

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ТАВРІЙСЬКИЙ ДЕРЖАВНИЙ АГРОТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ

КАРАЄВА Т. В.

ДІЛОВА АНГЛІЙСЬКА МОВА

НАВЧАЛЬНИЙ ПОСІБНИК

для здобувачів ступеня вищої освіти «Магістр»
денної форми навчання

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Караєва Т.В.

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Навчальний посібник призначений для навчання мови ділового спілкування студентів немовних вищих навчальних закладів. Розрахований на 60 академічних годин аудиторної роботи і приблизно таку ж кількість годин самостійної роботи. Може використовуватись на етапі досягнення студентами середнього рівня володіння загальною англійською мовою (General English). Посібник орієнтований на розвиток інтегрованих умінь студентів у процесі навчання ділової англомовної комунікації.

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ВСТУП

Навчальний 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) загальнонавчальною англійською мовою (General English). Навчальний 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 англомовні тексти та відео фрагменти, що сприяє створенню умов та формуванню у тих, хто навчається, англомовної інформаційної компетенції. Okремо 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 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 responsibil-

ities 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

PLAN ET 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	Chiroprapist
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:

- 1) Engineering Achievements
- 2) Timeline
- 3) James Watt
- 4) 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 Greencock, 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 up on 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.

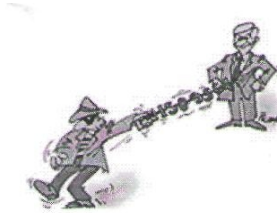
6. Make up the summary to the passage you have just read (*your utterance should include not more than three sentences*).

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 bi-lingual 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 bi-lingual 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* ...

Unit 2

Business Letter

Lead-in (*Speaking – Reading*)

1. Does a formal (business) letter differ from an informal (personal) one? What is the way of giving information in the salutation, body text, complementary close of the former and the latter one? Does the choice of the letter format depend on the receiver of the information?

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 what the difference between business and personal letter is (*you have four minutes for this activity*).

Writing a Business Letter

Business letter is a form of business communication. It is the letter that is used for communication in business line. It is necessary to understand the method of its writing. These letters are being written with the purpose of offering for products or services, ordering products or replying for order.

There are some differences between business letters and personal letters in design and implementation of language words.

In business letter *format* the language is quite formal: spoken language forms are not used here like in personal letters.

Step 1 (*Reading-Speaking*)

1. Study the structure of business letter given below and discuss in groups of two-three students what the figures from 1 to 15 on the right side of the letter mean. Make up the vocabulary of the words you don't know the meaning of. Then one student from each of the group will be requested to make a short presentation of the conclusion made. Be ready to give your own examples in the course of giving explanations (*not more than three minutes for every presentation*).

Margin –

refer –

certified mail –

recipient –

block letter –

letterhead –

complementary close –

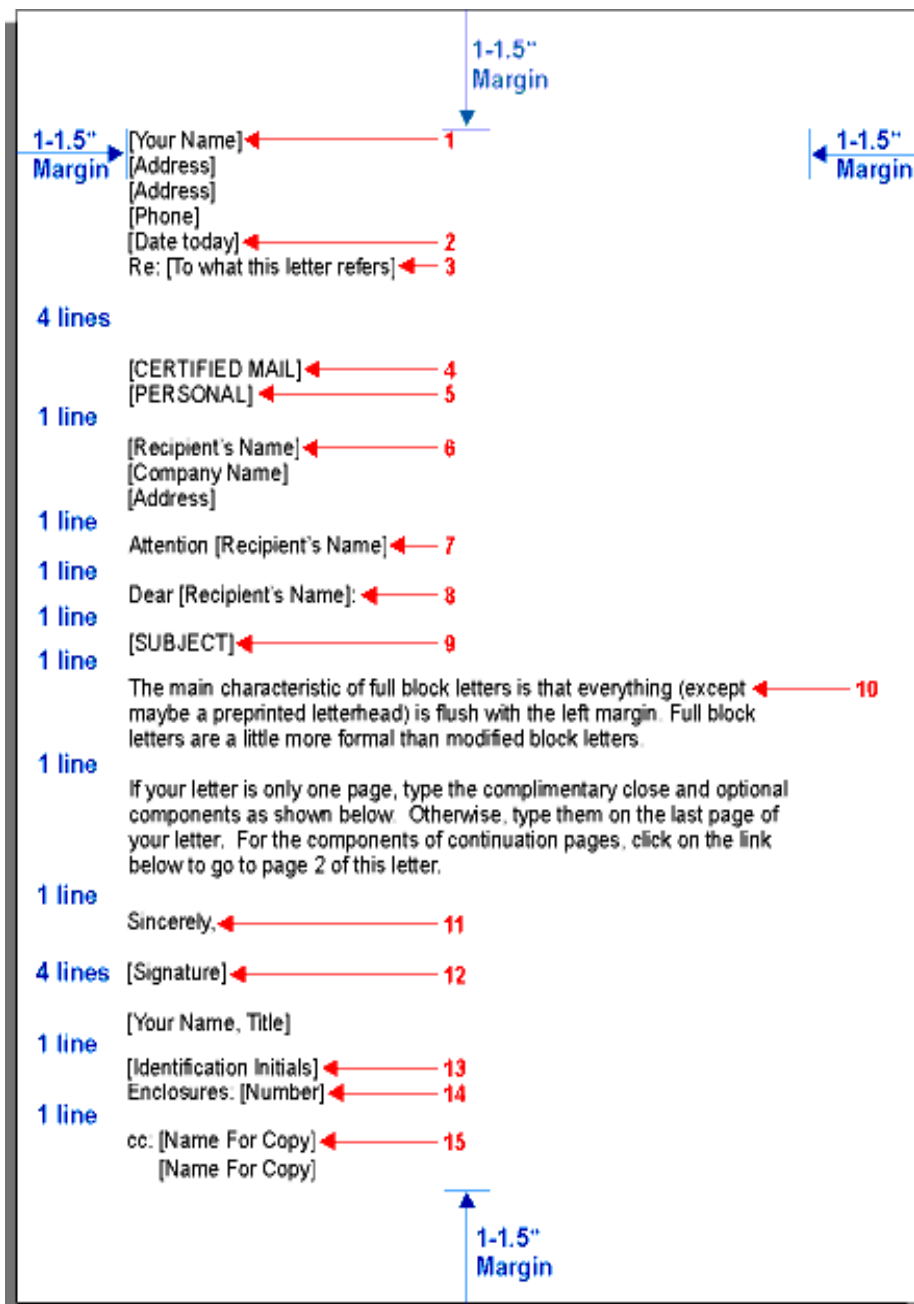
optional components –

signature –

identification initials –

enclosure –

CC (carbon copy) –



Business Letter Structure (Sample 1)

2. Using the sample given below confirm your conclusions made in the course of previous activity (exercise 3) by examples explaining the business letter structure in the sample given below.

Dixie Cleverelle
SavbizCor Ltd
28 Green St., Suite 14
Upstate, NY 10947

October 27, 2006

Ms. Margaret Edwards
Barnelli Ltd
48 Stanstead Road
London SE27 1HF

For the Attention of Financial Manager

Dear Ms. Edwards:

I wanted to take this opportunity to thank you for the excellent job you did in arranging financing for our project. We appreciate the fact that you made yourself available for discussion seven days a week. We were impressed by your thorough knowledge of financing and investment banking.

We have been dealing with our new financial institution for about a week now. The advantages of association with this institution are already apparent. I feel as though we have taken a quantum leap forward in progress.

I would not hesitate to retain your services again and to recommend your firm to any company seeking the best representation.

Sincerely yours,

D. Cleverelle

Dixie Cleverelle,
President

Business Letter (Sample 2)

3 Look through the text and study the sample given below. Working in small groups make up the summary on the importance of business letter (*not more than five sentences for ten minutes*).

The Importance of Business Letter

Business letters are extremely crucial to the business. The key points are summarized as follows:

1. **Save.** It will help you to save time and expenses for commuting somewhere to contact personally.

2. **Rapid and comfortable.** It facilitates the contact to business associates as they really work hard and don't stay for a long time in one place.

3. **To inform description.** It's conducive to communicate for messages and to provide more detailed information, clearly and systematically. That's because the author has much more time to plan and structure information before writing. Besides, he can verify the information prior to mailing it.

4. **In the field of evidence,** reference, search and what is more important – it is legal evidence being written clearly.

5. **In the field of the good relationship for business communication.** It stimulates for a good relation with cohesion, continuity. For trading business, sometimes, customers loose contact. Thus, companies send letters to their customers to know the real cause demonstrating that they are eager to resolve the problem, offer promotions, encourage customers to order their products and services.

Date May 1, 2012
GP & ASSOCIATES
Sender's Address 2653 SW Channing Avenue, Suit 400
Denver, Co 93424
gparker@accounting.com
www.accounting.com

Inside Address Ms.To Turfingeen
ACTION ITEMS
400 Crestview Parkway
.....Denver Co 93444

Salutation Dear Mr. Turfingeen:

I understand from our mutual acquaintance, Chad Johnson, that you are looking to retain an accounting firm to assist you in the sale of your business.

Body Text I would welcome the opportunity to show you how GP & Associates was able to help Chad successfully sell his business earlier this year.

As you'll see on our Web site my associates and I have extensive experience in finance/accounting, internal audits and tax compliance. For the past several years, we have specialized in business valuation and transaction services for sellers. We enjoy working closely with clients throughout the sale process to ensure a smooth transaction. As our clients can test, our various presale price improvement strategies can significantly optimize a business's sale price.

Should you be thinking of purchasing another business, please, note that we also offer business accounting services. For your reference, I have enclosed additional information describing GP & Associates full range of services.

Closing To set up an appointment to discuss your specific need, please, contact me at
"Call to Action" 103-450-0007. I know how busy you are, so I will give you a call on Tuesday to follow up if I haven't heard from you.

Best regards,

Signature Block Greg Parker

Enclosures Enclosures

Carbon Copy CC:

*(The samples are retrieved from the Internet at
<http://www.letter-resume.com/2015/business-letter.html>
as of 25 February 2015 and modified as compared with the original)*

Step 2 (Listening- Writing- Speaking)

1. Watch video piece "How to Use the Correct Business Letter Format?" Make notes while watching using the plan given below (*you have 12 minutes for listening gap filling for summarized information according to the plan*):

1. Why it is important to use the correct business format?

1)

a)

b)

c)

d)

e)

2) The Paper

... ..

- 3) Layout
 - a) Semi-blocked format
... ..
 - b) Blocked format
... ..
 - c) Full-blocked format
- 4) Margins and Spacing
... ..
- 5) Envelopes
... ..
- 6) Common Business Letter Format Elements
 - a)
 - b)
 - c)
 - d)
 - e)
 - f)
 - g)

2. In groups of two-three students check and add each other's notes (*you have five minutes for this activity*). 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*).

3. Home Assignment:

- 1) Using your bilingual dictionary find and write out the translations of the following words you need to know to translate the business letter given in exercise 1 in the Workbook.
- 2) Using the format of business letter write out the letter dictated by Laurence Bradbury to his secretary in exercise 3 in the Workbook.
- 3) Do exercises 4, 5 from Unit 2 in the Workbook.
- 4) Find out in the Internet the sample of business letter /cover letter you consider to be the best. Be ready to present it to other students giving your reasons to confirm your choice.

Unit 2

Business Letter

1. Study the business letter given below paying attention to its structure. With the help of bilingual dictionary make up vocabulary of words you don't know the meaning of:

Esq. = Esquire –
 ref = reference –
 enquire –
 range –
 equipment –
 up-to-date –

enclosure –
 favorable –
 terms –
 look forward to –
 pp=per procurationem –
 addressee –

Brownlee & Co Ltd

5 High Street, Blackheath, London SE3B SHY (1)
 tel: 01-852 6872

L. Bradbury Esq., (2)
 Manager,
 Bradbury & Williams,
 40 Shaftesbury Avenue,
 London W1A 4WW

October 22, 2018 (3)

Our ref: SM/DK (4)

Dear Mr. Bradbury,

Thank you for your letter of October 22nd, enquiring about our range of office equipment. (5)

I enclose an up-to-date price list and our latest catalogue which I hope includes something of interest to you.

You will notice that we offer very favorable terms of payment. (6)

I look forward to hearing from you again. (7)

Yours sincerely, (8)

Sarah Mann (9)

(10) ~~pp~~ Dennis Kiley (11)

Sales manager (12)

Encs (13)

From "The Digest"

2. Read the notes on business letter writing which correspond to the numbers (1-13) in the sample of exercise 1.

- (1) – the address of the firm sending the letter is often printed on the paper – this is called the letterhead;
- (2) – the name, position, firm and address of the addressee (the person you are writing to);
- (3) – the date;
- (4) – the reference (usually the initials of the person writing the letter and the person who types it);
- (5) – the first paragraph says why you are writing;
- (6) – the second paragraph says what you want or what you are doing (the real reason for writing the letter);
- (7) – the final paragraph is a polite ending;
- (8) – you write “Yours sincerely,” if you know the name of the addressee, and “Yours faithfully,” if you don’t;
- (9) – the signature;
- (10) – *pp* stands for “per procuracionem” – it means Sarah Mann signed the letter for Dennis Kiley
- (11) – the person writing the letter;
- (12) – his position in the firm;
- (13) – *encs* stands for “enclosures” – here the enclosures are the catalogue and price list.

3. Write down the letter dictated by Laurence Bradbury to his secretary, Silvia Moody, using the proper business letter format. She must put in the capital letters and punctuation. Don’t forget the date and the addressees. Remember that not everything he says will go in the letter.

“Take a letter, please, Miss Moody. It’s to Dennis Kiley of Brownlee & Co. his address is on his letter to us – dear mr kiley thank you for your letter of October 22nd and for enclosed catalogue and price list (new paragraph) I am very interested in your high-backed executive chairs but I notice that you only advertise them in olive green or dark brown is it possible to order them in black if so I would like to order twelve for our boardroom (new paragraph) I look forward to hearing from you in the near future yours sincerely etc. ...”

4. The words and their definitions were accidentally mixed up. Help to match words with their definitions.

1. salutation	a) a formal interchange of views
2. fare	b) practical ability to do something well
3. skills	c) academic title given by the University
4. degree	d) a word or sign by which one greets another
5. conference	e) money charged for a journey by bus, ship, taxi

6. complimentary close	f) a firm that puts forward or support
7. market research	g) an formal talk given in public
8. currency	h) the expression of courtesy at the end of the letter
9. sponsorship	i) careful investigation for new facts in the market
10. speech	j) money being in use in a country

(Check yourself using the keys)

5. Complete the e-mail letter choosing only one option (from **a**, **b** or **c**) corresponding to your answer to questions 1-10.

Re: Hi
Date: 15.10. 2018
From: j.miller@luxiphon.uk
To: Georgeieg@yahoo.co.uk.

(1).....

(2)..... in Glasgow next week (3).... , and I was wondering if (4) ... somewhere for dinner; it seems such a long time since we last saw each other .

(5) the White Horse Inn (6) At 8?

Let me know during the week whether (7)... .

If you can't make it maybe we can (8)

(9) seeing you again!

(10) ...

Jens

- | | | |
|------------------------------|------------------------|-------------------------------|
| 1. a) Dear Sir | b) Dear Mr. Garyson | c) Dear George |
| 2. a) I will | b) I am due to be | c) I am willing to be |
| 3. a) on business | b) for business | c) to do business |
| 4. a) we could meet | b) we have met | c) we would meet |
| 5. a) May be | b) How about | c) May I suggest |
| 6. a) Tuesday | b) the Tuesday | c) on Tuesday |
| 7. a) this is conventional | b) this suits you | c) this is convenient for you |
| 8. a) come to an arrangement | b) find something else | c) arrange something else |
| 9. a) I am pleased to | b) Looking forward to | c) I hope to |
| 10.a) Yours sincerely | b) Regards | c) With best wishes |

Unit 2

Business Letter

1. Read the text. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations. Get ready to explain the structure of cover letter.

How to Write a Cover Letter to Be Considered to Job Interview.

Cover letter is the first stage to make human resources identify each applicant including his abilities, skills and experience.

Therefore, it is important that applicants should learn how to write a cover letter being considered by human resources to be invited to the job interview.

The format of cover letter contains three parts:

1. **Introduction.** This is very important to write briefly and clearly explaining why this job is important for you and why you are interested in it.

2. **Body.** In this section you should provide your qualification description. Avoid writing long rhetorical explanations. Applicants should write about work and skills meeting the needs of their perspective employers specifying why they best suit for the position. In this section the applicant has the opportunity to get more chance for job interview.

3. **Closing.** Here the applicant should indicate how much he is interested in this job and impressed with company work. It is important to indicate that applicant is ready to give more information and his portfolio at the request.

4. **Complimentary close** should end with a polite phrase such as “Sincerely yours”, signature and printed name of the applicant to complete the cover letter.

Cover letter

human resources

applicant

skills

job interview

introduction

closing

perspective employers

closing

complimentary close

2. Look through the sample of cover letter written by Patricia Chopin and give your comments as for its structure taking into account the information given in exercise 1 (*not more than five sentences*).

PATRICIA CHOPIN

5540B Street, Bridgeton, Missouri 63044

(314) 555.1697 patti@anvisp.com

February 22, 20xx

Cassandra Peri, Manager
Divot Delivery Services
1205 Meridian st., Suite 7
Bridgeton, Missouri 63044

Dear Ms. Peri:

Your posting for an Executive Assistant indicated requirements that closely match my background and expertise. I have enclosed my resume to provide a summary of my qualifications and background for your review.

Throughout my career, I have maintained the highest performance standards within a diverse range of administrative functions, which is clearly illustrated by my past successes. As Assistant to the Chief Financial Officer of SPTM Systems, Inc., I streamlined operations and reduced costs by consolidating operations and negotiating competitive rates with service providers. Additionally, while serving as an Assistant to a senior partner of Smith, Inc., I facilitated the implementation of a new promotional strategy that significantly increased the company's profile.

Further qualifications I offer include the following:

- Successful track record supporting the efforts of executive-level staff, including CFOs, presidents and senior partners.
- Strong background in all aspects of office management, from scheduling meetings and coordinating travel to overseeing budget and accounting functions.
- Demonstrated capacity to develop and maintain comprehensive administrative processes that improve the efficiency of day-to-day operations.

With excellent organizational and communication skills, on outstanding work ethic, and the ability to work well in both team-oriented and self-directed environments, I am positioned to exceed your expectations. I would welcome an opportunity to meet with you to discuss my qualifications and candidacy in further detail. Thank you for your time and consideration.

