

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV**

Methodological guidelines
for practical classes
on the subject

«English»

*(for 1-year full-time and extramural Bachelor degree students
of all specialities)*

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UNIT 1

1 LEAD-IN

- 1 What motivates you to learn the English language?
- 2 How long have you been learning English?
- 3 How can you evaluate your level of the English? Choose among the following:
 - My English is very basic.
 - I understand native speakers pretty well if they speak slowly.
 - I get by if I'm travelling in an English speaking country.
 - I'm fairly fluent.
 - I can say that I'm bilingual in Ukrainian and English.
- 4 Are there any things you have had difficulty with in learning or communicating in English?
- 4 How do you learn English? What makes learning easier for you? What language skills would you like to improve?
- 5 What is necessary to take into consideration while learning technical English?

2 READING

EVERYDAY ENGLISH AND TECHNICAL ENGLISH



At present, the contacts between people of different countries are increasing. This enhances the importance of the study of foreign languages. The matter is that the total number of languages in the world is very large. According to different reference books it varies from five to eight thousands. The numerical distribution of people speaking different languages is extremely uneven. There are not many languages in the world spoken by more than 50 million people. On the other hand, there are languages spoken by only several thousands of people. Everyone should understand that for the linguist there are no big or small languages. For each person the language is not only a means of communication, but also an embodiment of national and cultural values. Nevertheless, when we have to decide which of the world's languages to study, we take into consideration the differences in the social and functional status of each language.

When we consider English, we have to keep in mind that the English language is spoken by more native speakers than any other language. English is native or the first language for most population of Great Britain, USA, Canada, Australia, New Zealand. Besides, there are many areas, where English is not a native language, but a second language with the official status in education and administration, and for communication between speakers of other languages. English as a foreign language is the most widely spread of the world's languages. A quarter of the world currently speaks English. That is one and a half billion people, two-thirds of whom speak it as a foreign language. English is one of the five official languages of the United Nations Organization alongside French, Russian, Spanish and Chinese. It is the working language during the meetings of the General Assembly and Security Council of the UNO. English has rapidly become the first language of business, science and popular culture. Three-quarters of the world's mail is in English. So are four of five e-mails and most of what you find on the Internet.

No wonder that so many people in various countries spare no efforts to acquire English for communication. In a recent survey, 69% of Europeans said they thought everyone should speak English. More than half of them already do. For most people it is not a question of choice but of necessity. Higher school students and postgraduates are trained to have a good knowledge of English, to read and use professional literature in their practical activity.

Technical English is often believed to be more difficult to understand. There are a number of reasons for that. First of all it concerns its vocabulary. The scientific and technical progress has enriched the vocabulary with a great deal of new words, new meanings and new word-combinations. Scientists and technologists also use many ordinary, everyday words to denote new terminological meanings. Each branch of science and technology has its own vocabulary (terminology). Many of them are formed from the words of Greek or Latin origin and are often international. Some technical words, borrowed from everyday English, sometimes cause much greater difficulty than terminology.

As to grammatical patterns and models, they are the same as in everyday English. There is a difference in the frequency of occurring some grammatical forms. Scientific and technical writing is usually about things, matter, natural processes, and it is impersonal in style.



Simple sentences are uncommon, for engineers seldom deal with isolated facts or events. The engineer has to show what the connection is, not only what happens, but also how it happens, when it happens, why it happens, and what is being affected. The style of most texts, besides being impersonal, is also very concise. It is because the author if he or she is trained in science is writing primarily for other scientists.

In order to master technical English the learner must first acquire a thorough knowledge of everyday literary English with its grammar, vocabulary and rules of word formation. Then it will be easy to learn, step by step, the peculiarities of technical English. But scientific and technical literature understanding requires an additional training connected with the knowledge of specific terminology.

Answer the following questions to the text.

- 1 Why is the importance of foreign languages knowledge constantly growing in the modern world?
- 2 Is it possible to calculate the exact number of languages?
- 3 Can language be considered as the most important part of cultural identity?
- 4 What determines the status of any language in the world?
- 5 Why has the English language gained the status of the language of international communication?
- 6 What makes the English technical language understanding and writing rather difficult?
- 7 What are the peculiarities of the technical texts style?
- 8 What can be recommended to a learner to master technical English?

3 VOCABULARY

3.1 Fill in the appropriate forms.

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>person</i>
differ	_____	_____	_____
_____	communication	_____	_____
distribute	_____	_____	_____
_____	practice	_____	_____
_____	_____	meaningful	_____
decide	_____	_____	_____
_____	_____	educated	_____
_____	communication	_____	_____
train	_____	_____	_____
_____	_____	_____	borrower

3.2 Choose the right words to fit into the text about the most effective foreign language learning strategies. Define which word group do the inserted words belong to.

easier
yourself
target

Although
effort
best

yield
natives
of

Look
Depending
benefit

Learning a language requires a huge _____. But there are ways to speed up your progress.

No matter what you might have heard about learning a foreign language, it takes time. _____ on your goal you may have possibly hundreds of hours of language learning ahead. If you don't have a strong motivation then the chance of abandoning your language learning efforts is very high. The more interest you have to a language and the culture of the people who speak it the _____ you will find the motivation to keep learning.

The _____ way to learn a language is to be totally immersed in it by living in a country where they speak only that language. _____ it is more difficult to learn another language in your home country it is nevertheless quite possible. Try to find as many radio programs, broadcasts, podcasts, TV programs, audio books, songs or what have you in the foreign language. The more you listen to the language the more your brain will start picking up words from the context and making connections.

_____ up and add words to your database. It will increase your vocabulary. Knowing about 6000-8000 words, you will start to have a command of the foreign language.

Try to find _____ who are willing to help you with your efforts to speak their language. If you don't always have direct access to them, you can always talk to _____. Everybody has an inner voice talking. And you can use this voice to your _____. Instead _____ using your mother tongue simply switch to the foreign tongue and start talking – either out loud or just in your thoughts.

It is important, that once you have acquired the most fundamental vocabulary in the language, start learning not only new words but example sentences, which will make you train “how one says things” in the _____ language.

Doing regular sessions every day will _____ to much better results (usually 4-5 times better) than learning in large chunks and then leaving it several days or weeks aside.

<http://www.flashcardlearner.com/articles/learning-a-language-the-10-most-effective-learning-strategies/>

4 GRAMMAR

4.1 Use the verbs in one of present tenses.

- 1 It usually _____ (take) me not more than half an hour to get to the university.
- 2 We _____ (do) business with a number of companies abroad at the moment.
- 3 This is the first time when I _____ (give) a presentation on my research.
- 4 English _____ (become) a global lingua franca over the past several decades.
- 5 You _____ (speak) English quite well. How long _____ (learn) it?
- 6 I _____ (be) to France several times. It is really an amazing country with a lot of places to visit.
- 7 I still have some problems living in Oxford but it _____ (get) easier to understand native speakers.
- 8 They _____ (always/complain) about the necessity to learn another foreign language!
- 9 In Chapter 1, they _____ (meet) David, and _____ (agree) to start a new business.
- 10 He _____ (not decide) yet what Business School he wants to enter.
- 11 I _____ (think) it is more difficult as you _____ (get) older to learn foreign languages.
- 12 I _____ (sign) all the documents, as you can see.
- 13 Tom _____ (be) usually very calm and friendly? I can't understand why he _____ (be) so nervous and rude this time.
- 14 Ann _____ (live) in Athens with her parents but now she _____ (live) in London as she _____ (take) a language course.
- 15 It is a real surprise to meet you here! What _____ (do) since we met at the conference?

4.2 Choose the correct tense form of the state verbs.

- 1 I *see/am seeing* that to change something is really very difficult.
- 2 They can't talk to you, they *see/are seeing* their French partners.
- 3 Our Project Manager is Italian. He *comes/is coming* from Italy.
- 4 The representative of their company *comes/is coming* tomorrow.
- 5 She *is /is being* very intolerant and nervous these days, because we can't cope with the urgent order.
- 6 They *are/are being* always very kind and helpful.
- 7 You haven't said a word all morning. What *are you thinking/do you think* about?

- 8 I *think/am thinking* about changes. I *think/am thinking* they are inevitable.
- 9 He *has/is having* a lot of responsibilities as the chief of the department.
- 10 *Are you having/Do you have* a lot of problems at the moment?
- 11 They *appear/are appearing* to be very busy.
- 12 The new consultant *appears/is appearing* in the office tonight.
- 13 The coffee *tastes/is tasting* really bitter.
- 14 They *taste/are tasting* our new brand of coffee.

