

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ
МІСЬКОГО ГОСПОДАРСТВА

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**МЕТОДИЧНІ ВКАЗІВКИ
ДЛЯ ОРГАНІЗАЦІЇ ПРАКТИЧНОЇ РОБОТИ З ДИСЦИПЛІНИ
«ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)»
(АНГЛІЙСЬКА МОВА)**

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Методичні вказівки для організації практичної роботи з дисципліни «Іноземна мова (за професійним спрямуванням)» (англійська мова) для студентів 2 курсу денної форми навчання напряму 050701 «Електротехніка та електротехнології» спеціальності «Електротехнічні системи електроспоживання»/ Харк. нац. акад. міськ. госп-ва; уклад.: С.А. Бучковська, Г.Б. Сергєєва - Х.: ХНАМГ, 2010. – 114с.

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Методичні вказівки призначені для організації практичної роботи студентів у третьому та четвертому семестрах згідно із затвердженою робочою програмою навчальної дисципліни «Іноземна мова (за професійним спрямуванням)», укладеної відповідно освітньо-кваліфікаційним вимогам до знань і вмінь студентів напряму підготовки «Електротехніка та електротехнології», які в майбутньому будуть працювати у сфері електричного споживання.

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UNIT 1

1 LEAD-IN

1. In what way have the fields of electrical engineering changed recently? What has stimulated these changes?
2. How have these changes influenced the demands for the electrical engineers professional training and preparation? What skills and qualities do the electrical engineers have to possess to be successful in their career (*numeracy, good communication and interpersonal skill, computer-literacy and knowledge of software engineering, knowledge of foreign languages, etc.*)?
3. What can simplify the understanding of different technical and scientific ideas and provide successful international communication in engineering?

2 READING

2.1 Scan the text to find out how your opinion coincides with the ideas in the text and answer the questions below.

INTERNATIONAL COMMUNICATION IN ENGINEERING

Performing different professional activities, engineers have to deal in person with all kinds of people. They may have to use English when talking to different people within their company who do not speak their language: these may be colleagues or co-workers, superiors or subordinates - who may work with them in their own department, in another part of the building or in another branch. And they may also have to deal in English with people from outside the organization: clients, suppliers, visitors and members of the public. Moreover, these people may be friends, acquaintances or strangers - people of their own age, or people who are younger or older than them. The relationship, they have with a person, determines the kind of language they have to use. This relationship may even affect what they say when they meet people. People form an impression of a new person from the way he speaks and behaves - not just from the way he does his work. People in different countries have different ideas of what sounds friendly, polite or sincere - and of what sounds rude or unfriendly! Good manners in one culture may be considered bad manners in another.

Before meeting business partners and fellow professionals from other countries it is desirable to find out about their country: the actual political situation, cultural and regional differences, religion, the role of women in business and in society as a whole, the economy, the main companies in the sphere of professional activity. It is highly recommended to find out which topics are safe for small talk and which are best avoided, the conventions regarding socializing.

In every culture in the world such phenomena as authority, bureaucracy, creativity, good fellowship, verification and accountability are experienced in different ways. That we use the same words to describe them tends to make us unaware that our cultural biases and our accustomed conduct may not be appropriate, or shared.

Very often body language, gestures and expression may tell people more than the words. In many societies, a person who does not maintain good eye contact is regarded as being slightly suspicious or even unfriendly, insecure, inattentive and impersonal. In other cultures people lower their eyes when speaking to a superior, it is considered to be the gesture of respect.

Therefore, successful international communication in any engineering field demands from an engineer to have high level of foreign language proficiency, be aware of other countries realities and, first of all, be highly qualified professional. Good knowledge of professional terminology significantly simplifies the process of understanding. The radical advances in information technology as a whole are such that even active participants in the communication system find it hard to keep up with progress outside their own particular sphere. Moreover they have led to a rapidly changing vocabulary, some confusion happens because the same term may be used in more than one way. The special vocabulary of electrical engineering is said to comprise about one hundred thousand terminological units. By contrast, the accumulated knowledge of this special subject field covers four million concepts. These two statements suggest two important things: first, the significance of terminology for the ordering and transfer of knowledge, especially the transfer of information from one natural language into another, second, the reason for the

existence of the well-known phenomena of homonymy, polysemy, and synonymy, which are also common in the terminology of any other engineering field. Since these linguistic phenomena often give rise to difficulties, both in intralingual and interlingual communication, the unification and standardization of terms in areas of codified knowledge have been seen as appropriate remedies by terminologists.

1. Who do modern engineers have to deal with in their professional sphere and what exactly is required of them due to these contacts?
2. What factors create the first impression a person makes in business communication?
3. What is desirable to know before going to a business trip and contacting people of a foreign country?
4. Do body language, gestures and expression have any significance in business and professional communication?
5. How does the special language of electrical engineering and electronics simplify the understanding of different technical and scientific ideas?

3 VOCABULARY

3.1 Which word from the text can be used to mean the following?

1. a person higher in position, importance or rank;
2. a person having less power or authority than smb else
in a group or an organization;
3. a part of a large organization that deals with one
particular aspect of its work;
4. a company that provides raw materials or pieces of
equipment to companies that make goods;
5. a colleague who has a similar job with the same special
training and a high level of education;
6. an opinion about whether a person, group, or idea is
good or bad which influences how you deal with it;

- 7. a good standard of ability and skill in language;
- 8. the technical words or expressions that are used in a particular subject

3.2 Complete the following sentences with words from the vocabulary box.

<i>technical</i>	<i>native</i>	<i>body</i>	<i>international</i>	<i>spoken</i>
<i>written</i>	<i>official</i>	<i>dead</i>	<i>programming</i>	<i>foreign</i>

- 1. The book was an instant success and was subsequently translated into thirteen languages.
- 2. He is considered to be the best candidate for our Berlin subsidiary as he was born and lived in Germany for many years, so German is his language.
- 3. Some countries have more than one languages.
- 4. Preparing your scientific papers you should clearly realize the differences between and language.
- 5. You can use language for the expert which is not appropriate for the layperson.
- 6. Latin is considered to be a language, but the knowledge of it is of great importance for technicians as many special technical terms are derived from Latin.
- 7. It is not surprising that any specialist should have a good command of English as it has already become the language.
- 8. language often tells us so much more than mere words.
- 9. Java is a language originally developed by James Gosling at Sun Microsystems (which is now a subsidiary of Oracle Corporation) and released in 1995 as a core component of Sun Microsystems' Java platform.

4 LANGUAGE REVIEW

TENSES REVISION

4.1 Revise the system of tenses in active and passive voice and complete the story putting the verbs into the correct tense.

	Active Voice			Passive Voice		
	Present	Past	Future	Present	Past	Future
Simple	V/ V(e)s do/does	Ved/ V2 did	shall/will + V	am/is/are + V3	was/ were + V3	shall/will be + V3
Continuous	am/is/are + Ving	was /were + Ving	shall/will be +Ving	am/ is/are being+V3	was /were being +V3	-----
Perfect	have/has + V3	had + V3	shall/will have +V3	have/has been + V3	had been + V3	shall/will have been+V3
Perfect Continuous	have/has been+Ving	had been+Ving	shall/will have been+Ving	-----	-----	-----

John is an electric engineer. He (1)_____ (always/travel) a lot. In fact, he (2)_____ (be) only two years old when he first (3)_____ (fly) to the US. His mother (4)___ (be) Italian and his father (5)___ (be) American. John (6)___ (be) born in France, but his parents (7)_____ (meet) in Cologne, Germany after they (8)_____ (live) there for five years. They (9)_____ (meet) one day while John's father (10)_____ (read) a book in the library and his mother (11)_____ (sit down) beside him. Anyway, John (12)_____ (travel) a lot because his parents also (13)_____ (travel) a lot.

As a matter of fact, John (14)_____ (visit) his parents in France at the moment. He (15)_____ (live) in New York now, but (16)_____ (visit) his parents for the past few weeks. He really (17)_____ (enjoy) living in New York, but he also (18)_____ (love) coming to visit his parents at least once a year. This year he (19)_____ (fly) over 50,000 miles for his job. He (20)_____

(work) for Jackson & Co. for almost two years now. He's pretty sure that he (21)_____ (work) for them next year as well. His job (22)_____ (require) a lot of travel. In fact, by the end of this year, he (23)_____ (travel) over 120,000 miles! His next journey (24)_____ (be) to Australia. He really (25)_____ (not like) going to Australia because it is so far. This time he (26)_____ (fly) from Paris after a meeting with the company's French partner. He (27)_____ (sit) for over 18 hours by the time he (28)_____ (arrive)!

John (29)_____ (talk) with his parents earlier this evening when his colleague from New York (30)_____ (telephone) to let him know that Jackson & Co. (31)_____ (decide) to merge with a company in Australia. The two companies (32)_____ (negotiate) for the past month, so it really (33)_____ (not be) much of a surprise. Of course, this (34)_____ (mean) that John (35)_____ (have to catch) the next plane back to New York. He (36)_____ (meet) with his boss at this time tomorrow.

4.2 THE INFINITIVE

Forms of the Infinitive		
	Active Voice	Passive Voice
Present	(to) repair	(to) be repaired
Continuous	(to) be repairing	-----
Perfect	(to) have repaired	(to) have been repaired
Perfect Continuous	(to) have been repairing	-----

The **Present Infinitive** refers to the present or future. (*We hope to develop a new power grid.*)

The **Present Continuous Infinitive** expresses an action happening now. (*They must be developing a new power grid at the moment.*)

The **Perfect Infinitive** is used to show that the action of the infinitive happened before the action of the verb. (*They claimed to have developed such power grids before.*)

The **Perfect Continuous Infinitive** is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. (*They seem **to have been developing** a new power grid for almost a year.*)

The **to**-infinitive is used

- to express purpose
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse etc)
- after certain adjectives (happy, glad, sorry, etc)
- after *I would like/would love/would prefer* to express specific preference

*He went to university **to become** an electric engineer.*

*They **promised to deliver** the equipment by the end of the month.*

*He was **happy to get** the job.*

*I'd **like to see** the manager.*

- after certain nouns
- after *too/enough* constructions

*What a **pleasure to work** with you again!*

*It is **too early to be** sure that the new system works better.*

*We have **enough reasons to change** the project. It is **clever of him not to take** these terms.*

- with *it + be + adjective (+of + noun/pronoun)*
- with *so + adjective + as*

*Would you be **so kind as to inform** us about all the changes.*

- with *only* to express an unsatisfactory result
- after *be + the first/second etc/next /last/best* etc

*They came **only to find out** that the meeting has been cancelled.*

*He was the last to come **to work**.*

- in the expression *for + noun/pronoun + to-infinitive*
- in expressions such as *to tell you the truth, to begin with, to be honest* etc

***For him to be** so careless was very dangerous.*

***To be honest** I'm not sure about the success of the project.*

The infinitive without **to** is used

- after most modal verbs
- after *had better/would rather*
- after *make/let/see/hear/feel* + bare infinitive

*You **must fix** all the details of the accident.*

*You'd **better not sign** these documents.*

*They **made him pay** for the damage.*

but in the passive

be made/ be seen/be heard/ + to- infinitive

*They **were made to pay** for the damage.*

4.3 THE SUBJECT OF THE INFINITIVE

- **The subject of the infinitive is omitted when it is the same as the subject of the main verb.**

The company wants to install emergency systems of electric energy supply.

- **The subject of the infinitive is not omitted when it is different from the subject of the main verb. The subject of the infinitive comes before the infinitive and can be an object pronoun (me, you, them, etc.), a name or a noun.**

They want the energy supply company to install emergency systems.

4.3.1. Complete the sentences with the correct infinitive tense.

1. They have improved productivity.

They seem

2. He is getting used to his new responsibilities.

He appears

3. They have prepared electrical drawings and specifications.

They claim

4. The department has been making engineering calculations for the last three months.

The department seems

5. The company has bought new lighting installations.

The company claims

6. He is working overtime at the moment.

He seems

7. The company has been manufacturing electrical equipment for almost ten years.

The company claims

8. John has finished the report.

John seems

4.3.2. Put the verbs in brackets in the correct infinitive tense.

1. They seem (work) hard all morning.

2. No, he doesn't have a job. He just pretended (offer) a new job.
3. We were made (change) the scheme.
4. Let's (try) to change the load.
5. The new installations must..... (already/deliver).
6. I'd like(get) in touch with them personally and discuss all the terms.
7. You'd rather (be) more careful with electrical appliances.
8. At the moment they must (repair) the equipment that failed.

4.4 NATIONALITY WORDS

For each country, you need to know *four* words:

the adjective (*American civilization*), the singular noun (used for a person from the country) (*an American*), the plural expression *the ...* (used for the nation) (*the Americans*) and the name of the country (*America* or *The United States*).

The name of the language is often the same as the adjective. Usually, the singular noun is the same as the adjective (for example *American, Greek*), and the plural expression is the same as the adjective + *-s* (*the Greeks, the Americans*). There are some exceptions, mostly with adjectives which end in *-sh* or *-ch*.

All nationality words — adjectives and nouns — have capital letters.

Here are some examples of nationality words. For others, see a good dictionary.

Group 1 (regular)

Adjective	Person	Nation	Country
American	an American	the Americans	America
Belgian	a Belgian	the Belgians	Belgium
German	a German	the Germans	Germany
Italian	an Italian	the Italians	Italy
Mexican	a Mexican	the Mexicans	Mexico
Moroccan	a Moroccan	the Moroccans	Morocco
Norwegian	a Norwegian	the Norwegians	Norway
Russian	a Russian	the Russians	Russia
Czech	a Czech	the Czechs	Czech Republic
Greek	a Greek	the Greeks	Greece
Thai	a Thai	the Thais	Thailand
Chinese	a Chinese	the Chinese	China
Japanese	a Japanese	the Japanese	Japan
Portuguese	a Portuguese	the Portuguese	Portugal
Swiss	a Swiss	the Swiss	Switzerland

(For words ending in *-ese*, and *Swiss*, the plural expression is exactly the same as the adjective — we do not add *-s*.)

