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ПРОФЕССИОНАЛЬНЫЙ АНГЛИЙСКИЙ ЯЗЫК

Электронное учебно-методическое пособие



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Целью данного учебно-методического пособия является формирование и совершенствование иноязычной коммуникативной компетенции в сфере профессионального делового общения.

Предназначено для студентов, магистрантов и аспирантов, изучающих деловой английский язык в рамках профессиональной подготовки по различным направлениям, а также всех совершенствующих английский язык в сфере делового общения.

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INTRODUCTION / ВВЕДЕНИЕ

Подготовка грамотных специалистов, владеющих деловым иностранным языком, является одной из важнейших задач профессиональной подготовки. Данное пособие предназначено для студентов, обучающихся на лингвистических направлениях подготовки и продолжающих изучать английский язык. Несмотря на имеющиеся пособия по изучению делового английского языка, данное пособие имеет некоторые отличия. Его структура, тематическое содержание и методическое обеспечение делают его максимально целесообразным в применении для изучения английского языка студентами неязыковых специальностей в вузе; в качестве материала в пособии использованы аутентичные английские тексты делового характера, затронуты современные актуальные в деловом общении темы — «Поиск работы», «Деловой этикет», «Имидж компании» и др.

Пособие отвечает требованиям ФГОС последнего поколения и современным образовательным программам, а также требованиям компетентностного подхода к обучению иностранным языкам. Другими словами, у студентов формируется способность к коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия.

Задачи

1. Развитие навыков использования грамматических конструкций, фразеологических единиц и тематической лексики по тематике курса в определенной ситуации общения, отвечающей профессиональным целям собеседников.
2. Формирование навыков устной и письменной коммуникации для достижения цели, возникающей в ситуациях делового общения при осуществлении профессиональной деятельности.
3. Развитие умения поиска значимой информации при чтении аутентичного текста профессионально ориентированного характера, отражающего ситуации профессиональной деятельности.
4. Развитие умения вычленять важную информацию при прослушивании устных монологических и диалогических текстов аутентичного характера, содержание которых имеет профессионально ориентированную направленность.

5. Совершенствование навыков самостоятельной работы и навыка работы со словарями, справочниками, интернет-ресурсами для поиска необходимой информации.
6. Знакомство с некоторыми компонентами (Говорение = Speaking) международного тестирования TOEIC.

Требования к уровню освоения содержания курса

В результате изучения курса студент должен

✓ *знать:*

- основную лексику деловой сферы общения на английском языке в различных ситуациях взаимодействия;
- правила образования и нормы использования изученных грамматических конструкций английского языка, обеспечивающих успешную устную и письменную коммуникацию;

✓ *уметь:*

- понимать значение в контексте и использовать в речи изученные лексические единицы английского языка, устойчивые словосочетания (сложные наименования, идиомы, клише, фразовые глаголы);
- извлекать необходимую для профессиональной деятельности информацию на английском языке при работе с информационными интернет-ресурсами, ресурсами СМИ;
- использовать словари, справочную литературу и ресурсы Интернет для совершенствования навыков самостоятельной работы и саморазвития (проверки правильности употребления изучаемых слов);
- строить диалогическую и монологическую речь в простых коммуникативных ситуациях делового общения;
- составлять деловое письмо в соответствии с нормами официально-делового стиля английского языка;

✓ *владеть:*

- навыками правильного использования грамматических конструкций и тематической лексики для построения высказывания на английском языке;
- английским языком в объеме, необходимом для получения и оценивания информации из зарубежных источников;
- навыками говорения с использованием лексико-грамматических средств в основных коммуникативных ситуациях делового общения;

- навыками аудирования с целью понимания диалогической и монологической речи в сфере деловой коммуникации;
- навыками написания делового письма.

The purpose of the study guide / Цель издания

Обеспечить учебно-методическими материалами изучаемый курс, чтобы сформировать профессиональную иноязычную компетентность студентов посредством приобретения навыков профессионального общения на иностранном языке в деловых ситуациях.

The Structure of the study guide / Структура учебно-методического пособия

Данное пособие состоит из введения, методических рекомендаций для преподавателя и студентов, описания методического обеспечения курса, восьми модулей с глоссарием к каждому модулю, текстами и заданиями и приложений. В приложениях даны правильные ответы к блоку самопроверки Check yourself и таблица оценки результатов SELF-ASSESSMENT CHART, банк клише для написания деловых писем разных видов, справочник оборотов речи для некоторых деловых ситуаций, список дополнительных онлайн-ресурсов для изучающих деловой английский язык, а также несколько фотографий по теме каждого изучаемого модуля для тренировки в их описании.

Каждый модуль начинается со знакомства с целями обучения, планом занятия и с формируемыми навыками (skills); далее следуют новые слова для заучивания, упражнения на их закрепление и тренировку употребления в речи, материал для работы с грамматическими явлениями, аудио- и видеоматериалы для отработки изученного и фотография для описания в рамках подготовки компонента «Говорение» в составе экзамена TOEIC. В конце каждого модуля студентам предлагается инструмент для самопроверки Check yourself.

Таким образом, примененный в данном учебно-методическом пособии комплексный подход к представлению учебного материала позволяет осуществить оптимальное планирование учебного занятия и самостоятельной работы студентов. Цель этого издания – обеспечить указанный курс методическими материалами для работы на занятиях, для самостоятельной работы и подготовки к прак-

тическим занятиям. Базовыми для изучения профессионального английского языка являются дисциплины «Иностранный язык» и «Коммуникативная грамматика».

Methodological recommendations for teachers / Методические рекомендации для преподавателя

Пособие предусматривает использование технологии традиционного обучения, заключающейся в организации учебного процесса в вузе, основанной на практических формах обучения, т. е. практических занятиях, самостоятельной работе, индивидуальных домашних заданиях. Используются наглядные, словесные, практические методы обучения, а также творческие задания и игровые технологии, такие как занятие-интервью, занятие-дискуссия, занятие-беседа, что подразумевает работу в мини-группах, парах, учебные дискуссии.

Интерактивные формы

Работа в парах

- составление кроссвордов с новой лексикой, взаимная проверка кроссвордов другой рабочей пары;
- составление и разыгрывание диалогов по изученным темам;
- выслушивание презентаций друг друга, описание картинки с последующим анализом допущенных ошибок.

Все виды заданий выполняются с опорой на представленные в пособии схемы и образцы.

Работа в группах

1. *Дискуссия.* После изучения информации о правилах участия в дискуссии в первом модуле студенты затем применяют полученные знания и модели. В дискуссии могут участвовать от 4 человек до всех студентов группы. Подготовка к дискуссии может выполняться в рамках самостоятельной работы.

2. *Ролевая игра.* Можно рекомендовать провести ролевую игру в конце изучения темы, с тем чтобы активизировать и еще раз на практике применить изученные лексико-грамматические явления, клише, полезные выражения. В игре могут участвовать все студенты группы, либо можно разделить группу на две команды. Необходимо ознакомиться с предложенным сценарием, темой, проблемой (возможно, студенты сами предложат хороший вариант), придумать

концепцию игры, расписать диалоги, полилоги; желательно иметь реквизит. Подготовка к игре может осуществляться в рамках самостоятельной работы.

Информационные технологии подразумевают использование компьютера или иного устройства, подключенного к сети Интернет. В данном пособии используется большое количество современных аутентичных медиаматериалов. Рекомендуется проводить работу с аудио аудиторно, проигрывая каждое аудио дважды. Видео можно оставить для самостоятельной внеаудиторной работы. Таким образом студенты, выполняя задания к нему, смогут просматривать видео нужное количество раз, при необходимости включая субтитры.

Кратко структуру типового занятия можно представить следующим образом: 1. Проверка заданий самостоятельной внеаудиторной работы. 2. Знакомство с новым глоссарием. 3. Упражнения, направленные на активизацию лексических единиц, входящих в глоссарий курса. 4. Упражнения на тренировку употребления в речи грамматических явлений, входящих в содержание курса. 5. Задания на чтение. 6. Упражнения для автоматизации изученного лексико-грамматического материала в речевой деятельности. 7. Письменные задания. 8. Новые задания для самостоятельной внеаудиторной работы.

Преподаватель сам вправе решать, как организовать некоторые виды работы, в зависимости от конкретной группы студентов, их способностей. Например, работу в паре можно выполнять и в группе, или индивидуальную работу поручить двум студентам.

The estimation of the students' activity / Система оценки деятельности студентов

Преподаватель оценивает качество и количество выполненных студентом заданий (аудиторная и внеаудиторная устная работа оценивается во время занятия; внеаудиторная письменная работа оценивается преподавателем после занятия) и выставляет баллы на образовательном портале ТГУ.

Оценка деятельности студентов (устные и письменные ответы) осуществляется в соответствии с балльно-рейтинговой системой, размещенной на образовательном портале ТГУ. Оценки доводятся до сведения студентов и отражаются в рабочей ведомости преподавателя на образовательном портале ТГУ.

Текущий контроль осуществляется в течение семестра в виде устного опроса студентов на занятиях, а также в виде письменных работ по изученному материалу.

Промежуточный контроль осуществляется в письменном виде. Видами промежуточного контроля являются контрольные работы, проводимые по окончании работы над тематическим циклом на занятиях по практике устной / письменной речи.

Схемы оценивания текущей и индивидуальной работы студентов и промежуточного контроля представлены на образовательном портале ТГУ.

Критерии оценивания деятельности студентов (промежуточный контроль) приведены в «Фонде оценочных средств» дисциплины, который находится на кафедре «Теория и практика перевода».

Критерии оценивания текущей и индивидуальной деятельности студентов

Во время занятия преподаватель оценивает результаты выполнения студентом заданий по схеме «зачтено» – «не зачтено».

Студент получает максимальный балл за занятие, если выполнил 70–100 % заданий с отметкой «зачтено».

Студент получает средний балл за занятие, если выполнил 40–69 % заданий с отметкой «зачтено».

Студент получает минимальный балл за занятие, если выполнил 1–39 % заданий с отметкой «зачтено».

Критерии оценивания устных заданий

«Зачтено»:

- студент принимает активное участие в занятии, использует новую лексику и грамматику;
- лексико-грамматические, фонетические ошибки отсутствуют либо присутствуют в незначительном объеме, который не препятствует пониманию речи и цели коммуникации;
- тема сообщения релевантна ситуации;
- студент следует правилам оформления заданного речевого жанра, использует предложенные схемы.

«Не зачтено»:

- студент не принимает участия в занятии, либо по объему его высказываний нельзя судить о том, насколько хорошо он усвоил новый материал;
- в речи присутствуют лексико-грамматические, фонетические ошибки в объеме, который препятствует пониманию речи и цели коммуникации;
- тема сообщения не релевантна ситуации;
- студент не следует правилам оформления заданного речевого жанра, не использует предложенные схемы.

Критерии оценивания письменных заданий

«Зачтено»:

- объем письменного сообщения достаточен для достижения цели коммуникации;
- использована лексика и грамматика изученного модуля в объеме, свидетельствующем о том, что материал усвоен;
- нарушения стилового оформления речи отсутствуют либо присутствуют в объеме, не препятствующем успешной деловой коммуникации;
- лексико-грамматические, пунктуационные и орфографические ошибки отсутствуют либо присутствуют в объеме, который не препятствует пониманию письменной речи и цели коммуникации;
- студент следует правилам оформления заданного речевого жанра, использует предложенные схемы.

«Не зачтено»:

- объем письменного сообщения не достаточен для достижения цели коммуникации, либо сообщение отсутствует;
- не использована лексика и грамматика изученного модуля, что свидетельствует о том, что новый материал не усвоен;
- нарушения стилового оформления речи препятствуют успешной деловой коммуникации;
- лексико-грамматические, пунктуационные и орфографические ошибки присутствуют в объеме, препятствующем пониманию письменной речи и цели коммуникации;
- студент не следует правилам оформления заданного речевого жанра, не использует предложенные схемы.

Methodological recommendations for students / Методические рекомендации для студентов

1. Ознакомьтесь с требованиями к критериям и нормам текущего контроля и промежуточной аттестации на первом занятии.
2. Так как зачет формируется по накопительному рейтингу в течение семестра, старайтесь посетить как можно больше занятий; при этом для формирования иноязычной коммуникативной компетенции на высоком уровне и получения максимального количества баллов активно участвуйте в индивидуальной, парной, групповой и самостоятельной работе. Регулярно просматривайте результаты вашей работы на образовательном портале ТГУ, таким образом вы будете иметь актуальную информацию о количестве баллов.
3. Внимательно ознакомьтесь с целями, планом и формируемыми умениями и навыками к каждому модулю.
4. Старайтесь выполнять задания самостоятельной работы за два приема (за два вечера): слова и диалоги лучше учить в два дня, чтобы они закрепились в долговременной памяти.
5. На занятия приносите устройства с выходом в Интернет.
6. Внимательно читайте инструкцию к каждому заданию перед его выполнением, изучите алгоритм (*Example*) его выполнения.
7. Если на занятии у вас возникают вопросы, не стесняйтесь задавать их преподавателю.
8. В конце каждого модуля для вас представлен инструмент для самопроверки Check yourself. Отвечайте на задания этого раздела, сверяйте с приведенными правильными ответами и с помощью таблицы оценки результатов SELF-ASSESSMENT CHART сделайте выводы о вашей готовности к промежуточному тестированию (тестированию по модулю). При необходимости повторите материал, чтобы при написании контрольной работы по модулю получить наивысший балл.
9. При выполнении внеаудиторной самостоятельной работы можно кроме обозначенных в самом задании модуля источника пользоваться дополнительными ресурсами сети Интернет, они приведены в конце пособия под заголовком *Useful Links for Students* (к каждой ссылке дано описание содержащегося там материала).

Все модули данного учебно-методического пособия имеют очень похожую структуру и содержат примерно одинаковый набор упражнений для тренировки всех видов речевой деятельности.

Чтение

Для обучения этому виду применяется текстоцентрический подход; задания делятся на предтекстовые (работа с лексикой), текстовые (чтение текста на одну из актуальных для делового английского языка тем), послетекстовые (как правило, ответы на вопросы, заполнение пропусков, обсуждение затронутых в тексте проблем).

Студентам можно рекомендовать некоторые стратегии для успешного выполнения заданий данного раздела и для подготовки к выполнению контрольной работы по чтению формата TOEIC.

1. Перед чтением самого текста прочитайте все вопросы к нему, даже те, которые находятся ниже, после текста, таким образом вы будете знать, на какую информацию обратить внимание в первую очередь во время чтения.

2. Обращайте внимание на заголовок: он помогает определить основную тему текста, первое предложение каждого абзаца обычно суммирует основную идею этого абзаца.

3. В тексте обычно встречаются и незнакомые слова, постарайтесь вывести их значение, используя данные приемы:

- определите, к какой части речи относится это слово (этот прием поможет при выполнении упражнений, когда нужно вставить пропущенное слово);
- попробуйте вывести значение из контекста;
- возможно, незнакомое слово является интернациональным, то есть имеющим похожую форму и значение с русским эквивалентом (contract = контракт);
- вспомните английские словообразовательные элементы (отрицательные приставки, суффиксы существительных, прилагательных и т. д.), попробуйте вывести значение слова, используя эти знания.

4. Помните, ответ на вопрос к тексту может быть выражен как одним словом, так и целым предложением; старайтесь уловить смысл.

5. Внимательно изучите пример (*Example*) выполнения данного вида задания, который приведен перед остальными вопросами.

Аудирование

Организация работы со звучащим текстом и стратегии выполнения заданий похожи на те, которые применяются при чтении, но можно добавить еще несколько приемов:

- некоторые слова в английском языке звучат похоже (leave – live), но имеют разное значение и написание. Постарайтесь с помощью контекста выбрать правильное значение. Особенно важно в звучащей речи различать произношение числительных (forty – fourteen);
- перед тем как прослушивать запись, постарайтесь на основе информации к заданию представить, о чем может пойти речь в ней;
- обращайте внимание на отрицательные конструкции в аудиозаписи.

Письмо

Данный вид речевой деятельности тренируется с помощью написания типовых деловых писем разного вида. Внимательно изучите информацию о структуре, стиле, других особенностях делового письма. Во время выполнения задания сравнивайте свой вариант с образцом, старайтесь использовать свои настоящие данные: имя, телефон, город проживания. Не забудьте затем проверить свою работу на наличие ошибок.

Говорение

Как правило, говорение тренируется с помощью участия в диалогах, полилогах, дискуссиях, ролевых играх, в описании картинки и проведении презентаций.

Внимательно изучите образцы выполнения таких заданий; пользуйтесь моделями, схемами, которые их сопровождают; обязательно используйте новые слова модуля во время выполнения заданий на говорение.

Аудиторная самостоятельная работа

- выполнение некоторых предтекстовых, текстовых и послетекстовых упражнений (определяет преподаватель);
- участие в дискуссиях, ролевых играх, диалогах;
- выполнение некоторых видов заданий в парах и группах (решение кроссвордов);

- описание картинки / фотографии в соответствии с изученными моделями.

Внеаудиторная самостоятельная работа

- выполнение некоторых предтекстовых, текстовых и послетекстовых упражнений (определяет преподаватель);
- работа со словарями и справочниками, в том числе с интернет-источниками (например, работа на ресурсе *Quizlet*);
- написание деловых писем;
- составление кроссвордов с изучаемой лексикой;
- заучивание диалогов, подготовка к дискуссиям, презентациям и ролевым играм;
- просмотр видео и выполнение заданий к ним;
- подготовка описания картинки / фотографии;
- выполнение заданий из блока для самопроверки *Check yourself* и оценка результатов.

READY! STEADY! GO!!! CLASSROOM LANGUAGE



Explanation of Symbols / Условные обозначения



Reading /
Чтение



Listening /
Аудирование



Writing /
Письмо



Speaking /
Говорение



Video /
Работа с видефрагментом



Go to Quizlet /
Работа с онлайн-ресурсом Quizlet



Pairwork / Groupwork
Работа в парах / Работа в группах



Tasks for high level students /
Задания повышенной сложности



Check yourself /
Проверь себя

(Source: <https://www.google.ru>)

Module 1. COMPANIES



Learning objectives:

1. Study and practise new vocabulary.
2. Ask and answer questions about company activities.
3. Introduce yourself and others.
4. Write a letter of invitation.
5. Describe a picture.

Module plan:

1. New vocabulary: introduction and work on it.
2. Text “National Companies”: reading and doing exercises.
3. “An Ideal Company”: discussion.
4. Greetings and Introductions: study and role play.
5. Study how to describe a picture.
6. Write a business letter of invitation.

Skills:

- A student will be able to
- talk about what companies do;
 - talk about his/her company;
 - introduce him/herself and others;
 - describe a picture;
 - write a business letter of invitation.

Glossary 1.1 *Read and translate the vocabulary for the module.*

1. advertising (n) – реклама	16. insurance (n)
2. banking services (n) –	17. loan (n)
3. be based in (v)	18. money transfers (n)
4. brokerage (n)	19. multinational (n)
5. cloud computing	20. offer (v)
6. competitor (n)	21. operates in production (v)
7. customer (n)	22. provide (v)
8. deposit (n)	23. rank (v)
9. develop (v)	24. retail (n)
10. employee(n)	25. selection (n)
11. employment (n)	26. software (n)
12. hardware (n)	27. source (n)
13. headquarter (v)	28. specializes in (v)
14. income (n)	29. subsidiary (n)
15. influence (n)	30. supplier (n)



Glossary 1.2 *Please follow the links below to access some practice on Quizlet:*

PART 1: <https://bit.ly/2HwVEuL> **PART 2:** <https://bit.ly/2FnDutB>



Ex. 1.3 *Extra practice for early finishers. Work in pairs.*

- \a) Make up a crossword using at least 15 words from the Glossary.
- \b) Swap your crosswords with another pair and do their crossword.
- \c) Check your partner's work for mistakes.

Example:

ACROSS:

- 1. A person, product, company, etc. that is trying to compete with others, for example, by trying to make bigger sales in a particular market (*competitor*).
- 2. ...

DOWN:

1. Someone who is paid to work for someone else (*employee*).
2. ...

Ex. 1.4 Read these descriptions of the companies. Complete their names.

National companies



The biggest national companies rank a high place in the world. They are large suppliers of production. The biggest national companies have a greater sphere of influence. For example:



1. This company *offers* the widest selection of banking services for retail customers: from traditional deposits and various types of loans to bank cards, money transfers, bank insurance and brokerage services. It provides employment and a source of income for every 150th Russian family.

2. This is an American multinational technology company, it *specializes in* Internet-related services and products that include online advertising technologies, search, cloud computing, software, and hardware. Its main *competitor* is Yahoo.

3. This northern European company *operates in* the retail market. It *specializes in* low-price products, including furniture, bathrooms, and kitchens.

4. This is an American multinational technology company *headquartered* in Cupertino, California, a suburb of San Jose, that *designs*,

develops, and *sells* consumer electronics, computer software, and online services.