4.3 Fill in the correct form of a personal pronoun.

Personal Pronouns		Possessive adjectives	Possessive pronouns	Reflexive-Emphatic pronouns
before verbs as subjects	after verbs as objects	followed by nouns	not followed by nouns	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	–	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

- 1 ___ is our new manager. I have told her about your decision to take the English language course.
- 2 I suppose there is a mistake in the file. – Yes, I agree. ___ is a very serious mistake.
- 3 To get the best result, you have to find native speakers and communicate with ___ .
- 4 What documents does she usually use to identify ___ ?
- 5 I like this photo! When was ___ taken?
- 6 I really admire people who are very ambitious. ___ always know what to do and how to achieve the aim.
- 7 Why don't you trust ___ ? I always tell the truth.
- 8 That's just what I wanted. Thanks, that's really kind of ___ .
- 9 I've told you she is a particularly talented person. The idea is totally ___ .
- 10 We gave them ___ business cards, and they gave us ___ .

UNIT 2

1 LEAD-IN

- 1 Why did you decide to enter O. M. Beketov National University of Urban Economy?
- 2 Did anybody recommend it to you or encourage your choice?
- 3 What are your future career plans?

2 READING

O. M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV



O. M. Beketov National University of Urban Economy in Kharkiv, known locally as HNUMG, is one of the top universities in Ukraine. It has a well-established position as one of the country's leading universities training specialists for different fields of municipal economy. This makes university the most popular destination for students

who want to get the top-quality education in a diverse range of fields such as municipal construction, electric transport, electric and energy supply, water and gas supply, municipal enterprises management, urban ecology, hospitality and tourism.

The students may come straight from school or college. They are enrolled for degree programmes (Bachelor Degree, Specialist Degree and Master Degree) and they get postgraduate diplomas. The doors are also open to undergraduates (who have the Master's degree) and mature students with different backgrounds. They choose from the selection of undergraduate and postgraduate programmes, complete the course of studies and get the degrees of Candidates and Doctors of Sciences.

More than 16,000 students study at the university. Some 650 international students from 42 countries choose our university.

The university's branches work successfully in Greece and Israel. The university also has close scientific and business contacts with higher education institutions, scientific and research institutions from 11 countries of the world, among them are France, Germany, Finland, the USA, Great Britain, Sweden, Netherlands, Israel, etc.

Established in 1922, the university now has the departments of Town Planning and Development, Economics and Entrepreneurship, Management, Urban

Engineering Ecology, Power Supply and City Lighting, City Electric Transport as well as the Postgraduate Department where the scientific and academic personnel is being trained at.

There are also the Department of Upgrading Skills and Retraining, the Correspondence Department, the Department for Foreign Students and the Preparatory Department.

The learning and teaching standards of the university are rated among the best in Ukraine. The students have the access to a wide range of staff experience. The teaching staff includes 500 gifted and dedicated teachers, 70 Professors and Doctors of Sciences, more than 300 PhD lecturers. Eight world-standard schools, headed by Doctors of Sciences, Professors, Assistant Professors, and PhD lecturers, successfully function at the University.

The students pursue the academic programmes in a diversity of different subject areas coupled with extensive curricula activities. The students use a range of learning styles and techniques including lectures, seminars, tutorials, as well as undertake fieldwork and experience both individual study and group work. They prepare essays and make oral presentations, work on Department research projects, acquire necessary skills and knowledge.

Up-to-date facilities are available in well-equipped laboratories and lecture theatres. The eleven branch scientific and research laboratories, namely "Megapolis Centre", the engineering centre of phyto-technologies, the Laboratory of Academic Scientific and Research Complex (ASRC), have gained the international reputation.

Many students leave home, so the university offers six hostels with communal living rooms and facilities for studies, living, cooking, recreation and holding various events. Indoor and outdoor sporting activities are catered for by sports centres which are in student-friendly areas. There is a lively Students' Union with numerable societies covering a wide range of interests.

The university possesses a great library both in terms of books with the stock of 882,000 volumes and online resources where the students can fulfil their every academic need or simply indulge their intellectual curiosity. As far as the on-line learning is concerned, there is an innovative development which supports learning and teaching activities across the Internet according to special academic programmes. This on-line environment enables quick and easy provision of materials, the communication tools and support for collaborative project work.

There are also dining halls, cafes, self-service catering facilities and cash machines within easy access from different buildings of the university.

The quality of education is recognized by those who are keen on recruiting

graduates from the University into a broad range of careers and who provide them with full-time work or with the opportunity of getting casual jobs.

Answer the following questions to the text.

- 1 What different fields are the students of O.M. Beketov National University of Urban Economy in Kharkiv trained in?
- 2 How many students are currently enrolled?
- 3 What programmes of training does the university provide?
- 4 Is there any possibility for international students to take the university courses?
- 5 What departments are the students trained at?
- 6 What scientific and branch laboratories have gained the international reputation?
- 7 What is the university recognized nationally for?
- 8 What facilities does the university possess to provide effective learning?
- 9 Does the university provide a post-graduate course?
- 10 What diplomas do the students get according to the level of training?

3 VOCABULARY

3.1 Match the left and the right sides to form collocations. Use them in the sentences of your own.

- | | |
|--------------------|---------------|
| 1 well-established | a supply |
| 2 leading | b reputation |
| 3 municipal | c position |
| 4 energy | d activities |
| 5 dedicated | e work |
| 6 learning | f enterprises |
| 7 international | g university |
| 8 collaborative | h teachers |
| 9 indoor | i techniques |

3.2 Match the words and phrases with the definitions.

- | | |
|-----------------------|---|
| 1 graduate | a document showing that someone has successfully completed a course of study or passed an examination |
| 2 language laboratory | b an amount of money that is given to someone |

			by an educational organization to help pay for their education
3	lecture	c	someone who is studying at a university to get a master's degree or a PhD
4	scholarship	d	a spoken or written test of knowledge, especially an important one
5	canteen	e	the person in charge of colleges, universities
6	diploma	f	a room in a school or college where you can learn to speak a foreign language by listening to tapes and recording your own voice
7	undergraduate	g	a large dining hall in a university
8	exam	h	someone who has completed a university degree, especially a first degree
9	faculty	i	a long talk on a particular subject that someone gives to a group of people, especially to students in a university
10	postgraduate	j	a class at a university or college for a small group of students and a teacher to study or discuss a particular subject
11	rector	k	a block of flats where students live
12	hostel	l	a student at college or university, who is working for their first degree
13	seminar	m	a long piece of written research done for a higher university degree, especially a PhD
14	dissertation	n	a department or group of related departments within a university

4 GRAMMAR

4.1 Use the verbs in one of past tenses.

- 1 They were upset because a couple of days before they _____ (hear) about their manager resignation.
- 2 Before Chris graduated from the university he _____ (work) for almost three months as a trainee in one of the local engineering companies.
- 3 When I arrived an hour late to the office, everyone _____ (work).
- 4 Last year we _____ (be) not so successful in finding new ideas.
- 5 For a while last year I _____ (study) for my degree, _____ (work) for

an advertising company, and _____ (take) a foreign language course. It was really difficult.

- 6 Jane was trying to find a more challenging job when her friend _____ (phone) and _____ (tell) her about a new vacancy.
- 7 It was so embarrassing to arrive at their house and found Lily looking so sad. I think, she _____ (cry) before we got there.
- 8 When he graduated from the university with a BS in engineering, three firms _____ (offer) him a job.
- 9 Suddenly a car _____ (go) past me and _____ (turn) left.
- 10 My sister was exhausted at the end of the exam, as she _____ (write) for over two hours.
- 11 By the time they phoned her, she _____ (know) a lot.
- 12 The road was wet because it _____ (rain) for a long time.

4.2 Match the following statements with the meaning.

- | | | |
|---|---|---|
| 1 | _____ Gordon <i>used to travel</i> a lot abroad when he was younger. | a he is becoming accustomed to smth |
| 2 | _____ Gordon <i>would spend</i> a lot of money on new gadgets. | b he is accustomed to smth |
| 3 | _____ Gordon <i>is used to travelling</i> on business a lot. | c his past habit |
| 4 | _____ Gordon <i>wasn't used to working</i> at night. | d he was accustomed to smth in the past |
| 5 | _____ Gordon <i>is getting used to writing</i> reports every day. | |

4.3 Form the plural of the following nouns and write them in the appropriate part of the table according to the type of formation.

