Getting attention

- me, ...
 Could you me?
 Can you tell me where/what ...?

Asking for information

- Where I get/find/buy ...?
 When can I use/start...?
 What is the library open?
 What time do the lessons start?
 Can I ...?
 Do I to ...?
 Is it free/open/near?
 I to find out about/ speak to...

Checking information

- B: Do you know where the main reception is?
 A:?
 B: The main reception.
 C: It's open every day, from 9 a.m. until 6 p.m.
 D: Did you every day?
 E: I need to find out about my accommodation. Can you tell me where to go?
 F:? I think you have to go to the accommodation office

Thanking someone

- Thank you so much.
 That's very

Exercise 26. Work in pairs. Role-play the situation below.

Student A. You are a student. You have lost your bag.

Student B. You work at the reception desk.

Student	Receptionist
Explain the situation.	
	Find out exactly what happened.
Ask what you need to do.	
	Explain that he/she needs to go to the main welfare office and complete a form.
Ask where welfare office is.	
	Give directions.
Check that you understand what you have to do/ ask for repetition.	
	Repeat any information.
Thank the receptionist.	

Module 4

Life beyond the classroom

Exercise 27. Read and translate the following text.

Inside Berea College, Kentucky (U.S.A.), besides a good academic program, students can enjoy life beyond the classroom. There is a wide variety of social activities for students to choose: movies, dances, concerts, and sports. Sport is very popular in Berea. The College has a new Seabury Center, which is one of the best athletic and fitness facilities in the region. The Seabury Center houses the basketball arena and auditorium, but also offers a six lane pool for team and individual swimming, volleyball courts, an indoor track, a fitness room, and other facilities. Along 304 with playing fields for baseball, soccer, and field hockey, there are also 14 tennis courts and an outdoor track, enjoyed by students, faculty, and local Berea residents. Since there are more varsity teams for men and women at Berea than at most other colleges in Kentucky, students have many options to develop their interests and skills in competitive sports. Numerous Berea athletes have had achievements in basketball and cross country recent years. Intercollegiate athletic teams at Berea compete in the Kentucky Intercollegiate Athletic Conference (KIAC) and the National Association of Intercollegiate Athletics (NAIA). In the 1995 — 1996 season, the men's basketball team competed in the NAIA Division 2 national tournaments.

Useful vocabulary:

auditorium — зрительный зал

a six lane swimming-pool — бассейн с шестью дорожками
track — беговая дорожка, трек
a faculty — профессорско-преподавательский состав, факультет
a resident — постоянный житель
a varsity team — университетская спортивная команда
an option — выбор, право выбора
a cross country race — бег по пересеченной местности
intercollegiate — междууниверситетский

Exercise 28. Ask 10 questions to this text.

Exercise 29. Find in the text the English equivalents of the following words and expressions: учебная программа; широкое разнообразие; спортивные сооружения; теннисные корты; беговая дорожка в закрытом помещении; спортивная площадка для бейсбола; соревноваться; развивать свои интересы и навыки; национальный турнир.

Exercise 30. Retell the text.

Exercise 31. Read and translate the following text.

In the libraries of the University of Kentucky you will find information services, facilities and resources. The library system includes the main library opened in the spring of 1998. Named for prominent Lexington businessman and horse-breeder, William T. Young, the library combines humanities, social sciences and life sciences collections to assist patrons in research and to support multi-disciplinary programs. The building measures 365,000 square feet, seats 4,000 people, and houses 1.2 million volumes. The library system includes 16 other libraries, and three information centers. The libraries have a combined collection of over 2.7 million books and more than 28,000 periodicals. You are encouraged to ask for assistance of the library staff. The libraries provide access to a wealth of electronic information, including library catalogues, guides to journal literature and the full text of journal articles. Other resources include specialized indexes covering subjects such as business, literature, and sociology, and also data resources. Periodicals (magazines and journals) and newspapers may be located in several ways. To find a particular periodical, use the online catalogue which includes currently received periodical titles. However, some non-current and government-produced periodicals are not in the catalogue. For these, you can ask at the Reference Desk. To locate periodical articles on a particular subject, one can use numerous print or electronic indexes.

