

РОСЖЕЛДОР
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Ростовский государственный университет путей сообщения»
(ФГБОУ ВПО РГУПС)
Тихорецкий техникум железнодорожного транспорта
(ТТЖТ – филиал РГУПС)

Т.Е. ТАГИНЦЕВА

АНГЛИЙСКИЙ ЯЗЫК В ДЕЛОВОМ ОБЩЕНИИ

Учебное пособие

для студентов 3 курса

специальности 23.02.04 Техническая эксплуатация подъемно-транспортных, строительных, дорожных машин и оборудования (по отраслям)

2023 г

УДК 8/075/=20

Рецензенты:

;

преподаватель высшей категории дисциплины «Иностранный
язык» ТТЖТ – филиала РГУПС
Н.В. Акиева

Тагинцева, Т.Е.

Английский язык в деловом общении. Учебное пособие для студентов 3-го курса специальности 23.02.04 Техническая эксплуатация подъемно-транспортных, строительных, дорожных машин и оборудования (по отраслям) / Т.Е. Тагинцева; ТТЖТ - филиал РГУПС. – Тихорецк, 2024. – 46 с.: ил. – Библиогр.: с.46.

Учебное пособие Английский язык в деловом общении предназначено для преподавателей английского языка средних специальных учебных заведений и для студентов 3-го курса специальности 23.02.04 Техническая эксплуатация подъемно-транспортных, строительных, дорожных машин и оборудования (по отраслям), изучающих английский язык в железнодорожных техникумах и колледжах.

Учебное пособие обеспечивает изучение лексического и грамматического материала по разделу, обучение составлению резюме и сопроводительного письма на английском языке, заполнению анкет, знакомство с деловой перепиской, ведению устной беседы по телефону, как успешно пройти собеседование для устройства на работу. Предлагаемый материал дает возможность выпускнику получить навыки делового общения на английском языке английского языка с учетом профиля специальности.

Одобрено к изданию методическим советом ТТЖТ – филиала РГУПС и цикловой комиссией № 1 «Общеобразовательные дисциплины «№ 1».

© Тагинцева Т.Е., 2023

© ТТЖТ - филиал РГУПС, 2023

Содержание

Введение	4
Unit 1. When you start looking for a job	
Job hunting	5
Skills and Abilities	8
Choosing a Career	12
Subjunctive mood	16
Unit 2. A portfolio for career growth	
Application for employment	20
How to tailor a CV and a Cover letter	22
Autobiography for a job application	27
Indirect Speech. Sequence of Tenses	28
Unit 3 Job Interview	
How to prepare for an interview	32
Making phone calls when searching a job	38
Imperative mood	40
Test	42
Список использованной литературы	48

ВВЕДЕНИЕ

Учебное пособие Английский язык в деловом общении предназначено для преподавателей английского языка средних специальных учебных заведений и для студентов 3-го курса специальности 23.02.04 Техническая эксплуатация подъемно-транспортных, строительных, дорожных машин и оборудования (по отраслям), изучающих английский язык в железнодорожных техникумах и колледжах. Учебное пособие составлено в соответствии с ФГОС специальности от 23 января 2018 г. № 45 и Примерной программы по дисциплине « ОГСЭ 03 Иностранный язык в профессиональной деятельности». Учебное пособие охватывает раздел 4. Иностранный язык в деловом общении, куда включены темы

«Трудоустройство и карьера», «Портфолио молодого специалиста», «Собеседование». На изучение раздела отводится 20 аудиторных часов, из них 16 часов – практические занятия. Каждый раздел направлен на формирование языковых и речевых компетенций.

Лексический материал пособия связан с изучаемыми темами, такими как: объявления, сайты, биржа труда личная встреча, беседа по телефону, переписка по электронной почте, автобиография, сопроводительное письмо, резюме.

В пособии представлены различные речевые, лексические, грамматические упражнения, уделяется внимание таким видам работ, как чтение с извлечением необходимой информации, заполнение анкет и бланков, составление сообщений, реферирование текста. В пособии есть задания для контроля усвоения языкового материала, грамматические пояснения. Студенты научатся заполнять бланки, писать деловые письма, оформлять пакет документов, требуемый при устройстве на работу, передавать чужие высказывания, ознакомятся с этикетом при подготовке и прохождении собеседования при приеме на работу, овладеют речевыми клише для ведения диалога.

Предлагаемый материал дает возможность выпускнику получить навыки делового общения на английском языке английского языка с учетом профиля специальности.

UNIT 1. WHEN YOU START LOOKING FOR A JOB

JOB HUNTING

1.1 Look at the pictures and talk about these questions:

1. Where would you start looking for a job?
2. Which of these methods would you like to use?
 - job agencies / headhunters • the Internet • newspapers and magazines • mailing • networking
3. What are the advantages and disadvantages of each method?



1.2 Read the passage, mind the words.

role - должность, вакансия	to apply for - подать заявку в
recruitment agencies – агентство по найму	CV - резюме
experience - опыт	a cover letter - сопроводительное письмо
internship – интернатура	interview - собеседование
volunteering - волонтерство	application forms - анкета
develop skills - развивать навыки	Insurance - страхование
insight - понимание	trade Union - профсоюз
job hunt - поиск работы	work shadowing - наставничество, наблюдение за процессом работы

Getting a Job

Whether you're a student, a graduate or are employed and considering moving on, finding a job takes time - so focus on these five essential steps to landing a suitable role

1. Start your job search. Do this by making good use of the following resources: careers fairs and events, a Job service, jobs boards, local and national press, recruitment agencies, sector-specific websites, social media, university careers and employment services.

2. Gain experience. This experience can take a number of forms, including:

- Internships - lasting anywhere from a few weeks up to 12 months, an internship is a fixed period of work experience aimed at giving students and graduates relevant experience in their field.
- Volunteering - if you've got the time to spare, you could give your time to develop your skills and learn more about working as part of a team.
- Work placements - if a work placement is a compulsory element of your degree.
- Work shadowing - by observing a professional in their role for just a day or two, you'll gain a valuable insight into what their work involves.

3. Network. You can also connect with professionals and organizations through platforms such as LinkedIn, if you're using social media in your job hunt.

4. Make your CV. Once you've found the role you'd like to apply for, prove you're the best candidate for the job by making your CV to the role.

You may also be asked to provide a cover letter, which acts as a more personal introduction.

5. Prepare for the interview. There are various government and private agencies that can help you. They offer education, training and career information. In Britain there is a special service for school-leavers, The Careers Advisory Service, which helps young people who are looking for their first jobs. Careers Officers give practical advice on interview techniques, application forms, letters, pay, National Insurance and Trade Unions.

1. 3Choosetherightanswer.

1.Finding a job takes..... time.

- a)no
- b)a lot of

2.If you're a student tor a graduate you can look for your first job in...

- a)Work placements
- b) Careers Advisory Service
- c) Careers fairs and events
- d) Trade Union

3. The experience can include:

- a) A special service for school-leavers
- b) Interview
- c) Training and career information
- d) Work placement

4. You can also connect with professionals and organizations through...

- a)National Insurance
- b)Social media
- c)Educational institutions
- d)Career information

5. What is the name of a special service for school leavers in Britain?

- a) National Insurance.
- b) The Careers Advisory Service.
- c) Fernside Engineering.
- d) Getting a Job.

It is

6. Where do you go to find a job?

- a) to School.
- b) to the Job Centre.
- c) to the Trade Union.
- d) to the Shop.

To find a job I can go

7. Trade Union is an organization for.....

- a) People who like music.
- b) People who want to work.
- c) People who know a lot.
- d) People who work together.

It is an organization for.....

8. What can Careers Officers help you about?

- a) to find a job
- b) to give practical advice on interview
- c) To fill in application form
- d) To do housework

They can help me

9. A leaflet from can help you to get a job.

- a) Careers Service
- b) Travel Agency
- c) Green peace
- d) Holiday Centre

10. If you work only in the evening, it is

- a) a part-time job
- b) a full-time job

11. You can look for a job in

- a) newspaper ad.
- b) newspaper sports article (статья)
- c) newspaper scientific article
- d) Job Centre leaflet.

1.4 Tell about the best way to look for a job. What method of gaining experience would you recommend and why?

1.5 Which factor is most important when looking for a new job? Rank the following points in terms of importance and then discuss your reasons:

- opportunities for promotion or advancement
- working hours
- vacation days
- pension plan
- interest level
- salary
- health and life insurance
- sick or maternity leave



SKILLS AND ABILITIES



A team is a group of people
who trust each other.
A team is not a group of people
who work together.

– SIMON SINEK

1.6 Read the passage and discuss the questions:

What skills would you need to be gainfully employed?

What kind of person would your employer want you to be?

If you lived and worked in colonial times in the United States,
how different would your skills be then, compared to today?

1.7 Pay attention to the words!

Aptitude - профпригодность	Pertain - касаться
seek- искать	relate - относиться
scientific acumen - сообразительность	transfer- переносить
Comprehension восприятие	master - улучшать
Clerical - секретарский	operate – работать, управлять

Skills Necessary for Your Career Path

A skill is something you can do, say, or think right now. It's what an employer expects you to bring to the workplace to improve the overall operations of the organization.

Many industries that developed during the 1600s–1700s, such as health care, publishing, manufacturing, construction, finance, and farming, are still with us today. And the professional abilities, aptitudes, and values required in those industries are many of the same ones employers seek today. For example, in the health care field then, just like today, employers looked for professionals with scientific acumen, active listening skills, a service orientation, oral abilities, and teamwork skills. And in the financial field then, just like today, employers looked for economics and accounting skills, mathematical skills, clerical and administrative skills, and deductive reasoning.

Why is it that with the passage of time and all the changes in the work world, some skills remain unchanged (or little changed)? The answer might lie in the fact there are two main types of skills that employers look for: hard skills and soft skills.

- **Hard skills** are abilities that you learn and perhaps have mastered. They are skills you like using a computer, speaking a foreign language, or operating a machine. You might earn a certificate, a college degree that attests to your hard-skill competencies. Obviously, because of changes in technology, the hard skills required by industries today are vastly different from those required centuries ago.

- **Soft skills** are skills that have changed very little over time. Such skills might pertain to the way you relate to people, or the way you think, or the ways in which you behave—for example, listening attentively, working well in groups, and speaking clearly. Soft skills are sometimes also called “transferable skills” because you can easily transfer them from job to job or profession to profession without much training. Indeed, if you had a time machine, you could probably transfer your soft skills from one time period to another!

Employers want individuals who have the necessary hard and soft skills to do the job well and adapt to changes in the workplace.

1.8 Finish the sentences.

1. A skill is
2. Hard skills are ...
3. Soft skills are ...
4. Transferable skills ...

1.9 Read the extract and be ready to speak on the topic.

Skills for the 21st-century workplace

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?

