

С.И. Гарагуля

Английский язык для делового общения

Соответствует Федеральному государственному
образовательному стандарту
(третьего поколения)



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Английский язык для делового общения

LEARNING BUSINESS COMMUNICATION IN ENGLISH

Рекомендовано Международной академией
науки и практики организации производства
в качестве учебного пособия
для образовательных учреждений
высшего профессионального образования

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Учебное пособие, построенное на базе государственного образовательного стандарта и в соответствии с программой курса иностранного языка для неязыковых вузов и факультетов, ставит своей целью обучить студентов основным навыкам англоязычной речевой деятельности (говорение, аудирование, чтение и письмо) в типичных ситуациях делового общения в пределах представленной тематики.

Предназначено для студентов бакалавриата, специалитета и магистратуры. Может быть использовано аспирантами, научными работниками и специалистами-практиками в сфере международного бизнеса.

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Предисловие

Настоящее учебное пособие построено на базе государственного образовательного стандарта и в соответствии с программой курса иностранного языка для неязыковых вузов и факультетов. Оно адресовано студентам бакалавриата, специалитета и магистратуры. Им могут пользоваться аспиранты, научные работники и специалисты-практики в сфере международного бизнеса, изучающие самостоятельно английский язык.

Учебное пособие ставит своей целью обучить студентов основным навыкам англоязычной речевой деятельности (говорение, аудирование, чтение и письмо) в типичных ситуациях деловой коммуникации в рамках одного из направлений курса «Иностранный язык» — «Английский язык для делового общения».

Пособие состоит из 12 уроков-тем (*Units*), каждый из которых посвящен конкретному виду бизнес-коммуникации и подчинен единой структуре: он включает пять разделов (*Sections*) — *Vocabulary and Word Study*, *Reading and Discussion*, *Speaking*, *Listening* и *Writing*.

Раздел *Vocabulary and Word Study* предусматривает работу над лексикой, которая определяется содержанием текста в пределах изучаемой темы. Активный словарь отражает наиболее важные понятия и явления, необходимые для осуществления делового общения. Терминологическая лексика закрепляется в разнообразных упражнениях, которые построены и расположены по принципу «от простого к сложному» — от уровня слова, словосочетания, предложения до уровня сверхфразового единства. Имеются упражнения на многозначность, нахождение синонимов и антонимов, словообразование и др.

Выполнение данных заданий обеспечивает усвоение активного словаря в полном объеме.

Каждый раздел *Reading and Discussion* содержит один аутентичный текст, предназначенный для изучающего чтения и обучения говорению. К нему даются предтекстовые и послетекстовые упражнения. Предтекстовые задания преследуют цель формирования навыков прогнозирования и умения вести беседу общего содержания по теме урока. Упражнения послетекстового этапа способствуют развитию монологической речи — констатировать факт или высказать мнение, сделать короткое сообщение или обобщение, а также направлены на поиск конкретных данных, использование определенной информации в соответствии с коммуникативными задачами. К данному тексту предусмотрено задание на чтение определенного абзаца вслух и его перевод на русский язык.

Раздел *Speaking* включает диалоги, содержащие устойчивые выражения, речевые модели и клише, характерные для деловой коммуникации: знакомство, представление себя и коллег, деловая встреча, телефонные разговоры, проведение презентации, обмен корреспонденцией, устройство на работу, ведение переговоров и др. Задания, составленные к диалогам, построены по принципу моделирования различных деловых ситуаций, они также способствуют развитию умения давать на них быструю и соответствующую речевую реакцию.

В разделе *Listening* представлены задания к одному аудиотексту, который приводится в заключительной части книги *Tapescripts*. Он может быть прочитан преподавателем или звучать в записи. Контроль понимания осуществляется с помощью вопросно-ответных упражнений, путем заполнения таблиц/схем и др. Цель заданий состоит в понимании общего смысла прослушанного текста, нахождении или извлечении конкретной информации, которые служат основой для краткого изложения содержания аудиотекста, дискуссии по теме и т.д. К части учебника *Tapescripts* студенты обращаются на заключительном этапе работы над разделом *Listening*, что позволяет им проверить правильность понимания текста,

а также выявить непонятные фрагменты, выписав и выучив незнакомые слова.

Упражнения раздела *Writing* направлены на развитие навыков передачи на английском языке и правильного оформления информации в соответствии с коммуникативными целями и с учетом адресата — написание деловых и электронных писем, факсов, заполнение наиболее распространенных анкет и бланков, оформление резюме и сопроводительных писем, необходимых для участия в конференции или учебы за границей, составление рефератов и аннотаций и др.

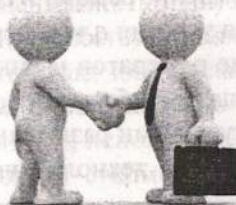
Материалы настоящего учебного пособия прошли апробацию на занятиях со студентами различных институтов Белгородского государственного технологического университета имени В.Г. Шухова.

Автор выражает искреннюю признательность рецензентам — доктору филологических наук, профессору Татьяне Андреевне Комовой за детальный анализ рукописи и ценные критические замечания, а также доктору экономических наук, профессору Юрию Анатольевичу Дорошенко за консультации по отбору материала для данного учебного пособия.

Автор



MEETING PEOPLE



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "Culturally Speaking" and translate the given sentences.

1. **greet** [gri:t] *v* — приветствовать; здороваться
greeting *n* — приветствие
customary greeting ['kʌstəm(ə)ri] — обычное приветствие

Friends and family members usually *greet* each other in a casual or informal way. Business *greetings*, on the other hand, are more formal. The bow is *the customary greeting* in Japan.

2. **address** [ə'dres] *v* — обращаться (к кому-л.)

Colleagues, friends and relatives *address* each other by first names.

3. **socialize** ['səʊʃ(ə)laiz] *v* — общаться, встречаться; бывать в обществе

The best way to meet people is *to socialize* with them.

4. **small talk** — легкая светская беседа, разговор ни о чем
engage in small talk [in'geɪdʒ] — начинать светскую беседу; пытаться завязать беседу

Small talk is the best way to initiate a conversation with a potential new friend. People tend *to engage in small talk* in order to make themselves and the other person more comfortable.

5. **chat** [tʃæt] *n v* — (непринужденный) разговор, беседа, разговор о том о сем; болтать, непринужденно беседовать, говорить о том о сем

chitchat ['tʃɪtʃæt] *n v* — болтовня, беседа ни о чем; болтать о том о сем

conversation [ˌkɒnvə'seɪʃ(ə)n] *n* — разговор, беседа

They suggested meeting for coffee and *a chat*. She likes *to chat* about the weather. The opening *chitchat* started the meeting instead of a presentation. They came to the party to meet friends and *chitchat*. Many people talk about sport as a social topic of *conversation*.

6. **break the ice** — нарушить молчание, сделать первый шаг, положить начало (разговору, знакомству)

You have to make an effort *to break the ice* when you first meet someone.

7. **shake hands** — пожать друг другу руки, обменяться рукопожатием

handshake *n* — рукопожатие

Generally, British people do not *shake hands*, except when they meet for the first time. People use *the handshake* as a way to greet a person, make an agreement or say goodbye.

8. **power** ['paʊə] *n* — власть, полномочие

delegate power ['delɪgeɪt] — передавать полномочия, облечь властью

The power of governments has increased greatly over the past century. The board must *delegate power* to the director concerned.

9. **share** [ˈʃeə] *n v* — доля, часть; акция; делить(ся), разделять (мнение и т.п.), пользоваться совместно; иметь долю или часть

shareholder [ˈʃeə.houldə] *n* — держатель акций, акционер

They have the largest market *share*. She has all her money in *shares*. The best way to meet people who *share* your interests is to join a club. Our *shareholders* are pleased this year's figures.

10. **polite** [pəˈlaɪt] *adj* — вежливый, любезный, учтивый
politeness [pəˈlaɪtnəs] *n* — вежливость, учтивость

In general, British people are very *polite*. English people are famous all over the world for their *politeness*.

11. **rude** [ruːd] *adj* — грубый; оскорбительный; невежественный, невоспитанный

In China it is *rude* to call someone by his/her first name unless you have known him/her since childhood.

12. **awkward** [ˈɔːkwəd] *adj* — неуклюжий, неловкий (о людях, движениях и т.п.); неудобный, затруднительный

I always feel *awkward* meeting new people. Our visitors came at an *awkward* time.

13. **attitude** [ˈætɪtjuːd] *n* — отношение, позиция

You should have a positive *attitude* towards the process of meeting new friends.

14. **vary** [ˈveəri] *v* — менять, изменять, варьировать

various [ˈveəriəs] *adj* — различный, разный, разнообразный

variety [vəˈraɪəti] *n* — разнообразие

Business practices *vary* all over the world. The *various* types of websites to meet people bring together millions of people from around the world. You can meet people in a *variety* of different ways.

15. **avoid** [əˈvɔɪd] *v* — избегать, сторониться; уклоняться

I was able to *avoid* the awkward situation.

16. **offend** [əˈfend] *v* — обижать, оскорблять, задевать

offence [əˈfens] *n* — обида, оскорбление

His bad manners may *offend* his colleagues. Using inappropriate language may cause *offence*.

17. **respond** [rɪˈspɒnd] *v* — отвечать, реагировать, отзывать

response [rɪˈspɒns] *n* — ответ, отклик, реакция

elicit a response [ɪˈlɪsɪt] — добиться ответа

The right techniques to meet people will help you to get a positive *response* to your introduction. They can't *respond* to your questions. Different people *respond* in different ways to each change. It is difficult to explain his failure to *elicit a response* from her.

18. **relation** [rɪˈleɪʃn] *n* — отношение, связь

establish relations [ɪˈstæblɪʃ] — установить отношения

relationship [rɪˈleɪʃnʃɪp] *n* — отношение, взаимоотношение, связь

They have business *relations* with a firm in London. To *establish* business *relations* with prospective dealers is one of the most important measures for a firm that wishes to enlarge its business scope. The company had strong *relationships* with partners and clients.

19. **inquiry/enquiry** [ɪnˈkwaɪəri] *n* — запрос, запрашивание, наведение справок; вопрос

make inquiries — наводить справки

The Committee has completed *the inquiry* and published a report. We managed to *make* some *inquiries* into what he had done on that day.

20. **along with** — с, вместе с

When I went to Rome, I took my brother *along with* me.

2. Match the pairs of synonyms from A and B and translate them.

- | A | B |
|----------------|--------------|
| 1. welcome | a. chitchat |
| 2. clasp hands | b. respond |
| 3. displease | c. vary |
| 4. greet | d. greet |
| 5. answer | e. offend |
| 6. escape | f. socialize |
| 7. split | g. shake |
| 8. chat | h. avoid |
| 9. associate | i. address |
| 10. change | j. share |

3. Match the verb on the left with a suitable item on the right. Use each item once only.

- | | |
|--------------|----------------------|
| 1. feel | a. in small talk |
| 2. make | b. a room |
| 3. engage | c. a response |
| 4. delegate | d. inquiries |
| 5. establish | e. the ice |
| 6. share | f. hands |
| 7. chat | g. relations |
| 8. shake | h. awkward |
| 9. elicit | i. about the weather |
| 10. break | j. power |

4. Make the following sentences complete by translating the words and phrases in brackets.

1. He welcomed me with a wide smile and a warm (рукопожатие). 2. I soon learned how to make (легкая светская беседа) with people at formal receptions. 3. Now we have got hospital bills (вместе с) our usual expenses. 4. She sent me a (вежливый) letter thanking me for my invitation. 5. The topic of (разговор) was college plans. 6. If you buy (акции), you become a

(акционер). 7. A (обычное приветствие) in India is usually pressing your palms together at around chest level and saying "Namaste". 8. He has a very bad (отношение) towards work. 9. The election results showed that that party had lost (власть). 10. It is (невоспитанный) not to say "Thank you" when you are given something.

5. Insert the correct word from the Active Vocabulary.

1. We each pay our _____ of the bill. 2. He gave no _____ to my question. 3. "Good morning", I said, but she didn't return the _____. 4. My last job lacked _____; I was doing the same things all the time. 5. Your remarks have no _____ to this conversation. 6. She listened to him but only out of _____. 7. Call me tomorrow and we will have a _____. 8. Many people study etiquette before travelling or entering a new social circle to ensure that they do not cause _____ or embarrass themselves. 9. Thank you for your _____ about my health. 10. Etiquette is a set of practices and forms which are followed in _____ situations.

6. Define parts of speech. Translate the words of the same root.

- offend — offender — offensive — offensiveness — offence;
- power — powerful — powerfully — powerless — powerlessness;
- polite — politely — politeness — politesse;
- vary — various — variously — variety;
- respond — response — responsive — responsively — responsiveness;
- relate — relation — relationship — relative — relatively — relativity;
- chat — chatter — chatterer — chatteration — chatty — chattiness;
- address — addressable — addressee — addresser — addressless.

SECTION 2

READING AND DISCUSSION

7. Before you read the text "Culturally Speaking", discuss these questions with your groupmates or teacher.

- Is there a standard course of etiquette when you meet and greet people in business?
- What formal and informal ways to address people do you know?
- What is small talk?
- Do you know what the question *How are you?* mean?
- What are the acceptable topics of the conversation after business hours?
- What subjects do you have to avoid when you have just met people?
- Do people have special ideas about humour in different countries?

8. Read the text to find out if your answers are right or wrong. The following phrases may be helpful: *Quite so. Exactly. It's (partly) true. Just the opposite. I don't think so. That's right. That's wrong.*

Text

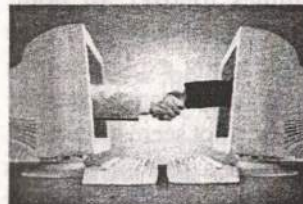
CULTURALLY SPEAKING

In the United States, as elsewhere, there is a ritual way to meet and greet people. Certain rules or formulas should be followed. The degree of formality in business varies according to the company culture. Some companies are more conservative and formal in how they address each other, how they share information, how decisions are made, how power is delegated, how people dress, and so on. Other companies, especially the younger, smaller high technology companies are very progressive and informal.

If you are a foreigner doing business in America for the first time, you do not have to be more informal than you feel comfortable

with. If you want to call someone by his or her last name, you may do so. But do not be surprised (or insulted!) if your American hosts call you by your first name. At some point, you will probably decide to do what they are doing. The main thing is that you can go at your own speed. In a truly formal situation, you can be more formal by using titles (*Mr., Mrs., Ms., Dr., Professor, Mr., etc.*) and by adding *Sir* or *Ma'am* (*Yes, Sir/No, Sir; Yes, Ma'am/No, Ma'am; Thank you, Sir/ Thank you, Ma'am, etc.*). Another thing to realize is that American business people today may know something about your country. So they might try to address you in the style of your culture. It could become very interesting, if not amusing.

Along with the handshake, nod of the head, hug, or hand gesture, Americans engage in small talk. This formulaic light conversation or chitchat may not carry much meaning in itself, but, rather, is designed to break the ice — to ease into a conversation with someone you have just met. Although the order of questions may vary, the same questions are always asked, and the same remarks made: *How are you?* is answered by *Fine, thanks* or *How are you?* This is not an inquiry into your physical health; it is a standard greeting. A *Fine, thank you* is what is expected, even if your best friend was just diagnosed with a terminal illness.



Meeting online people

You always engage in small talk when you first meet someone. If you do not take part in this polite type of repartee, you will be considered rude and unfriendly; therefore, it is essential to learn the formulas. The goal of small talk is to get to know someone, yet you should never ask personal questions too soon; instead, you start with questions or comments that elicit an expected response: This tells you if the person you are talking to is willing to communicate with you and, if so, on what level.

In the business world, there is small talk until a relationship is established, after which one may talk specifically about business or personal concerns. After business hours, when socializing with colleagues or associates, you will need to know the acceptable topics of conversation: weather, sports, good news, travel, positive

comments about your host country, movies, entertainment, food, or the challenges of learning a foreign language. If asked, you may discuss work, where you live, or where you are staying. After work hours, when people want to relax, discussions about work or anything too serious are usually not welcomed. Subjects to avoid are: money, personal health, bad news, religion, politics, and details about your family or children (unless specifically asked).

Finally, be careful about jokes! Humour varies from culture to culture, and you may offend without realizing it. There are few things more awkward than an unfunny joke, or one that is in bad taste. People have very specific ideas about good and bad taste; you may be walking on dangerous ground when you attempt a joke and you may never realize how your joke was received because people may laugh out of politeness — or perhaps sympathy.

Small talk may last from a few minutes to over an hour, depending upon circumstances. At its best, it results in a nice impression being made, a common interest being explored, or a rapport created that could be the basis of a future meeting or more serious relationship. Small talk, although it may not seem important, is actually quite important in society. It plays a role in people's getting to know one another, it establishes a polite and friendly tone, and it is a time for quiet observation. We form impressions from how people look, dress, speak, and express attitudes by nonverbal means such as gestures, eye movements, or posture. Skipping the formality of small talk would be in bad taste in business as elsewhere; minimizing its importance would be a mistake.

9. Find in the text the paragraph about different topics of conversation. Read aloud this paragraph and translate it into Russian.

10. Explain the following references.

- So *they* might try to address you in the style of your culture. What does the pronoun *they* refer to?
- This* tells you if the person you are talking to is willing to communicate with you and, if so, on what level. What does the pronoun *this* refer to?

- There are few things more awkward than an unfunny joke, or *one* that is in bad taste. What does the pronoun *one* refer to?
- It* plays a role in people's getting to know one another, *it* establishes a polite and friendly tone... What does the pronoun *it* (two times) refer to?
- ...minimizing *its* importance would be a mistake. What does the pronoun *its* refer to?

11. Complete the sentences choosing the best variant corresponding to the contents of the text.

- In a formal situation a foreigner can call someone by using
 - his/her first name.
 - his/her last name.
 - his/her title.
- Small talk carries ... in itself.
 - a lot of meaning
 - little meaning
 - no meaning
- The goal of small talk is ...
 - to get to know people.
 - to ask personal questions.
 - to talk about business.
- After work hours, people like discussing ...
 - their business.
 - weather and sports.
 - their health problems.
- You can offend people you have just met by ...
 - the way you look.
 - your politeness.
 - your joke.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. When you meet someone new, under social or business circumstances, it is important to know how to address the individual standing in front of you. Properly addressing people in different situations shows you are respectful of their position and mindful of not offending them in any way. How would you address the following people?

- 1) your fellow student (Philip/Phil Clark);
- 2) the manager or director of the firm you work for (Anthony/Tony Price);
- 3) a friend of your age (Nicholas/Nick James);
- 4) a person holding a PhD degree (John Smith);
- 5) a married woman (Maria White);
- 6) an older colleague (Ernest Hardy);
- 7) a girl or unmarried woman who you do not know well (Emily Fielding);
- 8) an audience;
- 9) a woman when it is not known or not important whether she is married or not (Elisa Black);
- 10) a stranger (Peter Bradford and Katherine Jones);
- 11) a man, whose name you do not know;
- 12) a woman, whose name you do not know;
- 13) a teacher (Jane Smith, unmarried);
- 14) a scholar/scientist called (Paul Morrison);
- 15) a university professor (Richard Hanks).

15. Learn some expressions to introduce yourself and others.

1) *Introducing yourself:*

I don't think we've met before. I'm ...

Let me introduce myself. My name is ...

I'd like to introduce myself. I'm ...

2) *Introducing others:*

Let me introduce you. John, this is Martin Watson.

I'd like to introduce you to ...

There's someone I'd like you to meet. This is ...

I think you two have already met: John Craggs — Eve Smith.

Jerald, please meet Patrick.

Peter, have you met Thomas?

I'd like you to meet Anne.

Barbara, this is Christine. Christine, this is Barbara.

3) *Expressing pleasure to have met someone:*

Nice to meet you.

Pleased to meet you.

Happy to meet you.

How do you do?

(It is not a question, it means *здравствуйте*.)

It's a pleasure to meet you.

16. Practise the following illustrative dialogues.

a) *In an office (formal).*

A.: Mr. Hopkins, may I introduce you Charles Heller. (To Mr. Heller) This is Mr. Hopkins of Clark & Co.

B.: How do you do?

C.: How do you do?

A.: Mr. Heller works for our London branch. He's responsible for international projects.

b) *At work (formal).*

A.: Good afternoon, Mr. Gray. How are you?

B.: Fine, thank you. How are you?

A.: Very well, thank you. I don't think you've met our new manager. (To the manager) This is Mr. Gray. This is Mrs. Riddell.

B.: How do you do?

C.: How do you do?

c) *At a conference (semi-formal).*

A.: Good morning, David.

B.: Morning, Jenny. How are you?

A.: Fine, thanks, and you?

- B.: Fine. Is that Mrs. Leyden over there?
 A.: Yes, it is. Let me introduce you ... Excuse me, Mrs. Leyden. May I introduce you to David Sands?
 C.: How do you do?
 B.: How do you do? Pleased to meet you, Mrs. Leyden.
 C.: Please call me Alice.
 B.: And please call me David. Are you finding the conference interesting?
 C.: Yes, there have been some very good papers. I also find the discussions very useful.

d) *At a party* (informal).

- A.: Good evening, Nick.
 B.: Good evening, Kate. Do you know Mike? Mike, this is Kate, a friend of mine from work.
 C.: Hello.
 A.: Hello, pleased to meet you.
 C.: So are you an engineer too, Kate?
 A.: That's right. What about you?
 C.: I'm in the building construction business.
 A.: Oh, yes?
 B.: Some wine, Kate?
 C.: Yes, please, Nick.

17. Work with your groupmate. Introduce yourself to each other.

Hello/Hi, nice to meet you./I'd like to introduce myself.
 I'm ... / My name is ...
 I'm from ... I am a second-year student of ... / I work for ...

18. Introduce the following people a) formally, and b) informally. Use any names you like.

- a) a new student to your teacher;
- b) your manager to a new colleague;
- c) your close friend to a new groupmate;
- d) a visiting professor to your teacher;

- e) your colleague to the head of the company department;
- f) a friend of your age to an elderly man/woman you know;
- g) a guest speaker holding a PhD degree to his audience.

19. Make up dialogues of your own, using the above expressions and illustrative dialogues as models.

Situations:

- a) in an office (formal);
- b) at a conference (formal);
- c) at a meeting (formal);
- d) in a library (semi-formal);
- e) at an exhibition (semi-formal);
- f) at a dinner party (informal);
- g) at your university (informal).
- h) at your place.

20. Before talking about your business, there is usually a period of social conversation (small talk). A good tactic is to ask questions. Practise asking questions, as small talk, from the following notes.

- a) you/come from;
- b) young/you/moved to;
- c) part of/you/born in;
- d) department/you/work;
- e) long/you/with the company;
- f) big/your department;
- g) the job interesting;
- h) old/your children;
- i) your children/work/study;
- j) your/hotel/like;
- k) you/find/the weather/here, or you/left;
- l) you/think/e.g. London;
- m) you/been/before/e.g. London;
- n) you/spend//holidays;

21. Practice the following illustrative small talk dialogue.

- A.: Hello, I'm Edward Johnson. I'm from the Sales Department.
 B.: Hello, I'm Boris Klimov. I've just arrived from Russia.
 A.: How are you? Welcome to our company.
 B.: How are you? Nice to meet you.
 A.: How was your flight?
 B.: A little bumpy, but I am glad to be here.
 A.: Good. Did you have a chance to rest?
 B.: Yes. I had a good night's sleep last night.
 A.: Well, fortunately we have nice weather today.
 B.: Yes, it's beautiful. When I left, it was raining in Moscow.
 A.: So, Mr. Klimov, where are you staying?
 B.: I'm at the Hilton Hotel.
 A.: Very nice. Have you seen any sights yet?
 B.: Not yet, but Saturday I plan to tour the city and see everything. Maybe you could recommend a tour.
 A.: Well, there are some bus tours of the city. Or you might try just a tour on foot.
 B.: Sounds good.
 A.: I understand you are in marketing. Do you have any new ideas for our company?
 B.: Yes, I do. I hope we will have time to discuss them all at the meeting.
 A.: Great! Then let's get started in the meeting room over there.
 B.: Okay. I'll follow you.

22. Fill in the missing remarks of the small talk dialogue.

- Nick: Hello, Mike! Welcome to London! It's good to finally meet you.
 Mike: _____! It's good to be here at last.
 Nick: _____?
 Mike: No, I didn't. Rick Thomson gave me the directions to find you last week.
 Nick: _____?
 Mike: I got a taxi here.
 Nick: Good. _____?

Mike: There was a short delay in New York, but the flight was fine. Fortunately, I slept on the plane, so I'm not tired.

Nick: _____?

Mike: I'm not very tired.

Nick: Glad to hear it. We've got a very busy programme ahead. Let's discuss it over lunch. I booked a table for one-thirty. _____?

Mike: I just love Italian food.

23. Make up small talk dialogues of your own using the above questions and dialogues as models, choosing any topics you like: arrival, jobs, origins, family, accommodation, travel, weather, etc.

SECTION 4**LISTENING**

24. Listen to the text "British Communication Styles". Answer the questions that follow.

1. Are the British people formal?
2. What people do the older generation of British businesspeople prefer to deal with?
3. What is business done by younger businessmen characterized by?
4. What is the basis for long-term business success?
5. Why do businesspeople prefer to do business with people at their level?
6. Who presents the aura of authority?

25. As you listen, make notes under the following headings.

1. The ways of expressing understatement.

2. Direct communication.

3. The use of courtesy titles.

4. Moving to the use of first names.

26. Check your answers with your groupmates and tapescript 1 of the text. Look up the words you do not know in the dictionary.

27. Retell the text about the British communication styles.

28. Tell your groupmates about some other British communication styles.

SECTION 5

WRITING

29. Write replies to the following.

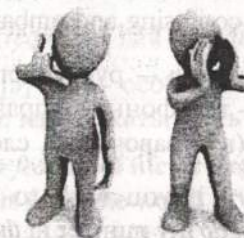
- How do you do? _____
- Mike, please meet Nick. _____
- How are you? _____
- Nice to meet you. _____
- Let me introduce you James Hicks. _____
- My name is Thomas Smith. _____
- Please call me Jane. _____

30. Write some expressions you would use to introduce yourself and others in the following situations:

- at a conference;
- before a meeting;
- in an office;
- at a party.



TELEPHONING



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "Telephone Conversations" and translate the given sentences.

- skill *n* — умение, мастерство, искусство
master a skill — овладеть умением (мастерством)

Effective telephone *skills* are important in business. They are expected to *master* some language *skills* like writing letters, reports, advertisements, filling forms, etc.

- receiver [ri'si:və] *n* — телефонная трубка
lift the receiver — поднять трубку
mouthpiece *n* — микрофон

Holding the *receiver* between your neck and shoulder can lead to chronically tight muscles. To make a call from a public telephone, *lift the receiver* and insert a coin. When a person speaks into a telephone, the sound waves created by his voice enter *the mouthpiece*.

3. **dial** ['daɪəl] *v* — набирать номер (по телефону), звонить; наборный диск

dial the number — набирать номер по телефону

dial a wrong number — не туда попасть

How do I *dial* London? If you need to make a phone call to someone in another country and you are not quite sure how to *dial the number*, then this service should help you. If you *dial the wrong number*, it can be confusing and embarrassing.

4. **directory** [di'rekt(ə)ri] *n* — руководство, справочник

telephone directory — телефонный справочник

look up *v* — искать (в справочнике, словаре и т.п.)

Consult *the directory* if you wish to contact a specific department. You can *look up* my number in *the telephone directory*.

5. **long-distance call** — междугородный или международный телефонный звонок

Using a phone card, you can make *long distance calls*.

6. **engage** [in'geɪdʒ] *v* — занимать, заниматься (чем-л.)

the number/the line is engaged — номер занят/линия занята

I couldn't come on Monday, because I *was engaged*. Now I am on my third day of trying, and The telephone *is* permanently *engaged* in the office.

7. **hold on** *v* — не класть трубку

hang on *v* — ожидать (у телефона)

hang up *v* — положить телефонную трубку, прекратить телефонный разговор

Please *hold on* while I get your file. The telephone line is engaged, would you like to *hang on*? It is a bad line; *hang up* and I will call you back.

8. **pick up the phone** — снять телефонную трубку

He *picked up the phone* immediately.

9. **put through** [θru:] *v* — соединить (по телефону)

Just a minute, I *am putting* you *through*.

10. **call back** *v* — перезвонить

I couldn't *call* her *back* later.

11. **request** [ri'kwest] *n v* — просьба, требование, запрос, заявка; просить разрешения, просить, запрашивать

She ignored my *request*. I had to *request* assistance.

12. **feature** ['fi:tʃə] *n v* — особенность, характерная черта, признак, свойство; изображать, быть характерной чертой

Wet weather is a *feature* of life in England. This documentary film *features* top stars from the world of sports.

13. **clarify** ['klærəfaɪ] *v* — делать ясным, вносить ясность

clarification [ˌklærɪfɪ'keɪʃn] *n* — пояснение

We often need to ask speakers to *clarify* and repeat what they have said. Sometimes I don't feel comfortable asking for *clarification* on the telephone.

14. **tip** *n* — совет, нарек

He gave me some good *tips* on writing business letters.

15. **observe** [əb'zə:v] *v* — соблюдать; наблюдать, замечать

observe rules — соблюдать правила

When you are driving, strictly *observe* speed limits, traffic lights and signs. She *observed* his actions with interest. If you *observe* certain rules on the art of telephoning, you will avoid losing business clients or have disputes with other callers.

16. **distinct** [di'stɪŋkt] *adj* — отчетливый, ясный, внятный

There are *distinct* differences between these two models. Those two ideas are quite *distinct from* each other.

17. **prompt** *adj* — быстрый, немедленный

She is always *prompt* in answering letters.

18. **courteous** ['kɜːtiəs] *adj* — вежливый, учтивый
discourteous [dis'kɜːtiəs] *adj* — невоспитанный, невежливый

Anyone answering a telephone should have the skills to offer efficient service in a *courteous* manner. A contact which has taken years to build can be broken off by one *discourteous* response over the telephone.

19. **accept** [æk'sept] *v* — принимать, признавать
acceptable [æk'septəbəl] *adj* — приемлемый, допустимый

He refused to *accept* any money for it. Telephone references are not *acceptable* as proof of employment.

20. **switchboard** ['switʃbɔːd] *n* — коммутатор
switchboard operator — телефонистка

She reached them through the office *switchboard*. He asked the *switchboard operator* to connect the call with the sales department.

2. Match the pairs of antonyms from A and B and translate them.

- | A | B |
|-----------------|--------------|
| 1. hang up | a. engaged |
| 2. discourteous | b. accept |
| 3. confuse | c. distinct |
| 4. slow | d. skill |
| 5. refuse | e. lift |
| 6. free | f. prompt |
| 7. incompetence | g. courteous |
| 8. unclear | h. clarify |

3. Match the noun(s) on the left with a suitable item on the right. Use each item once only.

- | | |
|--------------------------|----------------------------------|
| 1. A directory | a. connect each call. |
| 2. The rules | b. has been clarified. |
| 3. The phone number | c. was ringing. |
| 4. Switchboard operators | d. gives people's phone numbers. |

- | | |
|----------------------|------------------------------------|
| 5. The clarification | e. are full of useful tips. |
| 6. The material | f. were observed. |
| 7. People | g. has been asked for. |
| 8. The phone | h. has been dialled. |
| 9. The statement | i. features authentic texts. |
| 10. The manuals | j. are requested not to talk here. |

4. Replace the underlined words with the words below.

- a) call back b) put through c) prompt d) hang on e) engaged
 f) skill g) look up h) acceptable i) lift the receiver j) observe

1. Her job is to connect customers on the phone. 2. You can find residential and business phone number using online directory enquiries service. 3. Hold on a minute — I'll just get a pen. 4. If you need me, you just have to pick up the phone. 5. If you try to return the call and the line is busy, Call Return Service will automatically monitor the line for 30 minutes and will notify you with a distinctive ring when it is free. 6. If you find the candidate may be suitable for another position, then you can encourage him to apply again for that post or in the future. 7. Please follow the instructions carefully when submitting articles for conferences. 8. This task requires his high professional competence. 9. If they do not want a quick response, they can send a letter.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up your dictionary if necessary.

1. a. He could never *master* mathematics.
 b. You have left your *master* copy in the photocopier.
 c. The painting is the work of a *master*.
2. a. These programmes *feature* some outstanding performers.
 b. That was his first *feature* film.
 c. What is the essential *feature* of a marketing plan?

3. a. You turn this *dial* to find a different radio station.
b. You can *dial* any member of staff direct.
c. Pick up the receiver then wait for the *dial* tone.
4. a. Here are some *tips* for achieving success as a manager.
b. He is mean with money and never *tips*.
c. I play the guitar and my *tips* of my fingers are numb.
5. a. Where there any *calls* while I was out?
b. He often *calls* at my house.
c. She often *calls* her customers.

SECTION 2

READING AND DISCUSSION

6. Before you read the text "Telephone Conversations", discuss these questions with your groupmates or teacher.

- a) Do you think foreign speakers find it difficult to speak on the phone?
- b) What is required to make a telephone call?
- c) What multi-word verbs to be used in telephone conversations do you know?
- d) Do you have to be formal or informal while on a call?
- e) What phrases are usually used in case you don't understand a person speaking to you on the telephone?
- f) What rules should be observed when speaking on the phone?

7. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

TELEPHONE CONVERSATIONS

Standard formulas in language invade many aspects of our life, including the telephone, which seems to be the most challenging skills for a foreign speaker to master. A lot of people find it difficult to make phone calls in a foreign language — and that is

understandable. You can't see the person you are talking to, their voice might be unclear, and it might be difficult for you to find the right words.

When you make a telephone call, you lift the receiver. Then you dial the number. If you don't know the number, you can look it up in the telephone directory. If you can't find it there, you can call directory inquiries. Making a call to a place far away is called a long-distance call. For most countries you can phone direct; first dial the international code-number. If the person you want to call is already speaking to someone, the number is engaged. When you call a person you want to speak to and somebody else answers the phone, you can leave a message, or it may mean that you have dialled a wrong number.

One thing you can do to improve your telephone skills is to learn some of the multi-word verbs that are commonly used in telephone conversations. Most of them are featured in this text. *Hold on* and *hang on* mean "wait". Be careful not to confuse *hang on* with *hang up*! *Hang up* means "put the phone down". Another phrasal verb with the same meaning is *ring off*. The opposite of *hang up/ring off* is *ring up* — if you ring somebody up, you make a phone call. And if you pick up the phone, you *answer a call* when the phone rings.

If you are talking to a receptionist, secretary or switchboard operator, they may ask you to hang on while they *put you through* — connect your call to another telephone. But if you can't get through to the person you want to talk to, you might be able to leave a message asking him/her *to call you back* — to return a call.

Another thing to think about when talking on the telephone is formality. It is important to use the right level of formality. On the one hand, if you are too formal, people might find it difficult to feel comfortable when they talk to you. On the other hand, if you are too informal, people might think you are rude. Generally speaking, if you are talking to someone in a business context, you should use *could*, *can*, *may* or *would* when you make a request: "Could I speak to John Smith, please?", "Can I take a message?", or "Would next Tuesday be okay?" You should also use *please* and *thank you* or *thank very much* whenever you ask for, or receive

any information or help. It is important to show politeness by using words like *would, could, please, thank you*, etc. But it is also okay to use some of the features of informal English — short forms, phrasal verbs and words like *okay* and *bye* — in other words — everyday English. So phrases like *I'm off to a conference, No problem, bye!* and *Hang on a moment and I'll put you through* are perfectly acceptable, as long as the overall tone of the conversation is polite.

It is better to ask for help or clarification when you are having a telephone conversation than to pretend you understand something that you didn't. It is perfectly acceptable to use phrases like *Could you repeat that, please?*, *Could you speak a little more slowly, please?* and *Would you mind spelling that for me please?* Using phrases like these will help make sure that you have a successful phone call, and may save you from lots of problems later on. You could always say that *the line's very bad today* if you can't hear very well.

One last tip is observing the telephone etiquette, especially if it is an official call that you are making or receiving. Read on to know what basic rules you should observe, while on a call.

1. Allow time to answer: give the person you are calling enough time to reach his telephone; a little patience may save you a second call.

2. Speak distinctly and in a normal tone of voice: your lips should be about an inch away from the mouthpiece.

3. Answer promptly: try to answer your telephone on the first ring, otherwise the caller may hang up and you might miss an important message.

4. Identify yourself when you answer the telephone: do not merely say *Hello*; give your name, your telephone number, or the name of your firm.

5. Take messages for people who are not there: write down the name and telephone number of the person calling; place the message where it can be seen.

6. Hang up gently: slamming the receiver down is discourteous; be sure the receiver is always replaced properly, otherwise no calls can come through to you.

8. Read aloud paragraph 1 of the text.

9. Find in the text the paragraphs saying about the telephone etiquette and translate them into Russian.

10. Explain the following references.

- If you can't find *it* there, you can call directory inquiries.
What does the pronoun *it* refer to?
- Most of *them* are featured in this text.
What does the pronoun *them* refer to?
- ...*they* may ask you to hang on while *they* put you through...
What does the pronoun *they* (two times) refer to?
- Using phrases like *these* will help make sure that you have a successful phone call...
What does the pronoun *these* refer to?
- ...place the message where *it* can be seen.
What does the pronoun *it* refer to?

11. Find in the text some key words and expressions to speak about telephone skills. Retell the text in English.

SECTION 3

SPEAKING

12. Speaking on the phone requires its own special set of words and phrases. Here is a helpful reference chart that will help you to speak on the phone with confidence in business and personal situations. Learn these expressions.

Answering the phone

- Thank you for calling Johnson and Company. Mary speaking. How can I help you?/ May I help you?
- Johnson and Company. Can I Help you?
- Hello? (*informal*)

Introducing yourself

- Hello, this is John Smith calling.
- This is Paul Jackson speaking.
- Hello, this is John Cote from Bent and Co.
- This is she/he.*
- Speaking.*
- Hey, Mike. It's Jane calling. (*informal*)

Asking for someone

- Can/May I speak to Mr. White, please?
- I'd like to speak to John Smith, please.
- Could you put me through to Mr. White?
- Could I speak to someone who ...?
- Is Robert in? (*informal*)
- Is Smith there, please? (*informal*)
- Can I talk to your brother? (*informal*)

Connecting someone

- One moment, please. I'll see if Mr. Smith is available.
- Please hold on and I'll put you through to his office.
- One minute, I'll transfer you now.
- I'll connect you.
- I'm connecting you now.
- Just a sec. I'll get him. (*informal*)
- Hang on one second/a minute. (*informal*)

Making special requests

- I'm sorry, I don't understand. Could you repeat that, please?
- Would you mind spelling your name/that?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- Can you speak a little slower, please? My English isn't very strong/good.
- Can you call me back? I think we have a bad connection.

* The person who is answering says this if the caller does not recognize her/his voice.

Taking a message

- I'm sorry, Mr. Smith isn't here at the moment. Can I ask who's calling?
- He's busy right now. Can you call again later?
- Can I take a message?
- Would you like to leave a message?
- I'll tell Mr. Smith that you called.
- Sam's not in. Who's this? (*informal*)

Leaving a message

- Please tell him that Daniel Morris called and ask him to call me back. My number is 313-434-5648.
- Please ask him to call Daniel Morris when he gets in.
- Can you tell him his son called, please?
- No, that's okay, I'll call back later.
- When do you expect him back in the office?

Confirming information

- Okay, I've written it all down.
- Let me repeat that just to make sure.
- Did you say 341 William Street?
- You said your name was Samuel, right?
- I'll make sure he gets the message.

