МІНІСТЕРСТВО АГРАРНОЇ ПОЛІТИКИ ТА ПРОДОВОЛЬСТВА УКРАЇНИ

ТАВРІЙСЬКИЙ ДЕРЖАВНИЙ АГРОТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ

Кафедра іноземних мов

ДІЛОВА АНГЛІЙСЬКА МОВА

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК ДЛЯ СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ

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               методики викладання англійської мови філологічного
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Навчально-методичний посібник з ділової англійської мови для студентів немовних спеціальностей розглянуто і схвалено на засіданні кафедри іноземних мов ТДАТУ
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Передмова

Навчально-методичний посібник «Ділова англійська мова для студентів немовних спеціальностей» призначений для навчання ділової англійської мови студентів магістратури, які вже досягли середнього рівня (В2) володіння загальновживаною англійською мовою (General English) та орієнтований на комунікацію у всіх чотирьох 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 англомовні 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, англомовної 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 мовленнєвій ситуації спілкування (усного або письмового) засобами мови, що вивчається та створенню умов для формування незалежного користувача мови.

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 that three minutes for every presentation; not more that 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 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 everyday 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 instead use conceptions 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 2011 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 *(not more that three minutes for every presentation; not more that 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 that 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:

What helps us to develop as a student or makes better progress?
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 /rɛzjʊˈmeɪ/; 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 21 December 2011 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   City, State
College of Design   May 2011
    Bachelor of Science in Graphic Design
    Cumulative GPA 3.93, Dean's List
    Twin cities Iron Range Scholarship

WORK EXPERIENCE:

AMERICAN EAGLE   City, State
Sales Associate   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

PLAN ET BEACH   City, State
Spa Consultant   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   City, State
Sales Associate   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   City, State
Fashion Representative   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   City, State
Brand Ambassador   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 25 December 2011 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.