Imagination. In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Problem solving. Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Communication skills. Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words.

Critical analysis. Employers want workers who are able to recognize the difference between information that can be believed and false information.

Decision making. Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

1.10 Are the sentences true or false?

1. 21st-century skills are not taught in schools in the UK.
2. Employers like workers to be imaginative.
3. Employers want workers to think about possible problems.
4. Employers like workers to be original when solving problems.
5. Future workers will need to be able to write concisely.
6. People communicate with each other less in the 21st century.
7. Employers believe it is useful to know a lot of information about celebrities.
8. Employers don't want workers to make decisions without asking them.

1.11 Check your vocabulary: gap filling

differentiate / discuss / have / teach / make / value / solve / develop

1. UK schools and colleges ____ ICT skills.
2. Employers ____ people with ideas for new approaches.
3. Employers like workers who can ____ problems.
4. Workers need to be able to ____ their work with their team.
5. Workers need to ____ their writing skills.
6. It is important that workers can ____ between truth and lies.
7. Employees in the 21st century ____ more responsibility.
8. Employers like their workers to ____ decisions.

1.12 Talk about these questions:

1. Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?

2. Imagine you are organizing an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?
3. Think: How do people communicate with each other in the 21st century?
4. Think: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?
5. Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things.

1.13 Below there is a list of personal qualities. What jobs suit to people who have these qualities? What qualities would suit to those who work on a railway?

Example: *I think a mechanic should have an ability to work with his hands and have physical strengths. He also needs some interest in sciences.*

imagination	interest in natural world
patience	a good memory
tolerance	a good ear for music
kindness	good social skills
creativity	an ability to study hard
courage	an ability to work with one's hands
quick reactions	an ability to work with one's brain
physical strengths	an ability to express yourself clearly
interest in sciences	an ability to be a leader
interest in arts	an ability to speak in public

1.14 Make sentences according to the example.

Example:

If you are computer literate you can use different types of software.

If you

- 1 are computer literate
- 2 are trilingual
- 3 are good at mental arithmetic
- 4 are autonomous
- 5 have a creative personality
- 6 have a logical mind
- 7 are decisive and people accept your authority

you can

- a) work well on your own.
- b) use different types of software.
- c) solve problems rationally.
- d) be a good leader.
- e) calculate quickly in your head.
- f) speak three languages.
- g) bring new ideas to the project

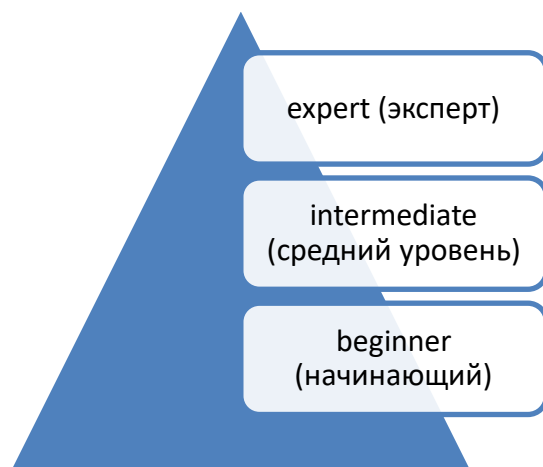
1. 15 Match the qualities and the questions.

1. creative	a. Do you always do what you say you'll do?
2. decisive	b. Are you good at getting other people to agree with you?
3. flexible	c. Are you good at making your mind up quickly?
4. organized	d. Are you able to plan ahead successfully
5. persuasive	e. Are you able to cope with last-minute changes?
6. reliable	f. Are you good at coming up with imaginative solutions?

1.16 Make adjectives with negative meaning. Use *dis-*, *in-*, *un-*.

creative, decisive, flexible, organized, persuasive, reliable

1.17 Divide the skills according to the levels:



in-depth knowledge of...	глубокие познания в...
excellent written and verbal communication skills	отличные навыки письменного и устного общения
ability to talk and conduct business in 2 languages	способность разговаривать и вести дела на двух языках
speaking in public	умение выступать перед аудиторией
solve technical problems easily	с легкостью решаю технические проблемы
editing newsletters, letters	редактирую рассылки, письма
in-depth understanding of...	глубокое понимание
well-developed skills in...	отлично развитые навыки в..
with broad experience in...	с обширным опытом в...
fluently read and write in English	свободно пишу и читаю на английском
keep alert to new computer hardware	слежу за новинками в области компьютерного оборудования
keep abreast of new software applications	слежу за выходом новых компьютерных приложений

1.18 Discuss with a partner your strong and weak points.

Example:

A 'Are you good at getting other people to agree with you?'

B 'Yes, I'm very persuasive. I always find the strong words to prove that what I offer is good for the company.'

Strengths	Weaknesses	Positive characteristics	Negative characteristics
I'm excellent at ... I'm able to ... I'm interested in ... I recently managed to ...	I'm not very good at ... I could be better at ... I'm reasonably good at ... I would like to be able to	I'm ... I try to ...	I can sometimes be ... Occasionally I'm ... I can be a little bit ...

CHOOSING A CAREER

1.19 Study the words and their meanings.

Job

- Any work, often done for money
- It's my job to collect tickets.

Profession

- Work performed for money, but requiring education and a diploma (profession of lawyer, engineer, doctor, teacher...)
- Medicine is a profession that requires years of study.

Occupation

- Any profession what you do, used instead of the words job or profession, often used in questionnaires.
- Occupation: A teacher of Math

Career

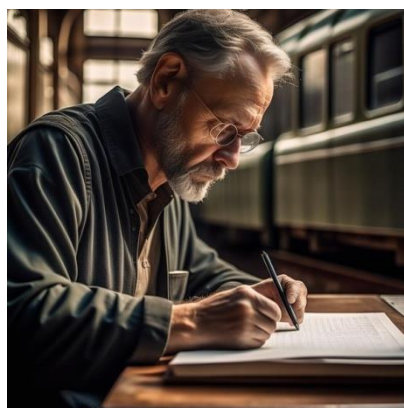
- Type of activity, work that a person performs consistently throughout his life.
- My brother has a successful career of a pilot.

1.20 Match the pictures and the definitions from Ex. 1.

1.



2.



2



3



1.21 Complete the sentences with the words *Job, Profession, Occupation or Career*. In some sentences two options are possible.

2. His came to an end after a bad accident. 2. I know that Jane is unemployed and is looking for a 3. Please, write your ... in this form together with your address. 4. My father is a train driver. It is a very interesting 5. Half of the people who were interviewed had low-paid ...s. 6. He started planning his ... long before he left school. 7. People of teaching ... are mainly women. 8. What's his ...? He works as a conductor. 9. I was asked to state my name, address and 10. John made a brilliant ... as a journalist. 11. My father advised me to go to a railway 12. No one wanted the ... of painting ceilings. 13. I am looking for a part-time 14. Engineering ...s are in demand. 15. She is applying for the ... of a controller.

1.22 Before you read the webpage and talk about these questions:

2. What are some jobs available in the rail industry?
3. What are some qualifications that might be necessary for railroad jobs?
4. What are engineering positions available in the rail industry?
5. What is the best job in railway?



Start a rewarding career with us!

If you love trains and want to work around them, look no further! We have jobs to meet anyone's experience levels and interests. If you are interested in working directly with trains, you can start off as a brakeman, switchman or fitter. These entry-level positions can lead to opportunities to yardmaster or engine driver assistant. After working as a fitter you can move to locomotive engineer. If you have mechanical experience, consider applying to be a mechanic.

We also have positions for welders and track laborers. Finally, if you enjoy working with people a porter or a conductor position might be great for you.

Besides positions include train driver and network controller/dispatcher. The apprenticeships are available. Applicants must have classroom training.

Engineering professionals are also in demand. Civil engineers and structural engineers are needed to plot and build the line. We'll be hiring environmental engineers to monitor conditions to monitor conditions and software engineers to streamline our processes.

Other open positions are opened for telecommunication engineers, electrical engineers and mechanical engineers.

This is a great time to advance your position with Metro Rail or to bring in new valued employees. Apply or notify qualified candidates today!

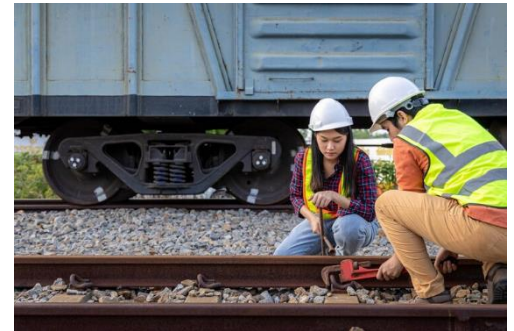
1.23 Choose the correct answer.

1. What is the main purpose of the webpage?
 - a. to give tips on applying for railroad jobs
 - b. to list qualifications for various open positions
 - c. to introduce new employees
 - d. to announce employment opportunities.

1. Which of the following requires mechanical experience?
 - a. mechanic
 - b. brakeman,
 - c. yardmaster
 - d. engine driver assistant

2. Which of the following will work outside the construction of the new line?
 - a. structural engineers
 - b. environmental engineers
 - c. software engineers
 - d. mechanical engineers

4. What can you transfer about dispatchers?
 - a. They are promoted from network controller positions.
 - b. They have completed classroom training.
 - c. They are qualified to be train drivers.
 - d. They are involved in track construction.



1.24 Match the words with their definitions.

1.fitter	a. a person who maintains rail tracks
2. mechanic	b. a person who operates a train
3. conductor	c. a person who makes repairs and performs maintenance by welding
4. track laborer	d. a person who is responsible for the freight and people on a train
5. network controller	e. a person who puts together or installs machinery, engine parts, or other equipment.
6. welder	f. is a person who builds or repairs engines or other machines
7. train driver	g. an employee that manages train operations
8. mechanical engineer	h. an employee that designs, develops, builds, and tests devices, including tools, engines, and machines.
9.electrical engineer	i an employee that oversees construction of railways
10. structural engineer	J. an employee that develops electrical systems

1.25 Choose which word or phrase fits best in each blank.

1. switchman/carman
 - a. _____ maintains and repairs railroad cars.
 - b. _____ works in the yard inspecting switches and tracks.
2. mechanic/yardmaster
 - a. If a train needs to be repaired, call the _____.
 - b. The _____ is in charge what is going on in the yard.
- 3.environmental engineer/civil engineer
 - a. A (n) _____ is concerned with infrastructure.
 - b. A (n) _____ is concerned with the outside world.

3. locomotive engineer/ dispatcher
- The train can't leave until the _____ releases the brake.
 - The _____ is responsible for the operation of the locomotive, which includes controlling the speed

1.26 Read the adverts below. What special qualities are they looking for?

Start your answer with....*They are looking for someone who ...*

is....

can...

has...