Listening to an answering machine

- We are unable to answer your call right now. Please leave your name, number, and a brief message at the sound of the beep, and we will get back to you as soon as we can.
- Hello. You've reached 264-357-662. Please leave a message after the beep. Thank you.
- Hi, this is Mary. I'm sorry I'm not available to take your call at this time. Leave me a message and I'll get back to you as soon as I can.

Leaving a message on an answering machine

- Hello, this is John Smith from ABC. I'm calling regarding the upcoming conference in London. I'll try you again later today.

- Hello, this is Robert calling for John. Could you return my call as soon as possible, please? My number is 223-6781. Thank you.
- Hey, Nick. It's Mike. Call me back when you get a minute (*informal*)

Finishing a conversation

- Thanks for calling. I'll speak to you again soon.
- Thanks for calling. Bye for now.
- Good talking to you.
- It's been great talking to you. I've got a meeting now so I'd better run. Bye.

13. Practise the following illustrative dialogues.

Dialogue 1

- A.: Good morning. Finesse Group. James Fielding speaking. How can I help?
- B.: Hello, this is Boris Klimov. I'm calling from Russia. I work for a furniture manufacturer. I understand you organize trade fairs and exhibitions. Could you give me some information, please?
- A.: Certainly. What would you like to know?
- B.: Do you have an exhibition for the furniture business?
- A.: Yes, we do. It's called Decoreks.
- B.: Sorry. Could you say that again, please?
- A.: Decoreks. We hold it in the summer every year. This year it's June 11th — 15th.
- B.: Mmm. Do you get many visitors?
- A.: Last year we had nearly 120,000 visitors.
- B.: British visitors I presume.
- A.: Mainly, but we did have about 17,000 foreign visitors.
- B.: Sorry, did you say seventy thousand?
- A.: No, seventeen. One seven.
- B.: That's very interesting. What were the dates again?
- A.: The 11th June 11th to 15th June.
- B.: Could you send me some information?
- A.: All the information is available on our website at decoreks.online.com.im.

B.: Great, I'll have a look. Thanks for your help.

A.: Oh, you're welcome. Thanks for calling. Bye.

Dialogue 2

- A.: Bennet and Company. Good afternoon. Can I help you?
- B.: I'd like speak to Mr. Smith please.
- A.: Could I have your name, please?
- B.: This is Jake Richard Karridas from BFM.
- A.: Is that K-a-r-r-i-d-a-s?
- B.: Yes, that's right.
- A.: OK. Sorry, what was the name of your company?
- B.: BFM, in London.
- A.: OK, Mr Karridas. I'll try and put you through. (*pause*) Sorry, but apparently he's just gone out for lunch.
- B.: Could I leave a message?
- A.: Certainly.
- B.: Could you tell him that the meeting's been postponed till next Friday, and to call me back later this afternoon?
- A.: Does he have your number?
- B.: Yes, he has my number.
- A.: Sorry, you'll have to speak up a bit, the line is very bad.
- B.: I think he has my number but I'll give it to you anyway. It's 0044, that's the code for England, then 282-453-8828.
- A.: OK. I'll make sure he gets your message, Mr. Karridas.
- B.: Thanks for your help. Goodbye.

Dialogue 3

- A.: Alfa Group. Can I help you?
- B.: Could I speak to Mr. Parker, please?
- A.: Putting you through.
- B.: Hello, Mr. Parker's office. Can I help you?
- A.: Hello, can you hear me? It's a bad line. Could you speak up, please?
- B.: Is that better? Who's speaking, please?
- A.: This is Thomas Morrison from ATC Company.
- B.: Oh, hello. How nice to hear from you again. We haven't seen you for ages. How are you?

- A.: Fine, thanks. Could you put me through to Mr. Parker, please?
 B.: Hold the line a moment. I'll see if he's in. I'm so sorry, I'm afraid he's not in the office at the moment. Could you give me your number, and I'll ask him to ring you?
 A.: I'm on 458 8762. That's Manchester.
 B.: Would you like to leave any message for him?
 A.: No, thanks. Just tell him I rang.
 B.: Certainly. Nice to hear from you again.
 A.: I'll expect him to call me this afternoon, then. Thanks.
 B.: You're welcome. Goodbye.

14. Do you find numbers and spelling difficult on the phone? Work with one of your groupmates. Take it in turns to dictate your own or your friend's email address, website address, some numbers, names of foreign companies, and English personal or family names.

15. What expressions are useful for:

- a) putting someone on hold? _____
- b) putting someone through? _____
- c) asking for someone? _____
- d) explaining absence? _____
- e) asking for and checking spelling? _____
- f) problems? _____
- g) introducing yourself? _____
- h) taking messages? _____
- i) ending a conversation? _____
- j) asking for the caller's name? _____
- k) answering the phone? _____
- l) giving messages? _____

16. Match the telephone expressions in A with the responses in B. They are from different telephone conversations.

A

- a) Hello, this is Robert Parker.
- b) I'm afraid the line's busy.

- c) Could you spell that, please?
- d) My telephone number is 027 6634.
- e) Could I speak to Mr. Adams, please?
- f) I'd like some information, please.
- g) Thank you for your help.
- h) Hold the line, please.

B

- 1. Sorry. What that double six?
- 2. Yes, speaking.
- 3. You're welcome. Thanks for calling.
- 4. OK. I'll call back in an hour.
- 5. OK. I'll hold.
- 6. Hello. How can I help you?
- 7. Certainly. What would you like to know?
- 8. Certainly. It's J-a-c-k-s-o-n.

17. Put the conversation in order 1-11. See the example.

- A.: Can I ask who's calling, please? _____
 A.: One moment please. Sorry his line's engaged. Would you like to leave a message? _____
 A.: Friday the tenth. _____
 A.: 1449 41255...? _____
 A.: ABC Company, good morning, Jane speaking. Can I help you? 1
 B.: Yes. Could you tell him that Bradley Gough called that's b-r-a-d-l-e-y new word g-o-u-g-h, and the meeting's been rescheduled for next Friday, that's Friday the tenth. _____
 B.: Yes, and if there are any problems he can get me on my cell phone. The number is 1449 4125578. _____
 B.: Could I speak to James Smith, please? _____
 B.: 5578. _____
 B.: Bradley Gough. _____
 A.: 5578, OK. I'll make sure he gets your message. _____

18. Complete the dialogue with statements or questions.

- A.: Could I speak to Pete Brown, please?
 B.: _____

A.: This is Stephen Hicks from Fielding and Co. I was given your name by Donald Grant, who told me you were responsible for marketing computers.

B.: Actually I'm no longer in the computer department. I'll just put you through to Mary Brooks who's taken over from me. Could you hold on a moment, please?

A.: _____.

B.: (pause) Sorry, Mary's in a meeting at the moment.

A.: _____?

B.: Yes, of course.

A.: _____.

B.: 0317 8788 976 and could I have your name again please?

A.: _____.

B.: _____?

A.: S-t-e-p-h-e-n new word H-i-c-k-s.

B.: _____.

A.: Thanks a lot. Bye.

19. Sometimes, there may not be anyone to answer the telephone and you will need to leave a message on an answering machine. Leave a message for a groupmate you are calling at home. You need to make sure that you have stated all the most important information: your name, the time, the reason for calling, your telephone number.

20. Make up dialogues of your own, using the above expressions and illustrative dialogues as models.

Situations:

a) You work for a company called Conglomerate Group. You are going to answer a phone call from a client. Follow the prompts below.

1. Answer the phone.
2. Ask the caller to spell his/her first and last names and the name of the company.
3. Tell the caller that the person wanted is not available.
4. Give reasons for that.
5. Take a message.

6. Check all the details.

7. Finish the conversation.

b) You are the caller and your name is Kevin Berkvist. You work for a company called White Inc. You are going to phone a company called Alpha Group. You want to speak to Brian Williams and tell him that the meeting will be held at 5 p.m. on Monday. Brian Williams is not available. Follow the prompts below. One of your groupmates will begin the phone call.

1. Say who you are and why you are calling.

2. Give your email address and phone number.

3. End the conversation.

SECTION 4

LISTENING

21. Listen to the dialogue "Marie Rings Richard Johnson". Answer the questions that follow.

1. What does Marie work for?
2. What is her phone number?
3. What is her phone extension number?
4. Why is Marie calling?
5. Can she speak to Richard Johnson?
6. Why is the secretary having difficulty in understanding the caller?

22. As you listen, complete the table with the expressions the callers use.

1. Answering the phone.
2. Connecting the caller.
3. ()

3. Clarifying what the caller says.
4. Leaving a message.
5. Ending the conversation.

23. Check your answers with your groupmates and tapescript 2.

24. Act out the dialogue.

25. Tell your groupmates about business phone etiquette rules.

SECTION 5

WRITING

26. Write in full how you would say these telephone numbers. Remember that they are given separately and are usually grouped in threes and fours. 0 is generally pronounced *oh* in British English, and *zero* in American English.

Example

3589284 — three five eight / nine two eight four

1. (02844) 708655

2. (0282) 8832885

3. (0044) 264987540

4. (0055) 2986899807

27. You are telephoning in English. Write replies to the following.

a) May I ask who's calling? _____

- b) How do you spell your last name? _____
- c) And where did you say you are calling from? _____
- d) Could you speak up a bit, please? _____
- e) I'm afraid he's busy right now. _____
- f) Can you hold on, please? _____
- g) Will you call back, please? _____
- h) Can I take a message? _____
- i) Does he have your phone number or email address? _____
- j) Thanks for calling. _____

28. Describe the following situations in writing. What are the problems? Do these happen to you?

- a) Ignoring a phone call.
- b) Receiving a shocking call.
- c) A businessman waiting anxiously for a telephone call.
- d) A businessman eavesdropping on a colleague.

Unit 3

BUSINESS LETTERS



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "Structure of the Business Letter" and translate the given sentences.

1. **letter of request** [ri'kwest] — письмо-просьба
- memo (a memorandum)** ['meməu] ([.memə'rændəm]) *n* — письмо с напоминанием (о чем-л.); памятная записка
- letter of advice** [əd'vais] — уведомительное письмо
- letter of credit, L/C** — аккредитив
- invitation letter** [ˌɪnvi'teɪʃn] — письмо-приглашение
- congratulation letter** [kənˌgrætju'leɪʃn] — поздравительное письмо
- letter of thanks (gratitude)** ['grætɪtju:d] — благодарственное письмо
- letter of apology** [ə'pɒlədʒi] — письмо с извинением
- letter of confirmation** [ˌkɒnfə'meɪʃn] — письмо-подтверждение
- enquiry (inquiry) letter** [ɪn'kwaiəri] — письмо-запрос
- letter of acknowledgement** [ək'nɒlɪdʒmənt] — письмо, подтверждающее что-л.

letter of guarantee [ˌgærən'ti:] — гарантийное письмо
letter of complaint [kəm'pleɪnt] — письмо-жалоба
letter of claim ['kleɪm] — письмо-рекламация
order letter ['ɔ:də] — письмо-заказ

If you are writing a *letter of request* to the employer for a job interview, you must introduce yourself to the reader. A *memo* was sent to all departments. I sent the company a *letter of advice* warning them that they should be ready to accept payment. I wanted to send a *letter of credit* to the branch nearest the hotel. *Invitation letters* are used by businesses to request the presence of clients at a special company event. You should write a *congratulation letter* after the person attains the specific achievement. A *letter of thanks* you are going to write after the interview conducted needs to sound cordial and polite. Writing a *letter of apology* shows the injured party that you realize you were wrong and that you value the relationship. My hotel reservation was confirmed with a *letter of confirmation*. When a person requires specific information from another party, that person may consider writing a *letter of inquiry*. I didn't receive a *letter of acknowledgement* of my application. A *letter of guarantee* eliminates the risk that the suppliers will not receive the appropriate payment for the goods that they are selling. Send a *letter of complaint* to a business when you are not satisfied with a product you have purchased and you want something to be done about it. They wrote a *letter of claim* to notify the company of the unsatisfactory work on the project. Our *order letter* will be sent out within the next week for customers that want to pay by cash.

2. **letterhead** ['letəhed] *n* — шапка на фирменном бланке

Remember to change the address on *the letterhead*.

3. **salutation** [ˌsælju'teɪʃ(ə)n] *n* — обращение

Leave two lines between the subject and *the salutation*.

4. **indented style** [ɪn'dentɪd] — стиль с отступом
blocked style — блочный стиль

Some people may feel that *an indented style* looks the most traditional of all the styles of business letter writing; others,

however, may feel that it is out of date. Business letters are generally formatted using a *blocked style*.

5. **refer** [ri'fə:] *v* — ссылаться
reference ['ref(ə)rəns] *n* — ссылка

I *refer to* your letter of 8 May, 2011. Please quote *reference* K5.

6. **sign** ['sain] *v* — подписывать(ся)
signature ['signətʃə] *n* — подпись

Our company cheques need two *signatures*. He *signed* his name at the end of the letter.

7. **closure** ['kləʊzə] *n* — заключительная формула (письма)
complimentary closure — заключительная формула вежливости (письма)

The *closure*, like the salutation, is a matter of custom and a polite way of concluding a letter. The most common *complimentary closure* accepted in the US and UK is "Sincerely".

8. **enclose** [in'kləʊz] *v* — прилагать, вкладывать (в письмо)
enclosure [in'kləʊzə] *n* — приложение

I *enclose* a stamped address envelope. If you wish *to enclose* documents, you can either list all *enclosed* documents separately or just write the word "*Enclosure*" below the signature.

9. **limited liability** [ˌla(i)ə'biləti] — ограниченная ответственность (членов товарищества/компаний)

Business owners gain many benefits when they register a company as a *limited liability* company.

10. **partnership** ['pɑ:tənʃɪp] *n* — товарищество, компания
 They decided to go into *partnership* together.

11. **customer** ['kʌstəmə] *n* — клиент, заказчик, покупатель
 Please serve the next *customer* before answering the phone.

12. **keep in touch with smb.** [tʌtʃ] — поддерживать связь (контакт) с кем-л.

The organization has *to keep in touch* with the world outside like the customers, government, suppliers, dealers, media, society, government, banks, etc.

13. **mean** [mi:n] (**meant** [ment]) *v* — значить; подразумевать

means [mi:nz] *n* — средство, способ; ресурсы
by means of — посредством

These figures *mean* that almost 5% of the working population is unemployed. What do you *mean* by that remark? They had no *means* of communication. She tried to explain *by means of* sign language.

14. **matter** ['mætə] *n v* — вопрос, дело; иметь значение

Could I talk to you about a personal *matter*? Will you phone me back — it is *a matter* of some importance. I know Michel doesn't think this project is important, but it *matters* to me.

15. **capital (letter)** ['kæpitl] *n adj* — прописная буква

Print it in *capitals* (*capital letters*).

16. **suit** [sju:t] *v* — годиться, соответствовать, подходить
match [mætʃ] *v* — подходить, соответствовать

We could go now or this afternoon — whatever time *suits* you best. The city lifestyle *suits* her. It is difficult *to match* the service this airline gives its customers. Do you think these two colours *match*?

17. **spell** (spelt) *v* — писать или произносить слово по буквам
misspell (misspelt) *v* — делать орфографические ошибки, писать с орфографическими ошибками

"How do you *spell* 'suit'?" — "S-U-I-T". I think it is important that children should be taught *to spell*. The company *misspelt* its own name in the press release.

18. **order** ['ɔ:də] *n* — порядок, последовательность; приказ, распоряжение; заказ

in order to — для того, чтобы

Put the files in alphabetical/chronological *order*. The road was closed all day by *order* of the police. They decided to place *an order* for a new fax machine.

19. **illegible** [i'ledʒəbl] *adj* — нечеткий, неразборчивый (о почерке)

His writing is almost *illegible*.

20. **enable** [i'neɪbl] *v* — давать возможность или право (что-л. сделать), создавать возможность

This dictionary *will enable* you to understand English words.

2. Match the words with the definitions below.

a) order letter	b) letter of request
c) letter of confirmation	d) letter of advice
e) letter of gratitude	f) letter of complaint
g) invitation letter	h) letter of claim
i) letter of guarantee	j) enquiry letter
k) letter of apology	l) congratulation letter
m) letter of acknowledgement	n) memo

- a letter written to notify someone of incomplete or unsatisfactory work on a specific project;
- a letter of thanks;
- a letter written for a failure in delivering the desired results;
- a letter written by a consumer to a manufacturer or retailer regarding a problem with a product or service;
- a letter confirming the details of a purchase of goods or services from one party to another;
- a letter used for praising a person on his success;
- a letter requesting specific information or details on perhaps a product, a promo or something significant and useful to the sender;

- a short note written as a reminder;
- a letter confirming something such as an oral agreement, a directive, an appointment, or a reservation;
- a letter informing the reader that items requested in a prior communication have been received;
- a letter inviting customers to participate in business events;
- a letter asking for information or answering your questions;
- a letter meant for safeguarding buyers to make sure that suppliers meet their obligations;
- a supplier's letter to a customer giving useful information.

3. Match the English word combinations with the Russian equivalents. Use them to make sentences of your own.

1. to sign a letter	a. неправильно написать имя
2. to refer to a letter	b. поддерживать контакт
3. to enclose documents	c. иметь значение для кого-л.
4. to keep in touch with	d. сказать слово по буквам
5. to match a style	e. подписать письмо
6. to misspell a name	f. расположить адрес
7. to matter to somebody	g. прилагать документы
8. to set out an address	h. принимать форму
9. to spell a word	i. соответствовать стилю
10. to take the form	j. ссылаться на письмо

4. Match the following attributes on the left with a suitable noun on the right.

1. illegible	a. address
2. logical	b. style
3. capital	c. signature
4. mailing	d. sirs
5. complimentary	e. letterhead
6. indented	f. order
7. attractive	g. stamp
8. postage	h. closure
9. dear	i. greeting
10. customary	j. letter

5. Read and translate the following sentences. Pay attention to the meaning of the words and word combinations given below.

- I. a) mean *v* — значить; подразумевать
 b) means [mi:nz] *n* — средство, способ; ресурсы
 c) by means of — посредством
 d) by all means — любым способом, любой ценой
 e) mean *adj* — скупой; средний
 f) mean *n* — среднее число
 g) meaning *n* — значение, смысл, важность

1. Add up these figures and find the mean. 2. The distinguishing feature of this course is Business English online by means of Skype or telephone. 3. Business letters may be defined as a media or means through which information is communicated in writing in the process of business activities. 4. One word can have several meanings. 5. Doing business means working out agreements with other people. 6. The sample means are plotted in order to control the mean value of a variable. 7. Students are selected for scholarships by means of an open, national competition. 8. By all means look at the accounts your bank offers for business customers. 9. This description doesn't give enough information, and this one is too long — we need to find a mean between the two. 10. My boss is well known for being mean with money. 11. What does business mean? 12. I have a copy of the report on my desk. By all means have a look at it.

- II. a) order *v* — заказывать; приказывать
 b) order *n* — порядок; последовательность; приказ; заказ
 c) in order that — с тем, чтобы
 d) in order to — для того, чтобы
 e) out of order — неисправный

1. An apology letter is used in order to express regret for a failure in the achievement of the desired aim. 2. All elevators in the building are currently out of order. 3. More and more people

are ordering books and DVDs online. 4. In order to make the document effective, you must write confidently. 5. I would like to place an order for a computer. 6. The machine is out of order. 7. How should the complaint be worded in order that the mistake may be rectified promptly? 8. She ordered him to stand up. 9. We ranked the tasks in order of importance. 10. I want to leave my desk in order before I go on vacation.

- III. a) custom *n* — обычай, привычка
 b) customary *adj* — обычный, привычный
 c) customs *n* — таможня
 d) customer *n* — заказчик, покупатель, клиент

1. We went through customs at the airport without any difficulty. 2. It is customary to wear formal clothes on these occasions. 3. She is studying the language and customs of the Indians. 4. Mrs. Wilson is one of our regular customers. 5. It is customary for the chairman to make the opening speech. 6. When you get to Customs, go straight through the 'Nothing to declare' channel, the green one. 7. It was my custom to interview every applicant personally. 8. Our new ordering system means we can serve customers more efficiently.

6. Fill the gaps with the suitable words below and define parts of speech.

- I. a) legible b) illegible c) illegibly d) illegibility

1. Incomplete or _____ claim forms will be considered invalid. 2. Do not give him unnecessary trouble by writing _____. 3. The _____ of his handwriting made it unclear which answer he wrote. 4. Her handwriting was barely _____.

- II. a) close b) enclose c) closely
 d) closure e) enclosure d) closeness

1. Economists _____ follow auto sales. 2. Skip a line between the printed name and the _____ in your letter. 3. The banks _____ to customers at 5.30. 4. He experienced a

Directors: R. B. North, M. W. Beevers W. D. J. Argent, D. A. F. Sutherland Macdonald & Evans Ltd Estover Road, Plymouth PL6 7PZ Tel. No.: Plymouth (0752) 705251 Fax No.: (0752) 705297 E-mail: macdonald@mail.uk		Letterhead
Your ref:	Our ref:	12th March 2011
Mr John Wright The Ajax Electrical Co Ltd Fernhall Drive REDBRIDGE Essex IG4 5BN		References and date
Dear Mr Wright		Inside name and address
<u>Supply of electric fittings</u>		Salutation
We received today the electric light fittings we ordered from you on 25th May.		Subject heading
Three of the boxes reached us in perfect condition, but when we unpacked the fourth, we found a large number of breakages. As the fittings appear to have been carefully packed, it would seem that the breakages have been caused by rough handling in transit.		Body (message)
We enclose three lists of the damaged fittings and shall be glad if you take the matter up with the railway authorities. Replacements will of course be needed and we hope you can arrange for these to be sent within the next few days.		
Yours sincerely		Complimentary closure
Macdonald & Evans Ltd		
W. Martin Manager		Closing signature and designation
<u>Encl. (3)</u>		Enclosure

FIG. 3. Specimen business letter

used, if any, and state the kind of business carried on if this is not clear from the firm's name. For companies registered in the United Kingdom with limited liability the word *Limited* (or a recognized abbreviation of it — *Ltd*) must form part of the name. Companies formed with limited liability in the United States use the abbreviation *Inc* — *Incorporated*.

Always type the date in full, in the logical order of day, month, year, thus: *10th November 20..*. To give the date in figures (e.g. *10/11/20..*) is not only in bad taste, but it may easily be confusing in correspondence with the United States, where it is the practice to give dates in the order of month, day and year.

The usual practice is to set out the name and address of one's correspondent at the head of the letter. Where the appropriate head of department is known, address the letter to him by his official title, thus:

The Sales Manager
 The Hercules Engineering Co Ltd
 Brazennose Street
 MANCHESTER
 M60 8AS

When addressing a correspondent personally by name, take care to spell his name correctly. Also address him exactly as he signs himself. The courtesy titles used in correspondence are *Mr*, *Mrs*, *Miss*, *Ms* and *Messrs* (abbreviation of *Messieurs*). When your correspondent holds a special title, such as *Doctor*, *Professor*, *Colonel* and *Sir*, he is addressed by his title and *Mr* must not be used. We write, *Dr J. Brown*, *Prof. L. Carter*, *Col. W. Johnson*, *Sir Arnold Plant*. Where it is not known whether a woman addressed is married or single *Ms* has recently crept into use as an alternative for both *Mrs* and *Miss*. *Messrs* is used only for partnerships whose firm name includes a personal element, as in *Messrs Macdonald & Evans*.

The salutation is the greeting with which every letter begins. The customary greeting in a business letter is *Dear Sir*, but others are used as follows: *Dear Madam* (for both single and married women); *Dear Sirs* (when a partnership is addressed). When your correspondent is unknown to you and may be either a man or a woman, always use the form *Dear Sir*.

These are the formal openings normally used, but the modern trend is towards informality, especially if your correspondent is known to you personally, or if you have traded with him for some time. The warmer and more friendly greeting, *Dear Mr...* is then preferred. The greetings *Sir*, *Madam* and *Gentlemen* are very formal and are now rarely used in English business letters, though *Gentlemen* is usually the form preferred by American writers.

The message forms the body of the letter and is the part that really matters. Some letters are very short and may consist of only one paragraph. Many others fall naturally into the framework of a three-paragraph plan:

- (i) the first paragraph takes the form of an introduction, or of an acknowledgment if there has been previous correspondence;
- (ii) the second gives information and states the facts;
- (iii) the third refers to future action.

The complimentary closure, like the salutation, is purely a matter of custom and a polite way of bringing a letter to a close. The expression used must suit the occasion. It must also match the salutation, the form of which is governed by the relationship between the parties. The following salutations, with their matching closures, are the ones most commonly used in the modern business letter:

Salutation	Closure	Comment
Dear Sir(s)	Yours faithfully	<i>Formal</i> — used as standard practice.
Dear Madam		
Dear Mr Harris	Yours sincerely	<i>Informal</i> — used between persons known to each other, or where there is a wish to dispense with formality.

Yours truly is rather less formal than *Yours faithfully*, but it is now little used except where there is a personal relationship, as between bankers and customers, doctors and patients. *Yours respectfully*, at one time used in letters to superiors, is now obsolete.

A signature must not carry a title; it must be the plain signature of the writer. There is one exception to this: a woman writing to a stranger should indicate whether she is married or single and may

do so by adding (*Mrs*) or (*Miss*) in brackets in front of her signature, thus: (*Miss*) *Alice. Brooks*. Because many signatures are illegible, it is a good modern practice to type the name of the signer and to place his signature immediately above it.

Reference numbers and letters enable replies to be linked with earlier correspondence and ensure that they reach the right person or department without delay. Many letterheads provide spaces for references, e.g.

Your ref:
Our ref:

The subject heading summarizes the theme of the letter and helps to ensure that the letter is passed without delay to the right person. The heading is typed below the salutation:

Dear Sir
Alterations to the Design

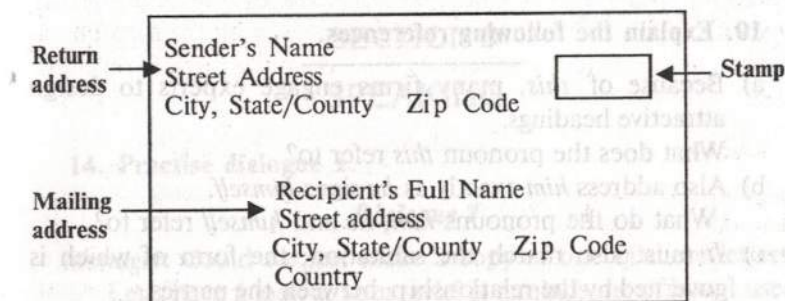


FIG. 4. Business letter envelope format

For attention headings are used when it is desired to address a letter to a particular member of an organization. Unlike the subject heading, which is typed two line-spaces below the salutation, the *For attention* heading is typed two line-spaces above it; as in this example: *For the attention of Mr T. Waterhouse*.

Type the word *Enclosure*, or an abbreviation of it *Encl.*, at the foot of the letter, with a figure indicating the number of enclosures, if there are more than one, e.g. *Encl. (4)*.

Addressing an envelope properly helps get your letter to the correct destination on time (Fig. 4.). To address an envelope, print the return address (also called the *from address*) neatly in the upper left-hand corner of the envelope. Begin by writing the sender's name and/or the company's name on the first line of the address. Add the sender's street address (include Ave., St. or Blvd., as well as apartment, office or suite number) or post office (P.O.) box number on the second line. Print the city name followed by a space, the two-letter capitalized state abbreviation (for the USA address) or the county (for the UK address) and the ZIP code on the third line. Include the country name, if necessary, in capital letters on the fourth line of the address. Print the mailing address (the *to address* or the destination address) in the center of the envelope or package, putting each element of the address in the same order as outlined above. Attach a proper postage stamp to the upper right-hand corner of the envelope.

9. Read aloud paragraphs 2–3.

10. Explain the following references.

- Because of *this*, many firms engage experts to design attractive headings.
What does the pronoun *this* refer to?
- Also address *him* exactly as *he* signs *himself*.
What do the pronouns *him*, *he* and *himself* refer to?
- It* must also match the salutation, the form of which is governed by the relationship between the parties.
What does the pronoun *it* refer to?
- The following salutations, with their matching closures, are the *ones* most commonly used in the modern business letter.
What does the pronoun *ones* refer to?
- Because many signatures are illegible, it is a good modern practice to type the name of the signer and to place his signature immediately above *it*.
What does the pronoun *it* refer to?

11. Find in the text the information about the parts of a business letter and describe them:

- the letterhead;
- the date;
- the inside name and address;
- the salutation;
- the message;
- the complimentary closure;
- the signature and designation;
- the references;
- the subject headings;
- the enclosure.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. Practise dialogue 1.

Dialogue 1

Manager: Could we just make a copy of one of these letters.

Let's have a look at your style! It reminds me of how I used to write when I started as a trainee. It got me into all kinds of trouble!

Andrew: So what is wrong with my letters the way they are?

M.: Well, actually there is a lot that's good. You clearly have a wide vocabulary, for example. So we just need to rub off the rough edges and to fit the letter into the culture of the person you are writing to.

A.: Do you think they sound too direct?

M.: That depends on who you are writing to! But when you write to people for the first time, it is recommendable to keep on

the more formal side, particularly, when you are corresponding with high level business people.

A.: Why? Do you think they are a bit snobbish?

M.: No ... not at all. It is a question of what they are comfortable with. Business people tend to write in a formal style. That's what they know. If you change that right from the start it is a bit like throwing someone in freezing cold water.

A.: A terrible shock you mean.

M.: It can be an unexpected surprise. Let's look at your letter and make corrections, shall we?

A.: OK, here it is.

15. Make up and act dialogues of your own, using dialogue 1 as a guide.

Situations.

You meet your friend and talk about:

- a) the structure of a business letter;
- b) your letter to be sent to the company you'd like to work for;
- c) writing a letter in a formal style.

16. Practise dialogue 2.

Dialogue 2

Peter. I don't know why but the next day the Managing Director, Mike Spenser, cancelled the order and said he didn't want to do any further business with us. So what went wrong?

Manager. In my view there are some basic things you need to communicate in your letters, and one of them is respect.

P.: But you can't do that in a letter!

M.: Hold your horses, Mr. Brown.

P.: Mr. Brown ... what is the matter with you? You have been calling me Peter since we met.

M.: Alright ... sorry ... I just wanted to make a point by showing you how sensitive people are when you use their names in an inappropriate way. In your case it sounds really strange for me to speak to you in a very formal way after we have already said we are on first name terms.

P.: And what you are saying is that it is the same if you address people in an informal way who you don't know very well.

M.: Absolutely.

P.: Oh no ... now I see what you mean. I had met Mike ... err ... sorry Mr. Spenser only once for five minutes in London and I called him by his first name without asking if that's alright.

M.: Yes, and because he is British and a managing director and is an experienced business man he'd expect a more formal approach. And then gradually you could get to know him on a more personal level. It is a way of showing respect, you see.

17. Make up and act dialogues of your own considering the following assignments. Use dialogue 2 as a guide.

1. Your groupmate asks you about the ways of addressing people formally and informally in a letter.
2. The teacher conducts the English lesson and asks you some questions about writing a polite official letter.

18. Practise dialogue 3.

Dialogue 3

Nick. I tried to be friendly in my letter, but you say it lacks warmth. What do you mean?

Manager. Well ... warmth can be conveyed in various ways. Normally, it is done through the choice of words or by the length of sentences and the start of the letter. Let's see how you begin: "When are you going to send me the order?"

N.: This was supposed to be a joke. I did not mean it in this way. You know my sense of humour, don't you?

M.: Yes, but Mr. Spenser doesn't because he hasn't known you long enough.

N.: So, if I get you right you think he probably feels I am an impolite European!

M.: That could be the case but that is easy to put right!

N.: What else would you change?

M.: Warmth can be expressed by making your sentences longer and therefore less direct. So for example, instead of: "When

are you going to send me the order?" you could write: "Thank you very much for your interest in our firm. Over the last six months our most important customers have tried and tested our service and would be pleased to give you an objective assessment of the benefits they have received from our products. Please feel free to contact them. You will then be in a position to decide for yourself how much you can benefit from using our products."

N.: Sounds really good.

19. Make up and act dialogues of your own, using dialogue 3 as a guide.

Situations:

You talk to your groupmate about different ways of conveying warmth in a business letter:

- a) the start of the letter;
- b) the choice of words;
- c) the length of sentences.

SECTION 4

LISTENING

20. Listen to the text "Some Rules of Good Writing". Answer the questions that follow.

1. What tone should be adopted in business writing?
2. What is the dominant need in writing a letter?
3. Can commercial jargon be used?
4. What is effective writing?
5. Are there any ways to avoid monotony?
6. Why are the opening and closing paragraphs so important?

21. As you listen to the text, say which of these statements are true and which are false.

1. Leave the reader to guess what is between the lines.
2. Write in a natural way.

3. Make your letter sound formal.
4. It is more important to avoid wordiness.
5. Writing to a plan is not necessary.
6. Proofread a letter you wrote.

22. Check your answers with your groupmates and tapescript 3 of the text. Look up the words you do not know in the dictionary.

23. Retell the text about the skills you need to write a good business letter.

24. Give your groupmates some other suggestions to write a business letter.

SECTION 5

WRITING

25. Look at the example of the layout of a typical letter given in the text. How does it differ from the way you lay out, and address letters in Russia? Write about their similarities and differences.

26. Set out the following heading, date, inside name and address, salutation, complimentary closure, etc. correctly, inserting the necessary capitals and punctuation.

fielding & co ltd 35 albert road manchester 10th april 20..
your ref 325 our ref wb/dm john smith sales manager 23 baker
street london supply of printers subject yours faithfully drowns sons
& co commercial director

27. Learn some standard expressions to use in business writing.

The start

Dear Sir / Madam;

Dear Mr Smith / Mrs Smith / Miss Smith / Ms Smith;

Dear Jane.

The reference

With reference to | your letter of 12th May, 2012;
 | your phone call today, yesterday, etc;
 | your advertisement in the newspaper, etc.

The reason for writing

I am writing to | confirm ...;
 | enquire about ...;
 | apologize for ...;
 | comment on;
 | apply for ...

Requesting

Could you possibly ...?
 I would be grateful if you could ...?

Agreeing to requests

I would be delighted to ...
 Giving bad news
 Unfortunately ...;
 I'm afraid that ...

Enclosing documents

I am enclosing ...;
 Please find enclosed (herewith) ... / Enclosed you will find ...

Closing remarks

Thank you for your help.

Please contact us again if | you have any questions /
 | problems.
 | there are any problems /
 | questions.
 | we can help in any way.

Reference to future contact

I look forward to | hearing from you soon.
 | meeting you next Friday, next week, etc.
 | seeing you next Monday, next week, etc.

The finish

Yours faithfully / Yours sincerely;
 Sincerely yours / Yours truly (AmE);
 Best wishes.

28. Here is a sample letter using some of these forms.

Thomas Flint
 Sales Manager
 Apple Computer Supply
 87 Rubble Road
 London

15 June, 2012

Dear Mr Flint,

With reference to our telephone conversation today, I am writing to confirm our order for 10 x Computers HP LaserJet P1102 Ref. No. 321 C/H.

I would be grateful if you could deliver them as soon as possible.

Thank you for your help.

Yours sincerely,
 Richard Williams
 Director.

29. Complete the following letter using some of the above phrases.

Dear Mr Brown,

_____ to your phone call yesterday,
 for not sending you our price list. _____, it has not been
 approved yet.

However, _____ a copy of the old list with the new
 prices written in pencil.

 John Smith
 Encl. (1)

30. Learn some standard expressions to use in writing letters of thanks (gratitude).

Thank you for ...

I feel I must write to thank you for ...

I so greatly appreciate ...

I must write to you to say how much we appreciate ...

I am very grateful for ...

I am truly grateful for ...

I wish to say how very grateful I am for ...

31. Here is a sample letter of thanks.

Dear Mr Brown,

I just want to write to you personally to say how very much we appreciate the unusually large order you placed with us yesterday and to thank you for your continued confidence in us.

We have already valued the happy working relationship that has existed over so many years between our two firms and will do our best to maintain it.

Believe me, it is a pleasure to serve you again.

Yours sincerely

32. The company you are working for as a sales manager received the first order. Send your customer a suitable letter of thanks for the opportunity to supply them your products. Express your hope that the handling of this order will lead to further cooperation. Use the above phrases and the sample letter as a guide.

33. Practise some standard expressions to use in writing letters of congratulation.

Permit me to congratulate you on ...

May we congratulate you on ...

Please accept our sincere congratulations on ...

We congratulate you on ...

34. Here is a sample letter of congratulation.

Dear Mr Wills,

I am writing to convey my warm congratulations on your appointment to the Board of Mechanical Industries Ltd.

My fellow directors and I are delighted that the many years of service you have given to your company should at last have been rewarded in this way and we join in sending you our very best wishes for the future.

Yours sincerely

35. Using the above phrases and letter as a guide, write a letter of congratulation to one of your colleagues to mark:

- a new appointment;
- the establishment of a new business;
- success in an examination.

36. Practise some standard expressions to use in writing enquiry letters.

Openings

Please inform us (let us know) on what terms you can supply ...

We understand that you are manufacturers of (dealers in) ... and should like to know whether you can supply ...

We have seen your advertisement in ...

and shall be glad (obliged) if you will send us particulars of ...

We should appreciate further information (full particulars) about your ... advertised in ...

Please send us ...

We should be glad (grateful, obliged) if you would send us ...

We are interested in ...

Endings

We hope we may hear from you (We look forward to hearing from you) very soon (within the next few days).

As the matter is urgent we should appreciate an early reply.

If you can supply goods of the type and quality required, we may place regular orders for large quantities.

We await your information with interest.
 We should appreciate an early reply.
 When replying, please say when you could deliver.

37. Here is a sample enquiry letter.

Dear Sirs,

We learn from Alpha Co. of Paris that you are producing for export hand-made gloves in a variety of natural leathers. There is a steady demand here for gloves of high quality and although sales are not particularly high, good prices are obtained.

Will you please send me a copy of your glove catalogue, with details of your prices and terms of payment. I should find it most helpful if you could also supply samples of the various skins in which the gloves are supplied.

Yours faithfully

38. You are Richard Robertson of Vasta Systems of London. Write to the US Computer Co., Seattle, 25 Emerson Road, WA, USA, telling them where you have obtained their name and what you want to know about them. Indicate that there is a good market for their products, and then ask them to send you their catalogue. Round off your letter with an encouraging sentence. Use the above phrases and letter as a guide.

39. Practise some standard phrases to use in writing order letters.

Openings

We have received your letter of ...

We thank you for your letter (quotation) of ... and should be glad if you would accept our order for: ... OR

We confirm our telephone conversation of this morning. and enclose our official order for the following: ...

Please supply (send) the following items as quickly as possible and charge to our account.

The prices quoted in your letter of ... are satisfactory. Please arrange to deliver the following items at once: ...

Please inform us	when we may expect delivery
We shall be glad to know	of the goods ordered on ...

Endings

We shall be grateful for prompt delivery as the goods are needed urgently.

Please (kindly) acknowledge this order and confirm that you will be able to deliver by ...

40. Here is a sample order letter.

Dear Sirs,

Thank you for your letter of 10th July forwarding booklet with details of your range of wrist watches.

We are very interested in the different types of watches you offer and have decided to place a trial order for the following, on the terms stated in your letter, but only if you can guarantee despatch in time to reach us by the end of this month.