5. This company *produces* nearly one million cars a year. It *is based in* Russia, Togliatty and has more than 67,000 *employees*. It's well known for its Lada 4x4 (former Lada "Niva").

Ex. 1.5 Complete these sentences with the words in bold in Ex. 1.4

1. Some companies make or _____ goods.
2. Other companies _____ or offer services.
3. If you _____ in a particular product or service, it's your main activity.
4. If you work for a company, you are an _____.
5. If your head office is in a particular city, your company _____ there.
6. If another company operates in the same market as you, it is your _____.

Discussion "An Ideal Company"

Ex. 1.6 Please follow the link below to access some tips on how to organize your ideas for a discussion: <https://bit.ly/2HTs2eB>



a) Work with a partner. Look at the criteria for an ideal company and choose the five most important and the five least important.

My ideal company:

- has a female CEO
- gives six months' paid maternity leave and one month paid paternity leave
- has a crèche facility
- has a good quality canteen
- gives equal pay to women and men
- gives employees a laptop computer and mobile phone for business and personal use
- has opportunities for promotion and personal development
- awards bonuses and gives fringe benefits to employees
- provides at least six weeks' training a year

- has an annual staff party
- has a generous company pension scheme
- allows women with three children to retire at 55
- has a gym and sports facilities
- pays one-month extra salary to employees who have a new baby or who get married

b) In pairs discuss the items and choose the five most and five least important. Do you think it's better to work for a large or a small company? Share your ideas with another pair.

Example:

<p><i>Second,</i> it's important to have an annual staff party, because</p> <ul style="list-style-type: none"> – it helps to build a team, – ... <p>3</p>	<p><i>First,</i> it's fair to give equal pay to women and men, because they</p> <ul style="list-style-type: none"> – have the same position in a company, – have equal qualifications, – ... <p>2</p>
<p><i>An ideal company</i></p>	
<p><i>Third,</i> a company should allow women with three children to retire at 55, because</p> <ul style="list-style-type: none"> – they had to work and grow up children at the same time, so they worked hard, – ... <p>4</p>	<p><i>I believe</i> an ideal company should give equal pay to women and men, have an annual staff party and allow women with three children to retire at 55.</p> <p style="text-align: right;">Introduction1</p>
<p>Conclusion</p> <p><i>In conclusion,</i> an ideal company should have an annual staff party and allows women with three children to retire at 55, because 2, 3, 4</p>	

Greetings and introductions

Ex. 1.7 Please follow the link below to watch a video about greetings and introductions: <https://bit.ly/2c5hqWT>



a) Listen to the useful language for greetings and introductions and fill in the gaps in the table

Informal	Formal
<i>How to introduce yourself</i>	
Hi. I am...	Hello. I don't think we've met. Let me introduce myself. My name is... ...
Hello. My name is...	
How to introduce someone else	
...	...
What to say after introductions	
...	...
How to greet someone you know	
...	...
How to say goodbye	
...	...



b) Listen to two dialogues, informal and formal.

Work in a group of three. Make up similar dialogues (formal and informal), using your useful language notes, with your names, practise them until you remember.



c) Role play the dialogues.



Ex. 1.8 *Work with a partner. Talk about your company, using some or all of these phrases (if you are a student, find information about any company you like on the Internet).*

- | | |
|---------------------------------------|-----------------------------|
| It's a(n) ... company / organization. | Its main competitors are... |
| It's a subsidiary of... | Its head office is... |
| It makes / produces... | It provides / offers... |
| It has ... employees | It operates in... |
| It is based in... | It specializes in... |

Ex. 1.9 *Work with a partner. Ask and answer these questions, for your answers use information from Ex. 1.7.*

1. Do you work for a multinational company?
2. Is it a new company?
3. What does it do?
4. Does it operate in many countries?
5. Where do you work?



Ex. 1.10 *Work with a partner. Make questions about your partner's company using the prompts below.*

Example: How old is the company?

1. How old / company?
2. What products / company / specialize in?
3. What / its annual sales?
4. Where / its head office?
5. How many factories / have?
6. How many people / employ?
7. What / offer / its employees?
8. How / protect the environment?



Ex. 1.11 *Work in group of three. Make up a dialogue. Start with greetings and introductions. Take turns to ask and answer the questions about your companies. Practise till remember. Role play the dialogue.*

Describe a picture

Ex. 1.12 Please follow the link below to access some practice on how to describe a picture: <https://bit.ly/1H4oddO>

Describe the picture using these verbs in the Present Continuous Tense.



Example:



In the picture I can see six people. It looks like a business meeting. The woman in the middle is telling something to her partners. They are looking at her, maybe she is a team leader. There is a laptop on the table and...

Writing a business letter



Ex. 1.13 *Please follow the links below to access some information about parts of a business letter: <https://bit.ly/2r4sPzU>*

Read information about the structure of a business letter.

The main parts of a business letter (Внешняя структура и оформление делового письма)

Заголовок письма (The Letterhead)
Дата (The Date)
Адрес получателя (The Inside Address)
Указание на конкретное лицо (Attention line)
Вступительное обращение (The opening salutation)
Указание на общее содержание письма (The subject heading)
Текст письма (The body of the letter)
Заключительная формула вежливости (The complimentary closing)
Блок подписи (The signature)
Указание на приложение (Enclosures notation)
Указание на рассылку копий (Copy notation)



Ex. 1.14 a) *Read the letter and find the compositional parts of a business letter.*

COM INTERNATIONAL

Crossley House

Portsmouth

East Sussex Fn4 6LK.

1 Dear Mr Hayden

New Product – Invitation

2 We are delighted to introduce our new Model of “Millipage Pro” all-purposes photocopier to you as you are a valued customer of our company. For your information we have enclosed an illustrated catalogue giving full description of the Model and covering our other products but feel that a demonstration will give you more of an idea of its capabilities.

3 We would therefore like to invite you to visit our stand at the annual “British Office Equipment Exhibition” where the equipment will be set up so that you can see the machine in operation. The Exhibition will be held 15–19 June, 20175 in Golders Green. For those five days, we shall be offering a 5 % discount on this model.

4 We hope that you will have interested in our invitation. Looking forward to welcoming you to the Exhibition.

5 Sincerely yours

Sophie Bolan

Sophie Bolan

General Manager

Enc. Our New Catalogue

b) Read the letter again and answer the following questions.

1. Why is the person being invited to the exhibition?
2. What have they enclosed in the letter?
3. Where and when will the Exhibition be held?
4. What is the purpose of the exhibition?
5. What is the function of each section of the invitation? (1–5)

c) Learn by heart these clichés from the letter.

<i>Dear Mr</i>	Уважаемый господин...
<i>We are delighted to introduce our new...</i>	С удовольствием представляем наш новый...
<i>For your information...</i>	К Вашему сведению...
<i>...we have enclosed ... giving full description of the...</i>	В приложении к этому письму Вы найдёте..., в котором Вы найдёте полное описание...
<i>We would therefore like to invite you ...</i>	По этой причине мы бы хотели пригласить Вас...
<i>We hope that you will have interested in our invitation.</i>	Надеюсь, наше приглашение Вас заинтересует.
<i>Looking forward to...</i>	С нетерпением ожидаем...
<i>Sincerely yours,</i>	С уважением,
<i>Enc.</i>	Приложение:

d) In which section of the invitation (1–5) could phrases a–e be used?

- a. We look forward to seeing you there.
 - b. We would like to invite you...
 - c. May we take this opportunity to invite you to...
 - d. As you can see from the enclosed catalogue...
 - e. The event is taking place on the 31st November at the Crocus centre in Sochi
- e) Use the letter as a model and write an invitation to any event you like.**

Check yourself 1



Choose the correct variant (Answer key p. 164).

1. Dear Mr –

- a) Дорогой мистер
- b) Дорогой господин
- c) Уважаемый мистер
- d) Уважаемый господин

2. Sincerely yours –

- a) Искренне Ваши
- b) С уважением,
- c) Искренне Ваш
- d) Всего наилучшего

3. ____ the right of the picture I can see a man.

- a) In
- b) At
- c) On
- d) By

4. ____ the middle of the picture there is a group of people.

- a) In
- b) At
- c) On
- d) By

5. At the bottom of the picture there is a man _____ in an armchair.
- a) sits
 - b) sit
 - c) to sit
 - d) sitting
6. Next to the table there are some businessmen. They _____ a new contract.
- a) are discussing
 - b) discuss
 - c) are discuss
 - d) discussing
7. We _____ in the advertising of computer hardware.
- a) start
 - b) based
 - c) describe
 - d) specialize
8. A _____ provides things that people want or need, often over a long period of time.
- a) customer
 - b) headquarter
 - c) competitor
 - d) supplier
9. How much is the _____ on your car?
- a) insurance
 - b) headquarter
 - c) rank
 - d) competitor
10. A sum of money that is borrowed and expected to be paid back.
- a) a loan
 - b) money transfers
 - c) retail
 - d) an income

11. A person or company that produces large amounts of goods is a...

- a) retailer
- b) manufacturer
- c) buyer
- d) competitor

12. A retailer sells...

- a) goods to the store owners.
- b) goods directly to the public.
- c) raw materials to the manufacturers.
- d) the goods or products at a lower price.

13. What do you do?

- a) I develop software products.
- b) I'm listening to the news.
- c) I'm not employed.
- d) I'm developing software products.

14. Which sentence is correct?

- a) Often I am giving presentations in my job.
- b) Often I am presenting
- c) Often I make presentations in my work.
- d) I often give presentations in my job.

15. Someone who is paid to work for someone else.

- a) employer
- b) employee
- c) customer
- d) buyer

Module 2. THE INTERNET



Learning objectives:

1. Study and practise new vocabulary.
2. Work out and discuss the measures to protect company data.
3. Review countable and uncountable nouns.
4. Write an instruction.

Module plan:

1. New vocabulary: introduction and work on it.
2. Text “How to Protect Your Sensitive Business Data”: reading and doing exercises.
3. Watch the video about making a small business talk.
4. Study how to write an instruction.
5. Describe a picture.

Skills: A student will be able to

- talk about data protective measure;
- make a small talk in English;
- write an instruction;
- describe a picture using new words.

Glossary 2.1 *Read and translate the vocabulary for the module.*

1. access (v)	24. private (adj)
2. access to the Internet (n)	25. protect (v)
3. arrange staff training (v)	26. record (v)
4. avoid (v)	27. report to smb. (v)
5. browse (v)	28. research (v)
6. comprehensive list (n)	29. safeguard (v)
7. confidential (adj)	30. search engine (n)
8. data breach (n)	31. secure (v)
9. data protection requirements (n)	32. security cameras (n)
10. database (n)	33. security staff (n)
11. decision (n)	34. security system (n)
12. encourage (v)	35. sensitive (adj)
13. enormous (adj)	36. share (v)
14. ensure security (v)	37. store (v)
15. file (v)	38. substantial (adj)
16. hacker (n)	39. surveillance (n)
17. implement (v)	40. take automatic backups (v)
18. keyword (n)	41. technical problems (n)
19. online streaming (n)	42. theft (n)
20. password (n)	43. transfer (v)
21. personal data (n)	44. unauthorized (adj)
22. portable hard drive (n)	45. update (v)
23. prevent (v)	46. USB storage device (n)
	47. virus (n)



Glossary 2.2 *Please follow the links below to access some practice on Quizlet:*

PART 1: <https://bit.ly/2Fn3PrC>

PART 2: <https://bit.ly/2r3C7vJ>



Ex. 2.3 *Extra practice for early finishers. Work in pairs.*

- Make up a crossword using at least 15 words from the vocabulary.
- Swap your crosswords with another pair and do their crossword.
- Check your partner's work for mistakes.

Ex. 2.4 *Translate the sentences into Russian.*

1. More banks are now installing surveillance cameras.
2. These lists follow current data protection rules and will not be based on confidential information.
3. A computer virus is a program that is able to copy itself when it is run. Very often, computer viruses are run as a part of other programs.
4. They've updated a lot of the entries in the most recent edition of the encyclopedia.
5. Can you access the internet on your mobile phone?
6. Without money to invest in technology improvements, the agency continued to rely on a paper-based filing system from the pre-computer age.
7. She's put an enormous pile of papers on my desk and I haven't got a clue what to do with them.
8. Start by typing the name of the company into your search engine and see what results come up.
9. "The depth and breadth of the bank account data breach is shocking," the governor said in the statement.
10. Members of the public were prevented from entering the building.



Ex. 2.5 *What can a company do to secure its data? Make up a list of your ideas. Work in pairs and compare your ideas. Work out an instruction for keeping the company data safe.*

Example:

DOES	DONTs
Always...	Never do... Don't...



Ex. 2.6 *a) Scan the text below and answer the questions:*

1. What are the main steps that industry professionals recommend to companies?
2. What steps refer to employees?
3. What electronic devices are mentioned in the article?

b) Read the text again and fill in the gaps with the words from the table.

We live in a world where data is stored and accessed everywhere. Enterprise mobility, the flood of personal devices, and the cloud have

transformed the way businesses operate, as well as the strategies they take to ensure security.

avoid	to transfer or share	<i>business</i>	access to
password usage	USB storage devices	backup software	safeguard
cause	secure virtual recordkeeping system	Limit	minimize
a removable unit	security system	dependable	theft

How to Protect Your Sensitive Business Data

Fundamental tips to protect your sensitive business data

The following are some of the basic steps and procedures that industry professionals recommend that companies strictly implement in their organization to ___1___ data breach.

1. *Look at the usage of your ___2___ data.*

- Examine who has access to your confidential and sensitive business data. Find out who has frequent ___3___ the information and who infrequently accesses them.
- Determine how your business data is being transferred or shared. There are various ways that employees use ___4___ data: email, online streaming, or through USB storage devices.

2. *Create a comprehensive list of all data stored in your company.*

- Know where each type of data is kept, who has access to it, and how often it is accessed.
- Using this list, find out how the handling of the data can ___5___ risks.
- To be safe, ___6___ access to the data to a few of your employees.

3. *Streamline manual recordkeeping.*

- Arrange and store all paperwork and documents according to month.
- Avoid paperwork when possible and instead use a ___7___ that only a few employees access.

4. *Store data efficiently.*

- Use a central server to store critical data. Storing data on a single location minimizes ___8___.

- ____9____ access to the data to a few trusted employees. Implement a secure way for these employees to access the data.

5. *Back up the data.*

- Use ____10____ to schedule and maintain automatic backups.
- Take backups on a regular basis. To use less storage space and to make the process quicker, back up only the information that has been changed.
- Keep backups secure as well.
- Back up your data to ____11____, such as a portable hard drive, CD-ROM, a DVD.
- Assign a ____12____ person in your company to secure backups and to perform the backup procedures on schedule. He or she should report to you regularly.

6. *Provide better data protection.*

- Use security software that prevents unauthorized use of ____13____.
- Implement secure ____14____ to inhibit hackers from accessing your data.
- Provide a tight ____15____ at the application level and likewise at the data level.

7. *Make employees understand the need to protect confidential business data.*

Explain to the employees the value of keeping business data secure and encourage them to ____16____ information rather than keep them uninformed.



c) *Work in pairs, compare your answers.*

d) *Work in pairs. Imagine you are setting up a company, which of these steps would you like to use? Which are the most important you think?*

Ex. 2.7 *Is the Internet useful or dangerous for business? Follow the link <https://bit.ly/2FoVGmM>, read the text and discuss the usage of the Internet in business in groups of three: pro and contra.*



Ex. 2.8 a) *Please follow the link below to watch a video about Small talk method in Business English <https://bit.ly/2HXTNT7>*

b) *Follow this link <https://bit.ly/2KnnvQT>, study the examples and make up a small talk. Work with a partner, role play the dialogue.*

Grammar corner



Ex. 2.9 *Nouns in English can be countable, for example keyword(s) or uncountable, for example work. Complete the rules with the words countable or uncountable.*

1. _____ nouns have a plural form (password – passwords).
2. _____ nouns have no plural form (privacy – privacy).
3. Use *How many?* with _____ nouns, and *How much?* with _____ nouns.
4. Use *Is there?* with singular _____ nouns and _____ nouns, and *Are there?* with plural _____ nouns.

Ex. 2.10 *Work in pairs. Are the words in the list countable or uncountable? Make up sentences with seven of them.*

privacy	access	database
security	data	virus
theft	keyword	decision
comprehensive list	security staff	portable hard drive

Ex. 2.11 *Fill in the gaps with How much? or How many?*

1. ...salt do you usually put in the soup?
2. ...cups of tea shall I bring?
3. ...films did you see?
4. ...friends has he got?
5. ...free time do we have?
6. ...juice is there in the fridge?
7. ...money did they spend?
8. ...tomatoes are there in the bag?
9. ...kilos of potatoes did you buy?
10. ...slices of cheese are left on the plate?



Ex. 2.12 *a) Follow the link <https://bit.ly/2HCwURO> , watch the video and do exercises.*



b) Take turns to ask and answer questions about your partner personal possessions, using How much? / How many? / a few / few / little / a little.

Writing a business letter

Ex. 2.13 *In pairs discuss the following questions:*

1. What activities might you give or receive instructions for at work (How to do.....)?
2. Do you ever receive instructions in writing?
3. Are instructions always easy to write or follow? Why / why not?



Ex. 2.14 a) *Read this instruction.*

How to print a document

To print a document, your computer needs to be connected to a printer. Being able to print is not necessary in order to use Word, but if you want to send a letter in the post or print out a poster, you'll need to have access to a printer.

This guide explains how to print a document in Microsoft Word 2010. Earlier versions of Word may use slightly different steps.

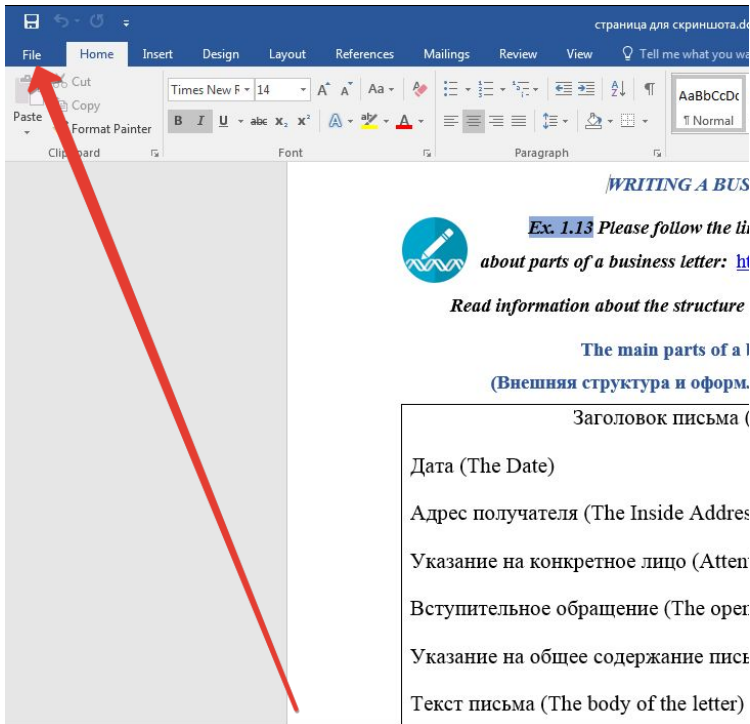
You'll need:

- A computer with Microsoft Word installed.
- A printer set up and connected to your computer.

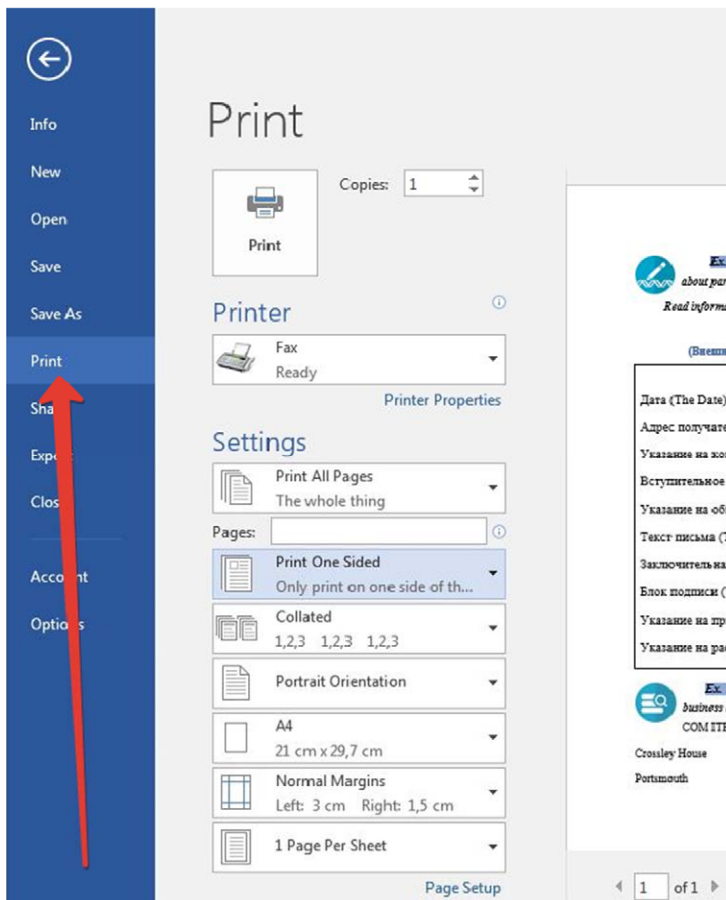
Follow these step-by-step instructions to print a document from Microsoft Word

Step 1. Open an existing Word document or start a new document and type your text.