Sincerely,

Patricia Chopin

Enclosure

(The text is retrieved from the Internet at <http://www.letter-resume.com/2016/cover-letter-samples/businesscorrespondence.html> as of 5 February 2016 and modified as compared with the original)

3. Using the sample of “Excellent Example” given below write cover letter for your own set of documents.

Excellent Example

[Your Name]

[Recipient's Name]

[Recipient's Title]

[Company Name]

[Address]

[City, State, Zip Code]

Dear Human Resources:

I have recently initiated an aggressive job search campaign. I am a well-qualified Software Engineer with an excellent record of achievement in building value through expertise in:

- Full Life Cycle Application Development and Object-Oriented Software Engineering
- Leadership of development groups with hands-on problem identification and resolution
- Carrying concepts through requirements, planning, development and integration

My Foundation of technical expertise stems from a hands-in development and leadership background along with project management and implementation experience. I possess leadership skills from within numerous functional areas that include software engineering, application development, feasibility analysis, requirements, integration and administration of business critical systems.

I effectively employ first-rate collaboration and consulting skills to earn the trust and confidence of staff, management and clients repeatedly, maintaining open channels of communication. In addition, I have effectively led testing, automation, feature enhancement and integration among countless other responsibilities in consulting and internal projects. My track record illustrates that aspect of successful performance over the majority of the past decade. This is a trend that I intend to continue long into the future.

If your firm currently, has a need for a thorough and insightful Senior Software Engineer (or appropriate title) with a solid performance track, I would be interested in speaking with you to discuss the value that my strengths and experience can bring to your search. I can be reached in confidence at the above telephone numbers and look forward to hearing from you.

Sincerely yours,

[Your Signature]

[You First – Last Name]

(The text is retrieved from the Internet at <http://www.letter-resume.com/2016/cover-letter-samples/businesscorrespondence.html> as of 10 February 2016 and modified as compared with the original)

Unit 3

Applying for a Job

Lead-in (*Speaking – Reading – Writing*)

1. What to start with applying for a job? How to find a job? What are the sources advertising vacant positions? What is networking? How to deal with recruitment agencies to make sure you find the right job? What recommendations would you give for a job seeker?

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 given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

How to find a job

When you're looking for work, spread your search as wide as possible.

There are many places to look and there is a great deal of help available.

Job seeking on the internet

Many of us use the internet in our job search now, as there are many ways it can take the leg-work out of sorting through and applying for job vacancies. We've got some hints and tips on how to get the best out of recruitment websites.

So whether you're new to online job hunting or an experienced internet jobseeker, check out our guide and see how the web can help you into work.



Other sources of advertised vacancies

In addition to the internet, newspapers, job centers and trade magazines are just some of the other places employers advertise their job vacancies. Searching through advertised vacancies is also a great way to get ideas for jobs that might suit you, and to get a feel for the local labor market. Read our guide to offline vacancies, and make sure you're looking in all the right places.

Other places to find advertised vacancies are:

Networking

Networking is using word of mouth to find out about the many jobs that aren't advertised. If you learn to network effectively you'll get inside information on jobs and careers, and build contacts who can help you find work. Applying for jobs that aren't advertised also cuts down your competition for each vacancy. If you're not networking already, we can help you to tap into the hidden jobs market today.

Recruitment agencies

Recruitment agencies can take the hard work out of job searching, especially if you have skills local employers are looking for. Agencies can specialize in temporary work, permanent work or specific sectors. Find out how to deal with recruitment agencies so you make sure they're working hard to find you the right job.

*(The text is retrieved from the Internet at
<http://www.nationalcareerservice.direct.gov.uk/advice/getajob/Pages/default.aspx> as of 11 March 2017
and modified as compared with the original)*

Jobsearch –
legwork –
hints and tips –
job hunting –
job seeker –
job centers –
to offline vacancies –
networking –
competition –
to tap into –
recruitment agencies –
skills –

3. Make up notes of the information given in the text to be used as your plan. After the group discussion, one student from each of the group will be requested to make a short presentation of the summary made (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

Step 1 (Reading- Speaking)

Application for Job

1. The class is divided into three groups. Each group has up to *ten minutes* to read and understand in all details one of the three letter samples concerning job hunting that follow (e.g., the first group is supposed to read text A, the second group text B, the third group text C). Write out words you do not know the meaning of paying special attention to the underlined words and word combinations.

Text A

Stephne J. Lesoon Bernacki
604 Third Street , Davis , CA 95616
25 January 2001
The Manager,
World Finance & Trust,
95 S Market St Suite 300 , San Jose , CA 95113

Dear Sir,

I am seeking a vacancy of a Finance Manager within your staff. If there is, I wish to offer my services for the post. I am twenty nine years old and have passed 2 grades Diploma with credits in English and Mathematics. Since I have 3 years experience in working in Insurance firm, I am prepared to do the work meeting my training and experience.

I believe I can apply my skills to the job requires and assure you that I will give every satisfaction to you once I am on your staff. I hope my application will receive your favorable consideration.

Looking forward to hearing from you.

Yours faithfully,
Stephne J. Lesoon Bernacki

Text B

Ben Isaacson, 16856 Royal Crest, Houston , TX 7705812
February 20....

Dear Donald Smith,

I am extremely pleased to hear that you have been promoted to the position of an executive officer in the Janssen Pharmaceutical Inc. I believe that this is exactly the kind of job you are fitted for and also what you have been seeking since your attainment of the University degree. Now you are duly rewarded for your qualification and I hope you will make a complete success of your job.

With all the best wishes.

Yours sincerely,
Thomas Nadeau

Text C

Birmingham Place
2313 East Carson Street, Suite 201
Pittsburgh, PA 15203 15
March 20....

Dr. Peter N. Georgiades,
General Surgery,
95 S Market St Suite 300, San Jose, CA 95113

Dear Sir,

I refer to your advertisement in the Morning Post of 30 December 2004, for the post of a surgeon, I wish to offer my services for the position.

I am 37 years of age and have been working as a surgeon in St. Games Hospital for the last 7 years. I have passed the Surgery Practice and at present hold a senior position in the surgery.

Due to a new management has taken over the hospital and the upcoming reorganization; I find my position is not secured.

I have decided therefore to quit the present job and seek a post in a hospital where the prospects are good. Since your Hospital is a reputed one I hope to join your team to seek my fortune. I shall produce my testimonials and references if you consider me and my qualification acceptable.

I look forward to receiving your positive reply soon.

Thank you.
Yours faithfully,
William Hoffman

(The letter samples are retrieved from the Internet at <http://www.nyu.edu/about/working-at-nyu/apply-for-jobs.html> as of 9 March 2017 and modified as compared with the original)

2. Match the text (A, B or C) you have translated with proper subheadings given below in the box and confirm your choice (1, 2 or 3) with words from the letter:

1. Letter to someone who has found a job after graduation.
2. Reply to an advertisement for the position of a surgeon.
3. Enquiring about a vacancy in a commercial firm.

Step 2 (*Listening- Writing- Speaking*)

1. Listen to information given in video piece “How to Get a Job with no experience”. While listening fill in the slots (1 – 11) provided in the sentences below with missing words. There can be one/two words in the each slot. Make notes to use further for summarizing the information you hear. (*you have 12 minutes for listening gap filling*):

network	chance	two different ways	experience
related experience	tactics	free training	tips
education	free work	secrets	

How to Get a Job with No Experience

(Job workers academy.com)

Today I am going to talk to you about how to get a job if you have no (1) _____. And a lot of you right now are going to the same problem as I had when I’ve recently graduated from college which may I have an (2) _____ but I didn’t have the experience.

And a lot of jobs right now asking, anywhere, from one to three or five years of experience that makes you very hard because you plan for job asking you for experience before you can apply for but you can’t get the experience unless you get a job. So that’s like a wishy cycle that seems almost infinitely.

So, let’s talk about two (3) _____ you can go out to the experience. One of is to go out and to get a job. That’s will get you (4) _____ to the job that you wanted. So you may have reduced the violin/ to pay deduce for a violin/for a while and Work a different job for a couple of years and get experience and get the job that you want. That is an option that if it is the job you like that may be way to go.

A different way is whether/what isn’t talked to by anybody like Choly Hone, the writer of the procession who’ve graduate is to go out to as he calls (5) _____. What free work is? It’s, say, looking for an engineering job or a teaching job or something like that

So, we’ll say a sales job right now. So, sales. You are looking for the position in sales. So, who in the number one person in sales right now? Who is that top person huger that might be in that field who would you like to look for?

In ... question you are looking for right now in the position you want to do in talk to that person say “Hey! I saw that I can help you this way and offer the work for you for free, especially if you are looking for job and you may need help. May be, I can creep for part-time job or whatever.

So, you may work for that person for free. So, that you can get that related experience in the way that related experience is on the top person in the field you are trying to get into right now.

And it’s greatly increased you the time it takes you to get this experience because it’s what you are going to do is to go open your (6) _____ to a greater of opportunities and to a bigger network of a more popular network for you are going to get (7) _____, you not to mean plan chance that’s going hinder to you never

get that you that experience working for the top person in your field and you can just offering free work in a way to help this person.

So, forget of the top person in your field, forget you can help them, in offer the work for them for free and you're going to get that experience that you didn't have before and you're going to get that network that can be very powerful and that's help you to get a job. So, use those (8) _____ and you're going to get a job.

Now, If you like these (9) _____, if you want more tips I've got some (10) _____ for you. Just click on a line below "Job on the Academy". I've got some free training for you. The first is called "Job search formula the port". It shows you step by step how to get out to get the job of your dreams. So there's no more confusion and you know per day exactly what you're going to do to get the job. It's company three different videos that show you three different (11) _____, tips and tactics that will help to go and stand up with all the other applicants in order their applications are right now.

If you're going to get interviews you're going to step to interviews and if you'll be ready to get interview you it'll gonna to double the interviews you were receiving before.

I'll get the training just click on the line below the

jobhuntersacademy.com.frontpage

Job workers academy

Thanks for watching.

2. In groups of two-three students check and add each other's notes (*you have five minutes for this activity*). 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*).

3. Home Assignment:

1) Using your bilingual dictionary find and write out the translations of the following words you need to know to translate the application form given in exercise 1 in the Workbook.

2) Do exercises 2, 3 and 4 from Unit 3 in the Workbook.

3) Find out in the Internet the sample of application form you consider to be the best. Be ready to present it to other students giving your reasons to confirm your choice.

Unit 3

Applying for a Job

1. Read the list of words and definitions you need to know for this topic. Try to learn them and write down the ones you don't know the meaning of.

1	apply	to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something // apply for
2	applicant	someone who has formally asked, usually in writing, for a job, university place etc
3	appoint	to choose someone officially for a job or responsibility // noun appointment
4	blue-collar / pink-collar / white-collar	do work needing strength or physical skill / describes a job that is traditionally done by a woman / relating to people who work in offices
5	covering letter	an accompanying letter sent as an explanation, introduction, or record
6	CV curriculum vitae	/kə'ri:k.jʊ.ləm'vi:.taɪ/ (US usually résumé) a short written description of your education, qualifications, previous jobs and sometimes also your personal interests, which you send to an employer when you are trying to get a job
7	fill in/out an application form	to write the necessary information on an official document
8	fire	to remove someone from their job // synonyms get the sack (<i>informal</i>) dismiss (<i>formal</i>)
9	flexi-time	a system permitting flexibility of working hours at the beginning or end of the day
10	full-time job	done for the whole of a working week // opposite part time job
11	headhunt	to persuade someone to leave their job by offering them another job with more pay and a higher position // headhunter
12	hire	to employ, recruit
13	human resources (HR)	the department of an organization that deals with finding new employees, keeping records about all the organization's employees, and helping them with any problems // synonym personnel
14	in work / out of work	employed/unemployed
15	job for life	the idea that once you had a job with a company, you

		could keep it until you retired
16	job hopping	the practice of changing jobs very often // job hopper
17	job interview	an interview to determine whether an applicant is suitable for a position of employment
18	leave a job	quit a job
19	maternity/paternity leave	a period in which a woman/man is legally allowed to be absent from work in the weeks before and after she gives birth
20	nine-to-five	the period of conventional business hours and the work period of the typical office worker
21	perk	an advantage or extra thing, such as money or goods, which you are given because of your job
22	permanent job	lasting for a long time or forever // opposite temporary job
23	qualification	an ability, characteristic or experience that makes you suitable for a particular job or activity
24	redundant	having lost your job because your employer no longer needs you // synonym laid-off
25	reference	a letter written by sb who knows you, giving information about your character and abilities, especially to a new employer
26	shift (work)	a period of time worked by a group of workers who start work as another group finishes
27	shortlist	a list of people who have been judged the most suitable for a job or prize, made from a longer list of people originally considered, and from which one person will be chosen
28	sick leave	time away from work because of illness
29	situation, post, position	a job; a rank or level in a company
30	staff, workforce	the group of people who work for an organization

2. Combine verbs from box A with phrases from box B to form appropriate collocations. Some verbs and phrases may be used more than once.

A

(1) make	(2) proofread	(3) short-list	(4) submit	(5) apply for
(6) fill out	(7) follow	(8) leave	(9) list	

B

(a) a section blank	(b) documents	(c) your abilities and skills
(d) candidates	(e) a job	(f) the application form
(g) your application	(h) decisions	(i) instructions

3. Read and complete the text with the correct words. The first one is done for you.

When you (1) apply for a job, you are usually asked to (2) _____ - an application form as well as your resume and a cover letter. Companies like to have standardized forms containing information about candidates. Those makes comparison simpler and also makes it easier for a company to (3) _____ candidates for interview. It is very important that you (4) _____ all your abilities and skills in the spaces provided.

Remember, this is an employer’s first impression of you so it is very important that you (5) _____ the form accurately. Show employers that you are able to (6) _____ instructions. Answer all questions as precisely and concisely as you can. Do not (7) _____ any sections blank. If a question does not (8) _____ to you, simply write ‘not applicable’. Proofread your application before you turn it in.

4. Look through the sample of employment application form and fill it out.

Employment application form (simple)



Application for employment as

SurnameOther names

Address

Tel (home)

Tel (work)

Education and Training

Information in support of your application

Please include any skills and experience you have acquired that can support this application whether within the working environment or outside.

Have you ever been convicted of a criminal offence? YES/NO
(Declaration subject to the Rehabilitation of Offenders Act 1974)

Do you have any disabilities that might affect your application? YES/NO

Please tell us if:

- a. there are any reasonable adjustments we can make to assist you in your application
- b. there are any reasonable adjustments we can make to the job itself to help you carry it out

Do you need a work permit to work in the UK? YES/NO
When can you start work for us?

References

Please give the names and addresses of two persons as referees, other than your present employer or relatives who we can approach now for references. No approach will be made to your present or previous employers before an offer of employment is made.

1 2

I confirm that to the best of my knowledge the above information is correct.

Signature.....Date

*(The sample text is retrieved from the Internet at
http://www.ielts.org/.../IELTS_Application_Form
as of 11 March 2016 and modified as compared with the original)*

Unit 3

Applying for a Job

Team Project

Prepare a recruitment dossier

You work in the careers advice center of a University. It is your job to advise students about career choices and to provide information about employment opportunities.

With your team:

1. Select a medium- to large-sized company in your town/city.
2. Consult the company's corporate website for general, background information
3. Contact the Human Resources (HR) department of the company.
4. Ask for copies of any job advertisements that they have posted recently.
5. Ask for information about the process involved in hiring new employees.
6. Gather information on selection procedures and the short-listing of candidates.
7. Present your findings to the rest of the class.

From "The European"



Unit 4

Job Interview

Lead-in (Speaking – Reading)

1. Have you ever passed an interview? What is a job interview? What do you need to be prepared for in the course of job interview? What are the questions being most frequently asked? How to deal with inner tension when passing the interview? What are common recommendations to the applicants?

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*).

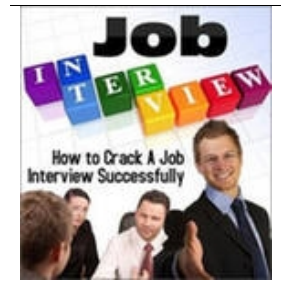
2. Read the text given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

A Job Interview

A **job interview** is a process in which a potential employee is evaluated by an employer for prospective employment in their company, organization, or firm. During this process, the employer hopes to determine whether or not the applicant is suitable for the role.

Role

A job interview typically precedes the hiring decision, and is used to evaluate the candidate. The interview is usually preceded by the evaluation of submitted résumés from interested candidates, then selecting a small number of candidates for interviews. Potential job interview opportunities also include networking events and career fairs.



The job interview is considered one of the most useful tools for evaluating potential employees. It also demands significant resources from the employer and allows the candidate to assess the corporate culture and demands of the job.

Multiple rounds of job interviews may be used where there are many candidates or the job is particularly challenging or desirable. Earlier rounds may involve fewer staff from the employers and will typically be much shorter and less in-depth. A common initial interview form is the phone interview, a job interview conducted over the telephone. This is especially common when the candidates do not live near the employer and has the advantage of keeping costs low for both sides.

Once all candidates have been interviewed, the employer typically selects the most desirable candidate and begins the negotiation of a job offer.

(The text is retrieved from the Internet at http://www.en.wikipedia.org/wiki/Job_interview as of 9 March 2017 and modified as compared with the original)

3. Using the vocabulary you have made up give a brief summary on the text (*not more than four sentences for five minutes*).

Step 1 (*Listening –Speaking –Writing*)

1. While watching the video piece “Twelve Top Tips for Successful Interviews” make up the list including twelve top tips for successful interview. Then make up another list according to priorities you consider to be the most important, important, less important not important at all. Give the reasons explaining your choice. Discuss these lists 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. Watch another video piece “Answer to Five Toughest Job Interview Questions” and make up the list of five toughest questions in the course of job interview and preferable answers for them.

3. Role-play: Using your note-making of previous activity dramatize in pairs conducting the interview:

Student A is an interviewer asking five toughest questions

Student B is an interviewee answering the questions

(You have eight minutes for this activity).

Step 2 (*Reading –Speaking*)

1. Read the paragraph about interviewing process. You will need to learn all the words you don’t know the meaning of. Pay special attention to the underlined words and word combinations. Working with your bilingual dictionary write translations of the underlined words and word combinations.

The Interview Process

A typical job interview has a single candidate meeting with between one and three persons representing the employer; the potential supervisor of the employee is usually involved in the interview process. A larger interview panel will often have a specialized human resources worker. While the meeting can be over in as little as 15 minutes, job interviews usually last less than two hours.

The bulk of the job interview will entail the interviewers asking the candidate questions about his or her job history, personality, work style and other factors relevant to the job. For instance, a common interview question is “What are your strengths and weaknesses?” The candidate will usually be given a chance to ask any questions at the end of the interview. These questions are strongly encouraged since they allow the interviewee to acquire more information about the job and the company, but they can also demonstrate the candidate’s strong interest in them. When an interviewer asks about the weaknesses of a candidate, they are acknowledging the fact that they are not perfect. However, the interviewer is not really interested in their weaknesses but how they may make up for them. It also displays the skill of self-reflection and the pursuit for self-improvement.