Useful vocabulary:

facilities — оборудование

prominent — известный, выдающийся
humanities — гуманитарные науки
to assist — помогать, содействовать
an assistance — помощь, содействие
a patron — постоянный клиент, посетитель
a research — исследование
multidisciplinary — по многим дисциплинам
a volume — том
a periodical — периодическое издание, журнал
a guide — путеводитель
an index — алфавитный указатель, каталог
a subject — тема
data — данные, информация
to locate — определять место, местонахождение
print — печатный, печатное издание, газета

Exercise 32. Find in the text the English equivalents of the following words and expressions:

информационные службы; библиотечная система; главная библиотека; собрание книг; сотрудники библиотеки; обеспечивать доступ; журнальные статьи; специализированные алфавитные указатели; базы данных; названия периодических изданий; печатные и электронные алфавитные указатели.

Exercise 33. Ask 10 questions to the text.

Exercise 34. Retell the text.

Exercise 35. Speaking questions about education

- What is the school system like in our country?
- Does our country provide a public school system?
- Is there anything you would change about the education system?
- What do you remember about your teachers? Were there any that really inspired you?
 - Are you still friends with anyone that you went to school with?
 - What subjects were you good at?
 - What subjects were you not good at?
 - Do you go to university?
 - What do you study at university?
 - Do you enjoy your time there?
 - How does going to university compare to your schooling?

- Do you think private schools and universities offer higher quality education or are they just prestigious?
- Does our country have good public universities?
- Are there any changes you would make to the education system in our country?
- Are university fees reasonable in our country?
- Do many people in our country study abroad?
- Do you think it is easier to learn as a child or as an adult?
- Does education guarantee a good job in our country?
- Do parents home-school their children in our country?
- What do you think of home schooling?
- What are some ways a person can continue to learn when they are adults? Do we have colleges in our country which offer courses for adults?
- Do you think it is good for schools to insist on students wearing uniforms? Why?
- What do you think about gap years where students take a year off between school and university and visit another country?
- Are there problems with gangs in the schools in our country?
- Are foreign languages part of the school curriculum? If so, which languages?
- Are there any subjects/classes you wanted to study but they weren't available at your school/college?
- What are some important factors in determining which university to attend?
- Do you think education should be free?

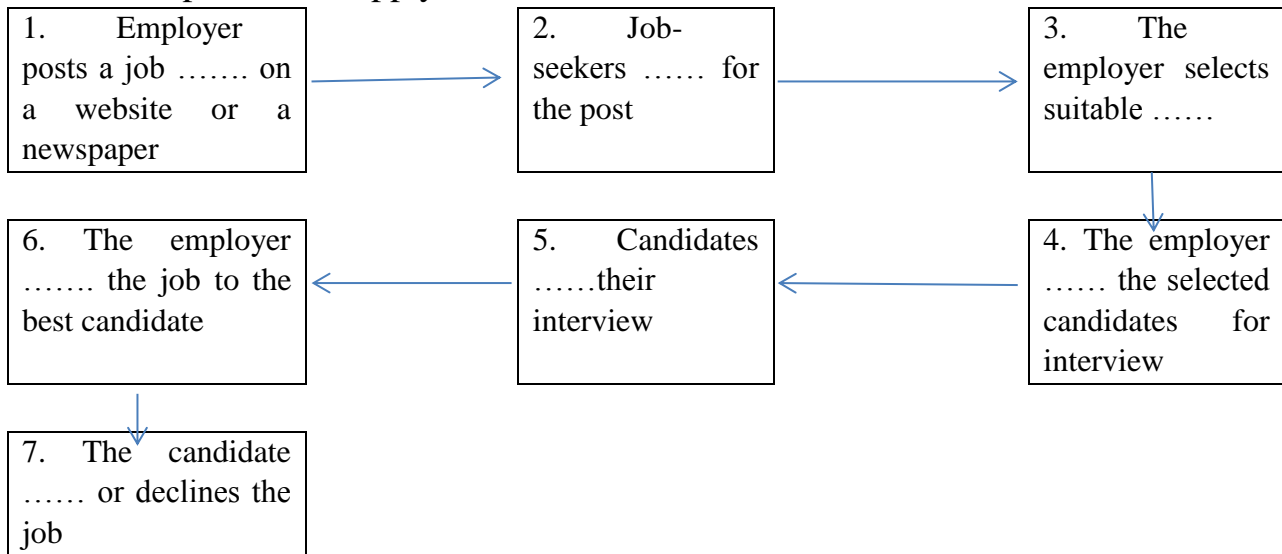
Part II

Career

Module 1

Starting career

Exercise 1. Complete the diagram with the following words:
 accepts, attend, apply, advertisement, candidates, invites, offers



Exercise 2. Read the text and do exercises after it.