<i>person</i>	<i>criterion</i>	<i>text</i>
<i>woman</i>	<i>language</i>	<i>foot</i>
<i>reference book</i>	<i>half</i>	<i>native speaker</i>
<i>European</i>	<i>study</i>	<i>chief</i>
<i>zero</i>	<i>potato</i>	<i>phenomenon</i>
<i>country</i>	<i>species</i>	<i>scientist</i>
<i>postgraduate</i>	<i>passer-by</i>	<i>mouse</i>
<i>dress</i>	<i>belief</i>	<i>father-in-law</i>

<i>CEO</i>	<i>day</i>	<i>memo</i>
<i>tooth</i>	<i>salmon</i>	<i>aircraft</i>
<i>child</i>	<i>peculiarity</i>	<i>means</i>
<i>studio</i>	<i>foot</i>	<i>lady</i>
<i>datum</i>	<i>businessman</i>	<i>tomato</i>

Nouns are made plural	Examples
by adding -s to the noun	
by adding -es to nouns ending in -s, -ss, -x, -ch, -sh, -z	
by adding -ies to nouns ending in consonant + y	
by adding -s to nouns ending in vowel + y	
by adding -es to nouns ending in consonant + o	
by adding -s to nouns ending in vowel + o , double o , musical instruments, proper nouns	
by adding -s to nouns ending in abbreviations	
by adding -s or -es to some nouns ending in -o	
by adding -ves to some nouns ending in -f/-fe	
by adding -s to nouns ending in -f/-fe	
some nouns of Greek or Latin origin forming their plural by adding Greek or Latin suffixes	
compound nouns forming their plural by adding -s/es :	
irregular nouns	

4.4 Choose the correct option.

- 1 *This/these* data *was/were* published two days ago.
- 2 *That/Those* new installations *was/were* very efficient.
- 3 The police *has/have* a lot of evidence.
- 4 There *was/were* too *much/many* participants in the trade fair.

- 5 Logistics *is/are* becoming one of the most popular career fields in the world.
- 6 There *isn't/aren't much/many* light in the design room.
- 7 The team *is/are* all trying to find new solutions and increase the efficiency.
- 8 His luggage *is/are* still upstairs in the hotel room.
- 9 No news *is/are* good news.
- 10 All the money was/were spent on further expansion.

4.5 Rewrite the sentences in the plural making necessary changes.

- 1 This woman wants to talk to the manager.

- 2 The piano is very expensive.

- 3 She has an urgent memo to answer.

- 4 There's a problem left.

- 5 That document was really very important.

- 6 She often gets in touch with her supervisor.

- 7 Some (policeman) has just come to the office.

- 8 There was a terrible mistake to inform her about the mission.

UNIT 3

1 LEAD-IN

- 1 Has the attitude of young people to higher education changed recently?
- 2 What is the structure of higher education system in Ukraine?
- 3 What are the career prospects for the graduates of Ukraine's higher institutions?
- 4 Do many Ukrainian students continue their education taking a Master's degree courses abroad?

2 READING

UKRAINE'S NATIONAL HIGHER EDUCATION SYSTEM

In Ukraine, as in many other countries, higher education is considered to be one of the main human values. Ukraine has inherited from the past a well-developed and multifunctional system of higher education. Many factors of modern life such as the standard of living, mental and physical health, social position, the fast change in



technologies and equipment worldwide required the creation of a system that would allow Ukraine to become the ever-educated nation. Nowadays the national higher education system is based on the new grounds. It provides for the entirely new level of experts' training, the improvement in academic and professional mobility of graduates, greater openness, democratic principles of teaching the youth, the access of Ukraine's higher education system to the world community.

Higher education in Ukraine has a long and rich history. Its students, graduates and academicians have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugeniy Paton, are part of the universal history of scientific progress.

The first higher education institutions (HEIs) emerged in Ukraine in the late 16th and early 17th centuries. The first Ukrainian higher education institution was Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. Established in 1576 in the town of Ostrog, the Collegium was the first higher education institution in the Eastern Slavic territories. The oldest university was Kyiv Mohyla Academy, first established in 1632 and officially recognized by the government of Imperial Russia as a higher education institution in 1694. Among the oldest is also Lviv University, founded in 1661. More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875) and a number of professional higher education institutions, e.g.: Nizhyn Historical and Philological Institute (originally established as the Gymnasium of Higher Sciences in 1805), a Veterinary Institute (1873) and a Technological Institute (1885) in Kharkiv, a Polytechnic Institute in Kiev (1898) and a Higher Mining School (1899) in Katerynoslav. The Soviet period is known for rapid growth of higher education institutions. By 1988 the number of higher education institutions increased to 146

with over 850,000 students.

The higher education system consists of higher education institutions, scientific and methodological facilities under federal and municipal governments and self-governing bodies which are in charge of organizing the training process. The higher education system has two major educational levels, namely, basic higher education and full higher education. The educational level is the trait of higher education by the level of gained quality that provides comprehensive development of an individual to get an appropriate qualification. The legislation sets the following educational and qualification levels - junior specialist, bachelor, specialist, master, as well as scientific degrees of candidate of sciences (assistant professor) and doctor of sciences (Ph. D.). The educational and qualification level is the trait of higher education system by the level of gained qualities that will enable the individual to perform the appropriate occupational tasks or responsibilities at the level relevant to a certain qualification. Senior scientific researcher, assistant professor and professor are the applied degrees.

According to the HEIs status there are four levels of accreditation. Currently, the Ukraine's higher education system comprises 327 technical vocational schools, 216 vocational schools, 117 colleges, 149 institutes including two conservatories, 48 academies and 81 universities.

The Ukrainians study in their native language, while foreign students have a choice between either the native language or English. Foreign students who opt to study in Ukrainian or Russian do a one-year preparatory language course and preparatory courses relevant to their future profession. Students taught in the English language skip this preparatory stage, but study the language taking an independent course while mastering the academic programme.

An academic year lasts from 1 September to 31 June. It is split into two semesters having a brief two-week winter break in January, and a long vacation from 1st of July to 31st of August.



Since the mid-90s, Ukraine has reformed its education frameworks consistently with the Bologna Process. The latter is named after the place where it was proposed, that is the University of Bologna in the Italian city of Bologna and where Ministers of Education from 29 European countries signed the Bologna declaration in 1999. The aim of the Bologna Process is to create the European Higher Education Area (EHEA) based on the international cooperation and academic exchange that is attractive to European students and staff as well as to students and

staff from other parts of the world. The European Higher Education Area is supposed to facilitate the mobility of students, graduates and higher education staff; to prepare students for their future careers and life in the community, and to support their personal development; to offer a broad access to top-quality higher education, based on democratic principles and academic freedom.

HEIs graduates get state standard diplomas after they complete education in accordance with Educational Proficiency Plans. They obtain the following educational and qualification levels: junior specialist (three years of study on a basis of full comprehensive secondary education), bachelor (four years on a basis of full comprehensive secondary education), specialist (one year on a basis of the first degree), and master (one year on a basis of the first degree).

Ukraine's system of higher education provides pathways into rewarding careers and opportunities to find employment in a wide range of industries and organizations both at home and abroad.

2.1 Answer the following questions to the text.

- 1 What educational system has Ukraine inherited from the past?
- 2 What should Ukraine's modern system of education be based on?
- 3 What famous Ukrainian scholars have been known and appreciated worldwide?
- 4 When did the first higher education institutions appear in Ukraine?
- 5 What is the oldest university in Ukraine which was officially recognized as a higher education institution?
- 6 What does the higher education system in Ukraine consist of?
- 7 What are the major educational levels provided in Ukraine?
- 8 How many levels of accreditation exist in the country? What are they specified by?
- 9 What programme helps foreign students to cope with the demands of the learning process in Ukraine?
- 10 How long does the academic year last?
- 11 What makes Ukraine implement some reforms in its education frameworks?

2 READING

HIGHER EDUCATION IN GREAT BRITAIN

All British universities are private institutions. Students have to pay fees and living costs, but every student may get a personal grant from local authorities. If the parents do not earn much money, their children receive a full grant which covers all the expenses. Students studying for first degrees are known as 'undergraduates'. New undergraduates in some universities are called 'fresher'. They have lectures regular seminars.