(The text is retrieved from the Internet at <http://www.acetheinterview.com/interview/> as of 9 March 2016 and modified as compared with the original)



2. Discuss in groups of three or four students the following issues:

- 1) What are person’s strengths and weaknesses?
- 2) Is the interviewer really interested in candidate’s weaknesses when he asks him about them?
- 3) Why is it important for the candidate to ask questions at the end of the interview?

Step 3 (*Listening–Speaking–Writing*)

1. Listen to the dialogues in the video piece “Describe Your Greatest Strengths and Weaknesses” and make up the list of candidates’ strengths and weaknesses. Discuss these lists in groups of two-three students. Compare each candidate’s first and second attempt to describe their strengths and weaknesses. Was the second one really better than the first and in which way? (*You have ten minutes for discussion*).

2. Using the list of candidates’ strengths and weaknesses from video piece in exercise 1 make up the list of your own strengths and weaknesses. (*You have time until the end of the class to do the assignment*.)

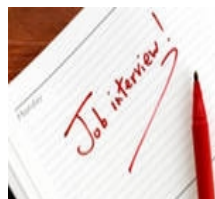
3. Home Assignment:

- 1) Make up the list of your personal strengths and weaknesses (*you may use the lists made by you in previous class activities*).
- 2) Do exercises 1, 2 from Unit 4 in the Workbook.
- 3) Find out in the Internet more information on Job Interview. Be ready to present your findings to other students next class.

Unit 4

Job Interview

1. In response to your letter with a resume you may be invited to have an interview at the Personnel Department. It is very important to make a good impression in the course of interview. It's up to you to choose reading the text A, B or C. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.



Text A. Before the Interview

Research the employer

Use the Internet or local library to do this. Examine the company web site or read their press releases. If they're local, ask an employee for advice.

Research the job

Find out what skills, attributes and knowledge the employers are likely to be looking for and check out how you measure up.

Research yourself

Find out how this job fits into your career plan and discover why you want it. It's important to know your strengths and weaknesses. Know what you have to offer that's unique. You should prepare possible answers to problem areas in your record – have explanations for poor exam results, a gap in dates or a change in direction.

Prepare answers

Prepare answers to possible question areas and have examples and data to back them up where you can. For example, if they ask you to talk about time when you persisted in something despite facing difficulties, you should have a specific answer such as 'My class were organizing an event for charity and had problems with setting it up. But I made sure we had a plan B and sorted it out. We raised £3,000.'

Question areas are likely to be

- skills and abilities
- future aspirations, goals and objectives
- personality factors such as motivation and temperament
- fit with the job e.g. knowledge of company, flexibility to travel, work shifts
- past experience, academic, extra-curricular and work including results and achievements
- situational and hypothetical questions to see what you have done/would do in certain circumstances.

Practice answers.

Practice possible answers aloud because they trip off the tongue more easily with practice. But don't memorize answers – you'll sound more convincing if you speak naturally.

Text B. Final Preparation

Trial run

Do at least one trial run with a trusted person and if you've not had an interview before, do at least three.

You may be able to think on your feet but it's best to save that for the unexpected and prepare for the likely.

What to wear

Dress appropriately. Visit the workplace to see what people who work in positions like the one you've applied for wear and dress like that or better. Ensure that your chosen outfit is clean and ironed the day before your interview.

Final Preparation

Complete your preparation the day before the interview and get a good sleep the night before.

On the day

Don't get excited or distracted by little things or plan anything that might break your concentration.

Be well groomed and clean.

Make sure you leave enough time to get there allowing for the unexpected. Travel light with a minimum of baggage and arrive early.

- Be yourself – that's who they want to meet.

Text C. At the Interview

Do

- give a firm handshake and greet each interviewer in turn;
- establish rapport with the interviewers, remember, they're often nervous too;
- smile confidently as appropriate sit comfortably upright;
- listen carefully to the questions and ask for clarification if you aren't sure what's being asked;
- take your time and think about your answers;
- make eye contact with the person who asked the question, but don't stare;
- use positive words;
- speak clearly;
- be positive and enthusiastic

Don't

- smoke, chew gum, tobacco or anything else;
- appear too casual;
- criticize anyone;
- lie, always be as honest as possible;
- ask about pay and conditions, there's time for this if you're being offered the job;
- use "uhs", "you knows" and slang

(The texts are retrieved from the Internet at

*http://www.bbc.cj.uk/nothernireland/schools/11_16/gogetit/getthatjob/interviewtips.shi
as of 15 December 2016 and modified as compared with the original)*

2. On the basis of the text (A, B or C) you have already chosen in exercise 1 make up the plan of your actions before the interview and present it next class.

Unit 4

Job Interview

You'll never get the second chance to make your first impression



1. Write a 150-word essay on recommendations for preparing to job interview.

Tips for writing your essay

- 1) Make your essay of three paragraphs.
- 2) Introduce your topic in the **first** paragraph by defining what a job interview is and what its purpose is for employer and for job seeker.
- 3) Discuss (in short) in your second paragraph all the important information an applicant should know to pass successfully an interview (procedure itself, typical questions to be asked, how to describe strengths and weaknesses, top tips for successful interviews, etc.).
- 4) In the **last** paragraph conclude your essay by re-starting the ways to train yourself for job interview by using the recommendations described in the preceding paragraph if a person really wants to succeed in job interview and get his dream job.

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www.glasbergen.com

2. Give your comments to the picture of taking the interview. Do you think the applicant will pass it? Give your reasons based on his utterance.



"My short-term goal is to bluff my way through this job interview. My long-term goal is to invent a time machine so I can come back and change everything I've said so far."

Unit 5

Business Etiquette

Lead-in (Speaking – Reading)

1. Why mastering the language itself is far not enough to be effective in communication? Why business etiquette is important for effective communication with partners? What you need know to get successful business outcomes?

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 than 12 minutes for all the presentations*).



2. Read the text given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

International Business Etiquette. Manners and Culture

● (1) Etiquette, manners, cross-cultural or intercultural communication have become critical elements required for all International and Global Business executives, managers, and employees. As international, multinational, transnational, multi domestic, and global business continues to expand and bring people closer, the most important element of successful business outcomes may be the appreciation and respect for regional, country, and cultural differences – known as cultural diversity.

● (2) Learning the skills of proper etiquette, manners, and intercultural communication will give you a wealth of information and resources that you can immediately apply during your international business travels and overseas assignments.

● (3) Information on international business etiquette, manners and culture will form your understanding of the uniqueness of cultures around the world and how to apply the skills of proper business etiquette and manners to become more successful taking into account cultural dimensions of different nations.

(The text is retrieved from the Internet at <http://www.cyborlink.com/> as of 9 December 2016 and modified as compared with the original)

3. Get ready to say whether the information (given in passages 1- 3) is presented according to the plan:

- a) understanding and applying skills of proper business etiquette;
- b) important elements and successful outcomes of business etiquette;
- c) learning skills of proper etiquette: manners and culture.

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

Step 1 (*Listening- Speaking- Writing*)

1. For watching the video piece class is divided into two groups each having its task: group 1 is to make notes of Dos while group 2 makes the list of Don'ts in business etiquette.

Discuss these lists in groups 1 and 2 (*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 Dos (gr.1) and Don'ts (gr.2) (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

2. Make up another list of Dos and Don'ts according to priorities you consider to be the most important, important, less important. Give the reasons explaining your choice.

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*).

Step 2 (*Listening-Writing- Speaking*)

1. Watch another video piece "Cell Phones and Business Meetings". While watching make notes of recommendations given in the video. After watching and discussing the results check your suggestions in groups; one student from each of the group will be requested to make a short summary of recommendations you've made in your group (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

Step 3 (*Reading-Speaking*)

1. Read the text given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

Skills – Business Etiquette: International Business Etiquette

As the global market grows, the need to understand multiple international standards of business etiquette grows. Research the country you will be working in or visiting; note the proper etiquette, culture and customs for that country. There are, however, a few key things to keep in mind when conducting business internationally:

- Knowing the language makes an excellent impression on the people you are doing business with. Barely knowing the language, but feigning fluency, could really harm the work you are trying to accomplish.
- Be mindful of time zones. You don't want to wake someone up on their cell phone or call someone with an unreasonable deadline or concern at an awkward time of day for them.
- As there is no standard global work day, you should keep in mind that work hours vary from country to country. This is important when scheduling meetings or conference calls.
- Know the holidays that will be observed, and be respectful of the time surrounding the holidays, as people may be less available.
- Meals can be extremely crucial in making a positive international business etiquette impression. The customs that are followed when dining are often very important, and mistakes in this area could be costly. Knowing the etiquette well in advance should allow you to relax and enjoy what could be an amazing new experience!

Vigilantly observe the corporate culture in which you work, and be aware that change will happen. Your eyes and ears are your best resource in this learning process! For business etiquette when interviewing for a position, please see the interviewing tip sheets. Numerous resources exist on-line on the topic of business etiquette, and there are professional courses you can take to help you learn more. There are also workshops at CCE on this topic in addition to resources in the Career Resource Center.

(The text is retrieved from the Internet at <http://www.careereducation.columbia.edu/resources/tipsheets/skills-business-etiquette> as of 9 March 2017 and modified as compared with the original)

2. Make up the summary to the text you have just read (*your utterance should include not more than three sentences for five minutes*).

3. Case study:

1) Read the situation described below, discuss it 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*).

What do you think is happening here?

A Belgian manager working in Thailand is unhappy that his secretary regularly arrives at work at least 30 minutes and sometimes as much as one hour, late at work. He knows that the traffic in Bangkok is bad but this is getting ridiculous. One morning when she arrives late again, he explodes in front of the others in the busy office. He then takes her aside and tells her that if she can't get to work on time she may risk losing her job. She responds by handing in her resignation.

2) In the course of discussion try to formulate mistakes made by the manager and propose your variant for problem solution.

3) Read the comments taking into account different cultures. Be ready to share your opinion with other students.

Comments

The manager has made a number of mistakes by not understanding that in some cultures it is not acceptable to criticize people in front of others. This is because a public telling/off leads to a "loss of face". It can also be unacceptable to show emotion at the workplace. Although there are always going to be times when criticism is necessary, in this cultural context, direct criticism, even in a one-to-one situation, is not acceptable.

From "Intercultural Business Communication"

4. Home Assignment:

1) Using the list of statements and priorities in exercise 1 and 2 Unit 5 in Workbook choose the ones you think you really possess to be a manager.

2) Write out all the words you don't know the meaning of.

3) Write a paragraph describing your suitability to be a manager based on the statements and priorities you have chosen for yourself. Be ready to present your it to other students next class.

Unit 5

Business Etiquette

1. Use the following statements to reflect on how well you are suited to be an international manager. How many are true to you?

1. I am sociable person and have a lot of friends.
2. I enjoy travel and learning about new cultures.
3. I have always been good at learning languages.
4. I enjoy dealing with ambiguous situations.
5. I am tolerant of people who disagree with me.
6. I am prepared to change plans according to what happens.
7. I am a good listener.
8. I can cope with stress.
9. I have experience of working abroad.
10. I have a partner/family, who is /are also keen on living abroad.
11. I am patient when things don't work out as I want them to.
12. I prefer to work in a team rather than on my own.

The more of these statements you can honestly agree with the more suitable you are for work in an international context.

2. Write a paragraph describing your suitability to be a manager based on the statements listed above being characteristic to you from those you have chosen. Confirm your choice by short explanation. (*Use not more than six-seven sentences.*)

You can also use the list of priorities according to which personnel managers are being chosen in Europe:

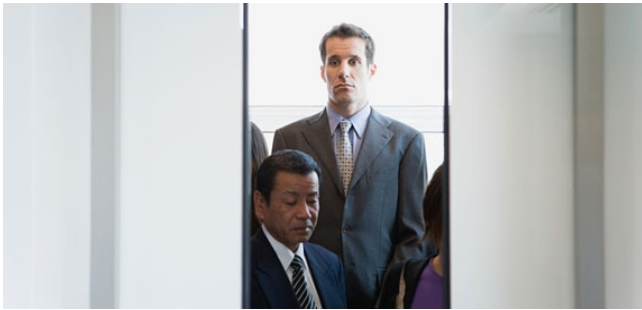
- social competence
- openness to other ways of thinking
- cultural adaptation
- professional excellence
- language skills
- flexibility
- adaptability to manage/work in team
- self-reliance/independence
- mobility
- ability to deal with stress
- adaptability of the family
- patience
- sensitivity

Unit 5

Business Etiquette

1. Read the article of Eliza Browning and make a brief oral presentation next class on five business rules that matter now.

Business Etiquette: 5 Rules That Matter Now



The ‘elevator rule’: Don’t discuss the meeting till you’re out of the elevator ... and the building.

The word “etiquette” gets a bad rap. For one thing, it sounds pretentious. And rules that are socially or morally prescribed seem intrusive to our sense of individuality and freedom.

But the concept of etiquette is still essential, especially now—and particularly in business. New communication platforms, like Facebook and Linked In, have blurred the lines of appropriateness and we’re all left wondering how to navigate uncharted social territory.

At Crane & Co., we have been advising people on etiquette for two centuries. We have even published books on the subject—covering social occasions, wedding etiquette and more.

Boil it down and etiquette is really all about making people feel good. It’s not about rules or telling people what to do, or not to do, it’s about ensuring some basic social comforts.

So here are a few business etiquette rules that matter now—whatever you want to call them.

1. Send a Thank You Note

I work at a paper company that manufactures stationery and I'm shocked at how infrequently people send thank you notes after interviewing with me. If you're not sending a follow-up thank you note to Crane, you're not sending it anywhere.

But the art of the thank you note should never die. If you have a job interview, or if you're visiting clients or meeting new business partners—especially if you want the job, or the contract or deal—take the time to write a note. You'll differentiate yourself by doing so and it will reflect well on your company too.

2. Know the Names

It's just as important to know your peers or employees as it is to develop relationships with clients, vendors or management. Reach out to people in your company, regardless of their roles, and acknowledge what they do.

My great-grandfather ran a large manufacturing plant. He would take his daughter (my grandmother) through the plant; she recalled that he knew everyone's name—his deputy, his workers, and the man who took out the trash.

We spend too much of our time these days looking up – impressing senior management. But it's worth stepping back and acknowledging and getting to know all of the integral people who work hard to make your business run.

3. Observe the 'Elevator Rule'

When meeting with clients or potential business partners off-site, don't discuss your impressions of the meeting with your colleagues until the elevator has reached the bottom floor and you're walking out of the building. That's true even if you're the only ones in the elevator.

Call it superstitious or call it polite—but either way, don't risk damaging your reputation by rehashing the conversation as soon as you walk away.

4. Focus on the Face, Not the Screen

It's hard not to be distracted these days. We have a plethora of devices to keep us occupied; emails and phone calls come through at all hours; and we all think we have to multitask to feel efficient and productive.

But that's not true: When you're in a meeting or listening to someone speak, turn off the phone. Don't check your email. Pay attention and be present.

When I worked in news, everyone was attached to a BlackBerry, constantly checking the influx of alerts. But my executive producer rarely used hers—and for this reason, she stood out. She was present and was never distracted in editorial meetings or discussions with the staff. And it didn't make her any less of a success.

5. Don't Judge

We all have our vices—and we all have room for improvement. One of the most important parts of modern-day etiquette is not to criticize others.

You may disagree with how another person handles a specific situation, but rise above and recognize that everyone is trying their best. It's not your duty to judge others based on what you feel is right. You are only responsible for yourself.

We live in a world where both people and businesses are concerned about brand awareness. Individuals want to stand out and be liked and accepted by their peers—both socially and professionally.

The digital landscape has made it even more difficult to know whether or not you're crossing a line, but I think it's simple. Etiquette is positive. It's a way of being—not a set of rules or dos and don'ts.

So before you create that hashtag, post on someone's Facebook page or text someone mid-meeting, remember the fundamentals: Will this make someone feel good? And remember the elemental act of putting pen to paper and writing a note. You'll make a lasting impression that a shout-out on Twitter or a Facebook wall mention can't even touch.

*(The text is retrieved from the Internet at
<http://www.inc.com/eliza-browning/business-etiquette-rules-that-matter-now.html>
as of 11 March 2017 and modified as compared with the original)*

Unit 6

Intercultural Communication



Lead-in (Speaking – Reading)

1. What is intercultural communication? Why is it important? In what way could intercultural communication be important for people having different occupation, say, for a doctor, an Internet website designer, a University lecturer?



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 Hofstede's definition of intercultural communication given below and give your reasons in its support or try to formulate your own one.

"Intercultural communication is collective mental programming or the software of the mind"
 Hofstede

3. From the definitions of communication given in the table below choose the one you consider to express the notion more exactly and confirm it with your own words (*you have five minutes for this activity*). Then try to define yourself what intercultural communication is.

Communication is

1. the exchange or transmission of ideas, attitudes, beliefs between individuals or groups
2. the techniques used to communicate information
3. the activity of expressing or exchanging information, feelings, etc.
4. interchange of thoughts, opinions, information by speech, writing or signs
5. the activity of communicating and conveying the information
6. a connection allowing access between persons or places
7. means of sending messages, orders including telephone, telegraph, radio, T.V.
8. the professions of journalism, broadcasting, etc.

Intercultural communication is... ..

*(The definitions are retrieved from the Internet at
<http://www.definitions.net/definition/communication>
 as of 11 March 2017 and modified as compared with the original)*

4. Read and discuss in your groups suggested answers with suggestions to the last question in the Lead-in to Unit 6.

Suggested answer

1) A doctor

Attitudes to illness, kinds of treatment, the role of the doctor and his/her relationship towards the patient vary widely across cultures. What is considered an illness in one culture may not be seen as such in another. Some cultures favor treatment of the whole person, others concentrate on dealing with specific symptoms. In some cultures the doctor will put more emphasis on the patient as a person, while in others the focus is on analyzing the illness.

2) An internet website designer

Although the internet has its origin in the USA, different cultures are now using it in different ways that suit their own environment and needs. Research comparing how the same company presents itself on the Internet in different countries has revealed considerable cultural differences. One example is that some cultures prefer to use visual material and icons, while others favor more text. A designer has to take these sorts of factors into account if the communication is to be effective.

3) A university lecturer

A university lecturer working abroad or with foreign students or a multicultural group at home, will have to be aware of a number of cultural issues. In the UK or USA, for instance, students will call their professors by their first name, which in other cultures would be a sign of disrespect. The role of teachers is different in different cultures. Western teachers working in Thailand, for example, complained that the students rarely asked questions in their classes, not realizing that it would be considered rude to ask questions, because this would imply that the teacher had not explained things. Forms of assessment vary – in some cultures, oral tests predominate, in others there are more written tests.

