

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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АНГЛИЙСКИЙ ЯЗЫК

*Учебно-методический комплекс
для студентов агроэнергетического факультета
дневной формы обучения*

Модуль 5

Часть 1

Производственное общение

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Модуль 5 учебно-методического комплекса включает в себя упражнения, направленные на формирование умений и навыков профессионально-делового общения студентов. Цель обучения состоит в приобретении студентами коммуникативной компетенции, норм производственного и делового общения, правил речевого этикета. Уровень коммуникативной компетенции на отдельных этапах языковой подготовки позволяет практически использовать иностранный язык в профессиональной (производственной и научной) сфере для решения типичных производственных задач, а также в целях самообразования. Содержит комплекс упражнений тренировочной и коммуникативной направленности по тематике модуля, сведения теоретического характера и аутентичные тексты.

Модуль 5 составлен в соответствии с требованиями типовой учебной программы для высших учебных заведений по иностранному языку, утвержденной Министерством образования Республики Беларусь и предназначен для студентов второго курса агроэнергетического факультета БГАТУ.

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ВВЕДЕНИЕ

Главной целью обучения иностранному языку является формирование иноязычной коммуникативной компетенции специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

В русле современной образовательной идеологии иностранный язык рассматривается не только в качестве средства межкультурного общения, но и средства формирования личности как субъекта национальной и мировой культуры. Предполагается, что мировоззрение, включающее в себя ценности личности, общества, государства, а также более широкого сообщества (европейского, мирового), способствует большему взаимопониманию и сближению народов в современном поликультурном мире, а, следовательно, стабильности и устойчивости его развития.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная (КК) в единстве всех составляющих: – языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Языковая компетенция (ЯК) – совокупность языковых средств (фонетических, лексических, грамматических), а также правил их использования в коммуникативных целях.

Речевая компетенция (РК) – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция (СК) – совокупность знаний о национально-культурной специфике стран изучаемого языка и связанных с этим умений корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция (**КомпК**) – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

Учебно-познавательная компетенция (**УПК**) – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

В процессе социально-гуманитарной подготовки выпускник должен развить такие метапредметные компетенции (МПК), как владение методами системного и сравнительного анализа; сформированность критического мышления; умение работать в команде; владение навыками проектирования и прогнозирования; сформированность личностных качеств: самостоятельность, ответственность, организованность, целеустремленность, а также мотивационно-ценностные ориентации; умение учиться, постоянно повышать квалификацию.

В соответствии с целями и принципами социально-гуманитарной подготовки выпускник высшего учебного заведения при подготовке по образовательной программе первой ступени (специалист) должен приобрести следующие социально-личностные компетенции:

компетенции культурно-ценностной и личностной ориентации (ККЦЛО),

компетенции гражданственности и патриотизма (КГП),

компетенции социального взаимодействия (КСВ),

компетенции коммуникации (КК = ЯК + РК + СК + КомпК + УПК),

компетенции здоровьесбережения (КЗ),

компетенции самосовершенствования (КС).

В результате изучения дисциплины студент должен знать:

особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);

социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире;

историю и культуру стран изучаемого языка.

Студент должен уметь:
вести общение социокультурного и профессионального характера в объеме, предусмотренном настоящей программой;
читать и переводить литературу по специальности обучаемых (изучающее, ознакомительное, просмотровое и поисковое чтение);
письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;
составлять письменные документы, используя реквизиты делового письма, заполнять бланки на участие и т.п.;
понимать аутентичную иноязычную речь на слух в объеме программной тематики.

В соответствии с учебной программой по иностранному языку изучение дисциплины «Иностранный язык» рассчитано на 150 аудиторных часов.

Содержание учебного модуля 5 «**Производственное общение**» представлено в Таблице.

Тема модуля	Содержание	Кол-во час.	Формируемые компетенции
М-5. Производственное общение Студент должен: знать: правила речевого этикета; уметь: решать типичные производственные ситуации с использованием иностранного языка как средства общения в современном поликультурном мире, правильно использовать лексико-грамматические единицы в устной и письменной речи.	Типичные ситуации производственного общения. УСПС: Социокультурные нормы производственного общения. Профессиональная этика. Переговоры. УСПС: Переговоры. Соглашения.	30	КК МПК КГП КСВ КЗ КС

УМК составлен в соответствии с требованиями Типовой учебной программы для высших учебных заведений по иностранному языку, утвержденной Министерством образования РБ. В основу структурирования содержания учебного материала положен принцип модульного подхода, который предполагает разбивку учебного материала на относительно самостоятельные модули (разделы) курса.

Модуль 5 учебно-методического комплекса включает в себя упражнения, направленные на формирование умений и навыков профессионально-делового общения студентов. Цель обучения состоит в приобретении студентами коммуникативной компетенции, норм производственного и делового общения, правил речевого этикета. Уровень коммуникативной компетенции на отдельных этапах языковой подготовки позволяет практически использовать иностранный язык в профессиональной (производственной и научной) сфере для решения типичных производственных задач, а также в целях самообразования.

Содержит сведения теоретического характера, аутентичные тексты и комплекс упражнений, как тренировочной, так и коммуникативной направленности по тематике модуля.

Предназначен для студентов второго курса агроэнергетического факультета БГАТУ.

МОДУЛЬ 5 ПРОИЗВОДСТВЕННОЕ ОБЩЕНИЕ

5.1 ТИПИЧНЫЕ СИТУАЦИИ ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ

5.1.1 Work and employment

Vocabulary

Read and translate the following words into Russian

<i>career</i>	<i>work</i>	<i>(the)</i>	<i>resignation</i>	<i>profit</i>
<i>job</i>	<i>employment</i>	<i>unemployed</i>	<i>to earn/</i>	<i>raise</i>
<i>occupation</i>	<i>employer</i>	<i>unemployment</i>	<i>make money</i>	<i>(AmE)</i>
<i>profession</i>	<i>employee</i>	<i>to dismiss/ to</i>	<i>income</i>	<i>rise</i>
<i>trade</i>	<i>to employ</i>	<i>sack</i>	<i>promotion</i>	<i>(BrE)</i>
		<i>to retire</i>	<i>to promote</i>	<i>salary</i>
		<i>to resign</i>		<i>wages</i>

Vocabulary exercises

**Ex. 1 Match the words in the box with their definitions.
Use a dictionary if necessary.**

profession	rise/ raise	work	career
job	occupation	promotion	trade

- something you do to earn your living; employment;
- a position of duty, employment or trust to which one is assigned or appointed; a more formal word for a particular job;
- a job that needs special training/education;
- a job or profession which you mean to follow all your life;

- e) way of making a living esp. a handicraft;
- f) activity undertaken in return for payment; employment; a job; a place where one is employed;
- g) advancement in position or rank;
- h) an increase in salary or wages;

Ex. 2 Say in one word using the focus vocabulary.

- a person who is employed
- money that an employee receives for his/ her work
- to appoint a person for a job
- money paid for manual work
- money that someone is paid for their job each month, especially when they have a professional job
- to leave one's job or position

Ex.3 Complete each sentence by using a word from the box.

employ	employer	employee
unemployed	employment	unemployment

1. We are ... a new engineer from November 1.
2. He is ... at present and is job hunting.
3. We were ... to do some seasonal job.
4. My ... wouldn't like me to be late.
5. Office ... are called white-collar workers.
6. Being a housewife is full-time
7. ... is a major social problem.
8. The ... are on the dole in Great Britain.

