

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ТАВРІЙСЬКИЙ ДЕРЖАВНИЙ АГРОТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ

Кафедра іноземних мов

ДІЛОВА АНГЛІЙСЬКА МОВА

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
для здобувачів ступеня вищої освіти «Магістр»
денної форми навчання



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Навчально-методичний посібник «Ділова англійська мова» призначений для навчання ділової англійської мови для здобувачів ступеня вищої освіти «Магістр» денної форми навчання, які вже досягли середнього рівня володіння (B2) загальноживаною англійською мовою (General English). Навчально-методичний посібник орієнтований на комунікацію у всіх видах мовленнєвої діяльності: говорінні, аудіюванні, читанні та письмі.

Посібник складається з двох модулів: «Персональна ідентифікація» та «Ділова комунікація», кожний з яких містить шість уроків, в яких опрацьовується змістовний матеріал, дібраний за принципом мотиваційної достатності з джерел Інтернет ресурсів, до яких включено автентичні англійські тексти та відео фрагменти (які є невід'ємною частиною посібника та додаються на DVD диску), що сприяє створенню умов та формуванню у тих, хто навчається, англійської інформаційної компетенції. Окремо виділено розділи для обов'язкового виконання студентами домашнього завдання (Workbook) та факультативного (за бажанням студентів) виконання індивідуально-творчих завдань (Individual Assignment), а також, двомовного словника.

Посібник може бути рекомендованим для навчання ділової англійської мови студентів немовних спеціальностей, оскільки організація навчальної діяльності за ним сприяє розвитку навчальної автономії студентів, необхідної для забезпечення адекватного мовленнєвої ситуації спілкування (усного або письмового) засобами мови, що вивчається та створенню умов для формування незалежного користувача мови у сфері ділової комунікації.

MODULE 1
PERSONAL IDENTIFICATION

Unit 1

Personal Identification

Lead-in (*Speaking – Reading*)

1. What is personal identification? What information should be included in it? Does it depend on the purpose of information being given, the receiver of the information or whatever? Try to give your own definition for “identification” as you understand it.

Discuss these questions in groups of two-three students (*you have five minutes for discussion*). After the group discussion, one student from each of the group will be requested to make a short presentation of the conclusion made (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

2. Read the text below and get ready to say whether the information (given in passages 1- 4) is being presented according to the plan:

- a) defining what personality is;
- b) theories of personality;
- c) introduction;
- d) personality fundamental characteristics.

What Is Personality?



Personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique.

(1) Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do.

While our informal assessments of personality tend to focus more on individuals, personality psychologists use conceptions instead of personality, that can apply to everyone. Personality research has led to the development of a number of theories that help to explain how and why certain personality traits develop.

(2) While there are many different theories of personality, the first step is to understand exactly what is meant by the term *personality*. A brief definition would be that personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

(3) Some of the fundamental characteristics of personality include:

Consistency – there is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations.

Psychological and physiological – personality is a psychological construct, but research suggests, that it is also influenced by biological processes and needs.

It impacts behaviors and actions – Personality does not just influence how we move and respond in our environment, it also *causes* us to act in certain ways.

Multiple expressions – personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

(4) There are a number of different theories about how personality develops. Different schools of thought in psychology influence many of these theories. Some of these major perspectives on personality include:

type theories are the early perspectives on personality. These theories suggested that there are a limited number of “personality types” which are related to biological influences;

trait theories viewed personality as the result of internal characteristics, that are genetically based.

(The text is retrieved from the Internet at

<http://psychology.about.com/od/overviewofpersonality/a/persondef.htm>

as of 21 December 2016 and modified as compared with the original)

3. According to the plan you’ve made give a brief summary on the text (*not more than four sentences for five minutes*).

Step 1 (*Listening-Speaking- Reading*)

1. Watch video piece and try to guess what its purpose is; for whom it has been shot; whether it can be considered to be a personal identification. Discuss these questions in groups of two-three students (*you have five minutes for discussion*).

After the group discussion, one student from each of the group will be requested to make a short presentation of the conclusion made (*you have three minutes for every presentation; not more than 12 minutes for all the presentations*).

2. Watch another video piece where explanations on the purpose of the previous one have been given. Check your suggestions in groups and discuss the results (*you have not more than three minutes for this activity*).

Step 2 (*Speaking–Writing*)

1. Look at the information about George. In pairs talk about him asking questions and answering them.

George Teste	a taxi driver
Country	France
Town	Paris
Place of work	in the centre of Paris
Married?	No
Family	a dog (!)
Free time	Walking with his dog and football

2. Write about a friend / relative / person you admire.

Start with: *My friend Anna is a student. She lives in...*

(you have three minutes for this activity).