1.

Wanted Fitter (Rail) Metro Rail, Birmingham Permanent Benefits: Additional leave, Company pension, Gym membership Your New Role: We have a fantastic opportunity for a Permanent Fitter - Rail to join our Central Frameworks in Birmingham – On site working role. The standard hours of work are 160 hrs over 4 weeks. We want to hear from you if you have: • Recognized engineering apprenticeship or equivalent as a minimum NVQ* level 3. • Must be able to drive (full valid license). • Computer literate - Sound professional engineering and IT skills. Knowledge of the various industry regulations. • Experience of rail on-track machine or other plant maintenance • Experience of maintenance of large plant or systems including pneumatic, hydraulic and electrical systems • Previous engineering experience and experience in railway plant • Proven experience in maintaining plant • Somebody who is happy to working nights, days, weekends and bank holidays. To find out more take a look at our website www.amey.co.uk
--

* NVQ level 3 (**National Vocational Qualification**) -Level 3 qualifications in the UK are A level, access to higher education diploma and advanced apprenticeship.

2.

Wanted Maintenance Tech <u>HITACHI RAIL LIMITED</u> London EC1N Job details Pay: £37,859 a year Job type: Full-time Shift and schedule: Night shift, Rotating shift, Day shift Benefits: Company pension About you: Essential • Experience of working a 24/7 shift roster in a modern rolling stock maintenance depot environment. • Outstanding Safety Awareness gained in an operational railway engineering environments. • Experience of working at stabling outstations or main line station technical support. • Modern fault finding and repair techniques using pc based laptops and remote train diagnostics. • Reading electrical, pneumatic, mechanical schematics and drawings reading • Extensive experience of modern maintenance management systems (MMS) and associated reliability and available trend analysis. • Experience of performing modifications and campaigns on modern rolling stock.

Qualifications

- Served apprenticeship with mechanical, electrical disciplines
- Engineering based NVQ level 3

Behavioural

- Calm and diplomatic under pressure.
- Excellent written and verbal communication skills
- Able to interface effectively with all levels of personnel both within and outside the company.
- Loyal, committed, confident and determined.

Desirable

- Ability to investigate complex electrical and mechanical faults and write detailed reports.
- Intermediate IT skills – typically Word, Excel, Power Point, Outlook
- Train driving, Fire warden, First Aider
- Powered plant and tools – bogie drop, cranes, air systems / 110v tools.
- Train driving assessment and licence
- Depot Protection
- Working at Height, COSHH*, Manual handling, AC/DC Depot isolation
- Network Rail Sentinel PTS**

Are you looking for opportunities to work on high profile rail projects and advanced technology alongside experts from the UK, Europe and Japan? Come and join the fastest growing rail business in the world!

*COSHH - Control of Substances Hazardous to Health

**Network Rail Sentinel PTS - Personal Track Safety Card - The PTS Card or Personal Track Safety Card, enables individuals to legally work on or nearby Network Rail train tracks. The card is issued through the Sentinel card services by Network Rail's chosen identity card scheme called Sentinel and is valid for 5 years.

1.27 Fill in the blanks in the advert with the missing words from the box.

<i>Job/ Maintain/responsibilities/safety/ Collect/ communicate/ professional/to apply/essential/ Pay</i>
Wanted Trainee Train Conductor <u>Northern Trains</u> Ashington Job details 1 _____ : £22,331 - £29,098 a year 2 _____ type: Full-time, Apprenticeship Shift and schedule: Weekend availability Benefits: Company pension, Employee discount, Free or subsidized travel ROLE TYPE: On Site HOURS: Rolling 35 per week Key 3 _____: - Assist passengers with boarding and exiting trains, check tickets, providing travel information, and ensure a comfortable and safe journey. - Enforce 4 _____ regulations, adhere to safety critical door procedures, conduct safety inspections, and respond to emergencies or incidents promptly. - 5 _____ fares, validate tickets, and ensure proper fare payment from passengers. - Maintain 6 _____ with Station Dispatch, Train Drivers, Dispatchers, and other crew members to ensure seamless coordination throughout the journey. - 7 _____ accurate records of passenger counts, ticket sales, incidents, and other information. - Interact with passengers in a polite and 8 _____ manner, address complaints or concerns, and strive to create a positive and enjoyable travel experience. About you: - previous work experience is not 9 _____. - effective communication - be self-disciplined and able to work within rules and regulations - time management skills - a good level of numeracy and literacy - GCSE grade D in Maths and English (or equivalent) You must create an Indeed account before continuing to the company website 10 _____. Apply on company site

SUBJUNCTIVE MOOD

Сослагательное наклонение в английском языке — это форма глагола, выражающая желание, предположение, сомнение или нереальность выполнения действия. В русском языке это выражается глаголами в прошедшем времени в сочетании с частицей «бы» (чтобы, если бы и т. д.).

Сослагательное наклонение в английском языке может стоять после глаголов мнения, желания, предположения, оценки:

suggest (предлагать),

recommend (рекомендовать),

ask (просить),

insist (настаивать),

advise (советовать),

be important (важно),

be essential (необходимо),

be desirable (желательно) и многих других.

В этом случае сослагательное наклонение образуется как инфинитив без частицы to. Подобные фразы характерны для формального стиля речи.

*It is important that every citizen **have** the same opportunities — Важно, чтобы у каждого гражданина были равные возможности.*

*Our advice is that the corporation **invest** in scientific research — Мы советуем, чтобы компания вложила деньги в научные исследования.*

*Our advice was that the corporation **invest** in scientific research — Мы советовали, чтобы компания вложила деньги в научные исследования.*

Чтобы поставить сослагательное наклонение в английском языке в отрицание, нужно добавить частицу not:

*We considered it desirable that he **not** receive a promotion before he complete his project — Мы посчитали желательным, чтобы он не получал повышение, пока не закончит свой проект.*

В подобных конструкциях глагол to be также стоит в форме инфинитива без частицы to:

*It is essential that Helen **be** very attentive and check all the papers — Необходимо, чтобы Элен была очень внимательна и проверяла все документы.*

Употребление таких форм сослагательного наклонения закрепилось в некоторых устойчивых выражениях:

Heaven forbid — Боже упаси

Long live the King — Да здравствует Король

God save you — Храни вас Бог

God bless you — Благослови тебя Бог

Условные предложения (Conditionals)

В таких конструкциях для нереальных ситуаций настоящего и будущего времени используется глагол в прошедшем времени. А для глагола to be во всех лицах используется форма were.

If I were you, I would stop smoking — Будь я на твоем месте, я бы перестал курить.

Третий тип условных предложений используется, чтобы сказать о прошедших событиях:

I would have come to the party if he'd invited me — Я бы пришел на вечеринку, если бы он меня пригласил.

Типичное выражение сослагательного наклонения в английском языке — глагол wish (хотеть). Он обозначает желание, которое относится к нереальному развитию событий.
I wish you were here — Хотел бы я, чтобы ты был здесь.

Конструкция «I wish / If only»

Варианты перевода:

I wish — Как бы я хотел...; Ах, если бы...; Хорошо бы...; Жаль...; Как жаль...; Хоть бы...; Лучше бы...;

If only — Если бы только ...

Важно! При переводе словом ЖАЛЬ, в предложение нужно добавить частицу НЕ. Таким образом, перевод становится ОБРАТНЫМ.

WISH / IF ONLY Случаи употребления	Примеры
Выражение желания/сожаления о настоящем, будущем (используется время Past Simple)	It is desirable that all the work be finished today. Желательно, чтобы вся работа сегодня была закончена. I wish I knew the answer. Хотел бы я знать ответ. He behaves as if he were the boss here. Он ведет себя, будто он здесь начальник
Выражение желания/сожаления относительно прошлого (используется время Past Perfect)	I wish I could have gone. I wish I could get a better job. = If I could get a better job, it would be better. — Как бы мне хотелось иметь лучшую работу. I wish (if only) I hadn't done it.
Выражение желания изменить ситуацию, чье-либо поведение, раздражающее говорящего (при этом нет надежды на изменение ситуации). (wish (if only) + would)	The phone has been ringing for five minutes. I wish somebody would answer it. I wish (if only) it were summer now.
Выражение вежливой настоятельной просьбы, требования (wish (if only) + would)	If only you gave up smoking. — Ах, если бы ты бросил курить.

1.30 Translate

- I wish it stopped raining.
- I wish you could understand me.
- She wishes the exams were over.
- He wishes he were strong.
- He wished he hadn't come.
- He wished everybody knew about his marriage.
- I wish you would take care of your cat.
- I wish we had holidays now.
- We wished we had asked his advice.
- Mother wished they had told her about that accident before.
- I wish it were not too late.
- He wished he had not left the university.
- I wish I were free now.

14. If only he came tonight!
15. If only it were the truth!

1.32 Open the brackets

1. I wish I... (live) in a warmer country. It is so cold here.
2. If only I... (can, have) a dog.
3. I wish you... (understand) the situation.
4. If only I... (know) more about the people with whom I traveled last year.
5. I wish my sister... (have) real friends.
6. I wish I... (be) younger and more beautiful.
7. If only the children... (can, participate) in this competition,
8. I wish I... (sleep) now.
9. I wish I... (can, speak) English like Jane does.
10. I wish you... (stop) insulting people.
11. I wish you... (not, make) so much noise.
12. I wish people... (not, talk) in the cinema when other people watch the film.

1.33 Open the brackets

1. It rained all day. If the weather (not be) so bad we(go out).
2. We expect Mary to be here soon. If she (not arrive), we (phone) her.
3. I sleep badly. If I (not get) enough sleep I(not get) much work done.
4. We went to Paris. If we(not go) to Paris, we(not have) such a good time.
5. My brother doesn't do any work. If he(work) harder, he (pass) his exams.
6. Jane and John like each other. If he (ask) her to dance, she (say) yes.
7. This is an old computer. If you (not press) 'Save' you (lose) your work.
8. I did German at school. If I(do) English, I (get) a better job?
9. There's a bus. If we (get on) that one, we(arrive) in time.
10. I can't see a bus. But even if we (catch) a bus now, we (be) late.

1.34 What would you say if....Make regretting sentences.

1. You are not tall enough.
2. You live in a very cold place.
3. You don't have any coffee.
4. You forgot the keys home.
5. You argued with your parents a lot when you were a child.

1.35 Choose a category of regret and make sentences about...

- about your appearance;
- about the place you live in;
- about your personality;
- about your behaviour in the past.

I wish I were more patient.