From "Intercultural Business Communication"

Step 1 (Reading- Writing)

1. Read the text given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

Workplace Communication Dynamics

The main types of workplace communication are: Formal/Informal Communication and Small Group Communication.

Formal interaction in the workplace takes place in a framework of unspoken authority and rules. **Informal interaction** is influenced by the culture of the organization .

Looking how people communicate in the workplace is useful because it helps to appreciate the causes of certain behaviors at work. We can more easily distinguish what behaviors are caused by organizational structure and what behaviors are caused by individuals interacting as a group.

Formal Communication

Formal communication is the information that flows upward, downward, and horizontally, among peers within an organizational structure. It also includes the diagonal interaction that takes place within project teams, boards, committees, and task forces.

Informal or Grapevine Communication

Informal or grapevine communication flows in any direction, it doesn't follow the organization structure. It can take place between all levels and all areas of the organization.

Informal relationships create a bond between people that help team become more cohesive and help people enjoy more the time they spend at the office.

In addition, the grapevine is used to carry rumors and gossip. Rumors in the Workplace are a fact of life, most people at work engage in some form of rumor spreading. Still, the rumor mill needs to be managed to reduce the harm that rumors and gossip may cause.

Small Group Communication

Small group communication includes: staff meetings, planning sessions, working sessions, project team meetings and committee meetings, board meetings and any other small group that meets and communicates.

In small groups, a facilitator leads the discussion and the group participates as needed. The dynamics of small groups are different than those of large groups or one-on-one interactions.

In a group, the individual is affected by the attitude of the leader and the attitude of other members of the group. The need to look good (or avoid looking bad) is stronger. People may also bring their own agendas to influence the group beyond the pre-established group goals. Individuals may also tend to agree with the group to avoid confrontations, a dynamic known as *groupthink*.

Small groups can meet face to face or remotely aided by technology. The dynamics are almost the same, the difference is that they play out via text or video on a screen; or voice on a telephone. The absence of presence *does influence* the way small groups communicate, but to a small degree.

To sum up: it's useful to look at **workplace communication**. Doing so helps to see how the way people communicate at work is shaped by (1) rules and organizational structure and (2) individual personalities.

2. Make up a written summary to the text mentioning in:

- 1) Introduction : main types of workplace communication;
- 2) Body text : giving some details on each type of workplace communication;

- 3) **Conclusion:** why this information is important.
(*not more than five sentences for eight minutes*).

Step 2 (*Listening- Speaking- Writing*)

1. Watch the video piece “Cultural Diversity – Tips for communicating with cultural awareness”. While watching make notes using the prompts given in brackets for answering the questions:

- 1) What is cultural diversity? (*write down its definition*)
- 2) What types of differences does it cover? (*umbrella of cultural diversities: religious behavior, attitude, differences in relation to values, beliefs, gender differences, status differences*)
- 3) Do you have any tips on cultural diversity?
(*using the observation skills, appreciating differences, respecting the individual concern, being patient*)
- 4) What country do people communicate by giving facts?
by sharing a lot of emotions?
by building harmony?
by asking about families?
- 5) Can you summarize cultural diversities?
(*acknowledging differences, respecting those differences*)

2. Role-play: Using your note-making of previous activity dramatize in pairs conducting the interview discussing the problem of cultural diversity:

Student A is an interviewer asking questions from exercise 1.

Student B is an interviewee answering the questions

(*you have ten minutes for this activity*)

3. While watching video “Gestures around the world” try to remember different meanings of the same gestures in different countries. Get ready to demonstrate the ones that impressed or surprised you much (*not more than five minutes*).

4. Home Assignment:

- 1) Using your bilingual dictionary find and write out the translation of the following words you need to know to translate the text given in exercise 1 in the Workbook.
- 2) Do exercises 2 and 3 from Unit 6 in the Workbook.
- 3) Find out in the Internet more information concerning intercultural communication you can be interested in. Be ready to present it to other students next class.

Unit 6

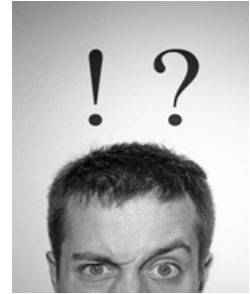
Intercultural Communication

1. Read the text given below. Write out all the words you do not know the meaning of.

How to Become an Effective Communicator

Jan 5, 2010 | By Julie Webb Kelley

Communication is vital to the maintenance of relationships on the job and at home. Becoming a skillful communicator is considered a key element in living a successful life, but not everyone is taught to be an effective communicator. Just as other skills can be learned, capable communication skills require just a bit of training and practice.



Step 1

Select the right medium by means of which you share your message. Will you choose an in-person conversation? A letter? What words you will use? What attitude and tone will you convey? As the sender of the message, it is your responsibility to consider the person receiving your message and which style of communication will aid in his understanding.

Step 2

Connect with feedback. It may be as simple as a confirmation that the original message was received and understood (a head nodding or a laugh), or it may be a restatement of the facts of the original message. The feedback phase is vital in order to know if the original message was correctly interpreted by the receiver. During this phase it is critical that the sender listen to the receiver's feedback. Feedback may also involve a request for further information from the sender, in which case the transmission phase begins again.

Step 3

Listen closely. According to an article in "USA Today," effective communication requires attentive listening. It suggests that communicators practice clarifying. Clarifying is when you ask questions about what is being said, or when you ask questions in order to ensure that your communication has been understood. Say, "I'm not sure I've made my point clear. Tell me what you understand." Listening is such a vital part of the communication process that the first chapter of the "Harvard Business Review on Effective Communication" is entitled "Listening to People".

Step 4

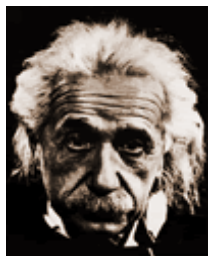
Repeat back and reflect feelings. Repeating is summarizing in your own words what was communicated. For example, “I heard you say that this report is too long.” Reflecting feelings is being able to express that you hear and understand someone’s words and thoughts. Say, “I understand your concerns about this report being too long.” It often includes summarizing.

Step 5

Pay attention to non-verbal communication. Your facial features, your expressions, the way you stand, sit –it’s all communication. Becoming aware of your facial expressions as you communicate is important. Are you frowning while the other person talks because you’re thinking about your response instead of listening? During the feedback phase, listen attentively to ensure that your communication was received as you intended. Lean in toward the other person, relax your facial muscles, and rest your hands in your lap or on the table in front of you. Make eye contact with the speaker and concentrate on her communication. Be open to comments and responses.

*(The text is retrieved from the Internet at
<http://www.livestrong.com/article/70778-become-effective-communicator/#ixzz1quVG9LHp>
as of 12 April 2017 and modified as compared with the original)*

- 2.** In each paragraph find out the words you consider to be key words and make up their list *(at least from one to three words)*.
- 3.** Using the list of key words you’ve made up formulate the main idea of each step to become an effective communicator and write the summary.



Unit 6

Intercultural Communication

1. Read the text to answer the question why people read communication quotes.

Why read communication quotes

Reading communication quotes is a way to reflect and get inspired. Some of the quotations included here are by names you'll know, some are by lesser known people. Each gives an insight beyond human communicating as it helps us get to the human soul.

When we read Henry Van Dyke's quote: "Use what talents you possess: the woods would be very silent if no birds sang there except those that sang best", it makes us think about the ultimate freedom of self-expression we all have.

As you read the list of quotes on communication, you may find that some of your favorite communication quotes are missing.

This list includes not just communication quotes – those have the word communication in them – but also quotes that are about people connecting with each other: listening, silence, poetry, conflict, and so forth. But you can still call them communication quotes. The quotes follow no rhyme or reason, they are just here to be enjoyed.

2. Look through the communication quotes and find those you consider to be the best. Give your reasons why you have chosen them.

Communication Quotes

Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius – and a lot of courage – to move in the opposite direction.

Albert Einstein

Use what talents you possess: the woods would be very silent if no birds sang there except those that sang best.

Henry Van Dyke

If you don't ask, the answer is always no.

Tony Robbins

Soon silence will have passed into legend. Man has turned his back on silence. Day after day he invents machines and devices that increase noise and distract humanity from the essence of life, contemplation, meditation.

Jean Arp

A bird does not sing because it has an answer. It sings because it has a song.

Maya Angelou

The newest computer can merely compound, at speed, the oldest problem in the relations between human beings, and in the end the communicator will be confronted with the old problem, of what to say and how to say it.

Edward R. Murrow

Poetry: the best words in the best order.

Samuel Taylor Coleridge

Good communication is as stimulating as black coffee, and just as hard to sleep after.

Anne Morrow Lindbergh

To listen fully means to pay close attention to what is being said beneath the words. You listen not only to the ‘music,’ but to the essence of the person speaking. You listen not only for what someone knows, but for what he or she is. Ears operate at the speed of sound, which is far slower than the speed of light the eyes take in. Generative listening is the art of developing deeper silences in yourself, so you can slow our mind’s hearing to your ears’ natural speed, and hear beneath the words to their meaning.

Peter Senge

Genuine poetry can communicate before it is understood.

T.S. Eliot

Two monologues do not make a dialogue.

Jeff Daly

When the eyes say one thing, and the tongue another, a practiced man relies on the language of the first.

Ralph Waldo Emerson

Big egos have little ears.

Robert Schuller

Effective communication is 20% what you know and 80% how you feel about what you know.

Jim Rohn

The reality of the other person is not in what he reveals to you, but in what he cannot reveal to you. Therefore, if you would understand him, listen not to what he says but rather what he does not say.

Kahlil Gibran

The truth that survives is simply the lie that is pleasantest to believe.

H. L. Mencken

It’s good to shut up sometimes.

Marcel Marceau

The cruelest lies are often told in silence.

Robert Louis Stevenson

The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.... A loving silence often has far more power to heal and to connect than the most well-intentioned words.

Rachel Naomi Remen

(The quotes are retrieved from the Internet at

*<http://www.shmoop.com/shining-stephen-king/language-communication-quotes.html>
as of 14 April 2017 and modified as compared with the original)*

3. Have a great quote about communication? Just add it!

MODULE 2
BUSINESS COMMUNICATION

Unit 7

Communication Means

Lead-in (*Speaking – Reading*)

1. Why is effective communication important? What communication means do you often use and whether their choice depends on the situations? Is it the problem itself you need to solve by communicating that defines the choice of the best method of communication for each problem?

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 pages 1-4) is presented according to the plan:

- a) media disadvantages
- b) media advantages
- c) communication means used in the past
- d) most commonly used media at present.

Means of Communication

(1) A few centuries ago people knew only a few kinds of communication. They could: a) speak to each other, b) send their message from one place to another by smoke signals, c) use mail. Later on, they also had some newspapers. The first expansion of media was when the radio and television were invented. The second and the biggest boom started in 1960s when the first communication satellite was launched into orbit.

(2) There are 4 main media: Newspapers, TV, Radio and the Internet. People percept it as a common thing. Media are very important – they give us so huge amount of information that we even can't remember. It helps us to understand things and make our own decisions. In education media are inestimable means. By their means we can help other people.

(3) Nowadays it is very simple to send a message and it takes few seconds. When you turn on TV or a computer you can see the whole world as if it is nearby. You can learn culture and habits of other nations and even see what they are doing right now. The world turned to be 'the global community village'.

(4) We have to take into account that media sometimes give untrue information. Another disadvantage is that there is a danger of being effected in "a bad way" (pornography in the Internet and bad quality action films in TV). And, finally, famous people suffer much of media giving not objective information and violating their privacy.

(The text is retrieved from the Internet at http://www.google.com.ua/means_of_communication /as of 12 December 2016 and modified as compared with the original)

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

4. After discussing the picture in groups of two-three students, one student of each of the group will make a short presentation of your vision of the situation depicted there (*you have five minutes for discussion*).



"EACH OF YOU HAS BEEN GIVEN A SIMPLE, YET POWERFUL TOOL..."

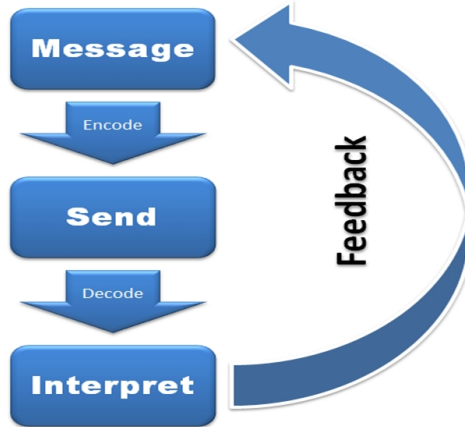
Image taken from: <http://www.fine-tooning.com/Cartoons.html>

5. Using your bilingual dictionary find and write out the translations of the following words:

- message
- to encode
- to decode
- to interpret
- feedback
- cycle
- misunderstanding
- to filter
- beliefs
- values
- frustration

6. Give your explanation of the six step cycle communication process given in the scheme in pairs (*5 minutes*). You can use the information from the text. Then every pair is supposed to present their explanation of the effective communication cycle.

Effective Communication Cycle



The effective communication process is a six step cycle, and unfortunately the communication can break down or become confused at any step.

Sometimes the symbolic message isn't even clear in our own brain, and yet we still expect others to know what we mean!

Then the encoding, sending, and decoding phases all provide opportunities for errors and misunderstandings to crop into the process.

In the fifth step, the receiver has to filter the message and decide what it means based on their own values, beliefs, filters, and memories.

If any of these steps fails, the result is confusion, conflict, and frustration.

(The text is retrieved from the Internet at www.maximumadvantage.com/ as of 10 January 2017)

7. Read the text below and get ready to summarize the information from this text in the next class. You will need to know all the words from the text. Pay special attention to the underlined words and word combinations.

Why is effective communication important?

Communication, whether you like it or not, is present in every setting be it in business, in our workplace, in our class, at home or in our social life. Practicing both your communicating and listening skills is essential in getting your idea across and receiving the speaker's idea.

Despite knowing the importance of communication and listening, I must admit that I do not practice them effectively. Whenever I enter a new environment, I would often feel out of place because I have a problem interacting with people whom I barely know. Sometimes I felt small and incompetent because of my command of language. I am afraid that I will be judged upon the way I communi-

cate, thus at times I choose the keep my thoughts to myself. In a day-to-day conversation, I realize that I am always running out of topics to talk to my friends. Silence is golden while too much silence between friends will lead to awkwardness. Hence I always envy those who has lots to say even to a stranger. Why is that so? How did they do it? I figured that it is time that I step out of my comfort zone and learn some of these communication skills from this module as it will be even more important in future in my workplace.

(The text is retrieved from the Internet at http://www.google.com.ua/means_of_communication/ as of 12 December 2016 and modified as compared with the original)

8. Working with your bilingual dictionary write translations of the underlined words and word combinations

You have time until the end of the class to do the assignment.

9. Home Assignment:

- 1) Prepare an oral presentation of your ideas and feelings based on the text “Why is effective communication important?”
- 2) Read the text “Communicating with colleagues”, write out all the words you do not know the meaning of.
- 3) Make up vocabulary to the text “Which Channel?” and prepare oral summary of pros and cons of four main channels of communication.
- 4) Find out in the Internet explanation and samples of memorandum (memo). Be ready to explain other students

Unit 7

Communication Means

Lead-in

1. Read the text. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

Communicating with colleagues

Effective internal communication is essential for the success of any modern organization. And with increasing globalization, internal communication often means communicating across international borders.

There are many different forms of company communication, including phone calls, memos, face-to-face meetings, newsletters, notice-boards, webcasts and, of course, e-mail. Today's employees need to be familiar with all these different media and be competent in using them. They also have to be thoughtful: in a word of information overload, it is important to choose the correct medium to provide information that is relevant and timely.

So, when should you choose a face-to-face meeting and when should you pick up the telephone? When should you write a formal memo and when is an e-mail most appropriate?

(The text is retrieved from the Internet Business Spotlight of April-June 2004 at <http://www.business-spotlight.de/> as of 12 December 2017 and modified as compared with the original)

newsletters- інформаційний бюлетень

notice-boards – дошка оголошень

webcasts – мовлення/трансляція події у WWW (World Wide Web)

information overload – інформаційне перевантаження

timely- своєчасний, регулярний

appropriate- придатний, відповідний.

2. Translate the text using a bilingual dictionary, write out words you do not know the meaning of paying special attention to the underlined words and word combinations. Be ready to summarize pros and cons of four main communication channels

1. Which Channel?

Internal communication goes by four main channels: by e-mail, by memo, by telephone and face-to-face. There are a number of factors to consider when choosing the appropriate medium:

Feedback. Does my communication require a reply, or am I just passing on information?

Urgency. How quickly do I need a reply? Does someone need to take action immediately?

Complexity. How complex is the information? Is it realistic or efficient to explain it in writing?

Sensitivity. Is criticism involved? Does the information require sensitive handling in a face-to-face meeting?

Formality. How formal is the communication? Is a written record required?

Each medium has its advantages. Face-to-face meetings are good if you need to discuss important issues or resolve difficult situations. Like meetings, phone calls have the advantage of being a real-time exchange, which makes instant clarification possible.

E-mail, on the other hand, is popular because messages can be sent at any time, even if the recipient is not available personally. Also, people can read and respond to the messages when they have time.

E-mail therefore allows employees to manage their time more effectively, without the constant interruptions of the phone. E-mail also provides a written record.

Interestingly, business people often combine phoning and e-mail, using the written contract to set up telephone discussions at convenient times to follow up with a record of the discussion.

Memos, finally, can be used where formal internal communication is necessary. They can also be used in situations where not all the employees are connected to an internal e-mail system.

(The text is retrieved from the Internet Business Spotlight of April-June 2004 at <http://www.business-spotlight.de/> as of 12 December 2017 and modified as compared with the original)

channels –
feedback
urgency
complexity
sensitivity
sensitive
formality
written record
issues
resolve
instant
clarification
recipient
convenient
follow up

Unit 7

Communication Means

1. Make a list of communication means available at your locality prioritizing from those being of the most, less and no importance to you. Consider the cost involved and the benefits you derive from that means of communication while giving priority.
2. Using the list you've made up in exercise 1 write a summary on the topic "Communication Means in my life". Before writing look through the summary given in exercise 3.
3. Read the summary and think of its structure before writing your own one.

