

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**

**УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ**

**«БРЕСТСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

**КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ ПО ТЕХНИЧЕСКИМ СПЕЦИАЛЬНОСТЯМ**

Практикум по аудированию на английском языке



**Брест 2016**

«Практикум по аудированию на английском языке» предназначен для совершенствования навыков аудирования, а также развития устной и письменной речи на английском языке у студентов неязыковых вузов, изучающих английский язык. Он может применяться как для аудиторной, так и внеаудиторной работы. Тематика «Практикума...» имеет профессионально-ориентированную направленность, но не ограничена конкретной учебной специализацией.

Данное издание построено в формате рабочей тетради, в которой студент имеет возможность выполнять задания письменно.

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## Unit 1

### Job Requirements

Task 1.1 Match the definitions (1-6) to an expression from the box.

1. planning or arranging events or activities
2. giving jobs to others to do
3. deciding which jobs are more / less important
4. getting people to do things they don't want to do
5. working with others
6. finding answers to problems

You (don't) have to be good at:

- dealing with people \_\_\_\_\_
- solving problems \_\_\_\_\_
- listening to people \_\_\_\_\_
- organizing \_\_\_\_\_
- persuading people \_\_\_\_\_
- languages \_\_\_\_\_
- delegating \_\_\_\_\_
- prioritizing \_\_\_\_\_
- making decision \_\_\_\_\_

Task 1.2 Complete the sentences below (1-6) using words / phrases from the box.

You (don't) have to be able:

- work accurately\_\_\_\_\_
- work irregular hours \_\_\_\_\_
- work under pressure \_\_\_\_\_
- speak more than one language \_\_\_\_\_
- work quickly \_\_\_\_\_
- type fast \_\_\_\_\_
- give good presentations \_\_\_\_\_
- remember a lot of information \_\_\_\_\_
- drive well \_\_\_\_\_
- use a range of computer software \_\_\_\_\_

1. In an international company it is useful to be able to \_\_\_\_\_
2. Our company is very hi-tech so you need to be able to \_\_\_\_\_
3. A good salesperson can \_\_\_\_\_
4. I have to \_\_\_\_\_ because mistakes are very expensive.
5. People get stressed when they continually \_\_\_\_\_
6. People \_\_\_\_\_ in my company – some start early and some finish late.

Task 1.3    🎵 Tapescript 1.1 Listen and check your answers.

Task 2.1    Look at the photos, guess their profession, and write it down under the photos (A – D).



A \_\_\_\_\_ Speaker \_\_\_\_\_



B \_\_\_\_\_ Speaker \_\_\_\_\_



C \_\_\_\_\_ Speaker \_\_\_\_\_



D \_\_\_\_\_ Speaker \_\_\_\_\_

Task 2.2    Answer the questions.

1. What types of things do they do in their jobs?
2. What personal / professional abilities do they need?



Task 4.1 Prepare to describe a job you would like to do in the future. Make notes on the following:

What is the job? _____ _____
Where do you work? _____ _____
Main tasks / duties _____ _____
Abilities / requirements _____ _____
Good and bad things about the job _____ _____

Task 4.2 When you are ready, describe the job to your partner.

## Unit 2

### A Letter of Application

Task 1.1 Read the advertisement. Would you like this job? Do you have any of the qualifications?



**Worldwatch Europe** 

# Business Journalist

This international business magazine, with 1,000,000 readers worldwide, is seeking a journalist, based in Geneva, to cover business news in Europe.

**Requirements:**

- a master's degree in journalism
- at least two years' experience in business journalism
- fluent in French and German. If possible, some knowledge of Spanish
- excellent communication skills
- international travel experience is a plus

**Please send CV and letter of application to:**  
David Benton, Worldwatch Europe IPA  
56 Merritts Avenue, Overland Park, Reading RG2 6HD  
Visit us on the web: <http://www.wep@ipc.co.uk>

Task 1.2 ♪ Tapescript 2.1 Listen to Nancy Mann being interviewed for the job. Do you think she will get it? Why / Why not?





Task 1.3 Read the first part of Nancy's interview. Complete the sentences with *do*, *did*, or *have*.

- D** Who \_\_\_\_\_ you work for now, Nancy?  
**N** I work for Intertec Publishing. We publish international business magazines.  
**D** I see. And how long \_\_\_\_\_ you worked for them?  
**N** I \_\_\_\_\_ worked there for nearly five years. No, exactly five years.  
**D** And how long \_\_\_\_\_ you been in charge of Eastern Europe publications?  
**N** For two years.  
**D** And what \_\_\_\_\_ you do before you were at Intertec?  
**N** I worked for the BBC World Service.

Task 1.4 ♪ Tapescript 2.1 Listen again and check.

Task 1.5 Does Nancy still work for Intertec? Does she still work for the BBC?

Task 1.6 Nancy says:

- I work for Intertec Publishing.
- I've worked there for nearly five years.
- I worked for the BBC World Service.

What are the different tenses? Why are they used?

Task 1.7 Read and complete the second part of the interview.

- D** As you know, this job is based in Geneva. \_\_\_\_\_ you \_\_\_\_\_ lived abroad before?  
**N** Oh yes. Yes, I \_\_\_\_\_ .  
**D** And when \_\_\_\_\_ you \_\_\_\_\_ abroad?  
**N** Well, in fact, I \_\_\_\_\_ born in Argentina and I \_\_\_\_\_ there until I was eleven. Also, I lived in Berlin for one year, when I \_\_\_\_\_ working for the BBC.  
**D** That's interesting. \_\_\_\_\_ you \_\_\_\_\_ a lot?  
**N** Oh yes, yes, absolutely. I \_\_\_\_\_ to most countries in South America and many countries in Europe. I \_\_\_\_\_ also \_\_\_\_\_ to Japan a few times.  
**D** Oh yes? And why \_\_\_\_\_ you \_\_\_\_\_ to Japan?

**N** It was Intertec. I \_\_\_\_\_ there to interview some Japanese business leaders.

Task 1.8    ♪ Tapescript 2.1 Listen and check.

Task 2.1    Read Nancy's letter of application and complete it using the words / phrases in the box.

- I consider myself
- As you will see
- I am writing in response
- I look forward to hearing
- experience
- hard-working
- advertisement
- on business
- widely
- fluently
- CV
- Deadlines

*Worldwatch Europe IPA  
56 Merritts Avenue  
Overland Park  
Reading  
RG2 6HD  
Dear David Benton,*

\_\_\_\_\_ to your \_\_\_\_\_ in today's Guardian for a journalist based in Geneva.

\_\_\_\_\_ from the enclosed \_\_\_\_\_, I studied journalism and modern languages at University College, London, and went on to do a master's in journalism at Queen Mary's College, London.