Group 2 (exceptions)

Adjective	Person	Nation	Country
British	a Briton/Britisher	the British	Britain
Dutch	a Dutchman/Dutchwoman	the Dutch	Holland / the Netherlands
English	an Englishman/ Englishwoman	the English	England
French	a Frenchman/Frenchwoman	the French	France
Irish	an Irishman/Irishwoman	the Irish	Ireland
Spanish	a Spaniard	the Spanish (the Spaniards)	Spain
Welsh	a Welshman/Welshwoman	the Welsh	Wales
Danish	a Dane	the Danes	Denmark
Finnish	a Finn	the Finns	Finland
Polish	a Pole	the Poles	Poland
Scottish	a Scot	the Scots	Scotland
Swedish	a Swede	the Swedes	Sweden
Turkish	a Turk	the Turks	Turkey

Stylistic variation within nationality words:

This concerns the noun **Britisher**/ a **Briton** and the adjective **Scottish/Scotch**.

Briton or **Britisher** is not usually used by British people.

Briton is used mostly in newspaper headlines.

Britisher is used mainly by non-British speakers (Americans or Australians).

The Scots prefer the adjective **Scottish**, but other people often use the word **Scotch**.

The whisky is always called **Scotch**.

A **Scot** can be called a **Scotsman/woman**.

4.4.1 Fill in all the correct nationality words. Don't forget - they all start with capital letters.

Example: *I am a Swedish-speaking Finn.*

1. Yesterday I met a *M*_____ who spoke *S*_____ in *F*_____ .
2. *T*_____ are always very polite. Especially if they go to *C*_____ .
3. During our trip we met one *H*_____ , an *I*_____ , two *F*_____ and one *I*_____ .
4. Some *E*_____ don't like speaking *R*_____ .
5. Last year we travelled in *I*_____ . There we met two *W*_____ , three *D*_____ and a *P*_____ .

6. The young *S*_____ had visited *N*_____, *T*_____, *I*_____, *H*_____ and *S*_____ .
7. In Switzerland they speak *G*_____, *F*_____ and *I*_____ .
8. The *A*_____ like *N*_____ nature and *D*_____ chocolate a lot.
9. The *I*_____, the *H*_____, the *C*_____ and the *N*_____ all like travelling.
10. We had eaten *P*_____ sausages and *G*_____ salad together with two *S*_____ .
11. The *D*_____ have defeated *t*_____ and the *G*_____ in football.
12. We saw many *P*_____, *B*_____ and *I*_____ when we were at the party.
13. Surprisingly, the *F*_____ won the *E*_____ in football.
14. There was one *F*_____ who met one *E*_____ at the office.
15. At the airport I had a cup of coffee with a *D*_____ .

5 SKILLS

5.1 Read the dialogue between two colleagues one of whom is going to a business trip and the other one is giving some advice and recommendations.

David: I've heard you are going to England. I suppose I'd better tell you something about the English now. I'd say you'll find your English colleagues fairly easy to get on with and pretty tolerant. Oh, by the way, don't expect to start work too early. Quite honestly, it's usually 9.15 a.m. before much happens in an English office.

Karl: I'm glad you told me that. As you know, we start a lot earlier here. Could you tell me about the people a little?

David: Oh yes. You may well find them a bit reserved at first. They may not be too friendly to begin with. And they sometimes seem to be a bit cool towards foreigners.

Karl: Really?

David: But it is only the first impression. Generally speaking, English people are very hospitable. They really put themselves out for you.

Karl: Oh, glad to hear that. And when I go to their home, should I take a gift? A bottle of wine perhaps?

David: No, I wouldn't do that if I were you. Flowers would be safer. Then you'd start the evening off on the wrong foot.

5.2 Using the phrases below, make up similar dialogues choosing different countries as the destination. Surf the Internet to find more information about the customs and business etiquette of the countries chosen.

Giving Opinions and Advice

Be careful about ...

Be careful not to ...

Don't get to the office ...

Make sure you ...

You ought to/should/had better ...

If I were you, I'd/I wouldn't ...

It might be wise/a good thing/advisable ...

Why not to ...

UNIT 2

1 LEAD-IN

1. What jobs involve/do not involve the daily use of the telephone?
2. What makes telephone communication more problematic than a face-to-face conversation?
3. Are there any basic skills that allow a person/businessman to speak on the telephone successfully and with confidence?

2 READING

BUSINESS TELEPHONE COMMUNICATION

Business today is international. Business people often have to travel a lot. They have to plan an itinerary for a foreign business trip to make good use of their time and it is useful to make all the arrangement beforehand on the phone or through email.

If you do not have much experience of making phone calls in English, making a business call can be a worrying experience. Making a phone call to a stranger can be quite stressful, especially if they speak English better than you. Most business people, unless they feel very confident, prepare for an important phone call in a foreign language by making notes in advance. And during the call they make notes while they are talking to help them to remember what was said.

Although it is quick and convenient to phone someone to give them information or to ask questions, the disadvantage is that there is nothing in writing to help you to remember what was said. It is essential to make notes and often when an agreement is reached on the phone, one of the speakers will send a fax or e-mail to confirm the main points that were made. As it is so easy to be misunderstood when talking on the phone it is a good idea to repeat any important information (especially numbers and names) back to the other person to make sure you have got it right. Always make sure you know the name of the person you are talking to. If necessary, ask them to spell it out to you, so that you can make sure you have got it right - and try to use their name during the call. And make sure they know your name too.

Companies lose millions of dollars of business through bad telephone handling. A survey found that company switchboards failed to answer one out of five calls within ten rings, or reply to 10% of calls within 20 rings. Ninety percent of all sales enquiries begin on the telephone, so this is the opportunity to project a healthy company image – one of friendliness, efficiency and professionalism.

Companies should train personnel in the skills of transferring a call, placing calls on hold, dealing with angry callers, answering correspondence by phone, using a caller's name, and taking messages correctly. Surveys show that customers want a prompt response by a real person (not a machine) who can make a decision.

For a great many of a firm's customers, the first – and often the only – impression they carry in their minds is the one generated by the people they talk to on the phone. The quality of a firm's response to a call is one of the chief factors in creating a perception of good or bad service. More business is lost through poor service than by poor product performance.

1. When does speaking on the telephone present a particular set of difficulties?
2. What are some strategies for holding efficient telephone?
3. What are the disadvantages of telephone handling?
4. Why is it necessary for companies to have at work the trained personnel with good telephone manners?

3 VOCABULARY

3.1 Fill the gaps with suitable words from the list.

<i>dialing (US) / dialling (GB)</i>	<i>ringing</i>
<i>person-to-person call (US) / personal call (GB)</i>	<i>off the hook</i>
<i>leave the message</i>	<i>to hold on</i>
<i>call back</i>	<i>get in touch</i>
<i>put you through collect call (US) / transferred charge call (GB)</i>	<i>area code</i>
<i>busy (US) / engaged (GB)</i>	<i>bad line</i>

1. To make a call: first listen for the tone and dial the number.
With any luck, you'll hear a tone telling you that the number is
If the other phone is being used you'll hear the tone.
2. To make an international call: first dial the international code, then the country code, then the and finally the number you require.
3. If you want the other person to pay for the call you can make a
4. If you want to talk to a particular person you can make a
5. If you don't want to be interrupted, you can leave the phone
6. If it's a, say that you'llat once. Then start the call again.
7. If the line is engaged, the operator can ask you, and then with the person you want to talk to.
8. If you can't with the person you want, you can

4 LANGUAGE REVIEW

THE -ING FORM

- as a noun
- after prepositions
- after *love, like, enjoy, dislike, hate* and *prefer* to express general preference.
- after certain verbs (*consider, avoid, deny, look forward to, confess to, fancy, involve, mention, risk, spend, mind, regret, admit, suggest, imagine,* etc.).
- after *go* for activities
- after *it's no use, it's (not) worth, it's no good, be busy, what's the use of...?, there's no point in, can't help, can't stand, be/get used to, have difficulty (in)*
- *begin, start, continue*
We never have two *-ing* forms together.
- after the verbs *see, hear, feel, watch, listen to* and *notice* to describe an incomplete action, that is to say that somebody saw, heard, etc. only a part of the action.
- *need/require/want + -ing* form
This construction often shows that it is necessary to repair or improve something. *Need* can also be followed by a passive infinitive.
- *advise, allow, permit, recommend, encourage* take the to-infinitive when they are followed by an object or when they are in the passive form. They take the *-ing* form when they are not fol-

Travelling on business gives you better idea about what is going on in the world.

He left without giving any recommendations.

She likes doing everything by herself.

Jessica spent all day interviewing people.

They often go climbing at the weekends.

It's no use waiting for the General Manager. He won't come.

They started talking/to talk.

I heard Jack trying to persuade them to place the order.

The premise needs decorating.

The premise needs to be decorated.

They don't allow us to park here.
(object)

We aren't allowed to park here.

lowed by an object.

(*passive*)

They don't allow parking here.

4.1. Use the –ing form fixing the appropriate constructions in your memory.

1. It's no use (change) the conditions of the experiment.
2. They saw Mike (enter) new information.
3. He entered the office without (knock) at the door.
4. I can't stand (work) under pressure.
5. He wasted his time (check) the final results.
6. They admitted (make) a serious mistake in calculations.
7. I can't help (think) about the consequences of the short circuit.
8. He is getting used to (work) overtime.
9. (Take)..... measures of precautions is the necessity in this electrical shop.

4.2 Complete the sentences with the correct preposition and the gerund.

1. I'd like to enquire (enroll) on one of your courses for electrical engineers.
2. He seems very excited (start) that new job in electrical engineering company.
3. Are you thinking (signing) this very important contract?
4. They insisted..... (change) the project.
5. I expect he's very depressed (lose) his job.
6. I warned them (buy) this new electrical distribution system.
7. They are complaining (have) a lot of problems with new equipment.
8. The chief blamed us (lose) the deal.

5 SKILLS

Very often business travellers have to phone to make arrangements concerning their future business trips to be able to meet all the executives and business partners they need, to book a ticket or a room at the hotel in the country going to be visited.

5.1 In the conversation below Brian Knight is trying to fix an appointment with the executive of Forensic and Scientific Testing Inc. Put the lines into the correct order.

- ___ Perfect. Thanks very much. It'll be great to see you again. We'll have plenty to talk about.
- ___ That's for sure. See you next week then.
- ___ Certainly. Putting you through.
- ___ It's Brian Knight here. Could you put me through to extension 781 please?
- ___ Right. Bye.
- ___ Hello John. It's Brian Knight from TCR.
- ___ Hello. John Gordon speaking.
- ___ Bye.
- ___ How about Tuesday? In the afternoon? Could you make it then?
- ___ Brian, how are things?
- ___ Good morning CPT. How may I help you?
- ___ Let me look now. Let me check my diary. Oh yes, that'd be no problem at all. What about 11 o'clock? Is that OK?
- ___ Great. What day would suit you? I'm fairly free next week, I think.
- ___ Fine thanks. I'm calling because I'll be in London next week and I'd like to make an appointment to see you. I want to tell you about our new electrical appliances.

5.2 A secretary phones to book an airline seat for Mr Brian Knight, from London to New York. Read the dialogue and reproduce it with your partner.

Reservations clerk: Good morning. Can I help you?

Secretary: I would like to book a seat on a flight from London to New York on the 10th of June, please.

Reservations clerk: Do you want a morning or an afternoon flight?

Secretary: There is a flight leaving Heathrow Airport at 14.30 in the afternoon. That would be the most convenient.

Reservations clerk: I'm afraid that flight is fully booked. I'll just check to see if there have been any cancellations. . . . No. It's fully booked at the moment.

Secretary: Could you check other flights leaving London for New York in the late afternoon of the 10th as well, please?

Reservations clerk: There are seats available on a flight departing Heathrow 14.00, arriving New York 16.40 local time.

Secretary: Yes, it suits perfectly. Can I book a seat on it, please ?

Reservations clerk: Could I have your name, please ?

Secretary: It's for Knight. Initial B.

Reservations clerk: First class or economy?

Secretary: Economy, please.

Reservations clerk: Single or return fare?

Secretary: Single.

Reservations clerk: I've booked a seat on British Airways flight BA 733, departing Heathrow 14.00 hours, 10th June, for Mr Brian Knight.

Secretary: What is the checking-in time.

Reservations clerk: The checking-in time is 13.00, in Terminal 4.

Secretary: Could you tell me what the weight allowance is?

Reservations clerk: 20 kilos per traveller, excluding hand luggage.

Secretary: When should I confirm this booking?

Reservations clerk: As soon as possible. You could leave it till you arrive at the terminal, but it is probably better to pick up your ticket at the nearest British Airways office.

Secretary: Thank you.

Reservations clerk: Goodbye.

5.3 Read the beginning of the telephone conversation between Brian Knight's secretary and the receptionist of Hilton hotel. Using the information given

below, develop the continuation of the dialogue imagining what information the secretary may try to find out or clarify.

Receptionist: Hilton hotel. Reception. Can I help you ?

Secretary: I'd like to book a room for Mr Brian Knight, from TCR, London.
Our executives usually stay at your hotel.

Receptionist: Can you give me the dates, please? The 11th of June to the 18th of June, inclusive.

Secretary: I'll just see what we have available.

Receptionist: Would you like a single or a double room?

Secretary: A single room with bath, overlooking the park, if possible.

Receptionist: Yes, there is a single room with bath available. Room 205.

H I L T O N

Description: large modern five-star hotel (600 rooms).

Location: near the City Air Terminal, ten minutes' walk from city centre.

Hotel facilities: restaurants and bars, fitness club, and sauna.

