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(английский и немецкий языки)

WORK and SKILLS

Часть 1

Учебно-методическое пособие



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Учебный комплекс *Work and skills* (Работа и навыки) состоит из двух частей. Первая часть предназначена для студентов и предполагает работу по четырем основным аспектам изучаемой темы, включая материалы *About work and professions* (О работе и профессиях); *Skills* (Навыки и умения); *Earnings and taxes* (Доходы и налоги); *Ongoing changes at work* (Изменения на рабочем месте). Каждый раздел предусматривает выполнение определенной последовательности заданий.

Материалы учебно-методического пособия могут использоваться в рамках практического курса английского языка для студентов старших курсов языковых направлений в качестве основного учебного издания, а также в качестве источника дополнительных материалов по изучаемой теме и как разработка для организации самостоятельной работы студентов.

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Содержание

Методические указания.....	4
Part 1. About work and professions.....	8
Part 2. Skills.....	17
Part 3. Earnings and Taxes	30
Part 4. Ongoing changes at work	42
Test.....	49
Appendix. Vocabulary	53
Literature.....	56

Методические указания

Учебный комплекс *Work and skills* (Работа и навыки), состоящий из двух частей, адресован студентам старших курсов языковых направлений и специальностей. Первая часть предназначена для использования студентами на практических занятиях по основному иностранному языку (английскому) и в ходе подготовки домашних заданий. Вторая часть адресована преподавателям и содержит возможные варианты ответов на отдельные задания.

Материалы учебно-методического пособия могут использоваться в рамках практического курса английского языка для студентов продвинутого уровня в качестве основного учебного пособия, а также в качестве источника дополнительных материалов по изучаемой теме и как разработка для организации самостоятельной работы студентов.

В результате освоения материала студенты должны знать широкий спектр языковых единиц, связанных с темой «Работа, полезные навыки», понимать их в процессе осуществления разных видов чтения на английском языке, а также уметь их использовать в учебной коммуникации, передавая как основное содержание прочитанного текста, так и выражая свое мнение по отношению к изученной проблематике.

Учебно-методическое пособие предполагает работу по четырем основным аспектам темы: *About work and professions* (О работе и профессиях); *Skills* (Навыки и умения); *Earnings and taxes* (Доходы и налоги); *Ongoing changes at work* (Изменения на рабочем месте). Каждый раздел предполагает выполнение определенной последовательности заданий, включая коммуникативные задания на активизацию вокабуляра по изучаемой тематике; упражнения на изучение и тренировку нового лексического материала; работу над текстами, раскрывающими отдельные аспекты изучаемой тематики

и позволяющими анализировать семантику изучаемых лексических единиц в контексте. Каждый раздел завершается коммуникативным заданием на подготовку презентации по изученному материалу, диалога или подготовку устного (письменного) сообщения по основному содержанию.

Коммуникативные задания включают в себя упражнения на обсуждение отдельных аспектов изучаемой темы, с использованием соответствующего лексического материала, употребляемого в контекстах, которые позволяют студентам освоить его в актуальных вопросах изучаемой тематики. Типология коммуникативных упражнений включает в себя упражнения на изучение сочетаемости слов, объяснение значения единиц изучаемого вокабуляра, определение слова по его дефиниции.

Упражнения на изучение лексики включают в себя словарную работу, предполагающую изучение значения слова, особенности его употребления и сочетаемости, реализации его семантического потенциала в зависимости от отнесенности к той или иной части речи, проявления особенностей значения в сочетании с разными морфологическими единицами. Как правило, задания на словарную работу размещаются в таблицах для того, чтобы представить лексические единицы тематической лексики в систематизированном виде.

Разработаны упражнения на словоупотребление тематической лексики в предложениях на английском языке, и студентам предлагается выполнить их перевод на русский язык с целью совершенствования механизмов семантизации, то есть понимания, какой оттенок значения реализуется в данном контексте, поэтому уместно в качестве задания предлагать перевод только изучаемой в данный момент лексической единицы, а не всего предложения в целом.

Ряд подстановочных упражнений типа «закончите предложение», «вставьте пропущенное слово», «употребите

слово, данное в скобках, в нужной морфологической форме» предлагается на закрепление лексико-грамматических аспектов функционирования изучаемых языковых единиц.

Значительное время отводится на работу с текстом. Отбор текстов для включения в учебно-методическое пособие осуществлялся с учетом их тематической релевантности и соответствия уровню владения английским языком. Содержание предложенных для изучения текстов актуализировано с учетом современных потребностей учебного процесса: тексты адаптированы и сокращены в соответствии с учебными целями и задачами, используется тематически насыщенный лексико-грамматический материал с сохранением высокого уровня его аутентичности.

Использование таких учебных текстов позволяет совершенствовать навыки понимания текста, дает возможность расширить тематический словарь, активизировать лексико-грамматические единицы при реализации их в контексте, что обеспечивает формирование соответствующих навыков использования обширного лексико-грамматического материала в ситуациях учебной тематически-организованной коммуникации.

Работа над лексическим материалом, реализующемся в тексте, предполагает усвоение слов и словосочетаний с рекомендуемыми эквивалентами в английском и русском языках, перевод предложений, которые дополняют значения отдельных лексических единиц, реализующихся в тексте, давая более полную картину двуязычных соответствий, а также используются упражнения на подбор контекстуальных синонимов.

Обсуждение содержания текста осуществляется в виде вопросно-ответной работы, развития навыков монологической речи по теме, а также заданий на краткое изложение основного содержания прочитанного (*summary*), которое возможно как в письменной, так и в устной форме.

Оценочные материалы отобраны на основе уже изученного лексико-грамматического материала и представляют собой последовательность проверочных заданий на подбор синонимов, называние слова по его дефиниции, определение контекстуально-обусловленных морфологических форм отдельных лексических единиц активного вокабуляра.

Part 1. About work and professions

Task 1.1 Rank the following according to how important you think they are for a happy working life (1 = most important, 6 = least important).

- pleasant working environment
- recognition of achievement
- good remuneration
- opportunity for creativity
- helping others
- opportunity for personal development

Task 1.2 A. Match a to b to form words describing different kinds of workers and professionals.

a	b
refuse	designer
business	hygienist
computer	collector
graphic	practitioner
assembly line	executive
talent	servant
plastic	surgeon
dental	worker
civil	programmer
general	scout
sound	technician

B.

Creative work	Manual work	Professional work

Task 1.3 Which of the professions given in Task 1.2 would you associate with the following? Write 6-10 sentences explaining why you think so.