Ex. 4 Here are some professions (jobs that require considerable training and/or qualifications) and trades (skilled manual jobs requiring on-the-job and other training) and unskilled jobs. Arrange them in the appropriate groups.

Lawyer, dentist, mechanic, barber, architect, priest, farmer, police officer, vet, librarian, refuse collector, accountant, engineer, scientist, chef, firefighter, civil servant, tailor, designer, builder, carpenter, plumber, electrician, cleaner.

5.1.2 Planning a career

Pre-reading task

I. Work in pairs and answer the questions.

1. Is planning a career necessary?
2. Where would you like to begin your career?
3. What helps to make one's career?

II. Study the following words from the text.

- Primarily (adv)** – главным образом; прежде всего
- to satisfy (v)** – удовлетворять; соответствовать, отвечать
- satisfaction(n)*
- commitment(n)** – вручение, передача; обязательство
- field(n)** – поле; область, сфера деятельности
- range of fields*
- scarce(adv)** – недостаточный; редкий
- to secure(v)** –гарантировать, обеспечивать

Reading

Planning a Career

Having a job and having a career are two very different things. A job is something you do to make money. You may enjoy the job, work hard at it and do well, but you are primarily doing it for the money to satisfy your other interests outside of the work environment. A career is something that integrates your desires and interests so that it gives you satisfaction above and beyond the money you make. To have a career means commitment and development but first of all planning. This process can begin at any age. For some people it starts when they are small children and visit mom or dad at their place of work. For others it can come later through the inspiration of a teacher or exposure to a wider range of fields.

It is up to each individual to decide whether a job or career is best for them. People may share the same talent and interest but other aspects of their personality will dictate which direction to go with that interest. For example,

one guitar player may decide to plan a career as a professional musician. Another may decide that the financial insecurity is too much for him, get a regular job and satisfy his musical interests in his free time.

Whether you decide to get a job or plan a career, the job market today is quite different from that of your parents. Now, there are no guarantees upon graduation for young people after university, institute or school, and available jobs are scarce and difficult to secure. The young person in today's Belarus faces a very competitive job market.

What do the new dynamics of the Belarusian job market mean for young people? First, if they have decided they want a career, they must start early in their academic life to plan and take steps to develop their professional careers. Second, in addition to a suitable background for a desired career, creativity, self-promotion and preparation are absolutely vital for any sort of success in the job search. Last, students must develop confidence in themselves and recognize the power that each of them has to take control of their future and shape it in a way that is best for them.

Comprehension

I. Answer the questions.

1. Are having a job and having a career the same things?
2. What is the difference between a job and a career?
3. When does the process of planning a career start?
4. How to choose what is better a job or a career?
5. Is the job market today the same or different from that of your parents? Why?
6. What kind of market do young people face after graduating from university?
7. What do the new dynamics of the Belarusian job market mean for young people?

II. Read the text and say if you agree or disagree with the following statements.

1. Having a job and having a career are two very different things.
2. A job gives you satisfaction above and beyond the money you make.
3. Planning a career can begin at any age.
4. The choice of a career doesn't only depend on a person's talents and interests.

5. To face a competitive job market is to have no guarantees for getting a job.

6. To take control of the future and to be well-prepared for the challenges of the job market, one should take several very important steps.

7. Creativity, self-promotion and preparation are necessary for any sort of success in the job search.

III. Match the words from the text and the definitions given below.

1. To combine desires and interests
2. The changes of the job market
3. Obligation
4. Education environment
5. Self-encouragement
6. Progress through life (career)
7. A situation in which you have to compete for a job
8. Jobs that may be obtained

IV. Look through the text once again and make a logical plan of it. Using the plan retell the text.

5.2 ТИПИЧНЫЕ СИТУАЦИИ ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ

5.2.1 Why people work

Pre-reading task

Work in pairs. In your exercise-books write as many reasons why people work as you can. Compare your information with your group-mates.

Reading.

Read the text. Do you have the same reasons as in the text?

Why People Work

Have you ever asked yourself what you are working for? If you have ever had the time to consider this question, or put it to others, you might well have heard some or all of the following. "It's the money of course," some say with a smile, as if explaining something to a small child. Or it's

the satisfaction of a job well done, the sense of achievement behind the clinching of an important deal. I worked as a bus conductor once, and I can't say I felt the same as I staggered along the swaying aisle trying to sell tickets without falling into someone's lap. It's the company of other people perhaps, but if that is the case, what about farmers? Is it the conversation in the farmyard that keeps them captivated by the job? "Work is power and a sense of status," say those who have either attained these elusive goals, or feel distressed that nobody has yet recognized their leadership qualities. Or we can blame it all on someone else, the family or the taxman. I suspect, and I say this under my breath that most of us work rather as Mr. Micawber¹ lived, hoping for something to turn up. We'll win the lottery, and tell the boss what we really think. We'll scrape together the money and open that little shop we always dreamed of, or go around the world, or spend more time in the garden. One day we'll get that promotion we deserve, but until then at least we have something to do. And we are so busy doing it that we won't have time to wonder why.

Reading for information.

Now read the text more carefully and answer the questions.
Comprehension

I. Answer the questions.

1. Why do you think people don't usually ask themselves about their reasons for work?
2. What reasons for work are given in the passage?
3. Do you think they are serious?
4. Who can say that work is power?
5. Does the author of the passage agree with the opinions he presents in the passage? Why?
6. What other reasons for working can you think of?

¹ Mr. Micawber is a character in Charles Dickens' novel *David Copperfield*. He is a gay, charming and sociable person, but is very impractical and thoughtless in his relations with the family and is finally imprisoned for his debts.

II. Give the English equivalents of the following word combinations.

запрещенный вопрос, завершение важной сделки, быть увлеченным работой, осознание своего положения, достигать призрачные цели, признавать чье-то лидерство, огорчаться, говорить очень тихо, подвернуться, выиграть в тотализаторе, наскрести, получить повышение по службе

III. Work in small groups. Ask your partners these questions:

1. People who work often say that students have an easy time. Do you agree?
2. What is the most difficult job you can imagine?
3. What is the most unpleasant job you can imagine?
4. What is the most pleasant job you can imagine?

IV. Work in pairs. Discuss the following questions.

1. What is your idea of a good job?
2. Have you ever had a job you didn't like? What happened?

5.3 ТИПИЧНЫЕ СИТУАЦИИ ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ. APPLYING FOR A JOB

5.3.1 Writing a letter of application

Vocabulary

Read and translate the following words into Russian

To advertise
advertisement
to apply
application
appointment
choice

Curriculum Vitae [vi.tai] - CV(BrE)

Resume (AmE) ['rezjumei]

job description

job-hunter
offer
opening
redundant
redundancy
vacancy
applicant
to fill out/in an applicant form
to hire
a letter of application
list of reference
to be highly/well-paid
to make/create an impression
to be well-suited for the job
to be promoted
to master the necessary skills
to be competent at work
to fill a vacancy
there is no chance for advancement
to want to change one's position
to work for a firm
to get valuable experience and training
good/bad working condition

Vocabulary exercises

Ex.1 Translate the following sentences into Russian paying attention to the words in bold type

1. The new contact will enable us **to employ** about 50 extra people.
2. I wrote **five applications for jobs** but didn't get a single reply.
3. Anyone under thirty need not **apply**.
4. He is **earning a fortune** as a consultant engineer.
5. They both work, but he is **the main breadwinner**.
6. We've had two **retirements** in our office this year.
7. He **resigned his post** because he had been offered a better **job**.
8. In Great Britain women **retire at 60** and men **retire at 65**. At this age they are allowed **to receive the state retirement pension**.