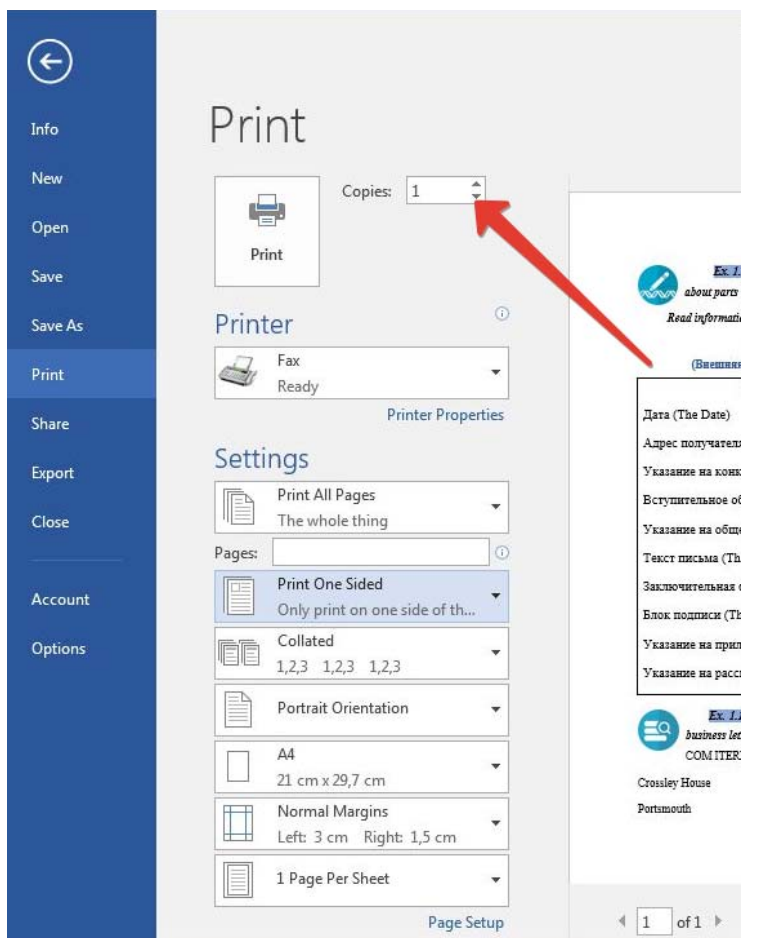
Step 2. Once you've completed your document and are ready to print, click File in the top left-hand corner of your document.



Step 3. Move down and click Print in the menu. This will bring up the ‘Print’ dialogue box.

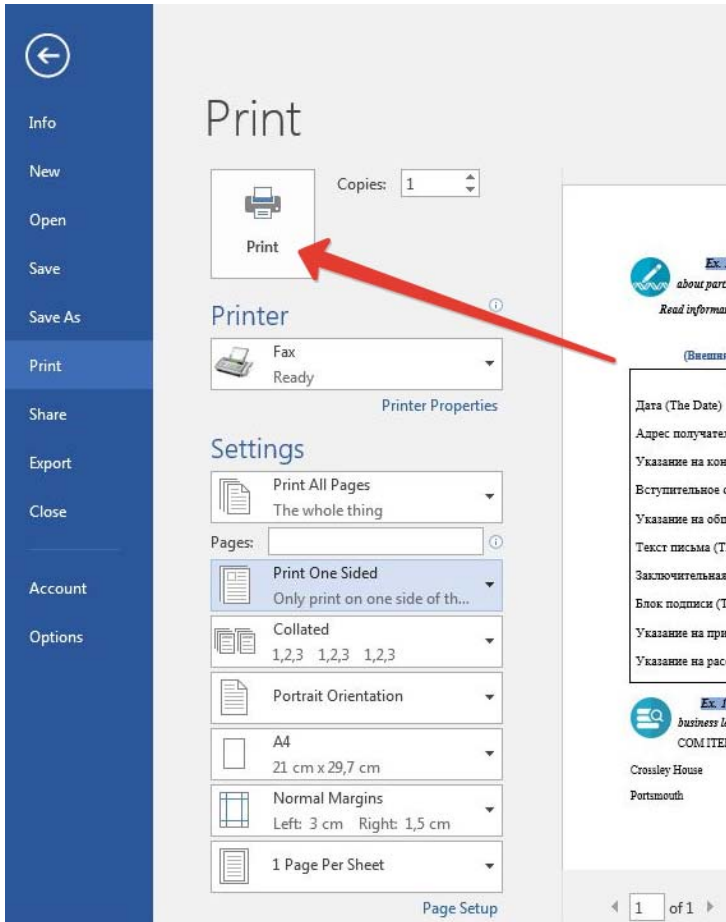


Step 4. Choose how many copies of your document you need.



Step 5. Depending on your printer options, you can choose other printing features such as whether you want to print all pages or only certain pages. You can also change the orientation of the print from portrait to landscape and tell your computer and printer whether you're printing on a certain size of paper. You'll also see, on the right, a preview of your printed document will look like.

Step 6. When you're happy with your settings, click **Print**. The document will now start printing on your printer.



b) Read this instruction. Try to guess: what is it for?

- Make sure you provide real instructions – explanations of how to build, operate, or repair something.
- Write a good introduction – in it, indicate the exact procedure to be explained, indicate audience requirements, and provide an overview of contents.

- Make sure that you use the various types of lists wherever appropriate. In particular, use numbered vertical lists for sequential steps.
- Use headings to mark off all the main sections and subheadings for subsections. (Remember that no heading “Introduction” is needed between the title and the first paragraph. Remember not to use first-level headings in this assignment; start with the second level.)
- Use special notices as appropriate.
- Make sure you use the style and format for all headings, lists, special notices, and graphics as presented in these chapters. If that’s a problem, get in touch with your instructor.
- Use graphics to illustrate any key actions or objects.
- Provide additional supplementary explanation of the steps as necessary.
- Remember to create a section listing equipment and supplies, if necessary.



c) Work in pairs. Describe the language you need to write the instruction. This link might help you <https://bit.ly/1BSKZzM>

d) Think of the activity you might need to describe at work, write simple instructions, but don’t say what the activity is (For example, “How to generate a QR-code”, “How to shorten a long Internet-link”).

e) Exchange the instruction with a partner. Read your partner’s instruction and try to guess the activity.

f) Work together with another partner.

Describe a picture



Ex. 2.15 *Describe the picture using the verbs in the Present Continuous Tense and the Glossary from this module.*



Check yourself 2



Choose the correct variant (Answer key p. 164).

1. Try to _____ the city centre. There is much traffic.

- a) avoid
- b) browse
- c) encourage
- d) file

2. 'I decided to spend the night _____ the Internet'.

- a) filing
- b) browsing
- c) avoiding
- d) encouraging

3. My parents _____ me when things weren't going well at school.

- a) filed
- b) avoided
- c) encouraged
- d) browsed

4. All visitors please _____ to reception.

- a) secure
- b) share

- c) store
- d) report

5. We _____ the cost of the wedding between us.

- a) shared
- b) browsed
- c) encouraged
- d) ensured

6. Police personnel should _____ during the school examination period.

- a) prevent
- b) ensure security
- c) take automatic backups
- d) protect

7. _____ is a computer program which finds information on the Internet by looking for words that you have typed in.

- a) Access to the Internet
- b) A comprehensive list
- c) A search engine
- d) A hacker

8. _____ of the children can read or write at the age of 4.

- a) Little
- b) A few
- c) A little
- d) Few

9. She was my _____ sister and I looked after her.

- a) little
- b) a little
- c) few
- d) a few

10. The _____ got names and e-mail accounts of the company's one million customers.

- a) keyword
- b) hacker

- c) access
- d) password

11. It increases the risk of _____ to the system and information resources.

- a) data breach
- b) security system
- c) unauthorized access
- d) technical problems

12. When writing instructions, avoid using pronouns and _____ verbs.

- a) auxiliary
- b) irregular
- c) main
- d) modal

13. This is a _____.

- a) portable hard drive
- b) safeguard
- c) store
- d) input data



14. Our new computerized system will soon be fully _____.

- a) avoid
- b) implemented
- c) encourage
- d) prevent

15. It is not the first data _____ of a national scale, but is certainly one of the largest.

- a) safeguard
- b) surveillance
- c) theft
- d) hacker

Module 3. TROUBLESHOOTING



Learning objectives:

1. Study and practise new vocabulary.
2. Learn to handle conflicts at workplace.
3. Learn to give advice on troubleshooting.
4. Write a letter of advice.

Module plan:

1. New vocabulary: introduction and work on it.
2. Text “Handling Conflicts”: reading and doing exercises.
3. Listening.
4. Speaking
5. Writing a letter of advice.

Skills: A student will be able to

- use the English language in handling conflicts;
- give some advice on troubleshooting;
- identify different types of workplace conflicts.

Glossary 3.1 *Read and translate the vocabulary for the module.*

1. agreement (n) — соглашение	31. make a decision (v)
2. annoyed (adj)	32. mediator (n)
3. argument (n)	33. move things forward (v)
4. arise (v)	34. occur (v)
5. arrogant (adj)	35. perception (n)
6. attitude (n)	36. personnel (n)
7. be in charge of something (v)	37. possess (qualities of character)
8. be responsible for something (v)	(v)
9. be tempted to do something (v)	38. prejudice (n)
10. blame somebody for something (v)	39. resolve disputes (v)
11. boundaries (n)	40. separately (adv)
12. bully (n)	41. set aside (v)
13. castigate (v)	42. set up a meeting (v)
14. consistent (adj)	43. sit back (v)
15. deal with (v)	44. stimulate (v)
16. favouritism (n)	45. stressed (adj)
17. find out (v)	46. stressful (adj)
18. get in somebody's shoes (v)	47. subordinate (v)
19. give somebody a cold shoulder (v)	48. suggestion (n)
20. go wrong (v)	49. take something into account (v)
21. hamper (n)	50. take something into consideration (v)
22. handle a conflict (v)	51. talk down to somebody (v)
23. hostile (n)	52. treat somebody like... / with (v)
24. hurt (v)	53. troubleshooter (n)
25. infuriated (adj)	54. undercut (v)
26. involve (v)	55. unfair (adj)
27. irritated (v)	56. union representative (n)
28. issue (n)	57. unpleasant (adj)
29. jump to a conclusion (v)	58. win somebody's trust (v)
30. keep silence (v)	59. win-win scenario (n)



Glossary 3.2 Please follow the links below to access some practice on Quizlet:

PART 1: <https://bit.ly/2HY3jpy>

PART 2: <https://bit.ly/2r4t1yW>



Ex. 3.3 Extra practice for early finishers. Work in pairs.

- a) Make up a crossword using at least 15 words from the vocabulary.
- b) Swap your crosswords with another pair and do their crossword.
- c) Check your partner's work for mistakes.



Ex. 3.4 Discuss the following questions with your teacher:

- 1) What qualities does a mediator or troubleshooter have to possess?
- 2) Disagreement is a type of conflict. In what ways can it make meetings and negotiations more effective and productive?
- 3) Tell about a conflict that was handled well.
- 4) Tell about a conflict that was handled badly.

Ex. 3.5 Fill in the gaps with the appropriate prepositions from the box. Make up sentences with these phrases.

to	in	for
with	aside	down

1. be responsible...
2. be guilty..
3. blame somebody..
4. calm...
5. talk... ..somebody
6. pay no regard... something / ...something
7. deal...
8. set...

Grammar corner

Ex. 3.6 Complete the table with the correct form of these words.

Noun	Adjective	Opposite
1. patience	patient	_____
2. calmness		Nervous / furious
3. credibility		
4. consistency		
5. _____	formal	
6. sympathy		
7. _____	creative	
8. enthusiasm		
9. weakness		
10. emotion		

Ex. 3.7 Use one of the adjectives or its opposite to fill in the gaps.

- 1) She gets very irritated if subordinates are late for meetings. She is very _____.
- 2) He is good at thinking of new ideas and using imagination to produce something unusual. He is a very _____ person.
- 3) She never shows fury, enthusiasm, dissatisfaction or disappointment during a negotiation. She is totally _____.
- 4) He always accepts his business partner's suggestions. He is _____.
- 5) She told him she was feeling very bad, and all the boss asked was "Will you be able to meet the deadline?" How can he so _____?
- 6) She likes people to feel relaxed and comfortable during a negotiation. An _____ atmosphere is significant, in her opinion.



Ex. 3.8 Discuss the following questions:

1. How do conflicts affect the atmosphere at work?
2. Who should resolve the conflicts between the employees: workers themselves or senior managers?
3. Imagine you are a manager. Will you talk to both sides of the conflict separately or arrange a 'face-to-face interrogation'?



Ex. 3.9 *Read some tips about handling conflicts. Which of the following does not appear in these texts?*

1. Reasons why people have conflicts
2. Ways and strategies to resolve conflicts
3. How you should behave when handling a conflict
4. How to prevent conflicts
5. How to preserve peaceful atmosphere at work afterwards.

Article A

Listen to all sides first, separately, so you can understand each person's points of view and feelings. Then **set up a meeting**. Don't **jump to any conclusions** before you go in.

– People often think about what they want done to the other person. Instead, you should make people think about what they need from the other person and what they can offer the other person to help **move things forward**.

– When you **handle conflict**, don't think of it as fighting a battle, but as a service you can offer your employees. Make sure you are **consistent** in how you handle conflict across the organisation.

– Try not to **talk down** to people. Don't be **arrogant**. Managers sometimes begin **treating people** like naughty school kids, but that doesn't work.

– You need to check what stimulates and encourages employees. Sometimes an **issue** just starts to appear, but it's got deeper roots.

Article B

– Explore what is happening like someone who really wants to move things forward, not like an investigator. Go in, ask some questions, **find out** what's happening, if possible, from both sides of the **argument**. **Win** people's **trust** early on.

– Treat people with respect. **Take into account** other peoples' ideas and interests. The best way to do that is to listen to what they're explaining and to try to **get in their shoes**.

– Try to develop a **win-win scenario**. You want both people to go away happy and for it to be good for the organisation. There must be no **favouritism**.

– What you really wish people to tell you is three things: what's happening, their **perception** of what's **going wrong**, and what can be improved.

– Managers shouldn't jump to conclusions. Sometimes a person will come to see them to say they have an issue with someone and they decide what they are going to do without checking with the other person. There are two sides to every story.

Ex. 3.10 *Match the words from the articles to their meanings. Then discuss the five tips and rank them in order of usefulness.*

1. Jump to conclusions	a) not to change your attitude; always behaving or happening in a similar, usually positive, way
2. to be consistent	b) to talk to someone in a way that shows you think they are not intelligent or not important
3. to move things forward	c) to make progress with something that you have planned to do
4. to talk down to somebody	d) to guess the facts about a situation without having enough information; to make a decision too quickly
5. favouritism	e) try to be in the same situation as someone else, especially an unpleasant situation
6. to get in somebody's shoes	f) unfair treatment of one person or group in a better way than another
7. to handle	g) an important subject or problem that people are discussing
8. issue	h) an angry discussion with someone in which you both disagree
9. argument	i) a situation or result that is good for everyone who is involved:
10. win-win	j) to deal with, have responsibility for, or be in charge of:



Ex. 3.11 *Work in pairs.*

- a) Tell your partner about the most useful tips in your own words.
- b) Are there any tips in the articles which you do not agree with?
- c) How do employees often deal with conflicts in Russia?



Ex. 3.12 (*Track 10.3*) *A union representative meets a general manager.*

The representative is annoyed and irritated because the firm's personnel are no longer allowed to use the firm car park. Listen to the conversation and respond to the following questions. (Market Leader [Электронный ресурс] : Pre-Intermediate Market Leader: Business English Coursebook Audio CD. – [Б. М.] : Pearson Longman, 2007).

- a) What is the general manager's first suggestion to sort out the problem?
- b) Why does the union representative reject the suggestion?
- c) What agreement do they finally come to?

Ex. 3.13 *Complete the sentences with the missing words*

1. We've got to do something about it. OK, _____ this?
_____ we keep five spaces for staff. And it's first come, first served?
2. Look, Tracy, I _____ what you're _____, but it just isn't possible any more.
3. OK, Tracy. What if we _____ help towards the cost? We _____ be able to pay, say, 30 per cent.
4. There is another _____. How about if the staff park their cars in the car park near the station?



Ex. 3.14 (*Track 10.1*) *Eileen Carroll is Deputy Chief Executive of the*

Centre for Effective Dispute Resolution, an organization which helps to resolve business conflict. Listen to the first part of the interview. What causes of conflicts in firms does Eileen mention? (Market Leader [Электронный ресурс] : Pre-Intermediate Market Leader: Business English Coursebook Audio CD. – [Б. М.] : Pearson Longman, 2007).

a) Complete the extracts below.

1. _____ expectations about what a contract can deliver
2. lack of _____ when expectations are not being met
3. _____ badly or not at all

4. a change in _____
5. change of _____ structures.

b) (Track 10.2) Listen to the second part of the interview. What are the three essential components that help her resolve business disputes? (Market Leader [Электронный ресурс] : Pre-Intermediate Market Leader: Business English Coursebook Audio CD. – [Б. М.] : Pearson Longman, 2007).



Ex. 3.15 *Work in pairs. Which of the following points are good ways of handling conflicts in a meeting? Give reasons for your answers.*

1. Smile a lot.
2. Sit back and appear relaxed.
3. Avoid eye contact.
4. Stop the discussion and come back to the problem later.
5. Keep silence for a long time.
6. Speak quietly and slowly.
7. Say “I see what you mean”.
8. Concentrate on the problem, not on personalities.
9. Tell a joke or say something humorous.
10. Do not look hostile.



Ex. 3.16 *Try to handle the situations below. Discuss with your teacher.*

What will you do if:

- a) you see employees having an argument?
- b) a colleague bullies or castigates you?
- c) you see a colleague stealing something?
- d) your boss never takes into consideration your opinion?
- e) your boss often asks you to work overtime?



Ex. 3.17 *Work in groups. Role-play a conflict situation and try to handle it using the phrases below.*

Useful language

Calming down

I understand what you are saying.

I can see your point of view.

Well I see / know what you mean.

Why don't we come back to it later?

Let's have a break and come back with some fresh ideas.

You don't have to worry about...

Creating solutions

A compromise could be?

How about if...

What if...

Let's look at this another way.

Another possibility is...

Closing a negotiation

Let's see what we've got.

Let's go over the main points again.

OK, I think it cover everything.

Can I go over what we have agreed?

We've got a deal.

NOTE! Avoid imperative sentences when resolving a conflict. The sides might feel threatened and the agreement definitely wouldn't be reached.



Ex. 3.18 *What are other reasons for workplace conflicts to occur?*

There are four types of conflicts which may take place at work. To find out what they are, divide into four groups. Each group needs to choose one conflict type, explain what it means in their own words and dramatize a situation involving such a conflict. The task of the audience is to suggest a solution to the conflict.

Responsibility Unclear

When it is unclear who is responsible for what area of a project or task, conflict can occur. Territorial issues arise when decisions are made that appear to cross boundaries of responsibility. To prevent this from happening it is imperative that the roles and responsibilities of all the players are spelled out clearly and agreed upon by everyone involved before the project is started.

Conflict of Interest

Sometimes personal interests and goals don't fit the goals and expectations of the organization. In this case the individual may be tempted to fight for his personal goals, creating a conflict situation that will hamper success of the project.

Not Enough Resources

Competition for resources, including money, time and materials, will cause the teams to undercut each other, leading to conflict between departments or other work groups. Valuable resources need to be distributed fairly among all the groups. Starting out a project with a clear picture of the resources available will help prevent some of this conflict.

Interpersonal Relationships

The personalities of the people play an important part in conflict resolution. Often the conflict is a result of interpersonal relationships where the parties to the conflict are unable to resolve personal issues with each other. It is not always easy to set aside personal prejudices when entering the workplace, but it is important to recognize what those prejudices are and deal with them before conflict arises.

Writing a business letter



Ex. 3.19 *You've got an email from a friend who is complaining on uneasy relationships at his / her workplace. In your reply:*

- respond with sympathy
- analyze the situation, define the type of the conflict / clarify the reasons
- suggest a solution

...What is even worse, I don't understand what's going on here! There are eight people in my office, but I am obviously the one who does everybody's work! They always ask me to give them a hand in this and that, and I agree, naturally! You know, I expect they will do the same for me one day... Anyway, I soon got tired of this and I tried to tell it to everybody. You know, the result was disappointing... When I last tried to say that I've got enough work, the manager told me that it was a bad idea for a newcomer to give colleagues a cold shoulder. Now she controls me more than the others and always talks down to me. Every time I see her I feel depressed. She's so arrogant... I really don't know what to do, actually.