UNIT 2. A PORTFOLIO FOR CAREER GROWTH

APPLICATION FOR EMPLOYMENT

2.1 Look at the word cloud and find 14 words.



2.2 Study the meaning of the words:

apply	- to apply for a job, to apply for a visa - They advertised three jobs, and over 50 people applied.
to apply to somebody	My words do not apply to those who have just arrived
application	- to make an application, an application form - An application form is a printed list of questions that you answer to try to get a job or a place at the university.
applicant	- a job applicant, a university applicant. - Among the applicants only four people were successful.

2.3 Match the words with their definitions.

1. experience	a. quality that fits a person for some function
2. qualifications	b. information about age, nationality, etc.
3. employment history	c. person to whom somebody is directed
4. additional information	d. skill or knowledge that you get by doing something
5. personal details	e. knowledge and skill that you get from attending a school or university
6. reference	f. unnecessary information
7. education	g. accurate record of where and when you worked

2.4 Read them and translate the application form.

APPLICATION FOR EMPLOYMENT	
1. Surname	Brook
1. First name	Florence Clare
Education and examinations	London High School English and Math
Address	W14
3. Date of birth	16.04.79
4. Married\single	single
5. Position for which you are applying	shop assistant
6. Medical history Give details of any permanent disability ,major illnesses, operations, or other health problems which might affect your work.	-
Previous work	-
Leisure interests	Jogging, cycling
Applicant's signature	
Date:	

2.5 Tell about Florence Brook and her application.

1. The applicant's name is

Her address is

Florence Brook was born on the

She is

She is applying for the job of a

She doesn't have any

She has a Diploma of

She took exams in

She doesn't have

1 Her leisure interests are

2.6 Fill in your application for employment. You can apply for the job of a rail fitter, a car conductor, a train driver, a train driver assistant, a technician, etc.

COMPANY'S NAME		Date:
APPLICATION FOR EMPLOYMENT		
First Name:	Last Name:	DOB:
Street Address:		
City:	State:	Zip:
Phone Number:	Email Address:	
Interested Position:		
PREVIOUS WORK EXPERIENCE 1 Dates of Employment: _____		
Business Name:		Job Title:
Job Description:		
Reason for Leaving:		
PREVIOUS WORK EXPERIENCE 2 Dates of Employment: _____		
Business Name:		Job Title:
Job Description:		
Reason for Leaving:		
PREVIOUS WORK EXPERIENCE 3 Dates of Employment: _____		
Business Name:		Job Title:
Job Description:		
Reason for Leaving:		
HAVE YOU EVER BEEN CONVICTED OF A FELONY? Yes / No		
If "Yes", Please Explain Reason:		
REFERENCES		
1.	Phone Number:	
2.	Phone Number:	
3.	Phone Number:	
OFFICIAL USE ONLY:		

HOW TO TAILOR A CV AND A COVER LETTER

2.7 Read the text and answer the questions.

1. What information should you start your CV with?
2. What information should be included into the middle part of your CV?
3. What information should you finish your CV with?
4. What information can be included into your CV if you don't have enough experience?
5. Should you mention your bad points or failures in your CV?
6. Should your CV be informal or formal?
7. Should you include dates in your CV? Should you do it in chronological order?
8. Should your CV include irrelevant information?
9. Should there be any references?
10. Can you use family or friends as referees?

Writing a CV

Heading

Begin your CV with personal details including your name, address, telephone, email address and date of birth. Some people also include their place of birth and nationality. Your CV can also include an objective describing the type of work you are hoping to do.

Body

The middle part of your CV gives details of your work experience and education. List your training, qualifications and work experience in reverse chronological order. If you don't have a lot of work experience, concentrate on your relevant free-time activities or unpaid experience.

Conclusion

End with other relevant information and your references. For example, your special skills, free-time activities, any experience in voluntary organizations or participations in sports. Offer references, although it is optional to give names and addresses, people often write *References available on request*.

(adapted from <http://cv-writing-services.org.uk>)

How to write a CV | the basics

Name + contact details

CV profile
Introductory paragraph

Skills section
Highlight most valuable skills

Work experience
List of previous jobs – can include voluntary roles

Education
List of qualifications and academic achievements

Additional info
Optional section for hobbies and other activities

Length
Keep your CV between 1-2 pages to ensure busy hiring managers can read in full

Format

- Use a simple easy-to-read font
- Break text up with bullet points
- Divide sections clearly with headings and borders

2.8 Words to learn:

an objective – цель

available on request – доступен по запросу

free-time activities – деятельность в свободное время

in reverse chronological order – в обратном хронологическом порядке

relevant activities – соответствующая деятельность

to include – включать

to list – перечислять, давать какую-либо информацию списком

unpaid experience – неоплачиваемая работа

voluntary organizations – волонтерские организации

2.9 Put the words in a logical order.

Additional information, personal details, education, qualifications, references / referees, employment history

2.10. Look at the CV below. Can you help Jane to improve her CV?

Jane Brown

Education and Qualifications

1998 – Tourism Diploma, Acton Tertiary College, London

1996 – Acton Comprehensive School, London

Employment History

1996 to 1998 – shoe shop assistant, Beta Shoes, Ealing, London

1999 to present date – cocktail waitress, Magpie Hotel, Ealing, London

1998 – Aerobics instructor, Acton Vale Youth Club, London

Additional Information

I am a member of an amateur theatre group. I have quite good computing skills.

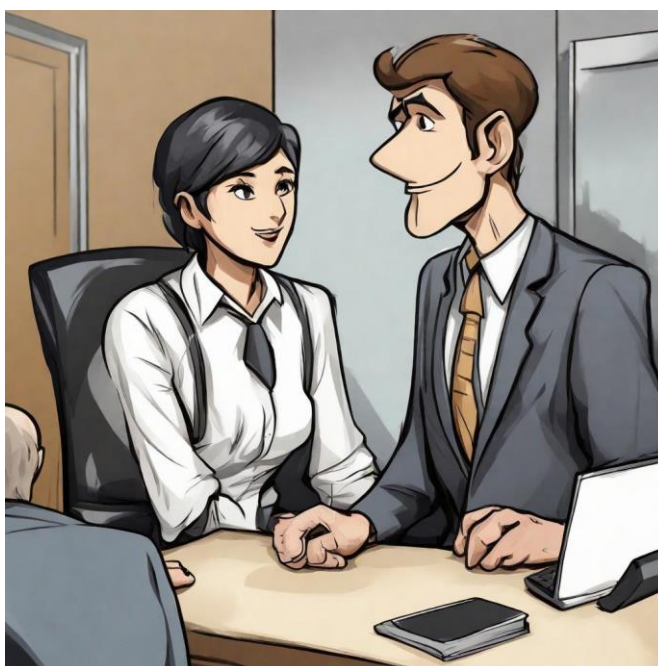
Personal Details

Address: 131 Nelson Court, London W6, England

Date of Birth: 13/3/1982

Telephone number: (0044) 020 7946 0006

Email: janebrown@mhp.uk



2.11. Look at the example of a CV.

Christian Buchmayer

☎ 555-555-5555 ✉ hello@kickresume.com

PROFILE

Safe and efficient Power Plant Operator with in-depth knowledge of all aspects of operation and maintenance and 9 years of extensive experience. Strong ability to ensure the plant operates within specified parameters of energy use in order to maintain the campus utility budget. Possesses considerable independent judgment to ensure efficient operations of a large variety of equipment in electrical and mechanical systems. Currently looking for a Senior Power Plant Operator position in a prosperous corporation.

KEY AREAS OF EXPERTISE:

- Ability to assist with the development of new initiatives that will enhance department and organization capabilities
- Excellent knowledge of steam turbine and diesel-powered electric generating plant operations, maintenance requirements
- Ability to collaborate and coordinate with subordinate plant maintenance technicians, interdepartmental technicians
- Effectively planning and allocating resources to effectively staff and accomplish work to meet contractual obligations
- Thorough knowledge of the occupational hazards and safety precautions of power plant operations

EMPLOYMENT HISTORY

Power Plant Operator Strata Solar

📅 09/2015 – 08/2019 📍 KENTUCKY, USA

Main Responsibilities & Contributions:

- Performed plant operation in such a way that operational procedures were followed and operating parameters, including energy use guidelines, were met.
- Managed data entry into computer control/management systems.
- Calculated changes necessary for fuel flow control and checked the computation and accuracy of the log sheet data.
- Constantly recommended improvements in operating procedures.
- Assisted in the development of regional staffing plans for plant maintenance operations.
- Prepared equipment malfunction reports, made inspections and from observation, determined whether equipment was operating properly.
- Actively participated in meetings, workshops, training, and seminars, as assigned for the purpose of conveying and gathering information required to perform job functions.
- Assisted and participated in special projects as assigned.

EDUCATION

High School Diploma Mason High School

📅 09/2011 – 06/2015 📍 MAYSVILLE, KY, USA

LICENSE

Stationary Engineer License

📅 10/2018

SKILLS

📌 LANGUAGES

English
Native

French
Elementary

2.12 Create your own CV. Fill out the form.

Special Rails
Phone number, e-mail, city, country
Summary (Profile) Enter a brief description of your professional background. You can choose to highlight specific skills, knowledge or industry experience.
Experience (Employment history) Company name and location Job title , start date +finish date Enter details about what you did in your previous job. Start with your responsibilities, but also include the results and achievements.
Skills Enter 3-4 skills
Education school and Location Field of study, graduation date
Additional info

2.13 Read the letter of application

The letter of application (also called the covering letter) can be as important as the CV in that it often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression.

www.railwaypeople.com
Dear Sirs, My name is Steve and I am writing in response to your advertisement. I am looking for a job of mechanic. I have experience of work as a mechanic in service center and appropriate education. I decided to move to your area that is why I apply for your job. I am a reliable person and would be a good worker for you. You may invite me for an interview at any time. Thank you for your attention. With respect, Steve McGonagal

2.14 Prepositions are very important in improving your ability to combine words and your communicative competence. Fill in each blank in the application letter with a preposition from the following list.

with in for at of

Dear Sir,
I am interested _____ applying _____ the post of Marketing Manager _____ your company. The vacancy was advertised in last week's "Evening News" and I hope it is not too late to apply _____ the position.

I am at present working as Assistant Marketing Manager _____ Yorkshire Engineers, Ltd. My duties and responsibilities include all types of administrative work, drawing up marketing plans, product development, organizing and directing the presentation _____ goods, working _____ clients and solving problems that arise.

Although I enjoy working _____ Yorkshire Engineers and have an excellent relationship _____ my present employers, I feel that _____ this stage _____ my career I would like more responsibility and greater scope _____ putting into effect some of the up-to-date ideas that are now being developed and applied _____ marketing. I also feel that my prospects _____ promotion _____ them are limited and that there would be more scope _____ my skills and talents if I join a larger, more dynamic company.