What I prefer

I don't read newspapers very often because I have no time and I'm not able to take it as relaxation. I read it only if something very important happens or if I find something really interesting to me. I listen to the radio quite often despite music they are playing, I can find a lot of information there because every hour there are news. I hate big amounts of adverts. I watch TV quite often some people say that it's tiring but I use it as relaxation. I lie or sometimes sleep. I love sitcoms but I hate soap operas because I find them very boring and about nothing, they are often same. I like good comedies with crazy or black humour and I can't stand romantic films and action films although I used to love them when I was smaller. I think the Internet is the best way of communication. It provides you the most of information: you can watch TV through Internet or listen to radio, you can read newspapers, magazines or books. But as I said it's very expensive so I don't have it at home but I am going to have it when I am older, if people won't invent anything better.

(The text is retrieved from the Internet at http://www.google.com.ua/means_of_communication /as of 12 December 2017 and modified as compared with the original)

Unit 8

Memorandum

Lead-in (*Speaking – Reading*)

1. What is memorandum (memo)? Are there any special rules in memo writing? What memoranda definitions and samples did you find in the Internet and other resources?

What's the structure of memorandum?

Discuss the questions based on your home assignment 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 give brief oral information as for the structure of memorandum. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

Sending Memos

Memos are business documents that are typically used for giving reports or briefings within a company. Normally, they are short and concise, although sometimes they are used to provide an introduction to a short report.

Memos tend to be as formal as business letters but don't normally have an opening greeting ("Dear...") or closing remark ("Yours..."). Companies usually have an in-house template for memos, with a specific logo, font, etc. Memos usually include the following elements:

- "To:"
- "From:"
- "Subject:"
- "Date:"

Memos must explain clearly what they are about. Here are two common types with example phrases:

- **A follow-up to a meeting:** As a result of last week's meeting..."
- **A reminder:** "The project should be finished by 22 September."

At the end of a memo, it is also essential to include one's telephone number, e-mail address, etc.

(The text is retrieved from the Internet Business Spotlight of April-June 2004 at <http://www.business-spotlight.de> /as of 12 December 2017 and modified as compared with the original)

3. Study the structure (in the left column) and memoranda itself. Using a bilingual dictionary write out words you do not know the meaning of paying special attention to the underlined words.

MEMOS		MEMORANDUM
Structure Many memos follow the basic structure:		To: Project Team 221 From: B. Dignen Date: 22 February 2012 Subject: <u>Q1</u> Meeting
1.Statement of purpose	begin with a short paragraph that explains what the memo is about.	Purpose: This memo <u>reviews</u> the recent Q1 meeting. Summary: <u>Overall</u> , I thought the meeting was positive and clear steps for action resulted.
2. Summary	summarize the information <u>concisely</u> .	Discussion: Steve and Jeremy will continue with initiatives in France. Recommendation: We should continue to view new market development as strategic for BBD <u>Ltd.</u>
3.Discussion:	point out to the reader any important information that should be <u>highlighted</u> .	
4. Action:	finally, state any additional action you are going to take or think should be taken.	

(The sample is retrieved from the Internet Business Spotlight of April-June 2004 at <http://www.business-spotlight.de> /as of 12 December 2017)

Step 1 (Writing)

1. Write a memo from the office manager to all the staff about documents which are circulated with a distribution list. She has received complaints that people are taking too long to read them and that sometimes people forget to pass the documents on to the next person on the list. She asks them to think about other people who might want to read them. Use the sample of memo given in the exercise 3 (you have fifteen minutes for writing memo).

Step 2 (Reading – Speaking)

1. The class is divided into three groups. Every group have up to *ten minutes* to read and understand in all details one of the three texts about various communication channels that follow (e.g., the first group is supposed to read text A, the second group text B, the third group text C). Write out words you do not know the meaning of paying special attention to the underlined words and word combinations.

Text A. Email Technology and Human Communication

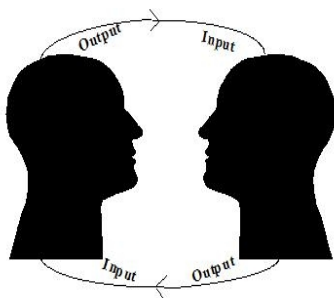
Ever since email became widely adopted in the corporate world, several irreversible shifts in the way people communicate have taken place. Those shifts include, among others:

- (1) The control over who communicates with whom has shifted a bit from strictly following communication channels to more unexpected communication patterns.
- (2) The burden of deciding on the importance of any given piece of email, has shifted from sender to receiver.

As more people embraced email communication, another technological transformation took place. People began to use distribution lists and online bulletin boards to form groups to share information with about subjects that mattered to them. Forums were the beginning of collaborative tools that satisfied another human need: the need for community.

Online bulletin boards and forums were one of the precursors to today's online social networks and collaboration tools.

(The text is retrieved from the Internet at <http://www.com.ua/meansofcommunication> /as of 12 December 2017 and modified as compared with the original)



Text B. Making Phone Calls

Telephoning has clear advantages it is a better medium for the discussion of sensitive or complex issues, and it allows you to agree to take immediate action. Also, talking provides more opportunities for creating a positive working relationship with your colleagues.

As is true for internal e-mails, internal telephone calls tend to be less formal, less prepared and therefore less professional than external communication. However, there is a danger of forgetting the “telephone basics” and of not respecting your colleague sufficiently.

Improve your English by using it on the telephone at least once a day rather than sending e-mail. Telephoning is a great way to improve your fluency and build vocabulary.

(The text is retrieved from the Internet at <http://www.com.ua/meansofcommunication> /as of 12 December 2017 and modified as compared with the original)

Text C. Social Networking



A social networking service is an online service, platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services.

Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Online community services are sometimes considered as a social network service, though in a broader sense, social network service usually means an individual-centered service whereas online community services are group-centered. Social networking sites allow users to share ideas, activities, events, and interests within their individual networks.

(The text is retrieved from the Internet at <http://mashable.com/follow/topics/social-networking/> as of 12 December 2017 and modified as compared with the original)

2. On the basis of the text (A, B or C) you have already chosen in exercise 1 make up the summary to the text you have just read. After the group discussion, one student from each of the group will be requested to make a short presentation of the summary made (*your utterance should include not more than three sentences; not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

3. Role-play (10 minutes). Every small group should be divided into two pairs. One student in a pair is an interviewer; the other is a person interviewed for a TV program. The subject matter of the interview is embodied in the text read. For instance, in the interviews based on the text A (p. 71) the e-mail technology is being discussed. In the interviews based on the text B (p. 71) both positive and negative sides of telephoning are being discussed while in the interviews based on the text C (p.72) the social networking is under consideration. The interviewer is supposed to ask the interviewee 3-4 questions on the basis of the text read.

4. Home Assignment:

- 1) Read the text “Memorandum”, write out all the words you do not know the meaning of (exercise 1 in the Workbook)
- 2) Using the information of the text A be ready to give oral definition what memorandum is (ex. 2).
- 3) Make up the list of documents mentioned in the text A (ex. 3).
- 4) Find out in the Internet the purpose of the documents you have included in your list from exercise 3 (ex. 4).
- 5) Make up an oral summary on memo heading and body for the next class based on the text B (ex. 5).

Unit 8

Memorandum

1. Read text A. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations. Give oral definition what memorandum is.

Text A. Memoranda

Memoranda are brief, informal reports used to establish a record. They generalize the communication process by transmitting the message from one or more authors to one or more recipients. E-mail messages typically take the form of memoranda.

The memorandum is among the most versatile of organizational documents. From brief research reports and progress reports to trip reports and thumbnail proposals, the memo form is widely used to communicate technical and administrative information. Memoranda are written for numerous internal purposes—for example, to request information, to make announcements, to outline policies, and to transmit meeting minutes. Thus, in most organizations, memos play a crucial role in establishing a record of decisions, requests, responsibilities, results, and concerns.

2. Using the information of the text be ready to give oral definition what memorandum is.

3. Make up the list of documents mentioned in the text A.

4. Find out in the Internet the purpose of the documents you have included in your list in exercise 3.

5. Study the samples of the memo heading and body in the text B. Write out all the words you do not know the meaning of. Make up brief oral summary on memo heading and body next class.

Text B. The Memo Heading and Body

The distinctive element of the memorandum is its heading, which is used to frame the message in a very accessible and transparent manner.

MEMORANDUM

To: J.C. Crewe, NIH Small Instrumentation Program

From: D. Mars
Department of Mechanical Engineering
Room 3-250, MIT
Ext. 617-996-2828

Subject: Request for an Image Digitizing System to Support
Ongoing Research (\$10,900)

Date:

Identify the recipient clearly. Use title, if he or she uses it. Recipients may also be addressed as a group.

Identify the author, and add title if the memo is going to another group outside the normal working locale.

Give a clear, detailed identification of the subject under discussion.

This information sets out the context of the message and should be detailed enough to make the context very clear.

The Memo Body

Generally, organize the topics of the memorandum in order of importance, with the key statements first and the details further on. The memorandum should normally begin with a brief summary statement, in one or two sentences, identifying the key topic and the scope of the memorandum.

MEMORANDUM

TO: J.C. Crewe, NIH Small Instrumentation Program

FROM: D. Mars
Department of Mechanical Engineering
Room 3-250, MIT
Ext. 617-996-2828

DATE: January 16, 1992

SUBJECT: Request for an Image Digitizing System to Support
Ongoing Research (\$10,900)

This request for \$10,000 is for a picture digitizing system and plug-in board for a PC clone, and for an Ethernet board and software. The systems directly serve two NIH grants and indirectly serve other users in the XYZ community through the ability to transfer these images over the campus network. Granting this request will enable their projects to achieve a solid technological base for image analysis.

Problem

Our research has become increasingly dependent upon image analysis to extract quantitative data from pictures taken through microscopes. This requirement has been the focus of a substantial effort over the past six years to develop algorithms for analyzing

Memo headings

Subject detail

Summary

Background

Details

pictures with a computer. Unfortunately, the software has out-paced the picture digitizing systems that are available to us. We are in dire need of reliable commercial systems that will digitize pictures in color at better than 1000 x 1000 pixels per picture.

The Participating Grants

The two active NIH grants that will immediately benefit from the requested imaging system include:

- HL570D. Mars

This grant investigates the influence of fluid shear stress on the structure and function of vascular endothelium. Imaging is used for cell shape analysis and detection of antibody stains.

- HL4500 R.F. Dodge

Research on aqueous outflow from eye and relation to glaucoma. Imaging used to extract quantitative data from electron micrographs of porous tissue.

Budget

The image system we have chosen is a Bameyscan Digitizer and plug-in board for a PC Clone (\$8700), plus a PC clone and Ethernet board and software (\$2200) to connect to the existing image analysis system on the MASSCOMP computer in the Fluid Mechanics Laboratory.

Unit 8

Memorandum

1. Pair-work: Read the memorandum given below and be ready to give detailed information and explanation next class to your friend who has received it and has no experience in dealing with memos (*your utterance should include key points such as from whom, when, as the result of response, the essence of message itself etc.; for not more than three minutes*).

Memo

To: John Smith
From: Albert Johnson
Date: 9/15/2010
Re: Your call from August 28, 2010

Message:

Hello John,

Thank you for your prompt response to my inquiry. However, my original question still remains. Looking forward to your response.

Regards, Albert

2. Explain your friend what problem he/she should solve in his/her prompt response to Albert Johnson and what actions he/she is expected to undertake.
3. Find out in the Internet among the samples of memorandum (memo) the one you consider to be best. Be ready to explain other students why did you choose this very sample.

Unit 9

Computers and Internet

Lead-in (*Speaking – Reading-Writing*)

1. Can you imagine your life without computer and the Internet? What is the Internet? What are its major functions? Were they initially the same? What do you use it for in everyday life?



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. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and abbreviations. Get ready to explain them (*you have ten minutes for this activity*).

What is the Internet?

(1) The Internet is a set of interconnected computer networks that has been developed over the last three decades of the 20th century. The US Defense Advanced Research Project Agency Network (DARPANET) was one of the first networks to interconnect government, academic and private research organizations. One of the early European connections was established with the Centre Européen de Recherches Nucléaire (CERN) in Geneva. Today the Internet network of interconnected computer networks developed from this early beginning has been extended to cover many millions of computers located in all the continents of this planet including Antarctica!

(2) Initially the Internet was used primarily for sending electronic messages and transferring files. It was not long before groups of people interested in the same subjects set up news groups so that messages could be shared among the relevant user community. To allow people to request files from another system without having to send a message requesting a copy of it, the Internet community developed a File Transfer Protocol (FTP).

(3) While these early techniques were very helpful in speeding up the interchange of information between researchers they had limitations when it came to document handling as you could not be sure what format the files you requested would be in, and whether you would be able to process them when you received them. Tim Berners-Lee, a researcher at CERN, developed a document browser that

could request files over the Internet and display them in a predefined format. To do this he introduced two new protocols to the Internet, the Hyper Text Transfer Protocol (HTTP) and the Hyper Text Markup Language (HTML). The CERN browser soon became the standard tool through which researchers requested documents ('surfing') over the Internet.

(4) As HTML document browsers became readily available more and more people started referencing existing documents over the Internet. A standard method of identifying files using Uniform Reference Locators (URLs) was developed so that browsers could share files more easily. Files that were interconnected in this manner were seen to form a World Wide Web (WWW) of data. This name is, nowadays, synonymous with the use of the HTTP and HTML protocols to interchange electronic documents.

Network	process	DARPANET
Interconnect	document browser	CERN
Extend	predefined format	FTP
electronic message	surf	HTTP
limitations	interchange	HTML
		URLs
		WWW

(The text is retrieved from the Internet at <http://www.is-thought.co.uk/book/sgml-2.htm> as of 25 March 2017 and modified as compared with the original)

3. Make up the list of key words corresponding to each paragraph (1-4) and formulate on their basis the plan points for making oral summary to the text (*not more than four issues: one per each paragraph; not more than eight minutes for group work*).

Step 1 (*Listening-Speaking-Writing*)

1. Watch the video piece "Talking about Computers- and Internet-Related Terminology". While watching make up notes of : a) terms being used there; b) actions sequence for searching information on the Internet.

Discuss your notes in groups of two-three students to restore information given in the video (*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. Watch the video the second time for checking and adding up the information you haven't managed to catch in the course of first listening.

Step 2 (*Speaking*)

1. **Role-play:** Using your note-making of previous activities dramatize in pairs asking for help and giving recommendations for searching info on the Internet (*you have ten minutes for this activity*).

Student A asks questions concerning the actions sequence for searching weather forecast on the Internet

(I'd like to find What do I need to do?)

Student B gives instructions to help Student A find the info he/she searches.

(First, you need to connect to the Internet

Then... ..

Finally,)

2. Using the table given below check how much you have acquired from the computers- and Internet-related terminology in pairs.

Internet	A world wide digital network linking computers all over the world
Search engine	Program that searches information on the Internet
Spam = junk mail	Any kind of mail that you don't want
Web browser	A software program that lets users view websites on the Internet

3. Look through the comments of Beansight's co-founder and product marketing manager and make up oral summary to the article.



Earthquake at Apple

Steve Jobs left. It's always a nightmare for big companies when they see their charismatic CEO leave. The success of Apple was really connected with the image of their CEO. You might know that Jobs already left Apple in 1984. As a results Apple's sales went down and they had to

buy Jobs' s new company (NeXT) in order to retrieve their CEO and therefore their success.

But this time, things are going to be different. As he mentioned on his resignation letter, Jobs is going to stay as chairman in Apple's board. I don't see Jobs resignation as a real threat to the company. I'm positive his leaving has been fully prepared and I suspect Apple will release a huge piece of news in order to prevent a drop of its shares.

(The text is retrieved from the Internet at <http://www.mobiledia.com/news/105028.html> as of 25 March 2014 and modified as compared with the original)

4. Home Assignment:

- 1) Make up the list of words you don't know the meaning of from the texts in Workbook to Unit 9.
- 2) Do exercises 1, 2 and 3 in Workbook to Unit 9.
- 3) Find out in the Internet information concerning the topic you really would like to share with other students next class.

Unit 9

Computers and Internet



1. Look through the texts A, B, and C. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations. Get ready to explain their meaning from the context.

(A) What exactly is the Internet?

The best way to think of the Internet, or Net as it is often called, is as a vast global network of networks connecting computers across the world. These networks range from government departments and industrial and educational communication systems down to the personal online service providers such as CompuServe, Delphi, etc.

At present, more than 33 million people use the Internet and over three million computers worldwide are-linked in. They use the Net for transferring data, playing games, socializing with other computer users, and sending e-mail (electronic mail).

(B) What is cyberspace?

Cyberspace is the term we give to this entire electronic domain. Whenever you are using one of the online services such as e-mail or the World Wide Web, you are in cyberspace.

Despite the confusing techno-jargon that surrounds it, the Internet is simple: computers talk to one another through a network that uses phone lines, cable, and fibre-optic lines.

(C) How did it begin?

The Net was dreamt up in the late 1960s by the US Defense Department's Advanced Research Projects Agency which decided that, in the event of a nuclear attack, it needed a means by which messages could be sent and received even if phone lines were inoperative. In 1969, there was a network of just four mainframe computers.

By 1972, the number had risen to 40. About this time the idea of the electronic mailbox was born, as users looked for a way of talking to each other electronically. By 1984 when the resources of the network were made available to academics, the Internet began to develop into the form we know it today.

(The text is retrieved from the Internet at <http://www.isoc.org/internet/history/brief.html> as of 25 March 2015 and modified as compared with the original)

2. Make up three sentences corresponding to each mini-text A, B and C (*one sentence per each*) to use them as the plan for oral summary next class.

3. Choose one from five broad areas of the Internet given in the text below. Read it, check the meaning of the words you don't know the meaning of. Be ready to share in some words the information you have got next class.

The Internet can be divided into five broad areas

1 Electronic Mail

E-mail is much faster than traditional or snail mail because once the message is typed out, it arrives in the electronic mailbox of the recipient within minutes or seconds. Anything that can be digitized – pictures, sound, video – can be sent, retrieved, and printed at the other end. This is efficient, convenient, and saves trees!



2 Information sites

This is perhaps the fastest growing area of the Internet as more and more people put their own information pages on line. One thing that computers do very well is process vast amounts of information very fast, so, by specifying a key word or phrase, the computer can then search around the Net until it finds some matches.

These information sites are usually stored on big computers that exist all over the world. The beauty of the Net is that you can access all of them from your home, using your own PC.

3 The World Wide Web

The World Wide Web, usually referred to as WWW or 3W, is a vast network of information databases that feature text, visuals, sound; and even video clips. On the WWW you can do such things as go on a tour of a museum or a/t exhibition, see the latest images from outer space, go shopping, and get travel information on hotels and holidays. You can even view a hotel's facilities before deciding to book!

4 Usenet

Usenet is a collection of newsgroups covering any topic. Newsgroup allow users to participate in dialogues and conversations by subscribing free of charge. Each newsgroup consists of messages and information posted by other users. There are more than 10,000 newsgroups and they are popular with universities and businesses.