After three or four years the students take their finals. Those who pass examinations successfully are awarded the Bachelor's degree: Bachelor of Arts for History or Bachelor of Science. The first postgraduate degree is Master of Arts, Master of Science. Doctor of Philosophy is the highest degree. It is awarded for some original research work which is an important contribution to a field of knowledge. Open Days are a chance for applicants to see the university, meet students and staff, learn more about the university, facilities and the course content. All this helps an applicant decide whether the choice is right.



The most famous universities in Britain are Oxford and Cambridge. They are the two oldest English universities and they both have a long and eventful history of their own. Oxford and Cambridge are regarded as being academically superior to other universities and as giving special

privilege and prestige. Cambridge University consists of a group of 32 independent colleges. The first students came to the city in 1209 and studied in the schools of the cathedral and monasteries.



Further education in Britain is for people over 16 who can do courses at various levels up to the standard ones required to enter a higher education institution. The Open University offers

degrees for people who do not have a formal education and qualifications, or who are older than 16. Students study at home and then post their works off to a tutor for marking. Most courses last six years to be completed and students get a number of credits for each year's work. The Open University was founded in 1969 and started its first course in 1971. About 120, 000 people have enrolled since then.

2.2 Answer the following questions to the text.

- 1 Why do British students have to pay fees and living costs?
- 2 How can local authorities support students?
- 3 Who are called 'freshers'?
- 4 When are the British students given the Bachelor's degree?
- 5 What are the grounds to giving the highest degree, Doctor of Philosophy?
- 6 What British universities are considered to be the oldest and given special privilege?
- 7 Which University in Britain does not take into account for entry the students' previous academic achievements?
- 8 What educational system does the Open University provide?

3 VOCABULARY

3.1 Make up the word partnerships.

- | | |
|----------------------------|------------------------------|
| 1 to complete / provide | a a personal grant |
| 2 to get | b education |
| 3 to undergo | c the mobility of students |
| 4 to facilitate | d a study of language |
| 5 to award a state | e examinations |
| 6 to pass | f standard diploma |
| 7 to study | g of proficiency |
| 8 to receive a certificate | h in one's national language |
| 9 to prepare | i courses |

3.2 Choose the right words to fit into the text.

- | | | | |
|-------------|-------------|----------|-------------|
| prestigious | from | for | development |
| enrollment | institution | renamed | founded |
| estate | clerical | educated | graduates |

Harvard University is the oldest _____ of higher learning in the United States. It was _____ in 1636 and now is one of the nation's most _____. The main university campus lies along the Charles River in Cambridge, Massachusetts, a few miles west of downtown Boston. Harvard's total _____ is about 20,000.

Harvard's history began when a college was established at New Towne, which was later _____ Cambridge for the English alma mater of some of the leading colonists. Classes began in the summer of 1638 with one master in a single frame house and a 'college yard.' Harvard was named _____ a Puritan minister, John Harvard, who left the college his books and half of his _____.

At its inception Harvard was under church sponsorship, although it was not formally affiliated with any religious body. During its first two centuries the college was gradually liberated, first from _____ and later from political control.

The alumni and faculty of Harvard have been closely associated with many areas of American intellectual and political _____. By the end of the 20th century, Harvard had _____ six U.S. presidents—John Adams, John Quincy Adams, Rutherford B. Hayes, Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy—and a number of justices, cabinet officers, and congressional leaders. Literary figures among Harvard _____ include Ralph Waldo Emerson, Oliver Wendell Holmes, Henry David Thoreau, James Russell Lowell, Henry James, Henry Adams, T.S. Eliot, John Dos Passos, E.E. Cummings, Walter Lippmann, and Norman Mailer. Other notable intellectual figures who graduated _____ or taught at Harvard include the historians Francis Parkman, W.E.B. Du Bois, and Samuel Eliot Morison; the astronomer Benjamin Peirce; the chemist Wolcott Gibbs; and the naturalist Louis Agassiz.

Retrieved from <https://www.britannica.com/topic/Harvard-University>

4 GRAMMAR

4.1 Put the verbs in brackets into the correct tense denoting a future activity.

- 1 Don't worry! I _____ (get) the information in the morning and we _____ (be able) to take the right decision.
- 2 I've just talked to him. He _____ (postpone) the meeting.
- 3 Is he going to take a proposal? – I'm not sure, but I _____ (see) him in the office and I _____ (ask) him then.
- 4 _____ (you, do) me a favour and help with all these documents? – Sure, I

have a plenty of time.

- 5 She _____ (fly) to Milan tomorrow morning. We hope she _____ (sign) a contract.
- 6 I'll wait for you in the office until you _____ (finish) the report.
- 7 When you _____ (get off) the bus, you will see me. I _____ (wait) for you at the bus stop.
- 8 Her train leaves at 11.00 tomorrow morning.
- 9 Sorry, I can't come to your party. I'm leaving on Friday.
- 10 What are your future plans? – I _____ (enter) the university to study law.
- 11 You are too slow. By the time we get there, the bank _____ (close).
- 12 This time next week I expect I _____ (work) in another department.
- 13 It is so hot in here! – I _____ (turn) the air-conditioning on.

4.2 Complete the sentences with *a/an, the* or no article.

- 1 Her car does 150 miles _____ hour.
- 2 What does she usually order for _____ lunch?
- 3 Where is _____ USB drive I lent you yesterday?
- 4 Is this _____ task you told me about.
- 5 _____ air pollution is a problem in _____ industrial cities.
- 6 She gets to work by _____ bus.
- 7 Is this _____ first time you have won the grant?
- 8 Do you have _____ vacancy in the Engineering Department?
- 9 I am a bit tired. It's time for _____ lunch.
- 10 _____ telephone was invented in 1876.
- 11 He lost _____ important folder and was fired.
- 12 She plays _____ piano pretty well.
- 13 Tom always tell _____ truth? I know him well. We have been working together for almost seven years.
- 14 Thank you for your creativity. _____ idea you suggested was really brilliant.

4.3 Use the definite article where necessary.

- 1 What is the capital of _____ Netherlands?
- 2 _____ Nile is the second-longest river in the world.
- 3 Have you ever gone skiing in _____ Alps?
- 4 He graduated from _____ Yale University in 1997.
- 5 The house over there belongs to _____ Browns. They moved in last month.

- 6 Is _____ Everest the highest mountain in the world?
- 7 When _____ UN was founded in 1945, it had 51 member states.
- 8 Europe, Asia, Africa, and Australia are in _____ Eastern Hemisphere.
- 9 Bunin was the first Russian to receive _____ Nobel Prize in Literature in 1933.
- 10 _____ Odeon Cinema is in _____ Green Street.
- 11 _____ Lake Baikal is the deepest freshwater lake in the world.
- 12 _____ Mont Blanc is the highest peak in _____ Alps.
- 13 _____ Westminster Abbey is near _____ Parliament Square - at the top end of _____ Victoria Street.
- 14 The delegation arrived at _____ Heathrow Airport yesterday.
- 15 _____ Hyde Park is very famous all over _____ world.
- 16 _____ NATO was established in 1949.
- 17 _____ Trafalgar Square is in _____ London.

UNIT 4

1 LEAD-IN

- 1 What factors were the most crucial when you were trying to choose your future career?
- 2 Where can you learn more about your future career prospects?
- 3 Are there any Career Development Centers in your city? What do you know about their activity? Have you ever used their services?

2 READING

AN INTRODUCTION TO THE FIRST STEP IN THE CAREER PLANNING PROCESS



When it comes time for you to choose a career, you will discover that you have a multitude of options. It can be difficult to pick one, especially if you have no idea what you want to do or if many things appeal to you. When looking into career choices, a person must realize that he or she spends even more time at work than at home. Personal identity,

competency, status, and self-esteem are all tied into the type of work a person does. If one chooses the right career path, it can be creative, fun, challenging, lucrative,

and a source of great pleasure and accomplishment.

Before you can choose the right career, you must learn about yourself. Your values, interests, soft skills and aptitude, in combination with certain personality traits, will make some occupations a good fit for you and others completely inappropriate.

You can use self-assessment tools, often called career tests, to gather information about your traits and, subsequently, to generate a list of occupations that are a good fit based on them. Some people choose to work with a career counselor or other career development professionals who can help them navigate this process.

During a self-assessment you gather information about yourself in order to make an informed career decision. A self-assessment should include a look at your values, interests, personality and aptitude.

- Values: the things that are important to you, like achievement, status and autonomy
- Interests: what you enjoy doing, i.e. playing golf, taking long walks and hanging out with friends
- Personality: a person's individual traits, motivational drives, needs and attitudes
- Aptitudes: the activities you are good at, such as writing, computer programming and teaching. An aptitude may be a natural skill or one you acquired.