The online job market

How Jeff Taylor changed the way the labour market works

Monster.com, the world's biggest online job-search site, shows how electronic marketplaces reach more people and can offer more efficiency than physical markets. It also shows that money can be made in such markets: Monster has a long record of profitability.

Jeff Taylor, who launched the site in 1994, says that the Monster.com name is the firm's "single most important success factor". It introduces an image of youthful fun in what is basically a boring business. Supporting the brand is a big advertising budget which accounts a quarter of the firm's costs. He runs expensive ads during key sporting events such as the Super Bowl.

Job-seekers supply resumes and employers pay to scan them or to post job ads. Most of the services that job-seekers get are free, but they have to pay for a service that allows them to contact each other for advice and career management. They can use this service to ask each other questions about, say, what it is like to work for a firm that they are thinking of joining.

The main contribution of Monster has been to speed up hiring and vastly increase the accuracy of the job-search process. "You can post a job at 2pm and get your first response at 2:01," Mr Taylor says proudly. And an employer who knows exactly what he wants can use Monster's filters to search vast numbers of resumes with precise accuracy. Monster is a serious threat to newspapers, which historically made 40% of their revenues from carrying ads up to half of which were for staff. Headhunting firms have also lost business, because demand for their help in filling lower-level jobs has fallen.

The online job market works well for workers and employers who know what they want. It works badly for people who are unsure. Check that your resume says clearly what kind of job you want. The filters will then make sure that it reaches the right human resource departments.

Exercise 3. Answer the questions:

1. Does Monster.com make a profit?
2. What two advantages does Monster.com offer to job-seekers?
3. Find two advantages for employers of using the Monster.com site.
4. Which two kinds of business are losing money because of Monster.com success?
5. What advice does the article give to people who want to use the site to find a job?

Exercise 4. Match the words from the text (column A) with their synonyms (column B) and their antonyms (column C)

<i>column A</i>	<i>column B</i>	<i>column C</i>
efficiency	provide	neglect
profitability	consultation	decrease
supply	carefulness	ambiguous
contribute	benefit	inaccuracy
increase	exact	helplessness
precise	skillfulness	deceit
accuracy	donate	lack
advice	growth	disadvantage

Exercise 5. Work in pairs. Discuss if you would use an online job-search site like Monster.com to look for a job. Why/why not?

Exercise 6. Complete the word-building table with words from the box below, as in the example. In the “person” column, you will sometimes need two words, sometimes none.

<i>employer</i>	<i>interview</i>	<i>interview</i>	<i>applicant</i>	<i>shortlist</i>	<i>employment</i>
<i>application</i>	<i>advertise</i>	<i>employee</i>	<i>advertiser</i>	<i>shortlist</i>	<i>advertisement</i>
<i>interviewer</i>	<i>apply for</i>	<i>resignation</i>	<i>resign</i>	<i>employ</i>	<i>interviewee</i>

Verb	Noun	Person
<i>interview</i>	<i>interview</i>	<i>interviewee / interviewer</i>

Which words in the list from the table would you use to complete these sentences? Sometimes you will need to change the form.

1. We have received ... for this job from 3,000 people.
2. I saw the ... for this post in the Sunday Times.
3. OK, I think we've said enough about Mr Downing. Can you call the next ...?
4. When she was offered the new job, she sent a letter of ... to her old
5. Did you get the job? – No, I wasn't even invited for the
6. Nobody in the company ... for the job, so they had to ... the post in the newspaper.
7. His recent history of ... is very strange. He had six jobs between 1990 and 2000, and he ... from all of them.

Module 2

Job

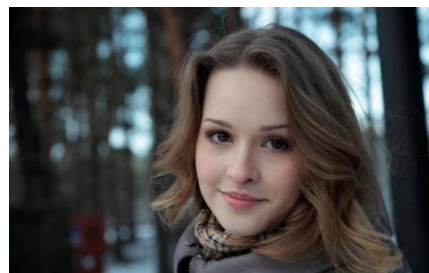
Exercise 7. Which of these statements do you agree with?