I have strong communication and leadership skills, I have proven experience _____ leading groups and working _____ the public, all assets that are helpful _____ marketing management.

I enclose my resume ____ your convenience and the names of two people who are prepared to act as my referees.

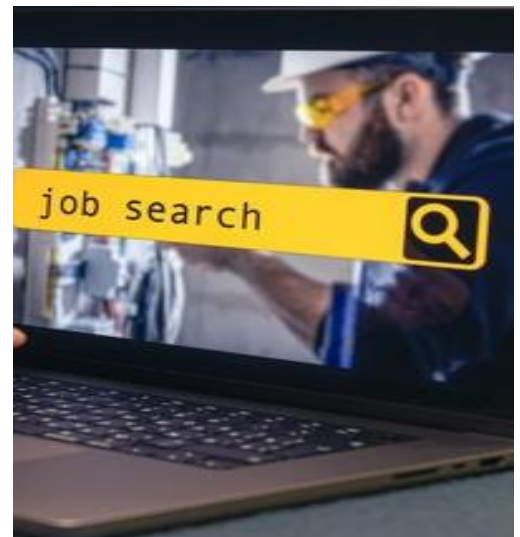
If you consider that my qualifications and experience are suitable _____ filling in this vacancy, I would be available _____ interview _____ any time.

Yours sincerely,

Robert Dean

2.15 Network Rail has opened new positions of:

Conductor
Porter
Locomotive engineer
Track laborer
Mechanic
Fitter
Engine driver assistant
Station Master
Track Inspector
Engine driver assistant



Choose one of these vacancies and apply for this job, write a covering letter.

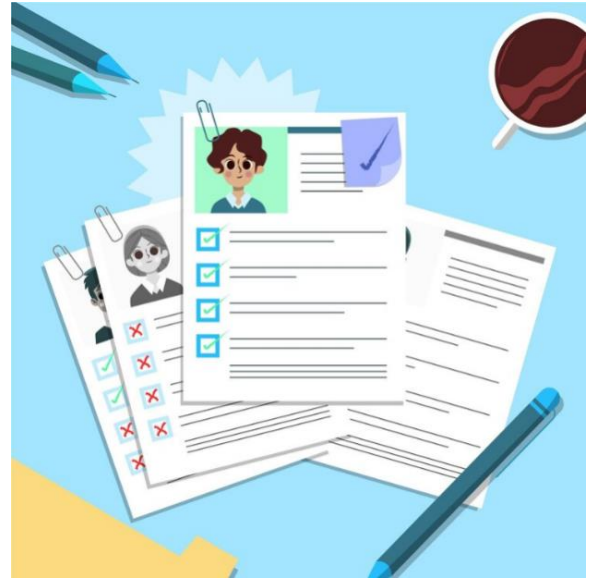


AUTOBIOGRAPHY FOR A JOB APPLICATION

2.16 How to write a short autobiography for a job application?

Answer the questions

- A. When and where were you born?
- B. Current and previous jobs you have had. Include why you have left past jobs and if it was voluntary or involuntary.
- C. Any volunteer experience
- D. What are your hobbies, outside activities and what type of social groups do you interact with?
- E. Do you have any special skill sets (Bilingual, computer, special training, etc.)?
- F. What internet sites do you frequently visit?
- G. Describe events or circumstances that have significantly shaped your life.
- H. Who are the two most influential people in your life and why?
- I. Why do you want a railway career?



2.17 Write an autobiography. Follow the tips:

1. Decide if you will be writing in first or third person
2. Introduce yourself. Begin your bio by stating your first and last name. ...
3. State your company or brand name. ...
4. Explain your professional role. ...
5. Include professional achievements. ...
6. Discuss your passions and values. ...
7. Mention your personal interests

My name is **[Your Name]**, and I have been working in the **[Industry]** for **[Number]** years. I have an extensive knowledge of **[Skills]**, and I am confident that I can bring these skills to **[Company]**.

I graduated from **[Your School]** with a **[Degree]** and since then I have been motivated to pursue a career that allows me to work with a team and produce amazing results.

I have worked at **[Previous Job]**, where I was able to develop and refine my skills in **[Area]**, as well as gain experience in **[Area]**.

From there, I moved to **[Current Job]**, where I have been able to further develop my skills and hone my expertise.

I am passionate about **[Reason]**, and my goal is to work with a team to produce the best results. I thrive in challenging situations and enjoy learning new skills.

I am confident that I can be an asset to **[Company]**, and I look forward to contributing to its success.

INDIRECT SPEECH. SEQUENCE OF TENSES

Одним из главных правил при переводе прямой речи в косвенную считается правильное согласование времен. Оно означает, что в придаточном предложении мы всегда указываем предшествующее время, за исключением отдельных случаев, указанных в таблице.

DirectSpeech	IndirectSpeech
present simple	past simple
present continuous	past continuous
present perfect simple	past perfect simple
present perfect continuous	past perfect continuous
past simple	past perfect simple
past continuous	past perfect continuous
future (will)	future-in-the-past (would)
past perfect	past perfect (no change)

Reporting statements

В некоторых случаях при переводе в косвенную речь нужно не только добавить слово *that*, но также изменить местоимение. Здесь нет конкретного правила. Местоимение меняется просто по смыслу.

I'm tired,' I said.	I told them (that) I was tired.
'I love the Toy Story films,' she said.	She said she loved the Toy Story films.
They said: 'We're going home.'	They told us they were going home.
It was raining all day.'	He told me it had been raining all day.
'What happened to make her so angry?' he asked.	He asked what had happened to make her so angry.
'I have hurt my leg	He said she had hurt her leg.
He said, 'Jane will be late.'	He said that Jane would be late.

Reporting Questions

Вопросы формулируются в прямом порядке слов, а вместо вопросительного знака в конце предложения ставим точку.

Общие вопросы в косвенной речи вводятся союзами *if* или *whether*, означающими «ли», а вспомогательные глаголы *do/did* опускаются. А специальные вопросы используются вместе с вопросительными словами.

Direct speech	Indirect speech
Where do they live?"	You asked me where they lived
"When are you leaving?"	He asked us when we were leaving .
How will they get here?"	She asked me how they would get here.
"Are you ill?"	We asked him if he was ill.
"Have you read the article?"	You asked me if I had read the article.
Will you come for the party'?"	She asked whether we would come for the party.

Reporting Orders and Requests

В предложениях с повелительным наклонением обычно используются такие глаголы, как *tell, order, «ask»*. Чтобы перевести их в косвенную речь, нужно заменить глагол в форме инфинитива с частицей *to*. Указательные местоимения, наречия времени и места из прямой речи в косвенной заменяются другими словами, наиболее подходящими по смыслу.

“ Call me back later.”	You told me to call you back later.
“ Have a seat.”	He told me to have a seat.
“ Don’t do that!”	She told us not to do that.
“Could you call me back later?”	You asked me to call you back later.
“Will you have a seat?”	He asked me to have a seat.
“Can you not do that please?”	She asked us not to do that.

Глаголы в reporting clause

Чтобы передать чью-то устную речь, чаще всего используются глаголы *to say* и *to tell*. На русский язык мы переведем их как «сказать» или «рассказать».

Глагол *to say* не требует после себя указания на того, к кому были обращены слова. А потому он более универсален и используется чаще.

She said she had to do some more work. — Она сказала, что ей нужно еще немного поработать.

Если же нам важно указать, к кому была обращена речь, то поможет нам в этом предлог *to*.

She said to me that she had to do some more work. — Она сказала мне, что ей нужно еще немного поработать.

Глагол *to tell* обязательно сопровождается указанием на лицо, к которому были обращены слова, и в данном случае — без предлога.

She told me she had some more work to do. — Она сказала мне, что ей нужно еще немного поработать.

2.18 Choose the right form.

1. 'My dad ran a marathon at the age of 65.' → She told me that her dad ____ a marathon at the age of 65.

was running/ had run/ has run

2. 'I've written three pages of the report.' → He said that he ____ three pages of the report.

wrote/ was writing/ had written

3. 'I wasn't paying attention at the time.' → He said that he ____ attention at the time.

didn't pay/ hadn't been paying/ hasn't been paying

4. 'I live in the centre.' → She told me that she ____ in the centre, but I think she's moved.

has lived/ had lived/ lived

5. 'We're meeting Toni at 8 o'clock.' → She said that they ____ meeting Toni at 8 o'clock. I hope they're having a nice time!

were meeting/ are meeting/ had been meeting

6. 'She had worked for that school for 40 years when she retired.' → He told me that she ____ for that school for 40 years when she retired.

works/ was working/ had worked

2.19 Transform the statements into Indirect Speech.

1. Tom said, 'If I were you, I'd wear a new tie for the interview.'
2. 'We've decided to spend our holidays in Jordan,' they told us.
3. Jill said, 'I'll go to the bank tomorrow.'
4. Keith said, 'There is a letter for you on the table.'
5. 'They delivered the letters this morning,' she said.
6. He said, 'Don't forget to type the letter to Mr Brown.'
7. Jane said, 'I haven't finished my homework yet.'
8. 'My mother is coming to visit us,' I said.
9. She told me, 'You must leave early tomorrow.'
10. She said to him, 'Send the report just now, please.'

2.20 Make the questions indirect. Start with 'My friend asked...', 'I wanted to know...', 'He wondered...'

1. Do you know him?
2. Did he really say that?
3. Does it always rain in England?
4. Did they buy that house?
5. Does that mean what I think it means?
6. Did you start learning English a year ago?
7. What did she say to you?
8. When are you going on holiday?
9. What is your favourite food?
10. Have you got some free time?
11. Was he at home when you went to visit?
12. Where did you buy that?
13. Where is your house?
14. Will you get a new job?
15. Have you found an apartment?
16. When are they working?
17. Why did you leave?

2.21 You have to interview someone for a job in your company. Choose the correct indirect questions that you'll ask from the options below.

- 1:
(A) Could you tell us what you studied at university?
(B) Could you tell us what did you study at university?
- 2:
(A) Can you tell me how long you have been working in sales?
(B) Can you tell me how long have you been working in sales?
- 3:
(A) Could you tell me why you want this job?
(B) Could you tell me why do you want this job?
- 4:
(A) Can you tell us how long were you with your last company?
(B) Can you tell us how long you were with your last company?
- 5:
(A) Would you mind telling me why did you leave your previous job?
(B) Would you mind telling me why you left your previous job?
- 6:
(A) And finally, can you tell us what salary you expect?
(B) And finally, can you tell us what salary do you expect?