9. His **engineering experience** gave him a **big advantage** over the other **applicants** for the job.

10. The young electrical engineer **was promoted** to the chief electrical engineer.

11. We will need **to have references** from your **former employers**.

12. We still have **vacancies** for drivers but all the other positions **have been filled**.

Ex.2 a) Match the following verbs in column A with nouns in column B. Use articles or pronouns where necessary.

A.	B.
To apply for	work
To be at	job
To offer	career
To hunt for	post
To fill	vacancy
To advertise for	position
To choose	sack
To interview for	application form
To dismiss from	
To hold	
To lose	
To get	

b) Make up sentences of your own using these word combinations

Pre-reading task

The movement to employment can be a difficult one. Applicants need to get ready and even have support in preparing applications for paid employment. You will now learn how to avoid mistakes, and mind that that crucial part works for the success of applying for a job.

1. Work in four groups.

a) Read and discuss the following tips of writing a letter of application.

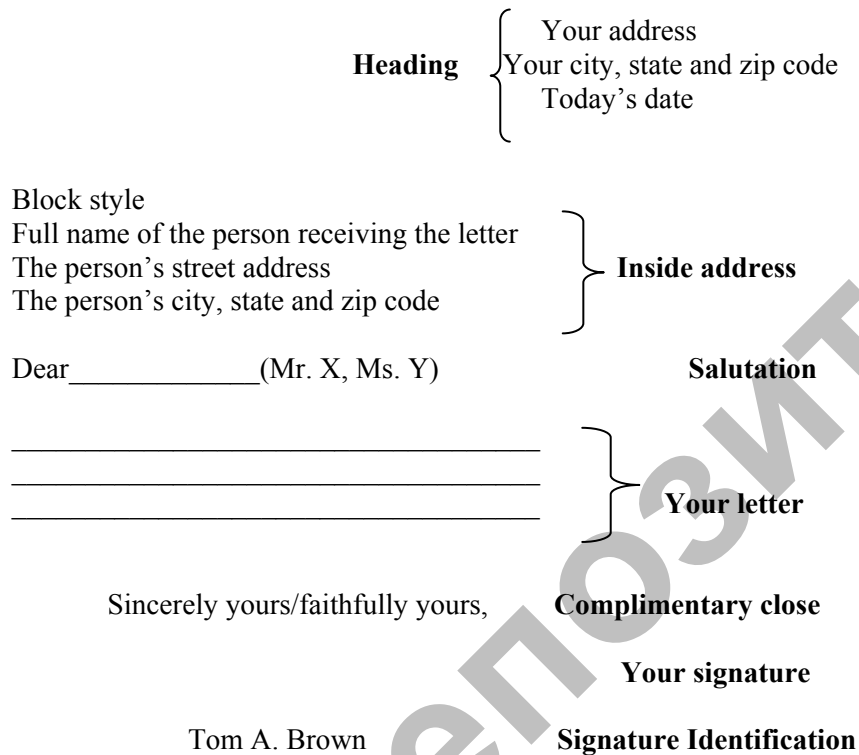
b) Should we use these recommendations while writing to a pen friend?

Applying by a letter

- a) Remember that first impressions are important.
- b) Write clearly and neatly on good notepaper, unlined if possible.
- c) Check for spelling mistakes. Use a dictionary if you are not sure of a word.
- d) Describe yourself, your qualifications and your experience clearly.
- e) If the advertisement asks you to write for an application form, you will not need to give detailed information in your letter.
- f) Address the letter and the envelope clearly.

2. Study the form of the letter of application.

Do you have the same form in your country?



Reading

You will read about writing a letter of application

Reading and vocabulary

1. Read the text quite quickly. Find fifteen words (not more) that you don't know, and check them in your dictionary.
2. Compare with the partner the fifteen words you each looked up.

Writing a letter of application

Letters of application may be the most important letters that you ever write. If you are applying for an award, for admission to a special program, or for a job, your letter may change your life.

1. Make the letter appealing. Courtesy and clearness are all you need for inquiries, orders, and complaints, but the application letter is essentially a sales letter.

a. Think first of the viewpoint of your prospective readers. They will be interested in what you may be able to contribute to the field, not in your purely personal considerations. You are "selling" your skills, not yourself.

"Because of my long interest in popular music and because I have been taking piano lessons for the past three years, I believe I can be useful in your record store" is more likely to appeal to the store owner than "I want to work for you because I would like a discount on buying records" or "because my best friend works in the coffee shop across the street and can give me a ride".

b. Do not be too modest/too boastful. The door-to-door salesman who asked "You don't want to buy some magazines, do you?" may have got a few orders out of pity, but he didn't get fat on commissions. Never begin with such expressions as "I know nothing about your program". In an application letter, put your best foot foremost and keep the other safely out of sight.

At the same time a statement like "I have always outranked every other student in my class" may be perfectly true, but it is likely to antagonize. Leave such information for others to supply in the letters of recommendation they write for you.

c. Do not sound superior to whatever you are applying for. No reader was ever won by such remarks as "I am willing to work in your program until I can find one that suits me better," "My experience has been in college with more prestige than yours", or "I am looking for a job only because of recent financial problem in my family".

d. Try to make your letter stand out favorably from others. Your prospective readers may receive dozens or even hundreds of letters from qualified persons, and you must try to make them notice yours. But do not mistake mere freakishness for individuality. Your letter of application should be serious and dignified, without any of the extra devices often used in other types of sales letters.

2. The content of your letter of application will normally fall into five main sections: introduction, personal data, qualifications, list of references, and conclusion.

a. Your introduction will depend on your particular situation. If you are answering an advertisement or announcement, begin with a reference to it. If you learned indirectly of the award, program, or job opening, mention how you learned of it. If you have no definite knowledge of an opening but are hopeful that one may develop, begin with some mention of your reasons for applying to the particular awards committee, college, or firm to whom you are writing.

b. Give the personal data relevant to the situation — a list of objective facts about yourself, such as your age, sex, marital status, and any other items, such as health, citizenship, or religion, that may be pertinent.

c. Give the qualifications that fit you for whatever you are applying for: your education, experience interest, aptitudes.

d. List your references — the names, official positions, and addresses of the people best qualified to recommend you, as to both character and ability. Experience and references from previous employers are always important. Since you are a student, your education, with specific references to relevant courses, and recommendation from faculty members who know you well will probably be your chief assets.

e. Conclude your letter of application with something to ensure a reply: a request for an interview; a reminder that you have enclosed a stamped, self-addressed envelope for your reader's convenience; an indication that you hope for an early reply.

Reading for information

Now read the text more carefully and answer the questions.

Comprehension

I. Answer the questions.

1. Why are letters of application considered as the most important letters that you ever write?

2. What is necessary to make your letter appealing?
3. How do you understand the phrase: “In an application letter, put your best foot foremost and keep the other safely out of sight”?
4. Will the content of your letter of application normally fall into five or four main sections?
5. What are the main parts of the letter of application?
6. What information is given in the introduction?
7. Where should you write your personal data?
8. What is written in the part called “qualifications”?
9. Why is it important to give the list of references?
10. What should be written in the conclusion?