Room facilities: en suite rooms, cable TV, individually-controlled air-conditioning, telephone, mini-bar.

Business facilities: Business Service Centre in the foyer providing secretarial services, fax, photocopying, personal computer, notebooks, laser printer, modem points, worldwide courier service.

Conference and banqueting facilities: for up to 500 people. Meeting rooms for 10 to 20 people available.

Limousine transfer service from airport.

UNIT 3

1 LEAD-IN

1. How often do you travel by air, rail, car and sea? What are the advantages and disadvantages of each way of travelling?
2. Have you ever travelled abroad? What arrangements do you have to make if you travel abroad? What is the special procedure of preparation for a travel abroad?
3. Have you ever travelled on business? Is there any difference in the preparation procedure in comparison with a leisure travel?

4. What do you enjoy about travelling? What don't you enjoy? (*meeting new people, being away from home, packing suitcases, booking rooms and flights, getting visa, checking-in and checking-out, waiting for luggage, speaking a foreign language, eating new food*).

2 READING

A BUSINESS TRIP

Business people very often go from place to place, or to several places especially to distant places to sell, buy or take orders for their companies.

Nowadays people who go on business mostly travel by air, as it is the fastest means of travelling. A secretary usually makes most of the travel arrangements well in advance, especially for bookings during peak seasons. Most arrangements can be made through a travel agent but direct booking through the airline may be the quickest method, however. It may be necessary for a secretary or a travel agent to book a connecting flight. There may be special passport and immigration procedures to enquire about. A visa, which is the document granted by the officials of the country allowing the holder to enter the country for a certain purpose and to stay for a stated period, may be necessary for some destinations. For others a vaccination certificate may be compulsory or desirable.

A secretary should always ask about the air terminal the aircraft departs from, the checking-in time, the boarding time, the take-off time, and the time of arrival. Sometimes it is necessary to check the maximum weight allowance. It is usually possible to reserve a particular seat on an aircraft if you book in advance.

Generally passengers are requested to arrive at the airport two hours before departure time on international flights and an hour on domestic flights as there must be enough time to complete the necessary airport formalities.

Passengers must register their tickets, weigh in and register the luggage. Most airlines have at least two classes of travel, first class and economy class, which is cheaper. Each passenger of more than two years of age has a free baggage allowance. Generally this limit is 20 kg for economy class passengers or 30 kg for first class

passengers. Excess luggage must be paid. Each passenger is given a boarding pass to be shown at the departure gate and again to the stewardess when boarding the plane.

Landing formalities and customs regulations are more or less the same in all countries. While still on board the plane the passenger is given an arrival card to fill in. After the passenger has disembarked, officials will check his passport and visa. In some countries they will check the passenger's certificate of vaccination. Then the passenger goes to the baggage reclaim to collect his luggage. When these formalities have been completed the passenger goes to the customs for the examination of his luggage. If the traveller has nothing to declare he may just go through the "green" section of the customs. In some cases the customs inspector may ask you to open your bags for inspection.

Some travel companies specialize in corporate travel. They aim to look after all the needs of the business traveller. That includes booking flights and hotels, planning and arranging itineraries, advising on locations, sorting out conference venues, providing VIP services, arranging visas and insurance, and so on. They offer a complete package for the business traveller so that he or she can concentrate on the business.

The needs of the business traveller are different from the ordinary tourist. For the ordinary tourist the arrangements for the flights, the hotel, the resort, or whatever are all part of the fun, but for the business traveller they are just a means to an end. First and foremost what the business traveller wants is speed and efficiency. One of the most common requests is a reservation at short notice. To be efficient the travel companies keep detailed records of a client's history, all their preferences and particular needs, to know which airline they prefer to fly with, which class they want to fly, and so on. For corporate travel they can offer attractions like discounts and extended credits. As to the hotel accommodation, the travel companies try to take into account all the business travellers demands. Number one is location, the hotel must be not far from the airport and not far from the city centre, or wherever they are doing business. The hotel must have everything that could be considered essential, such as en suite facilities, meeting rooms, access to fax and modem. Particular clients are

very loyal to certain hotel chains, partly because they can often get better deals through "Priority Clubs" - things like discounts, and express check-in and check-out - also because they like to know what to expect, a sort of home from home.

1. What does the expression "business trip" usually mean?
2. What are the major arrangements for the essential part of any business?
3. Who is usually responsible for making arrangements for a business trip?
4. What are the usual formalities for customers before taking off and after landing?
5. How do travel companies make the most of their service?

3 VOCABULARY

3.1 Complete the sentences using the words from the box.

access	facilities	leaflet	bills	equipment
offer	computer	services	checking-out	questionnaire
booking	cuisine	dishes	appointments	voucher

1. Please, fill in the enclosed _____ , it will help us with our research on your views as a business traveller, as well as provide an update for our database.
2. You'll find full details in the enclosed _____ .
3. I hope you find this information interesting and take advantage of our free flight _____ ?
4. I want to stay an extra day, so I have to telephone the airline office to arrange a different flight _____ .
5. My plane was delayed, and I've got to reschedule my _____ .
6. Each room is equipped for personal _____ use and the Internet _____ is free.
7. There ten some function rooms with a full range of multimedia _____ for meetings and presentations.
8. Technical and secretarial _____ are available.

9. Two excellent restaurants offer a variety of international _____ and traditional Japanese _____ .
10. The hotel offers comfortable rooms with all modern _____ .
11. You need to confirm the _____ until Friday.
12. Yesterday some guests complained about their _____ when they were _____ .

3.2 Match the words from two columns and make up the sentences of your own with the expressions you have formed.

- | | |
|--------------------|----------------------|
| 1. to reserve | a. the bill |
| 2. to go through | b. the plane |
| 3. to weigh | c. the seatbelt |
| 4. to get | d. the visa |
| 5. to fill in | e. customs |
| 6. to pass through | f. a table |
| 7. to pay | g. the landing card |
| 8. to fasten | h. the luggage |
| 9. to board | i. a room |
| 10. to produce | j. passport control |
| 11. to extend | k. the passport |
| 12. to book | l. the boarding card |

1 -...; 2 -...; 3 -...; 4 -...; 5 -...; 6 -...; 7-...; 8 -...; 9 -...; 10 -...; 11 -...; 12 -...

4 LANGUAGE REVIEW

THE TO-INFINITIVE OR -ING FORM

Verbs taking *to-infinitive* or *-ing* form without a change in meaning

- *begin, continue, intend, start*
+ *to-inf* or *-ing* form
However, two *-ing* forms are not normally used.
 - *advise, allow, encourage, permit, recommend, require*
- They began controlling / to control the voltage.
- They advised us to change the resistance.

- + **to-inf** (when followed by an object or in passive forms)
- + **-ing form** (when not followed by an object)
- **need, require, want**
+ **to-inf** /
-ing form / **the passive infinitive**

We are not advised to change the resistance.

They advised changing the resistance.
You need to increase the load.
The load needs increasing.
The load needs to be increased.

Verbs taking to-infinitive or -ing form with a change in meaning

- **forget + to-inf**
(= forget to do sth)
forget + -ing form
(= forget a past event)
- **remember + to-inf**
(= remember to do sth)
remember + -ing form
(= recall a past event)
- **mean + to-inf** (= intend to)

mean + -ing form (= involve)
- **go on + to-inf** (= finish doing sth and start doing sth else)
go on + -ing form (= continue)
- **regret + to-inf** (= be sorry to)
regret + -ing form (= have second thoughts about sth already done)
- **would prefer + to-inf**
(specific preference)
prefer + -ing form (in general)

prefer + to-inf + (rather) than + inf without to
- **try + to-inf**
(= do one's best; attempt)
try + -ing form
(= do sth as an experiment)
- **want + to-inf** (= wish)
want + -ing form
(=sth needs to be done)
- **stop + to-inf** (= pause temporarily)

stop + -ing form (= finish; cease)

I'm sorry, I forgot to update the information .

We'll never forget visiting Paris.

Remember to read the instructions.

I don't remember meeting this executive before.

They mean to move our headquarter to Newcastle.

Working harder means getting more profits.

After finishing her BA, she went on to get a master's degree.

She went on making corrections.

I regret to tell you that you have failed.

I regret not clarifying the details.

I'd prefer to have an early night tonight.

I prefer doing everything myself to asking somebody else.

I prefer to do everything myself (rather) than ask somebody else.

She tried hard to cope with her new job.

Try adding some more sauce to your pasta.

I want to find a better job.

Your dress wants cleaning.

He stopped to buy some milk on his way home.

Stop talking to each other; please!

- **be sorry + to-inf** (= regret)
be sorry for + -ing form
(= apologise)
 - **hate + to-inf**
(= hate what one is about to do)
hate + -ing form
(= feel sorry for what one is doing)
 - **be afraid + to-inf**
(= be too frightened to do sth)
be afraid of +-ing form
(=be afraid that what is referred to by the -ing form may happen)
- I'm sorry to hear he has been fired.
I'm sorry for misunderstanding/having
misunderstood what you said.
I hate to interrupt, but I must talk to you.

I hate making you feel uncomfortable.

I'm afraid to drive over the old bridge.

She is afraid of losing all the benefits if
she
signs the contract.

4.1 Put the verbs in brackets into the *-ing form* or *infinitive*.

1. Oh no! I totally forgot (pay) the bill for electricity.
2. I'll never forget (put out) the fire in the electric shop.
3. We stop..... (check up) the safety precautions.
4. If you don't stop (come) to work late, you'll be fired.
5. Try (phone) him at home if he's not at the office.
6. She tried her best (finish), but there just wasn't enough time.
7. I regret (inform) you that your project was declined.
8. They regret (spend) so much money on new electric grid.
9. Do you remember (get) your first job?
10. Remember (calculate) all your expenditures.

4.2 Put the verbs in brackets into correct *infinitive* form or the *-ing* form.

Flight Attendant: Welcome aboard, sir. I hope you enjoy the flight.

Business Traveller: Thank you. Unfortunately, I'm afraid of 1) (fill sick).

Flight Attendant: Don't worry, sir. I'll bring you an air-sickness pill if you need.

Just remember 2) (fasten) your seatbelt and everything will be fine.

Business Traveller: I don't mean 3) (be) difficult, but I would like 4)
(take) an aisle seat. Is that alright?

Flight Attendant: Of course. This seat is free. Would you like something to read?

Business Traveller: No, thank you. I prefer 5) (look through) my documents to reading newspapers. Just not to waste my time.

Flight Attendant: Well, I must 6) (check) on the other passengers now.

Business Traveller: Oh. I'm sorry for 7) (take) your time.

Flight Attendant: Just try 8) (relax) a little bit. I'll stop 9) (see) how you are later.

Business Traveller: Thank you very much. I hate 10) (be) so much trouble.

4.3 THE PARTICIPLE

	Active	Passive
Participle I (Indefinite)	<i>obtaining</i>	<i>being obtained</i>
Participle I (Perfect)	<i>having obtained</i>	<i>having been obtained</i>
Participle II		<i>obtained</i>

The Functions of the Participle

Participle I (Indefinite)	
Attribute	The object <i>obtaining</i> this energy ... The energy <i>being obtained</i> was ...
Adverbial modifier	<i>Obtaining</i> this energy the object ... <i>Being obtained</i> the energy ...
Participle I (Perfect)	
Adverbial modifier	<i>Having obtained</i> this energy the object ... <i>Having been obtained</i> the energy ...
Participle II	
Attribute	The energy thus <i>obtained</i> was ...
Adverbial modifier	<i>When obtained</i> the energy ...

4.2.1 Rewrite the sentences using participles.

1. He was sitting in the office and he was looking through the mail.
.....
2. Because she was late, Ann had to work overtime that day.
.....
3. After they had estimated all the advantages, they accepted the terms.
.....
4. The builders damaged the electric wire while they were performing the repairing work.
.....
5. TPR Group was created in 2008 and now it is one of the world's fastest growing engineering company.
.....
6. They performed the failure analysis and found the cause of lightning damage.
.....
7. The man who is walking towards us is our Senior Compliance Engineer.
.....
8. Because he didn't save the information, he had to start his calculations from the very beginning.
.....
9. If they are told what to do they will certainly try to prevent the damages.
.....
10. When he was asked a direct question he told everything he knew about the accident at the factory.
.....

5 SKILLS

5.1 Read the following conversations with your partner and guess where they could be and who the business traveller could talk to.

1 _____

- Excuse me. Does this bus go to the City Hall?
- No, this one's for the airport. You need the 377.
- OK, thanks.
- But you need to go to the bus stop across the road.
- Oh, OK.
- There's one every twenty minutes.
- Thanks for your help.

4 _____

- I'd like a ticket to Edinburgh, please.
- Single or return?
- Return, please.
- That's forty-two pounds fifty, please.
- Thank you. Could you tell me what time the next train leaves?
- Three fifteen. But there are some delays to the service. You need to listen to the announcements.
- Oh! Thanks.

7 _____

- Good morning, can I help you?
- Yes. I'm looking for a flight to Amsterdam.
- OK, when would you like to travel?
- I need to be there on the 4th of May. I want to leave as late as possible. What have you got for the 4th?
- I'll just have a look... OK, there are five flights with availability on that day. All direct. Do you have a preference for a particular airline?
- No, it doesn't really matter.

2 _____

- I've got a sore throat and my chest hurts.
- How long have you been like this?
- Two or three days now.
- I should think you've got flu: there's a lot of it about.
- What do you advise?
- Take this prescription to the chemist's and then go straight to bed.

5 _____

- Can I have your ticket, please?
- Yes, of course.
- Have you got much hand luggage?
- Just this bag.
- That's fine.
- Oh ... can I have a seat next to the window?
- Yes, that's OK. Here's your boarding pass. Have a nice flight!