- Work is the most important thing in life.
- Work is just a way to get money so you can do the things you enjoy.

Read what three people say about their jobs. Complete the chart with notes on the good and bad things about Anna's, Tony's, and Erika's jobs.

Anna, 18

“I work in a factory. My **working hours** are 8.00 a.m. to 5 p.m., Monday to Friday. I have one-hour **lunch break** at 12.30. The **routine** is the same every day. My job is very boring but the pay is quite good. My **colleagues** and I don't really talk to each other, but I have a lot of friends outside work. My job is just a way to earn money.”



Tony, 23

“I’m a computer programmer. I work a 40-hour week. We have **flexible hours** so I can start and finish when I want. If we are very busy then I work **overtime** – I get paid extra for this. There are always problems to solve. This can be difficult, but it can also be quite creative. I earn a good **salary**, but my job doesn’t rule my life. I like to do different things in my free time.



Erika, 25

“I’m a doctor in a large hospital. I work very long hours – 60 or 70 hours a week – often in the evening and at weekends. The work is really interesting but it can also be quite stressful. I love my job and my colleagues are also my friends. I don’t have time for a **social life**. When I get home, I’m so tired to do anything except have dinner and watch TV.”



	good things	bad things
Anna		
Tony		
Erika		

Exercise 8. Match the **highlighted words in the quotes with the definitions (1-8).**

1. the people you work with _____
2. the number of hours in the week, you spend doing your job _____
3. the money you receive every month for the work you have done _____
4. the things you do, usually with other people, outside work _____
5. the time you have for eating in the middle of the working day _____
6. the time you spend at work after your normal working hours _____
7. a system where you can choose when to start and finish work _____
8. the usual order and way that you regularly do things _____

Exercise 9. Think of a job you would like, or would not like, to have. Write a short text about it, using the texts in Ex. 7 as models.

Exercise 10. Look at the statements below and the extracts from an article on work placements. Which section (A, B, C or D) does each statement 1-7 refer to?

For each statement 1-7 mark one letter (A, B, C or D). You will need to use some of these letters more than once.

1. The employer should offer their opinion on how successful a student has been on the placement.

2. You might have to do many different tasks.

3. There are many advantages for students doing a work placement.

4. Doing a work placement will make you more attractive to future employers.

5. You can watch how one person does their work.

6. It is better for a company to employ someone they know already.

7. Doing an internship can help you check if you have chosen the most appropriate career.

A There are many benefits if you do a work placement or internship. You will have the opportunity to practise your skills in the workplace and you can test your career plans to see if you have made the right decision. You can make contacts for the future, if you make a good impression. You will learn how to take responsibility for your work and how to behave in an environment which is different from being a student. A work placement also enhances the look of your CV (many jobs are unavailable to those with no experience) – and, of course, you'll earn some money.

B Employers can also benefit from work placements. Students have up-to-date knowledge and skills which can be put to good use on a project. Students are often highly motivated and work hard, and staff and students learn from each other as they do their work tasks. If a student works really well, the employer can offer them a full time job with less risk than with an unknown person. The student will be familiar with the organization and its unwritten rules and will fit in better than someone who is completely new.

C There are different kinds of work placements. 'Work shadowing' means following someone around as they do their work to see how they do it. A general role will mean being involved in many different aspects of work in a department or company and learning how a wide range of things work in the organisation. Taking on a specific role on a project or in a department is more like having a real job and you will probably be responsible for a specific area of work.

D The most important quality the employer is looking for is attitude. When you approach an employer for a work placement you must show that you are enthusiastic

and willing to learn. This is more important than previous experience. You will be able to learn from any work experience but it is best to apply for a role which you are interested in and in which you can offer the employer some benefit. You should also expect the employer to assess your work and to offer you a written appraisal of how you performed in such areas as meeting deadlines and dealing with your workload.

Exercise 11. Read the article below about Global Volunteers.

Choose the best sentence from A–E below to fill each of the gaps. For each question 1- 5, mark one letter. Do not use any letter more than once.