2.22 Make the imperatives indirect

1. "Sit down, Mary." (he told)
2. "Would you pass my suitcase?" (he asked)
3. "Don't go near the sea, children." (the children's mother warned)
4. "Don't be late, Tim." (Tim's father told)
5. "Be quiet, children." (the librarian told) 10
6. "Have your tickets ready, please." (the inspector told us)

2.23 Make the imperatives indirect. Start with 'She/ He asked/ advised/ordered...'

1. Research the company or organization.
2. Be familiar with its products and goals.
3. Think about what you want to say in the interview.
4. Imagine the kind of questions you might be asked, and rehearse a few answers.
5. Prepare questions of your own.
6. Dress conservatively and in a business-like fashion.
7. Make sure your personal grooming (such as fingernails and hair) is up to scratch.
8. Arrive on time.
9. Try to be polite, positive and friendly to everyone you meet during the job interview.
10. Don't use slang or swear words.
11. Display positive body language - such as good posture, firm handshake, and relaxed smile and make eye contact.
12. Don't say anything negative about previous employers.
13. Let the interviewer take the lead.
14. Don't try to control the conversation.
15. Avoid talking about salary and employee benefits too early.

2.24 Fill in the gaps in the sentences with Reported Speech

***had never been would mustn't walk could had washed might was hungry
might was reading should eat had already arrived would like***

- "I am hungry." — He said that he _____
- "I have never been to London." — He said that he _____ to London.
- "I should eat a lot of fruit." — He said that he _____ a lot of fruit.
- "I washed the car." — He said that he _____ the car.
- "You mustn't walk on the grass." — He said that I _____ on the grass.
- "I can dance." — He said that he _____ dance.
- "I will call you." — He said that he _____ call me.
- "I am reading the book." — He said that he _____ the book.
- "It might rain." — He said that it _____ rain.
- "It may rain." — He said that it _____ rain.
- "The plane had already arrived." — He said that the plane.
- "I would like a glass of milk." — He said that he _____ a glass of milk.

UNIT 3.JOB INTERVIEW

HOW TO PREPARE FOR AN INTERVIEW

3.1 Discuss what is shown in the picture?

1. Who are the people in the picture?
2. What are they doing?
3. Can you explain the employer's words below the picture?
4. Do you think it's OK when employers look at their employees' pages on the Internet?
5. Would you like your boss to look at your webpage? Why? / Why not?



*...So I looked your webpage... oh...
... There's no way you're getting this job!*

3.2 Fill in the sentences with appropriate words.

Additional information, employment history, experience, nationality, personal details, reference, qualification

1. Please let me know if there is _____ that might clear this up for me.
2. Tell us a little about your own _____ in running a cafe.
3. She's American, but her parents are of Japanese _____.
4. Your _____ includes all the companies you have worked for, your job titles, the dates of employment and salary earned at each of your jobs.
5. Include _____ into your CV who can support you.
6. We respect your privacy and our privacy policy ensures that your _____ are kept confidential.
7. Review the job requirements and check you have the necessary _____.

3.3 Соотнесите слова с их определениями или синонимами:

1. look for	a. to do what you say
2. don't mind	b. to be able to do
3. to be good at	c. to have no objections
4. reliable	d. to seek
5. to cope with	e. to think of
3 to make up one's mind	f. to try
4 to give it a go	g. to deal successfully with difficult situation
5 to have in mind	h. to decide

3.4 Fill in the right preposition *to, at, in, with*. Make sentences with these word combinations:

1. to be good ... 2. to be able ... 3. to be better ... 4. to be interested ... 5. to cope

3.5. Match English and Russian. Act out the dialogue.

1) Я нашел нужное мне объявление в газете.	A) When is the interview?
2) И кто там требуется?	B) What about conditions of work? Does everything suit you?
3) Опытный проводник. Это как раз для меня. У меня уже 2 лет стажа.	C) I don't know. I haven't sent a cover letter and CV yet. I am going to do it today
4) А условия работы тебя устраивают?	D) I have found the adv. I needed today.
5) В объявлении нет ни слова о графике работы, но зато они предоставляют жилье. А это для меня самое главное.	E) Good luck.
6) Когда интервью?	F) What profession is in demand?
7) Не знаю. Я еще не отправил сопроводительное письмо и резюме. Сегодня собираюсь это сделать.	G) An experienced conductor. It is just for me. I have 2 years of experience as a conductor.
8) Удачи	H) Not a word in the advertisement about work schedule. But accommodation is available if required. And it's great for me!

3.6 Read the advice below. Tick (✓) the points in your list that are mentioned.

HOW TO GET THAT JOB!

Before the interview

- ☐ Find out as much as you can about the company. Think about questions which the interviewer might ask you. Plan how to answer them.
- ☐ Dress smartly.
- ☐ Don't be late. If you are very early, have a coffee in a local cafe and look at your notes.
- ☐ Switch off your mobile and take two or three slow, deep breaths before you go in.

During the interview

- ☐ When you walk in, shake hands firmly with the interviewer, look them in the eyes, and say 'Pleased to meet you'.
- ☐ Answer the questions in a confident, firm voice. Don't speak too quietly, too quickly or be too hesitant.
- ☐ Answers should not be one word or one sentence, but also should not be too long.
- ☐ When answering questions, maintain eye contact with the interviewer. If there is more than one interviewer, give them equal attention.
- ☐ Give clear, direct answers to questions. If you don't know something, say so.
- ☐ Don't lie.



- At the end of the interview, you might be asked: ‘Are there any questions that you would like to ask us?’ Make sure you have one or two good questions ready.
- Above all, be positive and show enthusiasm for the job.

After the interview

- If you didn’t answer a question well in the interview, don’t be afraid to phone up soon afterwards and say something like: ‘I don’t think I explained myself very well in the interview. What I wanted to say was ...’ This will show enthusiasm and it will remind them of you.

3.7 Read the text. Make sentences about yourself.

Useful Phrases to Smash Your Job Interviews in English

And if you are wondering how to ace a job interview, there are phrases that you can use to help you do just that.

To help you succeed with your interview, we have prepared this list of useful phrases and expressions that you might find helpful the next time you face an interviewer.

Talking about your PERSONALITY

- Hard-working, Honest, Proactive, Dependable, Resilient, Persistent, Resourceful

Talking about your STRENGTHS

- Organized, Teamwork, Energetic, Problem-Solver, Critical Thinker, Analytical Skills, Dedicated, Patient, Determined, Leadership Skills

Talking about your WEAKNESSES

- Being unfamiliar with ...
- People pleaser
- Too critical of myself
- Too detail-focused
- Procrastinate, Lack Confidence, Multitasker, Impatient, Lack Experience, Perfectionist, Disorganized, Competitive

Talking about your EXPERIENCE

- I studied at ...
- I have a master’s degree in ...
- I completed a course on ...
- I graduated from ... in ...
- I worked as a / an ... for ...
- I have ... years’ experience in ...

Talking about your FUTURE

- I would be a perfect candidate for this job because ...
- I believe that I can grow both personally and professionally at your company because...
- I believe your company plays a big part in this industry.
- I trust that I could be an asset in your company because ...
- I’m thrilled about this opportunity because ...
- I always look for ways to develop my skills and I trust that I would be able to do so at your company.
- The reason I would like to work here is ...
- I will be delighted to work for your company because ...
- The things that I can contribute to your company are...

3.8. Read the extract from job interview. Pay attention on the words in *Bold*.

Interviewer:

‘From looking at your CV, it seems that you studied at the University of Birmingham. Can you tell me a little about what you studied?’

Candidate:

'No problem. I studied there for 4 years. I did English Language as my **undergraduate degree**. I enjoyed it very much and my high final **grade** demonstrates that. But it was an **academic** degree. So in order to improve my job prospects, when I graduated I did a **master's** in Business Organization, which was very **vocational**. As part of my master's, I did a **work placement** in the human resources department of MacDonald's during the winter **term**, which lasted about 3 months. It was a very rewarding experience. All the **courses** in the master's were very practical or vocational, like for example courses on employment law and business administration. In fact, my **thesis** was on employment law in the retail sector. I enjoyed everything about the master's and I got a very high final grade. After that, I decided that I didn't want to do a PHD, I wanted to start my career and use what I'd learnt in the real world'

Interviewer:

'Excellent and what about at school?'

Candidate:

'I studied at Skipton Secondary School in Yorkshire. I passed all my A-levels with high grades. In addition, I did a lot of extracurricular activities like being secretary of the drama club, a very rewarding and enjoyable experience.'

3.9 Read and translate the dialogues, then act them out.**1.**

- Excuse me, may I come in?
- Yes, of course. Sit down. So, what's your name?
- My name is James Smith.
- How old are you?
- I am 21 years old.
- Well, James, where did you work before?
- I worked as a cashier in McDonald's.
- Are you quit yourself or somebody fired you?
- I quit myself. The work distracted me.
- Okay. So you haven't got experience in selling cars.
- That's right.
- You must understand that we need skilled workers.
- It seems to me, that I won't get this job. But, I think that there is a good candidate for this place!
- Who are you talking about?
- My father knows the machines well. Moreover, he has a lot of free time!
- Okay, how old is your father?
- He is 47.
- Hmm ... I think we'll call you back later.
- Okay. Be sure to call. Here is his number: 89625531275.
- I need to write down his name and surname.
- Oh sure. His name is George Brown.
- Thank you so much.
- Thank you.
- Have a nice day!
- Bye!
- Bye!



2.

- Hello Anna.
- Hello.
- You are applying for an editorial job.
- Yes.
- You have a wonderful resume. Tell me more about your work in the newspaper.
- I started working as a freelance reporter. For the year I grew up to be an assistant editor. My specialization is economic news, interviews with key persons of companies.
- This is exactly what we need. Do you know the conditions that we offer?
- Yes, I read it on the site.
- Are you satisfied with everything?
- Yes, but I would like to have a more flexible schedule.
- Good. If everyone is happy with everything, then congratulations, you are accepted, bring the documents to the personnel department. Welcome to the team.



3.10 Imagine you are being interviewed by a careers officer. Complete the conversation.

Careers officer: Please take a seat

You: _____

Careers officer: So, what's your name?

You: _____

Careers officer: How old are you?

You: _____

Careers officer: What school did you finish?

You: _____

Careers officer: What qualifications did you get?

You: _____

Careers officer: where did you work before?

You: _____

Careers officer: What did that involve?

You : _____

Careers officer: What are your strengths? Why should I hire you?

You: _____

Careers officer: Now, do you mind working overtime?

You: _____

Careers officer: Why do you think you'd like doing this job?

You: _____

Careers officer: Where do you see yourself in five years?

You: _____

Careers officer: Thank you. It's been good talking to you. Thanks for coming to the interview.

3.11 Read the text and talk about these questions:

1. Why is an AI a help for those who look for a job?
2. What kind of things can a job application bot do for you?
3. What are the advantages in using Lazy Apply?
4. Have you ever used An AI bot?
5. Would you recommend to job-seekers an application bot?