\_\_\_\_\_ the ideal candidate for the job because I have all the relevant \_\_\_\_\_. In my present job I am in charge of Eastern Europe publications for Intertec Publishing. Before this, I worked for the BBC World Service, at first covering Mexico and Argentina, then Europe. I have travelled \_\_\_\_\_ in South America and Europe. In my present job I frequently go to Japan \_\_\_\_\_. I speak French, German, and Spanish \_\_\_\_\_.

I am an enthusiastic and \_\_\_\_\_ person. I am good at organizing people and can meet \_\_\_\_\_.

\_\_\_\_\_ from you in the near future.

*Yours sincerely,  
Nancy Mann*



## Unit 3

### Job Interview

Task 1.1 🎵 Tapescript 3.1 Listen to the interview and underline the correct option.

1. He says that a) he has a lot of problems b) he likes talking about his problems c) people like talking to him about their problems.
2. He tells her that he a) works hard b) hardly works c) doesn't like work.
3. He says that a) he is organized b) he is disorganized c) he likes organizing things
4. He tells her that a) he doesn't panic b) he often panics c) he doesn't have a calm character.
5. He says that a) he finds working on his own difficult b) he likes working with people c) he doesn't like to work from home.

Task 1.2 Put the words in the correct order to make questions from the interview. Write them down.

1. good / people / are / listening / at / you / to?  
\_\_\_\_\_?
2. usually / solutions / find / difficult / you / can / to / problem?  
\_\_\_\_\_?
3. weaknesses / do / what / and / you / think / your / strengths / are?  
\_\_\_\_\_?
4. work / you / do / pressure / well / under?  
\_\_\_\_\_?
5. working / own / on / do / like / you / your?  
\_\_\_\_\_?

Task 1.3 Match the questions (1-5) from exercise 2.3 to the reported questions (a-e) in exercise 2.3.

- a) She asked him whether he liked working on his \_\_\_\_\_.
- b) She asked him what his \_\_\_\_\_ and \_\_\_\_\_ were.
- c) She asked if he could usually find \_\_\_\_\_ to \_\_\_\_\_.
- d) She asked him whether he was good at \_\_\_\_\_.
- e) She asked him if he worked well under \_\_\_\_\_.

Task 1.4 🎵 Tapescript 3.1 Listen again. What did Mr. Wilkins reply to each question?

Task 2.1 Write questions 1-6 in reported speech. Start with “She asked me ...”. Don’t forget about conjunctions “if / whether” or Wh-linking words, the sequence of tenses, and word order in the reported speech.

1. Are you good at organizing people?

2. Do you enjoy working in a team?

3. What do you do when your ideas don’t work?

4. Do you listen to other people’s advice / suggestions?

5. What do you do when you have too much work?

6. What time do you usually start work?

Task 2.2 There are mistakes in the sentences below. Find the mistakes and correct them.

1. Anna said me that she would be back by five o’clock.

2. Mara told me that I switch the computer off.

3. My brother asked to wait for him at the station.

4. The driver told he was feeling sick.

5. The shopkeeper asked if we need help.

6. Her husband said her that she could use his credit card.

Task 3.1 Write five questions to ask your partner to find out if he / she would make a good manager.

1. Do you like \_\_\_\_\_?

2. Are you good at \_\_\_\_\_?



## Unit 4

### Good Boss, Bad Boss

Task 1.1 Look at the picture. What kind of boss do you think it is? Have you ever known a boss like this?



Task 1.2 Write down three things a good boss and three things a bad boss does. Compare your ideas with other students.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

Task 2.1 🎵 Tapescript 4.1 Listen to people talking about their managers and make notes in the table.

	Are they happy with their boss?	Why/Why not?
Speaker 1		
Speaker 2		

Speaker 3		
Speaker 4		

Task 2.2 Compare with your partner.

Task 3.1 ♪ Tapescript 4.1 Listen again and underline the correct words / phrases to complete the sentences.

1. Speaker 1's boss makes her feel a) organized b) angry.  
She says, "I find her really *annoying* / *annoyed*."
2. Speaker 2's boss a) listens and understands his feelings b) goes to hospital a lot.  
He says, "She is a great boss, and very *understand* / *understanding*."
3. Speaker 3's boss makes her feel a) scared b) angry.  
She says "It can be very *frightened* / *frightening*."
4. Speaker 4 describes working with his boss as very a) boring b) interesting and fun.  
He says, "It's very *excited* / *exciting* to work with Michael."

Task 3.2 Check your answers in the tapescript on page 35.

Task 3.3 Look at the examples and define the rule when we use **-ed** or **-ing** adjectives.

I am **frightened**. The film is **frightening**.

Task 3.4 Choose the correct adjective.

1. I'm going to watch the World Cup final tonight. I'm \_\_\_\_\_!  
(excited / exciting)
2. I'm \_\_\_\_\_. I've just been for a long run. (exhausted / exhausting)
3. Can we stop talking about politics? It's very \_\_\_\_\_. (bored / boring)
4. I'm not watching that horror film. It's too \_\_\_\_\_. (frightened / frightening)



5. I hate getting up early every day. It's so \_\_\_\_\_. (tired / tiring)
6. I don't watch the news on television, because I find it too \_\_\_\_\_. (depressed / depressing)
7. I don't walk on my own at night. I'm too \_\_\_\_\_. (frightened / frightening)
8. I love sitting in a café and reading the newspaper in the morning. I find it very \_\_\_\_\_. (relaxed / relaxing)
9. I find English grammar a bit \_\_\_\_\_. (confused / confusing)

Task 4 Think about these questions and then discuss them with another student. Ask follow-up questions like "Why?"

1. What do you find confusing?
2. What makes you annoyed?
3. What do you do when you are bored?
4. What do you find depressing?
5. What do you find relaxing?

## Unit 5

### Work Experience: Civil Engineering

Task 1.1 Look at the picture and say what people's jobs are and what they do.



Task 1.2 Match these descriptions (1 – 6) with the people (A – F) in the picture.

1. I'm a driver. I work for a concrete supplier. We deliver concrete to construction sites all over the country. \_\_\_\_\_
2. I'm a master electrician. This is my apprentice. \_\_\_\_\_
3. I'm a painter. Today I'm painting a steel staircase. \_\_\_\_\_
4. I'm a security guard. I control access to the site. I'm responsible to the site manager. \_\_\_\_\_
5. I'm the site manager. My company is responsible for the whole project. \_\_\_\_\_
6. We're reporters. We're visiting the site to ask some questions. \_\_\_\_\_

Task 1.3 Name as many items in the picture as you can. Compare your list with a partner.

*Ladder, ... , ... , ... .*

Task 1.4 Imagine that you work on the construction site in the picture. Explain what your job is and what you do.

I'm a \_\_\_\_\_  
 I work for \_\_\_\_\_  
 My company \_\_\_\_\_  
 I'm responsible for \_\_\_\_\_

Task 1.5 ♪ Tapescript 5.1 Two reporters are visiting Martin Karp from Karp Construction. Listen to their conversation. What do the reporters want?