II. 1) See some examples of a letter of application.

Letter 1

6 Carlswood Street
Redhill
Surrey
Tel.: Redhill 62196
17 September 2005

Mrs. Cynthia Dryden
44 Randolph Square
London EC1 4BE

Dear Mrs. Dryden,

I would like to apply for the post of personal assistant / secretary advertised in today's Guardian.

As you can see from my curriculum vitae, I have had six years' experience as a personal secretary. Five of these have been in films and television and I am particularly keen to continue working in this industry.

I enclose my curriculum vitae and will be available for interview any day after 21 September and able to take up a new appointment from 1 October.

I look forward to your reply.

Yours sincerely,

Tom Brown

Letter 2

John Black saw this announcement in the newspaper and wrote a letter to apply for the job:

JOURNALIST/EDITORIAL ASST. Leading New York newspaper seeks trainee for Int'l News Division. B.A. (preferably in journalism) required; college newspaper experience desirable. Possibility to travel. Excellent benefits. Send resume to publisher, P.O. Box 720, New York, New York 10073.

1320 Mckinley Drive
Lawrence, Kansas 66044
February 19, 2008

Publisher
P.O. Box 720
New York, New York 10073

Dear Sir/Madam:

I am writing in response to your announcement concerning an opening for a trainee in the International News Division of your newspaper.

Enclosed please find a copy of my resume. As you can see, I have travelled extensively in Latin America, Europe and the Middle East. At the present time, I am studying journalism at the University of Kansas. I will have completed my studies by June of this year and would be able to begin work immediately thereafter. I am especially interested in international reporting and would be very happy to have the opportunity to work for your prestigious newspaper.

If you wish to schedule a personal interview, I will be glad to go to New York at your convenience.

My phone number is (913) 573-5298.

Sincerely yours,

John S. Black

2) You have read two letters of application. Answer the following questions:

- a) Has the outline of the body of the letter been followed?
- b) Have the applicants stated why they are writing the letter?
- c) Are there enough facts that qualify them for the job advertised?

d) How can the employer obtain more information about the applicants?

III. Write a letter of 120-180 words applying for the job advertised below. (Make sure your letter is laid out in the appropriate style with your address at the top, today's date in the right place, remember to use the correct form for a business-letter heading, greeting, and closing)

1. TEMPORARY HOTEL RECEPTIONIST

Pleasant medium-size hotel in the heart of Cambridge seeks young person with pleasant personality to assist in reception office.

Previous experience is an advantage but not essential. Knowledge of at least one foreign language required. Good pay for someone who can work sensibly and cheerfully in our team. Apply in writing to

College Hotel, King's Parade, Cambridge.

2. We are looking for a person between the age of 30-35 who is enthusiastic and who has the following qualifications: typing degree, shorthand, word-processing. Very comfortable and convenient working conditions. Hours of work are negotiable (flexi time). Salary is dependent on qualifications but will be reviewed after a six-month period. Prospects for promotion are very good.

If you feel you have the necessary experience and enthusiasm for this job, please, contact: the Manager, International Language School, tel.:616-1490

5.4 ТИПИЧНЫЕ СИТУАЦИИ

ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ. APPLYING FOR A JOB

5.4.1 Writing a Curriculum Vitae (Resume)

Pre-reading task

1. Do you know what a Curriculum Vitae is?

Have you ever written a CV?

Where can a CV be used?

2. Check in your dictionary that you understand the following words:

To queue up (v)	to lay out (v)
heading (n)	computer literacy
sub-heading (n)	to tailor (v)
concise (adj)	omission (n)
neat (adj)	

Reading for information

Now read the text attentively and do the tasks that follow it.

Writing a Curriculum Vitae (Resume)

It's very well having a brilliant education. Now you must sell yourself on paper so they'll be queuing up to interview you.

CV ('curriculum vitae' or 'resume') is a separate unit listing the objective, or factual, information (personal data, qualifications, references). Here the information can be neatly and clearly arranged under suitable headings and sub-headings that readers can consult easily and quickly. A big advantage of the resume is that you can photocopy it, thus saving time.

CV is essential if you're applying for a new job or for promotion within your own company, or even to register as a delegate at a conference. Some information might be given in your CV, some in your letter of application - and perhaps some on a Supplementary Information sheet (giving information relevant to the particular job you're applying for). There are no fixed international rules about this: different countries have different practices.

How to make your CV winning....

1. Be concise, factual and neat. Keep your CV to one page, typed.
2. Lay out your CV chronologically. Some employers prefer reverse chronology when looking at a candidate's work history: this is up to you.
3. Put your name in bold type so it stands out.
4. Extra skills such as languages, computer literacy and secretarial skills are important but always be honest. Don't claim fluency in English if you only scraped through your TOEFL.
5. Put dates in full.
6. Your employer will get a mental picture of you from your CV - think carefully about the image you are creating.

7. Your CV should be flexible; make sure that you tailor it according to the specifications of each job.

8. Never use the pronoun «I». Instead use action words such as «involved», «built», «organized», «achieved», «completed».

9. Ask someone else to read your CV through carefully to check for spelling mistakes and omissions. Just one letter is enough to give prospective employers a terrible impression.

10. Whatever your experience, you must dress it up to make sound important. Use it to your advantage.

Comprehension

I. Say if the following sentences are true or false.

1. Resume contains information only about qualifications.
2. Resume can be photocopied.
3. CV is unnecessary if you register as a delegate at a conference or if you're applying for a new job.
4. All the information about an employee must be given in the letter of application.
5. It is not necessary to type your CV.
6. All the information in your CV should be in chronological order.
7. Put your name in block letters so it stands out.
8. You should omit such words as «involved», «built», «organized», «achieved», «completed».
9. To avoid spelling mistakes and omissions ask someone else to read your CV through carefully.

II. Here are some answers. What are the questions?

1. CV is a separate unit listing personal data, qualifications, and references.
2. Because readers can consult easily and quickly.
3. CV is essential if you're applying for a new job or for promotion within your own company, or even to register as a delegate at a conference.
4. No, there aren't. There are no fixed international rules about this.
5. Put your name in bold type so it stands out.

III. The following are typical expressions found in forms. Match an expression on the left with a question on the right.

First name	Are you married or single?
Surname	What do you do in your free time?
Date of Birth	What's your phone number?
Place of Birth	What's your first name?
Permanent Address	What do you do?
Marital Status	Where were you born?
Occupation	When were you born?
Qualifications	What's your family name?
Hobbies/Interests	What degrees, diplomas, certificates, etc. do you have?
Tel. no.	Where do you live?