8 _____

- Can I help you?
- I'm just looking, thanks. Excuse me. Have you got this T-shirt in a smaller size?
- What size is that one?
- Large.
- I'll have a look. Yes, here's a medium.
- OK. Can I try it on, please?
- Yes, sure. The fitting room's over there.
- Thank you.
- Does it fit?
- Yes, it's fine. How much is it?
- It's 15 pounds.
- OK, I'll take it.

3 _____

- Are you ready to order?
- Yes, I think so. We'd like the Beef Madras and the mixed salad, followed by the fondue.
- Sorry, the fondue's off tonight.
- Oh, what would you recommend, then?
- The veal is very good.
- Well, we'll have that, then.

6 _____

- Can I help you?
- I'd like a room for three nights.
- How will you be paying?
- By Visa card.
- OK. Could you fill in this registration card, please?
- Yes. Here you are.
- Thank you.
- Does the rate include breakfast?
- No, it doesn't.

9 _____

- Hello, can I help you?
- Yes, I'd like to change some dollars. Can you tell me what the exchange rate is?
- Cash or traveller's cheques?
- Cash.
- Right, the rate is one dollar forty to the pound.
- OK. Is commission charged on that?
- Yes, we charged a rate of 2 pounds per transaction.

5.2 Dramatize the similar situations in the places the business traveller could visit.

UNIT 4

1 LEAD-IN

1. Have you got any experience in making presentations?
2. What are the characteristics of a good presentation?
3. How can an interesting and effective presentation be prepared?
4. What makes the presentation illustrative and convincing?

2 READING

EFFECTIVE PRESENTATION

When an executive comes to the partner's company abroad, the first thing he is expected to do is to present his own company performance giving all the information needed to create a positive impression and make the partners interested in future cooperation. In this respect, a lot depends on the presenter and his effective presentation skill. Here are eight secrets of how to organise a knockout business presentation.

Dig Deep: Having an effective business presentation that will have the audience on their feet requires more than the usual factoid dropped into your PowerPoint. Find a relevant fact beyond your topic norm. Give them the unexpected, the one obscure and contradictory piece of information that will raise heads and stimulate discussion.

Avoid Info Overload: PowerPoint expert Cliff Atkinson, author of *Beyond Bullet Points* says, "When you overload your audience, you shut down the dialogue that's an important part of decision-making." He points to some important research by educational psychologists. "When you remove interesting but irrelevant words and pictures from a screen, you can increase the audience's ability to remember the information by 189% and the ability to apply the information by 109%," recommends Atkinson.

Practice Delivery: A knockout business presentation is so captivating that it makes you forget about the speaker and become absorbed in the talk. Practice your

delivery over and over until you remove the distractions including nervous tics and uncomfortable pauses. Pay particular attention to your body language. Is it non-existent or overly excessive? Good presenters work the stage in a natural manner.

Forget Comedy: Business presenters will flirt with the temptation to deliver the stand up humor of Chris Rock. Remember your audience didn't come to laugh; this is a business presentation. Leave your jokes at home. It's ok to throw in a few natural off the cuff laughs but don't overdo it.

Pick Powerful Props: You don't need a box full of props like the watermelon-smashing comic, Gallagher. A few simple props to demonstrate a point can be memorable in the minds of your target audience. Management guru, Tom Peters, uses a cooking timer to show how quickly factory expansion is occurring in China.

Minimize You: "Frankly, your audience doesn't care as much about your company history, as they do about whether you can help them solve the specific problems they face. Write a script for your presentation that makes the audience the protagonist, or the main character, who faces a problem that you will help them to solve," says Atkinson.

Speak the Language: A knockout business presentation doesn't leave people wondering what you said. It might be tempting to throw in a few big words but are you alienating your audience? Always explain terms and acronyms. The number of smart executives who aren't up on the latest terminology would surprise you.

Simple Slides: Beware of the PowerPoint presentation. Many corporate brains will turn off at the sight of yet another PowerPoint presentation. Over 400 million desktops currently have the PowerPoint application. If you want your business to stand out, don't be like everyone else. Use slides in your knockout presentation to highlight and emphasize key points. Don't rely on your slide projector to run the show.

It all comes down to what your audience walks away with in the end. Did you deliver another boring business presentation? Or did you persuade or motivate everyone to action? Apply the eight secrets to a knockout presentation and watch your ratings soar.

Two Page Executive Summary and 10 minutes Slide Presentation Content

1. LOGO/Company Name and Contact Information (in a presentation you don't need to allow time for this; it will usually be shown while you walk up to podium)

2. Overview (or a summary of the summary)

- Simple, direct, two or three line statement describing the business, market, unfair advantages. A non-flowery, no buzz word, factual statement that attracts attention. The remainder of the summary/presentation will substantiate the statement.

3. Business/Background/Milestones

- Money raised to date
- Customers (in order of importance they are: (brand) names that have purchased and received the product (great validation), those that have ordered, those with which you have initiated contracts, etc.)
- Core competence
- Products Developed
- What you will do and when – key milestones for each funding round

4. The Problem and Value Proposition

- State the Problem/Pain you are solving
- What is the Value of the solution
- Why will customer die for a solution?

5. Product

- Description, stage of development, prototype?
- How the problem is solved and value is derived (describing how you make money – the business model – could be appropriate here)
- Example of use with real customers, if available
- Applications

6. Technology (in a presentation you can usually merge this into product slide with a simple statement)

- Patents, licenses, trade secrets

7. Customers (often this can be merged into another section or slide, e.g. #2, #4, #8)

- Put face on Customer – use logos if possible
- What was their compelling reason for purchase?
- Deals with customers - great 3rd party validation

8. Market Size

- Size for your market space
- Addressable market for your product, now and in three years
- By Application or segment
- Your initial segment focus – 'the low hanging fruit'

9. Marketing/Strategy/Execution

- Who are your typical customers, how customers are acquired (marketing)
- How you sell them (direct sales, partnerships, agencies, reps)
- What is the sales cycle (can dictate amount of funding needed)
- If a manufacturer, any important operational strategies.
- Business Model (How and on what do you make money)

10. Competition

- Ensure you inform as to why you are better and how you are differentiated
- Current Competitors
- Competitive map (e.g., four quadrants in a presentation with two axes to highlight your strengths and competitors weakness and then position yourself), or a table matrix with you and your competitors showing how you each rate against a list of benefits.
- Emerging competitive technologies

11. Revenue

- Table with five years of financial information
- Unit sales of product, or number of customers
- Revenue
- Gross margin as a percentage of revenue

- Net after tax income as a percentage of revenue

Make sure you don't use too many significant figures for each number so that it is easy to read and digest. You can use a graph instead of a table to relate the information.

12. Management

- Names, accomplishments, companies and position if well known, entrepreneurial successes, area of distinct competence. Great management is great validation.
- Include members of your board of directors and/or advisors, but only if they have distinct recognition and their participation provides validation of your business to your intended audience for the presentation/summary.

13. Funds Required/Use of Funds/Investor Exit

- How much do you need now to fund your plan, what kind of investor is preferred, what are funds for. What specific business milestones will be achieved with the funds? Will achievement of those milestones get you the next round of funding? How much more money will be needed before you are self-sustaining.
- Exit. Make the investors comfortable that they can get their money out (get liquid) in a reasonable time frame. Use examples of other companies in your space who have had successful exits.

14. Contact Information

- For a presentation make this the last slide to leave up while questions may be asked.

1. Why is creating effective business presentation of great importance?
2. What makes an audience listen in negotiations?
3. What are the key steps to an effective presentation?
4. What kind of information concerning the company performance should be presented?
5. What Microsoft Office programme helps presenters take full advantage of the presentation?

3 VOCABULARY

3.1 Presentation Vocabulary

When giving a presentation, certain keywords are used to signpost the different stages. It's a good idea to memorize them and practise using them, so that they come to mind easily during a presentation.

3.2 Label the groups of phrases with one of the following headlines.

- | | |
|---|---|
| ▶ Starting the presentation | ▶ Changing to a different topic |
| ▶ Why you are giving this presentation | ▶ Referring to something which is off the topic |
| ▶ Stating the main points | ▶ Referring back to an earlier point |
| ▶ Introducing the first point | ▶ Summarizing or repeating the main points |
| ▶ Showing graphics, transparencies, slides etc. | ▶ Conclusion |
| ▶ Moving on to the next point | ▶ Questions |
| ▶ Giving more details | |

- ▶ _____
- Good morning/good afternoon ladies and gentlemen
 - The topic of my presentation today is ...
 - What I'm going to talk about today is ...

- ▶ _____
- Finally, I'll be happy to answer your questions.
 - Now I'd like to invite any questions you may have.
 - Do you have any questions?

- ▶ _____
- Now let's move on to

- ▶ _____
- Let's start/begin with

- ▶ _____
- I'm going to conclude **by**... saying that/inviting you to/ quoting ...
 - In conclusion, let me... leave you with this

- ▶ _____
- The purpose of this presentation is ...
 - This is important because ...
 - My objective is to ...

- ▶ _____
- I'd like to expand on this aspect /problem/point
 - Let me elaborate on that
 - Would you like me to expand on/elaborate on that?

- ▶ _____
- The main points I will be talking about are firstly ...
 - secondly...
 - next, finally... we're going to look at ..

▶ _____
• Let me go back to what I said earlier about ...

▶ _____
• I'd like to illustrate this by showing you...

▶ _____
• I'd like to turn to something completely different

▶ _____
• I'd like to digress here for a moment and just mention that ...

▶ _____
• I'd like to recap the main points of my presentation
- first I covered ...
- then we talked about ...
- finally we looked at ...
• I'd now like to sum up the main points which were:

3.3 Complete the text below containing several recommendations for giving effective presentations with the correct form of the words in brackets.

The key to a (1)..... (success) oral presentation is to keep things simple, I try to stick to three points. I give an overview of the points, present them to the audience, and (2)..... (summary) them at the end.

My purpose or (3)..... (desire) outcome, the type of audience, and the message dictate the (4)..... (formal) of the presentation, the kind of visuals, the number of anecdotes, and the jokes or examples that I use. Most of my (5)..... (present) are designed to sell, to explain, or to motivate. When I plan the presentation, I think about the audience. Are they (6)..... (profession) or nonprofessionals? Purchasers or (7)..... (sell)? Providers or (8)..... (use)? Internal or external? My purpose and the audience will determine the tone and focus of the (9)..... (present).

When I make a presentation I use the visuals as the outline. I will not use notes. I like to (10) (selection) the kind of visual that not only best supports the message but also best fits the audience and the physical (locate), PowerPoint, slides, overhead transparencies, and flip charts are the four main kinds of visuals I use.

PowerPoint and slide presentations work well when I am (13).....
 (sell) a product or an idea to large groups (15 people or more). In this format, I like to use examples and graphs and tables to support my message in a general way.

In small presentations, (14)..... (include) one-on-ones and presentations where the audience is part of the (15)..... (act) process, I like transparencies or flip charts. They allow me to be more (16)..... (form).

I get very, very nervous when I speak in public. I handle my (17)..... (nervous) by just trying to look as if, instead of (18)..... (talk) to so many people I'm walking in and talking to a single person, I don't like to speak behind lecterns. Instead, I like to get out and just be open and portray that (19)..... (open).

I try very hard for people to enjoy my presentations by (20)..... (show) enthusiasm on the subject and by being sincere. I try not to use a hard sell - I just try to report or to explain - and I think that comes across. In (21)..... (add), it helps that I am speaking about something that I very (22)..... (strong) believe in and something that I really, really enjoy (23)..... (do).

4 LANGUAGE REVIEW

THE SEQUENCE OF TENSES

Tense in Independent Clause	Purpose of Dependent Clause/ Tense in Dependent Clause	Example(s)
Simple Present	To show same-time action, use the present tense	People <i>are</i> most productive when they <i>are</i> happy and when they <i>feel</i> good about themselves.
	To show earlier action, use past tense	We <i>know</i> that they <i>chose</i> Mr Smith to state a problem.
	To show a period of time extending from some point in the past to the present, use the present perfect tense.	They <i>believe</i> that they <i>have understood</i> each other's mindset.
	To show action to come,	An expert in giving

	use the future tense.	presentations <i>knows</i> how many people there <i>will be</i> at a conference.
Simple Past	To show another completed past action, use the past tense.	He <i>didn't gain</i> the audience's attention because he <i>spoke</i> in a monotone.
	To show an earlier action, use the past perfect tense.	The speaker suddenly <i>realized</i> that he <i>had forgotten</i> the first five sentences of his talk.
	To state a general truth, use the present tense.	We all <i>knew</i> that the earth <i>turns</i> 360 degrees every day.
Present Perfect or Past Perfect	For any purpose, use the past tense.	She <i>has mastered</i> many tips of body language since she <i>started</i> giving presentations. She <i>had rehearsed</i> her presentation with the colleagues before she <i>gave</i> a presentation at a conference.
Future	To show action happening at the same time, use the present tense.	I <i>will use</i> a microphone if I <i>need</i> one.
	To show an earlier action, use the past tense.	Your presentation <i>will</i> surely <i>be</i> a success if you <i>planned</i> the content and structure.
	To show future action earlier than the action of the independent clause, use the present perfect tense.	He <i>will deliver</i> a presentation if visual aids <i>have been prepared</i> .
Future Perfect	For any purpose, use the present tense or present perfect tense.	You <i>will have rehearsed</i> and <i>revised</i> your presentation by the time you <i>give</i> it to the audience. You <i>will have rehearsed</i> and <i>revised</i> your presentation by the time you <i>have given</i> it to the audience.

4.1 Put the verbs in brackets into the correct tense form and underline them.

Mind the Sequence of Tenses.