DESCRIBE A PICTURE



Ex. 3.20 Describe the picture using the verbs in the *Present Continuous Tense* and the *Glossary* from this module.



Check yourself 3



Complete the sentences with the appropriate words (Answer key p. 164).

1. Don't _____. There might be a simple explanation – perhaps, she has been delayed.

- a) come to conclusions
- b) hurry with conclusions
- c) jump to conclusions
- d) take fast conclusions

2. Bridget will _____ if she keeps being consistent.

- a) win their trust
- b) deserve their belief
- c) get their interest
- d) get their sympathy

3. Employees should be treated as equals, and employers shouldn't _____ to them.

- a) talk rudely
- b) speak angry
- c) talk down
- d) be proud

4. He will criticise you one day and praise you the next. How can anyone be so _____.

- a) impatient
- b) inconsistent
- c) too emotional
- d) enthusiastic

5. _____ negotiations are good for the both sides. They help establish long-lasting and stable relationships.

- a) win-lose
- b) lose-lose
- c) lose-win
- d) win-win

6. His colleagues had _____ and stopped speaking to each other, so he brought them together to discuss the problem.

- a) a quarrel
- b) an argument
- c) an issue
- d) speech

7. The Sales department is _____ with changes to its training programme.

- a) moving forward
- b) moving back
- c) going ahead
- d) going on

8. She showed _____ to our new employee and always made concessions to him.

- a) pleasure
- jb) oy

- c) admire
- d) favouritism

9. A conflict of responsibility _____ when it is unclear who should do what.

becomes
occurs

- c) launches
- d) comes

10. My boss is really _____ these days because of the budget cuts, so the atmosphere in the office is _____, you know.

stressful, annoyed

annoying, stressed

- c) annoyed, stressful
- d) stressed, annoyed

11. What can I tell you about Jane? She is really ___ patient, while her secretary is much more ___ emotional.

- a) dis, un
- b) un, im
- c) in, dis
- d) im, un

12. Why _____ we return to this later? We have much more serious things to discuss.

- a) don't
- b) need
- c) mustn't
- d) not

13. If you continue treating people _____ fools, you'll ruin all the good relationships you've made at work.

- a) to
- b) as
- c) like
- d) for

14. _____ we go on or you want this point cleared once again?

- a) Need
- b) Might
- c) Shall
- d) Let's

15. Haven't you _____ a decision yet? Will you stay in this department or not?

- a) chosen
- b) made
- c) found
- d) solved

Module 4. PRESENTING A NEW PRODUCT



Learning objectives:

1. Study and practise new vocabulary.
2. Ask and answer questions about presenting a new product.
3. Learn to give a formal presentation.
4. Learn to write a description of a new product.

Module plan:

1. New vocabulary: introduction and work on it.
2. Text “Presentations to Propose a New Product”: reading and doing exercises.
3. Give a formal presentation.
4. Write a description of a new product.
5. Describe a picture.

Skills:

- A student will be able to
- talk about ways to present a product;
 - give a formal presentation of a new product;
 - write a new product description.

Glossary 4.1 *Read and translate the vocabulary for the module.*

1. accurate (adj)	29. in conjunction with (prep)
2. admit (v)	30. interrupt (v)
3. allow (v)	31. market potential (n)
4. at the end of (prep)	32. market trial (n)
5. at their convenience (phrase)	33. merit (n)
6. build credibility (v)	34. particular (adj)
7. claim (n)	35. permission (n)
8. competing products (n)	36. pie chart (n)
9. concentrate on (v)	37. pitch (v)
10. contribute to (v)	38. practical (adj)
11. demonstrate (v)	39. proof (n)
12. distributor (n)	40. propose (v)
13. divide into (v)	41. release form (n)
14. drawback (n)	42. relevant (adj)
15. easel (n)	43. reliable (adj)
16. elevator pitch(n)	44. review (v)
17. ensure (v)	45. sample (n)
18. excellent (adj)	46. succinct (adj)
19. experiment with smth (v)	47. sum up (v)
20. field trial (n)	48. taste (v)
21. flip chart (n)	49. testimonial (n)
22. focus on (v)	50. the findings (n)
23. good quality (adj)	51. top-end (adj)
24. graphics/ graphs (n)	52. user-friendly (adj)
25. hand out (v)	53. valuable (adj)
26. hand-made (adj)	54. various (adj)
27. highlight (v)	55. video footage (n)
28. in brief (phrase)	56. youngster (n)



Glossary 4.2 *Please follow the links below to access some practice on Quizlet:*

PART 1: <https://bit.ly/2HyReYB>

PART 2: <https://bit.ly/2r6YsbY>



Ex. 4.3 *Extra practice for early finishers. Work in pairs.*

- a) Make up a crossword using at least 15 words from the Glossary.
- b) Swap your crosswords with another pair and do their crossword.
- c) Check your partner's work for mistakes.



Ex. 4.4 a) *Read this text and answer the questions:*

1. What are the ways to pitch a new product?
2. How do you understand the phrase “to speak for itself”?
3. What kinds of charts are being described?
4. Why should an elevator pitch be short?
5. What is necessary to do before using video footage in your follow-up presentations?
6. What do you need to distribute written presentations for?
7. If you are trying to pitch a product to a distributor, what might you do?
8. How do you understand the proverb “The proof of the pudding is in the eating”?

Presentations to Propose a New Product

There are lots of ways *to pitch* a new product. You can present a market study complete with *pie charts* and statistics and deliver it like a lawyer in a courtroom trial. You can show a video of people sampling your product in *a field trial*. Or you can hand out *samples* and let the product speak for itself. Whatever presentation method you choose, it's important to pitch your product with enthusiasm and make sure you can stand behind your *claims* so you *build credibility* for your next pitch.

Elevator Pitch

An *elevator speech* is a quick, clear description you can use if someone asks you about your product at a party or in an elevator. It should be short enough to deliver during a typical elevator ride – around 30 seconds. Make it clear and *succinct* and include the key information you want the person to take away from your presentation.

Testimonials

Conduct *a market trial* and invite people to sample your product. Ask for *permission* to videotape them and record their comments. Ask them

to sign a **release form** giving you permission to videotape them, then use their comments and **video footage** in your presentation as **proof** of your product's **market potential**. Use their testimonial statements as quotes in other presentations.

Written Presentations

Written presentations allow you to include detailed findings using text and **graphics**. **Distribute** written presentations **in conjunction with** a live presentation or hand them out separately **to allow** the audience **to review** the information **at their convenience**.

Scientific Analysis

Present **the findings** of your market study to a group using graphs and tables on **flip charts**, PowerPoint and posters displayed on **easels**. For one or two people, create a portfolio to present your findings. The presentation will have a professional feel, and the facts and figures will lend **credibility** to your claims. Know your audience and **highlight relevant** areas. For example, if you are trying to pitch a product to a **distributor**, show him a geographical analysis of **competing products** and distributors to **demonstrate** that there is **profit potential**.

Prototype

A famous proverb says “The proof of the pudding is in the eating” – so **hand out** samples and let the product speak for itself. Let your audience **taste** food or experiment with an object. If you're pitching a toy, invite your audience to bring **youngsters** to the presentation and let them play with it. **Ensure** you have all necessary – a power source, napkins and a beverage – whatever it takes to create a positive experience.



b) Work with a partner. Make up a dialogue about presenting a new product. Role play the dialogue.

Ex. 4.5 a) Complete these sentences with the words in the box.

distributes	release form	permission	video footage
A pie chart	samples	in conjunction	pitches
		with	

1. Training materials, including _____ of the training course in English and Russian are posted on the project website.
2. Samantha _____ the story to the editor of a San Francisco magazine.

3. Well, I'm not allowed to give out that type of information without a signed _____.
4. He took the car without _____.
5. _____ a way of showing information about how a total amount is divided up, consisting of a circle that is divided from its centre into several parts.
6. The company manufactures and _____ computer equipment worldwide.
7. The leaflet was produced _____ the Government.
8. She brought in some _____ of her work.

b) Make up sentences with some of the other words in bold from the text.



c) Swap the sentences with a partner. Take turns to translate and check the sentences.

Grammar Corner



Ex. 4.6 Follow the link <https://bit.ly/2jdNoW3> Review information about comparatives and superlatives. Work with a partner. Fill in the gaps with a comparative and superlative form of the adjective in bracket.

1. The age group with ____ (low) number of internet users is the 65+ age group.
2. Sending and receiving emails isn't _____ (popular) as searching for information on goods and services.
3. Women are _____ (interested) than men in looking for information.
4. It's _____ (common) for Internet users to access the Internet from work than from home.
5. _____ (important) reason why Internet users do not use the Internet more is that they don't have time.
6. Sales of travel, accommodation, and holidays aren't _____ (high) as sales of films, music, and DVDs.



Ex. 4.7 a) Work with a partner. Write the comparative and superlative forms of the adjective from the Glossary.

b) Work in groups of four. Choose four famous brands or their products, compare them using the adjectives:

Good, bad, easy, important, particular, strong, buying, positive, various, negative, valuable, excellent, domestic, practical, reliable, stylish, top-end, fashionable, economical, dynamic, creative, off-the-peg, industrial, hand-made.



Ex. 4.8 *Work in pairs. Take turns to describe different products you have or use (mobile, clothing, PC, tablet, etc).*

Example: My new mobile isn't cheap, but it has a good quality camera and it's very stylish.

GIVING A PRESENTATION



Ex. 4.9 a) *Follow the link <https://bit.ly/2JwG56Q>*

a) Listen to the recording and complete these notes.

1. The topic of this presentation is _____.
2. How many parts is the presentation divided into?
3. What is the third part about?
4. How long will the presentation be?
5. When will the presenter be happy to answer the questions?
6. What are the key factors in the writing itself?
7. What types of errors do you need to check for?
8. If it's a very important email, what are the three things you could do while checking for errors?



b) Work with a partner. Match 1–18 to a–h to make complete sentences from the listening. Then listen again and check your answers.

1. I'm going to show you...	a) how to write first rate business emails in English
2. First, we are going to...	b) about five minutes
3. Then, we'll look at...	c) at the end of the presentation.
4. And finally I 'll run you through...	d) consider preparation
5. My talk will take...	e) preparation phase
6. I'd be happy to answer your questions...	f) the reader
7. Let's begin with the...	g) checking your email

8. First...	h) let's think about what you check for
9. Then...	
10. Ok, now turning to...	i) the writing phase
11. To move on to...	j) let's think about
12. To turn to the checking process...	k) I'd like to summarize the main points.
13. Also...	
14. So, to conclude...	l) check your people and purpose again
15. So, that's the end...	
16. Do you have...	m) writing style, always be polite
17. Are there any more...	n) the writing itself
18. Well, thank you very much...	o) any questions?
	p) you need to know exactly why you are writing
	q) questions?
	r) for your attention.
	s) of my presentation



Ex. 4.10 a) Follow the link <https://bit.ly/2HzNohA>, watch the video and fill in the table.

№	Part of a presentation	Useful language (choose 2–3 phrases)
1	Beginning: Greetings	– Good morning – Good evening, ladies and gentlemen – Good afternoon
2	Beginning: Introduction	– ... – ... – ...
3		
4		
5		
6		
7		
8		
9		
10		
11		
12	The End	

c) Follow the links <https://bit.ly/2HWWYe6> and <https://bit.ly/2FoZ7Kh> and write a presentation connected with your specialization using the information above and give it to your partner orally.

Describing visuals



Ex. 4.11 a) Describing a graph. Follow the link <https://bit.ly/2jdWMZV> and fill in the table

Verb	Synonyms	Prepositions
decrease	1. fall 2. ... 3. ... 4. ... 5. ...	from to
increase	1. rise 2. ... 3. ... 4. ... 5.

b) Follow the link <https://bit.ly/2r8kydl> and fill in the table with some useful language for describing a graph.

Verb	Adverb	A noun phrase
rose	steadily	a steady rise
...

c) Describing a part chart. Follow the links <https://bit.ly/2r6rDf3> and <https://bit.ly/2HTHXJZ> and work out the useful language for describing a pie chart. Find two corresponding charts in the Internet, make up a description and present it to your teacher next class.

Writing a business letter



Ex. 4.12 *A description of a product. Please, follow the link and study information about writing a description of a product <https://bit.ly/2HVkBDI>*

a) Read this example description. Match the paragraphs of the description (a–d) to the parts of these general formula (1–4).

1. Product name
2. 1–2 intro sentences
3. Bulleted list of features
4. Brief closing

a. I hope you enjoy the quality and eco-friendly properties of your (Brand X) beeswax candle! If you have any questions, please feel free to contact me

b. Benefits of beeswax:

A natural, renewable resource

Longer lasting than traditional wax candles

Emits no harmful fumes when burning. In fact, beeswax is a natural deodorizer and air cleaner

Your natural (Brand X) pillar candle:

- Is made from pure beeswax from Southwestern US bees
- Burns clean and bright
- Is drip-less and smoke-less
- Measures 3" across and approximately 6" in height
- Has a cotton wick
- Weighs approx. 1 pound
- Is shipped in shredded recycled paper for protection

c. Handcrafted (Brand X) Natural Beeswax Candle

d. Enjoy the warm glow of this 6" tall beeswax candle. Candles make a perfect gift for any occasion, as well as a warm, inviting addition to your home.

b) Look at this description and complete the 1st and the 2nd columns of the table with information about the product. Work out the functions of these benefits in the third column.

What is the product?	Benefits	Functions

c) Answer the questions about that description:

1. What is the verb tense form in it?
2. Are there any comparatives or superlatives?
3. Does this description make you want to buy the product?



d) Work in pairs and discuss the following questions:

1. What is your favourite possession / device? Is it new?
2. When and why did you buy it? What do you like most about that thing?
3. Compare that thing with the one of some other brand.

e) Using the above information write a description of this thing.

suddenly, now, announcing, introducing, amazing, sensational, revolutionary, miracle, magic, quick, hurry, compact, user-friendly, unique, practical, economical, stylish

Describe a picture

Ex. 4.13 Describe the picture using the verbs in the Present Continuous Tense and the Glossary from this module.



Check yourself 4



Complete the sentences with the appropriate words. (Answer key p. 164).

1. The _____ shows that the number of working mothers is increasing.

- a) graph
- b) proof
- c) top-end
- d) sample

2. We can meet to discuss this further _____ your convenience.

- a) in
- b) on
- c) at
- d) after

3. The research focused _____ men under thirty.

- a) in
- b) on
- c) at
- d) about

4. I was wrong – I _____ it.

- a) ensure
- b) taste
- c) interrupt
- d) admit

5. I was trying to work but the children were _____ me.

- a) ensuring
- b) admitting
- c) tasting
- d) interrupting

6. Smoking _____ to his early death.

- a) ensured
- b) contributed
- c) admitted
- d) tasted

7. The plan is to change the radio station's style: _____, less talk and more music.

- a) sum up
- b) divide into
- c) in brief
- d) in conjunction with

8. The purpose of a conclusion is to _____ the main points of an essay.

- a) sum up
- b) in conjunction with
- c) divide into
- d) in brief

9. A girl was _____ leaflets at the station.

- a) handing out
- b) summing up
- c) dividing into
- d) building credibility

10. The designers _____ with new ideas in lighting

- a) experimented
- b) focused
- c) concentrated
- d) contribute

11. Thanks very much _____ listening.

- a) about
- b) of
- c) to
- d) for

12. This is a(n) _____.

- a) flip chart
- b) flow chart
- c) easel
- d) graph



13. This is a(n) _____.

- a) flip chart
- b) flow chart
- c) easel
- d) graph



14. This is a(n) _____.

- a) flip chart
- b) flow chart
- c) easel
- d) graph



15. This is a(n) _____.

- a) flip chart
- b) flow chart
- c) easel
- d) graph



Module 5. TELEPHONING AND CONTACT MAKING



Learning Objectives:

1. Study and practise new vocabulary.
2. Master phone etiquette.
3. Practise giving and receiving information.
4. Write a letter of enquiry.
5. Develop formal language skills.

Module Plan:

1. New vocabulary: introduction and work on it.
2. Text “Email Structure”: reading and doing exercises.
3. Writing a letter asking for information.
4. Speaking: acting out a phone conversation.

Skills: A student will be able to

- enquire information by email;
- make and receive phone calls;
- give information on the phone.

Glossary 5.1 *Read and translate the vocabulary for the module.*

1. actually (adv)	31. hesitate (v)
2. appreciate (v)	32. hold on a line (v)
3. asap (adv)	33. hyphen (n)
4. assistance (n)	34. icon (n)
5. asterisk (n)	35. inbox (adj)
6. attachment (n)	36. look forward to (v)
7. available (adj)	37. outbox (adj)
8. bad line (n)	38. particular (adj)
9. body of a letter (n)	39. postpone (v)
10. brackets (n)	40. prompt reply (n)
11. call back (v)	41. put somebody through (v)
12. catch (=hear) (v)	42. receive (v)
13. close/complimentary line (n)	43. regards (n)
14. comma (n)	44. reply (v)
15. commonly (adv)	45. request (n)
16. confirm (v)	46. require (v)
17. contact somebody (v)	47. response (n)
18. contents (n)	48. salutation (n)
19. decimal (n)	49. semicolon (n)
20. dot (n)	50. send (v)
21. enclosed/enclosure (n)	51. slash (n)
22. encrypted message (n)	52. snail-mail (n)
23. enquiry (n)	53. speak up (v)
24. figures (n)	54. spell (v)
25. folder (n)	55. subject line (n)
26. formal/informal register	56. take a message (v)
27. forward a message (v)	57. the line is engaged (v)
28. further (adj)	58. underscore (n)
29. hash (n)	59. unavailable (adj)
30. hear from somebody (v)	60. within reach (adv)



Glossary 5.2 Please follow the links below to access some practice on Quizlet:

PART 1: <https://bit.ly/2HWnlkd>

PART 2: <https://bit.ly/2jeLZPc>



Ex. 5.3 Extra practice for early finishers. Work in pairs.

- Make up a crossword using at least 15 words from the Glossary.
- Swap your crosswords with another pair and do their crossword.
- Check your partner's work for mistakes.



Ex. 5.4 Questions for Discussion:

- How do you communicate with your friends / family / group mates / colleagues / boss?
- How often do you have to contact people by phone? By email? Which do you use more frequently?
- Do you prefer to make a phone call or send an email when you first get in contact with somebody?
- Who should start a phone conversation – a caller or a person who is getting the call?
- How do you start an email – are there any special greeting phrases?

Ex. 5.5 Match the icons with their meanings:

1	2	3	4	5	6	7	8

- unread message
- attachment
- encrypted
- read message
- folder
- high importance
- contact
- deleted items

Ex. 5.6 Find definitions for the following words:

- forward (verb)
 - inbox
 - subject
 - outbox
 - reply to all
- a. here you can find all letters you have received
 - b. send a letter you received to a third person
 - c. send your reply to all addresses quoted in the letter
 - d. what the message is about
 - e. here you can find all your previously sent emails



Ex. 5.7 Work in pairs. Make up definitions for three of the words in Ex. 5.5. Take turns to guess the words of your partner.

e.g.: A: A file which you can send along with an email.

B: Is it an attachment?



Ex. 5.8 Discuss with the class.

- What is a snail-mail letter? Do you ever send letters by post?
- Which parts does a typical letter have? An email?

Do you agree with the following statements? Why / why not?

- Emails are usually shorter than snail-mail letters.
- You can always use slang and smiles in an email.
- It is better to send an email if you want a quick reply.
- Emails don't have to be structured like letters.



Ex. 5.9 Read the text. Does the text say anything about the statements from Ex. 5.8?

Email structure

One of the advantages of emails over normal ‘**snail-mail**’ letters is that they are quick and direct. We send an email for a **particular** purpose and we expect a fast **response** or immediate action. For emails – whether formal or informal – to be more effective, it is a good idea to give them a clear, logical structure.

Subject Line: This should be short and give some specific information about the **contents** of your message.

Salutation: As in letter-writing, the salutation can be formal or informal, depending on how well you know the person you are writing to.

(1) _____ – a formal form of address, also used when first contacting a person.

(2) _____ – less formal.

Opening sentence: this is used to explain why you are writing.

(3) _____ – more formal introduction to say why you are writing.

(4) _____ – friendly, informal way to say why you are writing.

Conclusion: This is where you tell the reader what kind of response, if any, you expect.

(5) _____ – friendly ending, used in formal or informal correspondence.

(6) _____ – informal ending to indicate a **reply** is necessary.

Close: Like the salutation, this can vary from formal to very informal.

(7) _____ – most commonly used close.

(8) _____ – friendly, informal close.

Ex. 5.10 *Fill in the gaps in the text with the following examples:*

- Looking forward to your reply
- Dear John
- Hope to hear from you soon
- All the best / Best
- Just a quick note to
- I'm writing to
- Dear Mr, Mrs, Ms...
- Regards / Best Wishes

Ex. 5.11 *Add more examples from the list to these categories:*

Dear Sirs, ...