IV. Study the following forms of a resume and pick one to write your own CV.

Resume

Personal

Name: Kay Raddatz
 Home address: 286 Oak Street, Moulton, Ohio 43786
 Age 30 Nationality: American
 Height: 6'5" Marital status: married
 Weight: 130 lbs. Health: excellent

Education

Moulton High School graduate, February, 1990
 6 months in Wahl Business College, Moulton, 1990
 B.S., Flanham College (expected in June, 1994)
 Major in linguistics and psychology Minor in languages
 General courses: English, history, mathematics, physics, chemistry, psychology, sociology

Special courses: meteorology, navigation, engineering, drawing, service and operation of aircraft

Activities

Airways Club (vice-president)
 Dramatic Society (parts in three major productions)
 Science Club (program chairman, 1 year)

Experience

Secretary to director of personnel, Ames Aircraft Corporation, Benzie, Illinois (1 year)
 Student assistant to head of Sarah Black Residence Hall, Flanham College (2 years, part-time)

References

Dr. Ernest Beers, Head of Psychology Department, Flanham College
 Mr. Ted Houston, Manager, Hoadley Airport, Danvers, Iowa 51092

Curriculum Vitae

Name

SARA ELIZABETH LACEY

Address

23 Hill Rise
 Horsforth
 Leeds LDS 2PF

Telephone

0532 69143

Date of Birth

6 August 1972

Education 1981-1990 GCSEs

Southborough High School
 English language, English literature, Textiles, History, Biology, French, Maths

A levels	Economics, Sociology, French
1991-1994 Degree	Nottingham University BA English and Sociology
Languages	Fluent French
Computing skills	WordPerfect, Word for Windows
Interests	Cinema, travel, working with children and mentally handicapped. Netball, climbing
References	Available on request

5.5 СОЦИОКУЛЬТУРНЫЕ НОРМЫ ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ.

5.5.1 Job interview

You are going to read an article containing some pieces of advice for those who are going to have their first job interview.

Pre-reading task

1. Work in small groups. Write as many pieces of advice as you can to your friend who is about to attend his or her first job interview. Compare this information with your group mates.

2. Check in your dictionary that you understand the following words:

to build up a relationship; to feel at ease; in particular; to assess fairly; topics of mutual interest; an attribute; to present a positive image; to encourage individuality; a suit with complementary; to slouch; a memorized speech; to spring a "favorite"; to do (prepare) in advance; strong points; extracurricular activities; to put through uncomfortable ordeal.

Reading.

I. Read the first part of text attentively and answer the questions that follow it.

Job Interview

Part I

Interviews may be carried out in a one-to-one situation; or a group of interviewers may interview a single candidate; or a single interviewer may interview a group of candidates. Each type of interview has its advantages and disadvantages.

The one-to-one interview is the most common. It has the advantages of being the most natural situation. It is easier to build up a relationship with the candidate; he will feel at ease and will answer questions more fully and more naturally. In this way the interviewer is likely to find out a good deal about the candidate. In particular he will be in a good position to find out whether or not he would want the candidate to work with him or under him. These advantages carry with them certain disadvantages. The interviewer may be so strongly affected by his own positive or negative feelings that he is unable to assess the candidate fairly. The interview may be so relaxed that the interviewer 'forgets' to explore certain areas; it may turn into a conversation about topics of mutual interest. The candidate himself or the interviewer's organization are likely to feel that the procedure is somewhat unfair; a prospective employee ought not to be accepted or rejected on the basis of an interview with just one person. And, of course, unless the interviewer is highly skilled, the candidate and the organization are right – because the best people are not necessarily going to be selected.

1. What is the most usual type of interview?
2. What is its general advantage?
3. What can the interviewer find out particularly well?
4. What happens when the interviewer gets too relaxed?
5. Why might some people think this type of interview is unfair?
6. How are interviews carried out in your country?
7. Do you think you could be a fair interviewer yourself?

II. Read the second part of text attentively. Do the pieces of advice given in the text coincide with yours?

Part II

How you dress and act during an interview can be as important in creating an impression as what you have to say. Every employee becomes an individual representative of the organization. That's why employers prefer to hire men and women whose appearance and overall behavior present a positive image.

Dress in good taste. While many employers encourage individuality, let basic good taste determine how you dress for an interview. For men, this might mean a suit with complementary - rather than contrasting - accessories. Women should select fashions appropriate to the occasion, wear accessories in quiet good taste, and use cosmetics sparingly. Head-to-foot cleanliness and neatness will also help to create a good first impression.

Don't worry about being nervous. That's normal, and the interviewer will expect it. But you might wish to dry a damp brow or clammy hand just before you meet your interviewer. Once inside the room, try to relax - but don't slouch. Don't smoke unless invited to do so - or, if it relaxes you, ask permission. Don't chew gum!

Know your interviewer's name. Greet your interviewer by name when you meet, and when you take your leave after the interview. If the name looks difficult, ask an office staff member how to pronounce it.

Be yourself. Remember that the interviewer wants to get to know something about you, not hear a memorized speech. Answer questions as fully as you wish; don't just respond with a yes or no.

Emphasize your goals and strong points. This may alert an interviewer to an attribute that didn't show up on your resume.

Be honest. Any effort to cover up or withhold the full truth probably will be discovered. Furthermore, you may only be kidding yourself. If you aren't interested in an employer's line of work or don't like something else about the organization, you might as well say so from the start. You probably wouldn't be happy working there even if you got the job.

Be ready for a few unexpected questions. Some interviewers have a "favorite" or two they like to spring. Something like, "What can I do for you?" or "Why are you interested in working for us?"

Don't be afraid to ask questions. You might wish to prepare one or two in advance. These shouldn't deal with basic facts about the employer, because you should have checked them out beforehand. But a good question can indicate interest in the organization. You might wish to ask a question that stresses one of your strong points, like: "Would you like to hear about my extracurricular activities?", or "... my summer jobs?"

Be prepared! There are ways you can prepare yourself for interviewing. Your college placement office is experienced in acquainting students with basic interviewing techniques and may have audiovisual aids that will assist you. Discussing your experience with friends can be helpful, but watch out! They're not you.

As you prepare for the interview process, remember one thing. The purpose of an interview is not to intimidate you or to put you through an uncomfortable ordeal. It's to find a man or woman who has something to offer an organization, and to interest that person in working for that employer.

The interview is the most efficient way — in a relatively short time - for you and the representative of an employer to get to know each other. Interviewers wouldn't be meeting with you if they weren't interested in the possibility of hiring you.

Like everyone else, you have attributes that will make you a valuable employee. Evaluate yourself honestly. Have confidence in your abilities and you may be surprised to learn that an interview can be a valuable — and enjoyable — experience.

Comprehension

I. Answer the questions.

1. Why is it important to know all about the company for which you want to work before you go for an interview?
2. What is the purpose of the interview?
3. How should you dress to present a positive image?
4. What is "to act properly in an interview"?
5. Are the interviewers usually interested in the possibility of hiring you?
6. Why is it important to emphasize your strong points and goals?
7. Is an interview a big day in your life?

II. Make a list of things you should do before you come to the interview and a list of things you shouldn't do during the interview.

III. Comment on the statements.

1. The more prepared for the interview you are the better, because being ready will help you overcome any feeling of panic and anxiety that may develop.

2. The purpose of the interview is to find the right person to the job and to make him or her interested in working for the employer.

3. Job hunting is a serious business, though sometimes it is like playing a game which you can't play without knowing its rules.

Speaking

I. Imagine that your friend is about to attend his or her first job interview. Describe which of these pieces of advice are DOS and which are DON'TS.

1. Find out as much information as you can about the job and the company.

2. Arrive early for the interview.

3. Make a list of reasons why you are suitable for the job.

4. Have something to eat before you go to the interview.

5. Have a drink before the interview.

6. Take all your certificates and letters of recommendation with you.

7. Admit your ignorance if you don't know about the technical aspects of the job.

8. Show your best side only.

9. Shake hands with the interviewer.

10. Tell the interviewer about your shortcomings.

11. Ask about the pay you'll get if you are successful.

II. Work in small groups. Here is some advice that might be given to an inexperienced interviewer. Which of the points do you agree with entirely or partly? Give your reasons.