Your values are possibly the most important thing to consider when you are choosing an occupation. If you do not take your values into account when planning your career, there is a good chance you will dislike your work and therefore not succeed in it. For example, someone who needs to have autonomy in his work would not be happy in a job where every action is decided by someone else. There are two types of values: intrinsic and extrinsic. Intrinsic values are related to the work itself and what it contributes to society. Extrinsic values include external features, such as physical setting and earning potential.

When deciding what field to enter, you need to determine what your aptitudes are. An aptitude is a natural or acquired ability. In addition to looking at what you are good at doing, you should consider what you enjoy. You may be very adept at a particular skill, but despise every second you spend using it. Generally speaking, though, you usually enjoy what you do well.

While you are assessing your skills, you should also consider the time you are willing to spend on acquiring more advanced or new skills.

When going through the self-assessment process it is important to take into

account other considerations that will influence your career choice. For example, you should consider your family responsibilities and your ability to pay for education or training. You also have to remember that self-assessment is the first step in the career planning process, not the last. After completing this phase, you have to go on to the next one, which entails exploring the options you have before you. With your self-assessment results in mind, you will have to next evaluate a variety of occupations to see if there is a match. Just because your self-assessment indicates that a particular occupation is suitable for someone with your interests, personality, values and aptitude, it does not mean it is best for you. Similarly, just because your self-assessment does not indicate that a particular occupation is appropriate for you it does not mean you should discount it entirely. You just need to do some research to learn more about it.

http://careerplanning.about.com/od/selfassessment/a/self_assessment_2.htm

How to Use Self Assessment Tools to Help You Choose a Career

By Dawn Rosenberg MCKAY

Answer the following questions to the text.

- 1 What makes a career choice complicated?
- 2 What do you have to know about yourself to make the right career choice?
- 3 In what way can career tests be helpful to you in making a career choice?
- 4 What is a self-assessment?
- 5 What are intrinsic and extrinsic values related to?
- 6 Why is it important to determine what your aptitudes are?
- 7 What factors must be taken into consideration while you are assessing your skills?
- 8 What is recommended to do when you have your self-assessment results?

3 VOCABULARY

3.1 Match the words from the text to their definitions.

- | | | | |
|---|--|----------|-----------------|
| 1 | find unexpectedly or during a search | a | soft skills |
| 2 | be attractive or interesting | b | discount |
| 3 | producing a great deal of profit | c | self-assessment |
| 4 | personal attributes that enable someone to interact effectively with | d | aptitude |

- other people
- | | | | |
|---|---|---|-----------|
| 5 | a natural ability to do something | e | lucrative |
| 6 | feel contempt | f | despise |
| 7 | evaluation of oneself or one's actions, attitudes, or performance | g | discover |
| 8 | disregard | h | appeal |

3.2 Choose the right words to fit into the first part of an online career test. Evaluate yourself according to the scale (low/below average/average/above average/high).

<i>counsel</i>	<i>use</i>	<i>solving</i>	<i>speaking</i>
<i>clear</i>	<i>tools</i>	<i>creative</i>	<i>focus</i>
<i>dexterity</i>	<i>eyesight</i>		

- | | | |
|----|----------------|---|
| 1 | Logic: | reasoning and problem _____ |
| 2 | Management: | planning, proper _____ of time and resources |
| 3 | People: | interaction with others, ability to train and _____ |
| 4 | Mechanical: | working with _____ and equipment |
| 5 | Communication: | listening, _____ and working with others |
| 6 | Judgment: | making _____, decisive decisions |
| 7 | Attention: | _____ on the problem at hand |
| 8 | Thinking: | working with new ideas and _____ thinking |
| 9 | Physical: | strength, agility and _____ |
| 10 | Senses: | _____ and hearing |

4 GRAMMAR

4.1 Analyse the following examples. Derive the general grammar rule to form the Passives.

	Active	Passive
Present Simple	<i>They often install new equipment.</i>	<i>New equipment is often installed.</i>
Present Continuous	<i>They are installing new equipment.</i>	<i>New equipment is being installed.</i>
Present Perfect	<i>They have installed new equipment.</i>	<i>New equipment has been installed.</i>

Present Perfect Continuous	<i>They have been installing new equipment.</i>	_____
Past Simple	<i>They installed new equipment.</i>	<i>New equipment was installed.</i>
Past Continuous	<i>They were installing new equipment.</i>	<i>New equipment was being installed.</i>
Past Perfect	<i>They had installed new equipment.</i>	<i>New equipment had been installed.</i>
Past Perfect Continuous	<i>They had been installing new equipment.</i>	_____
Future Simple	<i>They will install new electrical equipment.</i>	<i>New equipment will be installed.</i>
Future Continuous	<i>They will be installing new equipment.</i>	_____
Future Perfect	<i>They will have installed new equipment.</i>	<i>New equipment will have been installed.</i>
Future Perfect Continuous	<i>They will have been installing new equipment.</i>	_____
Infinitive	<i>They are going to install new equipment.</i>	<i>New equipment is going to be installed.</i>
Modals	<i>They must install new equipment.</i>	<i>New equipment must be installed.</i>

We form the **Passive** with the auxiliary verb *to* _____ in an appropriate tense form of the active voice and the _____ of the main verb. The Future Continuous, the Present Perfect Continuous, the Past Perfect Continuous and the Future Perfect Continuous are _____ normally used in the passive.

Rewrite the sentences in the Passive.

- 1 Companies train the employees to achieve better results.
- 2 The ways we use technology can cause some nasty side effects.
- 3 The engineers are inspecting all the systems in the IT department.
- 4 We have carried the market research to analyse the level of customer satisfaction.
- 5 They will not have finished the project by the end of the year.
- 6 Jimmy always wears casual clothes at work.
- 7 They may not finish the deal tomorrow.

- 8 They are going to change the layout of the floor.
- 9 The company spent a lot of money on research and development.

4.2 Complete the sentences with *some, no or any*.

- 1 The seats aren't reserved. You can have _____ seat you like.
- 2 We went to the electrical appliances exhibition three days ago and saw _____ new interesting models.
- 3 Would you like _____ coffee? The General Manager is talking to a client at the moment. He'll see you in a couple of minutes.
- 4 _____ employee of the company is able to explain you the general policy of the company.
- 5 I've looked through the report, but there is _____ useful information in it.
- 6 We've phoned _____ hotels, but unfortunately there are _____ rooms available.
- 7 Our deal with the power generating company was worth _____ \$17 billion.
- 8 My new car uses hardly _____ petrol at all compared to my previous one.
- 9 We are going on a business trip next month. But I suppose we'll have _____ fun in Paris as well, we are planning to see _____ famous attractions.
- 10 It's a pity, but _____ new ideas were put forward at the meeting.

4.3 Examine the sentences with *each* and *every* and the relevant descriptions.

- | | |
|--|--|
| <p>1 My parents have moved to the capital. _____
 Each of them works in a bank.</p> | <p>_____ for two things, like both, use each</p> |
| <p>2 Each/Every child at the party had a piece of cake.
 Every child in the world loves the story of Cinderella.</p> | <p>_____ sometimes, each = every to refer to more than two (each suggests 'one by one', 'separately'; every suggests 'all together')</p> |
| <p>3 Nearly every shop is closed today.</p> | <p>_____ Practically, Nearly, Almost, Not, etc. + every</p> |
| <p>4 Every third-year student will be examined orally in June. They will each be given a fifteen minute interview.</p> | <p>_____ every ~ all;
 each ~ individual</p> |
| <p>5 You ask me every single day when Joan will be returning and every</p> | <p>_____ every is used for repeated regular events.</p> |

single day I tell you I do not know.

- 6 My mother gave me **every** _____ **every** – with a few
encouragement when I was a child. uncountable things

4.4 Supply *each* or *every* in the following sentences. Sometimes both are possible.

- 1 Nearly _____ home in the country has the Internet.
- 2 Here is something for _____ of you.
- 3 Not _____ student is capable of learning English.
- 4 Our consulting service will give you _____ assistance if you break down.
- 5 The admission ticket cost us £5 _____ .
- 6 They seem to be repairing _____ road in the country.
- 7 _____ road is clearly signposted.
- 8 There's a fire extinguisher on _____ floor in the building.
- 9 _____ floor in the building has its own fire extinguisher.
- 10 They are _____ fortunate to have such a good start in life.
- 11 They both did well and they will _____ receive prizes.
- 12 You've been given _____ opportunity to do well in this company.
- 13 I've phoned him twice, but he's been out on _____ occasion.
- 14 I've been phoning him all week, but he's been out on _____ occasion.