Task 1.6 ♪ Tapescript 5.1 Listen again and complete these sentences.

1. Karp Construction is the \_\_\_\_\_ .
2. Martin Karp is the \_\_\_\_\_ .
3. Sabina Tom is the \_\_\_\_\_ .
4. Kasper Karp owns \_\_\_\_\_ .
5. Mr. Lang represents the \_\_\_\_\_ .
6. Anna Black works for the \_\_\_\_\_ .
7. Robert Lane is \_\_\_\_\_ .

**Note !**

<p>We use the <b>Present Simple</b> to talk about routines and things that are permanent or happen all the time.</p>	<p>I <b>control</b> access to the site.          She <b>works</b> for the cement supplier.</p>
<p>We use the <b>Present Continuous</b> to talk about things that take place at the time of speaking and are not permanent.</p>	<p>We're <b>visiting</b> the site.          He's <b>walking</b> through the gate.</p>
<p>We use <b>adverbs of frequency</b> (e.g. always, usually, often, sometimes, never) with the Present Simple to describe how often somebody does something or how often something happens.</p>	<p>We <b>usually</b> have 100 people on site.  <b>Sometimes</b> we work in a consortium.</p>

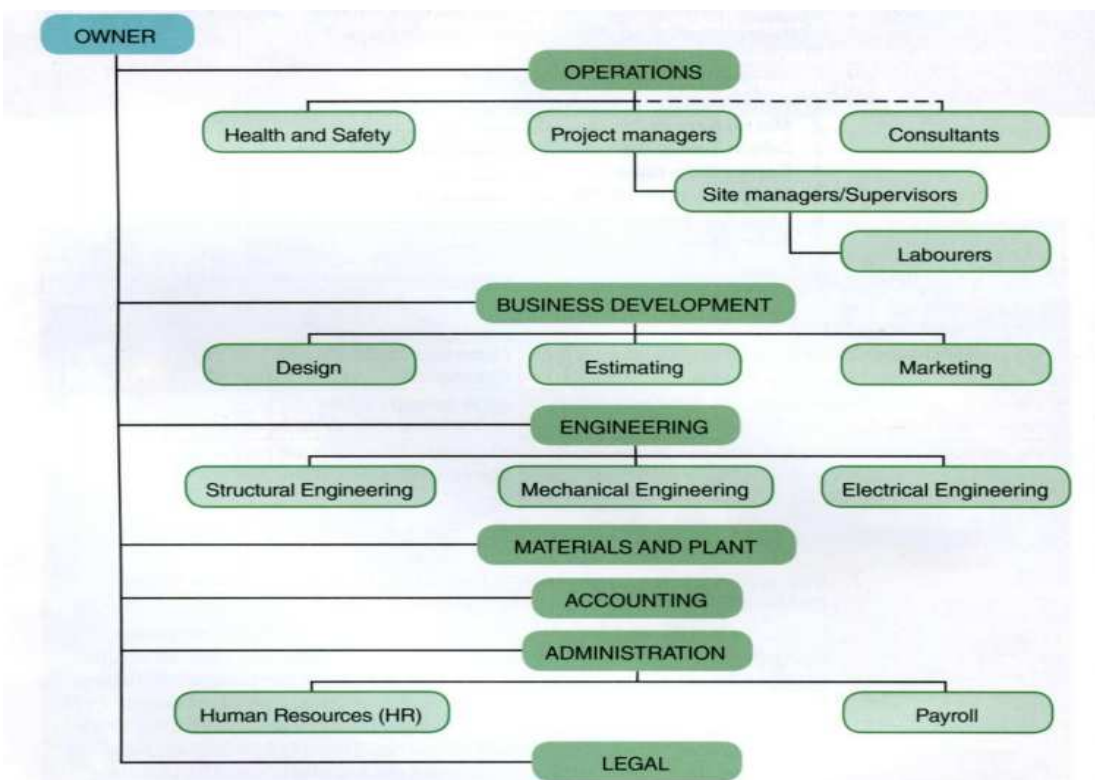
Task 1.7 Martin’s assistant is giving more information about people’s roles on site. Choose the correct verb forms to complete this text. Underline it.

“ ... So, as Martin said, we (1) *have / are having* around 100 people on site every day. Today, most people (2) *work / are working* on the basic structure of the building. The people in green jackets over there are concrete finishers from DK1 Cement, the cement supplier. On this project, they (3) *supervise / are supervising* the unskilled labourers, who are all local people. Of course, there are always a lot of heavy equipment operators. They (4) *handle / are handling* the cranes, the cement mixers, the cement pumps, and so on. The drivers (5) *bring / are bringing* in fresh loads of cement several times a day. Over there, a couple of painters (6) *paint / are painting* the staircase, and the electricians (7) *repair / are repairing* one of the generators.”

Task 1.8 Work in small groups to discuss these questions.

1. What’s the difference between a general contracto and a subcontractor?
2. What’s a consortium?
3. What suppliers are typical on a construction site?
4. In the conversation Martin Karp says, “We **co-ordinate all the subcontractors** and make sure things **stay on schedule** and **stay within budget.**” What do the expressions in bold mean?

Task 2.1 Look at this organization chat of a construction company. Then complete the sentences with the words in the box.



departments divided external has look part report section top

1. Our company has a simple structure. At the \_\_\_\_\_ is Kasper Karp, the owner.
2. There are seven \_\_\_\_\_. The department heads report to the owner.
3. Operations consists of a Health and Safety \_\_\_\_\_ and all the project managers.
4. The site managers and supervisors \_\_\_\_\_ directly to a project manager.
5. Business Development is \_\_\_\_\_ into three sections: Design, Estimating and Marketing.
6. Engineering also \_\_\_\_\_ three sections: Structural, Mechanical and Electrical.
7. There are different departments which \_\_\_\_\_ after materials and plant, accounting, administration and legal.
8. Sometimes we have \_\_\_\_\_ consultants to help with special jobs. They are not \_\_\_\_\_ of the company.

Task 2.2 ♪ Tapescript 5.2 Listen to the heads of the seven departments talking about their roles. Write the names of their departments. Use the organization chart above to help you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Task 2.3 ♪ Tapescript 5.2 Listen again. Write the expressions used to talk about roles and responsibilities.

1. make sure, \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_, \_\_\_\_\_
4. \_\_\_\_\_, \_\_\_\_\_, work out, \_\_\_\_\_
5. \_\_\_\_\_, send out
6. \_\_\_\_\_, \_\_\_\_\_, work with
7. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Task 2.4 Match the sets of collocations.