1. Like most appliances, water heaters (to improve) greatly in recent years and today's models (to be) much more energy efficient.
2. The average life expectancy of a water heater (to be) 13 years. That's how long you (to live) with the decision you make now.
3. As technological innovations (to come) in existence many individuals (now/to build) these appliances in the kitchen walls.
4. During the last quarter of the 20th century, many developments (to serve) as catalysts for changes in the national energy policies of countries throughout the globe and these catalysts..... (to affect) the institutions and energy framework of virtually every country.
5. The social and economic impact of the electric power and light industry, which (to begin) its rapid development during the last quarter of the nineteenth century, (to be) so great that some refer to the twentieth century as the "Age of Electricity."
6. Nuclear generators (to receive) their start in 1954, when the federal government *launched* a development program that (to result) in an installation located in Shippingport, Pennsylvania, which (to begin) generating electric power in 1957.
7. While the industry (to do) a good job of meeting the energy needs of the 21th century, generally it (to have) an adverse impact on the natural environment.
8. In the coming decades, electricity's share of total global energy (to be expected) to continue to grow, and more intelligent processes (to be introduced) into the electric power delivery (transmission and distribution) networks.

9. In this paper we (to present) a framework for federal electricity policy reform that (to help) to drive investment into building a truly national 21st-century electricity delivery infrastructure.

10. The world's citizens and governments (must/accept) that Earth's resources (to be finite) and (to commit) themselves to the development of new power sources for automobiles.

5 SKILLS

5.1 Using the slides of the PowerWind GmbH presentation prepare the overview of the company activities.

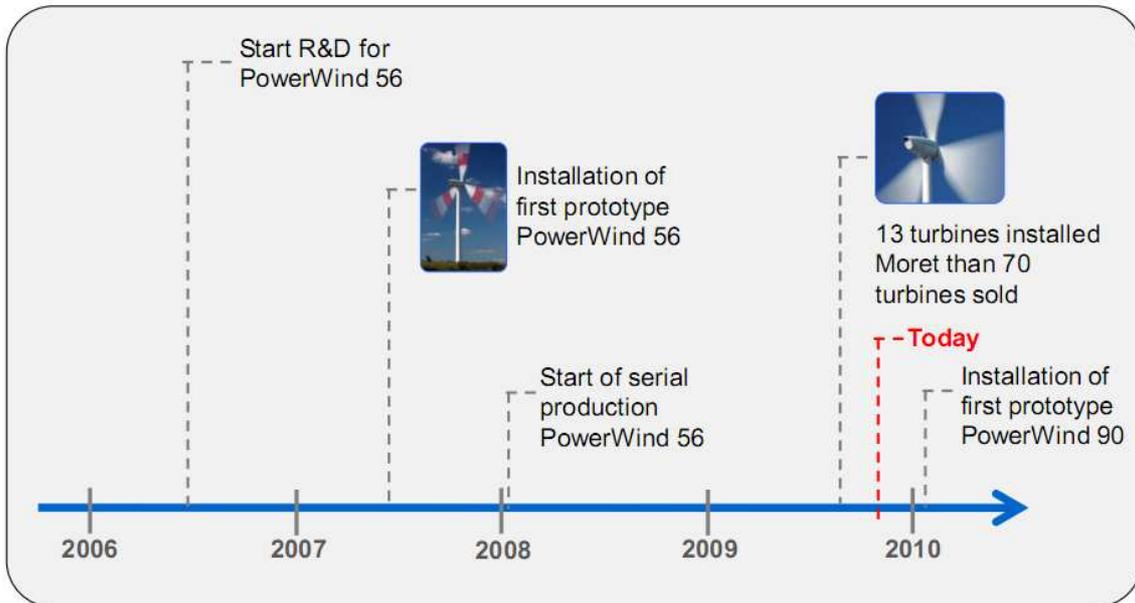
1.

PowerWind GmbH is a German manufacturer and service provider of wind turbines based in Hamburg and Bremerhaven



2.

Company history of PowerWind started in 2006 and first prototype was installed in Germany in July 2007



3.

PowerWind benefits from its experienced staff with more than 500 years of wind experience - examples from the management team



K. Pötter
Managing Director

- | Industrial Engineer
- | University of Paderborn
- | PhD Electrical Engineering
- | 2 years Tacke/Enron
- | 5 years Enercon
- | 4 years PowerWind*



F. Fischer
Head of R&D

- | Electrical Engineering
- | University of Wuppertal
- | PhD. Electrical Engineering
- | 7 years Enercon
- | 2 years PowerWind*



T. Korzeniewski
Head of Quality Management

- | Civil Engineer
- | University of Aachen
- | 6 years TÜV Nord
- | WEC certification
- | 2 years PowerWind*



T. Meier
Head of Field Service

- | Trained Electronic Technician
- | 9 years Enercon
- | 2 years PowerWind*



S. Heczko
Managing Director

- | Industrial Engineer
- | University of Karlsruhe
- | Insead MBA
- | 7 years BCG
- | 3 years Viessmann
- | 2 years PowerWind*



F. Scherf-Radermacher
Head of Service & After Sales

- | Mechanical Engineering
- | University of Darmstadt
- | 7 years MAN Roland
- | 10 years Delphax Systems
- | 2 years Miller-Johannesberg



C. Vogt
Head of Sourcing & Production

- | BA University of Osnabrück
- | 5 years GE Wind
- | 3 years PowerWind*



P. Klässascheck
Head of Project Management

- | Civil Engineer
- | University Hannover
- | 8 years Enercon
- | 3 years Epuron/PowerWind

4.

Strong R&D capabilities combined with a solid financial backing is the foundation for the dynamic and sustainable growth of PowerWind

PowerWind

Engineering Capabilities

- Own mechanical engineering
- Own electrical engineering
- Own engineering for control software
- Own engineering for blade development
- Own load and simulation experts

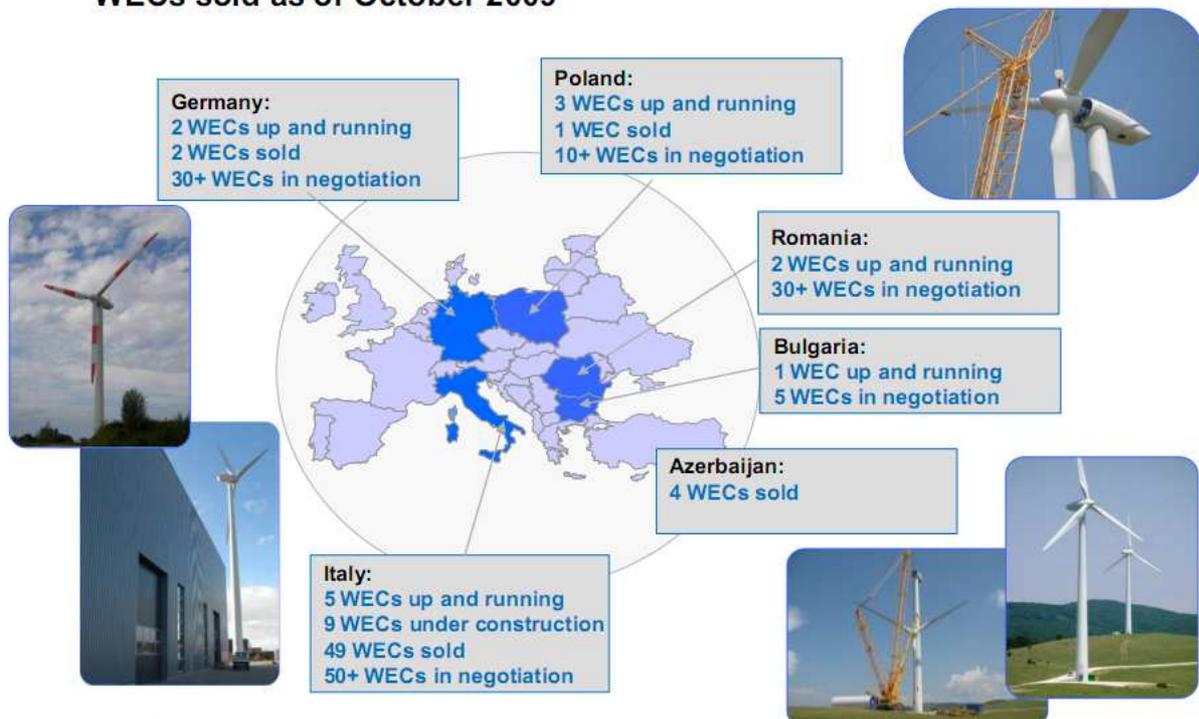
Financial Backing

Warburg Pincus has been a leading private equity investor since 1971, with approximately \$20 billion of assets under management and an additional \$10 billion available for investment.

In the energy sector, **Warburg Pincus has supported many companies with growth capital** over the past 20 years, contributing significantly to the success of these enterprises.

5.

13 WECs up and running, 9 WECs under construction and 56 more WECs sold as of October 2009



UNIT 5

1 LEAD-IN

1. What do you understand by the term "negotiations"?
2. Have you ever won or lost the negotiation?
3. What from your point of view can make the negotiations successful?

2 READING

THE ART OF SUCCESSFUL NEGOTIATION

One of the most important skills anyone can hold in daily life is the ability to negotiate. In general terms, a negotiation is a resolution of conflict. We enter negotiations in order to start or continue a relationship and resolve an issue. Some people are naturally stronger negotiators, and are capable of getting their needs met more easily than others. Without the ability to negotiate, people break off relationships, quit jobs, or deliberately avoid conflict and uncomfortable situations.

In the world of business, negotiating skills are used for a variety of reasons, and can be of three different types. The first type supposes the situation when two parties have a shared objective: to work together in a way which is mutually beneficial. Proposals and counter proposals are discussed until agreement is reached. Both sides hope for repeat business. This is an agreement-based negotiation, sometimes referred to as a win-win negotiation. Two other types of negotiation are less founded on mutual benefit, but on gaining the best deal possible for your side. In the first type, both teams negotiate to independent advantage. This means that each team thinks only about its own interests. A third type is the negotiation to resolve conflict. Each party regards the other as an opponent and seeks to win the argument. Negotiating is often referred to as an "art". While some people may be naturally more skillful as negotiators, everyone can learn to negotiate. Some techniques and skills that aid people in the negotiating process include: aiming high, visualizing the end results, treating one's opponent with respect and honesty, preparing ahead of time, exhibiting confidence.

Being prepared is the most important thing. If you have not had time to prepare properly, you will be wasting your time. You must have a clear set of objectives. It is of importance to list your main objectives and your secondary objectives, define what the minimum position you are prepared to accept is. You should take what you need - documents, materials, people and dress appropriately. If you are hosting the negotiation, then you have to think carefully about the arrangement of the room and the layout of the furniture. It must create the atmosphere of mutual cooperation.

Your behaviour should be polite and respectful - you will not gain anything by being rude. In international negotiations you may also find you are talking to someone whose first language is not the same as yours, so make sure you understand what the other person is saying and the other person understands you properly, offer and ask for clarification. If it is necessary, employ an experienced interpreter. Allow time for social conversation and do not use threatening body language or gestures. Show respect for different cultures and find out about them before your meeting - it may help you get what you want.

Even if everything is going on smoothly you have to keep alert during the meeting, and respond to developments effectively. Prepare a strategy, but be ready to adapt. Flexibility is always vital. If you are negotiating in a team, then think about your different roles and strategies - you may each have a different area of expertise, or you may each decide to take a different approach. Make concessions if it helps to achieve your main objectives. Avoid an atmosphere of conflict. Listen to the other speaker. Don't interrupt - let them finish their points. Respond to the points they make with respect avoiding saying "No."

A successful negotiation can be destroyed if you do not spend time confirming what has been agreed. You should keep notes of the main points as the meeting progresses - even if there is a minute-taker or it is being recorded. Make sure all parties agree on what has been agreed before you leave the meeting. A few days later you should follow up the meeting with a formal letter or a contract listing the terms on which you agreed.

1. Why are negotiating skills considered the most important in the world of business?
2. How does the type of negotiating skills depend on the reason for negotiation?
3. What does preparation for the negotiation involve?
4. Why is it necessary to keep alert during the negotiation?
5. What should a successful negotiator do when an agreement has been reached?

3 VOCABULARY

3.1 Complete the sentences using the words from the box.

alternatives	collective	consensus	resolve
victory	proposal	cooperation	indecisive
compromise	counterpart	demands	point of view

1. We can't offer you the raise you requested, but let's discuss some other
2. This is a concern, and it isn't fair to discuss it without Marie present.
3. We are willing to on this issue because it means so much to you.
4. It would be great if we could come to a by 5:00 P.M.
5. I have appreciated your throughout these negotiations.
6. I tried to close the discussions at noon, but my would not stop talking.
7. They had some last minute that were entirely unrealistic.
8. They were so we finally asked them to take a break and come back next week.
9. From my it makes more sense to wait another six months.
10. While I listened to their I noted each of their objectives.
11. Before you can your differences you'll both need to calm down.
12. We considered it a because they agreed to four of our five terms.

3.2 Match these words and phrases with the definitions.

- | | | |
|---------------------|----|---|
| 1. unrealistic | a. | the offer/request which is presented second in response to the first proposal |
| 2. ultimatum | b. | strategies used to get one's goals met |
| 3. tension | c. | a display of opposition |
| 4. tactics | d. | make up for a loss |
| 5. flexible | e. | very unlikely to happen |
| 6. resistance | f. | a final term that has serious consequences if not met |
| 7. counter proposal | g. | feeling of stress/anxiety caused by heavy conflict |
| 8. compensate | h. | open/willing to change |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...; 6 - ...; 7 - ...; 8 - ...

4 LANGUAGE REVIEW

REPORTED SPEECH. MODALS IN REPOTED SPEECH.

CHANGING PRONOUNS AND ADVERBS IN REPORTED SPEECH.

4.1 We usually report someone's words a long time after they were said. In this case the introductory verb is in the past simple and the tenses change as follows:

Direct speech

Reported speech

Present Simple

They said, "Every day we *hear* reports and *read* articles about distributed energy resources."