1. Make sure you are not interrupted or phoned during the interview.

2. Read the candidate's CV and application letter before the interview begins.

3. Ask the candidate to explain why he or she keeps changing jobs.

4. Make sure you have a clear picture of the scope of the job.

5. Ask each candidate the same questions.

6. Decide on a maximum of four key qualities required for the job.

7. Make sure the candidate has an uncomfortable low chair.

8. Ask the candidate about his political and religious beliefs.

9. Only trust a candidate who looks you straight in the face.

10. Trust your first impressions.

11. Never let the candidate feel relaxed.

12. Avoid talking too much yourself.

13. Avoid open questions that can be answered Yes or No.

14. Find out the candidate's opinions on a variety of topics.

15. Encourage the candidate to ask you about fringe benefits, the pension scheme and promotion prospects.

16. Tell the candidate about the status of the job and its terms and conditions.

17. Interview groups of candidates, rather than one by one.

18. Tell the candidate when he or she may expect to hear your decision.

5.6 РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ К УСРС

**ТЕМА УСРС: СОЦИОКУЛЬТУРНЫЕ НОРМЫ
ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ.**

ФОРМА КОНТРОЛЯ: ДОКЛАД

Внимательно изучите лексический материал занятия 5.5 СОЦИОКУЛЬТУРНЫЕ НОРМЫ ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ.

Подготовьте доклад на одну из тем:

1. How to make your job interview winning

2. Advantages and disadvantages of different types of interview.

3. Your first interview.

4. How to handle difficult questions.

5. How to shine at a job interview.

Предложенные темы носят рекомендательный характер и могут быть изменены или дополнены по усмотрению студентов и/или преподавателя.

ПЕРЕЧЕНЬ КОМПЬЮТЕРНЫХ СРЕДСТВ ОБУЧЕНИЯ,
РЕКОМЕНДУЕМЫХ СТУДЕНТАМ ПРИ ПОДГОТОВКЕ К УСРС

Вид	Наименование программного продукта	Назначение
Компьютерные программы	«English Platinum». ТОО «Мультимедиа Технологии».	обучающая программа
	«Профессор Хиггинс. Английский без акцента!». НПЦ «Istrasoft».	обучающая программа
	ЕВС (English Business Contracts). ТОО «Медиахаус».	обучающая программа
Интернет-сайты	http://moodle.batu.edu.by	сайт самоконтроля и проверки уровня знаний
	www.wikipedia.org (английский язык)	энциклопедия
	www.britanica.org	энциклопедия
	www.englishclub.net	обучающие тесты
	http://www.dailyesl.com	информационные сайты для самостоятельной работы, самообразования
	www.globalenvision.org	
	www.Irs.ed.uiuc.edu/Impact/	
	http://www.ezslang.com/	
http://iteslj.org/questions/		

5.7 СОЦИОКУЛЬТУРНЫЕ НОРМЫ
ПРОИЗВОДСТВЕННОГО ОБЩЕНИЯ.

5.7.1 John's interview

Pre-reading task

I. Study the following words from the text.

to schedule – составлять/включать (в расписание); назначать, намечать, планировать
in regard to – относительно, в отношении
editorial board – редакционная коллегия
affair(s) – дело; дела, занятия
proofreading – читка корректуры
assignment – назначение; распределение; задание
to notify – извещать, уведомлять

II. Translate the following sentences into Russian paying attention to the words in bold type. Consult a dictionary if necessary.

1. A meeting **had been scheduled** for that day.
2. He wrote **to notify** me that the cheque had arrived.
3. My upbringing was fairly strict **in regard to** obedience and truthfulness.
4. I'd like to introduce you to the other members of our **editorial board**.
5. Have you done your home **assignment** yet?
6. The wedding was a quiet **affair**.
7. I'm busy with **proofreading** at the moment.

Reading.

Now read the dialogues attentively and do the tasks that follow them.

An appointment for a job interview

John: Hello.

Mrs. White: Hello. Could I speak with John Brown, please?

John: This is John Brown.

Mrs. White: Good afternoon, Mr. Brown. This is Mrs. White calling from the New York News-Tribune. We would like to schedule an interview with you in regard to the position for which you have applied.

John: Certainly, Mrs. White. When would it be convenient for you?

Mrs. White: Could you come to New York next Tuesday, February 26 and meet with us at 2.30 in the afternoon?

John: Yes, that will be fine. What's the address?

Mrs. White: The New York News-Tribune Building is on the northwest corner of the 42nd Street and 13th Avenue. My office is on the 35th floor. We will look forward to seeing you then.

John: I'll be there. Thank you very much for calling. I'll see you next Tuesday.

Mrs. White: You are welcome. Good bye.

John: Good-bye.

The Job Interview

John: Good afternoon. I'm John Brown. I have an appointment for an interview at 2.30.

Secretary: Yes, Mr. Brown. They are waiting for you. Would you come this way, please?

Secretary: Mrs. White, this is Mr. Brown.

Mrs. White: It's a pleasure to meet you, Mr. Brown. Please, take a seat.

John: Thank you. I'm sorry I'm late; my flight was delayed.

Mrs. White: That's all right. We were afraid you might have gotten lost. I'd like to introduce you to the other members of our editorial board. This is Matthew Danko, our news editor, and Ann Wen, of the international staff.

John: I'm very pleased to meet you.

Mr. Danko: I see you've had some newspaper experience in college, John. Could you tell us a little bit about that?

John: Yes, sir. I've worked on the school paper for three years. Right now, I'm the managing editor, and I write an article or two for each issue. I've also taken several journalism courses at the University of Kansas.

Mrs. White: When do you expect to graduate?

John: I hope to finish in June. Actually I would have finished last year, but I took a semester off and travelled around Europe and the Middle East. I wanted to see for myself what things were like.

Mr. Danko: That wasn't a bad idea. Did the trip influence your desire to become a reporter?

John: It certainly did! I've always been interested in world affairs, and now I realize how important it is to have clear and accurate news reports from foreign countries.

Ms Wen: That's true. Have you published anything about your international experiences?

John: I'm writing a series of articles on the Middle East situation now. We will have published ten articles by the end of the semester.

Mr. Danko: Do you have any of those articles with you?

John: No, I don't. I should have brought them, but didn't think of it. If you want me to, I'll send them to you.

Ms Wen: Yes, we would like to see them. Do you have questions for us, John?

John: Well, could you tell me what kind of work would be involved in this job?

Ms Wen: For the first year or so, it would be learning how the News-Tribune operates - proofreading, reporting, writing. Later on there could be a foreign assignment.

John: What about benefits?

Mrs. White: Two weeks' vacation, full medical coverage, and an excellent pension plan. Our personnel department will tell you more.

John: That sounds perfect. When will I know your decision?

Mrs. White: We have about twenty more people to interview for the position this week. We should be able to notify you by the middle of March.

John: I'll be waiting to hear from you.

Mrs. White: Thank you for coming, John.

John: Thank you.

Comprehension

I. Answer the questions.

1. Why did Mrs. White phone John?
2. Did she schedule an interview on February, 27 at 3.00 in the afternoon?
3. Why was John late for the interview?
4. How many people interviewed him? Was it a one-to-one interview?
5. Did John have any paper experience in college?
6. Has he graduated from the university yet?

7. What is he doing now?
8. What kind of work would be involved in the job he has applied?
9. What benefits will he have?
10. Will they notify John by the middle of March or May?