100 "Popular" Watches	£12.75 each
100 "Regent" Watches	£18.50 each

We place this order on the clear understanding that the consignment is despatched in time to reach us by 15th August, and reserve the right to cancel it and to refuse delivery after this date.

Please say whether this is agreeable to you.

Yours faithfully

41. Write thanking an important customer for a large order. You are pleased at the confidence in you which his order suggests and promise careful attention.

42. Write a letter to a cardboard carton manufacturer ordering 200 cartons (specify size) for delivery during the following week at the price and on the terms quoted by the manufacturer.

43. Write a letter of complaint using some expressions below.**Situation 1.**

On 20th July you ordered fifty tennis rackets, twenty badminton rackets and thirty cricket bats from a sports goods manufacturer. Upon delivery you found that the number of tennis and badminton rackets had been reversed. Write pointing this out. The mistake is causing difficulties (say what these are) and you want it put right immediately.

Situation 2.

You have bought from Adams & Co. a dining-room suite, delivery of which was promised in a fortnight. A month has passed and the suite has not been delivered; nor has any explanation been received. Write a firm but polite letter about this to the suppliers.

Openings

The goods we ordered from you on ...

have not yet been delivered.
are now urgently required.
should have reached us a week ago.

Delivery of the goods ordered on ... is now

considerably overdue.
a matter of urgency.

We regret having to report that we have not yet received the goods ordered on ...

We are sorry to report that one of the cases of your consignment was badly damaged when delivered on ...

When we came to examine the goods

despatched by you on ...
we found that ...
received against our order
No. ... we found that ...

Endings

We shall be glad if you will look into the matter at once and let us know the reason for the delay.

We look forward to hearing that the goods will be sent straight away.

We feel there must be some explanation of the delay and await your reply with interest.

44. A memorandum, or memo for short, is a note within an organization to inform staff. It is one of the most common forms of commercial correspondence. Here is a sample memo.

MEMORANDUM

To: All staff Members
From: Michael Reeves, Managing Director
cc: BC/ GK/BV
Date: 10 March
Re: Staff Food

It has come to my attention that recently the staff room area has become exceedingly messy. There have been a number of occasions where food left in the fridge has been left to rot. Therefore from now on if staff would like to keep food in the staff fridge we ask that you label it with your name and a date. With this in mind:

1. There is a pen attached to the fridge so this will be easy for staff to implement.
2. We have asked the cleaners to throw out any food that is unlabelled at the end of the day.
3. In summary please keep your staff areas tidy. It reflects poorly on our company and makes a bad impression if our staff does not respect their areas.

We think everyone will benefit from having a tidy and hygienic staff room so please make an effort for your fellow co-workers.

Please clear out/label your food by 6 p.m. today.

MR

45. Match the annotations to the correct part of the memo a-g.

1. A closing segment stating what actions you want the reader to take. ____

2. Memos do not begin with Dear and are usually not signed.
3. Points are usually introduced with numbers or bullets.
4. There is something you want the reader to do by a particular time.
5. Memos have introductions coming straight to the point.
6. This states the subject of the memo.
7. This means copies to these people. Only initials are used.

46. Write a memo for the staff based on these notes.

You want to send a memo about unauthorized use of the Internet. The staff members are using it for non-work related purposes. Remind them of the company's policy concerning the above. You insist that only authorized staff members may access the Internet. Make some separate points with regards to the instructions for the use of the Internet in the office. You want copies to go to Robert Den, Peter Wright, and Mary Smith.

47. Draw a rectangle 105 mm x 240 mm on a blank piece of white paper. This rectangle represents an envelope. Correctly address an "envelope" for the letter written by you on one of the above subjects, following the guidelines given in the text of the Unit. Fold your letter to fit the "envelope". Attach the letter (properly folded), and your "envelope" with a staple or a paper clip. Hand in to your English teacher.



EMAILS AND FAX MESSAGES



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "Email and Fax Communication" and translate the given sentences.

1. **up-to-date** [ˌʌptəˈdeɪt] *adj* — современный, соответствующий современным требованиям, новейший

This factory uses the most *up-to-date* methods.

2. **transmit** [trænzˈmɪt] *v* — передавать, отправлять, посылать

The information *is transmitted* electronically to the central computer.

3. **delete** [dɪˈli:t] *v* — стирать, вычеркивать

Here is a list of possible answers. Please *delete* as appropriate.

4. **destination** [ˌdestɪˈneɪʃn] *n* — место назначения
 send an email to its destination — отправит электронную почту по адресу

How long does it take for an email to reach its *destination*? This program allows you to *send an email* directly from a Windows PC to its destination on the Internet.

5. **contain** [kən'tein] *v* — содержать в себе, вмещать

An email can *contain* confidential information.

6. **reply** [ri'plai] *n v* — ответ; отвечать

In an email *reply*, it is sometimes appropriate to include a full or partial copy of the original message that *is being replied to*.

7. **forward** ['fɔ:wəd] *v* — отправлять, пересылать, посылать

To *forward* emails is a wonderful and easy way of sharing thoughts, words, ideas, images and much more.

8. **store** [stɔ:] *v* — хранить

This service will *store* your email messages for you.

9. **tap** [tæp] *v* — перехватывать (сообщение)

tap the telephone (the line) — подслушивать телефонный разговор

He suspected that his *telephone had been tapped*.

10. **attach** [ə'tætʃ] *v* — прикреплять

attachment *n* — прикрепление, присоединение; информация, прикрепленная к сообщению

To *attach* a file to an email, follow some steps. This webmail service shows how to forward an email as *an attachment*.

11. **append** [ə'pend] *v* — прикреплять (что-л. к письму), присоединять; ставить (подпись)

You can *append* the missing data to your lists. He *appended* his signature to that document.

12. **stand for** *v* — означать, символизировать

What does the letter E in email *stand for*?

13. **process** ['prəuses] *v* — обрабатывать (документацию, книги и т.п.), подвергать обработке

Your application will take a few weeks to *process*. The computer will take about an hour to *process* the data.

14. **sheet** [ʃi:t] *n* — лист (бумаги), листок; страница

sheet of paper — лист (листик) бумаги

cover(ing) sheet — сопроводительная страница

cover(ing) letter — сопроводительное письмо

I was able to fit the letter on one *sheet*. He was writing a letter on *a sheet of paper*. The *covering sheet* should only be a few paragraphs outlining the problem. Please include *a covering letter* with your job application form.

15. **precede** [pri'si:d] *v* — предшествовать, быть впереди

It will be helpful if you *precede* the report with an introduction.

16. **treat** [tri:t] *v* — обращаться; относиться; трактовать

This company has always *treated* its workers well. This delicate glass must *be treated* with care. The newspaper *treated* the story in a sensational way.

17. **face** ['feis] *v* — сталкиваться (с необходимостью), наталкиваться (на трудности)

face a task — стоять перед необходимостью, решать задачу

We *are faced* with a serious problem. Some students *face the task* of mastering such subjects as mathematics, and social studies.

18. **urgent** ['ɜ:ʤənt] *adj* — срочный; крайне необходимый

This is a very *urgent* message.

19. **via** ['vaɪə] *prep* — через, путем, с помощью

Contact us *via* e-mail. I found out about it *via* my colleague.

20. **advantage** [əd'va:ntɪdʒ] *n* — преимущество; превосходство; выгода, польза

disadvantage [ˌdɪsəd'va:ntɪdʒ] *n* — невыгодное положение; вред, неудобство, помеха

For the ten years or so that I have been on the Internet I have never seen *any disadvantages* of using emails. Email is an effective means of communication for business and personal use but it also has some *disadvantages*.

2. Match the pairs of synonyms from A and B and translate them.

A	B
1. current	a. transmit
2. go before	b. stand for
3. answer	c. urgent
4. send	d. disadvantage
5. include	e. treat
6. drawback	f. reply
7. essential	g. attach
8. append	h. precede
9. mean	i. contain
10. deal with	j. up-to-date

3. Match the verb on the left with a suitable item on the right. Use each item once only.

1. take	a. an email to its destination
2. process	b. data in the computer
3. tap	c. advantage
4. indicate	d. a reply
5. send	e. a file to an email
6. give	f. documentation
7. delete	g. a task
8. store	h. in a covering letter
9. face	i. a word
10. attach	j. the telephone

4. Make the following sentences complete by translating the words and phrases in brackets.

1. We have come to deliver an (*срочный*) message. 2. Interested applicants who meet all the requirements should send a (*сопроводительное письмо*) and CV the above address. 3. They (*сталкиваться*) major financial problems. 4. In the absence of these documents and translations they can't (*обрабатывать*) your application. 5. The application form was a single (*лист*). 6. I was told to (*прикреплять*) a photo to my application form. 7. We had to change planes twice before reaching our final (*место назначения*). 8. They have supplied (*современный*) equipment. 9. I sent the application papers (*с помощью*) fax. 10. I will be able to (*пересылать*) that email to you.

5. Insert the correct word from the Active Vocabulary.

1. I will _____ this file to the email. 2. The chairman will _____ the meeting with a brief welcoming speech. 3. He has to sign that paper. Will you tell him it is _____? 4. She didn't know how to _____ that computer file. 5. He decided to _____ the data on a hard disk. 6. Applicants for this job will find that previous experience is an _____. 7. Employees accomplish workplace communication _____ email, phones, and meetings. 8. She has explained that CV _____ "curriculum vitae". 9. What are the ways to politely remind the person that he needs to _____ to your email? 10. She always tried to _____ her students like adults. 11. In addition to a résumé, a _____ is of great significance. 12. Rewrite the letter on another _____, making the corrections.

6. Define parts of speech. Translate the words.

- transmit — transmitter — transmission;
- delete — deletion — deletable;
- contain — container — containerize — containerization — containment;
- store — storage — storageable;

5. append — appendage — appendix;
6. precede — precedence — precedent — preceding;
7. urge — urgent — urgently — urgency;
8. advantage — disadvantage — advantageous — advantageously.

SECTION 2

READING AND DISCUSSION

7. Before you read the text "Email and Fax Communication", discuss these questions with your groupmates or teacher.

- a) What is an email?
- b) What are the advantages of using emails in communication?
- c) What is the structure of an email?
- d) Do you know what the symbol @ means? Can you read it?
- e) What is the procedure of sending a fax message?
- f) What is the purpose of a fax cover sheet?
- g) Why does the use of fax messages enjoy support in business?

8. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

EMAIL AND FAX COMMUNICATION

In computer terms, email is short for electronic mail. It is a more up-to-date method of transmitting data, text files, and digital photos from one computer to another over the Internet. This phenomenon did not become popular until 1990 and now emails have become one of the most widely used forms of business and personal communication. An email is a more relaxed way of sending messages; it is particularly practical if you do not want to call long distance because of a language barrier or the expense. When language is an obstacle, sending an email is a blessing; after all, it is easier to see the message than have to speak on the telephone. Emails are quick, so they are good for chatting, inviting people out, keeping in touch and doing business. The world has



A man inundated with emails

become much smaller now that we have the ability to send and receive email messages over great distances at an incredible speed.

Email users create and send messages from individual computers using commercial programs or mail-user agents (MUAs). A lot of email programs have a program that enables you to compose or write your own message to send. To send a message, a user has to specify the addresses.

The source of the destination is included in the address. There are many different ways to write the email address depending on the email destination. For instance, an interoffice message distributed over an intranet, or an internal computer, may have a simple scheme such as the person's name as the address, followed by the symbol @ (*at*), the domain, the name of the organization, and finally the country. Emails also contain headers and footers above and below the message. They usually state the sender's name, email address, and the date that it was sent (Fig.1). A user then can store, delete, reply, or forward the message to others.

Most email programs allow you to attach files and photos to emails to send to others. This allows users to append large text—or graphics-based files, including audio and video files and digital photographs, to email messages.

Even in today's modern age of the Internet, it is still necessary to send and receive faxes. A fax message is the message that is sent or received over a fax machine (phone lines are used) or online fax service (high-speed Internet connection is used). The word *fax* comes from the word *facsimile* standing for *perfect copy*.

The original document is scanned with a fax machine, which processes the contents (text or images) as a single fixed graphic image, converting it into a bit map, the information is then transmitted as electrical signals through the telephone system. The receiving fax machine reconverts the coded image, printing a paper copy. A formal fax cover sheet should precede any documents you fax to clarify the purpose of the fax. A fax cover sheet should indicate

From:
Date:
To: ¹
Cc: ²
Bcc: ³
Subject: ⁴
Salutation: ⁵
Opening sentence: ⁶
The email information in detail: ⁷
Closing sentence: ⁸
Sign-off ⁹
Signature: ¹⁰

Notes:

¹ The person the email is for, e.g. myfriend@english.uk

² Carbon copy: these are email addresses you enter that will be seen by every person you forward or send an email to.

³ Blind carbon copy: a copy of an email message sent to a recipient whose email address does not appear in the message.

⁴ What the email is about. Keep the subject short and clear but avoid such headings as: 'Good News', 'Hello', 'Message from Peter'. These headings are common in messages containing viruses. Short but specific headings are needed, e.g. Equipment Supply; Party Invitation.

⁵ Greetings, e.g. Dear (Miss/Mrs/Ms/Mr + last name), Dear (first name), Hi (first name), Hi, Hello (first name), Hello, To whom it may concern. It is also becoming quite common to write the greeting without a comma.

⁶ Example opening sentences:
Following our telephone conversation, I am sending you ...
Please find attached the documents you requested regarding ...
Further to our last discussion, I would like to ...
As we agreed, there will not be ...

⁷ The details, information and actions required. Any action that you want the reader to do should be clearly described, using politeness phrases, e.g. Could you ...; I would be grateful if ...; Please ...

⁸ Example closing sentences:
I look forward to your reply.
Thank you for the time you have taken to review my candidacy for the position.

<p>Please don't hesitate to contact me with any questions you may have.</p> <p>Please call me or email when you can.</p> <p>Keep in touch.</p> <p>⁹ If you did not put a comma after the greeting at the beginning of the message, then do not put a comma after the ending either.</p> <p>Example Sign-offs:</p> <p>Sincerely,</p> <p>Faithfully yours,</p> <p>Truly yours,</p> <p>Thank you/ Thanks,</p> <p>Best Regards,</p> <p>Best wishes,</p> <p>Love/Lots of love.</p> <p>Can't wait to see you,</p> <p>Take care.</p> <p>¹⁰ Identify yourself, company and contact information:</p> <p>Name</p> <p>Title, company name</p> <p>Email</p> <p>Phone/Fax</p> <p>Web Address</p>

FIG. 1. The parts and some features that are characteristic of emails

who the faxed documents are for, who is faxing the documents and why they are being sent. Fax cover sheets should be treated like business documents and written accordingly (Fig. 2). A cover sheet should be organized and include instructions for the recipient.

Although businesses usually maintain some kind of fax capability, the technology has faced increasing competition from Internet-based alternatives. A fax message is often sent when particular official correspondence needs to be sent or received urgently and it is not possible to send the documents via email. Fax machines still retain some advantages, particularly in the transmission of sensitive material which, if sent over the Internet unencrypted, may be vulnerable to interception, without the need for telephone tapping. In some countries, because electronic signatures on contracts are not recognized by law while faxed contracts with copies signatures are, fax machines enjoy continuing support in business.

FAX TRANSMISSION	
To:	From:
Fax No.	Total No. of pages:
Phone No.	Fax No.
Re:	Date:
<input type="checkbox"/> Urgent <input type="checkbox"/> For Review <input type="checkbox"/> Please Comment <input checked="" type="checkbox"/> Please Reply <input type="checkbox"/> Please Recycle	
Fax message body	

FIG. 2. The structure of a fax message

9. Find in the text the paragraph about different ways to write an email address. Read aloud this paragraph and translate it into Russian.

10. Explain the following references.

- This phenomenon did not become popular until 1990...
What does the pronoun *this* refer to?
- ...it is particularly practical if you do not want to call long distance because of a language barrier or the expense.
What does the pronoun *it* refer to?
- ...so *they* are good for chatting, inviting people out, keeping in touch and doing business.
What does the pronoun *they* refer to?
- They* usually state the sender's name, email address...
What does the pronoun *they* refer to?
- ...and why they are being sent.
What does the pronoun *they* refer to?

11. Complete the sentences choosing the best variant corresponding to the contents of the text.

- The most widely used form of communication is ...
 - a fax message.
 - an email.
 - a business letter.

- The symbol @ is followed by ...
 - the person's name.
 - headers and footers.
 - the domain.
- A fax machine processes a text as a ...
 - a graphic image.
 - a bit map.
 - electrical signals.
- A fax cover sheet ... the documents you fax.
 - goes after
 - antecedes
 - goes before
- A fax messages faces a competition from ...
 - modern technologies.
 - emails.
 - business letters.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. Read the following conversation between Michael and Ivan, two work colleagues, about emails in English.

Dialogue 1

- I.: Michael, I have to write an email for the first time. Could you help me with some doubts I have?
- M.: No problem, what do you want to know?
- I.: What's the difference between Dear Sir/Madam and Dear Mr Smith?
- M.: Well, we start an email with both. "Dear Sir/Madam" is when you haven't had any contact with the person and "Dear

Mr" is when you have. Both are very formal. Ivan, do you understand?

I.: OK. And when do you finish an email with "yours faithfully" and "yours sincerely?"

M.: Normally, "yours faithfully" is used with "Dear Sir/Madam" and "yours sincerely" with "Dear Mr".

I.: And with titles of people, I suppose Mr is for a man, Mrs is for a married woman. But I've also seen, Miss and another one, Ms. What's the difference between these two?

M.: "Miss" is for an unmarried woman. "Ms" is used when you don't know if she's married or not.

I.: I have another question. When I tell people my email address, I don't know how to say the symbols? It's really difficult when somebody tells me theirs. Normally, I have to ask them to write it down.

M.: Well, mine is Michael.Johns_white@yahoo.com. You say it like this Michael *full stop* Johns *underscore* white *at* yahoo *dot* com. Remember that when the "." is before the "@" you always say "full stop" and when it is after the "@", it's always dot.

I.: Thanks, Michael.

15. Fill in the blanks in the following questions on dialogue 1. Only use one word/phrase once and write it as it is in the above dialogue. Then practise dialogue 1.

1. The title for an unmarried woman is _____.
2. When you start an email with *Dear Sir/Madam*, you finish it with _____.
3. The "." after the @ in an email address is called _____.
4. When you finish an email with *yours sincerely*, you start the email with _____.
5. The "@" symbol is called _____.
6. If you don't know if a woman is married or not, you can use _____.
7. When you finish an email with *yours faithfully*, you start it with _____.

8. The "." before the @ in an email address is called _____.
9. When you start an email with *Dear Mr/Mrs/Miss/Ms*, you finish it with _____.
10. The "_____" symbol is called _____.

16. Make up and act dialogues of your own, using dialogue 1 as a guide.

Situations.

You meet your friend and talk about:

- a) the structure of an email;
- b) the email you have written;
- c) writing an email in a formal/informal style;
- d) some of the basics of writing fax messages in English.

17. Practise dialogues 2 and 3 in which people dictate their email address, or company website on the phone. Make a note of any useful new language.

Dialogue 2

- A.: My email address is dwight.fer_asnet at hotmail dot com. d-w-i-g-h-t dot f-e-r underscore a-s-n-e-t at hotmail dot com.
- B.: Sorry, I didn't understand what comes after dwight.fer.
- A.: Underscore, the little line, like a hyphen.
- B.: OK. I'm with you. So it's d-w-i-g-h-t dot f-e-r underscore a-s-n-e-t at hotmail dot com. All lower case, right?
- A.: Yes, that's correct.

Dialogue 3

- A.: Could you ask Mr. Corby to email me the pricelist. It's Marjorie Barrett, no dots, at Yahoo dot uk. All lower case. That's Marjorie m-a-r-j-o-r-i-e Barrett b-a-r-r-e-t-t at Yahoo y-a-h-o-o dot uk, marjoriebarrett@yahoo.uk. Have you got that?
- B.: Yes. I think he also wanted the website, the one with the project reviews. Do you happen to know it?
- A.: Yes, he did, you're right. Well it's www dot yahoo dot com dot uk forward slash projects underscore three eight five.

B.: I'll just read that back: www dot yahoo dot co dot uk forward slash projects underscore three eight five.

A.: Brilliant. Thanks.

18. Make up dialogues of your own, using the above dialogues as a guide.

Situations. You talk to your groupmate about:

- a) your email address;
- b) one of your friend's email address;
- c) a company's email address;
- d) a company's website address.

SECTION 4

LISTENING

19. Listen to the text "The Use of Email in Business". Say which of these statements are true and which are false.

1. The fastest way to get a message is by an email.
2. All types of documents can be attached to an email.
3. Email messages can hardly be archived into folders.
4. We have to pay for the use of emails.
5. Emails can never be lost on your computer.
6. Hackers can intercept emails.
7. All people consider an email to be a sort of conversation.

20. As you listen to the text, fill in the chart according to the following headings.

Advantages and disadvantages of the use of emails	
Speed	
Availability	
Cost-effective	
Vulnerability	
Accessibility	
Emotionless	

21. Check your answers with your groupmates and tapescript 4 of the text. Look up the words you do not know in the dictionary.

22. Retell the text about different uses of emails.

23. Tell your groupmates about some other advantages and disadvantages of the use of emails.

SECTION 5

WRITING

24. Read and translate the following sample emails.

a) *A formal email.*

From: foreign@tdk.ru

Date: Wednesday, 22 March, 4.17 pm

To: language@dpt.uk

Cc: architect@dpt.uk

Bcc:

Subject: Architect position

Dear Mrs Smith

It was very nice to speak to you on the phone today about the architect position at your company. The job seems to be an excellent match for my skills and interests. The characteristic requirements you described needed for this position confirmed my desire to work with you. In addition to my experience, I will bring to the position the skills to motivate others to work cooperatively as a team.

I highly appreciate the time you took to interview me. I am very interested in working for you.

I look forward to hearing from you regarding this position.

Sincerely yours

Chris Williams (Mr)
Office manager

b) *An informal email.*

From: foreign@tdk.ru
Date: Monday, 8 July, 6.22 pm
To: home@dpt.uk
Cc:
Subject: Trip to London
 Hello Jerry
I hope you are well. I've been watching Wimbledon to improve my English. Is it still raining in England?
I'll be flying to Heathrow on 10th July. I will stay in a hostel for the first week and look for some accommodation. After that I will go to a language school three months.
Keep in touch.
Lots of love
Igor

25. Which phrases usually start an email and which end one? Write S (start) or E (end) next to the phrase.

- Well, that's all for now. _____
- I look forward to hearing from you as soon as possible. _____
- Thanks for your email. _____
- Yours truly. _____
- It was wonderful to hear from you again. _____
- Dear Sir/Madam. _____
- Take care. _____
- I'm sorry I haven't written before, but I've been very busy. _____

26. Here are some phrases to use in emails. Match the informal phrases on the left with the suitable formal on the right.

- | | |
|--------------------------|---------------------------------|
| 1. I'm Nick. | a. I am writing to ask about |
| 2. I'm glad you're OK. | b. Hello Julia |
| 3. Can you tell me about | c. I can't see you on Saturday. |

- | | |
|------------------------|------------------------------------|
| 4. I want to apply for | d. Thank you very much. |
| 5. Dear Mrs Adams | e. I'll talk to you soon. |
| 6. Thanks loads. | f. My name is Nickolas. |
| 7. Can't make on Sat. | g. I am interested in applying for |
| 8. Speak soon. | h. I'm pleased that you are well. |

27. Smileys (emoticons) are used in emails to show emotions and pass on visual information about the user. You have to read them with your head on one side. Look at some smileys. Which one means the user:

- | | | |
|-------------------------------|---|-------|
| 1. is angry? | a | : - V |
| 2. is laughing? | b | : - O |
| 3. is shouting? | c | : - D |
| 4. is happy? | d | . -) |
| 5. is sad? | e | : - (|
| 6. winking, he's just joking? | f | : - |
| 7. is surprised? | g | 8 -) |
| 8. has one eye closed? | h | ; -) |
| 9. wears glasses? | i | : -) |

28. Write these messages in the correct order. Which are formal and which are informal? Use smileys, if necessary.

- London, great, last, to, in, week, see.
- writing, order, confirm, I, to, am, my.
- you, email, can, please, when.
- all, with, hope, well, you, is.
- your, I, 10th, refer, July, dated, to.
- assistance, am, your, I, for, kind, grateful.

29. Convert one of the letters given in Unit 3 in a formal email.

30. Write:

- a formal email regarding the information about some courses of study a university provides for foreign students;
- a formal letter to Walter Smith who wrote to your company asking for information about your products and services;
- an informal email to a friend about your summer holiday.

31. Read and translate a sample fax message¹.

FAX TRANSMISSION	
To: The Manager ² , Plaza, Varna	From: Boris Klimov, Belgorod, Russia
Fax No. (6) 725 51 20	Total No. of pages: 1
Phone No. (6) 725 34 17	Fax No. (7) 472 32 21 00
Re:	Date: 18 June, 2011
<input type="checkbox"/> Urgent <input type="checkbox"/> For Review <input type="checkbox"/> Please Comment <input checked="" type="checkbox"/> Please Reply <input type="checkbox"/> Please Recycle	
<p>Dear Sir</p> <p>I have obtained the name of your hotel from the holiday guide received from your Information Centre. My friend and I would like to reserve a double room with a balcony. We are arriving in Varna on 10th May. We hope to stay for five days leaving on 14 May. We understand that all your rooms are suites. Could you confirm this? Is it possible to have a room with a sea view? Please let me know if you have a room for these dates. I would also be grateful if you could tell me the price of a double room.</p> <p>I look forward to hearing from you.</p> <p>Yours faithfully Boris Klimov.</p>	

Notes:

¹ When writing a message regarding hotel reservation observe the following rules.

- (i) Keep your message short and to the point.
- (ii) State your needs clearly and exactly. To avoid misunderstanding mention the day as well as the date from which accommodation is required and the exact period of your stay (e.g. "from Tuesday, 7th July to Saturday, 17th July, both dates inclusive").
- (iii) State times of arrival and departure.
- (iv) Request confirmation of the reservation.

² A message regarding hotel reservation should be addressed to "The Manager". Private hotels are much smaller and are usually owned and managed by the proprietor. A message should be addressed to "The Proprietor".

32. Reorganize and complete this fax to the warehouse.

FROM Tonnage Limited, Manchester (0)82676 9045	SENDER
FAX TO Line Warehouse	BEIJING
NUMBER OF PAGES ATTENTION	TRANSMISSION
..... 5 June 2011 Mark Johns	DATE
TIME DELIVERY FROM	11.25 A.M.
Dear Jane	Jane Smart
50 units are arriving from Beijing in two weeks. I have telexed confirmation of payment and transportation costs. Please prepare space for this consignment.	FAX No.
Best regards	Line
	1 (one)

33. Practise writing some faxes. Choose one of these tasks.

1. Write a fax to Ms Redford from Juan Costello. Say you are very delighted that you have been accepted to the university. Ask if the university can help you to organize accommodation for your stay.
2. Write to the import agent for Apple computers, enquiring about prices, delivery dates, and any other facts which you, as a prospective customer, would be interested in.

34. a) Read the following information about the hotel in Rimini.

Hotel Villa Bianca***



Viale Regina Elena 24, 47900 Rimini, Italy

For reservations and enquiries:

Phone 0541 381458

Fax 0541 381356

Within walking distance from the Historical Centre and the main city attractions, the hotel Villa Bianca faces one of the liveliest beaches in Italy. Just relax and take it easy, enjoy the exclusive atmosphere of

the hotel Villa Bianca and feel at home. The hotel offers a large range of services and corporate facilities. Our guests can choose between Bed and Breakfast, Half Board, Full Board or All Inclusive rates. Providing you with a high standard of service is our daily concern. Single, double, twin-bedded rooms and suites are finely furnished with great attention to details, and some have a magnificent view to the beach.

b) Write a fax message to the hotel Villa Bianca. Ask for the accommodation you require. Be definite as to the approximate rates that you are willing to pay, and the length period of your stay. Indicate when you expect to arrive.

Dear Sirs,

I have received confirmation of payment and

transportation costs.

Please inform me of the exact date of arrival and the length of stay.

Very truly yours,

Mr. J. Smith

123 Main Street, New York, NY 10001

Phone: (212) 555-1234

Fax: (212) 555-5678

E-mail: jsmith@ny123.com

Enclosed please find a check for the amount of \$100.00.

Thank you very much for your assistance.

Sincerely,

Mr. J. Smith

123 Main Street, New York, NY 10001

Phone: (212) 555-1234

Fax: (212) 555-5678

E-mail: jsmith@ny123.com

Enclosed please find a check for the amount of \$100.00.

Thank you very much for your assistance.

Sincerely,

Mr. J. Smith

123 Main Street, New York, NY 10001

Phone: (212) 555-1234

Fax: (212) 555-5678

E-mail: jsmith@ny123.com

Enclosed please find a check for the amount of \$100.00.

Thank you very much for your assistance.

Sincerely,

Mr. J. Smith

123 Main Street, New York, NY 10001

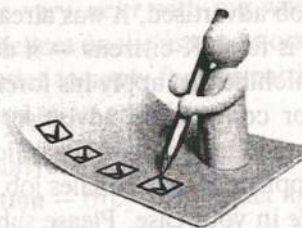
Phone: (212) 555-1234

Fax: (212) 555-5678

E-mail: jsmith@ny123.com



FILLING IN FORMS



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "The Art of Filling in Forms" and translate the given sentences.

1. fill in (out)/complete [кэм'pli:t] v — заполнять (форму, анкету и т.п.)

bank form — банковский бланк

money order form — бланк денежного перевода

parcel form — бланк на почтовую посылку

registration form — регистрационный бланк

tax form — бланк налоговой декларации

Please fill in (out) this form. Please complete this form in full with the required information. Find the bank form you are most likely to need online. Money order forms can be obtained from a post office. When sending a parcel, you will need to fill in a parcel form. Please complete and submit the registration form.

2. apply [э'plai] v — обращаться (for — за работой, помощью, справкой, разрешением и т.п.; to — к кому-л.); касаться, относиться; применять, употреблять

apply for a job — подавать документы для приема на работу
application form — анкета поступающего на работу

applicant [ˈæplɪkənt] *n* — заявитель; тот, кто подает заявление; кандидат, претендент

N/A (n/a): not applicable [əˈplɪkəb(ə)l] *adj* — не имеет отношения (к данному случаю), не подходящий, не пригодный

When I saw the job advertised, it was already too late *to apply*. That bit of the form is for UK citizens — it doesn't *apply* to you. He wants a job in which he can apply his foreign languages. *Apply* for this job online or contact the advertiser for an application pack. Applications should be made on the official *application form*. They had over 100 applicants for the sales job. This section of the form is not *applicable* in your case. Please submit your tax form.

3. **space** [ˈspeɪs] *n* — (межстрочный) интервал

You can set the program to leave a double *space* between the lines of the text automatically.

4. **marital status** [ˈmærɪtlˌsteɪtəs] — семейное положение
single [ˈsɪŋɡ(ə)l] *adj* — холостой; незамужняя

married [ˈmærɪd] *adj* — женатый; замужем

divorced [dɪˈvɔːst] *adj* — разведен(а)

widowed [ˈwɪdəʊd] *adj* — овдовевший(-ая)

Questions about *marital status* appear on many forms. When I was *single* I had no worries. They have been *married* for ten years. They got *divorced* three years ago. She was *widowed* at the age of 35.

5. **occupation** [ˌɒkjʊˈpeɪʃn] *n* — профессия, род или занятий
employment status [ɪmˈplɔɪmənt] — занятость

Please write your name, address and *occupation* on the form. There are three types of *employment status* — you can either be a worker, an employee or self-employed.

6. **income** [ˈɪŋkʌm] *n* — доход(ы), прибыль

annual income [ˈænjʊəl] — годовой доход

Tax is payable on all *income* over £2000. The company received an *annual income* of £25,000.

7. **keep to the point** — говорить (излагать) по существу

To help you *to keep to the point* of your letter, you can draw up an outline to plan your letter.

8. **strict** *adj* — строгий, не допускающий отклонения
strict criteria [kraɪˈti(ə)riə] — строгие критерии

My parents were very *strict* with me when I was young. We follow very *strict* guidelines on the use and storage of personal details on computers. In order to apply for this particular job, applicants need to satisfy several *strict criteria*.

9. **miss** *v* — пропустить, упустить

missing information — отсутствующая информация

I have *to miss* my English lesson. You can't *miss* it; it is on the third floor. He should specifically identify what information is *missing* and why *the missing information* is needed so urgently.

10. **blank** [blæŋk] *adj n* — пустой, чистый, неисписанный (о бумаге); незаполненный (о бланке, документе); пустое (свободное) место (на бумаге, бланке)

blank form — чистый бланк

leave blank — оставить место

Let me have a *blank* sheet of paper. Sign your name in the *blank* space at the bottom of the form. Fill in *the blanks* in this form. You can print *the blank form* and fill in the application manually. This page is intentionally *left blank*.

11. **assess** [əˈses] *v* — оценивать, давать оценку

The damage was *assessed* at £2,000. We need *to assess* whether the project is worth doing.

12. **valid** [ˈvælid] *adj* — действительный, имеющий силу, действующий

invalid [ɪnˈvælid] *adj* — недействительный, не имеющий законной силы

He had a *valid* passport. The licence is *invalid* unless it has your correct address on it.

13. **photocopy** ['fəʊtə.kəpi] *n v* — ксерокопия; ксерокопировать

I made two *photocopies* of the report.

14. **draft** [dra:ft] *n v* — проект, набросок; составлять план (проект), набросать черновик

This is only a rough *draft*; the final copy will be typed. She *drafted* a letter to the paper. The managing director *is drafting* the annual report.

15. **download** ['daʊnləʊd] *v* — скачивать (информацию)

Most tax forms can *be downloaded* from the bank website.

16. **thorough** ['θʌrə] *adj* — тщательный, подробный; полный
His work is very *thorough*.

17. **font size** — размер шрифта

The *font size* can be enlarged or downsized depending on the type of browser.

18. **proofread** ['pru:f.ri:d] *v* — корректировать

He *proofread* the report carefully.

19. **forbid (forbad(e), forbidden)** [fə'bid] *v* — запрещать, не позволять

I *forbid* you to go! The law *forbids* the sale of cigarettes to people under the age of 18.

20. **ensure** [in'ʃʊə] *v* — обеспечивать, гарантировать

We make every effort *to ensure* the information given is correct.

2. Match the pairs of antonyms from A and B and translate them.

A

1. single
2. expense
3. filled in

B

- a. blank
- b. valid
- c. apply

- | | |
|------------------|------------|
| 4. catch | d. strict |
| 5. invalid | e. income |
| 6. careless | f. forbid |
| 7. allow | g. married |
| 8. be unsuitable | h. miss |

3. Match the noun(s) on the left with a suitable item on the right. Use each item once only.

- | | |
|----------------------------|--------------------------------------|
| 1. The application form | a. should be indicated in the form. |
| 2. The applicant | b. can be changed. |
| 3. The marital status | c. I am applying for is interesting. |
| 4. Two pages | d. as pilot was listed on the form. |
| 5. A photocopy of the text | e. has been completed. |
| 6. The font size | f. can be easily increased. |
| 7. His occupation | g. was made in the office. |
| 8. The income | h. prepares for his interview. |
| 9. The space | i. from investments was reported. |
| 10. The job | j. were intentionally left blank. |

4. Replace the underlined words with the words below.

- | | | | |
|----------------------|---------------|-----------|-------------|
| a) keep to the point | b) thorough | c) ensure | d) assess |
| e) blank | f) occupation | g) apply | h) complete |
| i) valid | j) proofread | | |

1. I will personally make sure that the job gets done. 2. Before filing in a form, be sure to correct it. 3. He gave a full account of his meeting with the representatives of the company. 4. You should learn the elements needed to make a business contract legally binding. 5. If you have too many ideas in your speech, you should always follow its subject. 6. Do not write on the empty page at the back of the form. 7. Companies will encourage customers to fill in questionnaires about themselves. 8. He says his job as a newspaper reporter is to conduct interviews to gather information, and then write an article. 9. The company can use this technology to solve practical problems. 10. They could estimate the value of the house.

5. Read and translate the following groups of sentences paying attention to the words in *italics* which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up your dictionary if necessary.

1. a. You will be asked to fill in a *form*.
b. These lectures *form* part of the engineering course.
c. My son's already in the third *form*.
2. a. I couldn't find a *space* for my car.
b. Write your answer in the *space* provided.
c. *Space* the desks two metres apart.
3. a. They *divorced* two years ago.
b. Some of his ideas are *divorced* from reality.
c. She is a *divorced* woman.
4. a. He wrote the *draft* of the letter.
b. He will *draft* a letter to the paper.
c. The *draft* contract has been sent to the customer.
5. a. Simply *complete* the form below.
b. The planning stage is now *complete*.
c. He will *complete* the job soon.

SECTION 2

READING AND DISCUSSION

6. Before you read the text "The Art of Filling in Forms", discuss these questions with your groupmates or teacher.

- a) What is a form?
- b) What types of forms have you ever filled in?
- c) What information can be requested on a form?
- d) What does the abbreviation *N/A* stand for?
- e) What is the advantage of an electronic form?
- f) What do you have to do if you need more space to answer a question on a form?

7. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

THE ART OF FILLING IN FORMS

A form is an official paper with spaces in which to answer questions and give other information. We have to fill in different forms on various occasions. They can be application forms, bank forms, money order forms, parcel forms, registration forms, tax forms, etc. Before starting filling in the form, read it thoroughly to make sure you understand the instructions for each item of the form. Always decide exactly what a question is asking before answering it; it is easy to misinterpret questions. Following the instructions carefully is the main thing to do when filling in forms.

The form is usually split into specific sections. The information requested on a form may include: surname/family/last name, first name(s), date of birth, sex (male or female), country of origin, present address, permanent address, post code, passport number, marital status (single/married/divorced/widowed), education details, occupation or employment status, annual income, etc. (Fig. 1). Forms sometimes contain a section for other information that may assist, e.g. hobbies and interests. Be a little bit careful in this section. Think about what your hobbies say about you. If you state that your only hobby is watching TV, you may come across as rather uninteresting and not very dynamic.

Never leave blanks. Put *N/A* if not applicable to you. You must complete all the sections. Keep your responses short and to the point. You do not have to fill in a whole section. The strict criteria by which forms are usually assessed means that any missing information will probably render your form invalid.

Some forms are supplied on paper and require you to complete them by hand. If you receive a paper form (which is quite unusual these days), it is better to photocopy the blank form. You can complete it in draft on the photocopy, and then neatly fill in the original form. If the form tells you to use black ink, then use black ink; if it says to use capital letters, then do so. If you receive a paper form, you can always ask the company if they have an

Bank of Manchester			
ACCOUNT APPLICATION FORM			
PERSONAL DETAILS			
Surname		Mr, Mrs, Ms.	
First Name		Male/Female	
Home Address			
Owner <input type="checkbox"/>	Renting <input type="checkbox"/>	Living with Parents <input type="checkbox"/>	
Home Phone			
Mobile Phone			
Email Address			
Date of Birth		Please tick	Married <input type="checkbox"/>
Country of Birth		approximate box:	Single <input type="checkbox"/>
EMPLOYMENT DETAILS			
Occupation			
Employer's Name and Address			
Gross salary per month			
Length of time in your present employment			
PRESENT BANK DETAILS			
Bank Name and Address			
Type of Account	Deposit <input type="checkbox"/>	Current <input type="checkbox"/>	
NEW BANK ACCOUNT DETAILS			
Type of Account	Deposit <input type="checkbox"/>	Current <input type="checkbox"/>	
Specimen Signature			
Declaration: I certify the accuracy of the information given above.			
Signature			
Date			

FIG. 1. Specimen account application form

electronic version. Filling in an electronic form makes life much easier when completing it.