- |                   |          |
|-------------------|----------|
| 1. make           | a) of    |
| 2. look           | b) sure  |
| 3. consist        | c) to    |
| 4. report         | d) after |
| 5. liaise         | e) into  |
| 6. be responsible | f) with  |
| 7. deal           | g) for   |
| 8. divide         | h) with  |

Task 2.5 Complete the sentences. Use the organization chart to help you. Sometimes more than one answer is possible.

1. The Administration department consists \_\_\_\_\_.
2. The head of accounting reports \_\_\_\_\_.
3. Engineering is divided \_\_\_\_\_.
4. The project managers liaise \_\_\_\_\_.
5. Business Development is responsible \_\_\_\_\_.
6. The site managers make \_\_\_\_\_.
7. There are three sections in \_\_\_\_\_ and \_\_\_\_\_.

Task 2.6 Work in pairs. Draw an organization chart for a construction company (real or imaginary). Explain your chart to another pair.

*At the top is ...*

*This department consists of ...*

*These people report to ...*

Task 3.1 ♪ Tapescript 5.3 Listen to three conversations. Match the job in each conversation with a word from the box.

civil engineer	concrete finisher	land surveyor
----------------	-------------------	---------------

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Task 3.2 Read the questions. For each conversation, answer *yes* (Y), *no* (N), or *doesn't say* (X). Then listen again and check your answers.

	Conversation 1	Conversation 2	Conversation 3
Is he a manual worker?			
Does he work mostly indoors?			
Was he good at maths at school?			
Does he work with CAD programs?			
Does he use high-tech equipment on site?			
Did he start as an apprentice?			
Is he self-employed?			

Task 3.3 Work in pairs. Read the questions in the table again. Take turns to ask and answer them so that they are true for you. For example.

A: **Are you** a manual worker?

B: No, I'm not. I'm a project manager.

A: **Do you work** mostly indoors?

B: Yes, I do. I work in an office. I'm responsible for a hospital car park project.

**Note!**

Questions with <b>be</b> begin with the correct form of the verb be	<b>Are</b> you self-employed? <b>Is</b> he on site today?
Questions with <b>do/does/did</b>	<b>Do</b> you work indoors? <b>Does</b> he work indoors?

	<b>Did</b> you go to university?
Question words (what, where, who, how)	<b>What</b> do you do? <b>Where</b> are they from? <b>Who</b> is the client? <b>How</b> does it work?

Task 3.4 Work in pairs. Think of a job but don't tell your partner. Take turns to ask and answer questions to find out the jobs.

*Is the job indoors or outdoors?*

*Do you work alone or with other people?*

*What qualifications do you need?*

*What training did you do?*



## Work Experience: IT Professionals

Task 1.1 Complete these definitions with the jobs from the box.

software engineer      computer security specialist      blog administrator  
 help desk technician      DTP operator      hardware engineer  
 network administrator      webmaster

1. A \_\_\_\_\_ designs and develops IT devices.
2. A \_\_\_\_\_ writes computer programs.
3. A \_\_\_\_\_ edits and deletes posts made by contributors to a blog.
4. A \_\_\_\_\_ uses page layout software to prepare electronic files for publication.
5. A \_\_\_\_\_ manages the hardware and software that comprise a network.
6. A \_\_\_\_\_ designs and maintains websites.
7. A \_\_\_\_\_ works with companies to build secure computer systems.
8. A \_\_\_\_\_ helps end-users with their computer problems in person, by mail or over the phone.

Task 1.2 ♪ Tapescript 5.4 Listen to four people on a training course introducing themselves and talking about their jobs. Which job in Task 1.1 does each person do?

Speaker 1 \_\_\_\_\_  
 Speaker 2 \_\_\_\_\_  
 Speaker 3 \_\_\_\_\_  
 Speaker 4 \_\_\_\_\_

Task 2.1 In pairs, read the two job advertisements on page 26 and tick the most important qualities and abilities (1-10) for each job. Add more to the list if you can. Which three things do you think are most important for each job?

		Senior programmer	DTP operator
1	logical reasoning		
2	patience and tenacity		
3	being good with figures		
4	Imagination		
5	self-discipline		

6	Accuracy		
7	leadership skills		
8	Efficiency		
9	Creativity		
10	drawing skills		
11			
12			
13			

Task 2.2 Discuss if you would like to apply for one of the jobs. Give reasons for your answers. Don't forget to use clichés from Appendix 2 on page 42.

***DIGITUM-UK***

**SENIOR PROGRAMMER** required by DIGITUM-UK, a leading supplier of business systems to the insurance industry.

You will be able to work on the full range of software development activities – analysis, design, coding, testing, debugging and implementation. At least two years' experience of COBOL or C++ is necessary.

As we are active in Europe, fluency in French, Italian or another European language is desirable.

Don't miss this opportunity to learn new skills and develop your career.

Send your CV to CHRIS SCOTT, PERSONNEL MANAGER, DIGITUM-UK, 75 PARKSHILL STREET, LONDON SW14 3DE

*You can visit our website at [www.digitum-uk.com](http://www.digitum-uk.com)*

***DTP operator***  
*required for a leading financial magazine.*

We are looking for a bright, competent QuarkXPress operator with at least three years' experience in design and layout. Skills in Photoshop, Freehand or Illustrator an advantage.

Ability to work in a team and to tight deadlines is vital.


Please apply in writing, with CV and samples of your work, to Tom Parker, Production Manager, Financial Monthly, Stockton Street, London EC1A 4WW  
Or apply online:

Task 2.3 Look at the online profile for Charles Graham. Which of the jobs above is most appropriate for him?

***Charles Graham*** 22 years old

**Professional summary**

I graduated in 2004 with A levels in English, Art and Maths, and went on to do a course in graphic design and page layout at Highland Art School. Since 2006 I've been a graphic designer for PromoPrint, a company specializing in publishing catalogues and promotional material, and have used Adobe InDesign and other DTP software.



Task 3.1 Read the letter of application and fill in the gaps with the words from the box.

for	since	ago	until
-----	-------	-----	-------

Dear Mr. Scott,

I am writing to apply for the position of Senior Programmer, which was advertised on 28<sup>th</sup> March in The Times.

I graduated in May 2002 and did a work placement with British Gas as part of my degree. Before taking my present job I worked for a year with NCR. I stayed in this job (1) \_\_\_\_\_ March 2004.

(2) \_\_\_\_\_ the last three years I have been working as a software engineer for Intelligent Software. I have designed four programs in COBOL for commercial use, and (3) \_\_\_\_\_ January I have been writing programs in C for use in large retail chains. These have been very successful and we have won several new contracts in the UK and Europe on the strength of my team's success.

Two years (4) \_\_\_\_\_ I spent three months in Spain testing our programs and also made several visits to Italy, so I have a basic knowledge of Spanish and Italian. I now feel ready for more responsibility and more challenging work, and would welcome the opportunity to learn about a new industry.