Yours faithfully, ...

I am writing in reply to your letter from...

Please, contact me if you need any further information.

Nice to hear from you.

Yours truly, ...

I look forward to your early reply.

Feel free to write me if you have any questions.

There are different kinds of emails depending on their purpose. One of the reasons to contact somebody is to ask for information. It is better to use formal register when making the first enquiry.

Ex. 5.12 *Look at these sentences from an email requesting information about the English courses. Match the parts of the sentences and put them in the correct order:*

- | | |
|--------------------------------|---------------------------------------|
| 1. I am interested in... | a. your brochure or information about |
| 2. I look forward to... | the paying terms? |
| 3. Could you please send me... | b. <i>the Economist</i> of 10 July. |
| 4. I saw your advert in... | c. hearing from you soon. |
| | d. your English courses. |

Ex. 5.13 *Find informal equivalents for the sentences 1–6 below:*

- | | |
|---|---|
| 1. I would appreciate a prompt reply. | a. I am sending you ... in attachment. |
| 2. Could you please send me...? | b. Thanks for your email. |
| 3. I'm pleased to send you... | c. I'm sending you... |
| 4. Thank you for your enquiry. | d. Please answer asap. |
| 5. Do not hesitate to contact us if you require further assistance. | e. Can you please send me...? |
| 6. Please find enclosed... | f. Let us know if you need any more help. |

Grammar corner

Here are several ways to switch to formal register in your writing:

- use modal verbs *can / could* instead of imperatives:
Send me the information about your courses, please / *Could* you send me the information about your courses, please?
- use *would like* instead of want:
I want to enroll for your courses / I would like to enroll for your courses
- avoid *contractions*
I'd... / I would...
You're... / You are...

Ex. 5.14 a) Match the following words with their formal equivalents:

inform	reply	concerning	learn
obtain	require	appreciate	prompt

b) Replace the words in italics with their formal equivalents from the box:

1. We *need* all the information you have *about* this project.
2. I'm looking forward to your *quick answer*.
3. I have *found out* that you provide English courses for foreign students.
4. Can you *tell* me about the dates of the meetings?
5. I would *be glad* if you contacted me as soon as possible.
6. Can I *get* your brochure by post?

Ex. 5.15 Make the following letter look more formal:

Hi!

Just a quick note to say that I really want to enroll for your English courses! Is it possible to get a TOEIC certificate after finishing the course? Send me your brochure asap, please.

Can't wait for your answer!

Writing a business letter



Ex. 5.16 a) Read the advert of Kaplan English School. Does it provide enough information for a learner? Make a list of questions you might ask the advisor.

Kaplan English School at Seattle's Highline College

Best for peaceful and relaxing location that's within reach of both skiing and the city bustle

99 % students recommended

Why choose our English school in Highline College, Seattle?

Learn English in a quiet suburban area, only 30 minutes south of Seattle, and study on the beautiful Highline College campus which is one of the most diverse college communities in the United States.

We offer 5 language levels with flexible start dates, accepting new students every Monday!

98 % of Kaplan Highline students get accepted into Highline College

AVERAGE AGE OF STUDENTS

24 years old

MAXIMUM CLASS SIZE

15 Students

NATIONALITY MIX

40 nationalities attended this school last year

Contact us!

International Student Advisor, UK

+44 (0)20 7045 5000

student_advisor@kaplan.inc.com



b) Work in pairs. Choose formal register and exchange the emails based on the advertisement.

Student A: write an enquiry to ask for more details about the advertisement.

Include the following parts of an email:

- salutation
- opening sentence
- request to send you a brochure
- conclusion
- close

Student B: write a reply. Include the following parts:

- salutation
- opening sentence (thank student A for the email)
- note that the brochure is enclosed
- conclusion
- close



Ex. 5.17 *You will listen to three people calling the company Micah Information Systems. Listen to three dialogues and write down the callers' names. Which of the conversations are formal / informal? Do the people know each other?*

(English for telephoning [Электронный ресурс] : Oxford English for telephoning : Coursebook Audio CD. – [Б. м.] : Oxford University Press, 2007)

Conversation 1	Conversation 2	Conversation 3

Ex. 5.18 *Listen again and complete the dialogue below:*

A: Micah Information Systems. Sylvia (1) _____.

B: Hello. (2) _____ John Ellis from Retex Plc. Could I speak to JorgSeide, please?

A: (3) _____ Mr. Seide is in a meeting. Can I take a message?

B: Yes, please. Could you ask him to call me (4) _____?

A: (5) _____ Does Mr. Seide have your number?

B: Actually, I don't think he does. It's...

A: That's great. OK, Mr. Ellis, I'll tell Mr. Seide you called.

B: Thanks very much, Sylvia.

A: You're welcome. (6) _____.

B: Bye.

Ex. 5.19 *Match the numbers of the phrases from the above conversation*

with their functions:

- a. finishing the conversation __
- b. introducing yourself when you call somebody __
- c. giving 'bad' news __
- d. leaving a message __
- e. starting the phone conversation __
- f. saying yes __

Ex. 5.20 *Match the parts of the phrases from a phone conversation:*

- | | |
|-------------------------|-----------------------------|
| 1. Could I speak to... | a. a message? |
| 2. Could you tell me... | b. when she is coming back? |
| 3. Shall I put you... | c. through to Mr. Wilson? |
| 4. Can I take... | d. Mr. Wilson, please? |

Ex. 5.21 *Which of the answers below can be used for the sentences above?*

- A. Yes, please.
- B. That would be great.
- C. My name is Jane Grey.
- D. I'm afraid he's out of the office at the moment.
- E. Yes, you can.
- F. Sure, no problem.

Ex. 5.22 Which of these phrases are formal? Informal?

- Can I speak to Mr. Wilson?
- Thanks.
- Hold on a moment.
- Sorry, but he's not here right now.
- Sure.
- Could you please hold?
- Thank you.
- Certainly.
- I'm afraid, he's out at the moment.
- Could I speak to Mr. Wilson, please?

When the conversation is informal it is possible to have a small talk before you get to the point.

- Hi, Mark. This is Angela.
- Oh, hi, Angela. How are the things going?
- Fine, thanks. What about you?
- Just sorting things out, as usual.
- Right. **Listen, I'm actually calling** to ask you about...

You can use the phrase in bold to switch to the reason you are calling.

Ex. 5.23 Find one incorrect sentence in each block:

<p>a. Giving your name</p> <ol style="list-style-type: none">1. Sandra Anderson speaking.2. It's Sandra Anderson here.3. This is Sandra Anderson from ABC ltd.4. There is Sandra Anderson on the phone.	<p>b. Making connection</p> <ol style="list-style-type: none">1. Shall I put you through to him?2. Could you please hold?3. Please hang on around for a moment.4. Just hang on a moment while I put you through.
<p>c. Getting through to the right person</p> <ol style="list-style-type: none">1. Could I speak to George Baker, please?2. I'd like to talk to George Baker right now.3. Is George here at the moment?4. I'd like to speak to George Baker, please.	<p>d. When the person is not available</p> <ol style="list-style-type: none">1. I'm afraid George isn't available at the moment.2. Can I take a message?3. Would you like to call back later?4. You better try calling later.

*Which phrase in **block a.** do you use when you answer the phone?*

*Which phrase in **block c.** is informal?*

*Which of the phrases in **blocks b. and d.** are requests? Offers?*

Sometimes you have to give ‘bad’ news on the phone (refuse a request or explain that somebody is unavailable at the moment). There are some rules which you need to follow to sound more polite:

- always give the reason
- He’s out of the office / She is in a meeting
- *do not use the word ‘no’.* Use *I’m afraid/I’m sorry, but...* instead
- I’m sorry, but I can’t meet with you on Wednesday.
- offer to take a message from the caller / think of a way to solve the problem
- Shall I take a message for him? / Why don’t we meet on Thursday?



Ex. 5.24 a) Think of the way to give the following news to the caller:

a. – Hi! Do you remember that we are meeting tomorrow at ten?

(But you have to postpone the meeting with your colleague because you have to write a report for your boss).

b. – Good afternoon! Can I speak to Ms. Arrows, please?

(But your colleague Ms. Arrows is not in the office, she is on the conference in another city).

c. – Hi! Listen, can you send me the figures from the report you did on Friday? I really need them.

(You need some time to find the figures the caller needs).

d. – Hi, Jim, it’s Jeremy here.

(But Jim doesn’t work in this office any more, he’s moved to another building of the company).

e. – Hi, this is Angela. I’ve got your email, but I haven’t found the attachment.

(You forgot to attach the document).

b) Work in pairs. Role-play the situations.



Ex. 5.25 a) Visit the BBC Learning English website to watch the video about communication skills: <https://bbc.in/2dJUwVB>, answer the following questions:

1. What is the name of the company Anna works for?
2. Who is Paul? What are the names of Anna's two other colleagues?
3. Which problem does Anna have at work?

b) Choose the correct variant to complete the phrases Paul uses to comment on Anna's work:

1. I'm a little bit *annoyed* / *concerned* / *embarrassed* about something.
2. I think you need to work *out* / *on* / *with* your telephone manner.
3. Perhaps you *shall* / *need* / *should* think about being a bit more polite to clients.

c) Use these phrases to give yourself an appropriate feedback on your dealing with English.



Ex. 5.26 Work in groups. Watch the video once again. Give Anna a more detailed feedback on her phone manners:

e.g.: I think Anna should use more formal language: for example, use *could* instead of *can*...

or write Anna's lines in a more polite manner:

e.g.: Good afternoon, Tip Top Trading, Anna's speaking...

Ex. 5.27 Match the symbols with their equivalents:

1. @	a) asterisk
2. %	b) hash sign
3. .	c) hyphen
4. \	d) semicolon
5. /	e) underscore
6. -	f) at
7. _	g) slash
8. *	h) open / close bracket
9. #	i) back slash
10. ()	j) per cent
11. :	k) dot / point

Ex. 5.28 Match the symbols with their functions:

1. This symbol is used in every email address.
2. This symbol is pronounced differently in decimals and email addresses.
3. This symbol often indicates the number.
4. These symbols are used to indicate the borders between the words in an email address.
5. Another word for this symbol is *star*.

Note the difference in comma and point usage in English and Russian:

Russian	English
3,14	3.14
1000	1,000

When you have to give precise information on the phone (names, numbers etc.), it is necessary to pronounce everything slowly and loudly. However, misunderstanding is quite possible due to bad connection or other kinds of obstructions. Here are some useful phrases to ask for correction:

- Can you spell that, please?
- Can you repeat that, please?
- Sorry, was that...?
- I'm sorry, can you speak up, please?
- I didn't quite catch that.
- Sorry, did you say...?



Ex. 5.29 Practise giving information on the phone.

a) Work with your partner. Choose any of the cards below and fill in the gaps with names, figures etc. Take turn to dictate the information to each other. Do not look at each other faces while dictating. Write down the information you hear. Then exchange your notes to check the information.

The titles of the five books you recently ordered on Amazon.com:	The names of five Japanese, Italian and Swedish interns who are arriving on Friday:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

<p>The answers to your maths home task:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>The results of the survey you conducted among the teenagers in your city:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>The weather forecast for the next five days:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>The results of a game or match you've watched on TV recently:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.



b) Now choose two of these cards and act out a spontaneous conversation. You and your partner should not discuss the details of your phone conversation!



Ex. 5.30 Look at the call structure below. Follow this scheme using the phrases from this unit. Make up a name for yourself, your company (if necessary) and person C. Think of the information you will use to leave a message.

Act out the conversation sitting back to back with your partner!

Student A is getting the call, Student B is calling:

A: Introduce yourself.

B: Introduce yourself. Ask to connect you with C.

A: C is not available at the moment. Offer to take a message for him / her.

B: Leave a message: the information C needed.

A: Repeat to check the information.

B: Add that you will have to postpone the meeting.

A: Confirm getting the message. Have a small talk.

B: Respond. Say good bye.

A: Respond.

Check yourself 5



Complete the sentences with the appropriate words. (Answer key p. 164).

1. “Best regards!” is one of the most common examples of a _____ in an email.

- a) salutation
- b) heading
- c) conclusion
- d) subject line

2. I’m looking forward _____ your prompt reply.

- a) to receive
- b) receive
- c) receiving
- d) to receiving

3. The phrase ‘Can I talk to Mr Lambert?’ is an example of ...

- a) a request
- b) an offer
- c) a permission
- d) a suggestion

4. If you want to find out some details about a person / organization, you may send a letter of _____.

- a) interest
- b) enquiry
- c) order
- d) complaint

5. Do not _____ to contact us if you need further information about our courses.

- a) feel free
- b) wait
- c) hesitate
- d) intimidate

6. – Shall I put you _____ to Ms Santos?

– Yes, that would be great.

- a) on
- b) back
- c) through
- d) away

7. Which is the best way to make a formal request?

- a) I need to talk to Mr Werner.
- b) I must talk to Mr Werner.
- c) When will I talk to Mr Werner?
- d) Could I talk to Mr Werner?

8. We use the word ‘_____’ for decimals and _____ for email addresses.

- a) dot, comma
- b) semicolon, point
- c) point, dot
- d) dot, at

9. We use the phrase ‘Can you speak up, please?’ to ask the person...

- a) to repeat the information
- b) to speak more slowly
- c) to make a pause
- d) to speak louder

10. Another word for ‘close’ is _____.

- a) salutation
- b) complimentary line
- c) attachment
- d) subject line

11. The phrase ‘The line is engaged’ means that...

- a) the person you need is talking to somebody else on the phone
- b) you need to use another phone number
- c) the person you need has problems with the phone
- d) you’ve dialed the wrong number

12. How do you start a conversation when you receive a phone call?

- a) It's [name] here.
- b) [Name] speaking.
- c) I'm [name], now speak.
- d) There's [name] here.

13. Which of these words has a different meaning?

- a) answer
- b) enquiry
- c) response
- d) reply

14. What does the 'paper clip' icon stand for in email system?

- a) unread message
- b) spam
- c) attachment
- d) high priority

15. How do you best start a formal letter if the receiver is unknown?

- a) Dear Sirs,
- b) Dear Mr(s)!
- c) Whom this letter concerns...
- d) To a receiver.

Module 6. FUTURE TRENDS



Learning Objectives:

1. Study and practise new vocabulary.
2. Practise making predictions.
3. Learn to estimate prospects of projects.
4. Practise writing grant proposals.

Module Plan:

1. New vocabulary: introduction and work on it.
2. Text “The Next Frontier for Ambitious Entrepreneurs: Space”: reading and doing exercises.
3. Listening: space tourism.
4. Speaking: funding a startup project.
5. Writing a grant proposal.

Skills: A student will be able to

- talk about the future plans;
- give esteem to prospects of projects;
- discuss new technologies and ways of using them;
- compose a grant proposal.

Glossary 6.1 *Read and translate the vocabulary for the module.*

1. angel investor (n)	31. initial stage (n)
2. application (n)	32. inspire (v)
3. be confident (v)	33. invest in (v)
4. be eager to do something (v)	34. launch (n)
5. be likely to (v)	35. limited (adj)
6. be motivated by something (v)	36. major (adj)
7. become a success (v)	37. odds (bookmaking) (n)
8. beneficial (adj)	38. pharmaceuticals (n)
9. benefit (v/n)	39. predict (v)
10. brainstorming (adj)	40. prediction (n)
11. breed (n)	41. profit (n)
12. budget cuts (n)	42. promising (adj)
13. business associate (n)	43. return on investment (n)
14. business incubator (n)	44. revenue (n)
15. challenge (n)	45. satellite (n)
16. currently (adv)	46. significant amount (n)
17. customer (n)	47. specialize in (v)
18. desire (n)	48. start up (v)
19. do research (v)	49. start-up (n)
20. donate (v)	50. succeed (v)
21. enjoyment (n)	51. supplier (n)
22. entrepreneur (n)	52. support (v/n)
23. explosive growth (n)	53. take risks (v)
24. found (v)	54. team up with somebody (v)
25. fund (v/n)	55. tinker with something (v)
26. graduate student (n)	56. venture (v/n)
27. grant proposal (n)	57. venture capital (n)
28. have potential (v)	58. venture capitalist (n)
29. highlight (v)	59. vision (n)
30. high-profile (adj)	60. well-detailed (adj)



Glossary 6.2 Please follow the links below to access some practice on Quizlet:

PART 1: <https://bit.ly/2Jw4CZK>

PART 2: <https://bit.ly/2JAAJI2>



Ex. 6.3 Discuss the following topics in class:

1. Do you ever take risks to reach your goal? What was the last time you had to risk something?
2. Why do people invest in risky business projects? What are they hoping to get?
3. Which of the following industries are riskier to invest in? Add more examples to the list.
 - fast food
 - pharmaceuticals
 - IT
 - clothes production
 - space exploration

Ex. 6.4 a) Make nouns from the verbs in the table. Which of the verbs do not change their form?

verb	noun (a thing)	noun (a person)
invest	(1) <i>investment</i>	(2) <i>investor</i>
venture	(3) _____	—
donate	(4) _____	donator
fund	fund/(5) _____	—
benefit	(6) _____	—
start up	(7) _____	—
found	(8) _____	(9) _____
support	(10) _____	supporter

b) Put the words from the table in the sentences in the correct form:

1. Their company donated \$2,000 to the Children of the World Fund.
2. If you want to _____ your money in a promising project, you should first ask experienced businesspeople for advice.
3. Thank you for the great _____ you provided: your advice at this stage was of big help for us.

4. They were the _____ of the company: they started it, they built it, they provided the ideas and everything.
5. It can be quite hard for a young business to get _____ at the initial stage: people are usually not ready for risky investments.

Ex. 6.5 *Find the odd word in each line. Why is it different from the others? Use the dictionary to find out:*

- 1) funding / investment / donation / financing
- 2) branch / industry / sphere / place
- 3) profit / capital / benefit / return on investment
- 4) fund / start up / set up / launch

Ex. 6.6 *Match the following words with their definitions:*

1. a business venture
 2. a venture capital
 3. a venture capitalist
 4. an angel investor
 5. an entrepreneur
 6. return on investment
- a) a person who invests in a business venture mainly to get profits in the future.
 - b) a founder or an owner of a business.
 - c) a person who invests in a business venture mainly to support the idea of a company or an entrepreneur.
 - d) a benefit from an investment of a business.
 - e) financing that investors provide to startup companies and small businesses that may have potential.
 - f) a start-up or a small company which may have revenues in the future.

Ex. 6.7 *Complete the following text with the words from Ex. 6.6 in their correct forms:*

The term _____ 1 _____ now describes anyone who invests his or her money in a _____ 2 _____. They can include professionals such as doctors and lawyers; business associates such as executives, suppliers and customers; and even other _____ 3 _____. They may be motivated by the enjoyment of helping a young business succeed.
_____ 4 _____ usually invest other people's money; their major motive

is _____5_____. They are seldom interested in early-stage of a business. They are rather companies than individuals.

Ex. 6.8 Find synonyms to these words in the text from Ex. 6.7:

- partners
- funds
- clients
- start-up
- goal
- rarely



Ex. 6.9 a) Discuss the following questions before you read:

1. What major aerospace organizations and companies do you know? Where do they get funding from?
2. What is a satellite? Do you know any companies that specialize in satellites?



b) Read the text about space start-ups and answer the following questions:

1. Who are the astropreneurs?
2. What do companies NewSpaceGlobal and Space Angels Network do? How are they connected with space industry?
3. Which skills does a young astropreneur like Ward need to launch a business?

The Next Frontier For Ambitious Entrepreneurs: Space

There'll be 10,000 private space companies started in the next decade.

Eric Ward, a graduate student at MIT, has always wanted to work in the aerospace industry. After **earning a degree** in mechanical engineering, Ward worked for NASA and Lockheed Martin Aeronautics. But over the last decade, he's watched a new generation of companies like Virgin Galactic, Blue Origin, and SpaceX enter the space game.

The success of these **high-profile** companies has inspired other **entrepreneurs** – or *astropreneurs* – to their own space businesses. New Space Global, a firm that tracks the private space industry, has seen **explosive growth** in the market. Over the last five years, it's gone from tracking 125

space companies to over a thousand. “We *expect to be* at 10,000 in the next ten years”, says Richard Rocket, New Space Global’s CEO.

Ward wants to be part of this new breed of space startups. Over the last year he’s been **tinkering with** the design of a rocket *that will send* small satellites into orbit.

With his engineering background, Ward has the technical skills to develop a rocket, but *he* will need a significant amount of capital investment to launch it into space. This is why he is at MIT’s Sloan School of Management, learning the skills he needs to launch a business.

Fortunately, there are investors **eager** to pour funds into startups like Ward’s. For instance, there’s the New York-based Space Angels Network that invests in **early stage** space startups. The group receives hundreds of applications from startups every year, and invests in about 5 % of them. There are also space **incubators** that help astropreneurs go from an idea to a business plan.

That’s not to say that *it will be easy*. Ward *expects it to be* the biggest challenge of his life. He’s been brainstorming names for his new company and recently, he **settled on** Odyne Space. “She’s the Greek goddess of pain”, he says.