3. Make up your visiting card including brief and sufficient information to contact you. Discuss in small groups the results of previous activity. Recommend your group-mates how to make the visiting card more functional *(you have five minutes for discussion)*.

4. Role-play: Student A and Student B interview each other asking and answering the following questions (*Step 1*):

1. Are you satisfied with the University/ University buildings/ University library/ University curricula /University time-table?
2. Do you usually plan your daily routine on week days / days off?
3. Do you always borrow course books from the University library?
4. Do you take some additional courses (for example, «English Language» course, a specialized course on Computer Programming, «Secretarial contact» or «Commercial Communication»)?
5. Are you personally good at independent work?
6. Are you good at organizing your student's time?

Step 2: Decide with your partner what helps you both to develop as students or makes better progress by filling in the chart:

<i>What helps us to develop as a student or makes better progress?</i>
1. Systematic training in preparing home tasks helps much to develop as a student.
2.
3.

(you have ten minutes for asking and answering questions and filling in the chart with your suggestions). On completing this activity one student from each of the group will be requested to make a short presentation of your propositions.

5. Project Work “Our Team”: You are the team of four students.

Interview one member of your team. Write down personal information about him / her including his / her name / age / nationality / marital status / job and

responsibilities at your team. Write down the information into the identity card. Collect and study the identity cards of your team and give mini-presentation about your team for other small groups of students (*you have not more than seven minutes for this activity*).

Step 3 (*Reading-Writing-Speaking*)

1. Read a paragraph about resume. You will need to know all the words from the text. Pay special attention to the underlined words and word combinations. Working with your bilingual dictionary write translations of the underlined words and word combinations

A **résumé** (pronounced [/rɛzjʊmeɪ/](#) or [/rɛzjʊ'meɪ/](#); French: [\[ʁezyme\]](#); sometimes spelled **resumé** or **resume**) is a document used by individuals to present their background and skills. Résumés can be used for a variety of reasons but most often to secure new employment. A typical résumé contains a summary of relevant job [experience](#) and [education](#). The résumé is usually one of the first items, along with a [cover letter](#) and sometimes job application packet, that a potential [employer](#) encounters regarding the job seeker and is typically used to screen applicants, often followed by an [interview](#), when seeking [employment](#). The résumé is comparable to a [curriculum vitae](#) (CV) in many countries, although in [the UK](#), [Canada](#), the [United States](#) and [Australia](#) a résumé is substantially shorter than CV.

(The text is retrieved from the Internet at <http://en.wikipedia.org/wiki/Resume> as of 27 December 2016 and modified as compared with the original)

2. Working in pairs check and specify if necessary the meaning of words from the vocabulary you've made. (*you have five minutes for this activity*).

3. Read the sample of Resume given below and add the vocabulary you've made in exercise 2 with words you don't know the meaning of (*you have eight minutes for this activity*)

JOHN DOE

Full Address ■ City, State, ZIP ■ Phone Number ■

OBJECTIVE: Design apparel print for an innovative retail company

EDUCATION:

UNIVERSITY OF MINNESOTA
College of Design
Bachelor of Science in Graphic Design
Cumulative GPA 3.93, Dean's List
Twin cities Iron Range Scholarship

City, State
May 2011

WORK EXPERIENCE:

AMERICAN EAGLE

Sales Associate

City, State

July 2009 – present

Collaborated with the store merchandiser creating displays to attract clientele
Use my trend awareness to assist customers in their shopping experience
Thoroughly scan every piece of merchandise for inventory control
Process shipment to increase my product knowledge

PLANET BEACH

Spa Consultant

City, State

Aug. 2008 – present

Sell retail and memberships to meet company sales goals
Build organizational skills by single handedly running all operating procedure
Communicate with clients to fulfill their wants and needs
Attend promotional events to market our services
Handle cash and deposits during opening and closing
Received employee of the month award twice

HEARTBREAKER

Sales Associate

City, State

May 2008 – Aug. 2008

Stocked sales floor with fast fashion inventory
Marked down items allowing me to see unsuccessful merchandise in a retail market
Offered advice and assistance to each guest

VICTORIA'S SECRET

Fashion Representative

City, State

Jan. 2006 – Feb. 2009

Applied my leadership skills by assisting in the training of coworkers
Set up mannequins and displays in order to entice future customers
Provided superior customer service by helping with consumer decisions
Took seasonal inventory

VOLUNTEER EXPERIENCE:

TARGET CORPORATION

Brand Ambassador

City, State

August 2009

Represented Periscope Marketing and Target Inc. at a college event
Engaged University of Minnesota freshman in the Target brand experience

*(The text is retrieved from the Internet at <http://en.wikipedia.org/wiki/Resume.html>
as of 30 December 2015 and modified as compared with the original)*

4. Using the sample in exercise 3 make up your own Resume. *You have time until the end of the class to do the assignment.*

5. Home Assignment:

- 1) Make up your personal identification in the written form presenting you as a post-graduate student including the information you consider to be important in it (*you may use the Resume from the exercise 3 using it as a sample*) as well as oral presentation (*not more than 5-6 sentences*).
- 2) Do exercises 1 – 6 from Unit 1 in the Workbook.
- 3) Find out in the Internet more information on Resume or the sample you consider to be the best. Be ready to present your findings to other students.