The majority of forms though are now available electronically. Sometimes you download an electronic Word document or it can

be an online form. The advantage of these methods is that you can cut and paste and spell check. Misspelling on an electronic form is inexcusable. If you are using an electronic form, ensure your font size is big enough to read: a minimum of 10 point and a maximum of 12. Also use a clear font like Times New Roman, Arial, Calibri or Tahoma unless the form is specifically set up to use a particular font.

Once completed, proofread the form and get a friend to check it. Keep a photocopy to get the material in the future. If you need more space to answer a question, and the form does not forbid it, use separate sheets.

8. Read aloud paragraphs 2 — 3 of the text.

9. Find in the text the paragraphs saying about the electronic forms and translate them into Russian.

10. Explain the following references.

- You can complete *it* in draft on the photocopy...
What does the pronoun *it* refer to?
- ...if *it* says to use capital letters, then do so.
What does the pronoun *it* refer to?
- ...it can be an online form.
What does the pronoun *it* refer to?
- The advantage of *these* methods is that you can cut and paste and spell check.
What does the pronoun *these* refer to?
- If you need more space to answer a question, and the form does not forbid *it*, use separate sheets.
What does the pronoun *it* refer to?

11. Find in the text some key words and expressions to speak about telephone skills. Retell the text in English.

SECTION 3

SPEAKING

12. Practise the following dialogues.

Dialogue 1

- A.: Could you help me to fill in this form?
 B.: Sure. I'll be glad to. What's your question?
 A.: Should I list my most recent job first?
 B.: That's right. List your most recent job first.
 A.: What about "reason for leaving"?
 B.: You can say the salary wasn't high enough.

Dialogue 2

- A.: Could you help me with this form?
 B.: I'll try. What's your question?
 A.: I left my last job because my mother was ill.
 B.: I suggest you write "family illness".
 A.: Shall I write it where the form says "reason for leaving your job"?
 B.: That's right. That's my advice.

13. Fill in the missing questions of the dialogue. Then practise it.

Dialogue 3

- A.: Could you help me to fill in this form?
 B.: With pleasure. What are your questions?
 A.: _____?
 B.: Everyone has a family name — the same name your other family members share. Family names are also known as last names or surnames.
 A.: _____?
 B.: Everyone also has a given name — that's the name your parents chose for you when you were born. This is also known as your first name, Christian name or sometimes on forms you'll see it called a forename.

- A.: _____?
 B.: However in the UK, and in fact in many other countries, people also have middle names. This is a name your parents will also choose for you — it might be that there is a much-loved relative your parents want to name you after, or maybe there is a tradition that every boy in your family has that name. It could just be that your parents like the sound of that name with your first name. Middle names are only usually used on forms and official documents though.
- A.: _____?
 B.: Your initials are the first letters of your first, middle and family names. So if your first name is John, your middle name is Robert and your family name is Smith — your initials will be J.R.S. On forms you are often asked for your family name and initials, so John Robert Smith would be J.R. Smith. The actress Nicole Kidman's full name is Nicole Mary Kidman — so her initials and family name are N.M. Kidman.
- A.: _____?
 B.: When you see the word *title*, it means how you are referred to officially: Mr or Mrs/Miss/Ms.
- A.: _____?
 B.: You often see D.O.B. written on forms. This stands for *date of birth* — the day you were born.
- A.: _____?
 B.: You might see the words *Print your name* on a form next to your signature. Here, print means *to write clearly* — not in joined-up writing. Sometimes signatures are hard to read so you have to print your name so that your name can be easily read.
- A.: _____?
 B.: To write on a form in *Block Capitals* means to write every letter as a capital so that it is easier to read your form.
- A.: Thank you very much.
 B.: I hope that I have cleared up your confusion and given you some good advice to help you when filling in forms.

14. Using the above dialogues as a guide, make up dialogues of your own and discuss some other information requested on a form:

- | | |
|-----------------------|-----------------------------|
| a) write in boxes; | e) country of origin; |
| b) contact telephone; | f) your present occupation; |
| c) title; | g) previous employment; |
| d) sex/gender; | h) dependents. |

SECTION 4

LISTENING

15. Listen to the text "The Survey Form: Evaluation of Teaching and Courses". Answer the questions that follow.

1. What organization conducts an evaluation survey?
2. What is the purpose of the evaluation process?
3. How often is the survey conducted?
4. Why should students fill in survey forms?
5. Should a survey form be signed by students?
6. What web page is used to fill in a survey form?
7. What is the procedure of submitting survey forms?
8. What are the evaluation dates?
9. Can a student submit evaluations regarding a teacher?

16. As you listen, make notes under the following headings.

1. Part A of the survey form.
2. Part B of the survey form.
3. Students' registration for the next term.

17. Check your answers with your groupmates and tapescript 5 of the text. Look up the words you do not know in the dictionary, and learn them.

18. Retell the text about the procedure of conducting the evaluation survey and filling in survey forms.

19. Tell your groupmates about some other types of evaluation surveys.

SECTION 5

WRITING

20. Forms do not usually ask questions, but they ask for information. Match an expression in A with a question in B.

A	B
1. First name	a. When were you born?
2. Surname/Last name	b. Where are you living now?
3. Title	c. What degree/diploma do you have?
4. Date of Birth	d. What is your phone number?
5. Place of Birth	e. Are you married or single?
6. Country of origin	f. What is your family name?
7. Present address	g. How much do you earn a year?
8. Permanent address	h. What is your rank/status?
9. Marital Status	i. What do you do in your free time?
10. Occupation	j. Where do you come from?
11. Annual income	k. What is your first name?
12. Qualifications	l. Where do you live?
13. Hobbies/Interests	m. What do you do?
14. Tel. no.	n. Where were you born?

21. Forms ask you to do certain things. Do the following.

- a) Write your name in block capitals. _____
- b) Put a cross if you are male. ☐
- c) Put a tick if you are a female. ☐
- d) I am a university student / an employee / an employer
- e) Delete where are not applicable.

- f) Sign your name.
 g) Please specify which presentation session/s (up to two) you would like to attend.
 h) Please specify dietary requirements for lunch (including if vegetarian / non-vegetarian / other):
 i) Would you like to join the dinner reception (Yes / No)?

22. Study the parts and some features that are characteristic of some forms. Practise filling them in.

a) *An application form to open a bank account.*

ACCOUNT APPLICATION FORM			
PERSONAL DETAILS			
Surname		Mr, Mrs, Ms.	
First Name		Male/Female	
Home Address			
Owner <input type="checkbox"/>	Renting <input type="checkbox"/>	Living with Parents <input type="checkbox"/>	
Home Phone			
Mobile Phone			
Email Address			
Date of Birth		Please tick	Married <input type="checkbox"/>
Country of Birth		approximate box:	Single <input type="checkbox"/>
EMPLOYMENT DETAILS			
Occupation			
Employer's Name and Address			
Gross salary per month			
Length of time in your present employment			
NEW BANK ACCOUNT DETAILS			
Type of Account	Deposit <input type="checkbox"/>	Current <input type="checkbox"/>	
Specimen Signature			
Declaration: I certify the accuracy of the information given above.			
Signature			
Date			

b) *A membership application form.*

Application for Membership		DVD WORLD
First Name: _____		
Surname: _____		
Title:	Mr <input type="checkbox"/>	Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/>
Address: _____		
Telephone: _____		
Daytime Contact Number: _____		
Date of Birth: _____		
I am applying for membership of DVD World. I agree to abide by the rules of DVD World. I declare that the information given above is true and correct to the best of my knowledge.		
Signature: _____		
Date: _____		

c) *A visa application form.*

APPLICATION FOR VISA		Embassy
		Non-Immigrant
		Tourist visa
		Transit visa
		(underline words required)
Mr.	Countries for which passport is valid _____	
Mrs.		
Miss name (in block letters) surname		Date of previous visits to _____
Former name		Purpose of visit _____
Nationality		Date of arrival in _____
Nationality at birth		Duration of proposed stay _____
Birth place		Proposed address in _____
Date of birth		Local guarantor and address _____
Profession (specifying post at present held)		
Present address		
Permanent address (if different from above)		Travelling by _____

Names, dates and places of birth of minor children if accompanying you _____

ATTENTION FOR TOURIST:

I hereby declare that the purpose of my visit to _____ is for pleasure only and that in no case I shall engage myself in any profession or occupation while in that country.

Passport No. _____

Issued at _____

Date of issue _____

Expiry date _____

Signature _____

Date _____

FOR OFFICIAL USE

Kind of visa and No. _____

Date of issue _____

Expiry date _____

Evidence _____

Fees _____

Signature _____

d) A hotel registration form.**HILTON HOTEL**

Surname: _____ First Name: _____

Address: _____

City: _____ Country: _____ Postal Code: _____

Tel. No.: _____ Fax No.: _____

e-mail: _____

Room type required: _____

Single or Double occupancy _____

Arrival Date: _____ Departure Date: _____ Total: _____ nights

Flight Carrier: _____ Arrival time at Athens Airport: _____

I authorise the Hotel to charge my credit card with the amount indicated above as advance payment for _____ nights stay (please print).

Credit Card type: _____ Number: _____

Exp. Date: _____

Cardholder Name: _____ Signature: _____

Date: _____

23. Use the Internet to find the information regarding some other types of forms. Choose one and fill it in. Present this form to the class.

**STUDYING ABROAD****SECTION 1****VOCABULARY AND WORD STUDY**

1. Read and memorize the active vocabulary to the Text "Applying to Study Abroad" and translate the given sentences.

1. course [kɔ:s] *n* — курс (обучения, лекций и т.п.)

complete a course — окончить курс обучения

do (take) a course — изучать курс

They are going away on a training *course* next week. It takes a year to *complete this course*, and there is assessment included within the *course*. She is *doing (taking)* a chemistry *course* this term.

2. issue ['ɪʃu:, 'ɪʃju:] *n v* — выдача; выпуск, издание; выдавать; выпускать, издавать

issue a diploma [di'pləʊmə] — выдавать диплом

An old *issue* of "Civil Engineering" lay on the table. Each employee *will be issued* an identification card. The Post Office *will issue* a new first-class stamp. The University *will also issue* diplomas to graduates who are not able to participate in the graduation ceremony.

3. **experience** [ik'spiəriəns] *n* — опыт (жизненный); квалификация, мастерство

work experience — опыт работы

She has *the experience* for this job. Many firms understand that giving *work experience* to students will benefit everyone.

4. **opportunity** [ˌɒpə'tju:nəti] *n* — возможность, случай

take the opportunity (of) — воспользоваться случаем

present an opportunity [pri'zent] — предоставлять возможность

Studying abroad provides a great *opportunity* to learn a foreign language. I would like *to take this opportunity* to thank everyone who helped me with this book. The Career Centre *presents an opportunity* for postgraduates to assist them in preparing work applications.

5. **obstacle** [ˈɒbstəkl] *n* — препятствие, помеха

overcome obstacles [ˌəʊvə'kʌm] — преодолевать препятствия

Lack of experience is a major *obstacle* for her opponent. How can you *overcome the obstacles* on the way to your goals?

6. **degree** [di'ɡri:] *n* — звание, (академическая/ученая) степень, квалификация

bachelor's degree [ˈbætʃələ] — степень бакалавра

master's degree [ˈma:stə] — степень магистра

PhD degree [ˌpi: eitʃ 'di:] (**Doctor of Philosophy**) — степень доктора

earn a degree [ə:n] — получить степень (квалификацию)

She has *a degree* in English. *A bachelor's degree* takes three or four years to complete. *A master's degree* is an important step in any career field. The focus of the *PhD* programme is to enable students to achieve the competence required to research and write an original doctoral thesis. Students *earn the degree* after a four-year course of study.

7. **grade** [ˈɡreɪd] *n* — отметка, оценка

receive a grade [ri'si:v] — получать оценку

John never studies, but he always gets good grades. I received a grade lower than I expected yesterday.

8. **involve** [in'vɒlv] *v* — включать в себя, вовлекать

His work *involves* a lot of travelling.

9. **enrol(l)** [in'rəʊl] *v* — зачислять

enrollment [in'rəʊlmənt] *n* — зачисление, прием

I *enrolled for/in/on* the modern art course. The college *enrolls* 2000 students. *Enrollment* has to be done by you in person at the Registry Office. Some increases in *enrollment* occurred in this University.

10. **background** [ˈbækgraʊnd] *n* — образование, квалификация; (биографические/анкетные) данные, происхождение

The school has pupils from many different ethnic and religious *backgrounds*. His education *background* is in the study of Psychology.

11. **fee** [fi:] *n* — взнос, сбор; гонорар, вознаграждение

application fee — регистрационный сбор, заявочная пошлина

How much is *the fee*? *The fees* will be about 25% of the total cost. *Application fees* can be paid online by credit card.

12. **submit** [səb'mɪt] *v* — подавать, представлять (документы)

submit an application — подавать заявление

submission [səb'mɪʃ(ə)n] *n* — подача, представление

Requests *were submitted* in writing. *Submit* your *application* no later than May 5th. No date was set for *the submission* of applications.

13. **CV (curriculum vitae** [kəˌrɪkjʊləm 'vi:tai/'vaiti:])/résumé [ˈre(i)zjumeɪ] (AmE) *n* — (краткая) автобиография, резюме

Try and get some experience in languages — it would look good on your *CV*. Candidates interested in the position should submit their *résumés* to the Office of Human Resources.

14. **admit** [əd'mit] *v* — принимать (в колледж, университет, клуб и т.п.); впускать, допускать

The number of British students *admitted* to university dropped last year. Men will not be *admitted* to the restaurant without a tie.

15. **score** [skɔ:] *n* — количество набранных баллов (очков)

Every student is expected to get a perfect *score* on these tests.

16. **statement** ['steitmənt] *n* — отчет; выписка из счета; заявление, утверждение; декларация

financial statement [faɪ'næns(ə)l] — справка о финансовом состоянии

He receives a bank *statement* once a month. The punishment for making false *statements* to the tax authorities can be severe. His office issued an official *statement* concerning his departure. We will need to review your recent *financial statement*.

17. **bank account** [ə'kaunt] — счет в банке

account statement — выписка из банковского лицевого счета

My salary is paid directly into my *bank account*. Your monthly *bank account statement* gives you a detailed review of the activity in your account for a specific period of time.

18. **tuition** [tju:'ɪf(ə)n] *n* — обучение; плата за обучение

tuition fee — плата за обучение

pay one's tuition — платить за обучение

expense [ɪk'spens] *n* — расход, трата; (*pl*) расходы, затраты

at one's own expense — за свой счет, на свои средства

At the beginning of each semester, all students must pay for *tuition*. All *tuition fees* are subject to an annual review. He *paid* his entire spring semester *tuition*. Our biggest *expense* this year was our summer holiday. I need the receipt in order to claim travel *expenses*. Some students study at overseas schools *at their own expense*.

19. **cost** *n v* — цена, стоимость; (*pl*) расходы, издержки, затраты; стоить, обходиться

living costs — прожиточный минимум

What is *the cost* of a new computer? How much does it *cost*? We had to increase prices this year just to cover our *costs*. *Living costs* when studying abroad vary from country to country.

20. **transcript** ['trænskript] *n* — копия; расшифровка (стенограммы и т.п.)

academic transcript [ˌækə'demɪk] — копия документа об успеваемости и прослушанных курсах

You must submit your college *transcript* with your job application. If you applied directly to the University Study Abroad Programme, a copy of your *academic transcript* will be sent to the address you have listed as your mailing address.

2. Match the words with the definitions below.

a) score b) CV c) tuition d) diploma e) grade f) degree
g) PhD h) master's degree i) bachelor's degree j) transcript

1. a mark for the standard of a piece of college- or schoolwork;
2. a college or university degree that is higher than a bachelor's degree;
3. the number of marks, points made in a test or competition;
4. an official document of a college or university, which lists a student's classes and grades received;
5. teaching or instruction;
6. a first college or university degree;
7. a title given by a university or college to a student who has completed a course of study successfully;
8. a short written account of a person's education and past employment;
9. a high-level university degree, which you get by doing original research and writing a thesis;
10. an official paper showing that a person has successfully finished a course of study or passed an examination.

3. Match the English word combinations with the Russian equivalents. Use them to make sentences of your own.

- | | |
|------------------------------|------------------------------|
| 1. to submit an application | a. получить степень |
| 2. to overcome obstacles | b. изучать курс |
| 3. to earn a degree | c. получить оценку |
| 4. to complete a course | d. подавать заявление |
| 5. to pay one's tuition | e. воспользоваться случаем |
| 6. to receive a grade | f. предоставлять возможность |
| 7. to take a course | g. окончить курс обучения |
| 8. to present an opportunity | h. выдавать диплом |
| 9. to issue a diploma | i. преодолевать препятствия |
| 10. to take the opportunity | j. платить за обучение |

4. Match the following attributes on the left with a suitable noun on the right.

- | | |
|----------------|----------------|
| 1. living | a. experience |
| 2. bank | b. background |
| 3. work | c. fee |
| 4. English | d. costs |
| 5. application | e. transcript |
| 6. educational | f. proficiency |
| 7. academic | g. statement |
| 8. financial | h. expense |
| 9. own | i. account |
| 10. tuition | j. fee |

5. Read and translate the following sentences. Pay attention to the meaning of the words and word combinations given below.

- I. a) degree *n* — уровень; градус; звание, (ученая) степень
 b) in some degree — в некоторой степени
 c) to a certain degree — до известной степени
 d) not in the slightest degree — ничуть, нисколько

1. Culture shock is a phenomenon that most students experience to some degree when they study abroad. 2. This job

demands a high degree of skill. 3. Culture shock can be felt to a certain extent when abroad on holiday. 4. He was not in the slightest degree disturbed. 5. To what degree do you think we will be providing a better service? 6. There are 360 degrees in a circle. 7. To some degree I think that is right, but there are other factors which affect the situation. 8. Water boils at 212° degrees Fahrenheit and 100° degrees Celsius/Centigrade. 9. "What degree did you do at York?" — "Architecture".

- II. a) score *n* — количество набранных баллов (очков); счет, количество очков (в игре)
 c) scores *n* — множество
 b) score *v* — подсчитывать баллы (очки); выигрывать, иметь успех
 d) score out — вычеркивать
 e) on that score — на этот счет, в этом отношении

1. The company will pay your travel expenses, so don't worry on that score. 2. Have you heard the latest football score? 3. A student from my group managed to score 1600 points on the college entrance exam. 4. There were scores of people there, maybe eighty or more. 5. He is going to score out two names on the list. 6. She could certainly score with her latest novel. 7. The final score was 3–2. 8. He had a very low test score.

- III. a) account *n* — счет, расчет, подсчет; отчет, сообщение
 b) account for *v* — отчитываться (в чем-л.); отвечать (за что-л.); объяснять; составлять
 c) on smb's account — за счет кого-л.
 d) on account of — из-за, вследствие
 e) on no account — ни в коем случае

1. If your education abroad was interrupted on account of a medical condition, we reimburse the current term fee paid. 2. Can you account for your absence last time? 3. Employees must on no account make personal phone calls from the office. 4. Give us a full account of your study abroad. 5. He made some telephone calls on his account. 6. I would like to open an account

with this bank. 7. Exports account for 35% of sales. 8. He was accounted a genius by all who knew his work.

6. Fill the gaps with the suitable words below and define parts of speech.

I. a) enrol(l) b) enrollee c) enroller d) enrol(l)ment

1. The Study Abroad Office will send you an electronic confirmation of _____ via email. 2. I could _____ on an architecture course as a full-time student. 3. The Table shows average annual spending per _____. 4. The university can _____ 5,000 students. 5. This university is the largest _____ of international students.

II. a) admit b) admittance c) admittedly
d) admission e) admissible d) admissibility

1. A change of the university during the study will only be _____ with the prior approval of the university you go to. 2. Students in the U.S. have _____ been studying abroad in record numbers lately. 3. The final decision on _____ is always made after your application has been reviewed by the board of the programme. 4. I called at his house but was refused _____. 5. Your _____ to the programme depends on your academic background. 6. American universities _____ new students twice a year.

III. a) involve b) involved c) involvement

1. He reported on the increasing _____ of Italian students in study abroad programmes. 2. These jobs _____ travelling abroad for two months each year. 3. My time-table for Thursday is becoming very _____.

SECTION 2

READING AND DISCUSSION

7. Before you read the text "Applying to Study Abroad", discuss these questions with your groupmates or teacher.

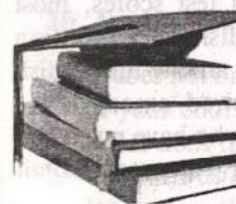
- Are there any advantages of studying abroad?
- What forms, documents and letters are required to apply to study abroad?
- What is the structure of a CV?
- Have you ever taken the TOEFL?
- What is an academic transcript?
- What information should an applicant's essay provide the university with?

8. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

APPLYING TO STUDY ABROAD

Studying abroad gives students the chance to live overseas, integrate themselves into a totally foreign culture, meet other students, and travel. Pursuing an education abroad can be a transformational experience. It does not only present an opportunity to absorb the content of your course but also a whole new way of life. You learn to use your strengths to the fullest and overcome obstacles on the journey towards earning your degree. In the process, you also become adept at skills, making you invaluable to your future workplace.



A mortarboard

If the decision on the country and programme has been made, it is time to apply. Students applying to study abroad will be asked to complete forms and write letters during the application process. This will usually involve completing an application form. It is a form to request permission to enroll in a university. The application form

introduces the student to the university by way of background and personal information. It is also called an enrollment form. An application fee accompanies the application form at the time of submission.

A CV or a résumé is a summary of your personal details, educational qualifications and work experience, usually sent with an application form. The aim is to give a university administration an informative and positive view of you as a potential student.

In order to be admitted into a university's programme, applicants are requested to submit a financial statement. It is an official document issued by a bank which proves there are sufficient funds in a bank account to pay for a university's tuition expenses and all living costs while enrolled in their programme.

An academic transcript is an official copy of a student's academic record detailing the courses the student has taken and each grade received. As an important document requested by universities in order to process applications, applicants must submit their transcripts in English. A number of universities have different requirements in order to receive applicants' original transcripts.

A certificate of degree or a diploma are documents issued by an educational institution, such as a university, testifying the recipient has earned a degree or has successfully completed a particular course of study. In order to be admitted into their programme, applicants must submit the last original certificate of degree or diploma earned or an official document stating the anticipated date of graduation.

In many cases, applicants must indicate their level of English proficiency when applying to their programme. Some universities do require their applicants to submit official test scores, most specifically being a TOEFL (Test of English as a Foreign Language) score. As the most recognized test among all English proficiency testing systems, TOEFL is required among some universities. For these universities, applicants who have not taken the TOEFL must apply and take the test in order to properly submit their application to their desired university.

Some universities require its applicants to write an essay in English stating the applicants' personal and academic purpose by

attending their particular programme. The applicants' essays provide universities with a better understanding of the applicants' individual nature, personality and goals. When writing their personal statement, it is essential for applicants to note what they hope to learn by attending the university's programme and how they will apply their study abroad experience to their future endeavors, whether it is towards their career or their desired way of life.

As part of the application process, some universities may request its applicants to submit reference letters (letters of recommendation) in English from those who are familiar with the applicant in either an academic or office setting. Teachers, college professors or employers are the strongest candidates to provide universities with accurate observations reflecting an applicant's personality and strengths based upon academic or work-related success. The letters must include remarks concerning the applicant's character as a student or worker, positive qualities as an individual and the applicant's strengths he or she will add to the university's programme.

Preparing and processing the above information can take time. Most departments will ask why you have chosen a particular subject and institution. Make sure you include evidence in your reply of thoughtful consideration of how your move to study abroad fits in with your long-term aims, as well as your current academic strengths and interests. Places are frequently competitive and awards or scholarships are even more so.

9. Read aloud paragraphs 1-2.

10. Explain the following references.

- a) *It* does not only present an opportunity to absorb the content of your course but also a whole new way of life.
What does the pronoun *it* refer to?
- b) *This* will usually involve completing an application form.
What does the pronoun *this* refer to?
- c) *It* is also called an enrollment form.
What does the pronoun *it* refer to?

d) *It* is an official document issued by a bank which proves there are sufficient funds in a bank account to pay for a university's tuition expenses and all living costs while enrolled in their programme.

What does the pronoun *it* refer to?

e) For *these* universities, applicants who have not taken the TOEFL must apply and take the test...

What does the pronoun *these* refer to?

11. Find in the text the information about the forms, letters and documents requested during the application process and describe them:

- a) an application form;
- b) a CV;
- c) a financial statement;
- d) an academic transcript;
- e) a certificate of degree or diploma;
- f) English proficiency test scores;
- g) an applicant's essay;
- h) reference letters.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. Practise the following dialogues.

Dialogue 1

A.: Have you ever studied abroad?

B.: No, but I really wish I had.

A.: Yeah? Did you study a language at school?

B.: I studied Japanese, and during school it just seemed to me like too much of a hassle to go over there.

A.: I see.

B.: But it would have been a really good deal. I mean, tuition is the same. It would have been a great way to learn the language.

A.: I agree with you.

B.: Did you do it?

A.: No, I didn't. And I wish I had. At college I spent two and a half years studying the Spanish language, and after I worked out the math, I think I had spent about \$5,000 in tuition just on language classes. If I had just gone overseas for six months, it would have been the same, if not cheaper, and my language would have been much more proficient.

B.: Did you take another foreign language, too, where you could have done that?

A.: Well, I took four years of German at high school.

B.: Okay.

A.: Even after four years of study, my German was terrible.

B.: Yeah. My Japanese wasn't good at all. And I finally got there after I graduated and I realized I didn't know anything.

A.: Did it take you a while to pick up the language once you were there?

B.: It did take a while, but much easier than when I was in class. It was a lot faster.

A.: When I went to Italy, after maybe four to six months there, I was able to have very basic conversations in Italian. Whereas, after four years of German study, all I could say was, "I come to school by bus."

B.: Yeah. My kids are definitely going to study abroad.

A.: Mine, too.

Dialogue 2

A.: You speak English so fluently. I know English just a little bit and I want to improve it.

B.: Thanks. This summer I've been to the UK as a student on the Intensive Course for English Language Development.

- A.: I've also thought about it. Tell me about these courses.
 B.: It's the Summer Study Programme. You can study for four or eight weeks and create a programme of study which suits your own learning needs.
 A.: Who can study there?
 B.: All students over 18 years of age with intermediate or advanced English level.
 A.: What are the aims of these courses?
 B.: It's the possibility to improve your English language skills.

15. Make up and act dialogues of your own, using dialogues 1 and 2 as a guide.

Situations.

You meet your friend and talk about:

- your experience in learning English or other foreign languages;
- the English course you are taking now;
- study abroad opportunities;
- your plans to go to learn English abroad;
- study abroad costs.

16. Fill in the missing questions of the dialogue between Michael, a student who would like to go study abroad, and Mrs Jane Roberts, the Director of the Study Abroad Centre. Then practise this dialogue.

Dialogue 3

- A.: _____?
 B.: Travelling to other countries gives a lot — exposure to a wide variety of cultures, languages, and ways of life. The Centre has study abroad programmes in more than 40 countries. We offer you — literally — a whole world of opportunities!
 A.: _____?
 B.: Study abroad is something for everyone! No matter what major you choose, studying abroad is an option. The staff

at our Center will work with you to make studying abroad not just a possibility, but a reality.

- A.: _____?
 B.: At the Center, we will walk you through the whole process, from choosing a programme, to the logistics of travel, to re-entry to your home country. We provide as many resources as possible to make it easy for you to study abroad. We even have a special camera to take passport photos right here in the Centre. In fact, lots of students come back and say, "I didn't realize it would be that easy!"

- A.: _____?
 B.: Our students who have studied abroad are the best people to talk to because they've been there and done that! When you receive your college or university email address as a first-year student, you can join our Centre Facebook group called "I Want to Study Abroad." On the site, you can read about other students' experiences, ask questions, view trip photos, and get practical advice on travelling in other countries.

- A.: _____?
 B.: No, studying abroad does not have to be expensive! We try hard to keep the costs of our programmes in line with the cost of on-campus study. In fact, many of our study abroad programmes have no additional costs — we even pay for your international airfare! Some of our programmes do have an external programme fee, but that includes everything, even airfare. There are also some scholarships available for study abroad.

- A.: _____?
 B.: We don't just send our students off to other countries and let them fend for themselves. Our dean of external programmes has visited all of our programme sites, so we know these programmes well. Before you travel, we provide informational sessions and materials to help you stay as safe as possible. If for some reason the Centre cancels a programme for safety reasons, we will pay for any financial implications.

A.: _____?

B.: Things just work differently in other cultures, and learning to navigate different educational systems can be especially challenging. In England, for example, you might have one paper or exam that serves as your grade for the entire course. But, again, there are on-site directors to help you figure things out. Learning to understand a different culture can also be fun and exciting!

A.: _____?

B.: Students who return from a term or year abroad seem to be more mature and focused, and they see the world in a whole new way. Study abroad really can have an impact on all of your life. It can help you discover what it is you really want to do, and might even help shape your career goals.

A.: _____?

B.: None of our students have ever returned to their home countries because they just didn't like studying abroad. Yes, you'll most likely experience some degree of "culture shock", but we will help you to prepare for this before you even get on the plane. But, trust us, you're going to love it!

17. Use the Internet to find some information about different study abroad programmes. Choose one and make up a dialogue of your own to discuss the above problems. Use dialogue 3 as a guide.

SECTION 4

LISTENING

18. Listen to the text "Why Study Abroad?". Answer the questions that follow.

1. What are the reasons to study abroad?
2. Can living away from home help you adjust in transition to adulthood?

3. How can the knowledge of a foreign language contribute to your future career?
4. What skills can study abroad provide you with?
5. Where did Andrew, Christina and Matthew study?

19. Three people are talking about study abroad. Take notes and compare them with the ones of your groupmates.

Andrew
Christina
Matthew

20. You will hear the numbers given below in the chart. Say what these numbers refer to.

560	35,000	10,000 000	1
-----	--------	------------	---

21. Check your answers with your groupmates and tapescript 6 of the text. Look up the words you do not know in the dictionary.

22. Retell the text about the people's experience in study abroad.

23. Tell your groupmates about your experience in study abroad.

SECTION 5

WRITING

24. Read and translate the advertisement of Active Learning School in London.

Active Learning School of English in London

Active Learning was founded in 1991 and is one of London's favourite learning centres. We are justly proud of our reputation for high academic standards in an atmosphere that is creative and productive. Our teaching method focuses on individual achievement and our motivated team, teachers and administration, are highly goal oriented in terms of student accomplishment.

Our Courses

We have a range of courses to suit your needs. If you are coming to London for just a few weeks you may prefer a very intensive course. Students who stay with us for a year or more usually want to study for just a few hours each day.

What course is for me?

We offer:

- ☒ General English: Intensive, Semi-Intensive and Part-Time
- ☒ English for Business which can be combined with General English
- ☒ Examination Courses: IELTS, Cambridge Examinations, FCE
- ☒ Skills Courses: Writing, Reading, Listening and Speaking
- ☒ Courses to help you prepare for further and higher education
- ☒ Summer Courses
- ☒ Open year round

Contact us

Tel.: +44 20 8748 6665
Fax: +44 20 8748 6773

Active Learning
(School of English, London)
4a King Street
London W6 0QA
UK

25. Imagine that you are willing to take an English Language course at Active Learning School. Fill in the registration form.

PERSONAL DETAILS

First Name _____
Family Name _____
Address _____
Country _____
E-mail _____
Tel. no. _____
Fax no. _____
Date of Birth _____
Occupation _____
Male/Female _____
How did you hear about us? _____
(a friend, British Council, Internet search, advertisement)
If other, please specify: _____

ACCOMMODATION

Number of weeks _____
Do you smoke? (Yes/No) _____

PROGRAMME

Course _____
Course Duration _____
Starting Date _____
Level of English _____
(Beginner, Basic, Lower Intermediate, Intermediate, Upper Intermediate, Advanced)

PAYMENT DETAILS

Methods of Payment _____
(Credit Card/Bank Transfer — Fees will be transferred to)
How much would you like to pay now — deposit or full amount? _____

26. Use the Internet to find some English language school information or contact a university in your area and ask about a course you are interested in. Fill in a registration form provided and present it to the class.

27. If you have decided on the country and programme, it is time to apply. This will usually involve your writing letters. Read and translate the letters regarding study abroad.

a) *A letter requesting a leaflet of the programme.*

Belgorod Shukhov State
Technological University
Department of Architecture
46, Kostyukov street
308012 Belgorod
Russia

12th May, 2011

The Admission Office
University of Bath
Department of Architecture
Bath, BA2 7AY
UK

Dear Sir/Madam

I am currently studying at Belgorod Shukhov State Technological University, Russia (Department of Architecture). I would like to apply for the graduate programme at your university.

Please send me a description of your graduate programme in Architecture. I would also like to have all the necessary application forms and any additional information necessary to arrange my stay.

Thank you in advance for your kind assistance.

Sincerely,

Boris Klimov

b) *A letter requesting a supervisor.*

Belgorod Shukhov State
Technological University
Department of Architecture
46, Kostyukov street
308012 Belgorod
Russia

20th June, 2011

University of Bath
Department of Architecture
Bath, BA2 7AY
UK

Dear Dr. David Craig

I am Boris Klimov. I am from Russia. I have recently graduated from the Department of Architecture (B.Arch programme) of Belgorod Shukhov State Technological University (Belgorod, Russia). Soon I am planning to apply for University of Bath in order to perform M.Arch research there.

As my intention is to study Landscape Architecture and I am familiar with some of your books I would like to ask you to become my future supervisor. You can find my CV in the attachment of this letter. I hope it will help you to make a decision.

Please let me know your opinion. I really hope that your answer will be positive.

I look forward to hearing from you at the earliest opportunity.

Sincerely,

Boris Klimov

Encl.: CV

c) *A letter requesting financial assistance.*

Belgorod Shukhov State
Technological University
Department of Architecture
46, Kostyukov street
308012 Belgorod
Russia

22nd August, 2011

The Admission Office
University of Bath
Department of Architecture
Bath, BA2 7AY
UK

Dear Sir/Madam

I have recently applied for the M.Arch programme in the Department of Architecture of University of Bath. I am from Russia and would like to be considered for financial assistance to cover my costs at your university. Please send complete information about funding openings for students from Russia, Central Europe or the former Soviet Union or any other categories for which I may be eligible.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Boris Klimov

28. Use the Internet to find some information regarding study abroad programmes. Choose one and write similar letters. Present them to the class.

29. Study the organisation of this sample academic transcript issued by University of Bath, UK.



Student Name: [FIRST NAME] [MIDDLE NAMES] [SURNAME]
Department: Architecture and Civil Engineering
Programme Title: BEng(Hons) Civil Engineering
Language: English
of Instruction: English
Start Date: 02 October 2006
Award Name: Bachelor Of Engineering In Civil Engineering
Date of Award: 17 June 2009
Registration Number: 012345678
HESA Number: 0000012345678
Degree Class Awarded: First Class Honours

Year 1 Results (2006/7)

Unit Code	Unit Title	Credits		Mark	
		Awarded	Attempt (%)	Outcome	
AR10003	Building environment 1	6	1	78	Pass
AR10014	Detailed design 1	6	1	64	Pass
AR10040	History & theory of architecture 1.1	3	1	82	Pass
AR10059	Mathematics 1a	3	1	85	Pass
AR10079	Structures 1	6	1	87	Pass
AR10244	Design studio 1.1	6	1	70	Pass
AR10033	Geology	6	1	63	Pass

Year 3 Results (2008/9)

Unit Code	Unit Title	Credits		Mark	
		Awarded	Attempt (%)	Outcome	
AR30317	Project C3A	9	1	68	Pass
AR30344	Civil engineering hydraulics 2	6	1	62	Pass
AR30069	Project C3B	6	1	64	Pass
AR30207	Bridge engineering 1	3	1	73	Pass
AR30309	Civil engineering management 2	6	1	66	Pass
AR40283	Lightweight structures	3	1	67	Pass
AR30315	BEng dissertation	12	1	75	Pass

Issued by: Ann White, Academic Registrar

Date: 4 May 2010

Signature:

30. Read the following sample academic transcript translated from the Russian language.

Moscow Technical University				
Morozov street, build.20, Moscow, Russia, Zip code:115409, Phone : 011(7-495) 333 22 33. Fax : 011 (495) 333 22 66				
This is to testify that Boris Ivanovich Klimov studied at Moscow Technical University from 1 September, 2001 to 30 June, 2006. In the course of the full-time curriculum at the Department of Physics B.I. Klimov, who was majoring in Physics of Solid Materials, studied the following courses and passed the following examinations and tests:				
Course Title	Grade Exam	Final Test	Hours/ Semester	
Year 1 Term 1				
1. Mathematical Analysis	excellent	passed	148	
2. General Physics	excellent	passed	105	
3. Laboratory course: Mechanics		passed	60	
4. Analytical Geometry and Vector Analysis		passed	30	
5. English		passed	60	
Year 1 Term 2				
1. Mathematical Analysis	excellent	passed	120	
2. General Physics	excellent	passed	90	
3. Laboratory course: Molecular Physical		passed	60	
4. Analytical Geometry and Vector Analysis	excellent		60	
5. Differential Equations	excellent		30	
6. English		passed	60	
<...>				
Year 5 Term 10				
1. Theoretical Quantum Electronics		passed	54	
2. Interaction of Radiation with Matter	excellent		54	
3. Theory of Solids	excellent		54	
4. Experimental methods of solid physics		passed	36	
5. Educational and Research Practice		passed	72	
6. Pre-degree research				
The student B.I.Klimov, within the framework of the field work and internship in accordance with his major, accomplished the assignments with an excellent (A) mark. The graduate's thesis topic: "Adjustable source of radiation for fiber-optical lines" — excellent (A).				
30 June, 2006				
Dean of the Faculty of Experimental Physics				

31. Write your own academic transcript in English based on the models above. Present it to the class and discuss it.

32. Read the information about some specific features of reference letters (letters of recommendation).

The exact structure of a reference letter will differ slightly depending on the type of reference it is, but this is a good basic outline:

1. Start using the business letter format: put the recipient's name and address, if known, and address them as "Dear [name]". If the recipient is currently unknown (this would be likely on an academic application, for instance), then use "Dear Sir/Madam" or "To whom it may concern".

2. It is often helpful to introduce yourself in the first couple of lines of your letter. The recipient will not need your life history: just give a brief sentence or two explaining your position and your relationship to the candidate.

3. Your next paragraph should confirm any facts which you know the candidate will be supplying along with your letter. For example, if you are writing a reference letter for an academic course, you will need to confirm the person's academic grades.

If you are writing a reference for a job applicant, some or all of these details may be appropriate:

- the person's job title, and role within the company;
- the person's leaving salary when he/she was last employed by you (or your organisation).
- the dates which the person was employed from and until.

4. In your third paragraph, you should provide your judgement upon the candidate's skills and qualities. It is often appropriate to state that their contributions to your college class were highly valued. Single out any exceptional qualities that the candidate has — perhaps their drive and enthusiasm, their attention to detail, or their ability to lead.

5. Close your letter on a positive note, and if you are willing to receive further correspondence about the candidate's application, make this clear. Include your contact details too.