- intellectual overload
- good remuneration
- sense of achievement
- job satisfaction
- physical tiredness

Task 1.4 Which words or phrases form collocations with make or do? Fill in the following table using the words below.

make	
do	

a suggestion, an offer, an examination, a profit, (someone) a favour, homework, an excuse, an attempt, damage, money, fun of, one's best, sure, a choice, harm, an exercise, room for (somebody/something), one's duty, a course, the best of, use of, a complaint, business, good, a mistake, certain, a journey, an effort, an arrangement, housework, an enquiry, the most of, a discovery, a decision, work.

Task 1.5 Translate the sentences into Russian paying attention to the collocations with make and do.

1. It's late. I'm afraid I'll have to make my excuses and leave.
2. I'll do my best to complete my course paper on the time appointed.

3. He moved aside the books and papers on his desk to make room for another computer.
4. His business doesn't make much of a profit.
5. Before entering, Holmes made an examination of the door which had been forced.
6. They made an arrangement to organise an online seminar on the question of taxation.
7. We can make do with the provisions we have been recently supplied with.
8. Could you do me a favour and attend the online seminar instead of me?
9. I'll have to make a few enquiries and get back to you.
10. That'll do nicely, thank you.
11. This is the fourth time you've been late this month; it simply won't do.
12. What do you do?

Task 1.6 Translate the sentences from Russian into English paying attention to the collocations with make and do.

1. Я сделаю все возможное, чтобы закончить свою курсовую работу в назначенное время.
2. Он отодвинул в сторону книги и бумаги на своем столе, чтобы освободить место для другого компьютера.
3. Его бизнес не приносит большой прибыли.
4. Прежде чем войти, следователь осмотрел взломанную дверь.
5. Они договорились организовать онлайн-семинар по вопросам налогообложения.
6. Мы можем обойтись теми продуктами, которыми нас недавно снабдили.
7. Не могли бы вы оказать мне услугу и посетить онлайн-семинар вместо меня?
8. Мне придется сделать несколько запросов и вернуться к вам.

Task 1.7 Make up collocations with the words work and job using the words given below. Fill in the table.

work	
job	

mate; satisfaction; title; load; place; shop; description; bench; market; station; centre; prospects; horse

Task 1.8 Complete the sentences using either work or job.

1. Decorating that flat was hard _____.
2. After the break we set to _____.
3. Both my parents have full-time _____.
4. Have you got a lot of _____ to do?
5. I'm thinking of applying for a new _____.
6. Repairing the tire shouldn't require much _____.
7. She put a lot of _____ into organising the wedding of her niece.
8. She's just started a _____ with a big insurance company.
9. The competition in the _____ market is currently stiff.
10. The exhibition includes _____ by Levitan and Savrasov.
11. The report is a thorough piece of _____ covering all aspects of the case.
12. The teacher said she was pleased with my _____.
13. These projects will help create _____ in rural areas.
14. With a bit of hard _____ and determination we might still finish the report on time.

Task 1.9 Dictionary work. Look up the following words, give their definitions, derivatives and collocations. Fill in the following table.

word	definition	useful phrases / collocations	derivatives
work			
job			
profession			
career			
employment			
labour			
staff			
skill			

Task 1.10 What types of jobs will we have in the rest of the century? Answer the questions concerning the future of work analysing 21st-century jobs. Do the following activities.

1. Name and briefly characterise three kinds of jobs:

- existing jobs, that will continue into the future with some small changes, such as doctors or teachers, interpreters and translators;
- new jobs that have only recently arrived and that will continue into the future, such as AI designer;
- jobs that don't exist yet, but that you think may appear in the future.

2. Make a list of two or three 21st-century jobs. Say a few words about what responsibilities the job may have. These are:

- jobs we have now that will not be replaced by technology;
- new jobs that have just appeared due to technology;
- new jobs that don't exist yet, but that you predict we will need.

Example: Cyber security specialist (Working with companies to protect their electronic data from hackers and viruses).

Task 1.11 Explain in what fields will the following jobs be useful?

- artificial intelligence developers
- big data analysts
- caring and health sector jobs
- robotic experts
- social media specialists
- transport planning or urban planning jobs
- waste management engineers

Task 1.12 Discuss the following. Give arguments.

- As skills now become out of date quickly, are long-term careers about to be over?
- According to some experts' estimates, 50 % of jobs will be automated in the next 20 years. What are the implications of this?
- We will become more aware of our 'transferable skills' as the jobs market changes very quickly. What examples of this can you give?

Task 1.13 Read the text.

'...But hard work isn't bad for you...'

When I got into medical school at the age of 18, I was so fascinated by the possibilities of research that I used to get up at 4 am, and study, with very few interruptions, until about 6 pm. I still remember my mother telling me that this sort of thing could not be kept up for long. Now I'm in my sixties, I still get up at 4 am and work until 6 pm. Yet I'm perfectly happy leading this kind of life.

"There's more to life than just work," many say today. Work is considered as something that wears you down, that produces stress. It is true that biological stress causes many common diseases.

But does this mean that we should avoid stress whenever possible? That we should avoid hard work because it is stressful? Certainly not. Stress is the spice of life. It is associated with all types of activity and we could avoid it by only never doing anything. Besides, certain types of activities help to keep the stress mechanism in good shape, as exercise of your muscles keeps you physically fit.

To function normally man needs work as he needs air, food or sleep. To look forward to total automation is senseless. Man's characteristic feature is not his wisdom but his constant urge to improve his environment and himself.

Our aim, therefore, should not be to avoid work but to find the kind that suits us best. The best way to avoid stress is to select an activity which we like and respect, and which is within our talents.

Work wears you out mainly through failure. Successful activity provides you with the feeling of youthful strength.

I believe anyone can live long and happily by working hard as long as he loves his activity and is reasonably successful at it.

Short hours are an advantage only for those who are not good at anything, have no particular taste for anything, and no hunger for achievement.

Task 1.14 Answer the questions.

1. How did the author of the article find himself working his utmost at a very young age? How did he explain the reason?
2. Should people avoid hard work because it is stressful?
3. What is the best way to avoid stress at work as it is stated in the article?
4. Does the author think that working long hours regularly helps to live a longer and happier life?

Task 1.15 Paraphrase or explain the following quotes from the article.

1. "There's more to life than just work..."
2. "...certain types of activities help to keep the stress mechanism in good shape..."
3. "To look forward to total automation is senseless."
4. "Man's characteristic feature is not his wisdom but his constant urge to improve his environment and himself."
5. "The best way to avoid stress is to select an activity which we like and respect, and which is within our talents."
6. "Successful activity provides you with the feeling of youthful strength."

Task 1.16 Find Russian equivalents for the following words and phrases.

so fascinated by the possibilities of research; this sort of thing could not be kept up for long; to keep the stress mechanism in good shape; to look forward to total automation is senseless; man's characteristic feature is not his wisdom; constant urge to improve his environment and himself; to find the kind that suits us best; to select an activity which we like and respect; which is within our talents; reasonably successful.