- Past Simple

They said that every day they *heard* reports and *read* articles about distributed energy resources.

Present Continuous

They said, "We *are focusing* most of the expenses of developing technology on other applications."

- Past Continuous

They said that they *were focusing* most of the expenses of developing technology on other applications.

Present Perfect

It sais, "Companies *have developed* technology that *is based* on the classical waterwheel that *can extract*

- Past Perfect

It said that companies *had developed* technology that *was based* on the classical waterwheel that *could extract* power from

power from the kinetic energy of rivers."

Past Simple

The article said, "The early turbine jet engines *were* developed from steam turbines.

Past Continuous

" Many dishonest people *were* always *asking* you to negotiate because they did not want to fulfill their obligations," you said.

Future (will)

They said, "This article *will show* you how to negotiate with credit card processors - and win!"

the kinetic energy of rivers.

- **Past Simple or Past Perfect**

The article said that the early turbine jet engines *had been developed* from steam turbines.

- **Past Continuous or Past Perfect Continuous**

You said that many dishonest people *were* always *asking/had been* always *asking* you to negotiate because they did not want to fulfill their obligations.

- **Conditional (would)**

They said that *the* article *would show us* how to negotiate with credit card processors - and win!

4.1.1 Imagine you want to repeat sentences that you heard two weeks ago in another place. Rewrite the sentences in reported speech. Change pronouns and expressions of time and place where necessary.

1. They said, "We talk in order to reach an agreement."

They said _____

2. She said, "I am a tough negotiator because I am good at getting what I want."

She said _____

3. He said, "I thought that we all knew the foreground to these talks."

He said _____

4. You said, "I believe the talks will be held in a relaxed atmosphere."

You said _____

5. He said, "Disagreements over certain things have always led people to fight or have "cold war."

He said _____

6. He said, "We'll try to estimate the needs and objectives of the other side."

He said _____

4.2 Certain words and time expressions change according to the meaning of the sentence as follows:

now	- <i>then, at that time, immediately</i>	last week	- <i>the week before, the previous week</i>
today, tonight	- <i>that day, that night</i>	next week	- <i>the week after, the following week</i>
yesterday	- <i>the day before, the previous day</i>	two days ago	- <i>two days before</i>
tomorrow	- <i>the next day, the following day</i>	here	- <i>there</i>
this week	- <i>that week</i>	come	- <i>go</i>

4.2.1 Report the sentences.

1. She said, "You're operating at full capacity here."

She said _____

2. I said, "They are forced to accept the term they did not want now."

I said _____

3. We said, "In a business negotiation which will happen tomorrow between eastern and western companies, there are quite a lot of difficulties and importance which should be paid much attention to."

We said _____

4. They said, "We'll meet and greet representatives of the other company next week."

They said _____

5. He said, "You had to get as much information as possible about the situation yesterday."

He said _____

6. I said, "I am not expecting our opponents to yield so quickly today."

I said _____

4.3. When we report someone's words a short time after they were said, the tenses can either change or remain the same in reported speech.

Certain modal verbs change in reported speech as follows:

will/shall	- <i>would</i>	can	- <i>could/would be able to</i> (future reference)
may	- <i>might</i>	must	- <i>must/had to</i> (obligation)
can	- <i>could</i>	shall	- <i>should</i> (asking for advice)

4.3.1 Report the sentences.

1. She said, "These delicate negotiations can easily fail tomorrow."

She said _____

2. You said, "We must postpone discussion until later."

You said _____

3. I said, "You can meet and greet representatives of the other company next week."

I said _____

4. They said, "We must admit that it is nice to be on home venue."

They said _____

5. She said, "Before you enter into a negotiation, you should evaluate yourself first."

She said _____

6. I said, "I will provide information in a way that the other person understands and can absorb."

I said _____

5 SKILLS

5.1 In groups of 4-6 role play the negotiations between AEP Ohio and a company that want to start a new service account with AEP Ohio or modify its electric service.

Group A plays the role of AEP Ohio representatives. To prepare properly, read some information about AEP.

AEP ranks among the U.S. largest generators of electricity, owning nearly 38,000 megawatts of generating capacity. AEP also owns the nation's largest electricity transmission system, a nearly 39,000-mile network that includes more 765 kilovolt extra-high voltage transmission lines than all other U.S. transmission systems combined. AEP's transmission system directly or indirectly serves about 10 percent of the electricity demand in the Eastern Interconnection, the interconnected transmission system that covers 38 eastern and central U.S. states and eastern Canada, and approximately 11 percent of the electricity demand in ERCOT, the transmission system that covers much of Texas. AEP's utility units operate as AEP Ohio, AEP Texas, Appalachian Power (in Virginia, West Virginia), AEP Appalachian Power (in Tennessee), Indiana Michigan Power, Kentucky Power, Public Service Company of Oklahoma, and Southwestern Electric Power Company (in Arkansas, Louisiana and east Texas). AEP's headquarters are in Columbus, Ohio.

Group B represents the company that wants to deal with AEP Ohio and get their services. It is necessary to take into consideration that

to start a new service account with AEP Ohio, the company has to be ready to provide:

- *the company service location*
- *when it wants to begin service*
- *information about the company and its account*
- *billing and service information*

the company can modify the electric service by:

- *repositioning its existing meter and/or electric service drop*
- *removing its existing meter and/or electric service drop*
- *removing temporary electric service*
- *removing an outdoor light leased from AEP Ohio*
- *upgrading its electrical service to provide power for a newly-installed electrical appliance such as a heating or air conditioning unit*

While negotiating, try to use appropriate business language.

Language to use to show understanding/agreement on a point:

- I agree with you on that point.
- That's a fair suggestion.
- So what you're saying is that you...
- In other words, you feel that...
- You have a strong point there.
- I think we can both agree that...
- I don't see any problem with/harm in that.

Language to use for objection on a point or offer:

- I understand where you're coming from; however,...
- I'm prepared to compromise, but...
- The way I look at it...
- The way I see things...
- If you look at it from my point of view...
- That's not exactly how I look at it.
- I'm afraid I had something different in mind.
- From my perspective...:
- I'd have to disagree with you there.
- I'm afraid that doesn't work for me.
- Is that your best offer

UNIT 6

1 LEAD-IN

1. Do the meetings you attend always have a purpose? Do you ever spend time during a meeting saying to yourself, "Why am I here?" or "What's the point of all this?"
2. Do you understand when not to hold a meeting?
3. Have you ever chaired a meeting? Do you know how to chair a meeting?

2 READING

PARTICIPATING IN BUSINESS MEETINGS

Business people spend quite a lot of time in meetings, and meetings come in all shapes and sizes, ranging from formal committee meetings to informal one-to-one meetings.

There are several reasons why meetings are held:

- reaching decisions in a meeting means that all the participants can feel more committed to the decision
- more information is available
- different and unexpected ideas can be contributed

- meetings can lead to more imaginative and informed decisions - often more courageous decisions than one person might feel brave enough to make

Some of the drawbacks of meetings are as follows:

- more time is required than if one person made the decisions
- there's more talk (and this is sometimes irrelevant and repetitive)
- there's more group pressure

The larger the meeting, the longer it may take to reach a decision. There seem to be ideal sizes for meetings, depending on the purpose. A meeting where information is being given to people can be quite large, because there is not likely to be much discussion, and questions may be asked by a few individuals on everyone else's behalf.

The way a committee operates often depends on the chairperson: he or she may control the proceedings very strictly, or let everyone speak whenever they want. An effective chairperson should be flexible. In some committee meetings the members have to take a vote before a decision can be made: formal proposals or "motions" may have to be tabled, seconded and discussed before a vote can be taken. Other meetings may require a consensus of the members: everyone agrees with the decision - or at least no one disagrees.

Most meetings have an agenda. For a formal meeting, this document is usually circulated in advance to all participants. For an informal meeting, the agenda may be simply a list of the points that have to be dealt with. The purpose of an agenda is to speed up the meeting and keep everyone to the point. The agenda for a formal meeting must be organized in logical order. Often the agenda shows not only the topics but the meeting's function regarding each topic (to receive a report on, to confirm, to approve etc.). All items on which a decision is to be taken should appear on the agenda, which would usually have this format:

- Minutes of previous meeting
- Matters arising
- Items

Taking minutes, and writing them up later, are special skills, involving decisions like "Do we need to know which person made every point?" and "Is this point worth mentioning?" Minutes usually report details of the time, date and duration of the meeting and the names of those present, but the content of the report itself may be detailed or brief, depending on the anticipated readership.

Even one-to-one or small informal meetings are structured (usually with an agenda) and planned. They are different from chance conversations in a corridor or over coffee. Small informal meetings may also take place or continue during a meal.

Participating effectively in meetings is an essential skill that even experienced professionals have difficulties with. Much has been written on how to avoid totally unproductive meetings: have a clear agenda, stick to it and make sure everyone comes prepared, etc. However, the success of any meeting depends almost entirely on the personalities of the participants. Listen carefully to others, have respect for everyone's points of view and wait for your turn to speak. If you chair the meeting, be firm about focusing on the agenda or topic, keeping to the time allotted for each speaker, encouraging less outgoing people to contribute and stopping people who are dominating and/or being irrelevant.

1. What are the meetings held for?
2. Why can a meeting be unsuccessful?
3. What is the role of a chairperson at a meeting?
4. What official records help effectively manage a meeting?
5. What other factors have a positive impact on meeting productivity?

3 VOCABULARY

3.1 Match the words meaning different types of meeting with their description.

- | | |
|--------------------|--|
| 1. SEMINAR | a. Usually general sessions and face-to-face groups planning, fact-finding and problem-solving. |
| 2. WORKSHOP | b. Two or more speakers each stating their viewpoints. The discussion is led by a chairman. |

- | | |
|----------------------|--|
| 3. CLINIC | c. A panel discussion or presentation by experts in a given field with an opportunity for audience participation. |
| 4. CONFERENCE | d. Usually a general session with groups of participants assisting each other to gain new knowledge. Attendance generally no more than 30—35 participants. |
| 5. FORUM | e. A programme where the participants determine the matter to be discussed. Leaders then construct the programme around the problems that come up most frequently. |
| 6. SYMPOSIUM | f. A large meeting or series of meetings of experts in a given field. Often with international participation. |
| 7. PANEL | g. A formal presentation by an expert, sometimes followed by the audience participation. |
| 8. LECTURE | h. Usually a group sharing experiences in a particular field with an expert discussion leader. Attendance generally 30 persons or less. |
| 9. COLLOQUIUM | i. Usually a panel discussion or presentation by experts in a given field before a large audience. Some audience participation, less than a forum. |
| 10. CONGRESS | j. Usually small groups, but may have general sessions where experts provide most of the tuition in one particular subject. |

1- ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...; 6 - ...; 7 - ...; 8 - ...9 - ...; 10 - ...

4 LANGUAGE REVIEW

REPORTED QUESTIONS.

REPORTED COMMANDS/REQUESTS/SUGGESTIONS

4.1 Reported *questions* are usually introduced with verbs *ask, inquire, wonder* or the expression *want to know*.

When the direct question begins with a **question word** (*who, where, how old, how long, when, why, what, etc.*) , the reported question is introduced with the same question word.

e.g. "**What** do you want to know?" she asked me.

She asked me **what** I wanted to know.

4.1.1 Report the following questions starting with a question word.

1. The chairman said, "How does that sound?" _____

2. They asked, "How is business?" _____

3. We asked them, "What makes a good negotiation?" _____

4. "How can cultural differences reduce the efficiency?" _____

5. "What are the special difficulties involved in the negotiations?" _____

6. "What do you mean by "unusual"?" he said. _____

4.2 When the direct question begins with an **auxiliary** (*is, do, have*) or a **modal verb** (*can, may, etc.*), then the reported question begins with **if** or **whether**.

e.g. **Have** you seen this man before?

He asked me **if/ whether** I had seen the man before.

4.2.1 Report the following questions starting with an auxiliary.

1. They said, "Do you agree with that?" _____
2. "Were you planning to visit China?" he asked. _____
3. "Is it important to treat everyone fairly?" we asked. _____
4. "Can I just come in here?" he said _____
5. "Could you just explain that again?" the chairman said. _____
6. "Could native speakers use simple words and sentences?" _____

4.3 To report *commands* or *instructions* in reported speech, we use the introductory verbs *order* or *tell + sb + (not) to-infinitive*.

e.g. The teacher asked the student, "Classify the power suppliers into four types according to the form of input and output voltages."

The teacher ordered the student to classify the power suppliers into four types according to the form of input and output voltages.

4.3.1 Report the following commands and instructions.

1. They requested the household, "Make a careful choice and select the right electrical craftsman." _____

2. He said, "Let's examine our work for any improper connections using a voltmeter." _____

3. A specialist said, "Ask about proper installation of your new electrical equipment." _____

4. The reporter said, "Listen, and then give a positive feedback." _____

5. They said to the participants, "Show respect and understand the other person's values and beliefs." _____

6. It said, "Be patient; never be in hurry to solve a problem." _____

4.4 To report *requests*, we use the introductory verbs *ask* or *beg + sb+ (not) to-infinitive*. The direct sentence usually contains the words "please".

e.g. "Help me, please," the technician said to another worker.

The technician *asked another worker to help* him.

"Please, please don't switch on the light," he said to Colin.

He *begged Colin not to switch on the light*.

4.4.1 Report the following requests.

1. A student said to the teacher, "Could you please speak on the efficiency of different types of power plants?" _____

2. A woman asked an electrician, "Could you please inspect a wiring system and equipment in my kitchen?" _____

3. "Think about your points of debate ahead of time, please," the boss said to him.

4. "Can you give us an A-B-C on preparing to negotiate, please?" he said to the expert. _____

5. He said to the secretary, "Could you try to create a relaxed atmosphere?" _____

6. "Think about sending us a written proposal, please," said the chairman. _____

4.5 To report *suggestions*, we use:

the introductory verb *suggest +ing form*

suggest + that + sb (should) + bare infinitive.