Ex 6.10 *Define the following words from the text:*

- space incubator
- significant
- breed
- tackle problems
- brainstorm



Ex. 6.11 *Find the odd word in each line:*

1. launch: a business, a satellite, a rocket, a letter.
2. provide: the funding, the money, a service, a company.
3. invest in: a project, a challenge, a business, an idea.
4. earn: a degree, a prize, a salary, a reputation.

Ex. 6.12 *Are the following statements about the text true or false?*

1. Ward is still studying at MIT.
2. New Space Global is a new space start-up.
3. Only 5 per cent of all space start-ups get funding from the government.

4. There are many companies that would like to invest in space start-ups.
5. Ward thinks that launching his own business will be easy.



Ex. 6.13 *Discuss the following topics in groups:*

1. What are the typical ways for young entrepreneurs in the sphere of hi-tech to get funding and start their own business in your region? In your country?
2. What industries get the most support in your region?

Grammar corner

Ex. 6.14 *Study the following sentences:*

Ward thinks that he will need to learn business skills to launch his own company.

There will be over 10,000 new space start-ups in 10 years.

What are these sentences used for: a. predictions b. future plans?

Ex. 6.15 *Here are some of the other phrases to predict future. Range them from the most certain one to the most uncertain:*

- a. They **will definitely** be a success.
- b. They **might well** get the funding.
- c. He **probably won't** send us the required documents on time.
- d. In 100 years people **might** develop faster space crafts.
- e. This idea **could** bring him enormous profit.

Ex. 6.16 *Make up short predictions about the following topics:*

1. The economical situation in the world.
2. The weather in our city next week.
3. Your life and career in 20 years.
4. Space exploration.
5. Your chances to get ill this month.

Space Tourism



Ex. 6.17 *You will listen to a tourist industry investment specialist, talking about space tourism. (Business Start-Up 2 [Электронный ресурс] : Pre-Intermediate Business Start-Up 2 : Coursebook Audio CD. – [Б. м.] : Cambridge University Press, 2006)*

a) Choose the correct answers for questions below:

1. When will the first space tourism companies appear?
 - a. in 5 years
 - b. in 15 years
 - c. in 50 years
2. What should be the price of the tickets?
 - a. over five hundred thousand dollars
 - b. under fifty thousand dollars
 - c. over two hundred thousand dollars
3. What is the main condition for space tourism companies to become successful?
 - a. interesting trip
 - b. cheap tickets
 - c. safety

b) Listen again and fill in the gaps in these sentences:

- a. You know, if a flight costs _____ fifty thousand dollars, I think there'll be a lot of _____.
- b. I think it has to be a real space trip. If it's too _____, then people won't be _____.
- c. If the first company is _____, a lot of others will _____.

c) What do you think about space tourism industry? Will it be successful? Why/why not?

Grammar corner

Ex. 6.18 *Study the following examples:*

If tickets *cost* over five hundred dollars, very few people *will buy* them.

If somebody *shows* that it's possible, that *'ll be* the start.

They won't be successful if they continue to sell at this price.

Which grammar tense is used in the if-clause? Which is used in the main clause? When do we need to use the comma?

We use this type of conditional sentences when we want to say that something will / won't happen under certain conditions. It is important to use correct tenses in both parts of the sentences.

Ex. 6.19 *Match the parts of the sentences using the correct tense:*

- | | |
|---------------------------------|---------------------------------------|
| 1. people (buy) this product | a. they (work) hard on their strategy |
| 2. they (be) a success | b. you (continue) to miss the classes |
| 3. I (go) to the cinema | c. we (use) solar and wind power |
| 4. you (not pass) this exam | d. I (have) enough free time |
| 5. we (avoid) the energy crisis | e. they (be sure) it is safe |
| 6. I (finish) the project | f. I (start) working on it right now |



Ex. 6.20 *Here are the odds Las Vegas bookmakers made up for different projects of Mars exploration. Work in groups. Choose one project and explain how likely they are to succeed. Together with other groups range these projects.*

Project	Vegas Odds	Comments
1. SpaceX	5:1	“They have the desire and the funds.”
2. NASA	80:1	“If it weren't for the budget cuts, NASA would be the favourite.”
3. The Mars Society	9:1	“No other group has as well-detailed a plan.”
4. European Space Agency	300:1	“They teamed up with Russia to launch a Mars orbiter mission in 2016, but even with help, I don't see Europe being the first.”
5. Russia	60:1	“It's clear that Putin is serious.”



Ex. 6.21 Watch a FutureTech video dedicated to new gadgets on Youtube.com: <https://bit.ly/2jgW4Lu> What are the benefits of these devices? Will they be very popular in the future? Choose any which you liked the most and explain your choice to the rest of the group.



Ex. 6.22 Funding a Startup Project
Work in groups of three or four. Each group presents a business idea concerning the student's life at your university. It can be a gadget, a web application or a new service.
The groups present their ideas in front of the class. Each presentation should include:

- a. introduction: *We would like to present a new device...*
- b. description of a project: *This device helps students to be on time for their classes...*
- c. future prospective: *We think this idea will be successful, because...*

The rest of the group can ask questions and give feedback. At the end of this activity the students can choose the best / the most interesting / the most unusual idea.



Ex. 6.23 Writing a Grant Proposal
Write a grant proposal for the contest describing the idea of your group.

Dear Committee Members,

Please find our enclosed proposal for a grant.

Our plan is to...

We would like to launch a product...

We have done our research and are confident that such a project will have benefits in the future.

We currently have the funds to..., but our resources are limited. This grant would be very beneficial to us, as it would allow us to...

Check yourself 6



Complete the sentences with the appropriate words. (Answer key p. 164).

1. Which of the following sentences is the most uncertain?

- a) The project will definitely be a success.
- b) The project might be a success.
- c) The project is likely to be a success.
- d) The project is certain to be a success.

2. Every start-up needs to find an _____ who would _____ the project.

- a) investment, supporter
- b) invest, supporting
- c) investor, support
- d) investing, supports

3. They might complete the project, ...

- a) If there will be enough investment.
- b) After there will be enough investment.
- c) If there is enough investment.
- d) After there is enough investment.

4. We expect to get return on investment...

- a) after 5 years
- b) until 5 years
- c) in 5 years
- d) over 5 years

5. Which of these words has a different meaning?

- a) funding
- b) profit
- c) revenue
- d) benefit

6. Which of these words is the closest in meaning to the word 'business associate'?

- a) partner
- b) investor
- c) donator
- d) customer

7. If I _____ tonight, I _____ to finish the report.

- a) won't go out, won't have time
- b) go out, won't have time
- c) don't go out, don't have time
- d) don't go out, have time

8. Which of the following predictions is grammatically incorrect?

- a) There will be no gas and oil resources in 500 years.
- b) We are likely to get some profit from this project.
- c) They might to succeed in getting the grant.
- d) I won't have to work every day when I'm 30.

9. Which of these verbs goes with the noun 'challenge'?

- a) begin
- b) face
- c) fight
- d) succeed

10. Which one of the following services does a business incubator not provide?

- a) helping to make up a business plan
- b) introducing the project to potential investors
- c) providing the space for meetings
- d) manufacturing the company's products

11. The number of companies working in this sphere is __ annually.

- a) increasing
- b) getting better
- c) multiplying
- d) jumping

12. Find the sentence with an incorrect verb / noun collocation:

- a) They are going to launch a new product.
- b) He's earned a degree in programming.
- c) Their idea will definitely increase our economics.
- d) We do not provide the catering service.

13. Which prepositions go with the following verbs: *specialize, be eager, invest*?

- a) at, in, for
- b) in, for, to
- c) in, to, in
- d) at, to, for

14. I'll call this project a _____ only if they manage to make their way to the global market.

- a) successful
- b) success
- c) succeeding
- d) succeed

15. Which of these sentences refers to arrangements, not predictions?

- a) I hope we'll get the sum we need as soon as possible!
- b) This company is going to go bankrupt.
- c) We are meeting with our partners next week.
- d) I think we'll have the same strategy next year.

Module 7. MANAGING TIME



Learning objectives:

1. Study and practise new vocabulary.
2. Learn how to plan your time effectively.
3. Write a respond to a letter giving information.

Module plan:

1. New vocabulary: introduction and work on it.
2. Text “Multitasking – Time-Waster or Time-Saver?”: reading and doing exercises.
3. Discussion and a role play.
4. Work on video.

Skills: A student will be able to

- comment on questions about spending and managing his / her time;
- give tips on how to plan his / her time effectively;
- accept and propose a solution;
- reject a proposal.

Glossary 7.1 *Read and translate the vocabulary for the module.*

1. accept a solution (v)	27. keep within (v)
2. according to (prep)	28. make an appointment (v)
3. agenda (n)	29. meet the deadline (v)
4. agree on a date (v)	30. multitasking (n)
5. allow time (v)	31. negotiate conditions(v)
6. apologise (v)	32. overspend budget (v)
7. board of directors (n)	33. perform a task (v)
8. budget figures(n)	34. plan one's schedule (v)
9. cancel (v)	35. prepare (v)
10. confirmation(n)	36. propose a solution (v)
11. consequence (n)	37. rearrange (v)
12. consider options (v)	38. report (v)
13. cover a subject (v)	39. require (v)
14. do a research (v)	40. respond to (v)
15. draw up budget (v)	41. run a meeting (v)
16. dwell on something (v)	42. similar (adj)
17. estimate cost (v)	43. speak (talk) on the phone(v)
18. find a solution to the problem (v)	44. spend time doing something(v)
19. finish work on time (v)	45. stick to budget (v)
20. forecast sales (v)	46. stock (n)
21. give somebody half an ear (v)	47.submit a report (v)
22. have enough time to do something (v)	48. switch to something (v)
23. in advance (prep)	49. take measures (v)
24. inconveniences (n)	50. target (n)
25. intend (v)	51. unexpected (adj)
26. interrupt (v)	



Glossary 7.2 *Please follow the links below to access some practice on Quizlet:*

PART 1: <https://bit.ly/2HAsyuz>

PART 2: <https://bit.ly/2r22phc>



Ex. 7.3 *Discuss the following questions in pairs:*

1. Do you agree with the statement: “People don’t have enough time in the day”? Give reasons for your answer.
2. Do you organize your working day well?
3. Do you have many interruptions at work?
4. Do you usually finish important work on time?
5. How do you feel about people who are constantly late?
6. How do you feel about people who are constantly early?



Ex. 7.4 *Answer the questions 1–3, compare your answers with your partner’s.*

1. What percentage of employees read email when talking on the phone?
a) a third b) more than half c) more than three quarters
2. Multitasking means “the ability of a person to do more than one thing at the same time”. Does it allow you to work more quickly and effectively?
a) Yes b) No c) Occasionally
3. What’s the worst thing about workers who multitask?
a) They are sure that they are the best.
b) Actually, they don’t listen.
c) These people make a lot of mistakes.



Ex. 7.5 *Read the text and discuss your responses.*

MULTITASKING – TIME-WASTER OR TIME-SAVER?

Imagine that you hear the sound of fingers on a keyboard on the other end of the mobile phone. During a Tuesday IT department meeting your colleagues have their heads down, **planning their schedules** for the week. At home, your wife or husband **is responding** to emails while helping their children with their home tasks.

Nowadays, most of people have learnt to **multitask** because they realise they don’t **have enough time** to have everything done. 50 % of employees think they are **required** to work on too many tasks at a time **according to** a research by the Family and Job Institute. Another study by WorkCom, a provider of worker assistance programmes says that 60 % of employees spend time reading emails while **speaking on the phone** and 15 % make to-do lists during presentations, conferences or meetings.

People have to meet deadlines but does multitasking really help **find a solution to the problem** of finishing everything on time. Not really if you believe the researchers. People **suppose** that they save time by doing several tasks at once but studies show that the brain is much less efficient while **performing similar tasks**, such as listening and reading. And each time they **switch to** another task they have to **allow time** for brains to adapt to the new and **unexpected** situations.

Probably, the worst thing about employees who are good at multitasking is the feeling and understanding that they are only **giving you half an ear**. That's why, next time you ask a person to repeat something because you are reading your messages and not listening to him or her, just remember one thing: «you're **wasting time**, both yours and the person's».

Ex. 7.6 *Underline the suitable words in italics.*

1. If a person *saves* / *wastes* time on something, he or she doesn't use their time well.
2. Before a person *plans* / *meets* his or her schedule, he or she needs to know the deadline.
3. While preparing a presentation, a person should *allow* / *spend* time to practise it.
4. If you have *enough* / *on* time to do everything, you'll meet your deadline / task.



Ex. 7.7 *Make up your own sentences with the following expressions.*

<ul style="list-style-type: none"> • on time • spend time • save time 	<ul style="list-style-type: none"> • allow time • have enough time • waste time
--	--

Ex. 7.8 *Make a list of advice on how to run a successful meeting using the words and phrases from Ex. 7.6 and 7.7.*

Ex. 7.9 a) *Read the following advice on how to run a successful meeting and fill in the gaps with appropriate words or phrases. Compare these ideas with yours.*

1. ___ *Plan* ___ your meeting in advance, so you know exactly what questions and subjects you want to cover.
2. Don't wait until the meeting begins to tell participants the agenda. _____ time by sending it to your colleagues or subordinates in advance.

3. Start your meeting _____.
4. _____ time getting everyone's opinions on the important problems.
5. For each question, decide who will take the necessary measures and what the _____ is.
6. Don't _____ time dwelling on questions and issues that aren't on the agenda.
7. If you don't have _____ to discuss the relevant subjects, agree on a date for a new meeting.

b) Discuss your ideas with a partner.



Ex. 7.10 Match the verbs in italics to the nouns. Make up sentences using the expressions you formed.

consider *collect* *forecast* *do*
estimate

1.*estimate*... cost
2. research
3. sales
4. options
5. information

Ex. 7.11 Match the verbs in italics to the nouns in bold. You are encouraged to make as many combinations as possible. Example: write a plan.

<i>write</i>	<i>rearrange</i>	<i>meet</i>	<i>arrange</i>	a	a plan	a budget
					schedule	
<i>keep</i>			<i>implement</i>	a meeting	a	a report
<i>within</i>		<i>prepare</i>			deadline	

Ex. 7.12 Fill in the blanks with nouns from Ex. 7.10 and 7.11.

Recently we decided to open a new subsidiary in Boston. First of all, I arranged a meeting (1) with the finance department to talk about the project. We prepared a _____ (2) with details of the various costs involved. Then we collected _____ (3) about possible locations for the new subsidiary. We considered two _____ (4) – one near Symphony hall and the other near Copley Square. After doing some more _____ (5), I wrote a _____ (6) for the board of directors. Unfortunately, we made a mistake when we estimated

the ____ (7) as the exchange rate changed, and so we didn't keep within our ____ (8). We overspent by almost 18 percent. We had to rearrange the ____ (9) for moving into the building because the office was not redecorated in time. The board of directors was unsatisfied because we didn't meet the ____ (10) for opening the subsidiary by 17 June. It finally opened in July. However, we forecast ____ (11) of at least \$600,000 in the first year.



Ex. 7.13 a) Cross out the verb which does not combine with the noun in each group.

1. to draw up to call to overspend to stick to	budget
2. to cancel to implement to arrange to reschedule	a meeting
3. to decrease to stick to to evaluate to implement	a plan
4. to finish to submit to keep within to check	a report

b) Complete the following sentences with these word combinations:

1. Specialists estimate the value of the deal at 25 million dollars.
2. We have to rearrange the budget for Monday because the CEO is busy all day Friday.
3. My boss is annoyed because I haven't quite met the deadline my sales forecast yet, and he expected it two weeks ago.
4. We constantly check the quality on our goods, so we can prove that they are the safest on the German market.
5. Her team was able to meet all the deadlines and to keep within the budget the forecast that was allocated to the project.

c) Make up 10 sentences with some of these phrases.



Ex. 7.14 *What actions and steps can you take to solve the following problems?*

- a) arriving for a meeting on time
- b) planning your schedule for the whole week
- c) meeting deadlines
- d) multitasking
- e) being interrupted by the phone

USEFUL LANGUAGE:

Introducing the problem:

There is / We have a problem with.....

Basically,

Negotiating conditions:

What if we did ...?

Could you do...?

Would you agree to do...?

Would it be OK if...?

Responding:

Yes, that would be possible / great.

I think we could do that.

Sorry, that wouldn't be acceptable.

Describing advantages:

That would allow us / you to ...



Ex. 7.15 *Work with a partner. Student A is a supplier of hardware. Student B is a computer producer. Role-play a phone conversation using the instructions below.*

A. Describe your problem: Hardware (Version 3.1) ordered not in stock.

Propose solution: send Version 3.3.

B. Accept solution. Ask if A can send it by Thursday.

A. Reject proposal. Give reason: final test on Version 3.3 not in stock until this Friday.

B. Propose solution: delivery by Tuesday of next week if same price as Version 3.1 (\$40).

A. Reject proposal. Propose unit price of \$50 for Version 3.3 (usually \$60).

B. Accept or reject proposal.



Ex. 7.16 *Work in pairs. Discuss the following questions:*

1. What do you take into account when you plan these things?

- a vacation
- a special family occasion, for example, wedding anniversary?
- an ordinary working day
- your career

2. Which of the following do you use to plan your day or week? Which do you prefer? Why?

- Desk or pocket diary
- Electronic organizer
- Memory
- Asking someone to remind you
- Notes stuck on fridge



Ex. 7.17 *Discuss these statements with your teacher:*

1. If you make a plan, you should stick to it.
2. Making lists of things to do is a waste of time.
3. You should plan your career from an early age.



Ex. 7.18 *Imagine that you have to make an appointment. Make up and act out a dialogue.*

Ex. 7.19 *Describe the picture and give as many details as possible. Use the Present Continuous Tense and the vocabulary for this module.*





Ex. 7.20 (Track 64) a) Listen to two conversations. What do they have to do in each conversation? (*Business Result [Электронный ресурс] : Pre-Intermediate Business Result : Coursebook Audio CD. Audio CD 2. — [Б. м.] : Oxford University Press, 2009.*)

b) Match 1–7 to a–g

1. as soon <u>d)</u>	a) Monday
2. before _____	b) have time
3. within _____	c) away
4. when you _____	d) as possible
5. on _____	e) a week
6. by _____	f) Friday
7. right _____	g) the end of next week



Ex. 7.21 Work in groups. Take turns to ask for the things in 1–6 using the words in brackets.

1. Today is 16th March. You want a reply by 19th March. (within)
2. It's 10.00 a.m. You want to see the presentation today. (by)
3. It's Monday. You need confirmation of the meeting Wednesday evening. (end)
4. It's 5th April. You want the budget figures within 2 weeks. (before)
5. It's Tuesday. You want to check the report now! (right)
6. Today is Wednesday. You want to have a meeting the day after tomorrow. (on)



Ex. 7.22 (Track 65) a) Hans Peter Berg works for a machine tool producer. He is speaking to one of his suppliers. Listen and answer the questions. (*Business Result [Электронный ресурс] : Pre-Intermediate Business Result : Coursebook Audio CD. Audio CD 2. — [Б. м.] : Oxford University Press, 2009.*)

- What is the problem?
- What is the first solution?
- What is the disadvantage of the first solution?
- What is the second solution?
- Who will pay?

b) Match the beginnings of the following sentences to their endings from listening.

1. Basically, _____ c)	a) pay the extra cost
2. Yes, that would _____	b) could do that
3. Would you _____	c) we've got a lorry drivers' strike
4. Sorry, that wouldn't _____	d) with delivery
5. We have a problem _____	e) be possible
6. Would it be OK _____	f) send the lorry to pick them up
7. What if _____	g) get the parts to the factory on time.
8. I think we _____	h) be acceptable
9. Would you agree to _____	i) if we send them by train
10. That would allow us to _____	j) we transported them by train to the border?

c) Match the expressions to their functions:

- a) describe the problem?
- b) propose solutions to the problem?
- c) mention the consequences of a solution
- d) ask if someone can assist you?
- e) agree to a solution?
- f) reject a solution?



Ex. 7.23 Watch the following video: <https://bit.ly/2Fv1DPa>

Answer the questions:

- 1) What are the top time management methods you can use to improve your work life balance?
- 2) What should your aim be when deciding on time management methods?
- 3) What do you choose when dealing with time management?

Grammar coner

Talking about future plans

▪ Some verbs like *expect*, *look forward to*, *anticipate*, *hope* and *plan* automatically refer to the future, these verbs can be used in either the simple or continuous form.

I look forward to meeting her soon.

I'm looking forward to meeting her soon.

We hope to find reliable suppliers.

We are hoping to find reliable suppliers.

They plan to attract more people to the police force.

They are planning to attract more people to the police force.

- We often use be going to talk about definite plans and intentions.

We are going to launch a new project next month.

We are going to sign the contract next week.

What are you going to do this weekend?

▪ We can also use the present continuous to talk about definite plans and arrangements.

We are seeing next Tuesday at 2 p.m.