A. Your investment in the lives of the people you work with will be an investment in yourself.

B. You'll really find out what your strengths and weaknesses are.

C. This is an opportunity for you to work with a passion, where you can make a real difference.

D. Would you like to make a valuable contribution in an underprivileged area of the world?

E. You will be working in difficult situations which are physically demanding.

Are you bored with the nine to five routine? Are you looking for a new challenge? (1) ____ If you answered 'yes' to any of these, then you are who we are looking for.

We need enthusiastic, qualified and passionate people of all ages to work with us to help in the developing world. We send volunteers all over the world on one-year placements to train local people in your skills. When you return home, your skills remain and enrich the lives of the people you worked with – how's that for job satisfaction? (2) ____

We need experts in many different sectors – from accountancy to project management to teaching. You will receive a local salary and housing, as well as flights and medical insurance. And we aren't just looking for professional skills. Your personal integrity, strength and fitness are important, as well. (3) ____ Working closely with local people, you will find the experience extremely satisfying, and you will return home having really achieved something.

This is a really exciting opportunity. You'll be able to test yourself and your knowledge in demanding conditions. (4) ____

When you return home you'll find employers really take a positive attitude to these experiences on your CV. You'll be seen as being more mature and responsible.

(5) ____

Exercise 12. Read the article on job interviews and sentences 1–6 below. For each sentence 1–6 mark one letter (A, B, C or D).

It makes sense to interview no more than six candidates because of the cost and time involved. After the short-listing process of reviewing CVs or application forms against the job description and person specifications, preparation for the interviews can be started.

The aim of the interview is to collect information about the suitability of the candidate for a particular post, not to find out if the candidate is likeable. Individual interviews can be useful, but panel interviews can help protect against individual bias, though they are more expensive. Too many people on the panel can be intimidating: three seems to be a good number, with one chairperson. The interviewers should review the job description, person specification and applications, and be familiar with the requirements of the job. They should make notes of the key areas and discuss these with their colleagues. It should be clear before the interviews start who will ask which questions, because a free-for-all can be confusing for the candidate.

The interview should have a clear structure and this should be explained to the candidate at the very start. The chairperson should link between the phases of the interview and between the panelists. This is especially true for telephone interviews.

There are five phases to the interview. An introduction to the interviewers helps to settle the candidate. Then the structure of the interview should be explained.

The main phase is the questioning of the candidate to obtain the information necessary to make a good decision. Questions should focus on the past, not the future and the panel should avoid hypothetical questions. General questions should lead to more focused questions which are looking for evidence of what the candidate did in certain situations. You will use the CV or application form as the basis for this stage. You are looking for concrete answers which highlight learning experiences and achievements. You should also explore the candidate's background, expertise, knowledge and skills as well as what they think of as their strengths and weaknesses. You are also checking to see if there are any inconsistencies between what the application and the candidate says.

After this, the longest phase, the candidate should be invited to ask any questions they have about the job, the company, or anything else they might want clarified. Remember that the interview is not just about whether you feel the candidate is right for the job: it is also the time for the candidate to decide if the job and the company are suitable for them, and the opportunity for the candidate to question you is essential for them to be able to make this decision. At the conclusion of the interview the chairperson should make it clear when the candidate will hear the results of the interview.

An interview should be relaxed and friendly, but the interviewers should remain in control and be able to draw out nervous or shy candidates and to manage over-

confident ones. Making a recruitment error can be very expensive and difficult to correct and interviewing should be seen as a moment of truth in the selection process.

1 In the first paragraph, the writer suggests that six people should be interviewed because

- A** not everyone deserves an interview.
- B** it is the right thing to do.
- C** it takes a long time to read all the applications.
- D** it is expensive and time-consuming to interview more than six.

2 In the second paragraph, the writer suggests there should be

- A** a large panel of good interviewers.
- B** four on a panel including one chairperson.
- C** a good number of people on the panel.
- D** a chairperson and two others on the panel.

3 The questioning phase of the interview is

- A** when the candidate can ask questions about the company.
- B** the longest and most important part of the whole interview.
- C** a time to talk about the past and future of the candidate.
- D** when you can ask what the candidate would do in certain situations.

4 The chairperson's role is important because they

- A** introduce the interviewers and close the interview at the end.
- B** control the structure of the interview and connect the phases.
- C** decide if there will be a second interview or not.
- D** check to make sure the candidate did not lie on their CV.