6. As with any business letter, you should end appropriately: "Yours sincerely" when you are writing to a named recipient, and "Yours faithfully" when you do not know who will be receiving the letter.

33. Read and translate the following sample reference letters.

A.

15th October, 2011

Dear Madam/Sir
(or To Whom It May Concern),

I am writing in support of Edward Miller for a study abroad programme. I have known Edward since September, 2008. He was a member of a small Interior Design tutorial that I taught in 2008 – 2009. Edward was an active and conscientious member of the class. He challenged the rest of the class to consider issues from new perspectives and often asked very penetrating and important questions. He chose to take on difficult topics and handled them well. His assignments were well-written, well-supported, organized, neat, and timely. It was evident that Edward really desired to learn more and challenge himself.

Edward also has interest outside of academics. He has been an active member of the university singing group and the campus tennis club. Edward's personality is wonderful. He is outgoing and friendly, but not dominating. He has an obvious and sincere concern for others.

Edward Miller would be a wonderful student to have at your university. He has skills that he is eager to share, but he is just as eager to learn. I feel very confident that he will be extremely successful in all his future endeavours. He is a focused and determined young man. I highly recommend him for the programme.

Should you require any further details regarding Alice Brown, you may contact me at 0000-0000. My e-mail is patricia.smith@123.net.

Yours faithfully,

Patricia Smith
Professor of Architecture
University of Leeds

B.

20th November, 2011

Dear Madam/Sir
(or To Whom It May Concern),

I am writing in support of James Green, who is applying for a study abroad programme. He has been a student in my history classes for the past two years. During that time, I have found him to be both a strong student academically and a role model and leader for his peers.

James is the type of student who always takes the initiative to help out fellow students who may not quite grasp the material, and he does so in a way that is neither condescending nor boisterous. Though he is aware of his own intelligence, as evidenced by his willingness to challenge himself with honours courses and extra credit work, he has an air of modesty about him that makes him approachable and well-liked among his classmates.

In addition to being James' teacher, I also had the opportunity to serve as an advisor for the school community service organization he founded. James single-handedly organized group meetings to encourage student participation, and contacted local organizations to coordinate volunteer opportunities. Though I was his go-to person for advice, I trusted him completely in managing the group on his own.

James would make an excellent addition to the programme. I recommend him without hesitation. Should you have any questions, please feel free to contact me.

Yours faithfully,

Dr. Samuel Higgings
Professor of History
University of London

C.

29th March, 2011

To Whom It May Concern:

It gives me immense pleasure to write in recommendation of John Smith for admission to your graduate programme in Applied Mathematical Marketing. I have known John for three years, and have instructed him in four separate courses. I have also served as John's academic adviser for the last two years.

John has routinely ranked in the top 10% of his class, and is consistently one of the top students in each of his individual courses. He is hardworking, energetic and curious. I have no doubt that he will succeed in his future academic endeavours.

Last semester, John presented his mathematical model for determining sales patterns amongst video game magazines. Not only did this project earn him top honours, the ABC Company took notice and has now hired John on for a summer internship. This project was carried out during the course of one semester, demonstrating John's strong work ethic.

I have no doubt that John will make a tremendous impact on the world at large. I am positive he will make outstanding contributions to your programme.

Yours faithfully,

Dr. Thomas Cook
Professor
University of Manchester

34. Imagine that you have been asked to write a reference letter for one of your groupmates applying for a study abroad programme. Using the above information, write a reference letter. You have a high opinion of a candidate and confidently recommend him/her. Supply your own details.



PARTICIPATING IN A CONFERENCE



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "An Academic Conference" and translate the given sentences.

1. **academic** [ˌækəˈdemɪk] *adj n* — университетский, академический; преподаватель, профессор или научный сотрудник (высшего) учебного заведения

academic conference [ˈkɒnf(ə)rəns] — научная конференция

academic curriculum [kəˈtɪkjʊləm] — курс обучения, учебный план

academic year — учебный год

academia [ˌækəˈdiːmiə] *n* — научные круги, профессура

scholar [ˈskɒlə] *n* — ученый (преимущ. в области гуманитарных наук)

scientist [ˈsaɪəntɪst] *n* — ученый (преимущ. в области технических наук)

The unique *academic* environment at this college presents a challenge to interaction with other students. *Academics* regularly take part in conferences and discussions around the world. I received an email about the opportunity to submit a proposal to be a

presenter at the Annual Student *Academic Conference*. The *academic curriculum* includes intensive work in chemistry, physics, and computer science. The *academic year* begins on September 1st and terminates on June 31st. He has spent his life in *academia*. The prominent *scholars* presented their work at the conference. A team of *scientists* from Ohio State University spoke at the conference.

2. **tend** *v* — иметь тенденцию, иметь склонность

Big conferences *tend* to attract a lot of conversation on Twitter these days.

3. **concise** [kən'sais] *adj* — краткий, сжатый, сокращенный

Make your answers clear and *concise*.

4. **article** ['a:tik(ə)] *n* — статья (в печатном издании); пункт, параграф, статья

paper ['peipə] *n* — статья; научный доклад

academic paper — научная статья; научный доклад

Please help to improve this *article* by adding citations to reliable sources. You should make certain that your *paper* will interest your audience. The types of *academic papers* presented at conferences can vary widely.

5. **conference proceedings** [prə'si:diŋz] — материалы и доклады конференции; научные труды, записки

Conference proceedings are published to inform a wider audience of the material presented at the conference.

6. **keynote speaker** ['ki:nəut] — основной докладчик

We are very pleased to introduce our *keynote speaker* Dr. Smith.

7. **last** [la:st] *v* — продолжаться, длиться

The conference *lasts* for three days.

8. **panel discussion** ['pænl dis'klʃ(ə)n] — обсуждение какого-либо вопроса группой специалистов
workshop ['wə:kʃɒp] *n* — семинар; секция

All the speakers participated in a lively *panel discussion*. The local council runs a financial management *workshop*.

9. **abstract** ['æbstrækt] *n* — аннотация, краткое изложение, краткий обзор; тезис; резюме, конспект

(Syn.) **synopsis** [si'nɒpsis]

précis ['preisi:]

summary ['sʌm(ə)rɪ]

There is a section at the end of the journal which includes *abstracts* of recent articles.

10. **display** [di'splei] *v* — показывать, демонстрировать, выставлять

The text *will be displayed* on the screen.

11. **learned society** ['lə:nid sə'saiəti] — научное общество

One of the main projects of the *learned society* includes the organization of annual conferences.

12. **call for papers/abstracts** — приглашение (к участию в конференции) и публикации статей (докладов)/тезисов

The Computer Society has announced a *Call for Papers* for its 4th National Conference.

13. **deadline** ['dedlain] *n* — крайний (конечный) срок
deadline for papers — крайний срок предоставления статей (докладов)

keep (meet) a deadline — предоставлять (укладываться) в установленные сроки

The *deadline* for the final round in the Call for Papers for this conference has now passed. We are not able to *meet deadlines* mostly because we don't follow a definite schedule.

14. **ascertain** [ˌæsəˈteɪn] *v* — устанавливать, выяснять, удостоверяться, убеждаться

The information can be *ascertained* by anyone with a computer.

15. **outline** [ˈaʊtlaɪn] *v* — наметить в общих чертах, обрисовать, сделать набросок

The book *outlines* the major events of the country's history.

16. **statement of the problem** — постановка задачи/проблемы

In your paper, *the statement of the problem* is the first part of the paper to be read.

17. **findings** [ˈfaɪndɪŋz] *n* — полученные данные
findings of the conference — выводы конференции

It is a professional obligation of reputable institutes to publish their *research findings*. Those who were not able to attend can still catch up on *the findings of the conference* online.

18. **conclude** [kənˈkluːd] *v* — выводить заключение, делать вывод, заключать; закончить

conclusion [kənˈkluːʒn] *n* — заключение, завершение

Many studies *have concluded* that smoking is dangerous. The conference *concluded* at noon. In *conclusion*, I would like to thank our guest speaker. The case was finally brought to *conclusion* last week.

19. **range** [ˈreɪndʒ] *n v* — ряд, серия, диапазон, интервал, предел; колебаться (находиться) в пределах, простираться

There is a wide *range* of opinions on this issue. Prices *range* between £20 and £100.

20. **due to** [ˈdjuːtuː] *prep* — благодаря, вследствие

His success is entirely *due to* hard work.

2. Match the pairs of synonyms from A and B and translate them.

A	B
1. result	a. last
2. scholarly	b. article
3. brief	c. conclude
4. continue	d. due to
5. scientist	e. academic
6. paper	f. curriculum
7. because of	g. abstract
8. syllabus	h. scholar
9. summary	i. tend
10. have a tendency	j. concise

3. Match the verb on the left with a suitable item on the right. Use each item once only.

1. run	a. a deadline for papers
2. participate	b. to a conclusion
3. keep	c. a keynote speaker
4. announce	d. from \$10 to \$30
5. introduce	e. in a panel discussion
6. publish	f. on the screen
7. range	g. a call for papers
8. come	h. one's life in academia
9. display	i. conference proceedings
10. spend	j. a workshop

4. Make the following sentences complete by translating the words and phrases in brackets.

1. Our university hosted an (научная конференция) language and culture studies last week. 2. Write your (аннотация) after the rest of the (статья) is completed. 3. A whole range of different topics and research (полученные данные) will be presented and discussed at the conference. 4. Some schools in the UK and USA divide the (учебный год) into three roughly equal-length terms

(called "trimesters" or "quarters" in the USA), roughly coinciding with autumn, winter, and spring. 5. (Статьи) accepted for the conference were published in the (материалы и доклады конференции). 6. This (научное общество) offers its membership to those who have an interest in civil engineering. 7. The (выводы конференции) were presented at the General Assembly. 8. He found the business world very different from (научные круги). 9. One of the most important components of (научная статья) is (постановка проблемы). 10. The conference committee decided to postpone the (крайний срок) for submitting (тезисы) by one month.

5. Insert the correct word from the Active Vocabulary.

1. The conference will _____ for three days. 2. Compose your notes in a _____ and legible fashion. 3. An _____ should be a maximum of 700 words and must be submitted online via the conference website. 4. Over the years dozens of students have presented their research _____ at conferences and professional meetings nationwide. 5. Dr. Brown participated as a _____ in the conference. 6. The Committee is pleased to announce the _____ for the conference, which will be held in March, 2012. 7. We work with you to _____ your needs and objectives for your conference. 8. My evening classes were cancelled _____ heavy snow. 9. This International Conference will provide the opportunity for a wide _____ of participants to meet and discuss some issues of architecture. 10. At the interview they will _____ what I will be doing.

6. Define parts of speech. Translate the words of the same root.

- academy — academia — academic — academician — academically;
- scholar — scholarship — scholarly;
- science — scientific — unscientific — scientifically — scientist;
- concise — conciseness — concisely — concision;

- sum — summary — summation — summarily — summarize;
- problem — problematic — problematical — problematically;
- find — finder — finding(s);
- society — societal;
- conclude — conclusion — conclusive;
- discuss — discussion.

SECTION 2

READING AND DISCUSSION

7. Before you read the text "An Academic Conference", discuss these questions with your groupmates or teacher.

- Do you know what an academic conference is?
- What types of academic conferences do you know?
- What are presenters usually asked to do?
- What is a call for papers?
- What does an academic abstract outline?

8. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

AN ACADEMIC CONFERENCE

An academic conference or symposium is a conference for researchers (not always academics) to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information among researchers.



A man participating in a web conference

Conferences are usually composed of various presentations. They tend to be short and concise, with a time span of about 10 to 30 minutes; presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the

conference proceedings. A conference will include a keynote speaker (often, scholars of some standing, but sometimes individuals from outside academia). The keynote lecture is longer, lasting sometimes up to an hour and a half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions, round tables on various issues and workshops.

Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting. In some disciplines, such as English and other languages, it is common for presenters to read from a prepared script. In other disciplines such as the sciences, presenters usually base their talk around a visual presentation that displays key figures and research results.

At some conferences, social or entertainment activities such as tours and receptions can be part of the programme. Business meetings for learned societies or interest groups can also be part of the conference activities. The larger the conference, the more likely it is that academic publishing houses may set up displays. Large conferences also may have a career and job search and interview activities.

Academic conferences fall into three categories:

- a) the themed conference, small conferences organised around a particular topic;
- b) the general conference, a conference with sessions on a wide variety of topics, often organised by regional, national, or international learned societies, and held annually or on some other regular basis;
- c) the professional conference, large conferences not limited to academics but with academically related issues.

Conferences are usually organised either by a scientific society or by a group of researchers with a common interest.

The conference is announced by way of a Call for Papers or a Call for Abstracts, which lists the topics of the meeting and tells prospective presenters how to submit their abstracts or papers. Increasingly, submissions take place online. A call for papers

(CFP) is sent to interested parties, describing the broad theme, the occasion for the CFP, formalities such as what kind of abstract (summary) has to be submitted to whom and a deadline. A CFP is usually distributed using a mailing list or on specialized online services. Papers are usually submitted using an online abstract or paper management service.

Abstract management is the process of accepting and preparing abstracts for presentation at an academic conference. The terms *précis* or *synopsis* are used in some publications to refer to the same thing that other publications might call *an abstract*. An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the purpose of the paper. When used, an abstract always appears at the beginning of a manuscript, acting as the point-of-entry for any given academic paper.

An academic abstract typically outlines four elements germane to the completed work:

- a) the research focus (statement of the problem(s)/research issue(s) addressed);
- b) the research methods used (experimental research, case studies, questionnaires, etc.);
- c) the results/findings of the research;
- d) the main conclusions and recommendations.

The abstract length varies by a discipline and publisher requirements. The typical length ranges from 100 to 500 words, but very rarely more than a page and occasionally just a few words.

During the late 2000s, due to the influence of the Internet, many scientific publications started including graphical abstracts alongside the text abstracts. The graphic is supposed to indicate the type, scope, and technical coverage of the article at a glance.

9. Find in the text the paragraph about preparing academic abstracts. Read aloud this paragraph and translate it into Russian.

10. Complete the sentences choosing the best variant corresponding to the contents of the text.

- 1) It is common for presenters ...
 - a) to review a presentation script.
 - b) to read from an abstract.
 - c) to read from a prepared text.
- 2) A general conference is organised around ...
 - a) a limited number of topics.
 - b) different topics.
 - c) a particular topic.
- 3) An academic conference is usually announced by ...
 - a) an advertisement.
 - b) a paper management service.
 - c) a call of papers.
- 4) An academic synopsis outlines ...
 - a) the purpose of the article.
 - b) research details.
 - c) some presentation techniques.
- 5) The standard length of a synopsis can be ...
 - a) more than two pages.
 - b) less than 100 words.
 - c) a few pages.

11. Find in the text the information about the organization of academic conferences and describe it:

- a) presentations;
- b) a keynote lecture;
- c) the submission of abstracts;
- d) social and entertainment activities at conferences;
- e) types of academic conferences;
- f) a call for papers;
- g) abstract management.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. Practise the following dialogue.

Dialogue 1

- A.: Excuse me, Dr Smith, do you have a moment?
- B.: Of course, what can I do for you, Robert?
- A.: I want to change the topic of my paper. You know I was writing about Apollo 11, but now I want to write about something else.
- B.: I'm surprised. On Monday, you showed me all the pictures of the moon landing you'd found on the Internet.
- A.: Well, yesterday my friend introduced me to her uncle, who was an astronaut at NASA up until a year ago. I'd like to write about him if that's okay.
- B.: Yes, that sounds like it'll be a fascinating paper. Make sure you include some historical facts, though; this gentleman's job must have been very interesting, but don't forget the historical context or background.
- A.: I've got some books about the American space programme.
- B.: That sounds like a good start. You could talk a little about the European and Russian space programmes, too.
- A.: I'll do that. I'll see you next week, Dr. Smith. Thank you!
- B.: Bye, Robert. I look forward to reading your paper.

15. Using dialogue 1 as a guide, make up dialogues of your own.

Situations. You meet your lecturer and talk about:

- a) choosing a topic of your paper;
- b) researching your paper;
- c) submitting your paper.

16. Practise the following dialogue.

Dialogue 2

- A.: I'm going to Seattle on Monday. There is a conference there. It's called WebVisions.

B.: What is the schedule like?

A.: As soon as I arrive, the keynote speech begins.

B.: ... and after that?

A.: When the keynote ends, we'll have two hours for other presentations and an hour for discussions.

B.: Are you making any presentations?

A.: No, I'm just attending this conference.

B.: Is Sam Wilson presenting?

A.: No, but he's giving a workshop on Wednesday.

B.: When are you coming back?

A.: I'm flying back on Thursday morning.

B.: Remember you are meeting with Trevor on Friday morning at nine o'clock sharp!

A.: Oh, thanks! I forgot about that.

B.: Have a good trip!

17. Using dialogue 2 as a guide, make up dialogues of your own.

Situations. You meet your groupmate/colleague and talk about:

- the schedule of the conference you are going to attend;
- your paper to be presented at the conference;
- speakers/presenters at the conference to be held at your university.

18. Read the information about online conferences.

Traditional conferences mean participants have to travel and stay in a particular place. This takes time and is expensive. But an online conference uses the Internet as a conference venue. This means that participants can access the conference from anywhere in the world and can do this at any time, using standard browser software. Participants will be able to log on as little or as much as they wish — before, after or during office hours. They are given a password to access the various conference and seminar groups as well as closed discussion groups. Anyone with access to the Internet can participate.

19. Fill in the missing remarks of the dialogue "Online Conference". Follow the instructions given in brackets.

Dialogue 3

Operator. Good morning. Welcome to the Online _____ (give the name of the conference you are interested in). At this time, all participants are in listen-only mode, but the floor will be open for your questions following the introductory remarks. I'd now like to turn the conference over to Ms. Anne Fielding, Director of _____ (or choose any senior post you like). Please go ahead, madam.

Anne Fielding. Good morning. Thanks for joining us. James Brown, _____ and George Mason _____ (indicate their posts) representing _____ (indicate the name of a company) are speaking today. Please note that the information you'll hear during our discussion today may consist of _____ (indicate the problems to be reported). To view the supporting slides while listening, log on to _____ (indicate website address). With that, I'll turn the call over to James Brown.

James Brown. Thank you, Ms. Anne Fielding. It's good to be on this call to report _____ (give the details of his report).

George Mason. In closing, we believe these outstanding results reflect _____.

Anne Fielding. With that, I'd like to open the call to questions. Please limit yourselves to one question only.

Operator. Our first question will come from the line of Susan Brooks with (give the name of a company).

Susan Brooks. _____ ? (put a question)

James Brown. _____ (give an answer to it).

Operator. The next question comes from Michael Newman with (give the name of a company).

Michael Newman. _____ ?

George Mason. _____.

Operator. Next question from Thomas Corbin with _____ (give the name of a company).

Thomas Corbin. _____ ?

James Brown: _____

<...>

(continue a question-and-answer session)

Anne Fielding: Time for just one final question.

Operator: And that will come from Daniel Curler with (give the name of a company).

Daniel Curler: I'd like to ask you, James, about _____.

James Brown: _____

Anne Fielding: Thanks very much, Daniel and thanks to everyone. A replay of today's conference will be available as a webcast on _____ (indicate website address) and via telephone. The number for the telephone replay is 979-424-322 and the passcode is 6348994. Replays will be available at 5.00 p.m. today.

Operator: Ladies and gentlemen, this concludes today's presentation. We thank everyone for your participation and have a wonderful day.

20. Practise the above dialogue.

SECTION 4

LISTENING

21. Listen to the text "A Scholarly Paper". Answer the questions that follow.

1. What is an academic paper?
2. What does a paper usually contain?
3. What is the process of accepting a paper for publication?
4. Why is the publication of papers sometimes delayed?
5. Why do researchers sometimes have to archive copies of their papers?

22. As you listen to the text, say which of these statements are true and which are false.

1. Papers are usually published in academic journals.
2. A paper does not necessarily undergo reviewing or resubmitting.

3. Journals are only published in electronic form now.
4. Journals are not available in electronic form to libraries or subscribers.
5. Paper versions of articles can be made available to non-subscribers.

23. Check your answers with your groupmates and tapescript 7 of the text. Look up the words you do not know in the dictionary.

24. Retell the text about the process for publication of an article.

25. Tell your groupmates about your experience in publication of an academic paper.

SECTION 5

WRITING

26. Fill in the registration form to take part in the conference.

Registration Form — Conference
Deadline of registration: 20 June 2011

Research Student Conference on
"Architecture in Modern Life"

Tuesday 20 October 2011 | University of Liverpool

1. Delegate information

(Please note that the name you give here will be printed on your badge and the list of delegates)

Surname:	Title:
First name:	
Country of Origin:	
University:	

Department/Faculty/School	
Address for correspondence (including country, city/town and post code):	
Tel. no.:	
E-mail:	
Please specify which parallel presentation session/s (up to two) you would like to attend (1 / 2 / 3):	Note: Session 1: Landscape Architecture. Session 2: Vernacular architecture. Session 3: Interior Design.
Please specify dietary requirements for lunch (including if vegetarian/non-vegetarian/other):	
Would you like to join the dinner reception* after the Conference (Yes/No)? (*Cost not included in registration fee)	

2. Payment
Please specify the payment methods for registration (cheque/credit/debit card).

27. Use the Internet to find some information about conferences you are interested in. Fill in a registration form provided and present it to the class.

28. Read the information about some specific features of writing an abstract for a research paper.

The key elements to be included in the abstract.

- Background: A simple opening sentence or two placing the work in context.
- Aims: One or two sentences giving the purpose of the work.
- Method(s): One or two sentences explaining what was (or will) be done.
- Results: One or two sentences indicating the main findings (or what you hope to accomplish with the project).
- Conclusions: One sentence giving the most important consequence of the work — What do the results mean? How will they be used?

Words of advice:

1. For the first draft, don't worry about length. Just try to cover all the important components that are required in the abstract. Use all the information that you highlighted and identified as you read through the article.

2. Take a word count before you begin to edit.

3. Begin editing by deleting words, phrases and sentences that are less important or provide more explanation than necessary.

4. Look for places where sentences can be combined to omit extra words or condense ideas.

5. Delete unnecessary background information.

6. Do not use jargon, abbreviations, direct quotes or citations.

7. Avoid writing in the first person (*I*). Rather than saying, "In this essay I discuss...", try a more formal approach by starting your abstract with as opening similar to:

- This paper discusses the effects of ...
- This paper reports on ...
- Specifically, this paper investigates ...
- This article examines how ...
- The present paper attempts to answer the question ...

8. Write to the required word count. Abstracts are typically 150 to 250 words.

If a 200 word abstract is required, get as close to the required number of words as possible.

29. Read some examples of abstracts.

a)

Qualifying Urban Landscapes

Thomas Juel Clemmensen, Tom Nielsen
University of Oregon
School of Architecture

Abstract

The article presents an attempt to develop alternatives to the dominant planning and design principles used in building and rebuilding the contemporary urban landscape. The basic idea is

that the 'forces of modernisation' driving current development might result in a broader and more interesting palette of places and spaces if supplementary principles of design and organisation could be developed. The idea of formulating a normatively oriented theory for practice is based on an 'almost all right' approach but moves beyond the purely 'non-judgmental' attitude to contribute at a generic level to the task of constructing and improving things. With this goal, a set of objectives based in important insights from recent urban theory are formulated constituting the normative spine of the analysis of a number of found situations as basis for formulating eight generic concepts of qualification for contemporary urban landscape design practice.

b)

Attributes and Amenities of Highway Systems Important to Tourists

William C. Gartner, Daniel L. Erkkila
University of Minnesota
School of Road Construction

Abstract

Eleven road segments in Minnesota were examined in a user survey that addressed road travelers' preferences for physical characteristics, aesthetics, and amenities of that segment. The user survey was based on earlier focus group work. Results indicated that road travellers were able to differentiate between physical and socially derived attributes and amenities associated with a particular roadway. Roads do have character, and users are able to identify and evaluate characteristics specific to each road segment. Many roadway features related to maintaining scenic and environmental qualities were highly valued. Users are not supportive of additional business development along some roadways and prefer instead that activity be clustered in communities located on the road segment. Results also indicated that even though a particular roadway may not have had official scenic designation, user evaluations were similar to those with such designation or even more focused on scenic qualities.

c)

Does North American Labour Demand Adjustment Differ from That in Britain?

Richard Fry
Michigan University
School of Economics

Abstract

This paper examines the degree of employment and hours per worker adjustment among comparable British, Canadian, and U.S. manufacturing industries. The standard adjustment cost model of dynamic labour demand, assuming firm expectations of the forcing variables, serves as the empirical framework. The results indicate that the estimated speeds of employment adjustment and average hours worked adjustment among British manufacturing industries resemble those of North American manufacturing industries. In addition to the analysis of comparative adjustment behavior, empirical results are also presented regarding the effect of the real wage rate on short-run labour demand.

30. Following the above instructions, practise writing abstracts of the text given in Unit 7 or some other texts of the course book. Present the summary essays to the class and discuss them.

The purpose of a summary essay is to convey to others an understanding of a text you have read. Thus for your readers, your summary essay functions as a substitute for the text that you are summarizing. An important feature of the summary essay is its fidelity to the text; you must represent your source accurately and comprehensively, with as little of your own interpretation as possible.

31. Read the information about some specific features of writing a summary essay of a text.

A summary essay should be organized so that others can understand the text or evaluate your comprehension of it. The following format works well:

1. The introduction (usually one paragraph) provides:

(i) the title of the text;

- (ii) the name of the author of the text;
- (iii) the title of the journal/book in which the text was published;
- (iv) the place and year of publication;
- (v) a one-sentence thesis statement expressing the main idea of the source.

The introduction should not offer your own opinions or evaluation of the text you are summarizing.

2. The body of a summary essay (one or more paragraphs).

This paraphrases and condenses the original piece. In your summary essay, be sure that you:

- (i) include important data but omit minor points;
- (ii) include one or more of the author's examples or illustrations (these will bring your summary to life);
- (iii) do not include your own ideas, illustrations, metaphors, or interpretations: you are simply repeating what the source text says, in fewer words and in your own words. But the fact that you are using your own words does not mean that you are including your own ideas or points of view.

3. The conclusion gives:

- (i) a one-sentence summary of the entire text;
- (ii) your opinion of the text.

32. Read and learn the following linking words and phrases that are useful for writing a summary essay.

THE STRUCTURE OF A SUMMARY ESSAY		LINKING WORDS AND PHRASES
Introduction	1. The title of the journal / the book.	The text is headlined... The text is titled... The headline of the text is...
	2. The author of the text, when and where the text was published.	The author of the text is... The text is written by... It is (was) published in...
	3. The main idea of the text.	The text deals with (the problem of) The main idea of the text is... The extract from the book is about... The text is concerned with... The article is devoted to...

		The purpose of the text is to give the reader some information (data) on... The problem of the text is of great importance...
Body	4. The contents of the text.	Some facts, data, figures. The author starts by saying that... It is clear from the text that... The author writes (states, stresses, thinks, points out) that... The text describes... According to the text... The text further says that... Further the author reports (says) that... One of the main problems to be singled out is... Great importance is also attached to... It should be noted that... It must be mentioned that... Judging from the author's point of view... Among the other problems the text raises the problem of...
Conclusion	5. A summarising statement.	In conclusion... The author comes to the conclusion that... To sum it up... In summary... Summing the text up... On the whole... Having analysed the information it is possible to say...
	6. Your opinion of the text.	I found the text interesting (important, dull, of no value, too hard to understand ...)

33. Following the above instructions, practise writing summary essays of the text given in Unit 7 or some other texts of the course book. Remember to use the linking words and phrases. Present the summary essays to the class and discuss them.



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "Making a Presentation" and translate the given sentences.

1. **term** [tə:m] *n* — срок, период, продолжительность; семестр; термин; (*pl*) условия
in terms of — с точки зрения, в смысле, в отношении

The term of the contract is 10 months. In Britain, the spring term starts in January and ends just before Easter. "I had the feeling that I had been there before." — "The term for that is 'déjà vu'." We couldn't agree on those terms. In terms of money, I was better off in my last job.

2. **persuade** [pə'sweid] *v* — убеждать

He is trying to *persuade* local businesses to invest in the project.

3. **goodwill** [ˌɡʊdˈwɪl] *n* — доброжелательность, расположение; добрая воля

That was a chance to create *goodwill* within your company.

4. **warm up** [ˈwɔ:mˈʌp] *v* — готовить(ся) что-л. (к выступлению, соревнованию, состязанию и т.п.)

Just prior to the presentation, *warm up*: walk, run, jump, or skip — do something that gets your whole body moving.

5. **aim** [ˈeɪm] *n* — цель, намерение, задача

(*Syn.*) **goal** [ˈɡəʊl] / **objective** [əbˈdʒektɪv]

Your *aim* is to make all of your audience listen to, understand and enjoy everything you say for the whole of your presentation. One of the most common mistakes people make when they plan a presentation is to assume that their *goal* is to teach their audiences something.

6. **jot down** [dʒɒt] *v* — кратко записать

During the presentation *jot down* the main ideas and topics to discuss later.

7. **arrange** [ə'reɪndʒ] *v* — приводить в порядок, располагать в определенном порядке, систематизировать; договариваться, приходить к соглашению; урегулировать

I tried to *arrange* my points in logical order. He *arranged* to meet him later.

8. **solve** [sɒlv] *v* — решать, разрешать (проблему)

solution [səˈlu:ʃ(ə)n] *n* — решение, разрешение (проблемы)

suggest solutions [səˈdʒest] — предлагать решения

He failed to *solve* that problem. There is no easy *solution* to this problem. They *suggest* some *solutions* for specific problem areas in business presentations.

9. **sequential** [səˈkwɛns(ə)l] *adj* — последовательный; являющийся продолжением

in a sequential order — идущий по порядку

The buying process is a series of *sequential* steps. You should give your oral presentation *in a* logical and *sequential order*.

10. **reverse** [ri'və:s] *adj* — противоположный, направленный в обратную сторону (о движении)

in a reverse order — в обратном порядке

This strategy clearly had the *reverse* effect. We reviewed all the figures *in a reverse chronological order*.

11. **aid** ['eid] *n* — помощь, содействие, поддержка

aids *n* — вспомогательные средства, пособия

visual aids ['vi:ʒuəl] — наглядные пособия

The report was compiled with the *aid* of experts. He has to find out what he needs to know about presentation *aids*. *Visual aids* involve your audience and require a change from one activity to another.

12. **table** ['teibl] *n* — таблица

graph [græf] *n* — график, диаграмма

bar graph — гистограмма (диаграмма в виде столбцов)

line graph — диаграмма в виде ломаной линии

chart [tʃɑ:t] *n* — диаграмма, схема, таблица, план, график

pie chart [paɪ] — секторная диаграмма

flow chart ['fləʊ] — график последовательности операций; технологическая карта; блок-схема

organization(al) chart [ˌɔ:gənai'zeɪʃ(ə)nəl] — схема организационной структуры

He arranged the figures in a *table*. She drew a *graph* for each month of the project. *Bar graphs* are good for showing how data change over time. The data were shown in the form of *line graphs*. *The chart* shows how our sales figures have improved. The managers were given a *pie chart* showing sales in their various sectors. I can't finish it by the date on your *flow chart*. He designed an *organizational chart* illustrating the organizational structure of the company.

13. **overhead projector** [ˌəʊvə'hed prə'dʒektə] — диапроектор

easel ['i:z(ə)] *n* — подставка; стенд, выставочный стенд

handout ['hændaut] — раздаточный материал

Presentations using *overhead projectors* are useful for small groups. *Easels* are perfect for classrooms, offices and conferences. *The handouts* had all the major points of his speech outlined on them.

14. **content** ['kɒntent] *n* — (основное) содержание, суть

This is the *content* of your presentation.

15. **glance** [glɑ:ns] *n v* — быстрый взгляд; мельком взглянуть, бросить взгляд, быстро посмотреть

give a glance (at) — взглянуть (на)

She took a *glance* at her watch. He *glanced* at his notes occasionally. She *gave a quick glance at* the newspaper.

16. **stay on track** [træk] — следить за (ходом, развитием чего-л., например, мыслей)

During the presentation you can use note cards to *stay on track*.

17. **confidence** ['kɒnfɪdəns] *n* — уверенность; доверие; конфиденциальное сообщение

Lack of *confidence* can affect thinking, feelings, and behaviour.

18. **valuable** ['væljuəb(ə)] *adj* — ценный, дорогостоящий; ценный, полезный

invaluable [in'væljuəb(ə)] *adj* — неоценимый, бесценный

These antiques are extremely *valuable*. We are confident you will find this special online marketing presentation *valuable*. The new job will provide you with *invaluable* experience.

19. **technique** [tek'ni:k] *n* — метод, методика, способ, прием

These are some *techniques* to make you an effective presenter.

20. **with respect to** [ri'spekt] — что касается

I am writing *with respect to* your letter of 22 May.

2. Match the pairs of antonyms from A and B and translate them.

- | A | B |
|----------------|---------------|
| 1. worthless | a. aid |
| 2. disorganize | b. confidence |
| 3. discourage | c. glance |
| 4. distrust | d. arrange |
| 5. disorder | e. reverse |
| 6. hindrance | f. persuade |
| 7. forward | g. order |
| 8. scrutinize | h. valuable |

3. Match the noun(s) on the left with a suitable item on the right. Use each item once only.

- | | |
|----------------------------|--------------------------------------|
| 1. The solutions | a. shows the exam results. |
| 2. The handouts | b. can be applied. |
| 3. A presentation easel | c. is to make a good presentation. |
| 4. Goodwill | d. was in white form. |
| 5. An overhead projector | e. often glanced at his notes. |
| 6. The table | f. were printed for my presentation. |
| 7. The aim | g. displays images to an audience. |
| 8. The content | h. was built with my colleagues. |
| 9. Presentation techniques | i. were suggested to do it better. |
| 10. The speaker | j. holds a chart. |

4. Replace the underlined words with the words below.

a) call back b) put through c) prompt d) hang on e) engaged
f) skill g) look up h) acceptable i) lift the receiver j) observe

1. You should explain why the information to be given in your presentation is significant to the audience. 2. To practise in preparation for presentations is essential, both to improve your skills and to make the best of each individual presentation you make. 3. A teacher delivers a lecture on different points on any

topic in a serial order and asks several questions. 4. One of the conditions of the contract calls for high-quality steel in the construction. 5. I have had a letter concerning my tax payments. 6. Each presentation type requires some specific organization methods to assure a presentation is understood and remembered by the audience. 7. By firstly identifying the objective of your presentation, you will be better able to ensure that what you say is focused, clear, concise and purposeful. 8. In your presentation, show the need to settle the problem and illustrate it with an example that is general or commonplace. 9. You can direct the audience to make note of the key messages as you deliver your presentation. 10. Your presentation should follow a clear structure — with a strong opening, main body and ending — as this will help you to keep focused.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up your dictionary if necessary.

- His *objective* is to get a university education.
 - It is very difficult to give *objective* criticism.
 - He tried to focus the *objective* of the camera for Infinity.
- He *terms* this kind of painting "abstract".
 - I want to leave this job on my own *terms*.
 - PowerPoint is advantageous in *terms* of presentations.
- The journal *charts* current trends in economics.
 - This song entered the *charts* at number 5.
 - These *charts* show the number of cars sold each month.
- In this *respect* their ideas are different.
 - I *respect* you for what you did.
 - With *respect* to your request, we can't help you.
- He will be *content* to receive a letter from her.
 - Oranges have a high vitamin C *content*.
 - The *content* of his speech is new.

SECTION 2

READING AND DISCUSSION

6. Before you read the text "Making a Presentation", discuss these questions with your groupmates or teacher.

- Have you ever made any presentations?
- What types of presentations do you know?
- What is the purpose of giving oral presentations?
- Do you know how to structure a presentation?
- Are visual aids useful for making presentations?
- Is practice an important part of preparation for a presentation?

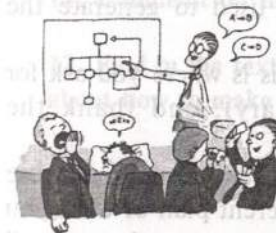
7. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

MAKING A PRESENTATION

A presentation is the practice of showing and explaining the content of a topic to an audience or learner. Presentations come in nearly as many forms as there are life situations. In the business world, there are sales presentations, informational and motivational presentations, interviews, status reports, image-building, and of course, training sessions.

Although individuals most often think of presentations in a business meeting context, there are countless occasions when that is not the case. For example, a school district superintendent presents a programme to parents about the introduction of foreign-language instruction in elementary schools; an artist demonstrates decorative painting techniques to a group of interior designers; a police officer addresses a neighborhood association about initiating a safety programme. Students are often asked to make oral presentations. These can be delivered to other students in a seminar or tutorial. You might have been asked to research a subject and use a presentation as a means of introducing it to



Giving a presentation

other students for discussion, or you might be asked to outline a project in which you have been involved. When looking at presentations in the broadest terms, it is more important to focus on their purpose. There are three basic purposes of giving oral presentations: to inform, to persuade, and to build goodwill.

A good presentation starts out with introductions and may include an icebreaker such as a story, an interesting statement or a fact, or an activity to get the group warmed up. The introduction also needs an objective, that is, the purpose or goal of the presentation. This not only tells you what you will talk about, but it also informs the audience of the purpose of the presentation.

Next, the body of the presentation comes. Do not write it out word for word. All you want is an outline. By jotting down the main points on a set of index cards, you not only have your outline, but also a memory jogger for the actual presentation. There are several options for structuring the presentation.

- 1) Timeline: arrangement in a sequential order.
- 2) Climax: the main points are delivered in order of increasing importance.
- 3) Problem/Solution: a problem is presented, a solution is suggested, and benefits are then given.
- 4) Classification: the important items are the major points.
- 5) Simple to complex: ideas are listed from the simplest to the most complex; it can also be done in a reverse order.

Audiences believe that presenters who use visual aids are more professional and credible than presenters who merely speak. Visual aids help presenters to emphasize the key points your audience will understand and remember. The following visual aids should be selected with respect to the needs of your audience and specific portions of your presentation: tables, bar/line graphs, diagrams, pie/flow/organizational charts. The presentation vehicles are based upon the audience's seating arrangement: overhead projectors, easels, handouts, slides, models, and computer screens. A presentation

program Microsoft PowerPoint is often used to generate the presentation content.

After the body, comes the closing. This is where you ask for questions, provide a wrap-up (summary), and thank the participants for attending.

And finally, the important part is practice. The main purpose of creating an outline is to develop a coherent plan of what you want to talk about. You should know your presentation so well that during the actual presentation you should only have to briefly glance at your notes to ensure you are staying on track. This will also help you with your nerves by giving you the confidence that you can do it. Your practice session should include a live session by practicing in front of co-workers, family, or friends. They can be valuable at providing feedback and it gives you a chance to practice controlling your nerves. Another great feedback technique is to make a video or audio tape of your presentation and review it critically with a colleague.

8. Read aloud paragraph 2 of the text.

9. Find in the text the paragraph saying about the use of visual aids and translate it into Russian.

10. Explain the following references.

- This* not only tells you what you will talk about, but *it* also informs the audience of the purpose of the presentation. What do the pronouns *this* and *it* refer to?
- Do not write *it* out word for word. What does the pronoun *it* refer to?
- ...*it* can also be done in a reverse order. What does the pronoun *it* refer to?
- This* will also help you with your nerves by giving you the confidence that you can do *it*. What do the pronouns *this* and *it* refer to?
- They* can be valuable at providing feedback and *it* gives you a chance to practice controlling your nerves. What do the pronouns *they* and *it* refer to?