They are leaving for Paris tomorrow.

She is giving me a lift to the airport on Friday.

Ex. 7.24 *A salesperson is talking about the end-of-year bonus. Complete the conversation with verbs in italics.*

<i>hope</i>	<i>expect</i>	<i>plan</i>
-------------	---------------	-------------

I'm to get a bonus the end-of-year, but I haven't met all my targets, so I'm a little nervous. My colleague Richard has met all her targets and he is to get a good bonus. He is already to go on an expensive vacation abroad and has got a lot of travel brochures.



Ex. 7.25 *Rewrite the sentences using the verbs in brackets.*

Example: She wants to get a promotion. (hope)

She is hoping to get a promotion.

1. We are going to visit the exhibition. (*plan*)

.....

2. We are sure we will make a profit within two years. (*expect*)

.....

3. We are going to launch a new educational programme in October.

(*intend*)

4. They will beat their competitors before long. (*hope*)

.....

5. We are sure we will open four new affiliates before long. (*expect*)

.....

6. We are going to open a new sales office in Cyprus. (*intend*)

.....

Ex. 7.26 a) Look at Justin Morrison's diary for next week. Then complete the conversation between Jennifer and Justin's secretary. It is now Friday 11th.

Monday 14 <u>a.m. visit Nissan factory</u> <u>p.m. meet German visitors</u>	Thursday 17 <u>a.m. Athens</u> <u>p.m.</u>
Tuesday 15 <u>a.m. give talk on advertising (9–10)</u> <u>p.m. prepare departmental meeting</u>	Friday 18 <u>a.m. Athens</u> <u>p.m.</u>
Wednesday 16 <u>a.m. departmental meeting</u> <u>p.m. to Athens</u>	Saturday 19 <u>a.m. Athens</u> <u>p.m. back from Athens</u>

Jennifer: Hello. I'd like to make an appointment to see Justin Morrison on Wednesday afternoon.

Secretary: I'm afraid Mr. Morrison is then. And he's not until Saturday.

Jennifer: Right. How about Monday?

Secretary: He's tied up all day Monday. Would Tuesday suit you?

Jennifer: Tuesday? Fine. What sort of time?

Secretary: Well, he's till 10.00, but he couldn't see you after that. Otherwise in the afternoon he's, but I'm sure he could fit you in.

Jennifer: Two o'clock would be great.

Secretary: Two. Right. I've made a note of that and I'll call you back to confirm the appointment.

Jennifer: Thank you very much.



b) Make up and role-play your own dialogue similar to this.

Writing a business letter

Ex. 7.27 *Vanessa receives this e-mail from Geneva informing her about some changes. Complete the e-mail with words in italics.*

are leaving sending cannot has to have to seeing

From: Eric. James@lindcom.se

To: murphyvanessa@freemail.hu

Dear Vanessa,

Thanks for.....*sending*..... the schedule.

Unfortunately, we change our plans owing to unexpected problems here at head office. We leave on Thursday 20 as we intended. Instead, we for Budapest on Friday 21 on the same flight, and returning to Geneva on the Sunday morning.

The performance evaluation is relevant – we want to have at least three full hours for that. The negotiations with Mr. Ralphs be after that, either later in the day or the day after; see which is more convenient.

Apart from that, feel free to make any other changes you like.

I apologise for the inconveniences this may cause you.

Looking forward to you soon.

With best wishes,

Eric



Ex. 7.28 *Write a letter of request or apology using some words and phrases from Ex. 7.27 and following the example:*

Hogarth Tenants' Association
10 Gilligan Road
Bristol
BS99 5TS
Ms Davina Manson
Our ref: FUND6/05

Department of Parks
Bristol City Council
277 Winning Road
Bristol
BS99 2BR
26 May, 2015
Dear Ms Manson,

Proposed Garden Project

As you are aware from our last meeting, the Hogarth Tenants' Association is keen to establish a garden area in the gap site created by the demolition of the garages.

I am writing to inquire whether the City Council would be able to provide any funding for this venture or if there are any grants available for such a scheme.

The tenants' committee has assembled a group of volunteers to undertake this project but would welcome advice on how best to set about the task. Would it be possible for someone from the Parks Department to attend our next meeting to give the team the benefit of their experience?

I look forward to hearing from you.

Sincerely,

Sonia Turley

Housing Officer

Check yourself 7



Complete the sentences with the appropriate words. (Answer key p. 164).

1. I'm very good at _____. (= working on several things at once).

- a) network
- b) delegating work
- c) multitasking
- d) saving time

2. The interviewer asked her if she is good at _____
(= getting things done at the required time).

- a) preparing schedule
- b) meeting deadline
- c) performing tasks
- d) agreeing on dates

3. It's important to _____ carefully.

- a) waste time
- b) plan your work schedule

- c) spend a lot of time travelling
- d) have enough time

4. This train always arrives _____.

- a) on time
- b) ahead of
- c) behind
- d) over time

5. You should _____ yourself time to take a break every day.

- a) save
- b) spend
- c) allow
- d) have

6. Multitasking isn't very effective and productive. It's just _____ time.

- a) saves
- b) allows
- c) arranges
- d) wastes

7. If you don't have _____ time to plan your perfect holiday, contact us.

- a) enough
- b) many
- c) lots
- d) some

8. Our company has to _____ a tight budget.

- a) overspend
- b) keep within
- c) stick
- d) prepare

9. My secretary will phone to _____ the appointment.

- a) agree
- b) accept
- c) rearrange
- d) made

10. You can _____ a lot of time allowing us to organise everything for you.

- a) provide
- b) offer
- c) waste
- d) save

11. I'm afraid I'll have to _____ our meeting on Tuesday.

- a) make
- b) pass
- c) cancel
- d) disorganize

12. We are _____ to hearing from you.

- a) expecting
- b) planning
- c) hoping
- d) looking forward

13. We _____ our suppliers next Thursday.

- a) will visit
- b) are visiting
- c) going to visit
- d) visited

14. When are you going to talk to your boss about your business trip?

I _____ him tomorrow morning.

- a) am meeting
- b) will meet
- c) shall meet
- d) going to meet

15. I _____ dinner with a customer on Friday.

- a) having
- b) eat
- c) am eat
- d) am having

Module 8. EMPLOYMENT AND CAREER



Learning objectives:

1. Study and practise new vocabulary.
2. Discuss questions about employment and career.
3. Develop strategies for a successful job interview.

Module plan:

1. New vocabulary: introduction and work on it.
2. Text “*Career advice*”: reading and doing exercises.
3. Work on video: watching and doing exercises.
4. Role play “*At a job interview*”.
5. Case study “*Recruiting and retaining staff: problems*”.

Skills: A student will be able to

- take part in a job interview;
- talk about progress made;
- give advice on how to improve career;
- write a CV.

Glossary 8.1 *Read and translate the vocabulary for the module.*

1. applicant (n)	30. improve career (v)
2. application form (n)	31. make a fortune (v)
3. apply for a job (v)	32. make a living (v)
4. appoint (v)	33. make a progress (v)
5. appointment (n)	34. make sure of (v)
6. attend to (v)	35. maternity leave (n)
7. availability (n)	36. move ahead in career (v)
8. be in charge of (v)	37. My job involves + Ving
9. be made redundant (v)	38. notice period (n)
10. be responsible for (v)	39. part-time job (n)
11. broaden skill (v)	40. perk (v)
12. career break (n)	41. previous(adj)
13. career move (n)	42. recruitment (n)
14. career opportunities (n)	43. referee (n)
15. commitment to (n)	44. salary (n)
16. complain to smb. / about smb. or smth. (v)	45. shortlist (n)
17. confirm (v)	46. skilled (adj)
18. CV (n)	47. succeed in + Ving
19. deserve (v)	48. take a break (v)
20. do a training course (v)	49. take a decision (v)
21. earn (v)	50. take time off (v)
22. establish (v)	51. top-quality specialists (n)
23. evaluate (v)	52. unsuitable (adj)
24. experienced (adj)	53. urgent (adj)
25. extra qualifications (n)	54. vacancy (n)
26. fire (colloquial) (v)	55. wage (n)
27. full-time job (n)	56. work flexitime (v)
28. get a promotion (v)	57. work overtime (v)
29. get sacked (v)	58. working hours (n)



Glossary 8.2 *Please follow the links below to access some practice on Quizlet:*

PART 1: <https://bit.ly/2HyhJxl>

PART 2: <https://bit.ly/2Ko1xwb>



Ex. 8.3 *Discuss these questions in pairs:*

- Are you ambitious?
- What are the ways to improve your career?
- What companies would you like to work for?
- What ways to find a new job do you know?
- Would you like to work for yourself?



Ex. 8.4 *Which of the following spheres would you like to work in?*

1. Finance
2. Administration and personnel
3. Research and Development
4. Design
5. Management
6. Sales and marketing
7. Buying
8. Production
9. Human Resources
10. IT



Ex. 8.5 *Work in groups. What should a person do to get ahead in his / her career? Choose the most significant tips from the list below.*

1. Change companies often
2. Use charm and charisma with superiors
3. Attend all conferences and meetings
4. Be creative, energetic and hard-working at all times
5. Be the last employee to leave work
6. Find an experienced and skilled person to give your help and advice
7. Study for extra qualifications
8. Do a degree
9. Work on profitable projects

Ex. 8.6 *a) Match the phrases below to their right meanings. You are supposed to use a good dictionary.*

1. Career break c
2. Career opportunities

3. Career plan
4. Career move
 - a) ideas, expectations and hopes for your future career
 - b) chances to start or succeed in your career
 - c) a period of time when you choose not to have a job, for example because you want to travel or take care of your children
 - d) a change that you make in order to get a better job or to have better success in your job

b) Make up your own sentences using the phrases above.



Ex. 8.7 *Fill in the gaps with the verbs in italics.*

make *take* *have* *decide* *offer*

1. Talented employees in big and successful multinational companies ... *have*..... brilliant career opportunities if they are willing to travel.
2. Some workers a career break to do something adventurous like jumping from an aircraft using a parachute.
3. One way to a career move is to join a small but quickly developing firm.
4. Some firms career opportunities to the long-term unemployed or to people without formal qualifications.
5. Ambitious people often on a career plan while they are still at school, college or university.

Ex. 8.8 *a) Look at the clusters of words below. Cross out the noun or phrase which doesn't go with the verb in each cluster.*

1. <i>Make progress</i> a fortune a training course a report a living	3. <i>Earn a bonus</i> a full-time job money 50 thousand dollars perks
2. <i>Get a promotion</i> sacked progress an eight-to five job a raise	4. <i>Do a research</i> a mistake a job your best a survey

5. Take a pension a break late retirement time off a decision	6. Work flexi time anti-social hours overtime an office job clockwise
--	--

b) Complete the sentences with the suitable form of a word collocation

1. You are exhausted. You should *take a break*.
2. George is 57, but he does not want to Actually, he is taking on more work.
3. When you, you can arrange your own schedule, so this is very convenient when you have children.
4. Jane is quite ambitious and diligent. She does not wish to be a journalist all her life. In fact, she plans to very soon.
5. A university lecturer has to in his or her specialist area.
6. In addition to his salary, he will For achieving monthly targets.

Ex. 8.9 a) Match these phrases with the appropriate prepositions.

1. To be in charge _____ <i>d)</i>	a) after
2. To be responsible	b) for
3. Look	c) that
4. To make sure	d) of
5. To complain	e) with
6. Wait	f) for
7. deal	g) about / of



b) Make up sentences using these phrases.

Ex. 8.10 a) Complete the interviewer's questions with the words in italics.

contact working moving send let start sharing

1. Could I *confirm*.... your contact details?
2. Could you me have your previous employer's details?
3. Would you mind our appointment to Wednesday?
4. Could you in three weeks' time?
5. Could you me as soon as possible?

6. Would you mind at weekends?
7. Would you mind an office with five other employees?
8. Could you a copy of your CV and cover letter?

b) Match the candidate's answers to the interviewer's questions

- a) Not at all, as long as it's in the afternoon.
- b) Sure. I'm ready to start as soon as you like.
- c) Yes. I'll let you know my decision by Thursday, if that's all right.
- d) Certainly. I'll put copies in the post as soon as I can.
- e) That's fine, as long as it's non-smoking area.
- f) Well, actually, they are all included in my CV.
- g) How often would that be?

Ex. 8.11 Fill in the gaps with the appropriate form of the words in italics.

Be in charge deal look involve be responsible make sure

1. Mark Smith works for IT department. His job ... *involves* developing new software and installing different computer systems.
2. Tatiana Anisimova works as a receptionist. She after visitors, answers the phone and takes messages.
3. Chris Spenser works for Administration and Personnel. He with staff problems, as well as with training and recruitment.
4. Adam Miller is our Quality Control Inspector. He for monitoring our goods and trying to improve their quality.
5. Michael Thompson is our Maintenance Engineer. He checks our equipment regularly and of all repairs.
6. Stephen Jones is our Security Officer. He..... that our staff and premises are protected against crime.

Ex. 8.12 Underline the correct word or phrase in italics.

1. My nephew gets a *wage* / *salary* of 16.000 pounds a year.
2. The *perks* / *bonuses* of this job include the firm car, free breakfast and dinner in expensive restaurants and a mobile phone.
3. Please bring a copy of your *CV* / *application form* when you go for your job interview.
4. If you want to *appoint* / *apply* for the job, you should write to the firm.
5. She was made *fired* / *redundant* when the plant closed down.

6. John left his *post / vacancy* at the firm when he was invited to work for another company.
7. Susan is an *experienced / trained* doctor; she has worked for several hospitals since she graduated from university.
8. Mary is a *part-time / full-time* teacher – she only works 10 hours a week.



Ex. 8.13 *Explain the meanings of the words and phrases from Ex. 8.12. Make up your own sentences using these words and phrases.*

Ex. 8.14 *Fill in the blanks with the appropriate words.*

Career advice for senior managers

Senior managers who a) (1) a promotion often deal with many issues when they have more authority, power and responsibility.

This is partly because everyone expects them to perform to extremely high (2). In addition, many of their (3) and colleagues are always ready to castigate any serious mistake they may (4).

What advice can we give to young managers? Firstly, they should have (5) in their own skills and abilities. If they are not sure that they can achieve results and succeed, they are less likely to perform competently. They should also (6) their progress regularly. Secondly, they should (7) themselves ambitious goals so that through commitment to the firm and hard work they can in fact (8) them sooner than is expected of them.

That is how they can (9) both personal and professional success.

1.	a) get	b) take	c) earn
2.	a) quality	b) level	c) standards
3.	a) superiors	b) chefs	c) secretaries
4.	a) do	b) make	c) show
5.	a) strength	b) confidence	c) belief
6.	a) evaluate	b) test	c) improve
7.	a) set	b) make	c) find
8.	a) reach	b) move	c) work
9.	a) grow	b) achieve	c) demand



Ex. 8.15 *a) Discuss these questions in pairs.*

1. What measures help when trying to move ahead in your career?
2. What advice can you give to somebody who plans to get ahead in their career? Make a list of five to 10 points.



b) Scan the article to find out if any of the tips you have listed in Ex. 8.15 are mentioned. Which tips does the author of the article give? Which tips are the most useful, in your opinion?

Ten ways to improve your career

Perfection Finance, a leading staffing and recruiting services firm, offers the following tips for getting ahead in your career.

1. Make a list of your priorities and outline your tasks for the day. Write down your short- and long-term aims, evaluate your progress frequently and stay concentrated.
2. Are you really present? You may physically be at work, but are you there mentally?
3. Learn how to work through others. Delegating tasks is an important skill to master at any level.
4. Always search for chances to broaden your skills. For example, you can attend professional development seminars.
5. Communicate with colleagues. This will help you learn about what's happening in other departments.
6. Create your own aims. Determine where you want to be professionally and what skills you need to reach that aim.
7. Be comfortable with being uncomfortable. Accept challenges that make you try something new.
8. Be clear about what you want. If you believe you deserve getting a promotion, ask for one.
9. Have a rest and relax. Attending to your personal life and doing things that make you happy will help your performance at work.
10. Look for satisfaction. If you're disappointed by your current career, seek ways to transform your job into more of what you wish. If this does not solve the problem, maybe it's time to search for a new position.


If you follow these tips, you will significantly increase your opportunities to earn more money, get promoted sooner and move ahead faster,' says Mr Milton, President and Chief Operating Officer of Perfection Finance.


Ex. 8.16 *Decide which tip each of the following sentences could be added to.*

- a) There is also a brilliant way to network with influential people. — Tip 2, 3 or 4
- b) Each day, take measures that bring you closer to that target. — Tip 5, 6 or 7
- c) If your boss refuses, ask him or her what results and goals you need to achieve in order to qualify for one. — Tip 6, 7 or 8
- d) It will also establish you as a team member within the firm. — Tip 5, 9 or 10
- e) Focus on every single task that you perform. — Tip 1, 2 or 3
- f) You may discover a secret talent or a hidden passion. — Tip 2, 7 or 9

Ex. 8.17 *Match the verbs to the nouns or phrases to form expressions used in the text.*

1. to reach <u> d) </u>	a) a skill
2. to evaluate _____	b) in one's career
3. to master _____	c) a promotion
4. to get ahead _____	d) a goal
5. to deserve _____	e) one's progress

 **Ex. 8.18** *(Track 4) What questions could an interviewer and an applicant ask at a job interview? Now listen to the conversation and write down the interviewer's questions and the candidate's questions. (Enterprise 4 [Электронный ресурс] : Intermediate Enterprise 4: Coursebook Audio CD. Audio CD 1. — [Б. м.] : Express Publishing, 2008).*

 **Ex. 8.19** *Work in pairs, act out a job interview using key expressions from the box below. Start as in the example:*

Example:

Interviewer: Hello, Ms. Dutton. Thanks for coming. Please, sit down.

Candidate: Thank you, sir.

Interviewer: Firstly, where did you see the advert for this position? ... etc.

Key expressions:

I'd very much appreciate...

Could you tell me...?

Would you be able to...?

Would you mind if / +Ving?

Could I confirm your contact details?

Can you speak any other foreign languages?

Could you tell me more about your present / previous job?

Would you let me know your decision as soon as possible?

When can you start?

I use it a lot in me current job.

I can let you know next Monday.

Yes, the address is the same but my e-mail has changed.

I'm currently / was responsible for + Ving.

My notice period is two months.



Ex. 8.20 (Track 27) a) *Natasha Pieroni is the HR Manager of an engineering company. She's talking to Ben Coulson? The Project Manager. It's Friday 16 June. Listen and fill in the gaps in the report (Business Result [Электронный ресурс] : Pre-Intermediate Business Result : Coursebook Audio CD. Audio CD 1. — [Б. м.] : Oxford University Press, 2009).*

Task	Date
Ben and Natasha to shortlist applicants	Already done
Natasha to ring applicants to arrange job interviews	Early (1) _____
Ben to read all CVs	(2) _____
Job interviews to take place	(3) _____
Ben to confirm availability for job interviews	By (4) _____
Natasha to prepare detailed job description	(5) _____
Ben to speak to MD about salaries	(6) _____

b) Listen again and match 1–8 with a–h to make complete sentences.

1. Leave it __ with me _____	...running out.
2. We've already _____	...the salaries issues?
3. I emailed them to you _____	...with me
4. I've been very short of time ____	...shortlisted twenty candidates
5. Time's _____	...finished the job description yet?
6. Can you deal with _____	...with recruitment?
7. Have you _____	...this week.
8. Where are we _____	...last week.

Ex. 8.21 Which phrases in Ex. 8.20 have the similar meaning to the following?

- What progress have we / you made?
- The work is / isn't finished. _____
- I'll do it. _____
- Can you do it? _____
- It's urgent. _____



Ex. 8.22 Please follow the link below to access some tips on how to behave during a job interview: <https://bit.ly/2FrQIFL>

Respond to the questions provided.

- What do you need to talk about if the interviewer asks you to tell about yourself?
- What is the interviewer looking at when asking you the question: "What are your strengths?"
- What is the best way that you can answer the question: "What are your weaknesses?" What aspect should you give when answering this question?

- 4) What does the interviewer want to know when asking the question: “Where do you see yourself in five years from now?” What would the best answer to this question be?
- 5) What is the interviewer looking at while asking the question: “What do you know about our company?” Why are many people usually let down when responding to this question? What is the best way that you can reply to this question?
- 6) What answer will the interviewer be impressed with when asking you the question: “How well do you handle change?”
- 7) What is the reason under the question: “Do you work well under the pressure?” What is the best way to answer this question?
- 8) What is the reason behind the question: “How do you make important decisions?”



Ex. 8.23 a) Please follow the link below to access some tips on what to talk about yourself during a job interview: <https://bit.ly/2FpXf3V>

Answer the questions.

- 1) What are the top words for talking about yourself?
- 2) What words are you supposed to use when describing what you can do?
- 3) What words can you use when explaining what you did at your last job?

b) Make your own sentences using the new words mentioned by Benjamin.



Ex. 8.24 Work in groups. Which questions are not acceptable in a job interview and why?