5 According to the text the candidate can ask questions

- A** about what they have forgotten to say in the interview.
- B** to find out more about the interview.
- C** to find out when the results will be known.
- D** to help them decide if they are a good match for the job.

6 Which of the following best summarizes the text?

- A** An interview takes a long time.
- B** Interviews should be the same for everyone.
- C** Interviews are too important to get wrong.
- D** There are lots of documents for interviews.

Exercise 13. Complete this text with the correct form of the verbs in brackets. There are two examples at the beginning.

Professor Jake K. McLear (00) is (be) a leading light in the Open Source Movement. He (0) devotes (devote) his life to the crusade against software giants: he (1) _____ (travel) the world from conference to conference arguing for Linux, Openoffice.org and other open source initiatives as the only sensible and cost-effective alternative to products like Microsoft Office. ‘There (2) _____ (be) no answer to the Open Source Movement,’ he says, ‘Microsoft is a giant which (3) _____ (need) to be killed. It is least innovative in those areas it (4) _____ (dominate) – like Office and Explorer – and most innovative in new areas like gaming. It’s too big, too fat and lazy.’

Professor McLear (5) _____ (be) an unlikely champion for open source software as his background was as an engineer for a large software company which (6) _____ (sell) very expensive network solutions to corporate clients. He worked there for ten years before he (7) _____ (be) made redundant in a takeover of the company. ‘It (8) _____ (be) the best thing which (9) ever _____ (happen) to me,’ he now says. ‘I (10) _____ (go) out to teach in Asia and found myself coming into contact with people who, incredibly, were contributing to software projects for free. They (11) _____ (be) part of a huge worldwide network of committed and highly-skilled software writers who were willing to spend their time doing something they (12) _____ (believe) in. Even at that time, they (13) _____ (have) great contacts with people in Silicon Valley.’

Professor McLear’s experience in Asia (14) _____ (be) a turning-point in his life. Since then, he (15) _____ (give) hundreds of presentations and written many papers on what he calls the ‘this living breathing collective of cool people.’ At the moment he (16) _____ (write) a book about his experiences and achievements. He (17) _____ (write) about half of it and (18) _____ (have) offers from interested publishers. ‘Open source (19) _____ (be) the best experience of my life and, at the moment, this book (20) _____ (be) the second best,’ he laughs, as he packs his bags for another flight to another city and another conference.

Exercise 14. Prepare a *one-minute* presentation on *one* of these topics. You have 10 minutes to prepare your talk.

A What is important when choosing a career?

- Personal interests
- Salary

B What is important when changing jobs?

- Salary
- Responsibility

C What is important when having a job interview?

- Being prepared
- Smiling

Exercise 15.

a) Write the titles in the correct section of the job advertisement.

Salary	Responsibilities	Position	Training	Qualifications
Working Hours	Opportunities			

A *Position*:

Assistant Accounts Manager

B _____: (1) *In charge of* the accounts for the department.

C _____: This is a (2) _____ job of 40 hours per week. The (3) _____ are from 9.00 a.m. to 6.00 p.m. but there will also be some (4) 042017 _____ including evenings and weekends.

D _____: Degree in accountancy. Member of a professional association.

E _____: Trainees will get (5) _____ in both accountancy and financial management. Additional study is possible on a (6) _____ basis of three hours a week.

F _____: Accountants can be permanent employees with the company or self-employed. As this is a large (7) _____ company, there are opportunities to work abroad. You might get (8) _____ to Department Accounts Manager after one or two years in the company.

G _____: This varies depending on the age and qualifications, but a recently qualified accountant would (9) _____ between £26,000 and £35,000.

If you would like to (10) _____ this position, please (11) _____ a full (12) _____ and a covering letter to the address below.

b) Complete the job advertisement with words from the list

multinational	experience	CV	in-charge-of	part-time	hours
promoted	earn	overtime	send in	full-time	apply for

c) Complete the job interview

Interviewer: Are you (1) *unemployed* at the moment, in a job, or studying?

Applicant: I'm (2) i _____ my final year (3) a _____ university, but I also work part-time for a small company.

Interviewer: What kind of (4) c _____ do you have with this company?