11. Comment on the picture given in the text.

12. Find in the text some key words and expressions to speak about how to make a presentation. Retell the text in English.

SECTION 3

SPEAKING

13. This reference chart provides a guide to giving a business presentation in English. Each section begins with the presentation section concerned, then the language formulas appropriate to giving a presentation. Learn these expressions.

Introducing yourself

- Good morning, ladies and gentlemen!
- First of all, I'd like to thank you all for coming here today. My name is ... and I am the ... (your position) at ... (your company).
- We haven't all met before, so I'd better introduce myself, I'm ... from ...
- I hope you'll excuse my English. I'm a little out of practice.

Introducing the topic

- I'm here to tell you about ...
- I'd like to tell you about ...
- I'm going to be talking about ...

Ordering information

- Firstly, I'm going to tell about ...
- I'll start / begin with ...
- Then / Next I'll look at ...
- Now I'll move on to ... / turn to ...
- Finally, I'll talk about ...
- Finally, I'm going to ...
- Please feel free to interrupt me with any questions you may have during the presentation.
- If you don't mind we'll leave questions to the end.

- I'd like to ask you to keep any questions you may have for the end of the presentation.

Delivering the message

- Firstly, ... Secondly, ...
- This brings me to my next point ...
- I must emphasize ...
- This means that ...
- At this point we must consider ...
- To go back to my earlier point ...
- Finally ...

Referring to visual aids

- Have a look at this slide.
- This graph / diagram / table / slide shows ...
- Can everybody see that?
- As you can see ...

Checking understanding

- Is that clear?
- Are you with me?
- OK so far?

Finishing

- I'd like to quickly go over the main points of today's topic.
- Before closing I'd like to summarize the main points again.
- That's all I have to say for the moment.
- Thank you all very much for taking the time to listen to this presentation.
- Thank you for listening.
- Now if you have any questions I'll be happy to answer them.

14. Match the typical expressions used in presentations (1 — 16) with the appropriate heading (a — g), as in the example.

- Explaining the organization of the presentation. 8
- Introducing the first section. _____
- Referring to visuals. _____
- Moving forward. _____

- Summarizing. _____
- Winding up. _____
- Inviting the audience to speak. _____

- I'd like now to turn to ...
- Looking at ... we can see that ...
- After that, we'll be taking a look at ...
- Finally, I'm going to ...
- I'll begin by describing ...
- As you can see from this graph representing ...
- Let me start by ...
- First of all ... Next ...
- To return to the point I made earlier ...
- If you have any questions, I'll be glad to answer them.
- Another area for consideration is ...
- Let me briefly recap what we have discussed here today.
- I'd like to quickly go over the main points of today's topic.
- Then I'll go on to ...
- Now let's take a look at ...
- Thank you for your attention.

15. Read a sample presentation. Study its structure and standard phrases to be used in business presentations. Practise it.

Good morning ladies and gentlemen! We haven't all met before so I'd better introduce myself. I'm Mario Loretto from the Marketing Department of Food and Drinks Corporation. I should say before we start that I hope you'll excuse my English; I'm a little out of practice. Anyway, I'm going to be talking this morning about a new product which we are planning to launch in three months' time. It's called Frutti, that's f-r-u-t-t-i, and it's an orange-flavoured drink.

Well, I'll start with the background to the product launch; and then move on to a description of the product itself. Finally, I'm going to list some of the main selling points that we should emphasize in the advertising and sales campaign. I think if you don't mind, we'll leave questions to the end.

Now firstly, as you all know, we have had a gap in our soft-drink product range for the last two years; we have been

manufacturing mixed-fruit drinks and lemon drinks for the last ten years, but we stopped producing orange drinks two years ago. I think we all agreed that there was room on the market for a completely new orange-flavoured drink. Secondly, the market research indicated that more and more consumers are using soft drinks as mixers with alcohol so, in other words, the market itself has expanded. This brings me to my next point which is that we have a rather new customer-profile in mind. I must emphasize that this product is aimed at the young-professional, high-income market. At this point we must consider the importance of packaging and design, and if you look at the video in a moment, you'll see that we have completely re-vamped the container itself as well as the label and slogan. So to go back to my earlier point, this is a totally new concept as far as Food and drinks Corporation is concerned. As you see we are using both the new-size glass bottle and the miniature metal cans. Finally, let's look at the major attractions of the product. In spite of the higher price it will compete well with existing brands. The design is more modern than any of the current rival products, and the flavour is more natural. It's low calorie, too.

So just before closing, I'd like to summarize my main points again. We have Frutti, a new design concept, aimed at a relatively new age and income group. It's designed to be consumed on its own, as a soft drink, or to be used as a mixer in alcohol-based drinks and cocktails. It comes in both bottle and can and this will mean a slightly higher selling price than we are used to; but the improved flavour and the package design should give us a real advantage in today's market. Well, that's all I have today for the moment. Thank you for listening. Now if there are any questions, I'll be happy to answer them.

16. Say which of Mr. Mario Loretto's statements are true and which are false. Correct the false ones.

- Mr. Mario Loretto is American.
- We are planning to launch our product in three weeks' time.
- The company's new product is a lemon drink.
- We have not produced orange-flavoured drinks for two years.

- Everyone thinks there is a gap in the market.
- The market studies prove that the market is shrinking.
- Our aim is to have a new type of consumer.
- The container design is the same.
- The drink comes in both bottles and cans.
- The flavour is artificial.
- The drink is going to be low-calorie.

17. Complete the sentences of the beginning of James Morgan's presentation (1-12) with their endings (a-l).

- First of all, thank you very much ...
 - My name's James Morgan and ...
 - Let me briefly take you ...
 - First, we're going to be analysing the current ...
 - Then we'll take a look ...
 - Once we've identified the problems ...
 - Finally, I'll outline ...
 - Please feel free ...
 - So, let's start ...
 - As you know, last year saw ...
 - What you might not know ...
 - How are they doing it? Well, at Fielding and Company ...
- ... scenario with particular regard to direct marketing.
 - ... with the present situation.
 - ... I'm the Marketing Manager for Fielding and Company.
 - ... what I believe to be the best course of action.
 - ... is that similar companies on the continent have been trebling or even quadrupling their revenues.
 - ... for coming here today.
 - ... we believe we've found the key.
 - ... at a few problems I believe some of you have been having, such as targeting consumers and cross-selling products.
 - ... to interrupt me if you have any questions.
 - ... your company almost double its revenue.
 - ... through what we'll be discussing today.
 - ... we can then look at the options available.

18. Practise the following dialogue.

Dialogue

A.: Betty, can I run the new presentation by you?

B.: Certainly, I'd love to hear some of the new concepts.

A.: OK, here goes ... On behalf of myself and ABC Company, I'd like to welcome you. My name's Andrew Dyson. This morning, I'd like to outline our new campaign concepts.

B.: Excuse me, who was invited to this conference?

A.: Our sales representatives from our branch offices were asked to come. I think a number of upper-management representatives were also invited.

B.: That's good. Our marketing approach is going to be completely revamped.

A.: And that's why we need everyone to be informed. So, I'll continue. You'll be given the background and I'll talk you through the results of some of our recent market studies.

B.: How many surveys were completed?

A.: I think about 100,000 were returned to the company. Our marketing team was very pleased with the response.

B.: OK, continue.

A.: The presentation has been divided into three parts. First, our past approach. Secondly, present changes that will be made. Thirdly, future forecasts.

B.: That sounds good.

A.: If you have any questions, please don't hesitate to ask. At the end of this presentation, a short advertisement will be shown to give you an idea of where we are going.

B.: Good job, Andrew. I hope your graphics are being put together by Tim.

A.: Of course, they are.

B.: I know he's the best!

19. Using the above dialogue as a guide, make up dialogues of your own.

Situations. You meet your groupmate/colleague and talk about:
a) the structure of your presentation;

b) the language of your presentation;

c) practising your presentation.

20. Choose one of the topics below and prepare a short presentation based on the points provided.

1. A research project you are working on — a project description, research progress, some results, and an action plan.

2. The company you are working with: you want to introduce some changes in the company's features — background to the company, the reasons for changes, their effects, and an action plan.

3. Any topic you are interested in.

SECTION 4

LISTENING

21. Listen to the text "A Presentation". Answer the questions that follow.

1. What is John Jackson's job?
2. What is the Pyramid Advertising Agency?
3. How many parts are there in the presentation?
4. How long is the speaker going to speak?
5. What recommendations does the speaker give?

22. As you listen to the text, complete the chart with the expressions introducing the following points of the speaker's presentation.

Introducing yourself	
Introducing the topic	
Ordering information	
Delivering the message	
Referring to visual aids	
Concluding	

23. Check your answers with your groupmates and tapescript 8 of the text. Look up the words you do not know in the dictionary.

24. Retell this text.

25. Tell your groupmates about your experience in making presentations.

SECTION 5

WRITING

26. Prepare to write a presentation about a company. Use the Internet to find the required information. Write notes first — just key words, expressions, and numbers. Fill in the following chart.

	My company
Products/Services	
Main customers	
Locations (factories, branches, etc.)	
Size (no. of employees/turnover)	
Main strength	
Current project	
Other information	

27. Now decide on the structure of your presentation. The phrases of exercise 14 will help you to order the information. Write your presentation, using the above notes. Present it to the class and answer questions from your groupmates.

28. Choose one of these subjects and write a presentation. Tell your groupmates which subject you have chosen. Your groupmates should write down some questions to ask you about it. The subjects are:

- the university you go to;
- the course you are doing;
- the products and services of your company;
- your own business.

Unit



APPLYING FOR A JOB



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "How to Apply for a Job" and translate the given sentences.

1. **employ** [im'plɔi] *v* — нанимать (на работу); использовать
employer [im'plɔiə] *n* — наниматель, работодатель
employee [im'plɔii:] *n* — служащий, работающий по найму

More than 2,000 people *are employed* in the industry. The company *employs* mail to reach potential customers. What do *employers* examine before accepting or rejecting a job application? The number of *employees* in the company has trebled over the past decade.

2. **prospective** [prə'spektiv] *adj* — будущий, ожидаемый, предполагаемый

The careers fair gives students a chance to meet *prospective* employers.

3. **advertise** ['ædvətaiz] *v* — рекламировать, помещать объявление

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advertisement [əd'və:tismənt] *n* — реклама, объявление
advert ['ædvə:t] / **ad** [æd] — *сокр. от advertisement*

Many companies *advertise* jobs on the Internet through their own websites, or recruitment websites. Most *job advertisements* ask you to submit an application by email or post. Big companies often pay celebrities to appear in their *adverts*.

4. **post** ['pəust] *n* — должность, место

(Syn.) **position** [pə'ziʃ(ə)n]

candidate for a post ['kændidət] — кандидат (претендент) на должность

She applied for the vacant manager's *post*. She took up an important *position* with this firm. He is the best *candidate for this post*.

5. **tailor** ['teilə] *v* — приспособливать, предназначать для определенной цели

tailor to the job — предназначать именно для такой работы

You have *to tailor* application letters for each job you apply for. All job seekers *tailor* their resumes sufficiently *to the jobs* they want.

6. **pinpoint** ['pinpɔint] *v* — точно определять, указывать; выделять, подчеркивать что-л.

They were finally able *to pinpoint* the cause of the fire. He *pinpointed* the city on the map.

7. **require** [ri'kwaɪə] *v* — требовать (чего-л.), нуждаться (в чем-л.)

requirement [ri'kwaɪəmənt] *n* — требование, необходимое условие; нужда, потребность

meet the requirements — удовлетворять потребностям

Many potential employers *require* complete *resumes*. Your qualifications match the job *requirements*. I *meet* the educational *requirements* for a position of a teacher.

8. **brief** [bri:f] *adj* *v* — краткий, сжатый, лаконичный; кратко излагать, резюмировать

The covering letter is a *brief* introduction to the rest of your written application. We *were briefed* on what the job would entail.

9. **current** ['kʌrənt] *adj* — текущий, нынешний, современный

I had to leave my *current* job.

10. **correspond (to, with)** [ˌkɒrɪ'spɒnd] *v* — соответствовать, равняться, быть аналогичным

His qualifications and experience *correspond* to the requirements of the post. Your skills *correspond with* the employer's needs.

11. **relevant** ['relɪv(ə)nt] *adj* — уместный, относящийся к делу; актуальный

I have *relevant* experience in the field in which I want to work.

12. **challenge** ['tʃælɪndʒ] *n* *v* — вызов (на состязание, на соревнование и т.п.); испытание, напряжение сил; сложная задача, проблема; бросать вызов; требовать (усилий)

meet the challenge — принять вызов

challenging ['tʃælɪndʒɪŋ] *adj* — стимулирующий, побуждающий; требующий напряжения, отдачи сил

challenging idea — интересная (перспективная) идея

In my current job there are no more *challenges* to face or potential to show my talent. You have the ability to effectively *meet challenges*, and the skills necessary to handle a *challenging* job.

13. **available** [ə'veɪləbl] *adj* — наличный, имеющийся в распоряжении

availability [ə'veɪlə'bɪləti] *n* — наличие

Plenty of part-time jobs are *available* for college students. Many companies choose to produce abroad because of the low labour costs and *the availability* of skilled labour.

14. **interview** ['ɪntəvju:] *n* *v* — собеседование, беседа, интервью; проводить собеседование, беседу, интервьюировать
attend an interview [ə'tend] — присутствовать на собеседовании (интервью)

interviewer ['ɪntəvju:ə] *n* — проводящий собеседование, берущий интервью

interviewee [ˌɪntəvju:'i:] *n* — интервьюируемый, дающий интервью

I am getting ready for this important job *interview*. There were so many applicants for the job that we *will be interviewing* all week. The employer invited me *to attend* a job *interview*. *The interviewer* asked him some awkward questions. They asked *the interviewee* about his work experience.

15. **appoint** [ə'pɔɪnt] *v* — назначать

appointment [ə'pɔɪntmənt] *n* — встреча, свидание

make an appointment — назначить встречу, договориться о встрече

keep an appointment — встречаться (как было назначено)

They *appointed* him as chairman. I have *an appointment* with the director for three p.m. Please *make an appointment* with my secretary. I won't be able *to keep the appointment*, I'm afraid.

16. **manage** ['mænɪdʒ] *v* — руководить, управлять, стоять во главе; справляться, обходиться

manage a situation — справляться с ситуацией

He *manages* a small advertising company. We *managed* to find somewhere to sit. How would you *manage a situation* where you were in danger of missing a deadline?

17. **strength** [streŋθ] *n* — сила; сильная сторона, достоинство
weakness ['wi:knis] *n* — слабость, недостаток

When you are asked interview questions about your *strengths*, it is important to discuss attributes that will qualify you for the job. In CV writing, it is important to understand what will be considered to be *a weakness* in the job you are applying for.

18. **reject** ['ri:dʒekt] *n* — отверженный, неудачник;

['ri'dʒekt] *v* — отвергать, отклонять

rejection ['ri'dʒekʃ(ə)n] *n* — отказ, отклонение

Stack the promising applications here, and put *the rejects* over there. Do you want to know why your job application *was rejected*? When you apply for a job, it is possible that you may receive a letter of *rejection* for the position in question.

19. **former** ['fɔ:mə] *adj* — прежний, бывший, предшествующий; ранее упомянутый; (**the**) первый (из двух)

I maintained contact with my *former* coworkers. If I had to choose between happiness and money, I would choose *the former*.

20. **previous** ['pri:vias] *adj* — предыдущий, предшествующий

Your *previous* experience fits the job description.

2. Match the words with the definitions below.

a) interviewer	b) advertisement	c) rejection	d) employer
e) weakness	f) interviewee	g) position	h) strength
i) appointment	g) employee		

1. an act of deciding not to accept someone for a job, course of study, etc. or the fact of not being accepted;
2. a worker who is hired to perform a job;
3. a quality of someone/something that is not good or effective;
4. an arrangement to meet a person at a certain time;
5. a quality that someone or something has that helps them succeed or make progress;
6. a picture, short film, song, etc which tries to persuade people to buy a product or service;
7. a person who conducts an interview;
8. a person or company that pays people to work for them;
9. a person who answers the questions during an interview;
10. a job in a company or organization.

3. Match the English word combinations with the Russian equivalents. Use them to make sentences of your own.

- | | |
|-----------------------------|--|
| 1. to make an appointment | a. принять вызов |
| 2. to advertise goods | b. встречаться (как назначено) |
| 3. to tailor to the job | c. присутствовать на интервью |
| 4. to require a payment | d. точно указать данные |
| 5. to keep an appointment | e. удовлетворять требованиям |
| 6. to pinpoint the data | f. назначить встречу |
| 7. to manage a situation | g. требовать оплату |
| 8. to attend an interview | h. справляться с ситуацией |
| 9. to meet the requirements | i. рекламировать товары |
| 10. to meet the challenge | j. предназначать именно для такой работы |

4. Match the following attributes on the left with a suitable noun on the right.

- | | |
|----------------|-------------------|
| 1. challenging | a. advert |
| 2. prospective | b. qualifications |
| 3. application | c. strengths |
| 4. job | d. skills |
| 5. brief | e. letter |
| 6. personal | f. position |
| 7. specific | g. idea |
| 8. relevant | h. email |
| 9. management | i. requirements |
| 10. teaching | j. employer |

5. Read and translate the following sentences. Pay attention to the meaning of the words and word combinations given below.

- I. a) brief *n* — краткое изложение, резюме; указания
b) brief *v* — кратко излагать; инструктировать

- c) *brief adj* — короткий, недолгий; лаконичный краткий
 d) *in brief* — вкратце, в немногих словах
 e) *to be brief* — короче говоря
 f) *briefly adv* — кратко, сжато

1. To be brief, I will only focus on two aspects in my report.
 2. When you need to be brief and to the point, you should prepare your thoughts ahead of time. 3. She managed to brief what he had spoken about at the meeting. 4. You should write the necessary points in brief to avoid a lengthy letter. 5. My brief was to improve the image of the company. 6. The introduction of a covering letter briefly states the specific position desired, and should be designed to catch the employer's immediate interest. 7. We had already been briefed on what the job would entail. 8. They submitted a one-page brief of the report to be published. 9. I had a brief look at her report before the meeting.

- II. a) *strength n* — сила; прочность; сильная сторона, достоинство; состав, штат
 b) *in (at) full strength* — в полном составе
 c) *under/below strength* — неполной численности
 d) *on the strength* — в штате, в составе
 e) *on the strength of smth.* — в силу чего-л., на основании чего-л., исходя из чего-л.

1. On the strength of this year's sales figures, we've decided to expand the business. 2. Our team is now at full strength. 3. He does weight-training to build up his physical strength. 4. The office staff is 20 people below strength. 5. This figure illustrates the wide range of strength offered by steel. 6. "Are you on the strength here? — "No, I'm just helping here for a week." 7. "Tell me about your strengths and weaknesses" is probably the most frequently asked interview question, and it is smart to be well-prepared with a good answer. 8. The strength of the workforce has doubled over the past two years.

- III. a) *prospect n* — вид, панорама
 b) *prospects n* — перспектива; виды, планы на будущее

- c) *in prospect* — в перспективе, в дальнейшем
 d) *prospective adj* — будущий, предполагаемый

1. She has a lot of hard work to do in prospect. 2. She hopes the course will improve her career prospects. 3. The careers fair gives students a chance to meet prospective employers. 4. From my house there was a marvellous prospect of the river and the countryside beyond.

6. Fill the gaps with the suitable words below and define parts of speech.

- I. a) *reject* b) *rejection* c) *rejective* d) *rejectable*

1. When you apply for jobs and positions, it is possible that you may receive a letter of _____ for the position in question. 2. A good proofreader can point out the mistakes, inconsistencies, and other issues that could make your article _____. 3. We usually _____ 5 of the 10 job applicants during an interview. 4. Their attitudes are generally negative and _____.

- II. a) *correspond* b) *correspondence* c) *correspondent*
 d) *corresponding* e) *correspondingly*

1. Reading and writing are actually _____ activities.
 2. Income was up compared to the _____ period last year.
 3. There is not necessarily a direct _____ between salary level and job satisfaction. 4. The cost of living in the city is more expensive, but salaries are supposed to be _____ higher.
 5. The newspaper story does not _____ to what really happened.

- III. a) *avail* b) *available* c) *unavailable* d) *availability*

1. Unfortunately, the Career section you are trying to access is _____ for the moment. 2. I will check the _____ of my staff for that date. 3. I tried to _____ myself of this opportunity to improve my English. 4. Match your strengths with _____ jobs.

SECTION 2

READING AND DISCUSSION

7. Before you read the text "How to Apply for a Job", discuss these questions with your groupmates or teacher.

- What is required to apply for a job?
- Why is it important to tailor both an application letter and a CV to the job a person applies for?
- What information does an application letter usually include?
- Why is an interview the most difficult part to get a job?
- What do you have to do to prepare properly for an interview?

8. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

HOW TO APPLY FOR A JOB

When you apply for a job, you will generally be asked to send your CV/résumé, together with a letter or email of application. Later, you will probably need to go on interviews to meet with employers face to face. Employers often receive hundreds of applications for a job, so it is very important to make sure that your CV and job application letter create the right impression and present your personal information in a focused, well-structured, and attractive way.

Before beginning to draft your CV, read the advert carefully so that you are clear about the specific requirements of the job you are applying for. It is important to tailor both your application letter and the CV to the job in question, focusing on qualifications and experience that are particularly relevant.

A CV should be clear and well structured, with a limited number of main sections, so that an employer can pinpoint the information they are looking for quickly and easily.

It is also vital to make sure that the letter or email you send with your CV creates the right impression. It is your opportunity to say why you want the job and to present yourself as a candidate for



A job interview

the post in a way that impresses a prospective employer and makes you stand out as a prospective employee.

Keep your application letter or email brief. You do not need to give a lot of details. What you are aiming for is a clear and concise explanation of your suitability for the job. The usual order of a job application letter or email is as follows.

Give the title of the job as a heading, or refer to it in the first sentence of your letter, using the reference code if there is one. This will ensure that your application goes directly to the right person in the organization. You should also mention where you saw the job advert or where you heard about the vacancy. If you heard about it through someone already working for the company, mention their name and position.

If you are working, briefly outline your current job. Pick up on the job requirements outlined in the advert and focus on any of your current skills or responsibilities that correspond to those requested. For example, if the advert states that management skills are essential, then state briefly what management experience you have. If you are still studying, focus on the relevant aspects or modules of your course.

Be clear and positive about why you want the job. You might feel that you are ready for greater challenges, more responsibility, or a change of direction, for example. Outline the qualities and skills that you believe you can bring to the job or organization.

In the final paragraph you could say when you are available to start work, or suggest that the company should keep your CV on file if they decide you are not suitable for the current job.

The interview is probably the hardest part of getting a job, especially if English is not your first language. If you are invited to attend an interview, confirm the appointment by letter, telephone or email. Think about your appearance — first impressions are important. Take a copy of your CV or application form to the interview. Sometimes the person who is interviewing you has not

seen it. Prepare a list of questions which you may want to ask the interviewer. Possible subjects include the industry, the company, the job, pay, working hours and holidays. Use the Internet to research about the industry and the company. Prepare answers for questions which you think the interviewer may ask you. In particular, think of examples of your achievements in previous jobs or while at school, and how you have managed any difficult situations. Think about your personal strengths and weaknesses, or how you would describe your own personality. Think about what the interviewer is looking for. Remember these points when you answer questions during the interview. Ask yourself why the company should choose to employ you, instead of the other people who are applying.

The first interview may be followed up with second rounds on-site or over the phone. From there it is a short wait until the company calls back with their offer, or mails a rejection — hopefully the former.

9. Read aloud paragraphs 1–3.

10. Explain the following references.

- ... refer to *it* in the first sentence of your letter, using the reference code if there is *one*.
What do the pronouns *it* and *one* refer to?
- This* will ensure that your application goes directly to the right person in the organization.
What does the pronoun *this* refer to?
- If you heard about *it* through someone already working for the company ...
What does the pronoun *it* refer to?
- ... mention *their* name and position.
What does the pronoun *their* refer to?
- ... focus on any of your current skills or responsibilities that correspond to *those* requested.
What does the pronoun *those* refer to?
- Remember *these* points when you answer questions during the interview.
What does the pronoun *these* refer to?

11. Find in the text the information about the usual order of a job application letter and describe it:

- the position applied for;
- your current situation;
- the reasons for wanting the job;
- a closing paragraph.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. Practise the following dialogues.

Dialogue 1

Brandon has a job interview for a lab assistant's job

- I.*: Good morning, Mr Brandon. My name is Ms Martin. Please have a seat.
B.: Good morning, Ms Martin. It's a pleasure to meet you.
I.: You've applied for the laboratory assistant's position, haven't you?
B.: Yes, Ms Martin.
I.: Do you know exactly what you would be doing as a laboratory assistant?
B.: Oh, a lab assistant helps to make sure that all the experiments are done properly.
I.: Do you have any further plans for further study?
B.: I hadn't really thought much about it. I don't know what courses I could do.
I.: Suppose our company would like you to attend an institution to further your skills. How would you feel about this?
B.: If the course helped me to improve my prospects for promotion and to be better at my job, I would definitely do it.

- I.: Have you ever had a job before?
 B.: No. I've really been too busy with all the study I've had to do to get a good result.
 I.: We have a lot of other applicants for this position. Why do you think that you deserve to get the job?
 B.: Well, I've found out a lot about this type of work and my research suggests that I would be quite capable of doing the work involved. I also think that I would be able to handle any training course reasonably well to get for the job.
 I.: Now, do you have any questions you'd like to ask me about the position?
 B.: I don't think so.
 I.: OK. Thank you for coming to the interview.
 B.: Thank you, Ms Martin. Goodbye.

Dialogue 2

Andrew has a job interview for a Saturday job

- I.: So, you've applied for the Saturday position, right?
 A.: Yes, I have.
 I.: Can you tell me what made you reply to our advertisement?
 A.: Well, I was looking for a part-time job to help me through college. I think that I'd be really good at this kind of work.
 I.: Do you know exactly what you would be doing as a shop assistant?
 A.: Well, I imagine I would be helping customers, keeping a check on the supplies in the store, and preparing the shop for business.
 I.: That about covers it, you would also be responsible for keeping the front of the store tidy. What sort of student do you regard yourself as? Did you enjoy studying while you were at school?
 A.: I suppose I'm a reasonable student. I passed all my exams and I enjoy studying subjects that interest me.
 I.: Have you any previous work experience?
 A.: Yes, I worked part-time at a take-away food store in the summer holidays.
 I.: Now, do you have any questions you'd like to ask me about the position?

- A.: Yes. Could you tell me what hours I'd have to work?
 I.: We open at 9.00, but you would be expected to arrive at 8.30 and we close at 6.00 pm. You would be able to leave then. I think I have asked you everything I wanted to. Thank you for coming along to the interview.
 A.: Thank you. When will I know if I have been successful?
 I.: We'll be making our decision next Monday. We'll give you a call.

Dialogue 3

A personnel officer gives advice on writing CVs

- A.: Mrs Wright, tell me about CVs, please. What are the key things to include?
 W.: Well, you should start with brief personal details, of course. You know, name, age, and so on. Marital status is OK too, but no names of children or pets.
 A.: And next comes education, I suppose?
 W.: Yeah. You ought to list the schools and institutions you've attended in chronological order. Make sure that the dates make sense. Don't forget details of the qualifications you obtained. Remember to put down your grades too.
 A.: I see. And would you advise people to include copies of their qualifications, and so on?
 W.: No, they don't need to do that, not at this stage.
 A.: Right. Now for the part of the CV which deals with work experience. Should we go through this in chronological order or start with the most recent, or current job first?
 W.: I would definitely say begin with the present or most recent job first. Then work backwards. Give a brief description of each job and try to list one or two achievements.
 A.: That's hard if you're still a student, isn't it?
 W.: True, but you can still mention things like "I was secretary of the Anglo-German society" or give details of any part-time or holiday jobs.
 A.: Oh, and one last question. What about a photograph?
 W.: Well, it can go on an application form or with a covering letter, but there's no reason why you can't put it on your CV.

If I were a job seeker, I'd invest in a studio photograph — one that made me look as good as possible, rather than one from a machine. And of course, never send a picture of you on the beach or at a party — people have sent me some amazing things!

15. Complete the gaps in the dialogue with the interviewer's questions in a — i below. Then practise this dialogue.

I.: Good morning.

S.: Good morning, John Smith, it's a pleasure to meet you Mrs Winters.

I.: Please take a seat. (1) _____?

S.: Yes, luckily, you have a nice underground parking lot that helped me avoid the worst of it. I must say this is an impressive building.

I.: Thank you, we like working here. Now, let's see.
(2) _____?

S.: Yes, Mark Abraham encouraged me to apply, and I think I'd be ideal for the position.

I.: Oh. Mark... he's a great system administrator, we like him a lot ... Let's go over your CV. (3) _____?

S.: Certainly. I've been working as the regional assistant director of marketing at BID Engineering Company for the past year.

I.: (4) _____?

S.: Before that, I was a BID local branch manager in Seattle.

I.: Well, I see you have done well at BID. (5) _____?

S.: Yes, I've been in charge of in-house personnel training for our Internet customer service reps over the past six months.

I.: (6) _____?

S.: We've been working on improving customer satisfaction through an innovative e-commerce solution which provides real-time chat service help to visitors to the site.

I.: Interesting. (7) _____?

S.: I understand that you have been expanding your e-commerce to include social networking features.

I.: Yes, that's correct.

S.: I think that my experience in customer relations via the Internet in real-time puts me in the unique position of understanding what works and what doesn't.

I.: Yes, that does sound useful. (8) _____?

S.: Well, I think we'll continue to see consumers spend more of the shopping dollars online. I've been studying how sales directly relate to customer satisfaction with online services.

I.: (9) _____?

S.: Sure ... if customers aren't satisfied with the service they receive online, they won't come back. It's much easier to lose customers online. That's why you need to make sure that you get it right the first time round.

I.: I can see you've learnt quite a lot in the short time you've been working in e-commerce.

S.: Yes, it's an exciting field to be working in ...

- Can you give me some more detail about your responsibilities as assistant director?
- What difficulties and challenges do you think we might run into?
- You've come to interview for the position of e-commerce manager, haven't you?
- Can you tell me a little bit about what you've been doing in your training?
- It's quite the rainy day outside, isn't it?
- Would you mind giving me a bit more detail on that?
- And what did you do before that?
- Is there anything in particular you feel would be useful here at Anders Co.?
- Could you begin by telling me about your qualifications?

16. You are applying for a job as ... (indicate any job you want). Practise the following interview questions. Discuss the answers with your groupmates.

- Can you tell me a little about yourself?
- What kind of training or experience do you have in this field?
- Do you have a job now?

4. What are your responsibilities?
5. Why do you want to change your job?
6. What were your responsibilities in your last job?
7. Why did you leave your last job?
8. What do you think are your greatest strengths?
9. What do you consider to be your greatest weaknesses?
10. Why do you want for this company?
11. Why are you interested in this job?
12. Do you want to work full-time or part-time?
13. What salary do you want?
14. When are you available to start?
15. Do you have any questions for me?
16. You are going to interview each other for your jobs, taking it in turns to be the interviewer and candidate (interviewee). Use the above dialogues as a guide.

17. You are going to interview each other for your jobs, taking it in turns to be the interviewer and candidate (interviewee). Use the above dialogues as a guide.

18. These are the headings commonly used in a CV (a résumé). Using dialogue 3 as a guide and the information given below, make up a dialogue of your own to discuss some problems involved in writing a CV.

1. *Personal Details*: up-to-date contact details and personal details to be given.

2. *Personal Profile*: summarising experience, skills and career objectives.

3. *Achievements*: quantifiable evidence of where candidates have excelled in roles.

4. *Professional Experience*: profiling useful examples and evidence of suitability.

5. *Education*: evidence of structured learning and future development potential.

6. *Skills and Qualities*: telling recruiters exactly what candidates are good (best) at.

7. *Activities and Interests*: they do not really add that much value to a CV.

SECTION 4

LISTENING

19. Listen to the dialogue "A Job Interview". Answer the questions that follow.

1. What job is Mary thinking of applying for?
2. What is she worried about?
3. What does Jerry mean by saying, "You never get a second chance to make a first impression"?
4. What is a body language?
5. What is required to prepare properly for an interview?
6. Is it necessary to memorize all the answers beforehand?
7. Do you think Mary can make a successful interview?

20. As you listen to the pieces of Jerry's advice how to succeed at a job interview, make notes under the following headings.

1. Making a good impression.

2. Having confidence.

3. Being natural when you speak.

4. Discussing the topic of money.

21. Check your answers with your groupmates and tapescript 9 of the dialogue. Look up the words you do not know in the dictionary.

22. Practise this dialogue.

23. Tell your groupmates about some other aspects of a successful job interview.

SECTION 5

WRITING

24. Revise the guidelines which might be used to compose a letter to apply for any competitive position, from jobs in the private sector to graduate-school appointments, and even, with some adjustments, to apply for awards or financial grants (see the text of the Unit).

25. Study the parts and the features that are characteristic of a letter of application for a job. Read and translate the letter.

62 Steadman Rd. Clapton, E5 9HA (701) 552-3201 e-mail: architect@mail.uk 15th September, 2011	Return address and date
The Personnel Department Attn: Richard Johnson Brown, Smith & Partners 7 Nelson Street, Office 324 London W2 1 ED Re: Project Architect Position	Inside address
Dear Mr. Johnson Please accept my application for the position of Project Architect as advertised in the <i>Architectural Record</i> , 2011. I am a dynamic and ambitious architect with five years' experience in various projects and construction of industrial and commercial buildings. Since graduating from the University of London with a Master's degree in Architecture, I have worked in several well-known architecture and design companies. I possess impeccable technical and computer skills with advanced knowledge of Auto CAD, Microsoft Office and Adobe. My attention to detail and excellent problem-solving skills ensure that every project I work on is done accurately and to the highest possible standard. I am comfortable working as part of a team but also have	Salutation Body

the ability to take an authoritative role when the situation arises. My verbal communication skills make me an effective communicator with clients I work with.

I am excited about the chance of working for Brown, Smith & Partners as I have admired the company since I first started studying Environmental Design. My enclosed CV clearly demonstrates my interest in sustainability and the way in which my skills and experiences are compatible with this role.

I look forward to the opportunity of discussing my application with you further.


Yours sincerely,

Michael L. James

Encl.: CV

Closing
 signature
 Enclosure

26. Read the advertisement for a job of a landscape designer.

	Landscape Designer The City of Wanneroo in Australia has a number of exciting new opportunities
designed to help support our rapidly growing community. With up to 5 weeks annual leave, family friendly working conditions and a number of development opportunities the City is a dynamic and challenging place to work. If you are committed to making a real difference to the local community and would like to work for one of the fastest growing local governments in the country then have a look at the details below.	
The successful applicant for this position will be responsible for providing a design and drafting service for landscape infrastructure projects and providing technical advice on landscape design matters. Applicants will require experience in landscape architecture, well-developed communication skills and knowledge of landscape design within the context of a local government environment.	
Please apply with CV to Mr. Chris Morrison, The Personnel Manager, 23 Dundobar Rd, Wanneroo WA 6065	

27. Write a letter of application for the above job.

28. Using the above advertisement as a guide, write a similar advertisement for your job. If you don't work at the moment, choose a job you would like to do. Include a short job description, and describe the main skills, experience and qualifications needed.

29. Study the parts and some features of the following CV. Read and translate it.

NAME	Michael Danford
ADDRESS	54 Dryfield Road Oxford CB4 5DS UK
TELEPHONE NUMBER	01254 2386254
E-MAIL ADDRESS	mdanford@mail.uk
DATE OF BIRTH	22 March 1989
EDUCATION	
2005–2009	Oxford College of Architecture Richmond Street
2000–2005	Oxford BC 9 8YB Watford Comprehensive School Leeds CB3
QUALIFICATIONS	
2009	Bachelor of Architecture (Landscape Architecture)
2008	Certificate of French Language Centre, University of London (General Course)
2005	General Certificate of Secondary Education: English, Mathematics, General Science, design and Technology, French, Art, and History
WORK EXPERIENCE	
October 2009 to present	Landscaper at Design Victoria, Oxford
January 2006 – May 2008	Temporary job as a designer at Morris's Design Organisation, Inc., Oxford

March 2006 – April 2008	Saturday and holiday job making drawings at DMI, Oxford
OTHER INFORMATION	English – native, French – fluent; driving licence
INTERESTS	developing CAD programmes, member of the town football team, photography, and playing the piano
REFEREE	Dr. Smith Head of the Department of architecture Oxford College of Architecture Richmond Street Oxford BC 9 8YB

30. How is a CV different in Russia?

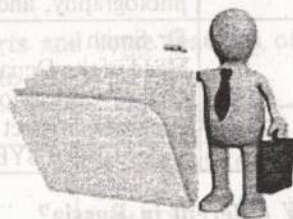
31. Write your own CV in English using qualifications you already have, or ones that you think you might get in the future. Use Michael Danford's CV as a model for your writing.

32. Find some advertisements for jobs or study abroad programmes. Look in newspapers or on the Internet. Choose one and write a CV based on the information provided.

Unit



BUSINESS DOCUMENTS AND CONTRACTS



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "The Basics of Business Documents and Contracts" and translate the given sentences.

1. **run** *v* — руководить (учреждением и т.п.)
run a business — вести дело, управлять предприятием
(Syn.) **conduct a business**

Who *runs* the firm now? He has no idea how to *run* a successful business. We will *conduct our business* in a way that enhances the reputation of the company.

2. **forecast** [*'fɔ:kɑ:st*] *n v* — прогноз, предсказание; предвидеть, предсказывать
sales forecast — прогноз сбыта (товара)

The company hopes to meet its *forecast* of 10% growth this year. Analysts *forecast* profits of 8 million this year. Executives issued a disappointing *sales forecast*.

3. **predict** [*pri'dikt*] *v* — предсказывать, прогнозировать

prediction [*pri'dikj(ə)n*] *n* — предсказание, прогноз

They *predict* a 3% to 5% sales increase. Analysts are busy making *predictions* about what we can expect in the next budget.

4. **seek** (*sought*) [*si:k*] (*[sɔ:t]*) *v* — искать, пытаться найти

Recruitment agencies connect young people who *seek* work with potential employers.

5. **stipulate** [*'stipjuleit*] *v* — ставить условием, обуславливать

The contract *stipulated* that the work was to be completed in 30 days.

6. **report** [*ri'pɔ:t*] *n v* — доклад, сообщение, отчет; сообщать, рассказывать, описывать, докладывать, представлять отчет

annual report [*'ænjuəl*] — годовой отчет

business report — отчет о деятельности фирмы; отчет о работе

She presented a progress *report* on the project. The sales manager was pleased to *report* increased sales for the first quarter. A *business report* conveys information to assist in business decision-making.

7. **department** [*di'pa:tment*] *n* — отдел, отделение; подразделение, служба департамент, управление

accounting department [*ə'kauntɪŋ*] — отдел бухгалтерии

finance (financial) department [*'faɪnəns*] (*[fai'nænf(ə)l]*) — финансовый отдел

You will need to ask John about that — it is more his *department* than mine. The *Accounting Department* is on the third floor. The *Finance Department* gives approval after taking into consideration all the financial aspects.

8. **revenue** [*'revɪnju:*] *n* — доход; (*pl.*) доходные статьи

European sales account for 30% of the company's *revenue*. State officials predicted a 5% growth in tax *revenues*.