Task 1.17 Find English equivalents for the following words and phrases.

настолько заинтересован возможностями исследования; это не могло продолжаться долго; контролировать уровень стресса; ожидать полной автоматизации бессмысленно; найти вид деятельности, который подходит нам лучше всего; соответствует нашим способностям; достаточно успешно.

Task 1.18 Discussion questions.

1. What arguments does the author of the article give in favour of hard work?
2. What other opinions are discussed in the article?
3. Do you agree with the author's opinion? Which of his arguments can you support?
4. Do you think a fair balance between hard work and rest is important? Give arguments to support your point of view.

Task 1.19 Retell the main ideas of the article changing the narration into the 3rd person singular. Use the following words and word combinations.

fascinated by the possibilities of research; could not be kept up for long; to keep the stress mechanism in good shape; to look forward to; constant urge; within our talents; (no) hunger for achievement.

Part 2. Skills

Task 2.1 Which of these professional qualities are the three most important for each of the following jobs? What are the other characteristics of a successful worker? If you need to, you may add two or three attributes of your own. Explain how you understand each of the attributes mentioned. Look up the words in the dictionary if necessary.

***IT engineer
businessman***

***translator/interpreter
social worker***

director of a firm

- decisiveness
- intuition
- vision
- assertiveness
- flexibility
- fairness
- good humour
- openness
- determination
- humility
- specialist knowledge
- stamina

Task 2.2 What is more important: hard skills or soft skills for building a successful career? Hard skills denote the abilities developed by the formal professional education. Soft skills are also necessary, but they sometimes need additional efforts to be developed and trained. Read the following list of soft skills and say how they can be trained.

- communication
- listening
- punctuality

- teamwork
- flexibility
- patience
- time management
- multitasking
- attention to detail
- responsibility
- good decision making
- innovation
- cultural awareness
- sensitivity

Task 2.3 Match an important 21st century skill to its definition. Add what you can about the skill and give your tips how to develop it. Can you name any other skills that are likely to be appreciated by the employers? Analyse which ones you are good at and which you consider your weaker attributes requiring efforts to be developed.

- decision-making
- adaptability
- time management
- flexibility
- digital literacy
- communication literacy
- problem-solving
- imagination
- creative skills
- management skills

a. ability to imagine new ideas and new approaches

b. ability to see the problems before they happen and to come up with solutions

- c. ability to negotiate and discuss key issues and write the results of the discussion in a clear and concise manner
- d. ability to evaluate a situation and be confident in making a decision
- e. being original at solving problems
- f. ability to arrange and control processes and employees
- g. using information technology for raising productivity and efficiency of work
- h. being ready to introduce changes into the plan of work or working routine for the best results
- i. ability to set achievable goals in the appointed span of time
- j. willingness to change in order to suit different conditions

Task 2.4 Answer the question: Is it better to make a decision based on a) thinking things through b) your emotional reactions c) both your thoughts and feelings? Discuss the question with your interlocutor.

Task 2.5 Read the extract from a blog. How would you have reacted?

People say you should *think twice* before making life-changing choices. And while I don't like *to rush into decisions*, especially important ones, sometimes you have to *grab an opportunity* when it presents itself. Last year, my company opened a new regional office and asked me to be the manager. I was speechless when they offered to promote me so quickly. I'd only been with the company for six months. For a minute, I couldn't *think straight*. I *made a point of saying* I would work very hard and make a success of it.

b. Match the italicised words in the text to the definitions.

- be able to think clearly
- to take a chance with enthusiasm
- think carefully before deciding to do something
- do something without thinking about it carefully
- make sure you do something because it is important or necessary

c. Complete the sentences using the ideas that are personally relevant for you.

1. You should think twice before
2. Some people don't like to rush into decisions especially when ...
3. Sometimes I feel I should grab an opportunity especially when ...
4. More often than not, people can't think straight when they
5. When my brother entered the university he made a point of saying to the family (that)

Task 2.6 Read the text. Do the tasks that follow.

The Skill of Decision-Making

If you had known then what you know now, would you have made the same decision?

The psychology of decision-making – a topic of prime importance in areas such as employment and business – has been much studied in recent years. Should decisions be based on our needs and values, on our interaction with the companies and people around us, or on simple logic? In the age of 'big data', we are likely to be overwhelmed with all kinds of information. So just how do we work out which information is useful, and which actually leads us in the wrong direction?

Supposing you had to predict the academic performance of a group of students. You can either base your prediction purely on hard data, e.g. their age, past achievements and so on, or you can have

the data plus you're allowed to interview them. Which procedure would you consider more accurate?

Amazingly, results consistently show that if you were to interview the students, that would lead to less accurate predictions; the reason being, according to the experts, the interview provides us with the wrong kind of information – we are over-influenced by our 'gut feeling' about the interviewees.

Task 2.7 Translate the following words and word combinations.

decision-making; the age of 'big data'; to be overwhelmed with all kinds of information; so just how do we work out which information is useful; the academic performance of a group of students; would you consider more accurate; results consistently show; less accurate predictions; over-influenced.

Task 2.8 Translate the following words and word combinations.

Принятие решений; занятость и бизнес; основываться на потребностях и ценностях; взаимодействие; как мы понимаем, какая информация полезная; успеваемость группы студентов; более точный; результаты убедительно показывают.

Task 2.9 The text contains several questions. Use them to ask your groupmates about their opinion. Discuss the contents of the text in the form of a dialogue.

Task 2.10 Give a summary of the text in 100-120 words.

Task 2.11 Complete the sentences expressing the same meaning as in the original sentences.

1. The company didn't employ enough staff. Its productivity went down.

If the company _____.

2. People often make emotional decisions. These decisions are poor ones.

If people _____.

3. What would have happened if you had made the decision based on your gut feeling?

Supposing _____?

4. Can you think how things would be different if you hadn't passed your internship period in your new job?

Just imagine _____?

Task 2.12 Read the text and translate it. Entitle the text.

We all carry round a baggage of attitudes and beliefs that colours our response to new situations. If you're lucky, these will be 'can-do' messages, but some of us might experience a failure. Perhaps every time you stepped out of the door when you were little, your parents cried 'Be careful!'. As if doom lurked at every turn, or relatives or acquaintances say, 'I wouldn't attempt that if I were you!' If you hear negative statements often enough, it's difficult to learn to be confident. The immediate reaction to a new or daunting situation is 'I can't handle it'.

'Most people's confidence is a level or two below their competency,' says psychologist John Kimblton, director of a company which helps personnel transform their behaviour. 'People need to understand that they really are better than they believe.'