II. Say if the following sentences are true or false.

1. John has an appointment for an interview at 3.30.
2. John is late because he has gotten lost.
3. He has also taken several engineering courses at the University of Kansas.
4. He finished college last year.
5. The trip around Europe and the Middle East influenced his desire to become a reporter.
6. He has never been interested in world affairs.
7. They will have published ten articles on the Middle East situation by the end of the semester.
8. John has brought some of his articles with him.
9. If John gets this job he will have a year of learning how the News-Tribune operates. Later on there could be a foreign assignment.
10. Two months' vacation, full medical coverage, and an excellent pension plan are benefits of John's future job.

III. Say what you have learned about:

- a) John's education;
- b) John's newspaper experience in college;
- c) how the trip around Europe and the Middle East influenced his desire to become a reporter;
- d) the job he applied for.

5.7.2 Mr. Johnson's interview

Pre-reading task

Evelyn Jones, personnel manager of a large company, is interviewing Mr. Johnson.

Reading.

Read the dialogue and name Mr. Johnson's reasons for changing his position.

Ms. Jones: Come in, Mr. Johnson. Won't you sit down? I'm Evelyn Jones, personnel manager.

Mr. Johnson: How do you do, Ms. Jones? I'm very glad to meet you.

Ms. Jones: We've been hearing some very fine things about you, Mr. Johnson. You've been doing some fine work in Wisconsin. I've read your records, and you certainly have had excellent experience. If you don't mind, I'd like to know a little more about why you want to change your position.

Mr. Johnson: Well, there are several reasons. The main one is that there is no chance for advancement where I am. The company I'm working for is quite small, as you know. In the last couple of years the work has become rather dull. I feel that your larger company can offer me a challenge in research. I've read about a lot of exciting new plans you are making.

Ms. Jones: It's true that we're expanding, and we need some new people with new ideas. What are your other reasons?

Mr. Johnson: Your location here, for one. I've wanted to move to California for a number of years. I'm getting tired of cold weather in the winter.

Ms. Jones: It's true. California does have a pleasant climate. Lots of people are coming here to enjoy it.

Mr. Johnson: Also there's the matter of money. This position will give me a raise in salary. My children will be getting old enough to go to college soon, and a college education is very expensive these days.

Ms. Jones: Let's see, you have two children, don't you? A boy and a girl?

Mr. Johnson: That's right.

Ms. Jones: Very good. Well, if you just follow me, Mr. Johnson, I'll introduce you to the president of the company. And I hope you'll be joining us soon.

Comprehension

Choose the appropriate continuation of the following sentences.

- | | |
|-------------------------------------|--------------------------------------|
| 1. I've read your records | a) the work has become rather dull. |
| 2. Your larger company can offer me | b) California for a number of years. |
| 3. This position will give me | c) very expensive these days. |

4. We need some d) exciting new plans you are making
5. I've read about a lot of e) new people with new ideas.
6. A college education is f) a raise in salary.
7. I've wanted to move to g) a challenge in research.
8. In the last couple of years h) and you certainly have had excellent experience.

5.7.3 Interview with Mr. Watson

Pre-reading task

Study the following words from the text.

Inclined - склонный

Pursue – зд. получить

Budget – предусматривать в бюджете

Fund – вкладывать капитал в ценные бумаги

Gear – направлять, приспособливаться

Esteem – уважать, почитать

Reading.

Read the dialogue attentively and do the tasks that follow it.

- Interviewer:** What is your position now? Where do you work?
- Mr. Watson:** Right now I am an electrical engineer for the Power Company in the city of Colorado Springs.
- Interviewer:** Is it considered to be a rather prestigious profession?
- Mr. Watson:** No, I wouldn't say it's a prestigious profession.
- Interviewer:** But it's certainly... Is it well-paid...?
- Mr. Watson:** Certainly, a well-paid profession. It's not a profession that kids early on think they want to do when they grow up.
- Interviewer:** That's right. You think your parents also influenced your decision to go to engineering school?

Mr. Watson: No, not at all! In fact, my father wasn't very **inclined** when it came to engineering, physics. He was a Spanish teacher. So he didn't have the same concepts that I did and my mother was also a teacher in a grade school early in her career. No, I would say neither of them had too much influence on my decision.

Interviewer: So when you finished college were you awarded the degree of B.A.?

Mr. Watson: No, my degree was a B.S., Bachelor of Science, in electrical engineering.

Interviewer: All right. And do you have any other, advanced, degree?

Mr. Watson: Yes, after I started working for Arizona Public Service, another Power Company in Arizona had a program that they would pay for your continuing education. So I decided to **pursue** a Master's Degree in Business Administration.

Interviewer: How does this degree help you now?

Mr. Watson: Well, in my current position, it gives me a better feeling for how the business is operated and how things should be **budgeted**. And how money needs to be spent and project's **funded**.

Interviewer: Let me ask you the very last question. As far as the choice of professions and the level of prestige and perhaps the level of payment... what would you put... how would you categorize the available choice, selection of all professions?

Mr. Watson: Oh, I would say it's almost infinite. In fact, many schools will let you custom design your program to fit the emphasis that you want. So if you want to specialize in a specific field of electrical engineering you can pick all of the elective courses to **gear** you towards that and still take the basics towards an electrical engineering degree. And the same applies to many other fields. So if there's a field out there there's a college program, some place in the United States that will teach that.

Interviewer: And so the profession... (number 1)... would be considered number 1..., in your view, ... it's that

profession number 1... It's not a good way to put this question but perhaps... what is the highly **esteemed**, if you will, approved profession in the United States? Perhaps highly paid?

Mr. Watson: I would say probably in technical fields, something along the lines of nuclear engineering, chemical engineering perhaps. In the medical area - biomedical engineering or to become a doctor, a medical doctor is a very prestigious field. Ah... teaching is not a prestigious field until you... until you reach a point where... you have your Ph.D. or your Doctorate of Education.

Interviewer: Thank you very much. It was fantastic and very informative.

Mr. Watson: You're welcome.

Comprehension

I. Answer the questions.

1. Is what Joe Watson is doing now a very prestigious job?
2. What degrees does Mr. Watson have?
3. Did the parents influence Mr. Watson's career choice? Why?
4. What are in Mr. Watson's opinion, the most highly esteemed professions in his country now?

II. Say what you have learned from the dialogue about:

- a) Mr. Watson's job and place of work;
- b) Mr. Watson's education;
- c) the most highly esteemed professions in his country now.

Class Communication

Role-play the following situations.

1. A university graduate is having his/her first job interview. He/ She has very good credentials (рекомендации) and hopes that 4/5 years of education were not in vain. The interviewer is asking all sorts of questions. Here is a list of possible questions:

- a) Tell me about yourself.
- b) What are your weaknesses?
- c) What do you think of your former boss or company?
- d) What do you expect for salary?
- e) Why do you want to work for us?
- f) What makes you different from the other applicants?
- g) Are you creative? Give examples.
- h) Are you a natural leader? Give examples.
- i) Are you a good planner? Give examples.

2. You are a student applying for a part-time job. Practice the telephone interview with the employer.

3. Two graduates have just got their first jobs: one – with a big international company, the other is going to work at a state-owned plant. They compare their working conditions, salaries, holidays, responsibilities, etc.

5.8 ПРОФЕССИОНАЛЬНАЯ ЭТИКА.