I enclose my curriculum vitae. I will be available for an interview at any time.

I look forward to hearing from you.

Yours sincerely,  
Sarah Brown

Task 3.2 Answer the questions.

- 1 Which job is Sarah Brown applying for?
- 2 Where did she see the advertisement?
- 3 How long has she been working as a software engineer?
- 4 What type of programs has she written?
- 5 When did she spend three months in Spain?

Task 3.3 🎵 Tapescript 5.5 Chris Scott, the Personnel Manager at Digitum-UK, is interviewing Sarah Brown. Listen to part of the interview and complete his notes.

<i>Name: Sarah Brown</i>	<i>Programs for:</i> (4) _____
<i>Qualifications:</i> <i>Degree in (1) _____</i> <i>(Aston University)</i>	<i>Database knowledge:</i> (5) _____
<i>Languages: Basic Spanish and Italian</i>	<i>Present job: Works for Intelligent Software writing programs in COBOL and C.</i>
<i>Work experience:</i> <i>NCR: (2) _____ (one year)</i>	<i>Reasons for applying:</i> (6) _____
<i>Software for:</i> (3) _____	_____

Task 3.4 Revise the use of the Present Perfect Simple and the Present Perfect Continuous.

### Present Perfect Simple

We use the present perfect simple with **have / has + past participle**.

*I've used Microsoft Access for many years.*

*I haven't used Microsoft Access for many years.*

We use this tense to talk about:

- States that started in the past and continue to the present.

*Since 2006, I've been a computer operator for PromoPrint.*

- Past actions that continue to the present, where we put an emphasis on quality (how many).

*I have designed four programs in COBOL.*

- Personal experiences, especially with **ever** and **never**.

*Have you ever worked with databases?*

*I've never worked with databases.*

### Present Perfect Continuous

We form the present perfect continuous with **have / has been +** present participle.

*Since January I've **been writing** programs in C.*

We use this tense to talk about:

- Actions which started in the past and are still happening.

*For the last three years I've **been working** as a software engineer for Intelligent Software.*

- Past actions that continue to the present, where we put emphasis on duration (how long).

*She's **been working** all morning.*

#### Contrast with the Past Simple

We use the past simple to talk about events that happened at a specific time in the past that are now finished.

*I **graduated** in May 2003.*

*I **stayed** in this job until March 2004.*

*Two years ago, I **spent** three months in Spain.*

Task 3.5 Choose the correct verb form to complete the sentences. Underline them.

- 1 He *has never liked / has never been liking* Maths.
- 2 They *have worked / have been working* on the project all day.
- 3 John *has used / has been using* the computer for hours – he looks really tired.
- 4 How many emails *have you written / have you been writing* today?
- 5 She *has written / has been writing* this essay since 9 o'clock.
- 6 They *have interviewed / have been interviewing* five candidates today.

Task 3.5 Put the verbs in brackets into the Present Perfect Simple or the Past Simple.

- 1 She (be) \_\_\_\_\_ a software engineer since 2004.
- 2 After graduation I (work) \_\_\_\_\_ for a year with NCR.
- 3 (you ever work) \_\_\_\_\_ as an IT consultant?
- 4 I (lose) \_\_\_\_\_ my PDA.
- 5 I (send) \_\_\_\_\_ my CV last Monday. Have you received it yet?

Task 3.6 Make questions using these prompts. In pairs, ask and answer the questions.

- 1 ever / live or work in another country?  
\_\_\_\_\_
- 2 ever / have a bad job interview?  
\_\_\_\_\_
- 3 ever / do a job you hated?  
\_\_\_\_\_
- 4 how long / study English?  
\_\_\_\_\_
- 5 how long / use computers?  
\_\_\_\_\_
- 6 how many emails / receive today?  
\_\_\_\_\_
- 7 how many jobs / apply for this year?  
\_\_\_\_\_

Task 3.7 Write your letter of application taking Sarah Brown's one as an example.

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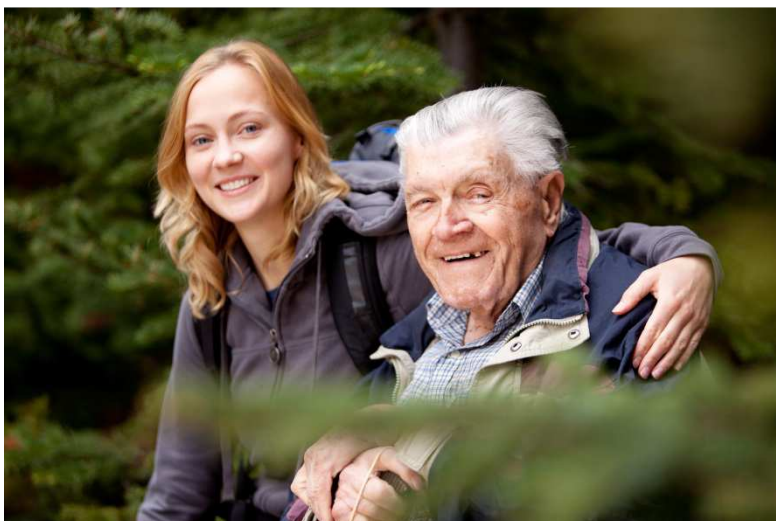
## Unit 6

### The Life of a Retired Man

Task 1 Work in groups and discuss the questions.

1. Is anyone in your family retired? Who?
2. What job did they do before retiring?
3. How old were they when they retired? How long have they been retired?
4. What do they do now?

Task 2.1 🎵 Tapescript 6.1 Look at the photo of Thomas Wilson and his granddaughter, Philippa. Listen to them talking.



Task 2.2 Who do you think is happier, Thomas or Philippa? Why?

Task 3 Underline the correct verb form and answer the questions in writing.

1. How long *was he / has he been* retired?

---

2. How long *did he work / has he worked* for Courtauld's?

---

3. When *did he / has he gone* to Wales?

---

4. How long *was he married / has he been married*?

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Task 4 Listen to the conversation again. Answer the questions.

1. Why does Thomas like playing golf?
2. Which countries has he visited since he retired? Where did he go two years ago?
3. Who are the following?

- Rover
- Ted and Marjorie
- Keith
- Miriam
- Kylie
- Helen

4. What are the two sad events that Thomas mentions?
5. What does Philippa complain about?

Task 5.1 Prepare a short speech about retirement in writing. The following questions will help you plan your speech. Don't forget to use clichés from Appendix 2 on page 42.

1. What is the usual retirement age for men and women in Belarus?
2. What do you think is the best age to retire? Why?
3. When would you like to retire? Why?
4. What would you like to do when you retire?

1	
2	
3	
4	

Task 5.2 Now present your speech to your class.