Unit 1

Personal Identification

1. The words and their definitions from Wikipedia were accidentally mixed up. Help to match words with their definitions.

1. profession	a) a person's occupational history
2. job	b) a person's job or work in service of an employer
3. career	c) an occupation requiring specialized knowledge
4. occupation	d) work done by a person to earn money

(Check yourself using the keys)

2. Help to fill in the correct word

Profession (a) job(b) carrier(c) occupation(d)

1. Her...as a dancer came to an end when she broke her leg.
2. My father has been unable to find a ...for the past two years.
3. You should write your name, age and ...on the application form.
4. John is a doctor by..., and has his own practice in London.

(Check yourself using the keys)

3. **Pair work.** Using Occupations Box, key questions and utterance pattern given below, talk in pairs about your work and hobbies so that the other student may guess your profession.

Occupations:

Dentist	Surgeon	Nurse	Doctor	Chiropodist
Zookeeper	Veterinarian	Circus Performer	Lawyer	BBC Observer
Plumber	Actor	Painter	Singer	Designer
Film Director	Author	Radio DJ	Broadcaster	Tourist Agent
Tailor	Gardener	Waitress	Hotel Manager	Archaeologist

Key Questions: What do you do? What are you working on now? How long have you worked for your company? What do you do in your free time?

Utterance Pattern: «I work in an office building / I work on the ground floor next to the entrance. I've been working there for two years. I see everyone go in and out of the building. Although I sit most of the time, I'm very athletic. I've been studying karate for ten years. I like to run in my free time».

(Occupation – ?)

4. Read the text given below and get ready to summarize the information from this text in the next class. Look through the passages A, B, C and D and match them with proper subheadings given below in the box:

- | |
|---|
| <ol style="list-style-type: none">1) Engineering Achievements2) Timeline3) James Watt4) Legacy and Remembrance |
|---|

Famous Engineer James Watt

(A)

James Watt (January 19, 1736 – August 19, 1819) was a Scottish mathematician and engineer whose improvements to the steam engine were a key stage in the Industrial Revolution. He was born in Greenock, Scotland, and lived and worked in Birmingham, England. He was a key member of the Lunar Society. Many of his papers are in Birmingham Central Library.



(B)

1736: Born in Greenock, Scotland.

1754: Learnt the trade of mathematical-instrument making in London before returning to Glasgow.

1763: Repaired a Newcomen steam engine, which started him thinking about ways to improve the engine.

1765: While wandering through the Glasgow Green's "Golf Course", comes upon the idea of a separate condensing chamber for the steam engine.

1765–1770: Erected a range of full-size Newcomen engines in Scotland.

1767: Surveyor of Forth and Clyde canal.

1769: Patented separate condensing chamber for steam engine.

1774: Started a business in Soho, near Birmingham, with Matthew Boulton to manufacture his improved Watt steam engine.

1781: Converted reciprocal engine motion to rotary motion.

1782: Invented double-acting engine.

1784: Patented a steam locomotive.

1788: Adapted centrifugal governor for use on steam engine.

1790: Adopted a pressure gauge.

1800: Retired to Heathfield Hall near Birmingham.

(C)

Watt adopted the centrifugal governor to regulate the speed of a steam engine. (This was already in use for governing wind and watermills.) He invented the parallel motion linkage to convert circular motion to an approximate straight line motion (of which he was most proud) and the steam indicator to measure steam pressure in the cylinder throughout the working cycle of the engine, so showing its efficiency. Watt greatly helped the development of the embryonic steam engine into a viable and

economic means of power generation. He calculated that the Newcomen steam engine was wasting nearly three quarters of the steam energy in heating the piston and chamber. Watt developed a separate condenser chamber which significantly increased the efficiency. Further refinements (insulation of the steam cylinder, the double-acting engine, a counter, an indicator, and a throttle valve) made the steam engine his life's work.

Watt was opposed to the use of high pressure steam, and is held by some to have held back the technical development of the steam engine by other engineers, until his patents expired in 1800. With his partner Matthew Boulton he battled against rival engineers such as Jonathan Hornblower, who tried to develop engines which did not come to the conflict of his 'catch-all' patents. Boulton proved an excellent business man, and both men eventually made fortunes.