Everybody may feel a lack of confidence in unfamiliar situations. That doesn't mean we should avoid them. Taking risks, even tiny ones like picking up a telephone to come up with a proposal or make a complaint, is a necessary part of accepting responsibility. The best strategy you can adopt is to understand why you feel so timid and apprehensive and learn how to deal with it;

then, when you succeed in a difficult situation, you'll feel more confident about approaching it next time around.

The people you admire for their apparent confidence and ability to cope with any situation are probably feeling just as daunted as you would be, but they don't let it stand in their way to develop.

Task 2.13 Paraphrase or explain the following words and sentences from the text in Task 2.10.

1. "We all carry round a baggage of attitudes and beliefs" ...
2. ... "I can't handle it" ...
3. "Most people's confidence is a level or two below their competency..."
4. ... "they don't let it stand in their way to develop."

Task 2.14 Translate the following words and word combinations.

carry round a baggage of attitudes and beliefs; our response to new situations; these will be 'can-do' messages; 'I can't handle it'; a level or two below their competency; helps personnel transform their behavior; feel a lack of confidence; to come up with; a necessary part of accepting responsibility; the best strategy you can adopt; timid; apparent confidence; an ability to cope with any situation.

Task 2.15 Translate the following words and word combinations.

Иметь за плечами багаж представлений и принципов; мне не справиться; на один или два уровня ниже, чем они реально имеют; помогает персоналу изменить свое поведение; испытывать чувство неуверенности; вносить предложение; принять на себя ответственность; очевидный; способность справиться с любой ситуацией.

Task 2.16 Answer the questions to the text in Task 2.10.

1. How can some people respond to new situations as stated in the article?
2. How is the level of most people's confidence assessed in the article?
3. Is it common for people to feel a lack of confidence in a new situation?
4. Is taking risks in some situations considered necessary by the author of the article?

Task 2.17 Match a word to its definition.

confident, employee, unemployment, manage (2), promote, interview, train

- a conversation in which someone asks you questions to see if you are suitable for a job or course
- to prepare someone or yourself for a job, activity, or sport, by learning skills and/or by mental or physical exercise
- the quality of being certain of your abilities or of having trust in people, plans, or the future
- someone who is paid to work for someone else
- the number of people who do not have a job that provides money
- to raise someone to a higher or more important position or rank
- to succeed in doing or dealing with something, especially something difficult
- to be able to attend or do something at a particular time

Task 2.18 Complete the questions with some of the phrases given below. Use the definitions in brackets to help.

- behind the times
- the (very) last minute
- time and again

- time flies
- time management
- time really drags
- up to speed
- with hindsight

1. What sorts of things do you tend to leave to _____ (the latest possible time)? Do you think this is an effective thing to do? Why/Why not?
2. In what ways do you feel you are really _____ (aware of the most recent developments) with all the new technology? Which areas do you feel you are a little _____ (old-fashioned) in?
3. _____ (thinking now about the past), can you think of a decision you've made that you regret? What happened? What was the result?
4. Can you think of a situation where _____ (time seems to pass very quickly)? What happens?

b. Discuss the questions given earlier in small groups. Ask questions to find out more information. What's the most interesting thing you found out?

c. Explain the meaning of the phrases that were not used in your answers. Make up sentences to show the realisation of their meanings in the context.

Task 2.19 Read the following fragment and do the tasks that follow.

How many things are there at the back of your mind that you need to do, but haven't done? How long have you been meaning to fix that broken door, or reply to the email? Notice what a nagging burden these 'must-do's' are at some level. No time to do them? But how long would some of them *really* take?! Been too tired? Well, feel how tiring it is to have them hanging over you, and remember

the energy lift you get when you finally cross something off your do-it list. Just do it!

Are there big changes in life you've been putting off? Maybe you are afraid you'd regret them, but we regret failing to do things more than we regret having done them; at least we then learn from things going wrong, which is better than speculating what might have happened if we *had* done something. And anyway, our worries about negative outcomes are usually exaggerated.

Task 2.20 A. Give synonyms for the following words from the text above.

- deep in your mind
- intend
- boost
- feel sorry
- postpone
- thinking
- results
- overstated

B. Answer the question and do the tasks.

1. What are the benefits of crossing the points off your do-it list when they have been completed?
2. What do people regret more: failing to do things or having done them? What is the opinion of the author of the article?
3. What important skill is illustrated in the fragment?
4. What useful ideas are expressed in this fragment?
5. Entitle the fragment.
6. Summaries the contents of the article.

Task 2.21 Read the text. Choose the verb form in italics to complete the sentences. Entitle the text.

It is often suggested that children learn more quickly than adults because they are more open-minded. Adults think they know it all.

And recent research backs it up. Groups of young children and adults are tested on their ability to understand cause-and-effect relationships in a number of contexts that were completely new to them. The research found that given a novel problem, children 1 *will approach/ will have approached* it flexibly, trying out any number of possible solutions, whereas adults 2 *will have tended to/ will tend to* draw more on the existing knowledge and experience.

This knowledge about how the world works can be useful because it allows us to make sensible predictions in many situations. However, it also means that people 3 *will often ignore/ will often be ignoring* the evidence in front of them, falling back instead on conventional assumptions and approaches. Although we like to talk about creative thinking, in many situations, we 4 *will even consider/ won't even consider* ideas that don't fit with our rather fixed world view and we too easily discount things we believe 5 *won't have worked/ won't work*.

In a rapidly changing modern world, this mindset becomes especially limiting. Consider a student at university today who learns a bunch of facts about our current state of knowledge in a particular field. By the time they get into the job market, much of that learned knowledge 6 *will have become/ will become* out of date, as technology constantly moves on, and the problems 7 *they'll have to/ they'll have had to* deal with won't be the same as the ones they studied so conscientiously in the classroom.

Tomorrow's graduates 8 *will need to / will be needing* to be much more open-minded and to try to be creative to solve the new problems that changing technology and circumstances will undoubtedly throw up. It seems likely that the most innovative minds

of the future 9 *will embrace/ won't embrace* an element of childlikeness. 10 *They'll take/ they'll have been taking* a refreshingly naïve approach to things, ignoring what they think they know and playing around with possibilities that others have dismissed.

Task 2.22 Translate the following words and word combinations from the text above.

Backs it up; are tested on their ability; to understand cause-and-effect relationships; given a novel problem; children will approach it flexibly; trying out any number of possible solutions; whereas; adults will tend; to make sensible predictions; ignore; the evidence; conventional assumptions and approaches; consider ideas; don't fit with our rather fixed world view; discount things we believe won't work; this mindset becomes especially limiting; who learns a bunch of facts; about our current state of knowledge in a particular field; will have become out of date; as technology constantly moves on; studied so conscientiously in the classroom; will embrace an element of childlikeness; that others have dismissed.