4.5 Underline the correct option. Reproduce the mini dialogues in pairs.

- 1 – This year we have a lot of orders.
– Yes, but not as **many/much** as we used to.
- 2 – We'd better hurry.
– Definitely. The bus goes in **few/a few** minutes.
- 3 – We've got so **much/many** work to do.
– I suppose we'll be in the office till late.
- 4 – There is **much/many** enthusiasm for this idea.
– I absolutely agree. I'm sure we'll get a success.
- 5 – They have made **little/few** progress in their research.
– Now I understand why they look so upset.
- 6 – There has been **much/many** debate about his article.
– Yes, I've heard. He has **a lot of/much** fresh ideas.
- 7 – **Many/much** remains to be done before we launch the installation.
– Yes, we have to check up **a lot/a little**.
- 8 – They didn't show **much/many** interest in our new electrical equipment.

- Do you think they are not going to sign the contract?

UNIT 5

1 LEAD-IN

- 1 How has the attitude to computer literacy skills changed recently?
- 2 Why are computer skills becoming more and more important in the career development?
- 3 How do you use a computer to help yourself with learning?

2 READING

THE NEED FOR COMPUTER LITERACY IN MODERN SOCIETY

An outstanding characteristic of modern society is the powerful flow of knowledge and information in different fields of human activities. Information is often called the lifeblood of modern civilization. It plays an ever increasing part in everyday life, management of business,



etc. The present-day information explosion must be properly dealt with. To handle the information flow properly and instantly, to help specialists find information and data immediately a multiple of machines have been invented. Computers have fundamentally altered the way we live and work. They have, in particular, transformed our ability to deal with information and data. We are now moving rapidly toward where we can process information infinitely fast, store infinite amount of data, and transmit data instantaneously. Computers have also empowered the average person to create products that previously required large corporations with significant resources. They are ideal for high-volume computing tasks such as the computation and analysis of statistical and mathematical data as well as scientific and engineering calculations.

Computers have become the part of our everyday lives. They have an effect on almost everything you do. When you buy groceries at a supermarket, a computer is used with laser and barcode technology to scan the price of each item and present a total. Barcoding items (clothes, food and books) require a computer to generate the barcode labels and maintain the inventory. Most television advertisements and many films use graphics produced by a computer. In hospitals, beside terminals connected to the hospital's main equipment, computers allow doctors to type in

orders for blood tests and to schedule operations. Banks use computers to look after their customers' money. In libraries and bookshops, computers can help you to find the book you want as quickly as possible.

The Internet has revolutionized the computer and communication world like no other thing before. The Internet is at once a worldwide broadcasting capability, a mechanism for the information dissemination, and a medium for the collaboration and interaction between individuals and their computers without regard for geographic location. As a result of the emergence of the Internet, knowledge has become the common possession. Everybody has access to any information and knowledge is no longer 'owned' by the experts.

Electronic Learning or e-Learning is reinventing the way people learn. The desk, the chalkboard, the paper and pencil, and the knowledge-giver no longer dominate the classroom. The Internet is the biggest influence. When delivered via the Internet, the vendors' curricula can personalize learning. Any student can use a computer as a medium through which the access to information and resources becomes obtainable.

The computer field continues to experience a huge growth. Computer networking, computer mail, and electronic publishing are just a few of the applications that have grown in recent years. Advances in technologies continue to produce cheaper and more powerful computers offering the promise that in the near future, computers or terminals will reside in most, if not all homes, offices, and schools.

Therefore, the pressure on those who still are unfamiliar with computers and their use is ever greater. So, almost everyone will need to become familiar with data processing and computing to a greater or lesser extent. No matter whether we need it in the home, office, school, college or factory, it will be almost as commonplace to use a computer as it is to drive a car. It is absolutely necessary for every active member of a modern society to be able to use the computer system in data or information processing and management.

2.2 Answer the following questions to the text.

- 1** What is the most outstanding characteristic of modern society?
- 2** What helps people cope with the information explosion and handle the information flow?
- 3** Why have computers fundamentally altered the way we live and work?
- 4** What parts of our everyday lives have computers changed?
- 5** What is the result of the Internet emergence?

- 6 In what way has the process of computerization changed the system of education?
- 7 Is the computer literacy becoming a necessity?
- 8 What is the foreseeable future of the computer usage?

3 VOCABULARY

3.1 Match the left and the right sides to make up word partnerships. Use them in the sentences of your own.

- | | |
|---------------|------------------|
| 1 outstanding | a data |
| 2 modern | b dissemination |
| 3 information | c processing |
| 4 statistical | d networking |
| 5 barcoding | e items |
| 6 data | f society |
| 7 computer | g characteristic |
| 8 information | h flow |

3.2 Complete the sentences with correct forms of the words in brackets.

The Importance of Computer Training

Computer (1) _____ (TRAIN) is an important factor in 21st century workplaces. This (2) _____ (IMPORTANT) can be viewed in two ways. First, it is vital for job (3) _____ (APPLY) to obtain computer training to make themselves more valuable to potential (4) _____ (EMPLOY) and to obtain higher-paying jobs. Second, it is important for companies to utilize computer training in their new-hire training programmes and employee (5) _____ (DEVELOP) initiatives.

Computer skills are a basic (6) _____ (REQUIRE) for a large number of jobs. Almost any office job requires you to possess basic (7) _____ (TYPE) and data entry skills, as well as a basic understanding of how to use an operating system. Most office work requires job applicants to be familiar with office productivity software as well, such as word processors and spreadsheet programs. Even non-office jobs can require a bit of computer training. Retail cashier positions require employees to operate complex point-of-sale kiosks. Factory positions may require employees to enter (8) _____ (PRODUCE) information each day.

Computer training can be used for a wide (9) _____ (VARY) of applications, not just for software (10) _____ (SIMULATE). Anything that can

be taught in a classroom can (11) _____ (CONCEIVABLE) be taught via computer. Employees can take ethics courses, job skills training courses, leadership training courses, safety courses and anything else on a computer. Using computer technology to provide continual training opportunities for your workers can steadily increase employees' (12) _____ (PROFESSION) competencies and experience, while accruing the benefits of a (13) _____ (COMPREHEND) employee development programme to your business.

Retrieved from <http://smallbusiness.chron.com/importance-computer-training-workplace-10725.html>

4 GRAMMAR

4.1 Rephrase the following sentences using *must*, *mustn't*, *needn't*, *have to*, *should/ought to*, *needn't have*, *didn't need to/didn't have to*.

- 1 You are obliged to inform the manager about any changes in working schedule.

- 2 You aren't allowed to enter this room without special permission.

- 3 It wasn't necessary to check up the figures, so the report was sent immediately.

- 4 It is getting late, so it's the right thing to postpone the meeting.

- 5 It is not necessary to spend any more time on this work. I'll take care of it myself.

- 6 It is the right thing to consider the consequences before taking any important decision.

- 7 I can't come and see you, because I am obliged to go to our branch in Spain. My boss says so.

- 8 It isn't necessary for you to attend tomorrow's staff meeting.

- 9 Why did you change the time constraints for this project? It wasn't necessary as we had enough time.

- 10 It is forbidden to throw litter here.

4.2 Complete the sentences with *can*, *can't*, *could*, *couldn't* or *be able to*.

- 1 I don't think we'll _____ to change the terms of the contract.

- 2 Sorry, I _____ see you next week, but I'll phone you when I come back and we'll make the arrangements.
- 3 If you _____ place your order today, we we'll _____ ship by Tuesday.
- 4 She finds German very difficult. She _____ understand it, but she _____ speak it.
- 5 I _____ play tennis well when I was in my twenties, but now I'm out of practice.
- 6 I'm sorry I _____ take your invitation, because I'm up to my eyes in work.
- 7 Will you _____ go to the client and sort out the problem?
- 8 The deal broke down, as we _____ agree on the price.