5.8.1 Ethics

Pre-reading task

1. You are going to read an article 'Ethics'. What do you know about ethics?

Did you have ethics at school? Was it a compulsory subject? What topics did you discuss?

Is it necessary to study ethics at school? Why?

2. Study the following words:

virtue (n)	добродетель; достоинство
vice (n)	порок, зло; недостаток
justice (n)	справедливость
to abide (v)	придерживаться, выполнять
to abide by smth.	твердо держаться чего-либо
fulcrum (n)	средство достижения цели

dichotomies (n)

ДИХОТОМИЯ

Reading

Read and translate the article in written form. Use a dictionary if necessary.

ETHICS

Ethics, also known as **moral philosophy**, is a branch of philosophy that addresses questions about morality—that is, concepts such as good and evil, right and wrong, virtue and vice, justice, etc.

Major branches of ethics include:

- Meta-ethics, about the theoretical meaning and reference of moral propositions and how their truth-values (if any) may be determined;
- Normative ethics, about the practical means of determining a moral course of action;
- Applied ethics, about how moral outcomes can be achieved in specific situations;
- Moral psychology, about how moral capacity or moral agency develops and what its nature is;
- Descriptive ethics, about what moral values people actually abide by.

Within each of these branches there are many different schools of thought and still further sub-fields of study.

Applied ethics is a discipline of philosophy that attempts to apply ethical theory to real-life situations. The discipline has many specialized fields, such as Engineering Ethics, bioethics and business ethics.

Applied ethics is used in some aspects of determining public policy. The sort of questions addressed by applied ethics include: "Is getting an abortion immoral?" "Is euthanasia immoral?" "Is affirmative action right or wrong?" "What are human rights, and how do we determine them?" "Do animals have rights as well?" and "Do individuals have the right of self-determination?"

A more specific question could be: "If someone else can make better out of his/her life than I can, is it then moral to sacrifice myself for them if needed?" Without these questions there is no clear fulcrum on which to balance law, politics, and the practice of arbitration — in fact, no common assumptions of all participants—so the ability to formulate the questions are prior to rights balancing. But not all questions studied in

applied ethics concern public policy. For example, making ethical judgments regarding questions such as "Is lying always wrong?" and "If not, when is it permissible?" is prior to any etiquette.

People in-general are more comfortable with dichotomies (two choices). However, in ethics the issues are most often multifaceted and the best proposed actions address many different areas concurrently. In ethical decisions the answer is almost never a "yes or no", "right or wrong" statement. Many buttons are pushed so that the overall condition is improved and not to the benefit of any particular faction.

Comprehension

1. What is ethics?
2. What are major branches of ethics?
3. What discipline attempts to apply ethical theory to real-life situations?
4. Does an applied ethic have many specialized fields? What are they?
5. What sort of questions does an applied ethics include?
6. Are people in-general more comfortable with dichotomies?
7. What is the answer in ethical decisions?

Writing

Write the annotation of the text "Ethics". Make use of the following phrases:

The text deals with.../ The text is about...

... are considered in the text.

The difference between ... is emphasized.

In addition the author considers ...

In conclusion, the author emphasizes that ...

Finally, ... are considered.

5.9 ПРОФЕССИОНАЛЬНАЯ ЭТИКА.

5.9.1 Engineering ethics

Pre-reading task

1. You are going to read an article about engineering ethics and codes of engineering ethics. What do you know about engineering ethics?

2. Read the definitions of the following words from the text.

ethics (n) – moral beliefs and rules about right and wrong.

ethical (adj) – influenced by a system of moral beliefs and rules about right and wrong.

etiquette(n) – a set of customs and rules for polite behaviour

code (n) – a set of rules about how people should behave.

canon (n) – a basic rule or principal

Is there any difference between ethics and etiquette/ code and canon?

Reading

Read and translate the article in written form. Use a dictionary if necessary.

Engineering ethics

Engineering ethics is the field of applied ethics which examines and sets standards for engineers' obligations to the public, their clients, employers and the profession. Engineering does not have a single uniform system, or standard, of ethical conduct across the entire profession. Ethical approaches vary somewhat by discipline and jurisdiction, but are most influenced by whether the engineers are independently providing professional services to clients or the public if employed in government service; or if they are employees of an enterprise creating products for sale.

In the United States the first are usually licensed Professional engineers, are governed by statute, and have generally consistent codes of professional ethics. The latter, working as engineers in industry, are governed by various laws including whistleblowing, and product liability laws, and often rely on principles of business ethics rather than engineering ethics.

The purpose of engineering ethics is to identify specific ethical issues that may arise in order to avoid a potential problem. Past ethical or technical issues can help engineers to learn from both previous failures and successes.

Current codes of ethics

Many American engineering professional societies have prepared codes of ethics. Some go back to the early decades of the twentieth century. These have been incorporated to a greater or lesser degree into the regulatory laws of several states.

The engineering profession's emphasis on ethics dates back to the end of the 19th century. In 1946, the National Society of Professional Engineers released its Canons of Ethics for Engineers and Rules of Professional Conduct, which evolved to the current Code of Ethics, adopted in 1964. While these statements of general principles served as a guide, many engineers requested interpretations of how the Code would apply to specific circumstances. These requests ultimately led to the creation of the Board of Ethical Review in 1954. Ethics cases rarely have easy answers, but the BER's nearly 500 advisory opinions have helped bring clarity to the ethical issues engineers face daily.

The Institution of Civil Engineers (ICE) in the UK has a code of ethics incorporated into its standards of conduct. The Canadian societies of Professional engineers likewise have as well. These codes of ethics share many similarities.

Codes of engineering ethics identify a specific precedence with respect to the engineer's consideration for the public, clients, employers, and the profession.

Comprehension

I. Answer the questions.

1. What is engineering ethics?
2. Does engineering have a single uniform system of ethical conduct?
3. Who are usually licensed Professional engineers in the USA?
4. What is the difference between Professional engineers and engineers working in industry?
5. What is the purpose of engineering ethics?
6. Have many American engineering professional societies prepared codes of ethics or coded messages?
7. When did codes of ethics appear in the USA?
8. Did these statements of general principles serve as a guide for engineers?
9. What did many engineers request?

10. Why was the Board of Ethical Review created?
11. Are codes of ethics in the USA, the UK and Canada different?
12. What do codes of engineering ethics identify?

II. Write a summary of the article (not more than 100 words).

Class Communication

This is an example from the American Society of Civil Engineers (ASCE). Work in pairs. Read these fundamental canons. Choose one of them and comment on it.

"Fundamental Canons

1. Engineers shall hold paramount the safety, health and welfare of the public and shall strive to comply with the principles of sustainable development in the performance of their professional duties.

2. Engineers shall perform services only in areas of their competence.

3. Engineers shall issue public statements only in an objective and truthful manner.

4. Engineers shall act in professional matters for each employer or client as faithful agents or trustees, and shall avoid conflicts of interest.

5. Engineers shall build their professional reputation on the merit of their services and shall not compete unfairly with others.

6. Engineers shall act in such a manner as to uphold and enhance the honor, integrity, and dignity of the engineering profession and shall act with zero-tolerance for bribery, fraud, and corruption.

7. Engineers shall continue their professional development throughout their careers, and shall provide opportunities for the professional development of those engineers under their supervision."

Writing

Write about

- a) Ethical standards for electrical engineers.
- b) Canons of Ethics for Engineers in Belarus
- c) The history of codes of ethics in Belarus

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