9. **assets** ['æsets] *n* — активы (баланса), имущество, средства, активы, капитал, фонды

liability [.la(i)ə'biləti] *n* — обязанность, необходимость, ответственность; (*pl.*) денежные обязательства, задолженность
assets and liabilities — актив и пассив

The company was forced to sell off its *assets*. The company has accepted *liability* for the damage to the cargo. The company does not have enough money to meet its *liabilities*. A standard company balance sheet has *assets and liabilities*.

10. **fund** [fʌnd] *n v* — запас, резерв, фонд фонды, денежные средства; финансировать, субсидировать
funding — финансирование

The company is short of *funds* at the moment. The company will *fund* a new training programme.

11. **launch** [lɔ:ntʃ] *n v* — начало чего-л., пуск; начинать (действовать), выпускать, предпринимать

launch a product — запускать новый продукт в производство
product launch — выпуск нового товара

The event was held to mark the *launch* of a new online service. The administration *launched* an attack on organized software piracy. I gave a short presentation about how to *launch* a new product. A successful *product launch* is the culmination of many, carefully planned steps by a coordinated team.

12. **minutes** ['minits] *n* — протокол (собрания, заседания)
meeting minutes/minutes of the meeting — протокол собрания

keep (draw up, write) the minutes — вести протокол

He started the meeting by reading the *minutes* of the previous meeting. He took the *minutes of the meeting*. To *keep* accurate *meeting minutes* is crucial for any business or organization.

13. **legal** ['li:gəl] *adj* — юридический, правовой, дозволенный законом

legitimate [li'dʒitimit] *adj* — законный; правильный, обоснованный

Customers have a *legal* right to demand a replacement or a refund for a faulty product. They used the *legitimate* means for achieving their success.

14. **agenda** [ə'dʒendə] *n* — повестка дня

an item on the agenda ['aitəm] — пункт (вопрос) повестки дня

The *agenda* will be sent out in advance of the meeting. What is the next *item on the agenda*?

15. **deliver** [di'livə] *v* — доставлять, поставлять, снабжать; передавать, вручать

delivery [di'liv(ə)ri] *n* — доставка, поставка; выдача, передача

delivery time — срок поставки

The goods were transported from the factory and *delivered* to the store. How many *deliveries* do you make in a week? Even if the *delivery time* is listed as 24 hours, you must still place your order before December 20 for *delivery* by Christmas.

16. **pay** (paid) [pei] *v* — платить, выплачивать

payment ['peimənt] *n* — платеж, плата, уплата, оплата

payment terms — условия платежа

She *paid* for the goods by cheque. Will you accept \$100 as *payment* for the work? International students are required to observe the same *payment terms* established for all students.

17. **contract** ['kɒntrækt] *n* — договор, соглашение, контракт

termination of a contract [ˌtə:mi'neɪʃn] — прекращение действия контракта, аннулирование контракта

employment contract — договор (личного) найма

lease (rental) contract — договор аренды

The *contract* should include price, payment terms, and specific work to be performed. The fee will be charged for early *termination*

of a contract or agreement. She was asked to do work that was not within the terms of her *employment contract*. If you do not fully understand any part of the *lease contract*, get advice before signing it.

18. **purchase** ['pʌ:tʃɪs] *n v* — покупка, закупка, купля, приобретение; покупать, закупать, приобретать

The receipt is your proof of *purchase*. The company was *purchased* for £3.5 billion.

19. **in (with) relation to** [ri'leɪʃ(ə)n] — относительно, в отношении, что касается

(*Syn.*) **in (with) regards to** [ri'ga:dz]

Improve your Business English communication skills *in relation to* telephoning, meetings, and discussions. *With regard to* your recent application, I am afraid we are unable to offer you the job.

20. **prior to** ['praɪətu] — до, перед, раньше, прежде

The contract will be signed *prior to* the ceremony.

2. Match the pairs of synonyms from A and B and translate them.

- | A | B |
|------------------------|---------------|
| 1. income | a. forecast |
| 2. transfer | b. contract |
| 3. obligation | c. fund |
| 4. before | d. purchase |
| 5. financial resources | e. department |
| 6. programme | f. revenue |
| 7. prediction | g. legal |
| 8. sale | h. liability |
| 9. section | i. delivery |
| 10. sum of money | j. assets |
| 11. agreement | k. agenda |
| 12. legitimate | l. prior to |

3. Match the verb on the left with a suitable item on the right. Use each item once only.

- | | |
|--------------|----------------------|
| 1. launch | a. funding |
| 2. seek | b. a contract |
| 3. offer | c. sales |
| 4. keep | d. a product |
| 5. terminate | e. the minutes |
| 6. stipulate | f. a business |
| 7. forecast | g. services |
| 8. run | h. the payment terms |

4. Make the following sentences complete by translating the words and phrases in brackets.

1. It is good practice for companies to make a proper (отчет) to shareholders. 2. An important aspect of managing a (выпуск нового товара) is tracking early sales. 3. Each (пункт повестки дня) should begin with an action word (verb): discuss, decide, select, review, finish, etc. These (пункты) should frame the expectations of attendees. 4. We require (оплата) advance for all goods purchased. 5. Conducting a (прогноз сбыта товара) will provide your business with an evaluation of past and current sales levels and annual growth. 6. Before signing any (договор аренды), read it carefully. 7. Any person who attends a meeting may be asked to (вести протокол). 8. The (отдел бухгалтерии) in a company deals with money paid, received, borrowed, or owed. 9. Salaries are low (относительно) the cost of living. 10. The (срок поставки) under the purchase contract has already expired.

5. Insert the correct word from the Active Vocabulary.

1. Manufacturers can _____ goods directly from factories. 2. I am writing to you _____ your letter of 10 July. 3. The _____ of a business takes responsibility for organising the financial affairs including the preparation and presentation of appropriate accounts, and the provision of financial information for managers. 4. _____ takes place when the parties to the

contract are released from their contractual obligations. 5. It is difficult to obtain adequate _____ for new projects during the recession. 6. An _____ sets out the terms on which you are hiring an individual or company. 7. Cigarette tax is an important source of _____ for the government. 8. If you have a financial _____, you have to pay money if anything goes wrong. 9. The directors have published their _____ for the preceding year. 10. There is a discount of 10% if you _____ cash.

6. Define parts of speech. Translate the words of the same root.

1. predict — predictable — predictably — predictability — prediction — predictive — predictively;
2. finance — financial — financially — financier;
3. legal — illegal — legally — legalistic — legality — legalize;
4. pay — payer — payee — payable — payment;
5. purchase — purchaser — purchasable;
6. report — reporter — reportage — reportedly;
7. legitimate — legitimately — legitimacy — legitimize;
8. deliver — deliverer — delivery;
9. serve — service — serviceable — serviceably — serviceability;
10. invest — investor — investment.

SECTION 2

READING AND DISCUSSION

7. Before you read the text "The Basics of Business Documents and Contracts", discuss these questions with your groupmates or teacher.

- a) What is a business document?
- b) What business document does a business owner write before starting the business?
- c) What business documents are written by the accounting or financial department?

- d) What information does a business report include?
- e) What is the purpose of writing meeting minutes?
- f) What types of business contracts do you know?
- g) Why is signing a business contract a very important part of conducting business?

8. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

THE BASICS OF BUSINESS DOCUMENTS AND CONTRACTS

The term *business documents* covers various documents, reports and statements written by company executives and managers to improve operations, inform clients of purchases and share budgets with investors and shareholders. Each type of business document includes data, sections and visual graphs to illustrate the sales, annual income and internal operations of the business.



A businessman reading a contract through a magnifying glass

A business plan is the first document a business owner writes prior to starting the business and offering services. A business plan document includes a description of the business, a list of services and products to be offered and a chart of the current management and departmental structures. It should also include a list of risks associated with running the business, a fully developed budget and sales forecasts. The business plan serves as a guide to starting and running the business, and is required if your business is seeking funding.

Annual reports are financial documents written by the accounting or financial department of a business once per year. This type of business document is written for investors and includes details of revenues and expenses, plus the total assets and liabilities of the company.

Other sections include operational budgets, predictions for the upcoming financial year and what changes the company seeks to make in the future to avoid financial downfalls.

Business reports are written reports that share information or data, often in relation to research for a project, marketing campaign or new product launch. These types of reports include an introduction, a presentation of the data and research found, a list of suggestions of how the company can use the research or data for the project or marketing campaign in question and a conclusion that discusses the next steps. Business reports may serve as written proposals, such as how to target a new market or what products to add to a new product line.

Meeting minutes are business documents written after a meeting takes place within a company. The meeting minutes document outlines who was present at the meeting, what topics were discussed, what conclusions were drawn and what is on the agenda for upcoming events or business projects. This document is shared with company employees who are not able to attend the meeting in person, but who must be kept up-to-date with decisions made in corporate meetings.

A business contract is an important part of conducting business. It describes the job duties in detail, delivery time, payment terms, and legal terms of conducting business between the client and you. It is essential that both parties agree to the terms outlined in the contract and acknowledge their agreement with an authentic signature. A business contract provides a sense of security to both parties to know they are on common ground in regards to the business relationship.

Different types of business contracts are created to suit the situation and on an "as needed basis".

An employment contract is a legal document which stipulates the terms of employment between an employee and an employer. It covers such topics as the starting date of employment, name of the employer and employee, address of employment, salary, expenses, time off work, hours worked each week, terms of employment, pension details, deductions and notice for the termination of the contract.

Confidentiality agreements are those contracts entered into by two or more parties where some or all the concerned parties agree that certain information that passes between them or which has been created by one of the parties shall remain confidential. This type of agreement is usually used in cases where a company has a new product or secret process which it wants another company to evaluate prior to a comprehensive licensing agreement.

Land/lease/rental contracts are between business owners and landowners over usage of a building or parcel of land for business purposes. Rental contracts identify the rights and requirements of tenants and landlords. They address such instances like when a landlord sells or loses the title to a building (due to bankruptcy, etc).

A service agreement ensures that both parties receive what they expect. The client receives the work he or she has hired you for, and you receive payment for your services.

Without a business contract, it is likely you will find yourself in a dispute at one time or another. A business contract keeps the work legitimate and protects both parties.

9. Find in the text the paragraphs about different types of business contracts. Read aloud these paragraphs and translate them into Russian.

10. Explain the following references.

- It* should also include a list of risks ...
What does the pronoun *it* refer to?
- These* types of reports include an introduction, a presentation of the data and research found ...
What does the pronoun *these* refer to?
- This* document is shared with company employees who are not able to attend the meeting in person ...
What does the pronoun *this* refer to?
- It* describes the job duties in detail, delivery time, payment terms, and legal terms of conducting business ...
What does the pronoun *it* refer to?

- e) *It* covers such topics as the starting date of employment, name of the employer and employee, address of employment, salary ...

What does the pronoun *it* refer to?

11. Complete the sentences choosing the best variant corresponding to the contents of the text.

- 1) A business plan includes...
 - a) assets and liabilities.
 - b) marketing campaign results.
 - c) internal operations of the business.
- 2) An annual report covers ...
 - a) a lot of risks associated with running the business.
 - b) sales forecasts.
 - c) expenses and budgets.
- 3) A business report is usually written for...
 - a) seeking funding.
 - b) predictions for a new financial year.
 - c) a new product launch.
- 4) The meeting minutes are important for...
 - a) those who were not present at the meeting.
 - b) internal operations of the business.
 - c) adding products to a new production line.
- 5) A contract stipulating the rights of landowners and tenants is...
 - a) an employment contract.
 - b) a rental contract.
 - c) a service contract.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. Practise the following dialogue.

Dialogue 1

- A.: So if possible I'd like you to have the entire document ready by the 31st. Is that OK?
- B.: Sorry, I don't really understand. Are you saying you want me to redesign the whole thing?
- A.: Yes, that's right.
- B.: And what exactly do you mean by the entire document? The photos as well?
- A.: Yes, including the photos.
- B.: I don't think I can do it for the 31st. Do you mean by the end of this month?
- A.: No sorry, I meant by the 31st of next month.
- B.: Right. I'm with you. No, that shouldn't be a problem.
- A.: Is there anything else you want to ask?
- B.: No, that's fine, it's quite clear now, thanks.
- A.: Great, so shall we move on to talk about the layout for the annual report?
- B.: Just one thing before we do that; do you want to meet again before the 31st?
- A.: No, that's OK. You sound like you have it all under control.

15. Using dialogue 1 as a guide, make up dialogues of your own to discuss the preparation of business documents (choose any you like).

16. Practise the dialogue between a customer and a supplier discussing the contract delivery period for machines.

Dialogue 2

- A.: Well, let's get started. You know, with this delivery problem I'm sure there's room for discussion.
- B.: Let's see how we get on.

- A.: Right, well this is how we see it. We can deliver the first machine in ten weeks, and install it four weeks after that.
- B.: Why such a long delivery period?
- A.: Well, these are in fact the usual periods. It's pretty normal in this kind of operation. Did you expect we could deliver any quicker?
- B.: We need delivery of six weeks maximum, with four weeks of installation.
- A.: I see what you mean, but that would be very difficult. You see we have a lot of orders to handle at present, and moving just one of these machines is a major operation. Look, if I can promise you delivery in eight weeks, does that help?
- B.: I'm sorry, but I can't accept eight weeks. You'll have to do better than that, I'm afraid.
- A.: Well, look. You want the machine in six weeks. Now that is really a very short deadline in this business. You said that you couldn't take it any later, but couldn't your engineers find a way to re-schedule just a little, say another week?
- B.: I'm afraid I can't increase the delivery period any further. I have my instructions.
- A.: Well, you really are asking us for something that is very difficult. I've already offered you seven weeks. I'll have to consult with my colleagues and come back to you, but I can't see what we can do.
- B.: May I make a suggestion? If you can promise delivery in six weeks, then we may be able to talk about a further order.
- A.: Well, on that basis I suppose we might be able to look at some kind of arrangement. In fact, if you can promise another order I think we could accept your terms.
- B.: Let's go through the terms: six weeks for delivery and four weeks for installation; and the decision about the next order to be taken by the 26th. Agreed?
- A.: Exactly. Please confirm this in writing.

17. Here are some expressions commonly used in discussing contract terms and conditions. Look them up in the dictionary if necessary, and learn them. Then put the new vocabulary into context, making up sentences of your own.

according to the contract	alter the terms of the contract
breach of contract	break a contract
sign a contract	clause
penalty clause	cancellation clause
with effect from	come into force
deadline	draft
expire	expiry date
unit price	minimum quantity
delivery date	bulk discount
method of payment	credit period
warranty period	

18. Using dialogue 2 as a guide and the above words and phrases, make up dialogues of your own.

Situations

You talk to your groupmate about:

- the delivery date (indicate any products/equipment you like);
- the alteration of the contract terms and conditions;
- the reasons for breaking the contract.

SECTION 4

LISTENING

19. Listen to the text "Joint Venture Agreement". Answer the questions that follow.

- What is a joint venture agreement?
- What is a partnership agreement characterised by?
- What do the key clauses of a joint venture agreement include?
- What is the structure of a joint venture?
- How is a joint venture run?

20. As you listen, make notes under the following headings indicating some specific features of a joint venture.

1. Advantages	
2. Benefits	
3. Success	
4. Key elements	

21. Check your answers with your groupmates and tapescript 10 of the text. Look up the words you do not know in the dictionary.

22. Retell the text about some characteristics of joint venture agreements.

23. Tell your groupmates about some other types of agreements or contracts.

SECTION 5

WRITING

24. Read the information about some specific features of writing a business report.

A report is divided into four areas:

- Terms of Reference.* This section gives background information on the reason for the report. It usually includes the person requesting the report.
- Procedure.* The procedure provides the exact steps taken and methods used for the report.
- Findings.* The findings point out discoveries made during the course of the report investigation.
- Conclusions.* These provide logical conclusions based on the findings.
- Recommendations.* The recommendations state actions that the writer of the report feels need to be taken based on the findings

and conclusions. Reports should be concise and factual. Opinions are given in the *Conclusions* section. However, these opinions should be based on facts presented in the *Findings*. Use simple tenses (usually the Present Simple) to express facts. Use the imperative form (e.g. Discuss the possibility ..., Give priority ..., etc.) in the *Recommendations* section as these apply to the company as a whole.

25. Study a sample business report.

Terms of Reference.

Mary Smith, Director of the Personnel Department, has requested this report on employees' benefits satisfaction. The report was to be submitted to her by 10 May.

Procedure.

Representative selections of 15% of all employees were interviewed in the period between February 1st and February 15th concerning:

- 1) overall satisfaction with our current benefits package;
- 2) problems encountered when dealing with the personnel department;
- 3) suggestions for the improvement of communication policies;
- 4) problems encountered when dealing with our Health Maintenance Organization.

Findings.

1. Employees were generally satisfied with the current benefits package.
2. Some problems were encountered when requesting vacations due to what is perceived as long approval waiting periods.
3. Older employees repeatedly had problems with Health Maintenance Organization prescription drugs procedures.
4. Employees between the ages of 22 and 30 report few problems with the Health Maintenance Organization.
5. Most employees complain about the lack of dental insurance in our benefits package.
6. The most common suggestion for improvement was for the ability to process benefits requests online.

Conclusions.

1. Older employees, those over 50, are having serious problems with our Health Maintenance Organization's ability to provide prescription drugs.

2. Our benefits request system needs to be revised as most complaints concerning in-house processing.

3. Improvements need to take place in personnel department response time.

4. Information technology improvements should be considered as employees become more technologically savvy.

Recommendations.

1. Meet with Health Maintenance Organization representatives to discuss the serious nature of complaints concerning prescription drug benefits for older employees.

2. Give priority to vacation request response time as employees need faster approval in order to be able to plan their vacations.

3. Take no special actions for the benefits package of younger employees.

4. Discuss the possibility of adding an online benefits requests system to our company Intranet.

26. Following the above instructions, practise writing business reports.

Terms of reference:

a) You have been requested by Mr. Jones, the manager of the company, to write a report on the availability of computers in the company and their use by the staff. The report is to be submitted by 15th August.

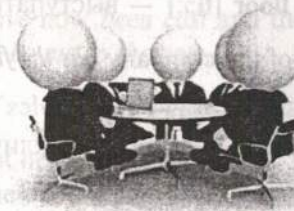
b) Mrs. Rogers, Head of the Personnel Department, has asked you to write a report on the absenteeism rates for the last three months. The report is to be submitted by 1st August.

c) Mr. Owen, Head of the Quality Control Department, has requested you to write a report on customers' complaints about the quality of your company's products. Choose any products you like. The report is to be submitted by 20th October.

27. Present the reports to the class and discuss them, then seek an opinion from your teacher.



BUSINESS MEETINGS



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "Running a Business Meeting" and translate the given sentences.

1. **attend a meeting** — присутствовать на собрании

call a meeting — созвать собрание

hold a meeting — проводить собрание

run a meeting — проводить собрание; руководить собранием

I was unable *to attend* the union *meeting*. The director *has called* an urgent *meeting*. They decided *to hold* a *meeting* to discuss the latest sales report. Who is going *to run* the *meeting* today?

2. **staff** [sta:f] *n* — штат(ы) (служащих), персонал, сотрудники

staff members — сотрудники (данного учреждения)

We have *a staff* of thirty. They are *staff members* of the personnel department.

3. **estimate** ['estimit] *n* — оценка, смета, калькуляция; ['estimeit] *v* — оценивать, устанавливать стоимость; давать оценку, выносить суждение

I can give you a rough *estimate* of the number of staff needed to work on the project. We *estimated* that it would take two years to complete the job.

4. **have (take) the floor** [flɔ:] — выступать, брать слово

The representative of the company *has the floor*.

5. **roll call** ['rɔlkɔ:l] — переключка

do roll call/call the roll — делать переключку, вызывать по списку

Two students missed *roll call*. The secretary will *call the roll*.

6. **chairperson** ['tʃeəpə:s(ə)n] *n* — председатель

The *chairperson* will determine the order in which people will speak.

7. **charge** [tʃɑ:dʒ] *n v* — обязанности, ответственность, руководство; поручать, вверять, возлагать ответственность

be in charge — отвечать (за кого-л.), заведовать, вести, руководить

She took *charge* of the family business when her father died. She *charged* me to look after her son. Who will *be in charge* of the department when she is away?

8. **assign** [ə'sain] *v* — назначать (срок), предназначать; давать, поручать (задание, работу); назначать на должность

We *assigned* the day for our meeting. They *have assigned* the job to me. She *has been assigned* to a new post.

9. **vote** ['vəut] *n v* — голосование, голос(а), право голоса, количество проголосовавших; голосовать

open vote — открытое голосование

tie vote ['tai] — равенство голосов (поданных за двух кандидатов)

private (closed) vote ['praɪvət] — закрытое голосование

cast a vote — проголосовать

put to the vote — ставить на голосование

Each shareholder has *a vote* at the annual general meeting. He *has voted* against the proposal. All officers connected with military service are elected by *open vote*. The Chairperson will not have an additional *vote* in the case of *a tie vote* at the meeting. All *the votes* in the election *have now been cast* and the counting has begun. The proposal is *to be put to the vote*.

10. **resolve** [ri'zɒlv] *v* — решать, решать голосованием

He *resolved* that he would work harder. The committee *resolved* on appointing a new secretary. They *resolved*, by 20 votes to 10, to accept the company's budget proposal.

11. **in favour** ['feɪvə] — «за» (при голосовании)

in opposition [ˌɒpə'ziʃ(ə)n] — «против» (при голосовании)

All those *in favour* raise your hands. The unions are *in opposition* to the government over the issue of privatization.

12. **ballot** ['bælət] *n* — избирательный бюллетень, список кандидатов для голосования

They are counting *the ballots* now.

13. **count** ['kaunt] *n v* — счет, подсчет; считать, подсчитывать

take the count of votes — подсчитать число (проводить подсчет) голосов

The vote was so close that we had to have several *counts*. I *counted* the money to see if it was correct. They *took the count* of how many people attended.

14. **carry** ['kæri] *v* — принимать (при голосовании — решение, документ)

fail ['feɪl] *v* — отклонить, не принять (при голосовании — решение, документ)

The proposal *was carried* by 210 votes to 160. The resolution *was failed* by a roll call vote of 35–46.

15. **check off** *v* — отмечать галочкой (проверенное, выполненное и т.п.)

He *checked off* their names on the list as they got on the coach.

16. **promote** [prəˈməʊt] *v* — повышать в должности, продвигать по службе

promotion [prəˈməʊʃ(ə)n] *n* — повышение в должности, продвижение по службе

He *was promoted* from assistant sales manager to sales manager. The job offers a good salary and excellent chances of *promotion*.

17. **time limit** — регламент, предельный срок

set a time limit — установить регламент

We have already gone over *the time limit* for this meeting. We *set a time limit* of ten minutes for each speaker.

18. **amount** [əˈmaʊnt] *n v* — количество, величина; все, весь объем; составлять сумму, доходить (до), равняться (чему-л.)

You don't have to pay the full *amount* just now. Our debts *amount* to over \$2000.

19. **allocate** [ˈæləkeɪt] *v* — предназначать, назначать; распределять

The government *has allocated* over 100 million to the job programme. New staff *has already been allocated* jobs.

20. **motion** [ˈməʊʃ(ə)n] *n* — предложение (на собрании)

put the motion to vote — поставить предложение на голосование

Her *motion* was voted on. All members of the assembly *put the motion to vote* on a draft resolution.

2. Match the pairs of antonyms from A and B and translate them.

A

- miss
- in opposition
- dismiss
- keep
- open
- cancel
- demotion
- carry

B

- assign
- private
- promotion
- hold
- attend
- fail
- in favour
- allocate

3. Match the noun(s) on the left with a suitable item on the right. Use each item once only.

- | | |
|----------------------|----------------------------------|
| 1. The staff members | a. indicates the order of items. |
| 2. The issues | b. have been counted. |
| 3. The motion | c. is running smoothly. |
| 4. The time limit | d. was calling the roll. |
| 5. The agenda items | e. have been put to a vote. |
| 6. The agenda | f. attended the meeting. |
| 7. The chairperson | g. are going to have the floor. |
| 8. The ballots | h. has been carried. |
| 9. The meeting | i. were checked off. |
| 10. The experts | j. has been set. |

4. Replace the underlined words with the words below.

a) take the floor b) resolve c) amount d) run e) estimate
f) charge of g) cast h) take the count of i) motion j) call

- Did they decide to bring up that matter at the next meeting?
- We had to calculate the votes twice.
- It is impossible to evaluate these results without knowing more about the research methods employed.
- The chairperson was the first to speak.
- She decided to take responsibility for the family business.
- They have put up for a vote the suggestion about the company's day-to-

day activities. 7. Using fliers is a time-tested way to announce an organizational meeting. 8. A majority of the staff decided to give their votes to accept that offer. 9. Banks may not be prepared to open an account if the sum involved is too small. 10. Our company is going to hold a meeting to talk about future projects.

5. Read and translate the following groups of sentences paying attention to the words in italics which can function as a noun and a verb, or a verb and an adjective, or a noun and an adjective, with the same form. They can have similar or different meanings. Look up your dictionary if necessary.

1. a. He tried to *motion* us to our seats.
b. He made his hand *motion* to get our attention.
c. They proposed a *motion* to increase the membership fee.
2. a. The old man needed his *staff* to climb the hill.
b. We need 30 bilingual people to *staff* the call centre.
c. How many are on the hotel *staff*?
3. a. The statue was *cast* from bronze.
b. She *cast* a glance in his direction.
c. The film has a strong *cast* including some famous names.
4. a. There is a 30-minute *time* limit on Internet use.
b. They usually *time* their visit here every month.
c. I don't have the *time* to play football.
5. a. They *charged* a small fee for their service.
b. They study electrically *charged* particles.
c. She *charged* me to look after her little son.

SECTION 2

READING AND DISCUSSION

6. Before you read the text "Running a Business Meeting", discuss these questions with your groupmates or teacher.

- a) What is required to run a meeting smoothly?
- b) Do you know how to announce a meeting?
- c) What is the purpose of having an agenda?

- d) What are the roles of staff members at a meeting?
- e) Is it important to make small talk before starting a meeting?
- f) What are a chairperson's responsibilities?
- g) What is the procedure of taking meeting minutes?
- h) Do you know how to finish a meeting?

7. Read the Text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

RUNNING A BUSINESS MEETING

Meetings are an important part of doing business. A successful meeting has no surprises. With proper preparation and careful organization, a meeting can run smoothly. Setting goals and time limits, keeping to the agenda, and knowing how to refocus are the key components of an effective meeting.

There are a number of ways that you may call or be called to a meeting. Some meetings are announced by email, and others are posted on bulletin boards. The date, location, time, length, and purpose of the meeting should be included. In order to keep the meeting on task and within the set amount of time, it is important to have an agenda. The agenda should indicate the order of items and an estimated amount of time for each item. If more than one person is going to speak during the meeting, the agenda should indicate whose turn it is to have the floor. The person in charge of calling and holding a meeting may decide to allocate certain roles to other staff members. Someone may be called upon to take the minutes, someone may be asked to do roll call, and someone may be asked to speak on a certain subject. This should be done either in person, or in an email.

Whether you are holding the meeting or attending the meeting, it is polite to make small talk while you wait for the meeting to start. You should discuss things unrelated to the meeting, such as weather, family, or weekend plans. Once everyone has arrived, the chairperson, or whoever is in charge of the meeting should formally welcome everyone to the meeting and thank the attendees for coming.

If anyone at the meeting is new to the group, or if there is a guest speaker, this is the time when introductions should be made. The person in charge of the meeting can introduce the new person, or ask the person to introduce him-/herself. Some people who hold meetings prefer to pass around copies of the agenda, and others will post a large copy on a wall, or use an overhead projector. No matter which format is used, attendees should be able to follow the agenda as the meeting progresses. Before beginning the first main item on the agenda, the speaker should provide a brief verbal outline of the objectives.

Anyone may be assigned to take the minutes at a meeting. The minute-taker can use a pen and paper or a laptop computer and does not need to include every word that is spoken. It is necessary to include important points and any votes and results. Indicating who said what is also necessary, which is why the minute-taker should make sure to know the names of the attendees. The minute-taker should type out the minutes immediately after the meeting so that nothing is forgotten.

One of the most difficult things about holding an effective meeting is staying within the time limits. A good agenda will outline how long each item should take. A good chairperson will do his or her best to stay within the limits.

When issues cannot be resolved or decisions cannot be easily made, they are often put to a vote. Most votes occur during meetings. Votes can be open, where people raise their hands in favour or in opposition of the issue. In an open vote, the results are evident immediately. Other votes, such as who should be elected to take on a certain role, are private or closed. During private votes, attendees fill in ballots and place them in a box to be counted. The results may not be counted until after the meeting. When a motion is voted and agreed upon, it is carried. When it is voted and disagreed upon, it is failed. Most often votes are put to a majority. If there is a tie vote, the chairperson will often cast the deciding vote.

During the meeting, participants will comment, provide feedback, or ask questions.

There are different reasons why a meeting comes to an end. Time may run out, or all of the items on the agenda may be checked off. Some meetings will end earlier than expected and others will run late. A meeting may be cut short due to an unexpected problem or circumstance.

The end of the meeting is also the time to thank anyone who has not been thanked at the beginning of the meeting, or anyone who deserves a second thankyou. Congratulations or good-luck can also be offered here to someone who has experienced something new, such as receiving a promotion, getting married, or having a baby.

8. Read aloud paragraphs 1 — 3 of the text.

9. Find in the text the paragraph saying about putting a motion to a vote at the meeting and translate it into Russian.

10. Explain the following references.

- ... *others* are posted on bulletin boards.
What does the pronoun *others* refer to?
- This* should be done either in person, or in an email.
What does the pronoun *this* refer to?
- ... *they* are often put to a vote.
What does the pronoun *they* refer to?
- During private votes, attendees ... place *them* in a box to be counted.
What does the pronoun *them* refer to?
- When *it* is voted and disagreed upon, *it* is failed.
What does the pronoun *it* (two times) refer to?

11. Find in the text some key words and expressions to speak about holding a business meeting. Retell the text in English.

SECTION 3

SPEAKING

12. Study the following phrases that are used to conduct a meeting. These phrases are useful if you are called on to conduct a meeting.

Opening the Meeting

- Good morning/afternoon, everyone.
- If we are all here, let's start the meeting.

Welcoming and Introducing Participants

- We're pleased to welcome (name of participant)
- It's a pleasure to welcome (name of participant)
- I'd like to introduce (name of participant)

Stating the Principal Objectives of the Meeting

- We're here today to ...
- Our aim is to ...
- I've called this meeting in order to ...

Giving Apologies for Someone Who is Absent

- I'm afraid ... (a participant's name) can't be with us today. S/he is in ...
- Unfortunately, (a participant's name) ... will not be with us today because s/he ...

Reading the Minutes of the Last Meeting

- To begin with I'd like to quickly go through the minutes of our last meeting.
- First, let's go over the report from the last meeting, which was held on (date).
- Here are the minutes from our last meeting which was on (date).

Dealing with Recent Developments

- (Name), can you tell us how the ... project is progressing?
- (Name), have you completed the report on ...?
- Has everyone received a copy of ... report on current marketing trends?

Moving Forward

- So, if there is nothing else we need to discuss, let's move on to today's agenda.
- Shall we get down to business?
- If there are no further developments, I'd like to move on to today's topic.

Introducing the Agenda

- Have you all received a copy of the agenda?
- There are X items on the agenda. First, ... second, ... third, ... lastly, ...
- Shall we take the points in this order?
- Shall we skip item 1 and move on to item 3?
- I suggest we take item 2 last.

Allocating Roles (secretary, participants)

- (a participant's name) has agreed to take the minutes.
- (a participant's name), would you mind taking notes (the minutes) today?
- (a participant's name) has kindly agreed to give us a report on this matter.

Agreeing on the Ground Rules for the Meeting (contributions, timing, decision-making, etc.)

- We will hear a short report on each point first, followed by a discussion of ...
- The meeting is due to finish at ...
- We'll have to keep each item to ten minutes. Otherwise we'll never get through.
- There will be five minutes for each item.

Introducing the First Item on the Agenda

- So, let's start with ... / Shall we start with ...
- So, the first item on the agenda is
- (name), would you like to introduce this item?

Closing an Item

- I think that covers the first item.
- Shall we leave that item?
- If nobody has anything else to add, let's ...

Next Item

- Let's move onto the next item.
- The next item on the agenda is ...
- Now we come to the question of ...

Giving Control to the Next Participant

- I'd like to hand over to (name), who is going to lead the next point.
- Next, (a participant's name) is going to take us through ...
- Now, I'd like to introduce (a participant's name) who is going to ...

Summarizing

- Before we close today's meeting, let me just summarize the main points.
- Let me quickly go over today's main points.
- To sum up, ...
- In brief, ...
- Shall I go over the main points?

Finishing up

- Right, it looks as though we've covered the main items.
- Let's bring this to a close for today.

Suggesting and Agreeing on Time, Date and Place for the Next Meeting

- Can we set the date for the next meeting, please?
- So, the next meeting will be on (day), the (date) of (month) at...
- So, see you all then.

Thanking Participants for Attending

- I'd like to thank (name/s) for coming over from ...
- Thank you all for attending.
- Thanks for your participation.

Closing the Meeting

- The meeting is closed.
- I declare the meeting closed.

13. Study the following phrases that are used to participate in a meeting. These phrases are useful for expressing your ideas and giving input to a meeting.

Getting the Chairperson's Attention

- (Mister/Madam) chairman. May I have a word?
- Excuse me for interrupting.

Giving Opinions

- My view is ...
- I (really) feel (think) that ...
- In my opinion ...
- The way I see things ...

Asking for Opinions

- Do you (really) think that ...
- How do you feel about ...?

Commenting

- That's interesting.
- I never thought about it that way before.
- Good point!
- I see what you mean.

Agreeing

- I totally agree with you. Exactly!
- That's (exactly) the way I feel.
- I have to agree with (a participant's name).

Disagreeing

- I'm not too sure ...
- Unfortunately, I see it differently.
- I agree with you, but ...
- (I'm afraid) I can't agree ...

Advising and Suggesting

- Let's ...
- We should ...
- How/What about ...
- I suggest/recommend that ...

Clarifying

- Have I made that clear?
- Let me put this another way ...
- I'd just like to repeat that ...

Requesting Information

- Please, could you ...
- I'd like you to ...
- Would you mind ...

Asking for Repetition

- I didn't understand that. Could you repeat what you just said?
- I didn't catch that. Could you repeat that, please?
- I missed that. Could you say it again, please?

Asking for Clarification

- I don't quite follow you. What exactly do you mean?
- Could we have some more details, please?

Keeping the Meeting On Target (time, relevance, decisions)

- We're running short of time.
- Please be brief.
- Let's get back on track, why don't we?
- That's not really why we're here today.
- We'll have to leave that to another time.
- Keep to the point, please.
- Are we ready to make a decision?

14. Here is an example of a typical business meeting. As you can see from the dialogue, a typical business meeting can be divided into five parts.

Introductions

Meeting Chairman: If we are all here, let's get started. First of all, I'd like you to please join me in welcoming John Willows, our Southwest Area Sales Vice President.

John Willows: Thank you for having me, I'm looking forward to today's meeting.

Meeting Chairman: I'd also like to introduce Jane Smith who recently joined our team. I'm afraid our national sales director, Rebecca Woods, can't be with us today. She is in Kobe at the moment, developing our Far East sales force.

Reviewing Past Business

Meeting Chairman: We're here today to discuss the ways of improving sales in rural market areas. First, let's go over the report from the last meeting which was held on 10th May. Right, Nick, over to you.

Nick Williams: Thank you, George. Let me just summarize the main points of the last meeting. We began the meeting by approving the changes in our sales reporting system discussed on 15th April. After briefly revising the changes that will take place, we moved on to a brainstorming session concerning after sales customer support improvements. You'll find a copy of the main ideas developed and discussed in these sessions in the photocopies in front of you. The meeting was declared closed at 12.30.

Beginning the Meeting

Meeting Chairman: Thank you, Nick. So, if there is nothing else we need to discuss, let's move on to today's agenda. Have you all received a copy of today's agenda? If you don't mind, I'd like to skip item 1 and move on to item 2: Sales improvement in rural market areas. John has kindly agreed to give us a report on this matter. John?

Discussing Items

John Willows: Before I begin the report, I'd like to get some ideas from you all. How do you feel about rural sales in your sales districts? I suggest we go round the table first to get all of your input.

Richard Mallow: In my opinion, we have been focusing too much on urban customers and their needs. The way I see things, we need to return to our rural base by developing an advertising campaign to focus on their particular needs.

Mary Fielding: I'm afraid I can't agree with you. I think rural customers want to feel as important as our customers living in

cities. I suggest we give our rural sales teams more help with advanced customer information reporting.

Andrew Gray: Excuse me, I didn't catch that. Could you repeat that, please?

Mary Fielding: I just stated that we need to give our rural sales teams better customer information reporting.

Richard Mallow: I don't quite follow you. What exactly do you mean?

Mary Fielding: Well, we provide our city sales staff with database information on all of our larger clients. We should be providing the same sort of knowledge on our rural customers to our sales staff there.

John Willows: Would you like to add anything, Kate?

Kate Kemp: I must admit I never thought about rural sales that way before. I have to agree with Mary.

John Willows: Well, let me begin with this Power Point presentation (John presents his report). As you can see, we are developing new methods to reach out to our rural customers.

Richard Mallow: I suggest we break up into groups and discuss the ideas we've seen presented.

Finishing the Meeting

Meeting Chairman: Unfortunately, we're running short of time. We'll have to leave that to another time.

John Willows: Before we close, let me just summarize the main points:

- Rural customers need special help to feel more valued.
- Our sales teams need more accurate information on our customers.
- A survey will be completed to collect data on spending habits in these areas.
- The results of this survey will be delivered to our sales teams.

Meeting Chairman: Thank you very much, John. Right, it looks as though we've covered the main items. Is there any other business?

Andrew Gray: Can we fix the next meeting, please?

Meeting Chairman: Good idea, Andrew. How does Monday in two weeks time sound to everyone? Let's meet at the same time,

9 o'clock. Is that OK for everyone? Excellent. I'd like to thank Jack for coming to our meeting today. The meeting is closed.

15. Put the jumbled sentences in the right order to form useful expressions for meetings.

- a) last — suggest — item — I — take — three — we.
- b) the — me — points — let — main — summarize.
- c) you — how — can — project — progressing — the — us — is — tell?
- d) for — the — can — the — set — next — please — we — meeting — date?
- e) close — bring — to — let's — a — this.
- f) all — meeting — if — here — start — we — the — are — let's.
- g) item — minutes — there — be — will — each — for — five.
- h) last — here — our — the — from — are — meeting — minutes.
- i) declare — closed — the — I — meeting.
- g) the — you — today — would — taking — minutes — mind?

16. Which expressions are used to:

- a) comment? _____
- b) disagree? _____
- c) keep the meeting on target? _____
- d) ask for repetition? _____
- e) get the chairperson's attention? _____
- f) advise and suggest? _____
- g) request information? _____
- h) give opinions? _____
- i) clarify? _____
- j) agree? _____

17. Here is a part of a business meeting. The people are discussing one of the items on the Agenda, and are going to vote. Complete the gaps in the dialogue with the words in a-g below. Then practise this dialogue.

Production Director: So you see, Peter, if we don't approve this programme ...

Chairman: Excuse me, could I remind you to (1) _____ your remarks to the chair?

Production Director: Certainly. Mr Chairman, I can assure the members of the Board that when this programme is finished our production capacity will be doubled.