Task 2.23 Translate the following words and word combinations.

Понять причинно-следственные связи; если перед ними новая проблема; дети подойдут к решению проблемы гибко; пробуя множество возможных решений; в то время как; взрослые будут стремиться; давать разумные прогнозы; не обращать внимание; доказательство; общепринятые суждения и подходы; рассматривать идеи; не соответствует нашим привычным взглядам; списать со счетов то, что не работает; такой взгляд представляется ограниченным; устареет; так как технологии постоянно развиваются; изучали так тщательно в аудитории; на которые другие не обратили внимание.

Task 2.24 What 21-st century skills are discussed in the article?

1. How do children start working on a novel problem compared with the adults?
2. Are adults often ready to set about solving problems creatively?
3. How is 'creative thinking' defined in the article?
4. What facts and ideas should be taken into consideration in preparing students to problem-solving in the 21-st century?
5. Explain the sentence from the article: 'It seems likely that the most innovative minds of the future will embrace embrace an element of childlikeness.'

Task 2.25 Prepare a presentation summarising most important 21-st century skills. Use the materials of Part 1.

Part 3. Earnings and Taxes

Task 3.1 Fill in missing words.

What is the difference between the words *salary* and *wage*?

Both words refer ___ the amount of money that an individual receives ___ the services that he has rendered. ‘Wage’ is usually paid ___ those people who are involved ___ manual labour; people whose tasks involve more physical than mental effort. Servants, gardeners, electricians, plumbers, factory workers receive the payment called the wage. These workers are usually paid ___ an hourly / daily / weekly basis. Public sector offices hire people ___ ‘daily wage’; and these workers receive their wage ___ the end ___ the day; the end of the week, or ___ the end ___ the month.

‘Salary’, ___ the other hand, is paid ___ professionals and people who do not perform manual labour. Such people are sometimes called ‘white-collar workers’. If you have a white-collar job, i.e. a job that does not involve manual labour, you receive a salary. Teachers, clerks, bank managers, income tax officials, are some ___ the people who get paid a salary. It is usually given ___ an individual ___ a regular basis – it could be weekly, monthly, etc. – and unlike ‘wage’, the salary that an individual receives is usually fixed. While a wage earner may receive extra money if he works a couple ___ hours more, a person earning a salary does not usually get anything extra ___ working more hours.

Task 3.2 Translate the sentences paying attention to the words wage and salary.

1. Workers in these shops earn a good wage.
2. All university graduates hope they can find a job that pays a decent wage.
3. The wage was paid on Fridays.

4. They are prepared to work for the wage well below the announced minimum.
5. The average wage for unskilled workers is normally not very high.
6. There are extra benefits for people on the low wage.
7. Tax and insurance are deducted from your wage.
8. Top salaries are liable for a higher rate of tax.
9. What salary band will I be on after two years in the company?
10. Workers are being asked to take a cut in salary.
11. Your pension will be based on a proportion of your final salary.
12. It's not by any means a brilliant salary but it's adequate for our needs.
13. Your salary will be paid on the third week of each calendar month.
14. They're raising three kids on one small salary so money is very tight.
15. He gets a basic salary plus commission.

Task 3.3 Read the text.

Is your job a vocation?

One of the most difficult questions to answer is how much a job is worth. We naturally expect that a doctor's salary will be higher than a bus conductor's wages. But the question becomes much more difficult to answer when we compare say, a miner with an engineer, or an unskilled man working at the construction site with a teacher in a secondary school. What the doctor, the engineer and the teacher have in common is that they have devoted several years of their lives to studying in order to obtain the necessary qualifications for their professions. We feel instinctively that these skills and these years, when they were studying instead of earning money, should be rewarded. At the same time, we recognise that the work of the miner and the oil-rig labourer is both hard and dangerous, and that they must be highly paid for the risks they take.

Another factor we must take into consideration is how socially useful the profession is, regardless of the talents we may bring to it. Most people would agree that looking after the sick or teaching children is more important than, say, selling second-hand cars or improving the taste of toothpaste by adding a red stripe to it. Yet it is almost certain that the used-car salesman earns more than the nurse, and the research biologist may earn more than the social worker.

Indeed, this whole question of just rewards can be turned on its head. You can argue that a worker who does a job which brings personal satisfaction is already receiving part of the reward in the form of pleasure and enjoyment, and that it is the worker with the boring, repetitive job who needs more money to make up for the monotony of work. It is significant that those jobs which are traditionally regarded as ‘vocations’ – nursing and teaching, for example – continue to be paid less, while others, such as those in the world of sport or entertainment, carry financial rewards out of all proportion to their social worth.

Although the amount of money that people earn is in reality largely determined by the labour market, this should not prevent us from seeking some way to decide what is the adequate pay for the job. A starting point for such an investigation would be to try to decide the ratio which ought to exist between the highest and the lowest paid. The picture is made more complicated by two factors: firstly, by the ‘social wage’, i.e. the welfare benefits which every citizen receives; and, secondly, by the taxation system, which is often used as an instrument of social justice by taxing high incomes at a very high rate indeed. Allowing for these two things, most countries now regard a ratio of 7:1 as socially acceptable.

Task 3.4 Answer the questions.

1. What do the professions of the doctor, the teacher and the engineer have in common, as stated in the article?
2. What jobs are traditionally regarded as vocations?

3. What professions are called socially useful in the article?
4. How can the adequate pay for the job be counted? What factors influence it?
5. How can the system of taxation contribute to the calculation of fair remuneration?

Task 3.5 Translate the following words and word combinations from the text.

an unskilled man working at the construction site; in order to obtain the necessary qualifications for their professions; instinctively; should be rewarded; must be highly paid for the risks they take; take into consideration; regardless of the talents we may bring to it; this whole question of just rewards; a worker who does a job which brings personal satisfaction; to make up for the monotony of work; it is significant; which are traditionally regarded as ‘vocations’; carry financial rewards out of all proportion to their social worth; in reality largely determined by the labour market; a starting point for such an investigation; to decide the ratio which ought to exist between the highest and the lowest paid; the welfare benefits; the taxation system; by taxing high incomes at a very high rate; regard a ratio of 7:1 as socially acceptable.

Task 3.6 Translate the following words and word combinations from the text.