An AI bot to apply for jobs - Lazy Apply

Are you looking to make your job search process easier and faster by using bots to apply for jobs? If so, you're in luck! Lazy Apply is an innovative job application bot that makes applying for jobs easier and more efficient.

With Lazy Apply, you can quickly and easily fill out job applications and submit them to employers in just a few clicks. Lazy Apply simplifies the job search process for job seekers and employers.

Lazy Apply offers a job application bot for several job boards like LinkedIn, Indeed, and Zip recruiter all under one single dashboard.

Using a bot to apply for jobs will save you time. Instead of manually searching and applying for jobs, you can use a bot to quickly identify job postings that are a good fit for you and apply to them automatically.

Bots are able to look through job postings and filter out those that don't meet your qualifications, so you don't have to waste your time on applications that won't be successful.

You can choose, the skills for which you want jobs, the location of the job, and the total number of jobs you want to apply for in one session. You can filter jobs based on their location, salary, Date of the job posting, Experience level, Industry, Job title, and Remote/Onsite. You can apply for 1000's jobs in a single click.

It can also help you keep track of your applications and follow up with employers. Additionally, it can help you customize your cover letter and resume for each job you apply to, ensuring that you stand out from the competition.

You can automatically answer questions asked by recruiters with the help of Lazy Apply AI. Job seekers can also store information such as resumes, cover letters, and job descriptions, allowing them to quickly and easily access them when needed. With its automated templates, intuitive interface, and career guidance, it is the perfect tool for finding and applying to the right job openings at the right time.

3.12 Express the main idea of the text. Use some of these prompts.

The article deals with ...

As the title implies the article describes ...

It is known that... It should be noted about...

The fact that ... is stressed.

It is spoken in detail about...

It is reported that ...

The text gives valuable information on...

Much attention is given to... It is shown that...

The paper looks at recent research dealing with...

The main idea of the article is...

It gives a detailed analysis of...

It draws our attention to... It is stressed that...

The article is of great help to ...

The article is of interest to ... is/are noted, examined, discussed in detail, stressed, reported, considered.

MAKING PHONE CALLS WHEN SEARCHING A JOB

3.12 Read the text and say why making phone calls to the employer “just in case” can be useful if you look for job?

Phone calls to the employer “just in case” are the most effective way to get an invitation to an interview. We can often achieve either an interview or an offer of a new employment option. The phone approach can be flexible - even if the position is already filled, you can ask about other opportunities. You have a good chance to offer yourself in a profitable way. Before you call, carefully prepare what you want to say. When calling just in case, the employer does not expect a call from you, and you have the opportunity to take the initiative into your own hands and conduct the conversation yourself. Remember, the purpose of your call is to interest the employer and make him want to meet with you. Your aim is to interest the employer, to make him want to meet you, to get an invitation to this meeting.

3.13 Read and translate the dialogues

A.

Receptionist: “Good morning. Rail Transport Company”

Applicant: “Hello, tell me, who can I contact regarding employment at your company?”

Receptionist: “Mr. John Smith”

Applicant: “Thank you, can I talk to Mr. Smith?”

B.

Receptionist: “Good morning. Rail Transport Company.”

Applicant: “My name...Can I talk to Mr. Smith from the HR department?”

Receptionist: “He’s not there. Can I take a message?”

Applicant: “Thank you, but I need to talk to Mr. Smith. Can you tell me when he will be back? I would call later”

Receptionist: “You can call at two o’clock.”

Applicant: “Thank you. I’ll definitely call. Goodbye.”

C.

Applicant: “Good afternoon, Mr. Smith. My name is...I worked as a track-relaying machines operator for several years, most of the time at the Track Machine plant. I would like to meet with you in case you have any openings in the near future.

Mr Smith: “Sorry, we have no vacancies.”

Applicant: “I understand, but maybe in a few weeks something will appear. I would still like to talk to you. Can I meet you tomorrow?”

Mr Smith: “Well, maybe you’re right. Can you come tomorrow at three o’clock in the afternoon?”

Applicant: “Yes, thank you.”

Mr Smith: “Okay. Till tomorrow”.

D.

Receptionist: “Good morning. Rail Transport Company.”

Applicant: “Good morning. My name is.....Can I contact John Smith from the HR department?”

Receptionist: “Yes, I’m connecting.”

Mr Smith: “John Smith, HR department.”

Applicant: “Good morning, Mr. Smith. I’m a first class Rail-Track Laying equipment operator; I’ve been working for ten years. I would like to talk to you to see if you have any work for me in the future. I was responsible for laying and maintaining railroad track for railroad companies..”

John Smith: "Right now we have no vacancies. Although, perhaps, Ken White will leave soon... and there is a lot of work. Maybe we should meet. What did you say your name is."

Applicant: "My name is I can come at any convenient time."

John Smith: "Okay, can you come tomorrow at ten in the morning?"

Applicant: "Excellent. Where should I come?"

John Smith: "In the reception area in front of the warehouse they will explain to you where my office is."

Applicant: "Thank you, Mr. Smith. I'll be with you in the morning, at ten sharp. Goodbye"

3. 14 Make your dialogues according to the model. Use the phrases in boxes. Then act out your dialogues.

Applicant:

- Hello, tell me, who can I contact...?
- My name...Can I talk to...?
- Can you tell me when...?
- I worked as a ...
- I would like to talk to you ...
- Where should I...?
- Thank you...

Receptionist:

- Good morning ...
-Can I take a message?
- You can call at ...



Employer:

- ... HR department.
- Sorry, we have...
- Can you come ... at...?
- What did you say your name is?
- In the reception area...

IMPERATIVE MOOD

Когда нам нужно дать команду, отдать приказ, дать совет или предостережение, попросить о чём-то или предложить что-нибудь и т.д., мы должны использовать особую схему предложения.

Начинается такое предложение с глагола, как мы видим его в словаре (без частицы **to** и без окончаний) — **let, come, find** и т.д.

Come in! — Войди(те)!

Answer! — Отвечай(те)!

Give me the book! — Подай(те) мне эту книгу!

Go and bring it back! — Пойди(те) и принеси(те) это обратно!

Beware of the dog! — Осторожно, злая собака! (букв.: Остерегайтесь собаки!)

Если хотите звучать вежливо, добавляйте в начале или конце предложения **please**.

Read it aloud, please. — Прочти(те) это вслух, пожалуйста.

Please, sit down. — Пожалуйста, садитесь.

Во фразах типа **дайте / позвольте мне / нам / ему / ей + глагол** используется глагол **let** (позволять).

Let me think. — Дай(те) мне подумать.

Let me help you. — Позволь(те) мне помочь вам / тебе.

Let's (= let us) come there together. — Давай(те) пойдём туда вместе.

Let's start our work. — Давай(те) начнём нашу работу.

Let him do what he wants. — Позволь ему делать, что он хочет.

Let her buy the shoes. — Пусть она купит эти туфли. (Позволь(те) ей купить эти туфли).

Отрицательная форма

Когда мы хотим запретить что-то, либо наша просьба начинается с частицы **не** (не забудь), ставим перед глаголом **don't (do not)**.

Do not use phones. — Не пользуйтесь телефонами.

Do not feed the animals! — Животных не кормить!

Don't open the windows! — Не открывайте окна!

Please don't be angry with her. — Пожалуйста, не сердись на неё.

Don't let your children watch horror films. — Не позволяйте своим детям смотреть фильмы ужасов.

Употребление you

Если перед глаголом поставить **you** (ты, вы), то просьба или приказ приобретут оттенок раздражения.

You stop talking! — А ну-ка, прекратите болтать!

You come here! — Эй ты, иди сюда!

You leave me alone! — Слушай, ты, оставь меня в покое!

You do it right now! — Сделай же это прямо сейчас!

Усиленная форма

Если нужно усилить просьбу или приказ, перед глаголом ставится **do**.

Do come at seven o'clock! — Обязательно приходите в семь часов!

Do wake up! — Да просыпайся же ты!

Do forgive me, please! — Простите же меня, пожалуйста!

3.15 Open the brackets.

1. ____ with the fish. It's food. (not to play)
2. Please ____ the instructions for filing bug reports. (to read)
3. ____ your hair from your face. (to brush)
4. ____ upstairs to get on the docket. (to go)
5. ____ late, or I'll start without you. (not to be)
6. ____, I'm not done with you. (to sit down)
7. ____ like that. (not to talk)
8. ____ the bin, John. (to empty)
9. ____ in dirty water. (not to swim)
10. ____ your homework before you watch TV. (to do).

3.16 Translate:

1. Не закрывайте окна.
2. Позовите носильщика, пожалуйста.
3. Пойдемте домой.
4. Не сердитесь на меня.
5. Прочитайте эту статью.
6. Покажите мне эти документы.
7. Пусть он пойдет туда один.
8. Пусть она сделает эту работу сама.
9. Пусть они подождут меня внизу.
10. Пусть он не ходит туда сегодня вечером.
11. Пусть они не ждут меня.

3.17 Make opposite sentences

6. Research the company or organization.
7. Be familiar with its products and goals.
8. Think about what you want to say in the interview.
9. Imagine the kind of questions you might be asked, and rehearse a few answers.
10. Prepare questions of your own.
11. Dress conservatively and in a business-like fashion.
12. Make sure your personal grooming (such as fingernails and hair) is up to scratch.
13. Arrive on time.
14. Try to be polite, positive and friendly to everyone you meet during the job interview.
15. Don't use slang or swear words.
16. Display positive body language - such as good posture, firm handshake, and relaxed smile and make eye contact.
17. Don't say anything negative about previous employers.
18. Let the interviewer take the lead.
19. Don't try to control the conversation.
20. Avoid talking about salary and employee benefits too early.

TEST

1. Translate from Russian into English.

1. вакансия
2. нанимать на работу
3. собеседование / интервью с работодателем
4. навыки межличностного общения
5. свободное владение языком
6. увольнять
7. рекомендация
8. отдел кадров
9. получить продвижение по службе
10. устраиваться на работу
11. работать в команде
12. переговоры
13. обучающие курсы
14. управлять персоналом
15. трудолюбивый

2. Translate from English into Russian.

1. to draw up a shortlist
2. responsibilities
3. competitive salary
4. to seek / to look for
5. graduate
6. managerial skills
7. work placement
8. relocation assistance
9. sales-related bonus
10. to fill in a position
11. overseas allowances
12. academic degree
13. sales executives
14. proactive
15. motivated

3. Fill the gaps with the correct phrase from the box.

communicate well / the 21 st century/ good at making decisions/ analyze information / age of technology/ problem solving
--

We are living in _____. Some people call it the _____. We need to learn skills such as _____ and we need to be able to _____ with other people around the world. Employers are looking for people who can _____ well, people who are able to recognize whether information is reliable or not. They also like people who are _____ without asking for help.