"How about specializing in meeting skills?"

He *suggested specializing* in meeting skills.

"Why don't we organize a meeting for 5 March?"

He *suggested that we should organize* a meeting for 5 March.

4.5.1 Report the following suggestions.

1. The construction superintendant said, "How about employment as an electrician during the secondary phase of building?" _____

-
2. "Let's set the goal. We should know what we want to achieve," she said to me.

 3. "Why don't listen carefully enough so that to discover the true motives of the opponent," he said to them. _____

 4. "Shall we pretend ignorance in order to encourage others to express their views fully," she asked the colleague. _____

 5. "I think we can both feel very happy with the results today," said the participants.

 6. "Shall we go out this evening to celebrate our agreement?" we said. _____

5 SKILLS

5.1 In groups of 4-6 role play a meeting of AEP, one of the U.S. largest generators of electricity, devoted to the development of a new project. The information below provides the main ideas of the project.

America needs a new interstate system, a transmission "superhighway" that can ensure the reliability of energy supply, help keep energy costs low, and help connect remote renewable energy sources like wind generators to the grid. AEP's I-765 is the future of transmission.

In 1956, President Eisenhower signed the Federal-Aid Highway Act, creating the interstate highway system which is used today. Eisenhower envisioned vast societal benefits for national defense, economic development, and personal safety.

Fifty years later, in 2006, AEP became the leading utility proponent of the need for a nationwide interstate transmission system modeled after the national interstate highway network. The nation is in critical need of new transmission

infrastructure to eliminate transmission "bottlenecks" that reduce system reliability and raise energy costs for electricity users.

A new vision – conceptually known as "I-765" will efficiently deliver wholesale power regionally within a competitive market while enhancing regional reliability. The concept is embodied in the AEP Interstate Project announced in January 2006. It represents the first attempt by a major utility to propose a new transmission "superhighway" using AEP's proven 765-kilovolt transmission technology to address constraints affecting the eastern grid.

AEP is now extending its I-765 concept and developing similar projects as part of a larger vision and mission for its transmission business. In keeping with that vision AEP intends to:

- maintain its leadership in technical innovation of transmission systems;
- set the standards for transmission safety, efficiency and reliability;
- provide for robust market competition that will benefit customers by eliminating bottlenecks in the U.S. transmission grid;
- reduce the need for new generation by facilitating the optimal economic dispatch of existing generation assets.

American Electric Power has outlined plans to build a new 765-kilovolt (kV) transmission line stretching from West Virginia to New Jersey. The proposed transmission superhighway would span approximately 550 miles. It is designed to reduce congestion costs in the PJM regional transmission region by substantially improving the ability to transfer electricity from west-to-east. The transfer capability will improve by approximately 5,000 megawatts (MW) and reduce transmission line losses by approximately 280 MW. This highly efficient and reliable 765-kV network is believed to be the logical foundation for this effort.

In June 2007, PJM Interconnection, approved a proposal put forth by AEP and Allegheny Energy, Inc., to build a significant portion of the transmission superhighway envisioned by AEP. The Potomac-Appalachian Transmission Highline (PATH) will involve the construction of 250 miles of 765-kV extra-high voltage

transmission in West Virginia and an additional 40 miles of 500-kV transmission from West Virginia to Maryland.

The goal for transmission development must be a higher degree of transparency to enable the nation:

- to allow generators to compete head-to-head, lowering costs to consumers;
- to encourage siting of more fuel-diverse, newer technology, and environmentally friendly generators to achieve a stronger domestic energy position;
- to provide a higher degree of reliability to foster enhanced national security.

To achieve these goals, AEP is proposing that AEP Transmission Company, LLC, develop the 765 kV project. The line will employ all available technological advancements to optimize corridor performance and minimize environmental impact. It will cost approximately \$3 billion. The projected in-service date is 2015, assuming three years to site and obtain certifications, and five years to construct.

You can find the following phrases useful to keep the discussion going and to encourage effective ideas presentation.

The chairperson

<p>Opening the meeting and presenting the agenda: Welcome everyone ... The purpose of this meeting is to ... Do you all have a copy of the agenda? Perhaps we could start with the first point, which is ...</p>	<p>Keeping things moving: Mr/Ms X, would you like to speak now? We'd like to hear your idea Mr/Ms X. Let's move onto the next point. OK, I think you've made your point so let's now consider ...</p>	<p>Ensuring everyone stays focused and contributes: That's not relevant, could you stick to the point please. Mrs X, I don't think we've heard from you yet. What do you think are the marketing/financial implications? Does everyone follow?</p>
<p>Keeping an eye on time: I'll have to ask you to be as brief as possible as we are running out of time. I'm afraid our time is almost up.</p>	<p>Summarising: To sum up ... To summarise what has been said so far ...</p>	<p>Seeking clarification: What exactly do you mean when you say ...? Could you tell us a bit more about... Do you mean ... ? If I understand correctly, you think ...</p>

<p>Making sure everyone agrees on action points: The next step is to ... Are we all agreed? So, it seems we all agree that...</p>	<p>Putting people in charge of action points and establishing deadlines: Mr X could you look after ... How soon can you get back to us on ... ? Will next Friday be OK?</p>	<p>Closing the meeting: I think we've covered/that covers everything. Thank you for participating. The next meeting will be ...</p>
---	---	---

The participants

<p>Expressing opinions: I think/consider/feel that... I have no doubt that... I definitely think that... In my opinion, ... In my opinion, there's only one choice ... In my view, ... In my reckoning, if ... I strongly believe in ... Don't you think it's better ... Well, if you ask me, ... Well, I think ...</p>	<p>Expressing certainty According to Actually,... In fact, ... Clearly, ... Well, obviously ... Without doubt, ... There's no doubt that ... Well, there's no doubt that ... Surely, there are ...</p>	<p>Expressing high probability I expect that ... could ... I believe ... I doubt whether ... could ... I doubt that ... I doubt that this would ever happen. There now seems to be a general acceptance that... Expressing fair probability ... I guess that ... I suppose it's ... I suppose that if ... I think it's probably possible to.. There's probably a good argument for ... I'm beginning to think it would be a good thing if ...</p>
<p>Agreeing and disagreeing: I agree. / Agreed. I'm in favour of that. I can't accept that. I disagree. I'm afraid I don't agree with you. You may be right, but...</p>	<p>Expressing a strong value: It's a nonsense ... It's perfect for ... It's wrong to ...</p>	<p>Making recommendations: I suggest we... I would recommend... We should maybe ... May I suggest... Agreeing to get involved in action points: No problem, I'll do that right away. I could have it done by early next week. I don't mind doing...</p>

UNIT 7

1 LEAD-IN

1. How to make a career choice when you have no idea what you want to do?
2. What is it that you have wanted to do all of your life?
3. Do you have the necessary skills for your career path?
4. Should a career change be in your future?
5. What things should be considered when making a career choice?

2 READING

CAREER IN ELECTRICAL ENGINEERING

Electrical engineers work on researching, developing, and operating electrical machinery and equipment. Normally, they work on large power developments or within electrical power plants that generate electricity, which is transported along a grid system. These engineers maintain and understand the workings of electrical machinery, make and test new equipment, while servicing and maintaining existing electrical equipment.

Electrical engineers require analytical minds, great verbal skills, to be able to great accurate drawings and plans, normal colour vision (cannot be colour blind), and be happy to assume responsibility.

Electrical engineers are employed by all levels of government, manufacturing industries, research companies, developmental industries, IT companies, public and private utility companies, armed forces, and water, gas, and electricity companies.

It is essential for these engineers to obtain a degree through university or to graduate from an apprenticeship program from some big company. Although apprenticeships are hands on training, there is also a large amount of book learning required as well as test that must be passed, and a final examination.

Electrical engineers are often the ones that oversee the continuation of power onto the grid in many countries and are also responsible to make sure that the grid is balanced and does not put the country into a blackout situation. When these events

occur, the electrical engineers are responsible for bringing the electrical services back online and repairing the equipment that failed.

These engineers are paid well and have many opportunities for advancement in their field or as planners, civil development, or overseas with big conglomerations developing third world power plants. Remote locations also seek electrical engineers to maintain plants that are aging.

The future of electrical engineering looks very bright. This is a profession that is exploded over the last several years. With the popularity of computers and the future of computers, electrical engineering careers will probably be in even more demand. Just about every industry needs computers and that means that electrical engineers will always be needed. So this is a great career to go into and it will continue to be for many, many years to come.

1. What do electrical engineers usually deal with?
2. What abilities do electrical engineers have to possess?
3. Where can electrical engineers find their employment?
4. What are the responsibilities of electrical engineers in some emergency blackout situations?
5. In what fields are electrical engineers of particular demand?

3 VOCABULARY

3.1 Match the words and phrases on the left with the definitions on the right.

green collar worker – a worker who is employed in the environmental sectors of the economy and satisfies the demands for green development

- | | |
|------------------|---|
| 1. qualification | a. a shorter and more practical course of study at a college or university |
| 2. degree | b. someone who does a job requiring advanced education and special training |
| 3. diploma | c. a worker who does work that involves special skills that |

they have gained through training

- | | |
|-------------------------|--|
| 4. professional worker | d. the qualification obtained by students who have successfully completed a course at university or college |
| 5. skilled worker | e. an exam you have passed or a course of study that you have successfully completed |
| 6. white-collar worker | f. someone who does freelance work (for different companies or organizations rather than being directly employed by one) |
| 7. blue-collar worker | g. a worker who works in management or administration, rather than one who does physical work |
| 8. pink-collar worker | h. someone who comes to another country to work in a low-paid job, usually for a limited period of time |
| 9. guest worker | i. a worker who does physical work, rather than work in management or administration |
| 10. freelancer | j. a worker, usually a female one, who does a low-paid job, for example in an office or restaurant |
| 11. green collar worker | k. people who work from home or elsewhere rather than in an office |
| 12. telecommuters | l. a worker who is employed in the environmental sectors of the economy and satisfies the demand for green development |

1- ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...; 6 - ...; 7 - ...; 8 - ...; 9 - ...; 10 - ...; 11 - ...; 12-.

4 LANGUAGE REVIEW

CONDITIONALS. TYPES OF CONDITIONALS.

Conditionals are clauses introduced with *if*.

Type 0 general truth	If-clause (hypotheses)	Main clause (result)	Use
	if + present simple	present simple	something which is always true
<p><i>If you cross an international date line, the time changes.</i> <i>If public transport is efficient, people stop using their cars.</i></p>			

Type 1 real present	if + present simple, present continuous, present perfect or present perfect continuous	future / imperative can/may/must/should could + bare infinitive	real – likely to happen in the present or future
	<i>If you don't have some background information on major appliances, you should not attack the refrigerator with a screwdriver. If a control device fails, it may affect the operation or the entire appliance.</i>	<i>If you have checked all appliance cords for problems, you can remove a broken cord from the appliance and test it with a continuity tester. If you know the fundamentals of engineering itself, you can start to focus on specialty.</i>	
Type 2 unreal present	if + past simple or past continuous	would/could/might + bare infinitive	imaginary situation contrary to facts in the present; also used to give advice
	<i>If major appliances were not so complex, the malfunction would be obvious. If you couldn't locate a parts service centre in your area, you should order the part you needed directly from the manufacturer.</i>		
Type 3 unreal past	if + past perfect or past perfect continuous	would / could / might + have + past participle	imaginary situation contrary to facts in the past; also used to express regrets or criticism
	<i>If you had properly cared for your appliances, you would have ensured safe and efficient operation. If you hadn't known the laws of physics governing electricity, magnetism, and light, you wouldn't have been able to do research and specialize in the field.</i>		

4.1 Put the verbs in brackets into the correct tense form of the Conditionals and underline them. Translate the sentences into your native language.

Type I, probable condition

- If home appliance repair technicians _____ (to identify) problems, they quickly _____ (to replace) or _____ (to repair) defective belts, motors, heating elements, switches, gears, or other items.
- If you _____ (to be sure) you'll be able to put the appliance back together, _____ (to take) notes and _____ (to make) drawings as you work.
- If you think someone _____ (to work) unsafely you should _____ (to ask) him or her to stop immediately and tell a manager.

Type 2, improbable condition

1. If you _____ (to want) to bring any electrical appliances or devices from North America to Europe, you _____ (to think) twice.
2. If a normal 110/120-volt electrical appliance _____ (to be designed) for use in the US, Canada, or Mexico, they _____ (may plug) it into a European outlet without a voltage converter.
3. If your computer, shaver, video camera, or iron _____ (to be) a multi-voltage model, all you needed for Europe _____ (to be) plug adapters.

Type 3, impossible condition

1. If they _____ (to be careful) and _____ (to follow) the simple rules to securely isolate electrical equipment, they _____ (not /to receive) an electric shock.
2. If you _____ (to contact) the manufacturer, they _____ (may send) you instructions before you started work.
3. If your appliance _____ (not/to break down), you _____ (may /not / be) completely at a loss.

5 SKILLS

5.1 Look at the advertisement and decide what kind of person the advertiser is looking for. Highlight the important points in the ad.

Company Name:	EnerVision, Inc.
Approximate Salary:	Not Specified
Location:	Atlanta, Georgia
Country:	United States
Position type:	Full Time
Experience level:	2 - 5 years
Education level:	Bachelor's Degree

Power Supply Consultant

Job Description

EnerVision is a technical, marketing and management consulting firm designed to serve the electric utility industry. We are innovative, independent and offer a full range of business-related services. EnerVision is an independent, employee-owned consulting business. We work with utilities of all sizes and in all markets to add

value, solve technical and business-related problems as well as partner with our clients to successfully address both current and emerging industry issues.