Applicant: It's just a (5) t _____ one, for six months, but I can (6) r _____ when I want, as long as I give one week's notice.

Interviewer: And what kind of work do you do for this company?

Applicant: I'm (7) r_____ for all its accounting, including expenses and salaries.

Interviewer: And do you have any questions for us?

Applicant: Yes. I'd like to know if you have a company pension plan and, if so, at what age your employees normally (8) r_____. I'm also interested in any company health plan you might have ...

Exercise 16. Speaking questions about jobs and career

- At what age do people usually begin to work in our country?
- At what age do people usually retire in our country?
- At what age would you like to retire?
- What do you think you will do after you retire?
- How much money do you think you need to retire with your lifestyle?
- Can you talk about what a typical day at your current job is like?
- Can you describe your current job?
- What was your first job?
- Do women usually work after they get married in our country?
- Do you ever work overtime?
- If so, do you get paid more for overtime work?
- Do you have a part-time job? If so, what do you do?
- Do you like your job? Why or why not?
- Do you think it is more important to make a lot of money or to enjoy your job?
- Do you think women and men should be paid the same for the same job?
- Do you work on weekends?
- Have you ever been promoted?
- Have you ever taken any courses that specifically help you with the job you are doing now?
- How long have you been working at your present job?
- How many days a week do you work?
- How many hours a week do you work?
- How much money do you make? (Maybe this is not a good question to ask.)
- How well do you get along with your boss?
- If you could own your own business, what would it be?
- If you had to choose between a satisfying job and a well-paid one, which would you choose?
- Name three occupations that you could do. (For example, be a mortician)
- What are some jobs that you think would be boring?

- What are some jobs that you think would be fun?
- What are you trying to do in order to find a job that you really like?
- What do you think is the best job? What do you think is the worst?
- What influenced your choice of job? (Why did you choose your job?)
- What job do you want to have in five years' time?
- What job(s) do you wish to have in the future?
- What jobs in our country are considered to be good jobs? Why?
- What kind of volunteer work have you done?
- What would be your dream job?
- What's one job you wouldn't like to do? Why not?
- When you were a child, what did you want to be when you grew up?
- Which jobs do you think are the most prestigious?
- Would you be upset if your boss was a woman?
- Would you consider the military as a career choice? Why or why not?
- Would you consider yourself to be an ambitious person at work?
- Would you describe yourself as a workaholic?
- Would you like a job in which you traveled a lot?
- What steps are required from you to become a/an...?
- If money weren't a problem for you, which job would you prefer to have?
- How does money affect your decisions?
- How do your wants and desires affect your career options and goals?
- Is it common for people from our country to have one job for life?
- Would you like to have a management position?
- What are the pros and cons of being a manager?

Answer key

Part 1

Exercise 7.

Age of a child	Type of school	Type of education
3	Nursery, playground	Preschool education
4-7	Primary school	Primary education
7-11	Junior school	Primary education
11-16	Secondary school	Secondary education
16-18	University	Higher education

Exercise 15.

1. in, at
2. for
3. with
4. to
5. with, to
6. into
7. between
8. for

Exercise 21.

1. as
2. from, to
3. after
4. with
5. to
6. from
7. Over, in
8. of

Exercise 24.

1. T
2. T
3. T
4. F
5. T
6. F
7. F
8. F

Part 2

Exercise 1.

1. advertisement
2. apply
3. candidates
4. invites
5. attend
6. offers
7. accepts

Exercise 6.

1. applications
advertisement
2. applicant
3. resignation, employer
4. interview
5. applied, advertise
6. employment, resigned

Exercise 10.

1-D, 2-C, 3-A, 4-A, 5-C, 6-B, 7-A

Exercise 11.

1-D, 2-C, 3-E, 4-B, 5-A

Exercise 12.

1-D, 2-D, 3-B, 4-B, 5-D, 6-C

Exercise 13.

1 travels, 2 is, 3 needs, 4 dominates, 5 is, 6 sold, 7 was, 8 was, 9 happened, 10 went, 11 were, 12 believed, 13 had, 14 was, 15 has given, 16 is writing, 17 has written, 18 has had, 19 has been, 20 is

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Images

https://go.mail.ru/search_images

Университетская жизнь

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для бакалавров**

Института экономики и предпринимательства заочного отделения

Практикум

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