5 Telnet

Telnet programs allow you to use your personal computer to access a powerful mainframe computer. If you are an academic, or just have a lot of number-crunching to do it can be very useful and cost-effective.

From "The European"

Unit 9

Computers and Internet

1. Read the text given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and abbreviations.

Windows 10

Microsoft hasn't had a great time with Windows 10 in 2018. Earlier this year Microsoft delayed its April 2018 Windows 10 update due to last minute Blue Screen of Death (BSOD) issues, and then had to fix desktop and Chrome freezing issues after it shipped to more than 600 million devices. Just last month, Microsoft released its Update and was forced to pull it offline after a few days of some users complaining that files were being deleted.

If those incidents weren't bad enough, last week an engineer mistakenly made a licensing server change that meant lots of Windows 10 Pro machines were suddenly deactivated.



It was informed, that Microsoft was facing a big test of Windows 10 quality, especially as some of these bugs were even reported to Microsoft through its Windows Insider testing program. Microsoft is now listening to the feedback from Windows 10 users, and it's starting a series of blog posts to be more transparent about how it develops and tests Windows.

The Windows 10 Update is being re-released and Microsoft is planning to add a Windows update status dashboard in the coming year to document how the current rollout is going.

Windows is a complex system to test, as not every machine is the same and components, drivers, and software varies massively across the more than 700 million machines running Windows 10. "With Windows 10 alone we work to deliver quality to over 700 million monthly active Windows 10 devices, over 35 million application titles with greater than 175 million application versions, and 16 million unique hardware / driver combinations," explains Michael Fortin, corporate vice president of Windows.

Microsoft has been criticized with Windows 10 for shifting the way it tests the operating system. In the past, Microsoft used dedicated Software Test Engineer

(STE) roles for ensuring quality, but the software giant axed most of these during a huge round of layoffs a year ahead of the Windows 10 release. Instead, it has favored developers testing their own work, or reports from the Windows Insider feedback program. “We shifted the responsibility for base functional testing to our development teams in order to deliver higher quality code from the start,” explains Fortin.

Microsoft changed the focus of validation testing and added customer feedback into the mix. Engineers also “self-host” and install the very latest builds of Windows to test new feature changes and bug fixes. “A strong self-host culture is a source of pride for those of us working on Windows,” says Fortin.

Microsoft also has specialist testing programs with PC makers and even commercial customers to ensure bugs are being found. “Our focus until now has been almost exclusively on detecting and fixing issues quickly, and we will increase our focus on transparency and communication,” explains Fortin.

Microsoft will share details about this new “approach to quality and emerging quality-focused innovation” in future blog posts, and we’re expecting to see some changes in the upcoming codename 19H1 update and more coming in the second unnamed update for later in 2019.

(The text is retrieved from the Internet at

<https://www.theverge.com/2018/11/13/18090982/microsoft-windows-10-quality-focus-updates-2018> as of 2 September 2018 and modified as compared with the original)

2. Write down one paragraph describing the key features of Windows 10 updated version.

Unit 10

Conference

Lead-in (Speaking – Reading)

1. What is the conference? Have you got any experience of participating in it? What problems was it devoted to? What did you like or dislike about it? Was there anything unexpected for you? What were you impressed most of all? What is your best recollection of it? What is virtual event, Webinar or venue?

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. Choose one variant from A, B or C explanations of the word “conference” as a noun. Read all the meanings of the word and get ready to summarize briefly the paragraph you have chosen (*you have six minutes for this activity*).

A



conference – a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda)

group meeting, meeting – a formally arranged gathering; “next year the meeting will be in Chicago”; “the meeting elected a chairperson”

seminar – any meeting for an exchange of ideas

colloquium – an academic meeting or seminar usually led by a different lecturer and on a different topic at each meeting

conferee – a member of a conference

B



conference – an association of sports teams that organizes matches for its members

league association – a formal organization of people or groups of people; “he joined the Modern Language Association”

big league, major league, majors – the most important league in any sport (especially baseball)

bush league, minor league, minors – a league of teams

that do not belong to a major league (especially baseball)

baseball league – a league of baseball teams

basketball league – a league of basketball teams

bowling league – a league of bowling teams

football league – a league of football teams

hockey league – a league of hockey teams

Ivy League – a league of universities and colleges in the northeastern United States that have a reputation for scholastic achievement and social prestige

class, division – a league ranked by quality; “he played baseball in class D for two years”; “Princeton is in the NCAA Division I-AA”

C



conference – a discussion among participants who have an agreed (serious) topic group discussion

give-and-take, discussion, word – an exchange of views on some topic; “we had a good discussion”; “we had a word or two about it”

bull session – an informal discussion (usually among men)

colloquy – a conversation especially a formal one

consultation – a conference between two or more people to consider a particular question; “frequent consultations with his lawyer”; “a consultation of several medical specialists”

consultation, interview, audience – a conference (usually with someone important); “he had a consultation with the judge”; “he requested an audience with the king”

huddle, powwow – (informal) a quick private conference

news conference, press conference – a conference at which press and TV reporters ask questions of a politician or other celebrity

pretrial, pretrial conference – (law) a conference held before the trial begins to bring the parties together to outline discovery proceedings and to define the issues to be tried; more useful in civil than in criminal cases

round table, round-table conference, roundtable – a meeting of peers for discussion and exchange of views; “a roundtable on the future of computing”

session – a meeting for execution of a group’s functions; “it was the opening session of the legislature”

teach-in – an extended session (as on a college campus) for lectures and discussion on an important and usually controversial issue

teleconference, teleconferencing – a conference of people who are in different locations that is made possible by the use of such telecommunications equipment as closed-circuit television

(The vocabularies are retrieved from the Internet at

<http://www.thefreedictionary.com/conference>

as of 30 March 2015 and modified as compared with the original)

3. Skim the text given below paying special attention to underlined words and word combinations.

Submission Venues

Papers

We invite original paper submissions that describe novel user interfaces, applications, interactive and intelligent technologies, empirical studies, or design techniques. Accepted papers will be published in the ACM Digital Library. IUI 2013 especially encourages submissions on innovative and visionary new concepts or directions for interface design. We do not require evaluations with users, but we do expect papers to include an appropriate evaluation for their stated contribution.

Posters

Posters provide an opportunity for sharing valuable ideas, eliciting useful feedback on early-stage work and fostering discussions and collaborations among colleagues. We invite submissions on all topics of the conference. All submissions should convey a scientific result or work in progress that is not yet ready to be published as a full length research paper at a refereed conference.

Demonstrations

The demonstrations track complements the overall program of the conference. Demonstrations show implementations of novel, interesting, and important intelligent user interface concepts or systems. We invite submissions relevant to intelligent user interfaces and which address, but are not limited to, the topics of the conference. All submissions are intended to convey a scientific result or work in progress and should not be advertisements for commercial software packages.

Workshops

Workshops will be held on the first day of the conference. We invite submissions of full-day (6 hours) and half-day (3 hours) workshop proposals on any of the conference topics.

Student Consortium

The IUI 2013 Student Consortium provides an opportunity for Masters and Doctoral students to present and receive feedback about their research work in an interdisciplinary workshop, under the guidance of a panel of mentors, selected from senior people in the field. We invite students who feel they would benefit from this kind of feedback on their dissertation to apply for this unique opportunity to share their work with students in a similar situation as well as senior researchers in the field. The strongest candidates will be those who have a clear topic and research approach, and have made some progress, but who are not so far along with their thesis that they can no longer make changes.

Event Sponsors:



Corporate Sponsors:



(The text is retrieved from the Internet at <http://iuiconf.org/> as of 30 March 2015 and modified as compared with the original)

4. Scan the text to answer the questions:

1. What should be described in papers being submitted to the conference?
2. What are the requirements to the posters?
3. What should be conveyed in demonstration?
4. What is workshop?
5. What is student consortium?
6. Who can be the event sponsor? *(you have twelve minutes for this activity).*

Step 1 (Reading-Listening-Writing-Speaking)

1. Before watching the video piece “Online Virtual Events and Business Conferences” look through the virtual events definition to answer the question:

What is a virtual event?

A **Virtual Event** is a gathering of people sharing a common virtual environment on the web, rather than meeting in a physical location. Virtual events are highly interactive, looking and feeling a lot like their physical counterparts.

Popular uses of virtual events include virtual tradeshows, virtual job fairs, virtual conferences, virtual sales meetings, and virtual company-wide gatherings. Virtual events are used to deliver presentations, trainings, departmental meetings and sessions led by stakeholders and company executives to product management and human resources.

(The definition is retrieved from the Internet at http://en.wikipedia.org/wiki/Virtual_event as of 30 March 2015 and modified as compared with the original)

2. Watch the video piece “Online Virtual Events and Business Conferences – How to Keep Audience Engaged” and answer the question:

What are two reasons of virtual event popularity?

Step 2 (Listening-Writing-Speaking)

1. While watching the second time write down five ways to guarantee improvement in your audience engagement and be ready to comment them.
2. In groups of two-three students check and add each other's notes (*you have five minutes for this activity*). After the group discussion, one student from each of the group will be requested to make a short presentation of the summary you've made (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).
3. Write down the summary you have discussed using the key words from the video. (*You have time until the end of the class to do the assignment*).

To log on /off	to enter the system / to go out = to switch on / off
compelling	arousing strong interest
persuasive	convincing
to cancel	to abolish / abandon
Branding hosting platform	Web servicing tribune for branding
Webinar	Web + (sem)inar = an interactive seminar conducted over the World Wide Web
to orchestrate	to arrange, organize, build up for special or maximum effect
host	party-organizer
presenter	presenting information speaker

4. Home Assignment:

- 1) Write the summary based on the video "Online Virtual Events and Business Conferences" and recommend the ways to improve your audience engagement.
- 2) Do exercises 1 – 3 from the Workbook to Unit 10.
- 3) Find out in the Internet information on any coming conference you have been interested in and share this info with other students next class.

Unit 10

Conference

1. Read the invitation to conference participation given below.

TECHNOLOGY IN ENGINEERING CONFERENCE
45 Broughton Street, Brighton

J. Higgins
Purchasing Manager
Zacron Engineering
Unit 5
Hempstead Industrial Estate
Hemel Hempstead

25 May 2012

Dear Mr. Higgins,

We have pleasure in inviting you to our annual conference. This year it will be taking place at the Metropole Hotel, Brighton from 24 to 28 July.

We enclose details of the conference, accommodation arrangements and a provisional program.

Last year you gave a very interesting presentation on the subject of 'Purchasing High Technology'. We would be very grateful if you would consider giving us an update on this.

We would appreciate it if you could confirm your participation at your earliest convenience.

Yours sincerely,

P Matthews

P Matthews
Conference Organizer

2. With the help of bilingual dictionary make up vocabulary of words you don't know the meaning of:

- annual conference –
- to enclose –
- accommodation arrangements –
- provisional program –
- to give an update –
- to appreciate –
- to confirm participation –

3. Write a reply to the letter given in exercise 1.

Your reply should include the following:

1. Reference to the above letter.
 2. Confirmation of your participation.
 3. Request for more information about the program.
 4. Apology for not being able to give another presentation (pressure of work –no time for preparation).
2. A polite phrase to end the letter.

Some parts of the letter have already been done for you.

Zacron Engineering
Unit 5
Hempstead Industrial Estate
Hemel Hempstead

Mr P Matthews
Technology in Engineering Conference
45-Broughton Street
Brighton

1 June 2016

Dear Mr. Matthews,

With reference to your letter of 25 May, I am pleased to _____
I would be grateful _____

Unfortunately, _____
_____ I am afraid, _____

Yours sincerely,

J. Higgins

J. Higgins
Purchasing Manager

From "Early Business Contacts"

Unit 10

Conference

1. Study the information on conference given below in the leaflet. Make up vocabulary of abbreviations, words and word combination you don't know the meaning of. Pay special attention to the underlined words. Get ready to explain their meaning next class.



IUI is where the community of people interested in Human-Computer Interaction (HCI) meets the Artificial Intelligence (AI) community. We are very interested in contributions that bridge these two fields and also related fields, such as psychology, cognitive science, computer graphics, the arts, etc. IUI researchers are interested in improving the symbiosis between humans and computers, so that interface design and interactive experiences yield higher performance outcomes. This may involve designing interfaces that incorporate intelligent automated capabilities, if the net impact is a human-computer interaction that improves performance or usability in critical ways. It may also involve designing an interface that effectively leverages human skills and capabilities, so that human performance with an application excels. In other cases, such as educational interface design, it may involve exercising judgment in when not to automate a function so that humans are encouraged to exert themselves as they acquire new skills or domain knowledge.

(The text is retrieved from the Internet at <http://www.thefreedictionary.com/conference> as of 5 April 2013 and modified as compared with the original)

IUI	symbiosis	leverage (v)
HCI	interface design	excel (v)
AI	yield (v)	encourage (v)
interaction	performance outcomes	exert (v)
contribution	capabilities	acquire (v)
bridge (v)	net impact	domain knowledge
cognitive science	usability	

2. Using the information given in exercise 1 write down the questions that may be asked as for the conference goals, time, venue etc. Get ready to give explanations on the issues concerning the conference arrangement.

Unit 11

Public Speaking

Lead-in (*Speaking – Reading*)

1. What is speaking? What is public speaking? Can you name any brilliant speakers you can recollect? Why they differ from the others? What qualities do they possess that makes them impress the audience so much? Are those skills innate or acquired and trained? Would you like to impress the audience one day? What topic would you choose to discuss?

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 given below and get ready to say whether the information (given in passages 1- 5 is being presented according to the plan:

- a) basic elements of public speaking;
- b) interpersonal communication and public speaking components;
- c) defining what public speaking is;
- d) public speaking is done by professionals;
- e) public speaking purpose.

Public Speaking

(1) Public speaking is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.



(2) In public speaking, as in any form of communication, there are five basic elements, often expressed as “*who is saying what to whom using what medium with what effects?*”

(3) The purpose of public speaking can range from simply transmitting information, to motivating people to act, to simply telling a story. Good orators should be able to change the emotions of their listeners, not just inform them. Public speaking can also be considered a discourse community

(4) Interpersonal communication and public speaking have several components that embrace such things as motivational speaking, leadership/personal development, business, customer service, large group communication, and mass communi-

cation. Public speaking can be a powerful tool to use for purposes such as motivation, influence, persuasion, informing, translation, or simply ethos.

(5) In current times, public speaking for business and commercial events is often done by professionals, with speakers contracted either independently, through representation by a speakers bureau paid on commission of 25-30%,¹ or via a new crowd sourced model such as the speakerwiki.org website.

(The text is retrieved from the Internet at http://en.wikipedia.org/wiki/public_speaking as of 12 April 2015 and modified as compared with the origin)

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

Step 1 (Listening- Writing- Speaking)

1. While watching the video piece "Speaking Tips – Stop Worrying and Start Presenting" make notes of speaker's recommendations to follow for successful public speaking. On the basis of notes you've written down make up the list of tips according to priorities you consider to be the most important, important, less important. Give the reasons explaining your choice. Discuss these lists 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 speaking tips (*not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

2. Watch the video the second time for checking and adding up the information you haven't managed to catch in the course of first listening.

Step 2 (Listening- Writing- Speaking)

1. Watch another video piece "Make a Presentation like Steve Jobs" and make up the structure of Steve Jobs presentation. Pay attention what makes them special.

2. **Role-play:** Using your note-making of previous activity dramatize in pairs asking questions a speaker may face while speaking and giving recommendations how to cope them:

Student A is going to present some topic for discussion with audience without having any experience in it and asking his/her friend who has already got some experience

Student B answers the questions of *Student A* and gives recommendations and tips on how to cope with these problems (*you have ten minutes for this activity*).

3. Home Assignment:

1) Make up the list of words you don't know the meaning of from the text in Workbook to Unit 11.

2) Do exercises 1, 2 and 3 in Workbook to Unit 11.

3) Find out in the Internet information concerning the topic you really would like to share with other students next class.

Unit 11

Public Speaking



1. Read the text given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words and word combinations.

25 Public Speaking Skills Every Speaker Must Have

by Andrew Dlugan

Every public speaker should be able to:

- **Research a topic** – Good speakers stick to what they know. Great speakers research what they need to convey their message.
- **Focus** – Help your audience grasp your message by focusing on your message. Stories, humour, or other “sidebars” should connect to the core idea. Anything that doesn’t need to be edited out.
- **Organize ideas logically** – A well-organized presentation can be absorbed with minimal mental strain. Bridging is key.
- **Employ quotations, facts, and statistics** – Don’t include these for the sake of including them, but do use them appropriately to complement your ideas.
- **Master metaphors** – Metaphors enhance the understandability of the message in a way that direct language often can not.
- **Tell a story** – Everyone loves a story. Points wrapped up in a story are more memorable, too!
- **Start strong and close stronger** – The body of your presentation should be strong too, but your audience will remember your first and last words (if, indeed, they remember anything at all).
- **Incorporate humour** – Knowing when to use humour is essential. So is developing the comedic timing to deliver it with greatest effect.
- **Vary vocal pace, tone, and volume** – A monotone voice is like fingernails on the chalkboard.
- **Punctuate words with gestures** – Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.
- **Utilize 3-dimensional space** – Chaining yourself to the lectern limits the energy and passion you can exhibit. Lose the notes, and lose the chain.
- **Complement words with visual aids** – Visual aids should *aid* the message; they should not *be* the message.
- **Analyze the audience** – Deliver the message they want (or need) to hear.
- **Connect with the audience** – Eye contact is only the first step. Aim to have the audience conclude “This speaker is just like me!” The sooner, the better.
- **Interact with the audience** – Ask questions (and care about the answers). Solicit volunteers. Make your presentation a dialogue.

- **Conduct a Q&A session** – Not every speaking opportunity affords a Q&A session, but understand how to lead one productively. Use the Q&A to solidify the impression that you are an expert, not (just) a speaker.
- **Lead a discussion** – Again, not every speaking opportunity affords time for a discussion, but know how to engage the audience productively.
- **Obey time constraints** – Maybe you have 2 minutes. Maybe you have 45. Either way, customize your presentation to fit the time allowed, and respect your audience by not going over time.
- **Craft an introduction** – Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else.
- **Exhibit confidence and poise** – These qualities are sometimes difficult for a speaker to attain, but easy for an audience to sense.
- **Handle unexpected issues smoothly** – Maybe the lights will go out. Maybe the projector is dead. Have a plan to handle every situation.
- **Be coherent when speaking off the cuff** – Impromptu speaking (before, after, or during a presentation) leaves a lasting impression too. Doing it well tells the audience that you are personable, and that you are an expert who knows their stuff beyond the slides and prepared speech.
- **Seek and utilize feedback** – Understand that no presentation or presenter (yes, even you!) is perfect. Aim for continuous improvement, and understand that the best way to improve is to solicit candid feedback from as many people as you can.
- **Listen critically and analyze other speakers** – Study the strengths and weakness of other speakers.
- **Act and speak ethically** – Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly.