1. Have you ever had any conflicts with your boss?
2. Why did you leave the last job?
3. Why did you choose your present career?
4. What have you enjoyed the most in your present job?
5. What have you learnt in your present job?
6. How have you changed in the last ten years?
7. Where did you see the advert for this position?
8. Could you tell me about your qualifications?
9. What sort of diploma do you have?
10. What does your partner do?
11. Could you tell me about any relevant experience you have?
12. Have you brought your CV with you?
13. What will the working hours be?

14. What salary could I expect?
15. When could I expect to hear from you?

Ex. 8.25 *Decide if an applicant or an employer does the following things.*

Who....

- is shortlisted for interview?
- goes for an interview?
- offers you the post?
- write and update their CV?
- ask for the names of referees?
- applies for the job?
- advertises the post
- fills in an application form
- looks through the applications?

USEFUL LANGUAGE:

Asking about progress

Where are we with...?

What about...?

Have you done... yet?

Describing progress

We've already done...

We haven't done / prepared ... yet.

We succeeded in + Ving

I did it last week.

Saying something is urgent

Time's running out.

We've very short of time.

Describing who will do what

Leave it with me?

Can you deal with that?



Ex. 8.26 *Work with the partner. It's Wednesday 10 May. Miranda is asking Liam if he has done different tasks. Role-play their conversation, using the notes below, phrases from Listening and Useful language.*

Example:

Miranda – report – finish it?

Where are you with the report? Have you finished it?

Miranda: CVs – read them?

Liam: Read all weekend – all excellent applicants.

Miranda: Salaries issues – speak to MD?

Liam: Not yet – no time at conference last Thursday.

Miranda: Tomorrow morning? Urgent!

Liam: OK. Interviews next week. Not arranged dates.

Miranda: No, need to know your availability.

Liam: Sorry – busy. Will confirm by lunch. Prepared job description?

Miranda: Yes.



Ex. 8.27 *Work with a partner. Make a list of what you have and haven't done at work / study this week. Then take turns to ask your partner about progress on his/her list. If you haven't done something, ask your partner to do it. You are supposed to use phrases from **USEFUL LANGUAGE**.*

Grammar corner

Present Perfect

Form

Positive: have / has + past participle form. I have (I've) finished my work.

He has (He's) written three letters today.

Negative: have / has + not + past participle.

They haven't done the work this week. The post hasn't arrived yet.

Questions:

– Put have / has before the subject.

Have you seen the new Production Manager? Where has she been today?

– To give a short answer to yes / no questions in the present perfect, use the subject + has / have or hasn't / haven't.

Have you seen that report yet?

Yes, I have. / No, I haven't.

Has the HR Manager seen the CVs?

Yes, she has. / No, she hasn't.

Use

1. To talk about past actions where the time includes the present.

She's made three presentations today / this week / this month.

2. To describe progress in a list of things to do, we use already and (not) ... yet?

Have you rung that supplier yet?

No, I haven't had time (yet).

3. To ask someone about general experiences in his / her life, we use ever.

Have you ever worked abroad?

4. Use the present perfect to talk about actions which started in the past and are continuing now.

I've conducted negotiations for 10 years (and I still conduct them now).

5. For past actions where the time doesn't include the present, use the past simple.

I haven't given him a lift to the office today, but I gave him a lift there yesterday.

Ex. 8.28 A customer service manager is describing the situation in his department. Complete the text with the present perfect form of the verbs in brackets.

This month *hasn't been* (be) a very good one for me. Four more members of my team (tell) me that they are leaving the company. Three of them (not / find) another job yet, but they say that the pressure of work (become) too much for them. It's true that there (be) a big increase in their work this year because three other customer service assistants _____ (already / leave) the department and we _____ (not / recruit) anybody to replace them. I (ask) my boss several times if we can employ some new people for the team, but each time he (say) that we need to reduce our salary costs. But I know we (lose) some business because we (not / have) enough people to deal with customer calls.

The situation can't continue like this. I (not / made) a final decision on this yet, but I'm thinking of leaving the company myself.

Ex. 8.29 Choose the correct answers from the words in italics to complete questions 1–8. Then match them with responses a–h.

1. *Did you read / Have you ever read* this article about unemployment last week?
2. *Did you see / Have you seen* the new Paris exhibition yet?
3. *Have you ever / Did you yet* applied for a job?
4. *Have you had / Did you have* any work experience when you joined this firm?
5. *Has / has* he made many calls today?
6. *Have / Did* all the applicants come for the job interview yesterday?
7. *Have you received / Did you receive* a bonus in the last 5 months?
8. *Have you learnt / Did you learn* a lot in your last job?
 - a) No, never
 - b) No, I haven't. Our results haven't been very good.
 - c) Just two or three this morning.
 - d) Yes, I did. I did several jobs when I was a student.
 - e) No, I didn't. I didn't have much responsibility, so it was boring.
 - f) Yes, it was very well-written. 1
 - g) Just two people weren't there.
 - h) No, I haven't had time.

Case study



Ex. 8.30 You work for an international organization that employs 600 people. It has recently dealt with problems recruiting and retaining staff.

1. Read about some of the issues the organization had and what it has done in the last seven months.
2. Take turns to discuss the problems and the progress made / then make an action plan of what the organization needs to do next.

Student A

Look at the situation with the recruitment process seven months ago and the progress made.

Seven months ago	Progress made
Jobs were advertised in the national newspapers every two months	Had one meeting to discuss issues

Seven months ago	Progress made
Hundreds of applications	Talked to a company about an e-recruitment package
Many applicants were unsuitable	Agreed on the budget
Cost of advertising was very high	
Only one-part time HR manager	

Student B

Look at the situation with the retaining staff seven months ago and the progress made.

Seven months ago	Progress made
78 % of employees – women under 35	Now 25 % – men
Average length of stay in organization – 17 months	Extended full pay for women on maternity leave to 20 weeks
Benefits – 22 days paid holiday a year	Increased holiday to 27 days a year
Full pay for women on maternity leave for eight weeks	

Ex. 8.31 *Describe the picture and give as many details as possible. Use the Present Continuous Tense.*



Writing a curriculum vitae (CV)



Ex. 8.32 a) *Discuss the following questions with your teacher:*

1. Have you ever written a CV in English?
2. What information should you include in a CV?
3. How long should a CV be?

b) Match the headings a–f to sections 1–6 in the CV.

- a) Education
- b) Additional personal skills
- c) Personal information
- d) Objective
- e) References
- f) Work experience

1

Experienced and ambitious business professional seeking a challenging new project management role.

2

First name: Tyler

Surname: Jones

Address: 4 Impasse Guéménée

Ile de France

Paris

Phone number: +33 1 53 09 20 21

Mobile: +33 735 68 00 42

3

September 1999 – June 2000

Executive MBA, Graduate School of Business, Prague

Principle studies included: Financial Accounting,

Business Ethics and Public Policy, Risk Management,

Economic Analysis for Managerial Decisions, Global

Human Resource Management, IT and Business, Cost

Management Strategies, Negotiating

September 1996 – June 2000

BA Economics and Law, University of Leicester, UK

Modules studied: Economics of Law, Constitutional and

Administrative Law, Company Law, Macroeconomics, International Finance and Trade, Economics of Human Resources.

4

October 2006 – present

Project Director, GAS Holdings, Rue d'Alembert, Paris Responsible for designing and implementing projects for company development within central-Europe.

July 2001 – October 2006

*Assistant Management Consultant, CM Training LTD, London
Responsible for selection of new marketing suppliers.*

August 2000 – July 2001

*Entry Level Consultant, CM Training LTD, London
Responsible for the development of all competency based performance tools and responsible for the recruitment of internal applicants.*

5

Languages spoken: German (C1 level, both speaking and writing), Spanish (B2 for speaking, A2 for writing).

Advanced proficiency with the Microsoft Office Suite (Word, Excel, Outlook Express, PowerPoint, and Access). European Driving licence – clean.

6

Available upon request

c) Write your CV following this sample.

Check yourself 8



Complete the sentences with the appropriate words. (Answer key p. 164).

1. During an interview, you may be asked to describe how you _____ a difficult situation.
 - a) dealt
 - b) dealt with
 - c) decide
 - d) improve

2. He was _____ for hiring and dismissing.

- a) responsible
- b) in charge
- c) make sure
- d) deal

3. If you take the decision to leave a job it's called "quitting" – When your boss takes that decision because of something bad that you've done, it's called "being _____".

- a) sack
- b) promoted
- c) increased
- d) fired

4. Could you tell me a little about your _____ job (= your last job).

- a) latest
- b) past
- c) previous
- d) finished

5. I was impressed with the last _____. She knew a lot about our firm.

- a) candidation
- b) applicant
- c) Potential employer
- d) Potential employ

6. He brought some extra copies of his _____.

- a) CV
- b) covering letter
- c) email
- d) application

7. After finishing my last job, I took some _____ (= I took a break) to examine my career goals.

- a) overtime
- b) flexitime
- c) time off
- d) holiday

8. She took the _____ to find out a little bit about the company.

- a) possibility
- b) break
- c) time
- d) opportunity

9. I see from your _____ form that you have had two different jobs in the last 4 years.

- a) business
- b) resume
- c) application
- d) candidate

10. She would be very interested in _____ for that job.

- entering
- joining
- applying
- working

11. He got a _____ to earn some extra money.

- a) full-part job
- b) part-time job
- c) add job
- d) odd job

12. For many people job satisfaction is more important than a _____

- a) high salary
- b) competition
- c) small wage
- d) get promoted

13. Employees are allowed up to three weeks unpaid a year _____.

- a) vacation
- b) break
- c) stop
- d) rest

14. Time when you are not hired, perhaps while travelling or looking after young children is called _____.

- a) career ladder
- b) career prospects
- c) career move
- d) career break

15. A series of promotions towards more senior post is called _____.

- a) career plan
- b) career opportunities
- c) career ladder
- d) career move

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Check yourself answer key

№	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
1	d	a	c	a	b	b	c	b
2	b	b	a	c	c	c	b	a
3	c	c	c	b	a	c	b	d
4	a	d	b	d	b	c	a	c
5	d	a	d	d	c	a	c	b
6	a	b	b	d	c	a	d	a
7	d	c	a	c	d	b	a	c
8	d	d	d	b	c	c	b	d
9	a	a	b	a	d	b	c	c
10	a	b	c	a	b	d	d	c
11	b	c	d	d	a	a	c	b
12	b	d	a	a	b	c	d	a
13	a	a	c	d	b	c	b	a
14	d	b	c	b	c	b	a	d
15	b	c	b	c	a	c	d	c

Self-assessment chart

13–15 points. You have passed the test perfectly well and have achieved excellent results. You're on the mark. Obviously, you have made progress. Keep up the good work.

10–12 points. Your result is quite well. You haven't made many mistakes but still you should work harder. Be more attentive and accurate when doing tasks.

7–10 points. Your result is satisfactory but you should be more diligent and responsible. You should make a serious effort to succeed in doing the test.

0–6 points. Unfortunately, you have failed the test but you shouldn't get upset and give up. Figure your mistakes out. Try to do your best not to make the same mistakes again next time. Force yourself to move ahead. Don't be afraid of difficulties.

*Clichés Reference***Письмо-просьба (Letters of Request)**

<i>We thank you for your letter of the ... enclosing</i>	Благодарим Вас за Ваше письмо от ..., в котором...
<i>We request you to keep us informed of... ..</i>	Мы просим Вас держать нас в курсе...
<i>We should also be obliged if you would advice us by cable of...</i>	Также мы были бы благодарны, если бы Вы сообщили нам телеграммой о...

Письмо-заказ (Letters-orders)

<i>We have a general interest in... We should be glad to receive brief details of...</i>	Мы очень заинтересованы в... Мы с удовольствием получили бы информацию о...
<i>In particular we are contemplating the purchase of...</i>	Мы намерены приобрести...
<i>The ... we require should have roughly the following main characteristics</i>	..., которое нам требуется, должно иметь приблизительно следующие основные характеристики...

Письмо-приглашение (Invitation letters)

<i>It would give us great pleasure if you and your wife could join us for dinner on ..., at...</i>	Мы с большим удовольствием приглашаем Вас на ужин в ..., в ... <i>часов</i> .
<i>...We thank you for your letter of the...</i>	Выражаем Вам благодарность за письмо от...
<i>We have carefully considered your proposal and are pleased to advise you that...</i>	Мы тщательно изучили Ваше предложение и рады сообщить Вам, что...
<i>We should also agree to...</i>	Также мы согласны...
<i>We shall be glad to meet ... and ... and discuss with them...</i>	Мы были бы очень рады встретиться там с ... и ..., и обсудить с ними...
<i>We suggest that the visit of our representatives should take place about...</i>	Мы предполагаем, что наши представители придут приблизительно...
<i>If this time is convenient for you, kindly let us know the...</i>	Если данное время является для Вас удобным, будьте добры, сообщите нам...

Useful language for speaking tasks
Presenting a story of a company

When making a presentation of a company's timeline you should always pay the biggest attention to the structure of the text your listeners will hear. Having neatly done slides is only half the business, because even a good design and special effects cannot make your audience listen to a very long, dull or unstructured text. Here are some of the important things you need to keep in mind when making a text for your presentation:

- Decide whether the events are arranged chronologically or in a more 'creative' order of appearance.
- Highlight the most important 'milestones' only and avoid adding too much excessive information.
- Use special words and phrases to mark the beginning of each new stage of your narration. *This story began in...*

It all started in...

First...

Next...

Then...

After that...

Finally, ...

Giving feedback

Criticizing is a very important business communication skill used either to show admiration by the other's performance or to encourage them to improve it. It is a good idea to 'wrap' your criticisms into a couple of compliments to make it sound more polite.

I'm really impressed.

I'm a little disappointed.

You've done a great job.

Do you think it would be better to...?

I think it would be a good idea to...

Explaining

Can you explain...

Can you tell me why...

Why...

What happened...

Well, ...

Let me explain.

Let me tell you why...

Here's what happened:

There's a (good) reason for this:

The reason is...

I'm sorry. I can't tell you that (right now).

Can I get back to you on that?

I'll explain (a little) later.

We'll come to that later.

We'll get to that in a few minutes.

Can we save that until later?

Apologizing

I'm sorry.

I made a mistake.

Please accept my apologies.

I'm sorry. I didn't mean to...

(I'm) sorry. I didn't realize that...

That's okay.

No problem.

Prefacing bad news

I'm sorry (I have) to tell you this, but...

I hate to tell you this, but...

I don't know how to tell you this, but...

I have some bad news.

(Formal) written apologies

We regret to inform you that...

Regretfully, ...

Unfortunately, ...

Business Introductions

Informal

This is my boss, Mr. Stratford.

Jared, this is my secretary, Barbara.

Good to meet you.

Nice to meet you too.

I'd like you to meet my co-worker, Collin Beck.

Collin, this is Susan Palmer.

Nice to meet you.

My pleasure.

Have you met, Jason?

Jason, this is Teresa.

Hi, I'm Jill Watson.

I don't believe we've met. I'm Greg.

Formal

I'd like to introduce you to my dear friend, Mrs. Pleasant.

Allow me to introduce myself/my colleague, Ms. Winters

Let me introduce you to my colleague, Dean Richards.

Mr. Richards, this is David Porter from Aerospace Inc.

How do you do?

How do you do?

It's a pleasure meeting you.

Important body language to remember: Smile, eye contact, firm handshake.

Welcoming Visitors

Welcoming

Welcome to Cando Enterprises.

Welcome to London. I'm John Taylor.

Meeting someone you don't know

1.

A: Patricia Murphy?

B: Yes.

A: Hi, I'm Kevin Chen of Myotex Industries. Welcome to Taiwan.

2.

A: Are you Mr. Blanks?

B: Yes, I am.

A: I'm Jane Placid. (We talked by telephone.) Welcome to Sydney. It's nice to meet you in person.

B: Nice meeting you too.

A: How was your flight?

B: Okay, but very long.

3.

A: You must be Ms. Terius.

B: That's right.

A: It's a pleasure to meet you. I'm Brad Wilson. Welcome to Suntech.

B: Thank you

A: Did you have any problem finding this place?

B: No, your directions were very clear.

Company Description

What company do you work for?

Which company are you with?

Who do you represent?

I work for ABC Company.

I'm with ABC.

I represent (the) XYZ (company).

What is the name of your company?

Where are you located?

The name of our company is...

Our company is located in...

Our headquarters is in...

What (type of business) do you do?

What business are you in?

We are in the computer business.

We're in computers

We sell...

We produce...

We manufacture...

Our major products are...

Invitations

Informal:

Would you like to...

We're going to... . Would you like to come along?

There's a... . (tonight). Would you like to go?

How about (V + ing)...?

Do you want to...?

I wonder if you would like to...

I was wondering if you would like to...

Formal:

I'd like to invite you to...

If you have time, I'd like to invite you...

Would you like to join us for (event) at (time)?

We'd be glad to have you accompany us...

We'd be delighted / honored to have you as our guest at...

Useful Links for Students

1. Business English pod. Ресурс, содержащий подкасты и аудиоматериалы [Электронный ресурс]. – Режим доступа: <https://www.businessenglishpod.com/about-bep/about-business-english-pod/> – Загл. с экрана.
2. Business English Lesson Categories. Ресурс, содержащий полезные фразы для разных деловых ситуаций [Электронный ресурс]. – Режим доступа: <http://www.talkenglish.com/speaking/business/basics.aspx> – Загл. с экрана.
3. English for Business and Work. Ресурс, содержащий лексику, диалоги и статьи на разные темы по деловому английскому языку [Электронный ресурс]. – Режим доступа: <http://esl.about.com/od/englishforbusinesswork/> – Загл. с экрана.
4. Business English Free Resources And More. Ресурс, содержащий выражения для различных сфер делового общения, практические задания на отработку и закрепление лексики, грамматики и письменных навыков [Электронный ресурс]. – Режим доступа: <http://www.businessenglishresources.com/31-2/student-section/> – Загл. с экрана.
5. British Council. Ресурс, содержащий подкасты, видеоматериалы и статьи на широкий спектр профессиональных тем [Электронный ресурс]. – Режим доступа: <http://learnenglish.britishcouncil.org/en/business-and-work/> – Загл. с экрана.
6. Learn English Today. Ресурс, содержащий полезную лексику, фразы и термины, используемые в деловой среде, упражнения на отработку лексики и игровые задания [Электронный ресурс]. – Режим доступа: <http://www.learn-english-today.com/resources.html> – Загл. с экрана.
7. BBC Learning English. Ресурс, содержащий мультипликационные фильмы на отработку и закрепления навыков общения в офисе [Электронный ресурс]. – Режим доступа: <http://www.bbc.co.uk/learningenglish/english/features/english-at-work> – Загл. с экрана.

Business Letter

1. Make-up of a Business Letter. Учебные материалы с сайта переводчика и преподавателя английского языка Ю.Н. Щербакова [Электронный ресурс]. – Режим доступа: <http://e-repa.ru/files/bbec/commerce-unit-01.pdf> – Загл. с экрана.
2. How to Format and Write a Simple Business English Letter. Статья о структуре и правилах составления делового письма [Электронный ресурс]. – Режим доступа: <https://www.thoughtco.com/business-letter-basics-1209018> – Загл. с экрана.
3. Best Sample Resume. Business Letter. Ресурс, содержащий статьи и материалы по ведению деловой переписки на английском языке [Электронный ресурс]. – Режим доступа: <http://www.bestsampleresume.com/letters> – Загл. с экрана.

Photo bank

Module 1. COMPANIES



1.1



1.2

Module 2. THE INTERNET



2.1



2.2

Module 3. TROUBLESHOOTING



3.1



3.2

Module 4. PRESENTING A NEW PRODUCT



4.1



4.2

Module 5. TELEPHONING AND CONTACT MAKING



5.1

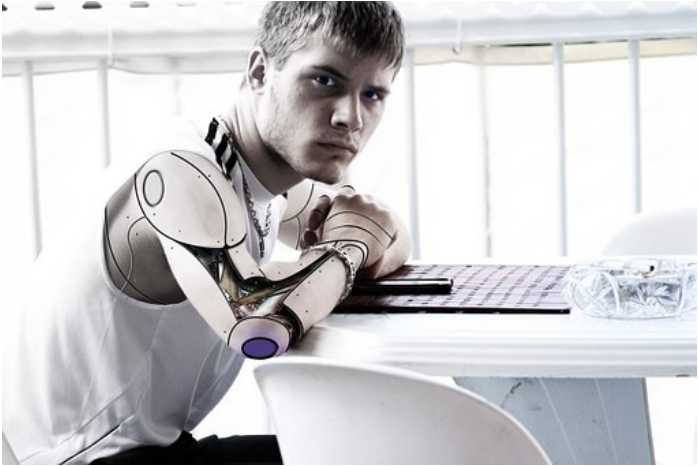


5.2

Module 6. FUTURE TRENDS



6.1



6.2

Module 7. MANAGING TIME



7.1



7.2

Module 8. EMPLOYMENT AND CAREER



8.1



8.2