## Appendix 1

### Unit 1 Tapescript 1.1 (Total English Intermediate Unit 9 Recording 5)

- 1 In an international company it is useful to be able to speak more than one language
- 2 Our company is very hi-tech so you need to be able to use a range of computer software.
- 3 A good salesperson can give good presentations.
- 4 I have to work accurately because mistakes are very expensive.
- 5 People get very stressed when they continually work under pressure.
- 6 Many people work irregular hours in my company – some start early and some finish late.

### Unit 1 Tapescript 1.2 (Total English Intermediate Unit 9 Recording 6)

Speaker 1

Air hostess: You have to be good at dealing with people. Some people get nervous about flying, or they feel ill. Or sometimes there are arguments between passengers, so you need to listen to people and solve these types of problems. Also, sometimes you have to persuade people to do things they don't want to do, like in a different seat... . Um ... I suppose...it's useful to speak more than one language. And of course you have to like travelling! I travel thousands of kilometers every week.

Speaker 2

Office manager: I found that you needed to prioritize. There were so many things to do – you had to say, “This is important. I'll do this first”. And then you had to delegate, find other people to do some of the job. We worked under a lot of pressure, and we worked irregular hours too. Sometimes we couldn't go home until midnight. That was fairly common. Other things: well, it was useful to be able to type fast. And we used a whole range of computer software. So, yeah it was kind of one of those jobs ...

Speaker 3

Medical scientist: You had to work accurately. And also you had to be very good with figures. You couldn't make mistakes. It was different when I was doing the job, but these days they use a lot of computer software. In fact most of the work is done by computer. And this helps with solving problems, because often you don't get the result you are looking for, and you don't know why.

## Speaker 4

Bus driver: You need to be able to drive well obviously, and also to be patient. That's the most important things. What else? Well, we sometimes get stuck in traffic jams. Y'know, it's a hot day and you are in the middle of the city, and you're stuck there for an hour. Well, they get angry. Other drivers. Passengers. So we have to deal with these people. And then sometimes we work irregular hours – at nights or early in the morning. That's a bit of a pain in the neck but y'know someone's gotta do it ...

### Unit 2 Tapescript 2.1 (New Headway Intermediate 7.1, 7.2)

N=Nancy, D=David

D Who do you work for now, Nancy?

N I work for Intertec Publishing. We publish international business magazines.

D I See. And how long have you worked for them?

N I've worked there for nearly five year. No, exactly five years.

D And how long have you been in charge of Eastern Europe publications?

N For two years.

D And what did you do before you were at Intertec?

N I worked for the BBC World Service.

D As you know, this job is based in Geneva. Have you ever lived abroad before?

N Oh yes. Yes, I have.

D And when did you live abroad?

N Well, in fact, I was born in Argentina and I lived there until I was eleven. Also, I lived in Berlin for one year, when I was working for the BBC.

D That's interesting. Have you travelled a lot?

N Oh yes, yes, absolutely. I've travelled to most countries in South America and many countries in Europe. I've also been to Japan a few times.

D Oh yes? And why did you go to Japan?

N It was Intertec. I went there to interview some Japanese business leaders.

### Unit 3 Tapescript 3.1 (Total English Intermediate Unit 9 Recording 3)

I=Interviewer      W=Mr. Wilkins

- I So Mr. Wilkins you've applied for a management position.
- W Yes, fine.
- I Firstly, are you good at listening to people?
- W Yes, I think so. People often talk to me about their problems and ask me for advice, and things. So yes.
- I Their problems? That's interesting. And can you usually find solutions to difficult problems?
- W Well, actually, not always. No. I usually ask other people for their ideas, if there's a problem at work, for example, I ask my colleagues for ideas, and then try a few different ideas to see which one works.
- I That's good. So you listen to other people's ideas?
- W That's right.
- I And what do you think are your strengths and weaknesses?
- W Well, I'd say that my strengths are that I work very hard. I'm very motivated. And I'm good with people, so I get on well with my colleagues. My weakness is probably that I'm a bit disorganized. My desk is always a mess, and I tend to arrive late for meetings.
- I I see. And do you work well under pressure?
- W Yes. Quite well. I'm a calm person by character, so if there's a lot of work to do, I'm happy to just keep working until it's finished. I'll get up very early in the morning, or just work all night until the job's done. That's not a problem.
- I OK. And do you like working on your own?
- W Umm... that's a difficult one. I like working with people, as I said. But if there's a difficult document or report to write, then I work well on my own.
- I That's great. Well, thank you for taking the time to come and see us Mr. Wilkins...

#### **Unit 4 Tapescript 4.1 (Total English Intermediate Unit 9 Recording 2)**

##### **Speaker 1**

I find her really annoying. She comes in at the end of the day, and gives you lots more work to finish by tomorrow. It makes it very difficult to organize your time.

##### **Speaker 2**

I am very pleased to work for Anya. She is a great boss, and very understanding. Like when my wife was ill in hospital, she sent her flowers. And when I was feeling worried about it, she sent me home for the day. I didn't have to ask, because she understands how you feel before you say anything.

### Speaker 3

He can be quite aggressive. If someone forgets to do something, he really shouts. Sometimes he even throws things around the office. It can be very frightening.

### Speaker 4

It's very exciting to work with Michael because he has so much energy and enthusiasm. He has a lot of new ideas for the business, and he involves people, so that there are included too. Work never gets boring because he is always changing things.

## Unit 5 Tapescript 5.1 (English for Construction 02-04)

M – Martin            S – Sandra            A – Ahmed

M     So ... how can I help you?

S     Well, we'd like some background information about the project ...

M     OK, I can ask my assistant to send you some details. We send out a press release a couple of weeks ago.

S     Yes, we have a copy of that, thank you. We're interested in finding out more information about the people working here. How many workers do you have on site? What do they do? Where are they from? Are they all local people?

M     Oh, that depends on what's happening. As you can imagine, this is quite a complex business, so we have different subcontractors and suppliers coming in and out all the time.

S     OK.

M     But to answer your question, I'd say we usually have about 100 people on site. And they're mostly from this area.

A     And you're in charge of the site?

M     Well, yes, my company – actually, my father's company – is the general contractor for the project. We co-ordinate all the subcontractors and make sure things stay on schedule and stay within budget. I report to the project manager, Sabina Tom.

A     I see. And your father is Kasper Karp?

M     Yes, that's right. Sometimes, on bigger projects, we work in a consortium with other contractors and companies.

S     Could you tell us something about ...?

M     Excuse me, I've just seen Mr. Lang. He's walking through the gate. He represents the client, and I have a meeting with him in a few minutes' time ...

- S Anna Black?  
M Anna works for the cement supplier, DK1 Cement. They're supplying all the cement for the project. Just a moment, please. My assistant, Robert Lane, will answer any further questions you have.  
S and A Thank you.