He introduced a unit called the horsepower to compare the power output of steam engines, his version of the unit being equivalent to 550 foot-pounds per second (about 745.7 watts). Watt also invented several other things, not least a copying device for letters.

(D)

James Watt's model of the steam engine converted a machine of limited use to one of efficiency and many applications. It was the foremost energy source in the emerging Industrial Revolution, and greatly multiplied its productive capacity. (Without it, humans might have continued to provide power). It was also essential in later transportation advancements, such as the steamboat and locomotive. The SI unit of power, the watt, is named after him. So is, at least in part, Edinburgh's Heriot-Watt University. He is also remembered by the Moonstones, two individual statues, and a statue of him, Boulton and Murdoch, by William Bloye, and a school named in his honour, all in Birmingham. There are 4 colleges named after him in Scotland, James Watt College in Kilwinning (North Ayrshire Campus) and Greenock (2 in Greenock, Finnart Campus and Waterfront Campus) and a campus in Largs. Matthew Boulton's home is now a museum commemorating the work of both men. There are over 50 roads or streets named after him in the UK.

(The text is retrieved from the Internet at <http://www.famouspeople.co.uk/j/jameswatt.html> as of 18 December 2015 and modified as compared with the original)

5. Choose one passage (of A, B, C or D passages) you have already looked through; make up written vocabulary to it.

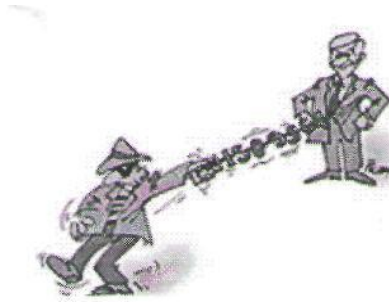
6. Make up the summary to the passage you have just read (*your utterance should include not more than three sentences*).

Unit 1

Personal Identification

1. Read the text below and explain what ATM, POS, PIN, ISO abbreviations stand for. Write them down.

Personal identification number (PIN)



Automated Teller Machine (ATM) and Point-of-Sale (POS) technology are popular worldwide. These payment options offer convenience for shoppers, guaranteed payment for merchants (in the case of a POS system) and incremental revenue for banks and networks. At the same time, the easy access offers a tempting occasion for invasion and pilfering on the part of unscrupulous people.

A three-part International Standard reduces the opportunity for a breach in security and provides a high probability of detection of any unauthorized disclosure of personal identification numbers (PIN). ISO 9564 provides instructions to financial institutions in the development, implementation and/or the operation of systems and procedures for the protection of PINs throughout their lifecycle.

The primary benefit of ISO 9564 is the establishment of a baseline security framework for the management of cardholder PINs in interchange systems. The standard is designed so that issuers of PIN authenticated payment cards can have confidence that their personal information numbers are being uniformly protected while under the control of other institutions and participants in the payment system.

*(The text is retrieved from the Internet at
<http://banking.about.com/od/securityandsafety/p/pinnumber.htm>
as of 15 December 2016 and modified as compared with the original)*

2. Be ready to discuss advantages and disadvantages of Automated Teller Machine (ATM) and Point-of-Sale (POS) technology.

Describing Yourself: Personality

a) Imagine you have to describe yourself to someone in English. Could you do it yourself? You can easily cope with it if you keep practicing the next activity. The words given below can be used to describe people in terms of personality or character traits. This list is not complete, but it's a good start.

b) Write down the words you don't know the meaning of. Working with your bilingual dictionary find out their translation.

Boring	outgoing, extroverted
aggressive	generous
kind, nice, friendly	honest
mean	intelligent
adventurous	introverted, shy
good	bad
funny, comical	evil
confident, trustworthy	mysterious
cooperative, agreeable	optimistic
creative	organized
cruel	pessimistic
diligent	romantic
elegant	serious
stupid	nice
timid	sociable
brave	tranquil, calm, quiet

3. Put these words in three columns: (1) I am;
 (2) Sometimes I am;
 (3) I am not

I am	Sometimes I am	I am not
...

... and try to describe yourself.

Describing Appearance

The words given below can be used to describe appearance.

Tall	big	athletic	strong
short	small	ugly	weak
average height	skinny	pretty	grey-haired
fat	slender	handsome	bald

4. Write down the words you don't know the meaning of. Working with your bilingual dictionary find out their translation and write it down.

5. You might want to say that you are "very" *this*, or "sort of" that. Here's how to do it:

I am *very* / *rather* / *pretty*
a little / *kind of*