Choose the correct word.

1. You need to have good **qualifications** / **references** to get that job - they will want high grades.
2. If you're **looking** / **applying** for a job, think carefully about what sort of work you're interested in before you read any adverts.
3. We 'll send out your **contract**/ **certificate** once we've agreed on your pay.

4. Your **qualifications/ references** are very good, Miss Smith. Everyone wrote good things about you.
5. Please **enclose / fill in** the health record form in the envelope provided.
6. When you **look / apply for** a job, it's important to be interested- make your letter sound enthusiastic.
7. Don't forget that body language is as important in an **application /interviews** what you say.
8. I've paid to have my**contract / certificate** sent to me after the course.
9. Please **enclose/ fill in** the health record form and bring it with you.
10. In your **application / interview** remember to write something about your personal interests.

5 Fill in the gaps in the text below.

To apply for, to short-list, skills, application form, to fill out, cover letter , to follow, to proofread, candidates, blank.

When you (1)_____ the job, you are usually asked to leave the 2)_____
as well as your resume (GB curriculum vitae or CV) and a (3)_____. Companies
like to have standardized forms containing information about (4)_____. This makes
comparison simpler and also makes it easier for a company to (5)_____ candidates for the
interview. It is very important that you write down all your abilities and (6)_____ in the
spaces provided. Remember, this is employer's first impression of you so it is very important
that you (7)_____ the form accurately. Read the form very carefully and answer each
question honestly. Show the employers that you are able to (8)_____ instructions. Do not
leave any sections (9)_____. It is necessary to (10)_____ your application before you
turn it in.

6 Match the verbs on the left with the nouns on the right. More than one may be correct.

- | | |
|--------------|----------------|
| 1. pass | a. employment |
| 2. find | b. wages |
| 3. earn | c. a reference |
| 4. provide | d. a job |
| 5. pay | e. training |
| 6. apply for | f. an exam |
| 7.offer | g. money |
| 8.look for | h.a salary |

7 Put the lines into the right order to make a dialogue.

6.1

1. Good morning, sir
2. My name is Tom Brown.
3. What sort of job do you want to do?
4. Good morning.
5. Why have you decided to apply our company?
6. I'd like to work as a manager.
7. What is your name?
8. I saw an advertisement in the newspaper and I know your company has a good reputation.

6.2

1. What do you do?
2. Not much. Just about twenty a week.

3. It's a flexi-time. I hate nine-to-five jobs.
4. What does your job involve?
5. What's your salary?
6. I'm a window dresser
7. What is your job working hour system?
8. I'm responsible for the shops interior design.

8 Complete the dialogue. Put the sentences of the right column in correct order.

1 Come in, come in. It's Mr. Chandler, isn't it?	a) Yes, of course.
2 How do you do? Please take a seat.	b) No, I'm not. ...not yet.
3 Well, I have got your application form here. I just want to check the information... Is that all right.	c) Thank you very much.
4 Now, you are 31, aren't you?	d) Yes, I did. I finished them seven years ago.
5 ...and you aren't married, are you?	e) That's right. How do you do?
6 You went to secondary school and technical college, didn't you?	f) Yes, I am
7 You didn't go to the university, did you?	g) No, I started work when I was 20.

9 Choose the right form. (Conditional 1)

1. If I (were, had been) you I shouldn't do it.
2. If they (took, had taken) a taxi they wouldn't have missed the train.
3. If you (followed, had followed) my advice you would have bought it.
3. If I (Know, knew, will know) her better I should turn to her for help.
4. If the weather (is, was, were) fine you would not stay at home.
5. If she (marries, married, will marry him she would be happy.
6. If I knew English well, I (*shall, will, should*) take this job.
7. If he were rich he(*shall, will, would*) buy a car.
8. If she asked me I (*shall, will, should*) help her.

9. Choose the right form. (Conditional II)

- 1) If I... money I shall buy the book.
 - a) *have*
 - b) *shall have*
- 2) If we get the tickets, we ... on Monday.
 - a) *leave*
 - b) *shall leave*
- 3) When the delegation ... you will have to work with them.
 - a) *arrives*
 - b) *will arrive*
- 1) If I... you, I should choose the profession of an engineer.
 - a) *am*
 - b) *was*
 - c) *were*
- 2) If he were in Moscow he ... us.
 - a) *will visit*
 - b) *would visit*
 - c) *would have visited*
- 3) If I... Chinese I should go to China.
 - a) *know*

- b) *knew*
- c) *had known*

10. Choose the right form. (Conditional III)

- 1) If I had had time I... the translation.
 - a) *should finish*
 - b) *should have finished*
- 2) If you had taken my address you ... my house easily.
 - a) *would find*
 - b) *would have found*
- 3) If he ... at the concert he would have enjoyed it.
 - a) *had been*
 - b) *were*
- 4) If we ... that present she would have liked it.
 - a) *had bought*
 - b) *bought*

11. Match the parts to make correct sentences.

1. 1) If she knows English well 2) If she knew English well 3) If she had know English well	a) <i>she could help you.</i> b) <i>she can help you.</i> c) <i>she could have helped you.</i>
2. 1) I wish 2) We suggested 3) If I had known it earlier 4) If they were with us	a) <i>I would have given you a call.</i> b) <i>they would help us solve the problem.</i> c) <i>I had not missed the train.</i> d) <i>they should be invited to the party.</i>
3. 1) I asked if 2) She says 3) I wonder 4) Did you ask her 5) He told us	a) <i>where he is now.</i> b) <i>they were away on holiday.</i> c) <i>what time she would be here.</i> d) <i>his car had been repaired.</i> e) <i>she has been invited to the party.</i>

12. Choose the right translation of the sentence.

1. Let me explain them everything.	a) Пусть они мне все объяснят. b) Разрешите мне им все объяснить. c) Давайте я им все объясню.
2. She said that she couldn't understand him.	a) Она сказала, что не поняла его. b) Она сказала, что может быть поймет его. c) Она сказала, что не понимает его.
3. I wish I were a millionaire!	a) Как бы мне хотелось стать миллионером! b) Я желаю стать миллионером! c) Мне хочется очутиться среди миллионеров!

13. Choose the right translation of the sentence.

1) I wish I had money.	a) <i>Если бы у меня тогда были с собой деньги!</i>
2) If I had money.	b) <i>Если у меня будут деньги.</i>
3) If I have money.	c) <i>Жаль, что у меня нет денег.</i>
4) If I had had money with me.	d) <i>Я предлагаю всегда иметь с собой деньги.</i>
5) I suggest you should always have money with you.	e) <i>Жаль, что у меня не было с собой денег.</i>
6) I wish I had had money with me.	d) <i>Если бы у меня были деньги.</i>

14. Choose the right form.

- 1) I suggest that you ... the film.
a) *saw*
b) *will see*
c) *should see*
- 2) It's necessary that everybody ... the meeting.
a) *attended*
b) *will attend*
c) *should attend*
- 1) I wish he ... with us now.
a) *was*
b) *were*
c) *had been*
- 2) I wish she... at the theatre yesterday.
a) *was*
b) *were*
c) *had been*
- 3) I wish we... it before.
a) *knew*
b) *had known*

15. Which sentences are correct?

1. My tutor asked me had I finished my report.
2. I asked some people on the street where the hotel was.
3. My mother called me and asked me where I am.
4. They said whether they could start the next day.
5. He asked his friend to pick him up at the airport.
6. Their neighbour asked them don't make noise.
7. She told she wanted to take up a new hobby.

21. Read the text, choose true statements

Why Hitachi Rail?

At Hitachi Rail you will find a passionate and collaborative environment. We operate according to our values of Harmony, Sincerity and Pioneering Spirit. As such, we work closely as a team

and empower our colleagues to take ownership and become creative in our pursuit of excellence. We take pride in the contribution we make to society and we always act with integrity and fairness towards our customers, suppliers and colleagues.

We offer a competitive salary and annual leave entitlement as well as a generous benefits package. This includes a pension scheme with contributions up to 9%, health insurance, and many more perks for you to choose from within a flexible plan that will meet your specific needs and lifestyle.

If you like the sound of the above and feel energized by the idea of joining a great brand at a moment of exciting expansion, please apply now. We look forward to hearing from you!

How to work on the railways?

To apply for a job, simply complete an application and submit your CV online. Instructions on how to apply will be on the vacancy. To enable us to discover your potential, you may be asked to complete an assessment, which can consist of either a self-assessment, verbal, numerical or psychometric test.

1. At Hitachi Rail you will find a good team.
2. Hitachi Rail cannot offer good benefits.
3. To apply for a job you should go to a recruiting centre.
4. To apply for a job at Hitachi Rail you need to take different tests.

22. Put the lines of the dialogue in order

1. Given the opportunity to pursue further study/training, which area would you choose?
2. I am responsible for marshalling trains, shunting, and ground crew support for drivers, and servicing locomotives.
3. I was looking for a change, my career was limited and I have always been interested in trains.
4. I would like to learn to become a locomotive driver.
5. What are your responsibilities?
6. What led you to choosing a career in Transport and Logistics?

Список использованной литературы:

1. Володарская Е.Б. Английский язык. Методология написания рефератов // Учеб. пособие // Е.Б. Володарская, М.М. Степанова. – СПб.: Изд-во Политехн. ун-та, 2009.
3. Гусевская Н.Ю. Проблема и опыт создания учебного пособия по английскому языку// Педагогика, 2011 № 1(25) с. 29-32
4. Зарицкая О.В. Методическая разработка для преподавателей СПО по иностранному языку «Трудоустройство на работу», 2018
5. Virginia Evans Jenny Dooley Tom White Rail Transportation. Career Paths, Express Publishing, 2017
6. Bernard Hertley, Peter Viney Streamline English 3, Oxford University Press, 1996
7. Raymond Murphy English Grammar in Use, Cambridge University Press 2012
8. Kathy Gude, Michael Duckworth New Matrix. Pre-intermediate. SB, Oxford University Press, 2007

<https://puzzle-english.com/directory/english-moods>

<https://englishinn.ru/i-wish-if-only-pravila-i-uprazhneniya.html>

<https://skyeng.ru/articles/sostavte-rezyume-na-anglijskom-450-primerov/>

<https://skyteach.ru/2022/10/27/i-wish-if-only-5-zadaniy/>

<https://www.resume.com/>

<https://www.e-grammar.org/>

<https://skyeng.ru/>

<https://www.cnet.com/tech/features/the-new-age-of-hiring-ai-is-changing-the-game-for-job-seekers/>

<https://lazyapply.com/job-application-automation/bot-to-apply-for-jobs>