Board Member: Excuse me, Mr Chairman; on a point of order, I don't think that the Production Director should be talking about "when this programme is finished" before the Board has had the opportunity to vote on whether to (2) _____ the programme or not.

Chairman: Yes, indeed, Mr Morris, would you like to propose a motion?

Production Director: Yes, Mr Chairman. I (3) _____ that the capital expenditure programme as presented to the Board be adopted in its present form.

Chairman: Who will second the motion?

Board Member: I'll (4) _____ the motion.

Chairman: Those in favour? Those against? Any abstentions? Eight in favour, and no-one against. I declare the motion (5) _____. You know, in all my time as Chairman I have never been able to use my (6) _____ vote. The capital expenditure programme is now adopted. Can we go (7) _____ to the next item on the Agenda? This item ...

- | | | | |
|-----------|------------|------------|-------|
| a) second | b) casting | c) address | d) on |
| e) move | f) carried | g) approve | |

18. Fill in the blanks with the correct phrases and sentences from the list below. Then practise the dialogue.

A.: Right. (1) _____. This is a proposal to print a special catalogue for our multimedia products. What's everyone's reaction to this?

B.: (2) _____ Right now they're all mixed up with everything else in the main catalogue. Nobody notices them.

C.: I agree. (3) _____ I'd like to see some figures.

A.: OK. So we need to work out the costs. (4) _____

B.: Sure.

A.: (5) _____ By Friday?

B.: Yes, OK.

A.: Excellent. (6) _____

- But how much is it going to cost?
- We can discuss this again next Monday, then.
- Shall we move on to the next item on the agenda?
- How soon can you prepare some figures?
- It's a terrific idea.
- Could you deal with that, James?

19. Work in threes. You all work for a British company which wants to launch a new product in Russia (choose any product you like). Make up an agenda and hold a marketing planning meeting. Discuss the points on the agenda (e.g. target customer, dimensions, wrappings, product name, price, launch date, advertising, etc.) and make a decision for each one.

20. Hold a meeting with your groupmates. Discuss the proposals one by one (e.g. cut the research and development budget, cut the staff training budget, make the company security staff redundant, cancel the plans to buy some products or equipment, etc.) and decide what to do. Each person at the meeting should make a suggestion. Decide who is responsible for taking action, and when.

SECTION 4

LISTENING

21. Listen to the text "Meetings with Chinese Businessmen". Answer the questions that follow.

- Do Chinese business people like surprises?
- Why is it necessary to arrive at a meeting five to ten minutes prior to the starting time?
- What is the dress code for meetings like?

4. Are refreshments served during a meeting?
5. What do you have to start the meeting with?
6. How are meetings usually ended?

22. As you listen to the text, say which of these statements are true and which are false.

1. Discuss an agenda at the beginning of a meeting.
2. Persons enter a meeting room irrespective of their rank.
3. Transportation needs are usually asked about.
4. Counterparts sit at the centre of the side of the table.
5. Tea is usually offered for senior people.

23. Check your answers with your groupmates and tapescript 11 of the text. Look up the words you do not know in the dictionary.

24. Retell the text about preparations for meetings with Chinese business people.

25. Tell your groupmates about specific features of holding meetings with businessmen from different countries. Use the Internet to find the information required.

SECTION 5

WRITING

26. Study the following sample of the meeting minutes.

RESEARCH AND DEVELOPMENT CORPORATION

Date: 15 March, 2012

Time: 10 a.m.

Venue: Management Office Meeting Room

BOARD MEETING MINUTES

Quorum was established.

Present:

James Marker, President (Chairman)

Robert White, Secretary

Alice Johnson, Project Head

Lawrence Darts, Project Executive

Mary Smith, Corporation Treasurer

William Drakes, Corporation Manager

Absent:

Christopher Brown, member, excused

I. Introduction

The meeting was presided by James Marker, who called the meeting to order at 10 a.m. and welcomed the members.

II. Approval of the Minutes of the Last Meeting

Motion: To approve the Minutes from 10 February, 2012 Board meeting

Vote: Unanimous approval

III. Discussion

Topic Key Points Action Item Person Responsible

1. Finance Update

The treasurer presented the latest report on the Corporation's financial standing. MS

2. Special Event

The chairman informed the members that there will be a special exhibit to be held at the Corporation Main Building and there will be a broker's event that will run simultaneously at the main function room. For implementation WD

3. Construction Matters

The chairman asked the project team to explain the causes of delays in the construction of the stadium. For monitoring AJ, LD

4. Other Matters

WD brought up a plan to bring in a consultant for the project team. MS suggested a budget and several names of suppliers to be approached.

5. Close

The chairman thanked all the members for their participation and adjourned the meeting at 11:30 a.m.

27. Using the information given in exercises 18 and 19 and the above sample as a guide, write the minutes of the meeting.

28. Write the minutes of the meeting you attended.

Unit



NEGOTIATING



SECTION 1

VOCABULARY AND WORD STUDY

1. Read and memorize the active vocabulary to the Text "Negotiating Skills and Strategies" and translate the given sentences.

1. **negotiate** [niˈɡəʊfiət] *v* — вести переговоры, договариваться, обсуждать условия

negotiation [niˈɡəʊfiˈeɪʃ(ə)n] *n* — (часто *pl*) переговоры, обсуждение условий

We *are negotiating* with our employers for higher salaries next year. An agreement was reached after lengthy *negotiations*.

2. **transaction** [trænˈzækʃ(ə)n] *n* — сделка, дело

He hoped to make 10% profit on each *transaction*.

3. **master** [ˈmɑːstə] *v* — овладевать (знаниями, языком и т.п.); руководить, управлять

It only takes a few hours of practice to *master* the technique.

4. **significant** [sig'nifikənt] *adj* — знаменательный, важный, существенный

There has been a *significant* increase in the number of women students in recent years.

5. **contribute** [kən'tribju:t] *v* — делать вклад, способствовать, содействовать

This advertising campaign *has contributed* significantly to the success of the new car.

6. **approach** [ə'prəʊtʃ] *n v* — подход (к рассмотрению, изучению чего-л.); подходить, приближаться

They changed their marketing *approaches* to include the principles and practices of green marketing. *We are approaching* the end of the fiscal year.

7. **aware** [ə'weə] *adj* — знающий, осведомленный

I am well *aware* that this is a risky investment.

8. **assert** [ə'sə:t] *v* — утверждать, заявлять; отстаивать

assertive [ə'sə:tiv] *adj* — чрезмерно настойчивый, самоуверенный, напористый

The government *has asserted* that it will not change its policy. I really must *assert* myself more in meetings. It is that *assertive* and confident attitude that helps business grow.

9. **outcome** ['aʊtkʌm] *n* — результат, следствие, исход

It is too early to predict *the outcome* of the meeting.

10. **ambiguous** [æm'bigjuəs] *adj* — двусмысленный, неясный, нечеткий, неопределенный, допускающий двойное толкование

The wording of the agreement is *ambiguous*.

11. **give in** *v* — уступать, сдаваться

give in to demands — уступать требованиям

The argument went on for hours as neither side *would give in*. Don't *give in* to their demands.

12. **facilitate** [fə'siliteit] *v* — облегчать, помогать

An expert negotiator was brought in *to facilitate* the discussion.

13. **benefit** ['benifit] *n v* — выгода, польза, прибыль; помогать, приносить пользу; извлекать пользу, выгоду

beneficial [ˌbeni'fɪʃ(ə)l] *adj* — выгодный, полезный

That was a job with a good salary and a range of *benefits*. Better working conditions *will benefit* the staff. The improvement in sales figures had a *beneficial* effect on the company as a whole.

14. **long-term** [ˌlɒŋ'tɜ:m] *adj* — долгосрочный, длительный

short-term [ˌʃɔ:t'tɜ:m] *adj* — краткосрочный

We can take a *long-term* loan. The *short-term* forecast is not very good.

15. **commit** [kə'mit] *v* — поручать, верить; совершать, принимать на себя обязательства

commitment [kə'mitmənt] *n* — обязательство; вручение, передача; совершение

The government *has committed* itself to improving health education. The company's success this year would not have been possible without *the commitment* and dedication of the staff.

16. **contend** [kən'tend] *v* — соперничать, состязаться, спорить

He is *contending* against his opponent with his experience.

17. **concede** [kən'si:d] *v* — уступать, проигрывать, признавать поражение

concede a point (in an argument) — уступить (сдаться) в каком-л. вопросе (в споре)

concession [kən'seʃ(ə)n] *n* — уступка

The Government *has conceded* that the new tax policy has been a disaster. The president is not expected *to concede* these reforms.

I *concede* that particular *point in the argument*, but I still think you are wrong. After lengthy pay talks employers finally granted some *concessions* to staff.

18. **yield** [ji:ld] *v* — уступать, соглашаться (на что-л.)
yield a point — сделать уступку (в споре)

After several hours of debate, the opposition *yielded*. They *yielded* all disputed *points* to their opponents.

19. **schedule** ['fedju:l] *n* — программа, план, график; список, перечень; расписание

The company will cut its first-quarter production *schedule* by 4%. It is important that we have a flexible work *schedule*. The majority of flights arrive and depart on *schedule*.

20. **anticipate** [æn'tisi:peit] *v* — ожидать, предвидеть, предубеждать, предвосхищать

It is always best to *anticipate* problems before they arise.

2. Match the words with the definitions below.

- | | | | |
|---------------|-------------|----------------|----------------|
| a) commitment | b) schedule | c) negotiation | d) outcome |
| e) benefit | f) approach | g) concession | h) transaction |

- the process of trying to reach an agreement through discussion;
- the act of doing business or carrying out a business deal;
- something good to receive, an advantage;
- an agreement to do something in the future;
- the act of conceding or yielding;
- a plan of events or work to be done at or within a certain time;
- ideas or actions intended to deal with a problem or situation;
- something that follows from an action, dispute, situation, etc.

3. Match the English word combinations with the Russian equivalents. Use them to make sentences of your own.

- | | |
|-------------------------------|--------------------------------|
| 1. to enter into negotiations | a. брать на себя обязательство |
| 2. to give in to demands | b. глубоко изучить предмет |
| 3. to make a commitment | c. сделать уступку |
| 4. to yield a point | d. уступить в каком-л. вопросе |
| 5. to master a subject | e. вступить в переговоры |
| 6. to negotiate a concession | f. взять обязательство помочь |
| 7. to concede a point | g. договариваться об уступке |
| 8. to commit to assisting | h. уступать требованиям |

4. Match the following attributes on the left with a suitable noun on the right.

- | | |
|--------------------|------------------|
| 1. significant | a. transaction |
| 2. short-term | b. communicator |
| 3. written | c. increase |
| 4. negotiation | d. language |
| 5. formal | e. outcome |
| 6. assertive | f. forecast |
| 7. successful | g. approach |
| 8. ambiguous | h. skills |
| 9. confrontational | i. agreement |
| 10. beneficial | j. communication |

5. Read and translate the following sentences. Pay attention to the meaning of the words and word combinations given below.

- a) be aware of — знать что-л., быть сведущим в чем-л.
- b) be aware that — знать, что; сознавать, что; отдавать себе отчет в том, что
- c) become aware of — знать, узнавать (что)
- d) awareness *n* — информированность, осведомленность, компетентность, осознание

1. Currently, everyone prepares extremely well prior to negotiations and we have become aware of our own strengths and weaknesses. 2. Be aware that written negotiations, even by email, can be interpreted as an enforceable contract under some circumstances. 3. By attending this workshop you will understand negotiation styles, develop awareness of negotiating skills, understand teamwork in negotiations and gain awareness of negotiation tactics. 4. In many negotiations, both parties are aware of what their interests are, and are willing to engage in a give-and-take process with the other party to come to agreement. 5. Environmental awareness has increased dramatically over the past decade. 6. Both sides are aware that negotiation is something of a game of cat and mouse. 7. We became aware of their strategic choices and tendencies. 8. This is a tough negotiation tactic but it is good to be aware of it and prepared to use some tactics of your own to minimize the pressure.

- II. a) give in *v* — уступать, сдаваться
 b) give up *v* — бросить, перестать что-л. делать
 c) give over to *v* — передавать, вручать
 d) given *prep* — с учетом, принимая во внимание

1. Given their inexperience, they have done a good job. 2. The rest of the evening was given over to signing and dancing. 3. With a passive approach, you could simply give in to the other person's wishes. 4. This does not by any means suggest that we should give up our own advantage for nothing. 5. The building was given over to the youth club. 6. Given her interest in children, teaching seems the right job for her. 7. They prefer to search for agreement rather than fight openly, give in, or break off contact. 8. Good compromises allow you to give up something that you don't care about in order to get something that you do care about. 9. Given the fact that he has had six months to do this, he has not made much progress:

- III. a) master *n* — хозяин, владелец; мастер, знаток своего дела, специалист; оригинал, образец; магистр
 b) master *adj* — главный, основной, контрольный

- c) master *v* — овладевать, осваивать; руководить
 d) be master of smth. — владеть, обладать чем-л.
 e) be one's own master — быть самостоятельным, независимым
 f) make oneself master of smth. — добиться совершенства в чем-л., овладеть чем-л.

1. He is a master negotiator. 2. I kept the master and sent my accountant a copy. 3. Negotiation is the master practice that allows you to move in and out of business situations with confidence. 4. I wanted to start my own business, because I like being my own master. 5. He made himself master of English. 6. It takes a few hours of practice to master the technique. 7. The university offers master degrees in international negotiation for working professionals. 8. She is a master of the art of persuasion. 9. This master disc can be used on any PC. 10. She lived in Italy for several years but never mastered the language.

6. Fill the gaps with the suitable words below and define parts of speech.

- I. a) facile b) facilitate c) facilitation d) facilitator

1. The new trade agreement should _____ more rapid economic growth. 2. I see my role as that of a _____, enabling other people to work in the way that suits them best. 3. He does not permit himself _____ answers. 4. The project focuses on the _____ of regional trade and investment.

- II. a) assert b) assertive c) assertively
 d) assertiveness e) assertedly d) assertion

1. The candidates behaved _____ during the job interview. 2. I don't agree with his _____ that men are better drivers than women. 3. The ship's passenger list contained the names of some Germans, most of them _____ traveling on business. 4. You should try and be more _____. 5. The companies _____ that everything they did was appropriate. 6. Training packages include courses on _____ and managerial skills.

III. a) anticipate b) anticipation c) anticipative d) anticipatory

1. A number of industrial companies are raising prices in _____ of future inflation. 2. They help organizations to be more responsive and _____ when making decisions. 3. In today's business world, one has to be _____. Being _____ is the only way to gain advantage. 4. We _____ that sales will rise next year.

IV. a) contend b) contender c) contending

1. There were face-to-face discussions between the _____ parties. 2. I have a lot of problems to _____ with, without your interference. 3. He is no longer considered a serious _____ for this post.

SECTION 2

READING AND DISCUSSION

7. Before you read the text "Negotiating Skills and Strategies", discuss these questions with your groupmates or teacher.

- What is a negotiation?
- What skills are required to be a good negotiator?
- What communication styles do you know?
- What do negotiation strategies include?
- Does success in negotiations depend on planning and preparation?

8. Read the text to find out if you are right or wrong. Use the introductory phrases given in Unit 1.

Text

NEGOTIATING SKILLS AND STRATEGIES

Negotiation is a process where two or more parties with different needs and goals discuss an issue to find a mutually

acceptable solution. In business, negotiation skills are important in both informal day-to-day interactions and formal transactions such as negotiating conditions of sale, lease, service delivery, and other legal contracts. Good negotiations contribute significantly to business success, as they help you build better relationships; deliver lasting, quality solutions rather than poor short-term ones that do not satisfy the needs of either party; help you avoid future problems and conflicts. A good negotiation leaves each party satisfied and ready to do business with each other again. Strong negotiators master written, verbal and non-verbal communication. They adopt a conscious, assertive approach to their communication. Good negotiators are flexible, creative, aware of themselves and others. They are also good planners, honest, win-oriented and excellent communicators.

During a negotiation, you may choose to use a passive, aggressive or assertive communication style. Using an assertive style will help increase your chances of negotiating successful outcomes for your business. Passive communicators are inclined to use ambiguous language, adopt under-confident body language, and give in to demands too easily. Aggressive communicators



Contract negotiations

take a confrontational approach that tends to alienate other parties and destroy negotiations. Assertive communicators, however, are both confident and considerate. These communicators are more likely to keep discussion going and facilitate mutually beneficial agreements.

They adopt a strong, steady tone of voice. They are factual rather than emotional or critical. They describe their views, starting sentences with *I* rather than direct criticisms starting with *you*.

Understanding the other party's interests and tactics is integral to good negotiating. Choosing a strategy that best responds to their interests and tactics will help you achieve the best outcome. Some of the different strategies for negotiation include:

a) problem solving — committing to examining and discussing issues closely when entering into long-term agreements that warrant careful scrutiny;

b) contending — persuading your negotiating party to concede to your outcome if you are bargaining in negotiations or over major “wins”;

c) yielding — conceding a point that is not vital to you but is important to the other party, but valuable in on-going negotiations;

d) compromising — forgoing their both parties’ ideal outcomes, settling for an outcome that is moderately satisfactory to each participant;

e) inaction — buying time to think about the proposal, gather more information or decide your next tactics.

Your chosen strategy will depend on who you are negotiating with and the type of relationship you have with them. Every time you negotiate, you have to make choices that affect whether you achieve a successful outcome for your business. To get the best outcomes, you need to understand the steps involved in the negotiation process. While many negotiations are straightforward, some will be among the hardest challenges you face. Your success will depend on planning and preparation. Always approach negotiations with a clear set of strategies and tactics that can guide you from planning to closing.

Plan both your approach to the subject under negotiation, and your tone and communication style. In approaching the subject of your negotiations, set your objectives clearly in your own mind (including your minimum acceptable outcome, your anticipated outcome and your ideal outcome); determine what you will do if the negotiation, or a particular outcome, fails; determine your needs, the needs of the other party and the reasons behind them; list, rank and value your issues (and then consider concessions you might make); analyse the other party (including their objectives and the information they need); research the market and consult with colleagues and partners; rehearse the negotiation; write an agenda — discussion topics, participants, location and schedule.

Once you feel you are approaching an outcome that is acceptable to you, look for closing signals (e.g. fading counter-arguments or

tired body language from the other party), and then articulate agreements and concessions made; make closing statements; get agreements in writing and follow up on any commitments you have made.

9. Read aloud paragraphs 2–3.

10. Explain the following references.

- ... they help you build better relationships ...
What does the pronoun *they* refer to?
- They* adopt a conscious, assertive approach to their communication.
What does the pronoun *they* refer to?
- These* communicators are more likely to keep discussion going and facilitate mutually beneficial agreements.
What does the pronoun *these* refer to?
- They* adopt a strong, steady tone of voice.
What does the pronoun *they* refer to?
- They* are factual rather than emotional or critical.
What does the pronoun *they* refer to?

11. Find in the text the information about the components of conducting successful negotiations and describe them:

- negotiating skills;
- communication styles;
- negotiating strategies;
- planning and preparation;
- the outcome of negotiations.

12. Comment on the picture given in the text.

13. Underline or mark the main ideas of the text and retell it in English.

SECTION 3

SPEAKING

14. Study the stages of a negotiation and some phrases that are used at each stage.

Conversation

- I'd like to begin with a few words about our expectations.
- I'm sure/confident we can reach agreement.
- I'm sure there's room for negotiation.
- There are some specific areas we would like to discuss. These are ...
- We have a lot to discuss.
- Let's see how we get on.

Presenting your position

- We want to clarify our position.
- This is our position. This is how we see it.
- We think the following is reasonable / appropriate.
- Our approach is this.

Questioning the other's position

- How do you explain your attitude? / ...justify ...? / ...account for ...? / arrive at ...?
- Why do you want ...?
- Why such a high charge? / ...a long delivery period? / ... a low discount?

Refusing to accept

- We feel there has to be a trade-off here.
- I'm sorry, I can't accept 4%.
- You'll have to do better than that, I'm afraid.
- I'm afraid it's not enough.
- Other firms offer more than 2%.

Refusing to move

- I'm afraid I can't agree to that.
- I'm afraid I can't agree to increase the rate. / ...lower the price. / ...shorten delivery.
- We've done our best for you.

- We have to maintain a policy.
- I have my instructions.

Suggesting a compromise

- May I make a suggestion?
- If you ... then we may be able to ...
- We may be able to ... but only if you ...
- Unless you ... there is no question of our being able to.

Reaching agreement

- Let's just confirm the details, then.
- Let's just go through the terms.
- Let's summarize the conditions.

15. Practise the following dialogue as an example of negotiating a price. This is a dialogue between a representative of a television manufacturer (A) and a sales manager of a company producing components (B). They are negotiating a contract for supply of components.

B.: So, we could supply you 40,000 components per month, for a two-year period at a unit cost of \$4.35 per component.

A.: There seems to have been a slight misunderstanding. You do realise that we want to order nearly a million components. And for that quantity, the price per unit does seem to be very high.

B.: We have taken into account the size of the order you require. And we have reduced the unit price markedly from what we ask. In terms of unit price, what were you thinking of?

A.: Well, we were hoping for something around \$3.40 per unit. Please bear in mind that we want to order nearly a million components, not a thousand.

B.: \$3.40 per unit. I am afraid that is out of the question. If we sold it to you at that price, we would be making loss on every unit sold.

A.: Well, we have received a quote from one of your competitors at \$3.53 per unit.

B.: I am afraid that we can't match that. But If I were you, I would ask myself how they can sell the components at such

a low price. I would say that they are sacrificing the quality of the component for price. But there maybe some room for negotiation. If you were to increase your order to 50,000 components per months, then we could lower the unit cost to \$4.15.

A.: For 50,000 units per month we wouldn't expect to pay more than \$3.85 per unit. I would say that this price is the going rate for this quantity.

B.: I don't think that we could go that far. Under \$4 per unit. It's not enough.

A.: Well, could you meet us half way? At \$4 per unit?

B.: If that's \$4 per unit, 50,000 per month for 2 years. I think we can do that.

16. Put the jumbled sentences in the right order to form useful expressions for negotiations.

- through — terms — let's — the — go.
- attitude — do — explain — you — your — how?
- I — a — may — suggestion — make?
- like — few — our — would — words — about — begin — expectations — to — I — a — with.
- room — there — negotiation — sure — is — I — for — am.
- our — have — we — best — you — done — for.
- 10% — firms — than — our — more — offer.
- clarify — to — position — we — our — want.
- think — following — the — reasonable — we — is.
- price — agree — lower — I — to — the — can't.

17. Barbara Radke is a marketing director in Munich. She wants some new furniture for her office. She phones John Smith, a sales manager of a furniture company in London. Complete the gaps in the dialogue with the words in a-h below. Then practise this dialogue.

A.: Good morning. John Smith.

B.: Mr Smith? This is Barbara Radke. Thank you very much for your quote for the Epoch furniture. I'd like to place an order, but I find it a bit expensive. (1) _____

A.: For two items, yes, I'm afraid it is.

B.: I see. What about three items? Could you perhaps offer me a discount on a desk, a filing cabinet and a chair to go with the desk?

A.: (2) _____

B.: So. 15% off 1000 makes 800.

A.: No, that's not quite right. Actually, I said 15% not 20%. (3) _____

B.: Oh, yes, sorry. You're right. (4) _____ And the chair?

A.: I have a very nice one in stock at 150. Leather and chrome.

B.: OK, that sounds good. What about the transport?

(5) _____

A.: I'm afraid I can't reduce that because it's another company which does the delivery.

B.: (6) _____

A.: Well, we have everything in stock, so if you order today I can get everything to you within thirty days.

B.: Oh, excellent. (7) _____

A.: Oh, I think thirty days after the order would be better.

B.: Fine. I'll send an email to confirm.

A.: Thank you, Ms. Radke. (8) _____

a) 15% off each item.

b) I look forward to receiving your confirmation.

c) Is there any chance of a discount on that?

d) I think I could give you 15%.

e) Payment thirty days after delivery?

f) And the delivery time of eight weeks?

g) Is that your best price?

h) So I make that £850.

18. Work in pairs or small groups in class. Read the situations below and discuss the problems. Try to find compromise solutions. Use the above dialogues as a guide.

Situations

- The Purchasing Manager of a company is trying to negotiate terms for licensing software from the supplier. The software

is used for connecting banks to the electronic stock markets.

- b) A company wants its employees to take computer lessons. The management and the staff must decide who is going to pay for the courses and whether they should be in normal working time or outside office hours.
- c) The hiring manager calls you and offers you a job at \$60,000 yearly base salary plus benefits. Conduct the base salary negotiations. Ask for more and move the salary higher. Once you agree on a base salary, negotiate additional benefits.
- d) A company is going to buy some machines. Negotiate the price and delivery terms with the manufacturer.

SECTION 4

LISTENING

19. Listen to the text "Salary Negotiation in a Western Company". Answer the questions that follow.

1. Why is money a sensitive topic area in negotiations?
2. Why is salary negotiation considered to be a game?
3. How can you make much money?
4. How can you justify your high salary?
5. Can a boss use any excuses to offer a low salary?
6. Why can't you get exactly what you want?
7. Is bargaining important in salary negotiation?

20. As you listen, make notes about some useful tips on salary negotiation under the following headings.

1. Be able to explain clearly why you are worth the money you want.
2. Don't accept weird excuses for low pay.

3. Never sign anything the first day.

4. Bargain hard.

21. Check your answers with your groupmates and tapescript 12 of the text. Look up the words you do not know in the dictionary.

22. Retell the text about salary negotiation.

23. Tell your groupmates about negotiation techniques in other areas. Use text sources or the Internet to find the information required.

SECTION 5

WRITING

24. Choose one of the situations below and write a plan for effective negotiations:

- a) your company at work, e.g. payment terms and conditions, delivery dates, etc.;
- b) you at work, e.g. salary increase, overtime, etc.;
- c) equipment servicing, e.g. after-sales services, treatment of defectives and rejections, etc.

25. We often negotiate and bargain in our everyday lives. Think of situations in which the following people negotiate. Describe the situations in writing. Give names to the people.

- a) Friends.
- b) A parent and a child.
- c) A wife and a husband.
- d) A shopkeeper and a customer.



TAPESCRIPTS

Tapescript 1

BRITISH COMMUNICATION STYLES

The British are rather formal. Many from the older generation still prefer to work with people and companies they know or who are known to their associates. Younger businesspeople do not need long-standing personal relationships before they do business with people and do not require an intermediary to make business introductions. Nonetheless, networking and relationship building are often key to long-term business success. Rank is respected and businesspeople prefer to deal with people at their level, and, if possible, include an elder statesman on their team as he/she will present the aura of authority that is necessary to good business relationships in many companies. The British have an interesting mix of communication styles encompassing both understatement and direct communication. Many older businesspeople or those from the "upper class" rely heavily upon formal use of established protocol. Most British are masters of understatement and do not use effusive language. If anything, they have a marked tendency to qualify their statements with such as "perhaps" or "it could be". When communicating with people they see as equal to themselves in rank or class, the British are direct, but modest. If communicating with someone they know well, their style may be more informal, although they will still be reserved. Most people use the courtesy titles or Mr, Mrs or Miss and their surname. If someone has been knighted, they are called "Sir" followed by their first and surnames or "Sir" followed simply by their first name.

Wait until invited before moving to a first-name basis. People under the age of 35 may make this move more rapidly than the older British.

Tapescript 2

MARIE RINGS RICHARD JOHNSON

A: Beta Group. Good morning. Can I help you?

B: Yes, this is Marie Boulaigre from Hendrix. Could I speak to Richard Johnson, please?

A: Sorry I didn't catch your name. Could you speak up a bit please? The line's bad.

B: Yes, it's Marie Boulaigre.

A: And where did you say you are ringing from?

B: Hendrix.

A: OK, thank you. Putting you through ... I'm sorry, the line's busy at the moment. Do you want to leave a message?

B: Could you tell Richard that Marie Boulaigre from Hendrix called, that's H-e-n-d-r-i-x, and that I need to rearrange our meeting for Tuesday rather than the Monday as originally planned.

A: That's Tuesday the fifth, right?

B: Right. But if he needs to speak to me he can get me on 0207 395 6168. Extension 16.

A: Sixteen. That's one six?

B: That's it.

A: Can I read that back to you to make sure I've got everything?

B: Of course.

A: Marie Boulaigre — B-U-O ... Could you spell that for me?

B: B-O-U-L-A-I-G-R-E.

A: B-O-U-L-A-I-G-R-E. OK, from Hendrix. You want to rearrange the meeting for Tuesday the fifth, and Richard can reach you on 0207 395 6168, extension 16.

B: That's it. Thanks very much. Bye.

A: Goodbye.

Tapescript 3

SOME RULES OF GOOD WRITING

The rules of good business letter-writing may be summarized as follows. Think first of the reader and address yourself to his interests. Tell him all he wants to know and don't leave him to guess between the lines. Adopt a tone suited to the occasion and the purpose of the letter. Write naturally, as you would talk, using plain and familiar words. Write clearly and to the point. The dominant need in all business writing is exactness expressed in language that is absolutely clear. Write courteously and make your letter sound friendly and sincere. Avoid wordiness, but at the same time remember that it is more important to be clear and courteous even if it means using more words. Avoid commercial jargon with its roundabout and meaningless forms of expression. Write effectively — by using simple language, by being consistent and precise. Avoid monotony — by introducing variety. Write to a plan if your letter is long or specially important. Pay special attention to the opening and closing paragraphs — first and last impressions leave a special mark on the reader. Check your letters. All these are matters of importance.

Tapescript 4

THE USE OF EMAIL IN BUSINESS

When you need to get an important message to a client or business associate who is located thousands of miles away, one of the fastest ways to do it is by email. The advantage email has over the telephone in communication speed is that you can send attachments with an email that contain important documents. Thousands of email messages can be archived into folders on your computer. The convenience of email prevents you from having to keep file folders filled with papers and it makes your important

correspondence portable. Aside from the cost of your Internet connection, email is free. You can send as many messages, files, videos, documents and presentations as you want without having to pay anything.

It would take a manual effort on the part of someone to access all of your important printed documents and destroy them. But all of your emails and important information can be lost with a simple hard-drive crash. If you store your email information on another server, then you could lose your data if that site goes down or out of business. When someone hands you a business letter, you are the only person that receives that letter. An email can be intercepted by a hacker or go to an incorrect email address and wind up in someone else's inbox. Your sensitive information and messages are very accessible to hackers and even unsuspecting recipients when you use email. A disadvantage of email is that people tend to treat it like a conversation because email can happen so quickly and they begin to use slang terms and try to carry on conversations via email. Because email recipients cannot see each other, the emails do not have any voice inflection or emotion that can help with proper interpretation.

Tapescript 5

THE SURVEY FORM: EVALUATION OF TEACHING AND COURSES

Every term the Office of Academic Affairs administers teaching and course evaluations. The aim of the evaluation process is to get regular feedback from students regarding the quality of teaching and the courses offered at the University and to use this feedback in improving the education provided. The survey is administered each term to all students. The survey form consists of two parts. In Part A you will be asked to reply to a set of questions dealing with the conduct of the lectures. Part B offers you the opportunity to present your own suggestions and comments related to the course/teacher

in question. The survey is anonymous and the form must be completed on the Study Information System web page. Your answers will be recorded without reference to your identity. This excludes the possibility of linking the evaluation provided back to you. Filling in Part A of the form is obligatory, except for international exchange students. Where the same course was taught by two or more teachers, the form must be submitted regarding one teacher of your choice. You can, however, also submit evaluations regarding the other staff members conducting the course. Full-time students are normally expected to complete their survey forms within a three-week period. The evaluation dates will be different where classwork in a course has been completed prior to the evaluation period. You will not be able to register for next term if you have not submitted survey forms for every course you attended in the current term. If you have been unable to submit the form during the evaluation period, you can do it at a later date.

Tapescript 6

WHY STUDY ABROAD?

Besides the excitement of travel, one reason to study abroad is that you will experience new customs, holidays, foods, art, music, and politics firsthand. "I learned the language and I am now fluent, but perhaps more important was how much I learned about cultures, people, and myself. I learned this from the viewpoint of an active member of the community and my host family, not from the tourist's point of view," says Andrew, who studied in Paris, France. Another reason for studying abroad is that you will gain self-confidence. Christina studied in Caracas, Venezuela, a city of 10 million people and a huge change from her hometown of 35,000! Christina says she learned how to better stand up for herself and her beliefs and to express herself in another language. What could make you more confident than that? Living away from home can

also help you adjust in the transition to college and adulthood. Matthew says he returned from studying in Australia with confidence, social savvy, and a genuine interest in international affairs. "After having gone abroad in high school, I found the transition to college to be a breeze — moving 560 miles from home didn't seem particularly daunting after having lived thousands of miles away." And speaking of college, improving your language skills might help you get into choice colleges and even land future jobs. Colleges and employers know that studying abroad provides leadership skills in a world that is increasingly globally interconnected. Most of all, it is fun! You are not likely to suffer from general boredom while you are studying in a different learning environment.

Tapescript 7

A SCHOLARLY PAPER

In academic publishing, a paper is an academic work that is usually published in an academic journal. It contains original research results or reviews existing results. Such a paper, also called *an article*, will only be considered valid if it undergoes a process of peer review by one or more referees (who are academics in the same field) in order to check that the content of the paper is suitable for publication in the journal. A paper may undergo a series of reviews, edits and re-submissions before finally being accepted or rejected for publication. This process typically takes several months. Next there is often a delay of many months (or in some subjects, over a year) before publication, particularly for the most popular journals where the number of acceptable articles outnumbers the space for printing. Due to this, many academics self-archive a pre-print copy of their paper for free download from their personal or institutional website. Some journals, particularly newer ones, are now published in electronic form only. Paper journals are now generally made available in electronic form

as well, both to individual subscribers, and to libraries. Almost always these electronic versions are available to subscribers immediately upon publication of the paper version, or even before; sometimes they are also made available to non-subscribers, either immediately (by open access journals) or after an embargo of anywhere from two to twenty-four months or more, in order to protect against loss of subscriptions. Journals having this delayed availability are sometimes called delayed open access journals.

Tapescript 8

A PRESENTATION

Good morning, ladies and gentlemen! We haven't all met before, so I'd like to introduce myself. My name is John Jackson and I'm the Creative Director of the Pyramid Advertising Agency. I'm going to talk for about 20 minutes about how we can boost your sales figures with a new up-to-date dynamic ad campaign. In the first part of my talk, I'll start with the trends in TV advertising over the last five years. I'll then examine why some of these ads have been more successful than others and how this relates to you. Finally, I'll present our recommendations. I think if you don't mind, we'll leave questions to the end. As you can see from my slide the least persuasive types of ads last year were those that used Company Directors or famous people to endorse products. This leads me to the most important part of my talk, our recommendations and the kind of advertising campaign we think will bring you significant results. So let's go over the most important points I'd like you to remember from my talk today. For an effective ad campaign you need to be original and to entertain. Well, that's all I have today for the moment, thank you for listening. Now if there are any questions, I'll be happy to answer them.

Tapescript 9

A JOB INTERVIEW

Mary: Hi, Jerry. I'm thinking of applying for a job with a multinational company, but I'm worried about having an interview in English. Can you give me any good tips?

Jerry: That's a tough one. I guess the first thing is to try to make a good impression. We often say, "You never get a second chance to make a first impression". You really need to get off to a good start.

Mary: That sounds like good advice. But how do I make a good first impression?

Jerry: To begin with, you should firmly shake the interviewer's hand while greeting him or her with a smile. Be sure to keep eye contact, especially when listening to the interviewer.

Mary: Ah, "body language" is really important, isn't it?

Jerry: Yes, it is. The second thing is to have confidence. You get confidence from being prepared. You should learn a little bit about the company before the interview. Find out what they do, how long they've been in business, that kind of thing. You should also anticipate possible questions, and think about how you will answer.

Mary: Should I memorize my answers beforehand?

Jerry: No! Definitely not! That sounds very mechanical. You should be natural when you speak. Just think about how you want to answer, and choose the right words at the time of the interview. That way, you can use the interviewer's own words in your answer, which shows you've been listening. Then you're sure to make a good impression.

Mary: Thanks so much. Ah, one more thing. Should I ask about the salary during the interview?

Jerry: No, either let them bring up the topic of money, or else wait for a second interview. If you prepare well, make a good first impression, have confidence, and use English naturally, you're almost certain to be interviewed again. Good luck!

Tapescript 10

JOINT VENTURE AGREEMENT

A joint venture agreement is suitable for two or more businesses wishing to come together for a specific project for a specific length of time but who do not wish to be bound together indefinitely. For those wanting to work with someone on a more long term basis then a partnership agreement may be more appropriate.

The main advantages of a joint venture are independence, cheapness and simplicity as compared to a partnership agreement. There are great benefits to entering into a joint venture including: access to new markets and distribution networks; increased capacity and more resources; sharing of risks with your partner; access to specialised staff and technology. Success in a joint venture depends on thorough research and analysis of aims and objectives. These should then be incorporated into a written joint venture agreement. Trust forms a key element of successful joint ventures and agreeing exact terms when you set up your joint venture will help to minimise these risks and give the confidence to enter fully into your relationship without reservation.

The key clauses in a joint venture agreement include: the initial and future contributions of the joint venture partners; the structure of the joint venture, e.g. whether it will be a separate business in its own right or on a contract basis; management and control, e.g. respective responsibilities and processes to be followed; how liabilities, profits and losses are shared; resolution of disputes between the partners; sale and transfer of partnership status; ending the joint venture.

Tapescript 11

MEETINGS WITH CHINESE BUSINESSMEN

Chinese business people do not like surprises. In advance of the meeting, discuss and agree on a written agenda, including the

names and titles of those attending, and pass it out to all attendees at the start of the session. Plan to arrive at least five to ten minutes prior to the scheduled starting time. As a formality, the most senior person enters the room first, followed by his/her staff in descending order of rank with each initiating handshakes with their counterparts. The dress code for all meetings is formal business attire. If you are hosting the meeting, it is always helpful to ask about transportation needs to and from the meeting site.

Be sure to offer Chinese tea and refreshments. To avoid embarrassment, have name cards on the table with the most senior people sitting at the centre of the side of the table opposite their counterparts, with the rest sitting in descending order around the table. To show respect, pour tea for everyone. Do not jump into the business at hand but rather, start the meeting with small talk in order to make everyone feel comfortable. End the meeting on time, thank your guests for their time and see them off.

Tapescript 12

SALARY NEGOTIATION IN A WESTERN COMPANY

Being able to negotiate a good salary is one of the most important things you can do in your career. Money is often a sensitive topic and it is not easy to tell your potential boss you need a lot more money than he or she initially offered. Western companies go around the world looking for cheap labour. It is up to you to demand what you are worth. You need to stand strong and here are some useful tips. Remember that this is a game where the boss is trying to save money. If you accept a low paying job, why would he offer you more? If you can really add value to the company, you can make a lot of money. You need to be able to explain how exactly you will do this. You need to show how you can justify your high salary. There are millions of clever excuses bosses can use to offer a low salary. Demand a reasonable salary and be

prepared to work hard to add value to the company. If the boss really believes you can help them earn big money, he will pay you well. It is hard to find good talent. Always ask to take home the contract and look it over. Don't be scared to make some changes and ask for more money. You won't always get exactly what you want, but bargain hard and think about what you are really worth to the company. If you are just starting, maybe you don't deserve a large salary yet. Always make sure you have room to grow in the company if you perform well. Different people make hugely different salaries for similar jobs. It all comes down to being good at negotiation.



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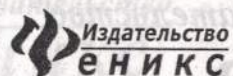
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