Принять во внимание; чтобы получить необходимый уровень образования для работы по профессии; должны получать вознаграждение; независимо от тех усилий, которые мы можем привнести; весь вопрос о справедливом вознаграждении; рабочий, который выполняет работу, приносящую удовлетворение; которые традиционно считаются работой по призванию; получают финансовое вознаграждение, не пропорциональное их социальной значимости; на самом деле,

в значительной степени определяются требованиями рынка труда; начальная точка такого исследования; определить соотношение между максимальной и минимальной оплатой труда; система налогообложения; взимая налоги с крупных доходов по повышенной ставке; считать соотношение 7:1 социально приемлемым.

Task 3.7 Give synonyms for the following words and word combinations from the text.

- remuneration
- to earn
- to take into account
- irrespective
- monotonous
- to be underpaid
- work market
- research
- earnings
- proportion

Task 3.8 Which of the adjectives that follow best describe the jobs and professions mentioned in Part 1 and in Part 2? Give the meaning of the adjectives. Look up the words in the dictionary.

word	English synonym, definition	Russian equivalent	A job, a profession or an activity) that can be described with this adjective
fulfilling			
manual			
arduous			

mind-numbing			
demanding			
gruelling			
rewarding			
mundane			
stimulating			
strenuous			
motivating			
physical			
intellectual			

Task 3.9 Translate the sentences.

1. A marathon distance skiing race is a sporting event that represents a gruelling test of endurance.
2. Doctors advise to avoid strenuous exercise immediately after a meal.
3. The climb in the mountains turned out to be too strenuous.
4. She forced her mind onto more mundane things.
5. I found it immensely rewarding working with the less able children.
6. Being a business executive can be financially rewarding but very strenuous.
7. This figure skating championship is considered one of the most demanding in the sports calendar.
8. The new organisation scheme is designed to produce a motivating effect for employees to work more efficiently.
9. I'm sorry, it's been a stressful week, and I need some time more to think over the details of the new project.

Task 3.10 Translate the sentences.

1. Лыжная гонка на марафонскую дистанцию – это спортивное мероприятие, которое представляет собой изнурительное испытание на выносливость.
2. Это был проект, который потребовал напряженных нагрузок всех участников для его реализации.
3. Разработка новой документации по проекту показалась некоторым участникам слишком утомительной.
4. Она заставила себя заняться более приземленными (скучными) делами.
5. Быть руководителем в бизнесе – благодарная работа с финансовой точки зрения, но очень напряженная.
6. Чемпионат по футболу считается одним из самых сложных в спортивном календаре этого года.
7. Новый подход к организации рабочих мест призван мотивировать сотрудников работать более эффективно.
8. Прошу прощения, это была напряженная неделя, и мне нужно еще немного времени, чтобы обдумать детали нового проекта.

Task 3.11 Dictionary work. Look up the following words, give their definitions, derivatives and collocations. Fill in the following table.

word	definition	useful phrases	derivatives
appoint			
redundant			
manage			
perform			
promote			
train			
vocation			
efficiency			
productivity			

Task 3.12 Complete the sentences with the correct form of the word in brackets.

1. He turned out to be the only _____. (apply)
2. This firm is very _____ and they usually get what they want. (select)
3. She was the first woman who has been _____ to an administrative job in this company, the job pays well and _____ prospects are quite good. (promote; promote)
4. You'll have to see our _____ in chief first. (manage)
5. She was one of the best reporters and legal _____ was a real plus at the trials. (train)
6. At this stage an _____ is expected to ask some questions about the company. An _____ is someone who is asked questions to decide whether he is suitable for a job. (interview; interview)
7. Certain questions are frequently asked by the _____. (interview)
8. His job is to provide a wide range of sports facilities for the _____ of the firm. (employ)
9. Candidates should make their _____ on the standard forms available in the Personnel Department. (apply)
10. Administrative skills are crucial to make a good _____ director. (manage)
11. _____ workers are always in demand. (skill)
12. We admired his _____ handling of this situation. (skill)
13. What are your prospects of _____? (promote)
14. Your experience will help you to start a _____ course for new team members. (train)
15. The more skills you have, the more _____ you feel at your workplace. (confide)
16. He felt more confident after he had been a _____ for a month. (train)
17. One of her tasks as secretary is diary _____. (manage)

18. The number of the ____ increased when the company started a new project. (employ)

Task 3.13 Translate the sentences paying attention to the words given in bold letters.

1. He was awarded a certificate of merit for his piano playing.
2. They weighed up the relative merits of the four applicants.
3. I'm looking forward to seeing you perform.
4. I'd love to see them perform live.
5. The procedure was performed safely on ten patients.
6. They gather information on how businesses are performing.
7. He performed miracles to get everything ready in time.
8. Who ensures that tasks are properly performed?
9. Current processors can perform an enormous number of operations per second.
10. Young dancers presented enormous potential at the rehearsal of the performance.
11. He confided to me that he had applied for another job.

Task 3.14 Read the description of the taxes that are paid in our country.

In Russia, individuals are supposed to pay in income tax (13 %), land tax (0.3 % of the land's cadastral plot which is calculated by a special formula) and vehicle tax (which is linked to the vehicle's engine power). Most small businesses are eligible for simplified taxation and can choose one of the following taxes: income tax (6 %) or profits tax (15 %) or unified agricultural tax (6 %, farmers only) or tax on imputed income (calculated by a special formula, certain companies only). Corporate taxes for medium and large businesses include profits tax (20 %), value added tax (20 %), property tax (0.2 %) and some other taxes like water tax and mineral tax.

The number of tax deductions is limited. Tax deductions can only be claimed by a citizen and only if he has income taxable at the rate of 13%. Social tax deductions are available on the expenses incurred by the taxpayer on the education of him/herself and each of the children, as well as expenses for medical treatment and medicines for the taxpayer and his/her spouse, parents and children.

Task 3.15 Learn the names of the taxes with their translation.

A.

- income tax
- land tax
- vehicle tax
- to be eligible for simplified taxation
- profits tax
- unified agricultural tax
- corporate taxes
- value added tax
- property tax
- water tax
- mineral tax
- tax deductions

B.

- подоходный налог
- земельный налог
- налог на транспорт, который зависит от мощности двигателя транспортного средства
- право на упрощенное налогообложение
- налог на прибыль
- единый сельскохозяйственный налог
- корпоративные налоги

- налог на добавленную стоимость
- налог на имущество
- водный налог
- налог на добычу полезных ископаемых
- налоговые вычеты.

Task 3.16 Translate the text from Russian into English.

В России физические лица должны платить подоходный налог (13 %), земельный налог (0,3 % от кадастровой стоимости участка земли, которая рассчитывается по специальной формуле) и налог на транспорт (который зависит от мощности двигателя транспортного средства). Большинство малых предприятий имеют право на упрощенное налогообложение и могут выбрать один из следующих налогов: подоходный налог (6 %) или налог на прибыль (15 %), единый сельскохозяйственный налог (6 % только для фермеров). Корпоративные налоги для среднего и крупного бизнеса включают налог на прибыль (20 %), налог на добавленную стоимость (20 %), налог на имущество (0,2 %) и некоторые другие налоги, такие как водный налог и налог на добычу полезных ископаемых.