Which skills have I *missed*? Are all of those on the list *essential*?

(The text is retrieved from the Internet at [http://sixminutes.dlugan.com>tag/publicspeaking-blogs/](http://sixminutes.dlugan.com/tag/publicspeaking-blogs/) as of 12 April 2015 and modified as compared with the origin)

2. With the help of bilingual dictionary make up vocabulary of words you don't know the meaning of.
3. From the list in exercise 1 choose some skills you consider to be of primary importance for the speaker. Make up your own list of skills on its basis (*not more than 5 skills*). Be ready to give an oral summary explaining your choice next class.



Unit 11

Public Speaking

1. Read the text given below. Write out all the words you do not know the meaning of. Pay special attention to the underlined words.

Public Speaking History

Early training in public speaking took place in ancient Egypt. The first known Greek work on oratory, written over 2000 years ago, elaborated principles drawn from the practices and experience of orators in the ancient Greek city-states. In classical Greece and Rome, the main component was rhetoric (that is, composition and delivery of speeches), and was an important skill in public and private life.



Aristotle and Quintilian discussed oratory, and the subject, with definitive rules and models, was emphasised as a part of a liberal arts education during the Middle Ages and Renaissance.

The art of public speaking was first developed by the ancient Greeks. Greek oration is known from the works of classical antiquity. Greek orators spoke, on their own behalf and any citizen who wished to succeed in court, in politics, or in social life had to learn techniques of public speaking. These skills were taught first by a group of “sophists” who were known to charge fees, to “make the weaker argument the stronger,” and to make their students “better” through instruction in excellence. Plato, Aristotle, and Socrates all developed theories of public speaking in opposition to the Sophists, and their ideas took on institutional form through the development of permanent schools where public speaking was taught. Though Greece eventually lost political sovereignty, the Greek culture of training in public speaking was adopted virtually wholesale by the Romans.

With the political rise of the Roman Republic, Roman orators copied and modified Greek techniques of public speaking. Under Roman influence, instruction in rhetoric developed into a full curriculum including instruction in grammar (study of the poets), preliminary exercises (progymnasmata), and preparation of public speeches (declamation). The Latin style was heavily influenced by Cicero, and involved a strong emphasis on a broad education in all areas of humanistic

study (in the liberal arts, including philosophy), as well as on the use of wit and humor, on appeal to the listener's emotions. Oratory in the Roman empire, though less central to political life than in the days of the Republic, remained important in law, and became (under the second Sophistic) an important form of entertainment, with famous orators or declaimers gaining great wealth and prestige for their skills.

This Latin style was the primary form of oration in the world until the beginning of the 20th century. After World War II there began a gradual deprecation of the Latin style of oration. With the rise of the scientific method and the emphasis on a "plain" style of speaking and writing, even formal oratory has become less polished and ornate than in the Classical period, though politicians today can still make or break their careers on the basis of a successful (or unsuccessful) speech. Abraham Lincoln, Adolf Hitler, Marcus Garvey, John F. Kennedy, and Bill Clinton all advanced their careers in large part due to their skills in oratory.

These basic principles have undergone modification as societies, and cultures have changed, yet remained surprisingly uniform. The technology and the methods of this form of communication have traditionally been through oratory structure and rely on an audience. However, new advances in technology have allowed for more sophisticated communication for speakers and public orators. The technological and media sources that assist the public-speaking atmosphere include both videoconferencing and telecommunications. Videoconferencing is among one of the more recent technologies that is in a way revolutionizing the way that public speakers communicate to the masses. David M. Fetterman of Stanford University wrote in his 1997 article *Videoconferencing over the Internet*: "Videoconferencing technology allows geographically disparate parties to hear and see each other usually through satellite or telephone communication systems". This technology is helpful for large conference meetings and face-to-face communication contexts, and is becoming more widespread across the world."

(The text is retrieved from the Internet at http://en.wikipedia.org/wiki/public_speaking as of 22 April 2016 and modified as compared with the origin)

2. In each paragraph find out the words you consider to be key words and make up their list (*at least from one to three words*).
3. Using the key words from exercise 2 make up and write down one or two sentences corresponding to each paragraph.
4. Make up the plan for summary to the text based on the sentences in exercise 3. Be ready to present the information you have got next class.

Unit 12

Presentation

Lead-in (*Speaking – Reading*)

1. Have you ever had to speak in front of a large group of people? How did you feel? Share your recollections and recommendations how to cope with some unexpected problems. What is a presentation? Why do people make presentations? List some reasons.



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. From the definitions of a presentation given in the table below choose the one you consider to express the notion more exactly and confirm it with your own words (*you have five minutes for this activity*). Then try to define yourself what presentation is.

Presentation is

1. the process of offering for consideration or display
2. a social introduction, as of a person at court
3. a demonstration, lecture, or welcoming speech
4. a manner or style of speaking, instructing, or putting oneself forward
5. the manner of presenting, especially the organization of visual details to create an overall impression
6. the formal introduction of a person, as into society or at court; debut

Presentation is... ..

Step 1 (*Reading – Speaking*)

1. The class is divided into three groups. Every group have up to *ten minutes* to read and understand in all details one of the three texts concerning presentation (e.g., the first group is supposed to read text A, the second group text B, the third group text C). Write out words you do not know the meaning of paying special attention to the underlined words and word combinations.

Text A. Presentation

Presentation is the practice of showing and explaining the content of a topic to an audience or learners. Presentations come in nearly as many forms as there are life situations. In the business world, there are sales presentations, informational

and motivational presentations, first encounters, interviews, briefings, status reports, image-building, and of course, the inevitable training sessions.

Although individuals most often think of presentations in a business meeting context, there are countless occasions when that is not the case. For example, a Non Profit Organization presents the need for a capital fund-raising campaign to benefit the victims of a recent tragedy; a school district superintendent presents a program to parents about the introduction of foreign-language instruction in the elementary schools; an artist demonstrates decorative painting techniques to a group of interior designers; a horticulturist shows garden club members or homeowners how they might use native plants in the suburban landscape; a police officer addresses a neighborhood association about initiating a safety program.

Presentations can also be categorized as vocational and avocational. In addition, they are expository or persuasive. And they can be impromptu, extemporaneous, written, or memorized. There are three types of presentations:-

- 1) informative;
- 2) analyzing;
- 3) persuading.

Text B. Audience

There are far more types of audiences than there are types of presentations because audiences are made up of people and people come in innumerable flavors. Individuals could be invited to speak to groups all across the country. What the individual says and how they may say it depends on the makeup of those groups. They may ask you the individual to address a room full of factory operations managers who have no choice but to attend their talk, you they may go before a congressional committee looking into various environmental issues. When an individual stands up to deliver a presentation before the audience, its essential that the audience know who the presenter is, why they are there, what specifically they expect to get from your presentation, and how they will react to your message. You won't always be able to determine these factors, but you should try to gather as much background information as possible before your presentation. There will be times, especially with presentations that are open to the public, when you will only be able to guess.

- Audiences can be classified into four basic categories:
1. Captives
 2. Pragmatists
 3. Socially motivated
 4. Committed

Text C. Visuals

A study done by Wharton School of Business showed that the use of visuals reduced meeting times by 28 percent. Another study found that audiences believe presenters who use visuals are more professional and credible than presenters who merely speak. And still other research indicates that meetings and presentations reinforced with visuals help participants reach decisions and consensus in less time. A presentation program, such as Microsoft PowerPoint, Apple Keynote, OpenOffice.org Impress or Prezi, is often used to generate the presentation content. Modern internet based presentation software, such as the presentation application in

Google Docs and SlideRocket also allow presentations to be developed collaboratively by geographically disparate collaborators.

(The texts are retrieved from the Internet at <http://en.wikipedia.org/wiki/Presentation> as of 25 March 2017 and modified as compared with the original)

2. On the basis of the text (A, B or C) you have already chosen in exercise 1 make up the summary to the text you have just read. After the group discussion, one student from each of the group will be requested to make a short presentation of the summary made (*your utterance should include not more than three sentences; not more than three minutes for every presentation; not more than 12 minutes for all the presentations*).

3. **Role-play (10 minutes).** Every small group should be divided into two pairs. One student in a pair is an interviewer; the other is a person interviewed for a TV program. The subject matter of the interview is embodied in the text read. For instance, in the interviews based on the text A (p. 99) presentation forms and types is being discussed. In the interviews based on the text B (p. 100) various groups of audience in the course of presentation are being discussed while in the interviews based on the text C (p.100) the importance of using visuals when presenting is under consideration. The interviewer is supposed to ask the interviewee 3-4 questions on the basis of the text read.

Step 2 (*Listening-Speaking-Writing*)

1. Watch the video piece “Presenting and Public Speaking Tips”. While watching pay attention to 10 Top Tips to guarantee you to become a better presenter.

2. While watching the video “Presenting and Public Speaking Tips” for the second time focus on the comments to each tip and make notes.

Discuss your notes in groups of two-three students to restore information given in the video (*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*).

3. Home Assignment:

1) Prepare an oral presentation of “10 Top Tips to guarantee you becoming a better presenter” sharing your ideas based on the video “Presenting and Public Speaking Tips”.

2) Do exercises 1–8 in the Workbook to Unit 12.

3) Make up the list of words you don't know the meaning of.

Unit 12

Presentation



1. You have to give a presentation. Here are some things to do at the beginning of a presentation. Number them in the order you would do them.
 - a Introduce the main points one by one.
 - b Welcome the audience.
 - c Introduce the first point.
 - d Tell the audience the subject of the presentation

2. Read this short introduction to a presentation. Check your answer to Exercise 1.

'Good morning, everyone. It's nice to see so many of you here today. I hope you can all hear me OK.

The subject of my presentation today is our marketing plan for the next three years. Basically, there are three main points I want to talk about. If you look at the first slide, you can see them listed there. First, I'm going to tell you about our new product range aimed at the teenage market. Secondly, I'll talk about each of the products and our plans for marketing them. And finally, I'd like to talk briefly about the competition.

OK, let's start with the first point, our new product range ...'

3. Read the introduction from Exercise 2 aloud.
4. Find and underline the phrases that the speaker uses to do the things in Exercise 1.
5. The speaker used these phrases in the rest of the presentation. Write the number of each phrase under the correct heading.
 - 1 Thank you for listening.
 - 2 Let's move on to ...
 - 3 Are there any questions?
 - 4 This diagram shows ...
 - 5 So, in conclusion ...
 - 6 As you can see ...
 - 7 My next point is...
 - 8 If you look at the next slide ...

Connecting the points _____

Referring to AV aids _____

Finishing _____

From "Business and Commerce"

6. Look at some ways of ending a presentation. Which ones do you think are good ways of ending? Which are not good? Why?

1 Ask the audience if they have any questions.

2 Stop talking, say goodbye and leave.

3 Write a list of the main points of your talk on the board/flip chart.

4 Thank the audience for coming.

5 Give a very brief summary of what you said and how you feel you achieved your objectives.

6 Give handouts to die audience with the main points of your Talk on them.

7 If possible, tell the audience where you will be for the next few minutes so that individuals can come and speak to you.

8 Ask the audience if they have any criticisms of your talk.

7. Look back at the notes you made in Exercise 6. Prepare a short introduction for your presentation. Use the introduction in Exercise 2 to help you.

8. Be ready to give your presentation based on Exercise 6 next class. Use the information on introductions and conclusions in this unit and follow these steps:

Plan what you are going to say.

Practise your presentation with a friend.

Ask your friend to give you feedback.

Give your presentation to some other students.

9. The extracts from the presentation are given below. You have to complete each blank with a word or phrase from the list below. Use each item from the list once only.

purpose	First of all,	up to date	on such short notice
priorities	Let me start	to sum up	On the contrary,
Finally,	As you know,	as a whole	On the other hand,
Next,	In other words,	As far as	draw your attention

(1)by welcoming you all, especially since this meeting has had to be called

(2)

(3), our latest project has been the target of intense speculation in the media during the last few days, and the (4)..... of this presentation is to bring you (5).....on what has been happening.

(6)I'd like to refresh your memories as to the background of the project. (7), I'll give you a broad outline of what we've achieved so far.

(8).....,- I'll try to give an indication of what our (9)..... will be over the next few months.

If I can (10) to the month of July, you will notice that there was an unexpected fall in overseas sales.

(11)..... domestic sales are concerned, you can see that growth has been sustained. If we look at the figures for Latin America (12)....., and Mexico in

particular, we can see some quite encouraging trends. We don't fear competition. (13)....., we welcome it.
We could open a branch there. (14)....., we may be better advised to look for a good agent to represent us.
This is a time when we must consider our options carefully. (15)....., we should not rush into making any decisions.
So, (16).....then, don't believe everything the media tells you. We've had a few problems but the future looks bright.

From "American Business Vocabulary"

Unit 12

Presentation



Preparing a presentation

1. Study the 'rules' for preparing a presentation given below. Match the first sentence of each paragraph (1-6) with the paragraphs (a-f).

1. Decide what you want to say to your audience.
 2. Choose the right equipment to help make your talk interesting.
 3. Find out who you are talking to.
 4. Practise your presentation in advance.
 5. Make sure your presentation has a clear structure.
 6. Find out about the room you are talking in.
- a. It's important to know your audience. How many people are there? Where are they from? What do they want to learn? How much do they already know?
- b. The venue is important too. If possible, visit it before your presentation. Where will the audience sit? Where will you stand? Where will you put your equipment?
- c. Make sure your objectives are clear. This will help you to prepare material that is interesting and informative. Remember, you want your audience to learn something they don't know. You also want them to enjoy your presentation.
- d. A well-organized presentation is easier to understand. Give it a beginning, a middle and an end. Make separate points and number them. This structure will help your audience to follow what you are saying.
- e. There are many different kinds of AV (audio-visual) aids. You can use a simple flip chart or show slides on an overhead projector. There is also computer software, like Microsoft PowerPoint, which can make your presentation look professional. Choose AV aids that are appropriate for your audience. And make sure you know how they work.
- f. Make notes of the most important points. Make sure you speak to your audience – don't read to them. Practice giving your talk out loud and check how much time it takes. Ask a friend to listen and give you feedback.
2. Complete the sentences with the words and phrases from the box.

appropriate	audience	AV aids	feedback	informative
objectives		structure		

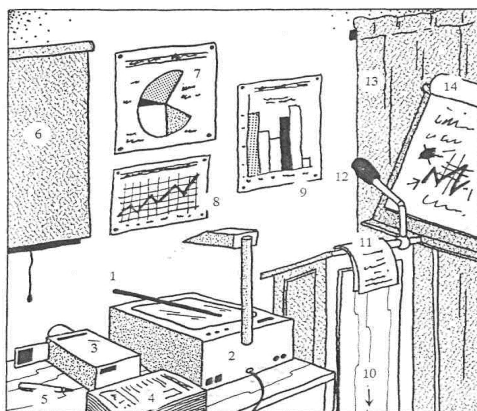
1. Make sure your presentation _____ - most people want to learn something new.
2. Your presentation will be easy to understand if it has a clear _____ .
3. I'm very nervous; there are over a hundred people in the _____ .
4. At the start, explain your _____ so people know why you are talking to them.
5. Knowing your audience will help you choose material that is _____ for their interests.
6. Using _____ is a good way to help communicate your ideas.
7. If you want to know if your presentation was interesting, ask the audience for their _____ .

From "Business and Commerce"

3. Think of something that you would like to give a presentation about, e.g. hobby or sport, a place you know well or a subject you are interested in. Decide who you will give it to, and where.
4. Make a list of things to think about when planning a presentation and brief notes about it on a piece of paper.
5. Imagine you have to give your presentation tomorrow. Make more detailed notes about each of the points in exercises 3 and 4. Think about what you will say. Remember, if you read your presentation, it won't sound natural. Make notes to help you speak naturally.

6. Look at the picture. For presentation giving you'll need to remember all the words given below. Put the correct number by each of these items:

- bargraph.....; feltpen.....;**
handout.....; pointer.....;
curtain.....; flip chart.....;
pie chart.....; screen.....;
slide projector.....; notes
podium.....; overhead projector
line graph.....;
microphone..... .