4.3 Complete the sentences using the appropriate form of modals.

- 1 I'm certain they started their working day early on Monday.
They _____
- 2 I don't think she has been working for this company long.
She _____
- 3 I'm sure they have spent all their money on this new software.
They _____
- 4 Sue is very responsible. I'm sure Sue wasn't driving carelessly when the accident happened.
Sue _____
- 5 I'm certain they haven't changed their mind.
They _____
- 6 I'm certain they hadn't paid the bill for electricity.
They _____
- 7 I'm sure she has got a pay rise.
She _____
- 8 I'm sure our manager is talking to a new client.
Our manager _____

4.4 Rephrase the following sentences in as many ways as possible to express possibility.

- 1 It's likely she has forgotten about the arrangement.
She _____
- 2 Perhaps he will come soon.
He _____

- 3 Mary is looking a bit tired. Perhaps she is working too hard.
Mary _____
- 4 That's definitely not the General Manager. He is far too young.
He _____
- 5 You seem very familiar. Perhaps we've met before.
We _____
- 6 It's likely we'll get in touch with them today.
We _____
- 7 Perhaps she is visiting our factory in France.
She _____
- 8 I'm certain that he didn't call us.
He _____
- 9 Yesterday I didn't put the papers in the safe. Luckily they were not stolen.
The papers _____
- 10 I don't know why he didn't tell me that he had left his job. It's possible he thought I would be angry.
He _____

4.5 Use *should/ought to* or *should/ought to have* with the verbs in brackets.

- 1 Sarah _____ (*not/be*) late so often. That's what caused her problems at work.
- 2 You _____ (*phone*) them and cancel the order. The prices are very high and we won't be able to pay for these electrical appliances.
- 3 He _____ (*not/refuse*) if he was offered such an interesting job.
- 4 You _____ (*get*) a laptop. They are so convenient if you often travel on business.
- 5 You _____ (*buy*) a travel guide if you didn't know the city well.
- 6 They lost a lot of money on their investment. They _____ (*be*) more careful.
- 7 You _____ (*not/worry*) so much. We'll be able to finish the work in time.
- 8 They _____ (*mention*) that earlier. We could have taken some measures.

4.6 Choose and underline the right option.

- 1 **A:** *Could/May/Shall* you tell me the time, please?
B: It's half past ten.
- 2 **A:** *May/Should/Would* I help you?
B: Yes, please. *Can/Shall/Would* I have some information about this new

model?

- 3 A: *Would/ Should/ Shall* I send you our new brochure?
B: No, thank you. We have already have it.
- 4 A: *Can/Shall/May* you give me the details of this project, please?
B: Certainly. I'll send you all the files in a couple of minutes.
- 5 A: *Shall/May /Could* you help me with my report?
B: Yes, of course.
- 6 A: *Couldn't/May/Can* I speak to Tim Wail, please?
B: Just a moment, please. I am putting you through.
- 7 A: *Could/Would/Will* I use your telephone, please?
B: Yes, of course.
- 8 A: *Should/ May/ Will* I sit down, please?
B: Yes, of course. Make yourself at home.

4.7 Give the comparative and superlative forms of the following adjectives.

Use the appropriate forms in the sentences offered below.

modern	_____	_____	flat	_____	_____
big	_____	_____	bad	_____	_____
noisy	_____	_____	expensive	_____	_____
good	_____	_____	common	_____	_____
simple	_____	_____	narrow	_____	_____
long	_____	_____	far	_____	_____
sophisticated	_____	_____	risky	_____	_____
large	_____	_____	powerful	_____	_____

- 1 This contract was _____ we had ever signed.
- 2 To achieve an agreement was a bit _____ than we expected.
- 3 It is one of _____ plants in the region.
- 4 The project can be even _____ than it is supposed to be.
- 5 The solar power plant in Crimea is _____ in Europe.
- 6 Hydropower is the cheapest way and solar cells are probably _____ way to generate electricity.
- 7 Let's hope there won't be any _____ delays.
- 8 The results of the last experiments were _____ than the previous ones.
- 9 It is _____ explanation I have ever heard.

4.8 Use either *as ... as* or *not as/so ... as* in the sentences below.

- 1 This copy is bad. The other one is bad too.

- The other copy is _____ this one.
- 2 Their expectations concerning the possibilities of reducing power consumption are more optimistic than ours.
Our expectations concerning the possibilities of reducing power consumption are _____ theirs.
- 3 The airport is always crowded. That day it was crowded as well.
The airport was _____ ever.
- 4 Gold is heavier than silver.
Silver is _____ gold.
- 5 The previous decision was spontaneous. This one is the same.
This decision is _____ the previous one.
- 6 They seemed to be cleverer.
They are _____ they seemed to be.
- 7 The old production line was efficient. The new one is equally efficient.
The new production line is _____ the old one.
- 8 When I was going to a business trip, I expected the hotel would be comfortable. It is not very comfortable.
The hotel is _____ I expected.
- 9 I had thought the meeting was long. It was really long.
The meeting was _____ I thought.
- 10 The first task is complicated. The second task is also complicated.
The second task is _____ the first one.

4.9 Complete the sentences with 'the ... the' choosing the appropriate pairs of adjectives.

longer/ more difficult

more sophisticated/ better

better/ greater

more complicated /greater

newer/ more expensive

more comfortable/ higher

- 1 _____ the discussion goes on, _____ will be to find a solution.
- 2 _____ equipment is used, _____ results you can get.
- 3 _____ hotel you book, _____ payment will be.
- 4 _____ problem you have to solve, _____ diversity of options you have to take into consideration.
- 5 _____ your education is, _____ opportunities you will have in your career.

UNIT 6

1 LEAD-IN

- 1 How has globalisation influenced the process of communication?
- 2 What makes communication easier and more effective?
- 3 Are you an effective communicator?

2 READING

CROSSCULTURAL COMMUNICATION UNDER GLOBALISATION

The term ‘intercultural communication’ is often used to refer to the wide range of communication issues that inevitably arise within an organisation composed of



individuals from a variety of religious, social, ethnic, and educational backgrounds. Each of these individuals brings a unique set of experiences and values to the workplace, many of which can be traced to the culture in which they grew up and now operate. Businesses that are able to facilitate effective communication – both written and verbal – between the members of these various cultural groups will be far better equipped to succeed than will those organisations that allow conflicts that arise from internal cultural differences to fester and harden. The failure to address and resolve culturally based conflicts and tensions will inevitably show up in the form of diminished performance and decreased productivity.

The importance of effective intercultural communication can hardly be overstated. Differences in culture reflect themselves in a variety of ways. For instance, one cultural norm may have a significantly different conception of time than another, or a different idea of what constitutes appropriate body language and personal space when engaged in conversation. But most researchers, employees, and business owners agree that the most important element in effective intercultural communication concerns language. Language issues are becoming a considerable source of conflict and inefficiency in the increasingly diverse work force throughout the world. No corporation can be competitive if co-workers avoid, don’t listen to, perceive as incompetent, or are intolerant of employees who have problems with the language. In addition, these attitudes could be carried over into their interactions with customers who speak English as a second language, resulting in disastrous effects on customer relations and, thus, the corporate bottom line.

Significant cultural differences exist in the practice of listening. Tips about establishing culturally sensitive verbal and written communication practices within an

organization are plentiful, but in many cases, relatively short shrift is given to cultural differences in listening, the flip side of the communication coin. While the prevailing norms of communication in American business may call for the listener to be quiet and offer body language (steady eye contact, for instance) intended to assure the speaker that his or her words are being heeded, many cultures have different standards that may strike the uninitiated as rude or disorienting. A person who communicates by leaning forward and getting close may be very threatening to someone who values personal space. And that person could be perceived as hostile and unfriendly, simply because of poor eye contact. The key is to make certain that your organization recognizes that cultural differences abound in listening as well as speaking practices, and to establish intercultural communication practices accordingly.

In recent years, companies of various shapes, sizes, and in many different fields of endeavor have embraced programmes designed to encourage communication between individuals and groups from different cultural backgrounds. Most business owners recognize that their companies are far more likely to be successful if they are able to establish effective systems of intercultural communication between employees of different religious, social, and ethnic backgrounds. But profound differences in communication styles can also be found within functional areas of a company as well, and these need to be addressed to ensure that the organization is able to operate at its highest level of efficiency. For example, employees engaged in technical fields often have educational and work backgrounds that are considerably different from workers who are engaged in 'creative' areas of the company (marketing, public relations, etc.). These differences often manifest themselves in the modes of communication that the respective parties favour.

Consultants and researchers agree, though, that many differences between these distinct functional cultures can be addressed through proactive policies that recognize that such differences exist and work to educate everyone about the legitimacy of each culture. 'Today's dynamic marketplace demands that high-tech companies to be able to move quickly, which in turn needs accurate communication, both with customers and among employees. Poor communication can mean loss of morale, production plunges, and perhaps even a failed start-up,' said Monson.