### **Unit 5 Tapescript 5,2** (English for Construction 02-04)

- 1 My role is to make sure that all the project managers have the support they need for materials and equipment. We have a fleet of vehicles which the project managers and site managers use, and I also liaise with many different suppliers.  
2 There are only five people in my department, two lawyers and three assistants. We handle all the contracts and claims.  
3 My department works with all the other departments. The project managers work for me, but the people in the project team come from the other departments. These teams change as the project goes through different phases.  
4 Our main role is to work with the clients and our management to plan the projects and work out costs. We also help to look for new clients.  
5 Our main task is to look after all the income and outgoing in the company. So we send out the bills to our clients and pay the suppliers.  
6 We are the technical department. We do the maths and make sure that things work the way they should. We work a lot with Operations and also Business Development.  
7 We help to recruit new staff and deal with training and development. We are also responsible for paying expenses and paying wages and salaries.

### **Unit 5 Tapescript 5,3** (English for Construction 02-04)

1

- A So, let me go over some general points.  
B OK.  
A So, we start work every morning between seven and nine. You must be in by nine, OK?  
B Yes, that's fine.  
A Now then ... Your office is being renovated, so for the first couple of weeks you'll be in the site managers' office. They have a spare desk. You'll be able to move in to your office with the other

engineers at the beginning of April. It's open-plan and very nice. There are new desks, new computers, ... even new plants.

B Great. Any idea what CAD software we use?

A No, sorry. You'll have to ask Jozef. He's responsible for IT. He'll give you your password, make sure you have all the right software, that sort of thing.

B OK. It's very different to university.

A Yes, I'm sure it is. OK. I think that's about it. Any other questions?

B Yes, could you tell me about parking? Do I need a pass or anything?

A Yes, yes, you do. Speak to Roza. She'll fix that for you.

B OK, thank you.

## 2

A Let's see. I normally work around 40 hours a week.

B What time do you start work?

A Every day is different. It depends on what's happening on the site. There's quite a lot of overtime, especially in the summer.

B How did you get into this job?

A I started as a clerk in an office. I didn't like that. I wanted an outdoor job. So when I was twenty, I got a job as a labourer on construction sites. After a year I got onto an apprenticeship programme. That took three years. I spent twenty years working on large projects like hospitals, schools, and factories. It's a hard physical job. I also have to bend a lot and lift things. And I spend a lot of time on my knees. I usually wear kneepads to protect my knees. A lot of work is outside, so bad weather sometimes stops us working.

B Where do you work now?

A I'm self-employed now. I have two assistants and we do small jobs like driveways, pavements, that kind of thing.

## 3

A I really do three things in my job. I measure dimensions of buildings. I work out where boundaries are, in other words where one property ends and another begins. And I look at the land and record details of topographic features like hills and slopes. I have an office, but I spend most of my time outdoors.

B Do you use any special equipment?

A I use GPS, which tells me my exact location. And of course I use a total station. I use GIS applications, which help me analyse my data.

B Sorry, what's GIS?

A GIS stands for Geographic Information Systems.

A How did you get into this job?

- B I was good at maths at school, especially algebra and trigonometry. I liked computer and software. And I wanted a job outdoors. I had a summer job on a construction site when I was a teenager, and I looked at all the different jobs. This one looked good.

### **Unit 5 Tapescript 5.4 (Infotech, tapescript 31, 32)**

#### Speaker 1

I'm thirty five years old and I'm really enjoying working on the web. I use Macromedia Dreamweaver to design, develop, market, and maintain web pages. For the last two years I've been working for a successful TV company where I'm responsible for updating their website regularly.

#### Speaker 2

I started working in a computer support center about three years ago. People phone and ask for help with things like: my Internet connection doesn't work; my hard drive is crashed; I think I've got a virus; I get a lot of error messages, etc. I talk to the users, identify the problem, and try to fix it. It's called trouble shooting.

#### Speaker 3

I've got a degree in Electronic Engineering and I've now been with international maker of computers for two years. In my job I design, develop, and test computer components, microprocessors, samples, etc. I work closely with the software engineer to insure that the software is compatible with the hardware.

#### Speaker 4

I've been working for Novell, a leading provider of net services software since 2006. I plan and carry up measures to make networks more secure. In other words, I try to protect information from viruses and system crashes. I'm also in charge of assigning access passwords to employees.

### **Unit 5 Tapescript 5.5 (Infotech, tapescript 31, 32)**

S – Sarah Brown, C – Chris Scot

- C I see you did a Computer Sciences degree at Aston University and did a work placement for Europe with British Gas. What was that like?
- S It was great! I really enjoyed it. It was really good to get some work experience and apply some of the ideas I was learning at college.
- C And then you went to NCR. What did you do there?
- S I worked as an analyst programmer for a year. I wrote software for general commercial use. The programs were for use on IBM mainframes.
- C Right. Let's continue. And have you ever worked with databases?
- S Yes, quite a bit. I usually work with Microsoft Access and dBase.
- C Good. And what about your present job? What do you do in Intelligent Software?
- S Well, I write programs in COBOL and C for commercial use. I write instructions, test the programs, and prepare the documentation.
- C That seems the sort of experience we're looking for. What about foreign languages? Do you have any?
- S Yes, I can speak Spanish and basic Italian. I've been studying Italian for the last eight months.
- C Good. Just one more thing. Your prior job sounds quite interesting. Why do you want to leave it?
- S Well, I've been there for three years and I want something more demanding and with more responsibility. I'd also like to learn about a new industry and have the chance to work with more ...

### Unit 6 Tapescript 6.1 (New Headway Intermediate 7.6)

P=Philippa, T=Thomas

- P How long have you been retired now, Granda?
- T Oh, let me see. Uh, it's four years. Yes, I've been retired nearly four years now. I suppose I'm used to it after all this time. But, you know, I worked for Courtauld's for over forty years. Can you believe that? Forty years.
- P One job for forty years. Incredible! I remember when you retired and they gave you that gold watch. Do you like being retired? I'd get bored, I'm sure I would. Don't you get bored?
- T Well, I'm lucky. I've got my health so I can do a lot. I can get out a lot. I've just taken up golf, you know. It's a wonderful sport for an old man like me 'cos it's not really a sport at all, at least not the way Grandpa plays it! It's just a good excuse for a walk, and I need an excuse since Rover died. I – I miss good old Rover; he and I were great friends ... but I don't think I want another dog at my age. I go to the golf club twice a week. I've made some good friends there,



you know. Have you met Ted and Majorie? They're my age. They're a – oh, they're a lovely couple.

P Er, no ... I don't think I've met them, but didn't you go on holiday with them?

T Yes, that's right. We went to Wales together last Easter. Oh, and we had a lovely time, lovely time. I do appreciate company since your grandma died ... you know I really miss your grandma. 35 years we were married, 35 years and still as much in love as the day we met. She was a wonderful lady, your grandma.