Количество налоговых вычетов ограничено. На налоговые вычеты может претендовать только налогоплательщик и только в том случае, если у него есть доходы, облагаемые налогом по ставке 13 %. Социальные налоговые вычеты возможны на расходы налогоплательщика на собственное обучение и обучение каждого из детей, а также расходы на лечение и лекарства для налогоплательщика и его супруги (супруга), родителей и детей.

Task 3.17 Speaking. Discuss the system of taxation with your groupmates.

Interlocutor 1. Explain basic principles of the taxation system in our country. Say 3-4 sentences about the types of taxes paid in Russia and types of tax deductions and then answer the questions of your groupmates about the details that you haven't mentioned.

Interlocutor 2. Listen attentively to what interlocutor 1 is saying. Ask 3-5 questions about missing details regarding the types of taxes and tax deductions paid in Russia.

Part 4. Ongoing changes at work

Task 4.1 Discuss these questions in groups.

1. How likely are you to stay in the same field of work throughout your working life?
2. Why are some people reluctant to switch career?
3. How important is staff continuity in the workplace?
4. What expectations do you have about the job longevity in the long term?
5. In what ways might the workplace change in the next ten years?

Task 4.2. Read the text.

Adapting to ongoing changes

The world we live in is changing and it is changing rapidly. Whether this is driven by technology, or in response to specific circumstances, there is no doubt that the workplace of today needs to adapt to ongoing changes in order to remain efficient and competitive.

In more traditional work settings, the definition of a good employee was someone who came to the office on time at 9 am, sat at the desk and worked hard, taking directions from their managers and following the rules. This model employee would be there rain or shine, always appearing busy until it was time to go home at 6 pm. But with the development of smartphones and internet technologies, many companies are starting to form virtual teams with team members living in different areas, and employees are now finding themselves answering emails, attending sittings and working on reports from home outside their usual working hours. People now need to work not only harder, but smarter.

It is not only the time and location of the modern workplace that is changing. The role of the manager is evolving too. Some

enterprises are moving away from an approach where managers constantly supervise their staff and tell people exactly what is to be done. Instead, they are adopting a more project-based approach, where managers have the responsibility of clarifying project tasks and enabling teamwork. The roles that the individuals play might differ from project to project, and agile managers can serve to support team members in adapting the way they contribute to a team.

These changes in modern work practices mean that employers need to adopt agile working approaches so that they can find the most appropriate and efficient way of getting things done. One famous consumer goods company describes agile working as ‘an approach to getting work done with maximum flexibility and minimum constraints’.

Agile working is not just about allowing employees to work from home and decide their own working hours. Another example of agile working might be workspaces designed to suit the different kinds of work taking place. This is an environment that helps people to be at their best and most productive. An agile workspace might include open areas with small tables for people to gather and work together and standing desks to improve energy levels and productivity. It might include quiet zones for a bit of thinking time and social areas for staff to chat and relax together. Like most things with agile working, there is no one-size-fits-all approach. Agile workspaces have to be adapted to the individuals and their roles in the company because agile working is about valuing people and their activities and not having them limited by the physical workplace.

Basically, agile working is about being ready to change the way we work – whether it be our working hours, our physical workplace, the technology we use, or the way our work is done. By encouraging such agility and flexibility, we can adapt to the ever-changing world around us, and improving our performance and productivity.

Task 4.3 Answer the questions.

1. What is going on with the working place of today?
2. How is a good employee described in the article?
3. What changes in the role of the manager are analysed in the text?
4. How is *agile working* understood in the article?
5. How is the physical workspace changing over the years?

Task 4.4 Paraphrase or explain.

1. "... the workplace of today needs to adapt to ongoing changes in order to remain efficient and competitive."
2. "... This model employee would be there rain or shine..."
3. "Instead, they are adopting a more project-based approach..."
4. "Like most things with agile working, there is no one-size-fits-all approach."
5. "... agile working is about valuing people and their activities..."
6. "an approach to getting work done with maximum flexibility and minimum constraints" ...
7. "Basically, agile working is about being ready to change the way we work – whether it be our working hours, our physical workplace, the technology we use, or the way our work is done."

Task 4.5 Translate the following words and word combinations from the text.

to adapt to ongoing changes; to remain efficient and competitive; taking directions from their managers; always appearing busy; employees are now finding themselves answering emails; outside their usual working hours; need to work not only harder, but smarter; the role of the manager is evolving; are moving away from an approach; the responsibility of clarifying project goals; enabling teamwork; agile managers; in adapting the way they contribute to

a team; to adopt agile working approaches; with maximum flexibility and minimum constraints; to be at their best; to improve energy levels and productivity; agile working is about valuing people and their activities; by encouraging such agility and flexibility; adapt to the ever-changing world around us; improving our performance and productivity.

Task 4.6 Translate the following words and word combinations from the text.

адаптироваться к происходящим изменениям; оставаться эффективным и конкурентоспособным; получать указания от менеджеров; после рабочего дня; нужно работать не только усерднее, но и эффективнее; выходят за рамки подхода; мотивировать работу в команде; применять гибкие подходы; с максимальной гибкостью и минимальными ограничениями; быть на высоте; для повышения уровня энергии и производительности; поощряя такую смекалку и гибкость; адаптироваться к постоянным изменениям; повышение качества работы и производительности труда.

Task 4.7 Translate the sentences.

1. We need to adopt a new approach to the problem text formatting.
2. Will this be a successful approach for providing high-tech offices?
3. She hadn't heard his approach and jumped as the door opened.
4. The children fell silent at the approach of their teacher.
5. She supervised the children playing near the pool.
6. He was directly responsible for supervising the loading of the containers.
7. I will supervise the work personally.
8. The pool is fully supervised by trained staff.

9. During the training period, new employees are closely supervised.
10. Recent technology has enabled the development of cheaper digital gadgets.
11. Financial constraints on the firm are preventing it from employing new staff.
12. The company is known to place a high value on training their employees.
13. The company is having a limited budget, so it encourages its local branches to reduce the number of the staff members.
14. Agile working supposes creating a flexible and productive environment.
15. How can we make the work of our company more economically efficient?

Task 4.8 Translate the sentences.