English - Ukrainian Vocabulary

<p>A</p> <p>acceptable (qualification) achievement acknowledging ACM (access control machine) adopted advancement advance advantage agenda AI (artificial intelligence) acquire (v) afford (v) announcement apparel application apply (v) apply skills appropriate(ly) approximate app store aspiration assignment assure (v) attainment attribute (v) audience AV aids available avocational avoid (v) awkwardness</p> <p>B</p> <p>background information barely bar graph be fitted / suitable for (a job) belief be judged upon behavior benefit block letter board</p>	<p>прийнятий, бажаний досягнення визнання. усвідомлення прилад з управління доступом прийомний, запозичений, прийнятий передовий, перспективний просування, успіх, поліпшення, прогрес перевага порядок денний штучний інтелект (розумові здібності) набувати, досягати, здобувати, оволодівати мати змогу, дозволяти собі оголошення, об'ява, сповіщення, повідомлення одяг, спорядження заява, звернення, клопотання подавати застосовувати (прикладати) умінь відповідний (-но), доречний (-но) приблизний безперечний запас прагнення, сильне бажання завдання; призначення запевняти, гарантувати, забезпечувати досягнення, надбання, знання. навички приписувати, відносити, поступатися аудиторія, слухачі, публіка аудіо візуальні засоби доступний, досяжний, придатний, корисний за покликанням (захопленням) унікати, ухилятися незручність</p> <p>довідкова інформація тільки, ледве, лише стовпчикова діаграма бути придатним до (роботи) віра виносити судження на основі чогось поведінка привілей, користь, вигода прописна літера дошка, стіл, борт, правління/рада директорів</p>
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body letter/text	основна частина листа / тексту
bond	зв'язок, боргове зобов'язання, облигація
breach	незгода, порушення, перерва
bridging	поєднання мостом, подолання перешкод
brief	короткий, недовгий
briefing	інструктаж, бріфінг
browse (v)	шукати та читати гіпертекст у WWW
bulk	об'єм, велика кількість, місткість, маса
burden	вага, ноша, накладні витрати
C	
candid feedback	відвертий зворотний зв'язок
capacity	здібність, здатність
captive (audience)	ті, хто за обставинами не можуть уникнути присутності та примушені слухати
career (fairs)	ярмарок кар'єри
casual	випадковий. ненавмисний
cause	причина
CC (carbon copy)	точна копія, копія, отримана через копірку
CCE (current cash equivalent)	еквіваленти поточних грошових коштів
centrifugal governor	відцентровий регулятор
CEO	генеральний директор; керівник підприємства
certified mail	рекомендовані поштові відправлення
challenging	оскарження, заперечування
channel	канал
circumstances	обставини, умови, матеріальний стан
clarification	прояснення; пояснення; з'ясування
clientele	клієнтуря, постійні покупці
closing	укладання угоди
coherent	зв'язний, послідовний
cohesive	створюючий єдину цілісну систему
collaboration	співробітництво, сумісна праця
collaborative tool	знаряддя/ засіб співробітництва
collaboratively	сумісно
command (of language)	володіння мовою
commemorate (v)	відзначати в наказі; оголошувати подяку
committed	той, що приймає активну участь; відданий
communication	спілкування
company wide gathering	збір у рамках всієї кампанії
competition	змагання, конкуренція, суперництво
complement (v)	доповнювати; бути додатком
complementary close	додаткове зачинення/ закриття
complexity	складність; заплутаність
conception	поняття; концепція, задум, розуміння
concern (v)	складність, заплутаність, заплутана справа

concise	концепція, поняття, уявлення, ідея
condensing chamber	стосуватися, відноситися
conducive	стилий, скорочений, сумарний
conference	конференція, нарада, з'їзд
confidently	сприятливий
consistency	послідовність; логічність, погодженість
consistent	послідовний, погоджений, сумісний
consortium	консорціум
content	зміст, обсяг, об'єм, місткість, вміст
contribution	сприяння, внесок, контрибуція, вклад
converted	конвертований, оборотний
convince (v)	перероблений; переобладнаний
convincing	переконливий
convey (v)	передавати; повідомляти
copying device	копіювальний пристрій
corporate culture	корпоративна культура
core idea	ключова ідея
costly	дорогий, цінний
cover letter	супровідний лист
craft	вправність; умілість; майстерність
credible	гідний довір'я; імовірний
cross-cultural	той, що стосується комунікації представників різних культур
cumulative (GPA)	накопичений, сукупний
currency	валюта, гроші
curtain	завіса
cycle	цикл
D	
danger	небезпека
day-to-day	повсякденний
decision	рішення
disclaimer	спікер, який декламує/промовляє з пафосом
decode	розшифровувати, декодувати
degree	рівень, ступінь
derive	запозичувати; успадковувати
desktop	настільний комп'ютер
determine (v)	визначати, встановлювати
dimension (cultural)	вимір культурний
disadvantage	збиток, невігідна умова, невігідне становище
disparate (parties)	зовсім несхожі (групи)
display (v)	показувати, демонструвати
distinguish (v)	відрізнити(ся), відзначити(ся)
distracted	спантеличений, збентежений, стривожений
distribution list	список для розсилання документів адресатам

diversity (cultural)	відмінність, несхожість (культурна)
document browser	програма перегляду документу
domain (knowledge)	сфера (знань)
duly rewarded	належно вяддчений/нагороджений
E	
efficiency	ефективність
elaborate (v)	детально розробляти
electronic mailbox	електронна скринька
electronic message	електронне повідомлення
eliciting	виявлення
embrace	охоплювати, містити в собі, включати
embryonic	зародковий, ембріональний, незрілий
employer	роботодавець
employment	працевлаштування
enclosure	додаток (до листа, документа)
encode (v)	шифрувати, зашифрувати по коду, кодувати
encounter (v)	зіштовхуватися, натрапляти
encourage	заохочувати, підбадьорювати
enhance	збільшувати, посилювати
entertainment	розвага, забава, дивертисмент
entice (v)	спокушати, втягувати, заманювати, переманювати
environment	середовище
envy(v)	заздрити
essential	істотний; головний, невід'ємний, цінний
ethically	етично
evaluate (v)	оцінювати
excel (v)	переважати, перевищувати; відзначатися
excited	збуджений, схвилюваний
executive (officer)	генеральний директор, керуючий підприємством
exert (v)	напружувати; здійснювати, впливати
experience	досвід
expire	втрачати силу, видихати, згасати
expository	пояснювальний, тлумачний
F	
face (difficulties) (v)	стикатися, сміливо зустрічати
facilitator	помічник, посередник, куратор
fare	плата за проїзд, вартість проїзду
favorable	сприятливий, схвальний
feedback	зв'язок виробника зі споживачем
feel out of (v)	вивідувати, розвідувати, довідуватися, зондувати
feign (language fluency)	

feltpen	фломастер
fibre-optic line	волоконно-оптична лінія/ шнур
fill out (v)	заповнювати (анкету), вписувати
filter	фільтрувати, проціджувати, очищати
find out	дізнатися, зрозуміти
flip chart	лекційний плакат
fluency	вільність, плавність (мови)
focusing	зосередження (уваги)
follow up (v)	супроводжувати, розслідувати для вживання заходів
font	комплект шрифту
foremost	основний, головний, насамперед
formal/informal	офіційний/неофіційний (формальний/ не-)
forum	форум, збори
fostering	заохочення, сприяння
foul	непорядний, брудний, зіпсований
flush	буйний ріст, розквіт
framework	рамки, межі, структура
free training	безкоштовний тренінг
free work	робота, якій легко знайти заміну
frustration	катастрофа, крах, розлад
fund-raising campaign	кампанія зі збору коштів
G	
generate (v)	створювати; генерувати; породжувати
gesture	жест; рух тіла, міміка
Governor	управляючий; член правління
GPA (grade point average)	середній бал
grapevine (communication)	виноградна лоза (засіб розповсюдження інф-ї)
grasp (v)	збагнути, зрозуміти
guess (v)	гадати, припускати; вважати, здогадатися
H	
handle (v)	обходитися, поводитися, мати справу з
handout	рекламна листівка, проспект
handshake	рукоштовання, потиск руки
happen (v)	відбуватися, траплятися
HCI (human computer interaction)	взаємодія людини з комп'ютером
heading	заголовок, напис
highlight (v)	яскраво освітлювати, надавати великого значення
hints and tips	натяки та корисні поради
hiring decision	прийняття рішень з найму
house power	потужність будівлі

human resources (HR)	людський ресурс, кадри, робоча сила, робітники
I	
icon	ярлик
identification initials	ініціали ототожнення
image-building	ескіз будівлі (-ництва)
impact	вплив, наслідки
implementation	здійснення, виконання; імплементація
imprecise	невизначений, неточний
impromptu	імпровізація, експромт
improvement	поліпшення
indication	вказівка, ознака, показання
incremental revenue	додатковий прибуток
influx	місце впадіння, наплив
inoperative	невпливовий, неефективний, недійовий
instant	невідкладний, нагальний, терміновий
instruction	навчання; інструктаж; постанова; вказівка
insurance	страхування
interaction	взаємодія
interchange	обмін (взаємо-)
internal	внутрішній, вітчизняний, національний
in-house	внутрішній, внутрішньовідомчий
interconnect	зв'язувати(ся)
interface design	призначення інтерфейсу
interpret (v)	тлумачити (закон, угоду), перекладати (усно)
interview (panel)	співбесіда (з експертами)
interviewee	той, у кого беруть інтерв'ю; той, хто дає інтерв'ю
interviewer	той, хто бере інтерв'ю (журналіст)
introduction	офіційне представлення, знайомство, введення
iOS (internetworking operating system)	операційна система iOS
irreversible shifts	неповоротні зміни/ пересування
issue	цінні папери, доходи, прибутки
item	пункт, параграф; вид товару
UI (intelligent user interfaces)	розумний інтерфейс споживача
J	
job center	бюро по працевлаштуванню
job hunting/job seeking	пошук роботи
job offer	пропозиція роботи
job seeker	той, хто шукає роботу
job search	пошук роботи

join one's team judge upon (v)	приєднуватися до команди судити
K	
key member	ключова фігура
L	
launch	починати; пускати в хід, запускати
lead-in	вступ
legacy	спадщина, заповідальне відказування нерухо-
legwork	мості
letterhead	робота, яка вимагає біганини
leverage	шапка на фірмовому бланку
limitation	обмеження; застереження, недоліки
line graph	рискова діаграма, графік
linkage	зв'язок, узгодження або зв'язок різних питань
logo	логотип, фірмова символіка
Ltd.(limited)	з обмеженою відповідальністю (у назвах фірм)
M	
makeup	верстка
margin	берег (сторінки)
mark down (v)	знижувати (курс), записувати в рахунок
market research	аналіз кон'юнктури ринку, аналіз стану ринку
match (v)	підбирати, узгоджувати
measure up (v)	досягати рівня, відповідати (вимогам)
media	середній, проміжний; засіб
medium	засіб; оточення, середовище
meeting	збори, нарада, засідання, конференція
mentor	наставник; вихователь, керівник; ментор
merely	тільки, лише; просто
message	повідомлення; відповідь на запит
mindful	уважний; дбайливий
minutes	порядок денний
mode	спосіб, спосіб дій, метод, звичай, режим, фор-
modify (v)	ма
multiple	численний
musings	роздум, замисленість
N	
negotiation	переговори; укладення угоди, контракту
net impact	вплив мережі
networking (events)	встановлювати контакти через мережу
newsletter	інформаційний бюлетень (установи, фірми)
notes	примітки, виноски, ознаки

notice-board	дошка для оголошень
novel (adj.)	оригінальний, новий, нестандартний
notification	повідомлення, оголошення, попередження
O	
objective	мета, прагнення
occupation	заняття
offer services	пропонувати послуги
offline (v) vacancies	автономний доступ до інф-ї щодо вакансій
on-line bulletin boards	оперативний режим доступу до інф-ї щодо об'яв у бюлетенях
online service provider	провайдер оперативних послуг
opportunity	сприятлива можливість
optional components	необов'язкова складова (частина)
oration	промова
oratory	риторика, ораторство; красномовство
ornate	пишно прикрашений
outcome	підсумок
outfit	спорядження, екіпірування, обмундирування
overhead projector	діапроектор
overload	перевантаження
overall	повний, загальний, від початку до кінця
P	
package	пакет; зовнішнє оформлення
painting technique	технічні прийоми живопису
panel	учасник дискусії (вікторини)
pattern	зразок, приклад
peer	людина одного рівня
performance outcomes	наслідки виконання
persist (v)	упиратися; наполягати
personality	особистість
personnel department	відділ кадрів
perspective	перспективний
persuasive	переконливий
pie chart	секторна діаграма
pilfer (v)	красти, потягти
play out (v)	дограти до кінця
plethora	надмірність, зайвина
plug	реклама
podium	кафедра, подіум
point	суть, головне; зміст
pointer	вказка, поінтер
poise	урівноваженість, самовладання
POS (point of sale)	торгівельна точка /момент купівлі-продажу

powerpoint	програма для підготовки презентацій
practice	практика; застосування; тренування
precede (v)	передувати; переважати, розчищати шлях
precursor	попередник, провісник
predefined format	стандартний формат
preliminary	попередній
presenter	доповідач, ведучий
press release	першочерговість, застава, пріоритет
priority	приватність
privacy	самотність; відлюдність
process (v)	піддавати технічному процесу; обробляти
progress report	звіт про здійснену роботу; довідка про стан справ; доповідь про хід здійснення
promote to the position	просувати на посаду
proposal	пропозиція; план
psychological	психологічний
psychologist	психолог
physiological	фізіологічний
position/post	посада
pressure gauge	манометр
proofread (v)	читати коректуру
punctuation	пунктуація
purpose	мета, намір, замір, задум, призначення
R	
range	лінія, напрям, ареал, сфера, зона, амплітуда; діапазон
rappro	контакт, взаєморозуміння
recipient/receiver	одержувач, отримувач, реципієнт
recruitment agencies	агентство з добору персоналу
refer (v)	стосуватися, справлятися, довідуватися
reference	відгук, рекомендація, характеристика (на особу)
refinement	уточнення; вдосконалення
refresh, rehash (v)	переказувати по-новому
remembrance	пам'ять, спогад
reminder	нагадування, меморандум, повторне повідомлення
relate (v)	мати відношення
related experience	відповідний досвід
relevant	доречний; що стосується справи
remain (v)	залишатися
remotely	на відстані, без фізичного контакту
research work	дослідна робота
resignation (letter)	заява про відставку

<p>resolve (v) resume (v) retail retrieve (v) review (v) rival rumors and gossip run out (v) running</p> <p>Q qualification Q1 (first quarter) quit the job quotation</p> <p>S safety program sales meeting salutation screen self-host self-improvement self-reflection sender senior sensitive sensitivity session setting shape (v) share short-list signature skill slide projector socializing solidify (v) sophisticated speculation spell sponsorship staff stare</p>	<p>вирішувати, підбивати підсумок резюмувати роздрібний продаж виправляти (помилку) розглядати, переглядати суперник, конкурент чутки та догадки кінчатися поточний</p> <p>кваліфікація перший квартал звільнитися з роботи цитата</p> <p>програма безпеки збори з реалізації продукції вітання екран, дошка основний пристрій самовдосконалення самоперевірка, самоаналіз відправник старший секретний, педантичний, делікатний чутливість, сприйнятливність, вразливість засідання; час, зайнятий чим-небудь заснування, призначення створювати, формувати, пристосовувати акція остаточний список підпис навичка, уміння діапроектор спілкування тверднути, затверднути досвідчений в життєвих справах, складний, роздумування, припущення, спекуляція писати /вимовляти по літерах поручительство, порука, гарантія, фінансуван- ня пильно дивитися</p>
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status report	звіт про стан справ; зведення; доповідь про хід робіт
steamboat	пароплав
steam engine	паровий двигун
step out of (v)	виходити за рамки
stick to	постійно продовжувати щось
stock	акції, акціонерний капітал
straight line motion	прямий курс
strain	натягання, напруження, перевтома
strength	сила, ефективність, стабільність, стійкість(цін)
subject	предмет
submission	подання
submit (v)	підкорятися, заявляти, вносити на розгляд
succeed (v)	досягати мети, мати успіх
subheading(n)	підрубрика, підзаголовок
suitable	підходящий, відповідний; придатний
summary	зведення, резюме, висновки
superintendent	інспектор, контролер
supervisor	доглядач; контролер, інспектор
sustain (v)	підтримувати, зазнавати, підтверджувати
symbiosis	симбіоз
surveyor	топограф, геодезист
T	
task forces	оперативна група
template	шаблон; зразок
testimonials and references	характеристики та рекомендації
theory	теорія
thumbnail proposal	короткий план
time constraints	часові обмеження
timeline	часові рамки, графік, строки
timely	вчасно, своєчасно
timid	сором'язливий, невпевнений, боязкий
tool	знаряддя
training session	тренінг
trait	характерна риса, особливість, властивість
trend (v)	схилятися, мати тенденцію
trial	випробування; дослід, проба
trip report	звітність з командировки
trusted (person)	людина, якій можна довіряти
U	
undergo (v)	зазнавати, переносити
underline (v)	підкреслювати
unique (-ness)	унікальний (-ність)

unspoken urgency usability user V vacancy value variety versatile via viable victim vigilantly virtual environment virtual tradeshows virtual job fairs visuals vocational W web-based webcast weakness wealth wit work (shift) workshop wrap up	невисловлений; невиражений словами нагальність зручність/ придатність у використанні користувач вакансія вартість різноманіття різнобічний; гнучкий, несталий, мінливий через життєздатний жертва пильно віртуальне середовище віртуальні ярмарки віртуальні ярмарки робочих місць візуальні засоби професійний Web –мовлення передавання інформації через WWW слабе місце, недолік; відставання матеріальні цінності, багатства; скарби розум, дотепність працювати за змінами майстерня; цех, секція; семінар; симпозіум обертати, обгортати
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Keys

Unit 1

Ex. 2, p. 6 : a) - 2; b) - 4 ; c) - 1 ; d) - 3.

Workbook:

Ex. 1, p. 11 : 1 - c, 2 - a, 3 - d, 4 - b

Ex. 2, p. 11 : 1 - c, 2 - b, 3 - d, 4 - a.

Ex. 3, p. 11: (Profession - Security Guard)

Ex. 4, p. 11. A - 3; B - 2; C - 1; D - 4

:

Unit 2

Workbook:

Ex.4, p.23: 1 - d, 2 - e, 3 - b, 4 - c, 5 - a, 6 - h, 7 - I, 8 - j, 9 - f, 10 - g.

Ex.5, p.24: 1 - c, 2 - b, 3 - a, 4 - a, 5 - b, 6 - c, 7 - c, 8 - c, 9 - b, 10 - c.

Unit 3

Ex.2, p.31 : A - 3 ; B - 1 ; C - 2.

Ex.1, p. 32: 1- experience; 2 - education; 3- different ways; 4- related experience;
5- free work; 6 - network; 7 - chance; 8 - tactics; 9 - tips; 10 - free training; 11 - secrets.

Workbook

Ex.2, p.35: 1 - h, 2 - g, 3 - d, 4 - b, 5 - e, 6 - f, 7 - i, 8 - a, 9 - c.

Ex.3, p.36: 1 - apply, 2 - submit, 3 - shortlist, 4 - list, 5 - fill out, 6 - follow, 7 - leave, 8 - apply.

Unit 5

Ex. 3, p.46: (1) - b, (2) - c, (3) - a.

Unit 6

Step2: Ex. 1(question 4), p.56: Northern Europe, Italy, Japan, India.

Unit 11

Ex. 2, p. 93 ; a) - 2; b) - 4 ; c) - 1 ; d) - 5 : e) - 3..

Unit 12

Workbook

Ex. 1, p. 102: 1- b; 2 - d; 3 - a; 4 - c.

Ex. 5, p. 102: Connecting the points - 2, 6, 7; Referring to AV aids - 4, 8; Finishing - 1, 3, 5.

Ex. 9, p. 103: 1- let me start; 2 - on such short notice; 3 - as you know; 4 - purpose; 5 - up to date; 6. - First of all; 7. - Next; 8. - Finally; 9. - priorities; 10.- Draw your attention; 11. - As far as; 12. - as a whole; 13. - On the contrary; 14. -On the other hand; 15. - to sum up.

Ex. 1, p. 105: 1 - c; 2 - e; 3 - a; 4 - f; 5 - d; 6. - b;

Ex. 2, p. 105: 1- informative; 2 - structure; 3 - audience; 4 - objectives; 5 - appropriate; 6 - AV aids; 7 - feedback.

Ex. 6, p. 106: 1 - pointer; 2 - overhead projector; 3 - slide projector; 4 - handout; 5 - felt tip pen; 6 - screen; 7 - pie chart; 8 - line graph; 9 - bar graph; 10 - podium; 11 - notes; 12 - microphone; 13 - curtain; 14 - flip chart

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Ділова англійська мова

Навчальний посібник
для здобувачів ступеня вищої освіти «Магістр»
денної форми навчання

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