P Oh, I know that, Grandpa. We all miss her so much. We all loved her so much.

T So I like to keep busy. I've been on all sorts of special holidays, y'know. Package holidays for senior citizens, and I've done a bit of ...

P Well, I know you went to visit Uncle Keith in Australia. And you've just come back from a cruise round the Caribbean. You're so brown.

T I know. My word, that was an experience. I loved every minute of it! When you're older I'll tell you about the American widow I met! ... Miriam, she was called. Oh, just a baby of fifty-five, but she seemed to like me

P Grandpa!

T And yes, of course, Keith. I saw him two years ago. You've not met your Australian cousins yet, have you? Oh, you'd love the baby, Kylie, she's beautiful. Looks just like your grandma. But you know, I've also been to Spain, and Morocco, and Turkey. These package holidays are so good for people like me.

P Grandpa, next time, please think of me. Don't you want a companion? Can I come with you? I'd love a suntan like yours! We never go anywhere interesting.

T Oh, Philippa, you know your mum and dad wouldn't let me. Not until you've finished your exams. Helen says I'm a bit influence on you.

P Well, I think *you* have more fun than *I* do! All I have to look forward to is exams and more exams, and then years and years of work!

T Oh, Philippa. Don't wish your life away. Just enjoy it all. You only get one go at it!

## Appendix 2

### Speech Clichés

1. To begin with, ... . – Начнем с того, что ... .
2. You can ... . – Вы можете (Можно) ... .
3. Firstly, ... / Secondly, ... / Finally, ... . – Во-первых, ... / Во-вторых, ... /  
Наконец, ... .
4. One argument in support of ... . – Один из аргументов в поддержку ... .
5. The first thing that needs to be said is ... . – Первое, что нужно сказать,  
это то, что ... .
6. First and foremost ... . – В первую очередь ... .
7. It is true that ... / clear that ... / noticeable that ... . – Это правда, что ... /  
Ясно, что ... / Примечательно, что ... .
8. One should note here that ... . – Здесь следует отметить, что ... .
9. Another good thing about ... is that ... . – Еще один положительный  
момент относительно ... заключается в (том, что) ... .
10. The second reason for ... . – Вторая причина ... .
11. It is often said that ... . – Часто говорят, что... .
12. It is undeniable that ... . – Нельзя отрицать, что ... .
13. It is a well-known fact that ... . – Хорошо известно, что ... .
14. For the great majority of people ... . – Для подавляющего  
большинства людей ... .
15. We live in a world in which ... . – Мы живем в мире, в котором ... .
16. A number of key issues arise from the statement. For instance, ... .  
– Это утверждение затрагивает ряд ключевых вопросов. Например,  
... .
17. One of the most striking features of this problem is ... . – Один из  
самых поразительных аспектов этой проблемы ... .
18. First of all, let us try to understand ... . – Прежде всего, давайте  
попытаемся понять ... .
19. The public in general tend to believe that ... . – Общественность в  
целом склонна полагать, что ... .
20. What is more, ... . – Более того, ... .
21. Besides, ... because it is ... . – Кроме того, ... потому что ... .
22. Doubtless, ... . – Несомненно, ... .
23. One cannot deny that ... . – Нельзя отрицать, что ... .
24. It is (very) clear from these observations that ... . – Из этих  
наблюдений (абсолютно) ясно, что ... .
25. On the other hand, we can observe that ... . – С другой стороны,  
мы можем наблюдать, что ... .
26. The other side of the coin is, however, that ... . – Однако, с другой  
стороны, ... .

27. Another way of looking at this question is to ... . – Чтобы взглянуть на эту проблему с другой стороны, надо ... .
28. One should, nevertheless, consider the problem from another angle. – Тем не менее, следует взглянуть на эту проблему с другой стороны.
29. One should, however, not forget that ... . – Тем не менее, не следует забывать, что ... .
30. If on the one hand it can be said that ... the same is not true for ... . – И если с одной стороны, можно сказать, что ..., то же самое нельзя сказать о ... .
31. On the other hand, ... . – С другой стороны, ... .
32. Although ... . – Хотя ... .
33. Besides, ... . – Кроме того, ... .
34. Moreover, ... . – Более того, ... .
35. Furthermore, one should not forget that ... . – Кроме того, не следует забывать, что ... .
36. In addition to ... . – Кроме (того, что) ... .
37. Nevertheless, one should accept that .... – Тем не менее, следует признать, что ... .
38. However, we also agree that ... . – Однако, мы также согласны с тем, что ... .
39. Experts ... - Эксперты
40. ...believe that ... . ... считают, что ... .
41. ... say that ... . ... говорят, что... .
42. ... suggest that ... . ... предполагают, что ... .
43. ... are convinced that ... . ... убеждены, что ... .
44. ... point out that ... . ... отмечают, что ... .
45. ... emphasize that ... . ... подчеркивают, что ... .
46. According to some experts ... . – По мнению некоторых экспертов, ... .
47. Perhaps we should also point out the fact that ... . – Возможно, нам также следует отметить тот факт, что ... .
48. It would be unfair not to mention the fact that ... . – Было бы несправедливо не упомянуть тот факт, что ... .
49. One must admit the fact that ... . – Надо признать, что ... .
50. We cannot ignore the fact that ... . – Мы не можем игнорировать тот факт, что ... .
51. One cannot possibly accept the fact that ... . – Трудно смириться с тем фактом, что ... .
52. From these facts, one may conclude that ... . – Из этих фактов можно сделать вывод (о том), что ... .
53. Which seems to confirm the idea that ... . – Что, по-видимому, подтверждает мысль (о том), что ... .
54. Thus, ... / Therefore, ... . – Таким образом, ... / Поэтому ... .

55. The most common argument against this is that ... . – Наиболее распространенным аргументом против этого является то, что ... .
56. In conclusion, I can say that although ..., ... . – В заключение я могу сказать, что, хотя ..., ... .
57. To draw the conclusion, one can say that ... . – Подводя итог, можно сказать, что ... .
58. So it's up to everybody to decide whether ... or not. – Так что каждый должен решить для себя ... ли ..., или нет.
59. The arguments we have presented ... suggest that ... / prove that ... / would indicate that ... . – Представленные нами аргументы ... предполагают, что ... / доказывают, что ... / указывают на то, что ... .
60. From these arguments one must ... / could ... / might ... conclude that ... . – Исходя из этих аргументов, надо ... / можно... / можно было бы ... прийти к заключению о том, что ... .

## Notes

## Resources

1. New Headway Intermediate. The New Edition / Liz Soars, John Soars. – Oxford University Press, 2003. ([www.oup.com/elt](http://www.oup.com/elt))
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4. English for Construction 2. / Evan Frendo. – Pearson Education Limited, 2012. ([www.pearsonELT.com/vocationalenglish](http://www.pearsonELT.com/vocationalenglish))
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