1. Преподаватели стараются составлять тесты, соответствующие индивидуальным потребностям учащихся.
2. Теперь, когда проблема обнаружена, можно предпринять соответствующие действия.
3. Сейчас подходящее время для перерыва?
4. Книга написана в стиле, соответствующем возрасту детей.
5. Весь персонал прошел обучение на уровне, соответствующем существующим требованиям.
6. Работники этой фирмы должны быть эффективными и конкурентоспособными, чтобы добиваться высоких результатов.
7. Управляющий способствовал развитию мотивации своих сотрудников к участию в реализации проекта.
8. Персонал фирмы всегда стремится к достижению лучших результатов в производительности труда.

9. Работники офисов должны приспособливаться к постоянным изменениям в технологическом оснащении.
10. Постоянно развивающиеся технологии способствуют повышению качества и производительности труда.

Task 4.9 Read the text and replace the underlined words/phrases with the more formal language from the list.

- a vacant
- it would be relatively cheap
- establish an arrangement
- set up such a facility
- at a reduced rate
- I suspect
- facilities for workers remain extremely basic
- a small seating area
- consequently
- in the long run
- such moves
- adjoining gym
- plans to build a staff kitchen are still not underway
- converted
- improve staff morale and comradeship
- another suggestion
- would be to
- it is my firm belief that
- productivity

Facilities at work

1) There aren't many facilities for workers. For instance, 2) there is still no kitchen for the staff. In my opinion, 3) it won't cost much to

4) build one of these as there is 5) an empty room which could be 6) changed into a kitchen with 7) a table and some chairs. 8) You could also 9) arrange with the 10) gym next door to allow staff to use the gym's facilities 11) for a cheap price. 12) I'm pretty sure that this would be well used both at lunchtime and after work. 13) I really think that 14) these kinds of things would 15) help workers to feel good about their jobs, get on well with each other and, 16) then, 17) how much work they get done 18) over a long period of time.

Task 4.10 Prepare a presentation on the changes at work place that occur due to the development of technology. Use the ideas of the text "Adapting to ongoing changes".

Test.

1. Which word forms a collocation with the verb *make*?

A a mistake B a favour C business D load

2. Which word forms a collocation with the verb *do*?

A a complaint B an excuse C an attempt D homework

3. Complete the sentence using either *work* or *job*.

After the break we set to _____.

4. Complete the sentence using either *work* or *job*.

These projects will help create _____ in rural areas.

5. Read the definition of a word and name it.

A type of job that needs special training or skill, especially one that needs a high level of education. _____

6. Read the definition of a word and name it.

The job or a series of jobs that you do during your working life, especially if you continue to get promoted. _____

7. Read the definition of a word and name it.

All the workers employed in a company or firm. _____

8. Read the definition of a word and name it.

The ability to do something well especially after being trained.

9. Name an important 21st century skill after reading its definition.

Willingness to change in order to suit different conditions. _____

10. Name an important 21st century skill after reading its definition.

Being original at solving problems. _____

11. Name an important 21st century skill after reading its definition.

Being ready to introduce changes into the plan of work or working routine for the best results. _____

12. Name an important 21st century skill after reading its definition.

Ability to arrange and control processes and employees. _____

13. Complete the sentence expressing the same meaning as in the original sentence.

The company didn't employ enough staff. Its productivity went down.

If the company _____.

14. Complete the sentence expressing the same meaning as in the original sentence.

Can you think how things would be different if you hadn't passed your internship period in your new job?

Just imagine _____?

15. Name the word.

To prepare someone or yourself for a job, activity, or sport, by learning skills and/or by mental or physical exercise. _____

16. Name the word.

To raise someone to a higher or more important position or rank.

17. Name the word.

The quality of being certain of your abilities or of having trust in people, plans, or the future. _____

18. Name the word.

To succeed in doing or dealing with something, especially something difficult. _____

19. Use either *wage* or *salary*.

‘ _____ ’ is usually paid to those people who are involved in manual labour; people whose tasks involve more physical than mental effort.

20. Use either *wage* or *salary*.

Servants, gardeners, electricians, plumbers, factory workers receive the payment called the _____.

21. Use either *wage* or *salary*.

Teachers, clerks, bank managers, income tax officials, are some of the people who get paid a _____.

22. Use *wage* and *salary* to complete the sentence.

While a _____ earner may receive extra money if he works a couple of hours more, a person earning a _____ does not usually get anything extra for working more hours.

23. Give synonyms for the following words and phrases.

1. remuneration
2. to earn
3. irrespective
4. monotonous
5. to be underpaid

6. work market
7. earnings
8. proportion

24. Complete the sentence with the correct form of the word in brackets.

She was the first woman who has been ____ to an administrative job in this company, the job pays well and ____ prospects are quite good. (promote; promote)

25. Complete the sentence with the correct form of the word in brackets.

____ workers are always in demand. (skill)

26. Complete the sentence with the correct form of the word in brackets.

He felt more confident after he had been a ____ for a month. (train)

27. Complete the sentence with the correct form of the word in brackets.

The number of the ____ increased when the company started a new project. (employ)

28. Name the word judging by its definition.

To choose someone officially for a job or responsibility. _____

29. Name the word judging by its definition.

To do a piece of work, a job, task, or a duty. _____

30. Name the word judging by its definition.

The quality of working well in an organised way, without wasting time or energy. _____

Appendix. Vocabulary

Work

achievement	promotion
appoint	redundancy
career	redundant
efficiency	remuneration
employ	satisfaction
employee	skill
employment/unemployment	staff
job	supervise
labour	train
manage	trainee
overload	understaffed/overstaffed
perform	vacancy
physical	vacant
productivity	vocation
profession	work
promote	

Describing work

arduous	fulfilling
assertiveness	good humour
competitive	gruelling
confidence	humility
confident	intellectual
decisiveness	intensive
demanding	intuition
determination	manual
exciting	mind-numbing
exhausting	motivating
fairness	mundane
flexibility	openness

physical
repetitive
rewarding
satisfying
specialist
stamina

stimulating
strenuous
vision

Earnings and taxes

income
vehicle tax
taxation
profit
value added tax

property tax
tax deductions
wage
salary
ratio

Skills

adaptability
attention to detail
communication literacy
creative skills
cultural awareness
decision-making
digital literacy
encourage
flexibility
good decision-making
hard skills
imagination
innovation

listening
management skills
motivate
multitasking
patience
problem-solving
punctuality
responsibility
sensitivity
soft skills
teamwork
time management

Professions

accountant
analyst
assembly line worker
business executive

civil servant
computer programmer
dental hygienist
engineer

entrepreneur
general practitioner
graphic designer
interpreter
investigator
lecturer
manager
miner
nurse
perform
plastic surgeon
plumber
refuse collector
researcher

social worker
sound technician
staff
supervisor
talent scout
teacher
translator
artificial intelligence
 developers
big data analysts
robotic experts
social media specialists
waste management engineers

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