Retrieved from <http://www.inc.com/encyclopedia/intercultural-communication.html>

Answer the following questions to the text.

- 1 What do we mean by 'intercultural communication'?

- 2 What can culturally-based conflicts result in?
- 3 How can the differences in culture be manifested in business communication?
- 4 What is considered to be the most important element in effective intercultural communication?
- 5 To what extent is the practice of listening important for effective business communication?
- 6 What policy do most companies support concerning intercultural communication?
- 7 Is there any difference in communication between the representatives of different professional fields?
- 8 What can poor communication lead to in business organisations?

3 VOCABULARY

3.1 Fill in the appropriate forms.

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>person</i>
_____	_____	_____	establisher
produce	_____	_____	_____
_____	performance	_____	_____
_____	_____	successful	_____
_____	_____	_____	facilitator
engage	_____	_____	_____
_____	_____	competitive	_____
_____	decision	_____	_____
_____	_____	_____	producer

3.2 Complete the sentences with correct forms of the words in brackets.

For thousands of years, humans have conducted business across (1) _____ (GEOGRAPHY), political and cultural boundaries. It seems that it is easier to communicate with colleagues and clients in other countries now in today's 'socialized' world. But too often, we are (2) _____ (CARE) about what we say and are far less attuned to how our words can be (3) _____ (UNDERSTAND) because of cultural biases. Business language is filled with nuance and thus is subject to (4) _____ (MISINTERPRET) even by well-informed and (5) _____ (THINK) speakers who are all fluent in English. When you are leading a global

team of employees from different cultures, your words can be magnified or minimized (6) _____ (SIGNIFICANT) based on your listener's cultural context.

Chinese managers never criticize a colleague openly or in front of others. The Dutch, on the other hand, always try to be honest and straight-forward when giving feedback. Americans are trained to wrap positive messages around negative ones. The French are conditioned to criticize (7) _____ (PASSIONATE) and provide positive feedback sparingly. More direct cultures tend to use what linguists call upgraders, words preceding or following negative feedback that make it feel stronger, such as *absolutely*, *totally*, or *strongly*. By contrast more (8) _____ (DIRECT) cultures use more downgraders, words that soften the criticism, such as *kind of*, *sort of*, *a little*, *a bit*, *maybe*, and *slightly*.

Retrieved from

<http://www.forbes.com/sites/kenmakovsky/2014/04/03/communicating-in-different-countries/#63e0ef5445ef>

4 GRAMMAR

4.1 Complete the sentences with the correct form of the verbs in brackets.

Type 0, general truth

- 1 It _____ (be) easier to cope with the problem if you _____ (not / be) stressed.
- 2 If you _____ (not / know) a word, _____ (look in) your dictionary.
- 3 If we _____ (intend) to make some changes, we must _____ (inform) the manager.

Type 1, real present (probable condition)

- 1 If I _____ (see) him, I _____ (tell) him about the vacancy.
- 2 If you _____ (not be sure) that you'll be able to do it, _____ (not promise).
- 3 If they _____ (know) how to install the system, you should _____ (ask) them to help.

Type 2, unreal present (improbable condition)

- 1 If they _____ (offer) me a job in another country, I _____ (accept) it.
- 2 If I _____ (be) you, I _____ (try) to clarify everything.
- 3 If they _____ (have) more time, they might _____ (stay) here longer.

Type 3, unreal past (impossible condition)

- 1 If she _____ (inform) them, they _____ (pick up) her from the airport.
- 2 If you _____ (contact) them, they _____ (may/send) you the instructions.
- 3 If I _____ (know) about the danger, I _____ (warn) you.

4.2 Choose the correct option in each of the sentences.

- 1 Don't hesitate to contact us if there *are/were* any questions about the delivery.
- 2 He would have changed the time of the meeting if he *knew/had known* about the arrival of the delegation.
- 3 If you *come/came* to city, please let us know.
- 4 It would be better if you *have/had* some experience in the field you are going to work.
- 5 Were I you, I *will/would* never tell him about this secret plan. You can't trust him.
- 6 Had he been more careful, he won't have/wouldn't have had that terrible accident.
- 7 Don't worry! If you take the driving lessons regularly, you *will/would* pass your driving test.
- 8 Nobody knows what might have happened if you *changed/had changed* your mind.
- 9 Should he fail to be promoted, he *will/would* be looking for a new job.
- 10 If you had talked to your boss, I'm sure he **would consider/would have considered** your proposal.

4.3 Rewrite the following as mixed conditional sentences.

- 1 She got back late last night. She won't come to work today.
- 2 John didn't finish the report yesterday. He is working now.
- 3 Lesley made a terrible mistake. He isn't an organized person.
- 4 They are not at the airport. They were not told about Ann's arrival.
- 5 Jimmy didn't work hard. He won't be offered a promotion.
- 6 She isn't well-qualified. She wasn't offered the position of the production manager.

- 7 They came to the agreement. They will sign all the documents today.
8 He moved to London four years ago, his English is perfect now.
9 I lost the folder yesterday. I'm trying to prepare all the papers now.

4.4 Elise is an accountant. Her job isn't very satisfying, and she is a bit disappointed. Read what she says and make sentences, as in the example.

Example: I wish my room wasn't/weren't so small.

- I don't find the work rewarding.
- I don't have a position of responsibility.
- I often work overtime.
- My salary is not high.
- I have to share the room with other two colleagues.
- My colleagues are not very friendly.
- My chief is not encouraging.
- I don't have a lot of freedom at work and I can't be creative.
- There's no any chance of getting a higher salary or a promotion.

4.5 Elise was at the interview in another company. Unfortunately, she didn't get the job. Read what she says and make sentences, as in the example.

Example: I wish I had known more about the company.

- I was nervous.
- I arrived 5 minutes later.
- My letter of application was badly typed.
- I didn't know much about the company.
- I didn't answer the interviewer's questions properly.
- I forgot what I wanted to say about my previous experience.
- I didn't show enthusiasm in the position.
- I didn't look confident.

4.6 Turn the following sentences into reported speech.

1 She said, 'I am so sorry I forgot to get in touch with you and inform about the changes in the agenda.'

She said _____

2 You said, 'I will do my best to convince them.'

You said _____

3 He said, 'The decision is really difficult to take.'

He said _____

- 4 Mr Martin said, 'We are trying to estimate the cost of the whole project.'
Mr Martin said _____
- 5 The manager said, 'The memo had been sent twice before the meeting.'
The manager said _____
- 7 She said, 'You have to be more polite to customers.'
She said _____
- 8 I said, 'If I were you, I wouldn't expect him to call.'
I said _____
- 9 The manager said, 'I appreciate that you work hard.'
The manager said _____
- 10 He reminded, 'If we had known that we wouldn't find the products of
better quality, we would have signed the contract immediately.'
He reminded _____

4.7 Report the following questions of your colleague?

- 1 Are you going to attend in-service training?
- 2 What did they tell you about their hiring policy?
- 3 What are your working hours?
- 4 When will they be in touch?
- 5 What did you tell them about your previous experience?
- 6 Will you have to travel on business a lot?

4.8 Report the commands and recommendations of your manager.

- 1 Clarify your responsibilities.
- 2 Don't be late for work.
- 3 Take a training course.
- 4 Gather additional information about the products.
- 5 Improve your customer interactions.
- 6 Give your customers a way to provide feedback

4.9 Report the following requests.

- 1 A reporter said to the engineer, 'Could you speak on the results of your experiments?'
- 2 The manager asked an electrician, 'Could you please inspect a wiring system and equipment?'
- 3 'Think about your future career prospects,' the boss said to him.
- 4 'Can you give us any explanation of not sending us the invoice' he said.
- 5 He said to the secretary of the meeting, 'Could you write down everything that will be discussed?'
- 6 'Think about sending us a written proposal, please,' said the manager .

4.10 Report the following suggestions.

- 1** 'Let's set the goal. We should know what we want to achieve,' she said to me.
- 2** The construction superintendent said, 'How about finding some new designers?'
- 3** 'Shall we do it right now to avoid further misunderstanding?' she asked the colleague.
- 4** 'I think we can discuss it a bit later today,' said the Sales manager.
- 5** 'Shall we go out this evening to celebrate this special occasion?' we said.

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з навчальної дисципліни

**«ІНОЗЕМНА МОВА»
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*(для студентів I курсу денної та заочної форм навчання
освітнього рівня «бакалавр» всіх спеціальностей)*

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