Our consulting staff has many years' experience in competitive markets, supporting electric utilities, G&Ts and related service organizations. EnerVision understands what it takes to be successful in either a deregulated or regulated market. EnerVision has assisted many clients in developing and implementing strategies that improve their business positions and make their operations more effective at lower costs.

Position Summary:

Responsible for power supply planning, analysis, contract negotiation and contract administration as leader or key member of project teams and other analytical tasks based on clients' needs. Develops and nurtures client relationships through work.

Primary Tasks:

- Evaluate client capacity and energy needs and the options for meeting those needs, including traditional power supply resources, renewable energy, DSM and energy efficiency.
- Procure resources to meet client needs, including solicitation and evaluation of proposals, contract negotiations, client option selection and implementation.
- Assist clients in contract administration, including contract optimization, billing review, operational effectiveness and contract compliance.
- Lead and serve as team member on analytical and other utility client projects.
- Assist other EnerVision consultants in the development of their skills and knowledge levels.

5.2 Could such an advertisement attract you? Would you like to apply for the position?

Imagine that you are working for one of the electric supply companies in Ukraine and your team is looking for a new person to one of the vacancies. In group of 4 draft a similar advertisement for this position.

Experience:

At least 5 years of experience in the electric utility industry, with at least 3 of those working directly in power supply planning and/or contracting functions including negotiations.

Education/Skills:

Bachelors/Masters in engineering, management or related field.
Demonstrated expertise in power supply planning and contracting.

Comfortable and effective communicating with all levels of an organization and with those having all levels of power supply expertise.
Excellent knowledge of MS Office applications.
Experience with power supply modeling applications a plus.

Compensation:

Market-based salary commensurate with skills and ability.
Generous benefits including medical, dental, life, short-term disability and long-term disability insurance.
Flexible spending plan.
401(k) with company match.
Paid vacations and holidays.
No relocation offered.

NO PHONE CALLS PLEASE. Please email cover letter and resume to
mark.trimble@enervision-inc.com

(From http://powerjobsdirect.com/view_job/post_id/0549-Power-Supply-Consultant)

UNIT 8

1 LEAD-IN

1. Do you think that work is the most important thing in life?
2. What do you think first about when you want to apply for a job?
3. Are you convinced about the usefulness of the Internet for employers?

2 READING

EMPLOYMENT PROCEDURE

When a company needs to recruit or employ new people, it may decide to advertise the job or position in the appointments section of a newspaper. People who are interested can then apply for the job by sending in a letter of application or covering letter (US cover letter) and a curriculum vitae or CV (US resume). This contains all the unchanging information about you: your education, background and work experience. This usually accompanies a letter of application, which in some countries is expected to be handwritten, not word-processed. A supplementary

information sheet containing information relevant to this particular job may also be required, though this is not used in some countries.

Many companies expect all your personal information to be entered on a standard application form. Unfortunately, no two application forms are alike, and filling in each one may present unexpected difficulties. Some personnel departments believe that the CV and application letter give a better impression of a candidate than a form.

The company's Human Resources department will then select the most suitable applications and prepare a short list of candidates or applicants, who are invited to attend an interview. Another way for a company to hire is by using the services of a recruitment agency (US search firm) who will provide them with a list of suitable candidates.

Writing a Technical CV and a Cover Letter for Electrical Engineers

Writing a CV requires a lot of forethought. It has to be well presented and well organized. It is a tool, which is beneficial for both the company hiring as well as the applicant. The hiring company uses a CV to find answers to the questions as to why should you be hired.

CV (Curriculum Vitae) writing is a task that tends to give jitters to every job seeker. For first timers and technical people it is a daunting task. A well-worded, presentable CV can be achieved only after several attempts. The skills to be highlighted in a CV would depend on the kind of job you are applying for, which would further determine the type of CV you chose. In this article we learn how to write a CV for electrical engineering jobs. CVs for electrical engineering would come under the category of a technical CV.

A Vitae and resume both have the same objective, which is to provide information about you, your qualification, your skills and qualities. These documents vary in length and in format. Brevity is the soul of a resume. A CV is more detailed, it states the technical and the academic qualifications and achievements in detail. Both the documents need to be drafted with adequate care. A resume may suffer

because of brevity, much information may be left out in an effort to be brief. While drafting a CV you need to watch against providing unnecessary details and repetition.

Your CV is your introduction, the beginning of your interaction with the company and the interviewer. A CV helps the interviewer answer a few questions like:

- Why should you be hired?
- Are you worth what you are asking for?
- What value will you add to the company?

It creates an impression about the person who is going to walk in for the interview. The impression that the interviewer forms about you upon reading your CV, may be strengthened or altered when you are called for an interview.

A technical CV suits electrical engineering jobs best for the reason that it gives you enough opportunity to highlight your technical skills, technical qualification and experience. The best bet is to go for a chronological listing within a technical CV. Your CV should be written with the objective of linking what you have done in the past, with the current job that you are applying for.

A typical CV should carry the following necessary headings:

- Personal Information (Under this header, you would put your name and contact information)
- Experience (This is a very important header. Information under this head helps the hirer to understand your technical competencies. Arrange the information chronologically from the current going back to the beginning of your career. Avoid giving false or incorrect experience. You would not be able to justify your experience during the interview. The information would revolve around: name of the organization; work period; designation; responsibilities (technical and non-technical); achievements.)
- Academic Qualifications: (Under this heading, you would put your complete academic career. You would start from the highest education that you have received and work down to your undergraduate work. As your experience grows, minor qualifications can be ignored. Avoid stating any acronyms or

abbreviations, as far as possible state full name of the college, qualification etc. In case it is your first job, highlight the practical projects that you have handled as a student. You would provide information about: qualification; university or college you attended; period; major/minor subjects, dissertation, thesis, projects handled; achievements.)

An electrical engineer cover letter is a good way to attract the attention of a hiring manager, especially if you include references to your experience and ability to design, develop, test, and/or supervise the manufacturing and installation of electrical equipment, components, or systems to be used for commercial, industrial, military, or scientific products. All electrical engineer cover letters can help applicants land jobs if they include both experience and expertise, where they apply.

1. What other documents despite an application may be required for the position?
2. What can the Human Resources department do for you?
3. How does a common CV differ from a technical CV?
4. What is the difference between a curriculum vitae (CV) and a resume?
5. What information is included in a covering letter?

3. VOCABULARY

3.1. Match the words with their definitions.

- | | |
|--|--|
| 1. apply for | a. future possibilities in the job |
| 2. in charge of | b. a worker in a company |
| 3. part-time job | c. stop working for the company |
| 4. unemployed | d. officially tell that you are leaving the company |
| 5. dismissed/ sack | e. write an official request for a job |
| 6. retire | f. responsible for |
| 7. a very junior person in a company taking a probation period | g. given a higher position in the company with more money and responsibility |
| 8. resign/quit | h. working only some of the day or some of the week |
| 9. employee | i. out of work |

- | | |
|--------------------|---|
| 10. promoted | j. fired from the company |
| 11. prospects | k. work under the responsibility of smb |
| 12. work under smb | l. trainee |
- 1- ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...; 6 - ...; 7 - ...; 8 - ...9 - ...; 10 - ...; 11 - ...; 12-...

4 LANGUAGE REVIEW

WISH/IF ONLY

We use the verb *wish* and the expression *if only* to express a wish. *If only* is more emphatic than *I wish*.

- **wish/if only + past simple/past continuous:** when we want to say that we would like something to be different in the *present*.
e.g. I wish/ If only I faced a job interview successfully.(but you don't face a job interview successfully)
- **wish/if only + past perfect:** to express regret that something happened or did not happen in the *past*.
e.g. I wish I had not taken work home with me. (but I took work home with me)
If only I had selected a team member based on their resume and professional profile. (but I didn't select a team member ...)
- **wish/if only + would:**
 - a) **for a polite imperative** *e.g. I wish* you *would start* delegating tasks and assignments based on the applicants qualifications.
 - b) **to express our wish for a change in a situation or someone's behaviour because we are annoyed by it.**
e.g. I wish he *would stop working* under deadlines or pressure. (wish for a change in a situation)
If only John *would stop* treating people fairly.(wish for a change in someone's behaviour)
- **After the subject pronouns *I* and *we*, we use *could* instead of *would*.**
e.g. I wish we *could* do our fair share of the work load.
Note: We can use *were* instead of *was* after *wish* or *if only*.

e.g. I wish she were/was prepared for the interview to reduce stress.

I wish she were/was feeling more confident.

4.1 Wendy has just started university. It isn't what she expected, and she is disappointed. Read what she says and make sentences, as in the example.

e.g. I wish my room wasn't/weren't so small.

- My room is so small.
- I have to share the bathroom.
- The kitchen is such a mess.
- My tutors are strict.
- The classes are so hard to understand.
- The people are not friendly.
- I don't have any friends.
- I can't visit my family and friends because they are so far away.

4.2 Jason has been for an interview. He didn't get the job. Read what he says and make sentences, as in the example.

e.g. I wish I had known more about the company.

- I didn't know much about the company.
- I was nervous.
- I didn't shake hands with my interviewer.
- I forgot what I wanted to say.
- I didn't answer the interviewer's questions properly.
- My letter of application was badly typed.
- I split the cup of tea I was given.

4.3 Had better/would rather

- We use **had better/+ bare infinitive** to give advice or to say what the best thing to do in a particular situation is.

e.g. You had 'd better read an energy efficiency label on the back panel of a product. (=You should/ought to read)

Had better is stronger than **should/ought to**, but it is not as strong as **must**.

e.g. You must be more concerned about the environmental-friendliness of household appliances. (strong advice)

You ***had better*** be more concerned about the environmental-friendliness of household appliances. (less strong than must)

You ***should/ought to*** be more concerned about the environmental-friendliness of household appliances. (less strong than had better)

- We use ***would rather*** (= would prefer to) to express preference.
e.g. I have an old-fashioned TV. ***I'd rather have*** smart appliances.

— — —

- When the subject of ***would rather*** is also the subject of the following verb, we use the following construction:

a) ***would rather*** + ***bare present infinitive*** (present/future)

e.g. ***I'd rather get*** a new vegetable cutter and potato peeler.

b) ***would rather*** + ***bare perfect infinitive*** (past)

e.g. ***I'd rather have got*** an electric sandwich maker in another size making.

— — —

- When the subject of ***would rather*** is different from the subject of the following verb, we use the following construction:

a) ***would rather*** + ***past tense*** (present/future)

e.g. ***I'd rather Tom did*** the repairing today.

b) ***would rather*** + ***past perfect*** (past)

e.g. ***I'd rather they hadn't*** scheduled an interview with me today.

— — —

Study the ways in which we can express preference:

a) ***prefer*** + ***gerund*** + ***to*** + ***gerund*** (general preference)

e.g. ***I prefer jogging to cycling.***

b) ***prefer*** + ***full infinitive*** + ***rather than*** + ***bare infinitive*** (general preference)

e.g. ***I prefer to upgrade*** a kitchen ***rather than upgrade*** a laundry room.

I prefer to rely on a certain brand of appliances ***rather than buy*** appliances of unknown makers.

c) ***prefer*** + ***noun*** + ***to*** + ***noun*** (general preference)

e.g. She **prefers integrated home appliances to traditional kitchen accessories.**

d) would prefer + full infinitive + rather than + (bare infinitive) (specific preference)

e.g. **I'd prefer to pay** for an iron in cash **rather than (pay)** by credit card.

e) would rather + bare infinitive + than (+ bare infinitive)

e.g. She'd **rather have** a front load washer **than (have)** a top load one.

4.3.1 Complete the sentences, as in the example.

1. I'll cook dinner if you really want me to, but ...

... I'd rather you cooked it. ...

2. I'll look for an electrical shop to buy a widescreen TV if you really want me to, but

3. I'll make a smart decision about how to use power if my husband really wants me to, but

4. I'll read online some reviews on stainless steel microwaves if you really want me to, but

5. I'll pay more attention to a vacuum-cleaner safety and after-sale service if my mother wants me to, but

6. I'll choose a career of appliance engineer if you really want me to, but

4.3.2 Fill in the gaps with would rather, prefer(s) or (would) prefer.

1. Do you ... **prefer** ... to buy kitchen appliances at the Tesco electrical warehouse or shop them online?

2. She buy household appliances at John Lewis than at Argos.

3. I an induction cooker to oven.

4. you to have traditional small appliances with practical use or specialised products like juicer, small massager, foot spa and hair remover for satisfying your emotional needs?

5. They acquire information on small appliances mainly through TV commercials than through word-of-mouth and the Internet.

6. youbuying a full-sized washers to a washer with small capacity?

5 SKILLS

5.1 Label the parts of the exemplified CV of a civil engineer, using the words given below.

Education

Work Experience

References

Objective

Qualifications Summary

Personal Details

Maxwell K. Smith

1) _____

1234 Center Drive

Minneapolis, MN 55000

Home: 612-555-5555

Cell: 612-555-5556

Email: mksmith@frontfocus.com

2) _____

Electrical Engineer with the ability to analyze complex engineering problems, evaluate and recommend alternatives and communicate recommendations effectively seeking a full-time position with an aerospace company.

3) _____

University of Illinois, Champaign, IL

Master's in Electrical Engineering Technology (May 2005)

University of Minnesota, Minneapolis, MN

Bachelor of Science in Electrical Engineering (May 1998)

4) _____

Background in the principles and practices of electrical generation, engineering design and construction.

Excellent supervisory experience, including setting goals and objectives, project development, planning and organization, budget monitoring and cost control.

5) _____

Electrical Engineer: Aug. 2003 - Present, Foster Industries, Columbia Heights, MN

- Prepare electrical drawings and specifications.
- Manage project schedules and budgets, and obtain permits for operations.
- Make engineering calculations in connection with field and office assignments.
- Investigate problems and recommend solutions.

- Ensure compliance with safety requirements and standards procedures.
- Prepare requests for proposals and evaluate bids.
- Estimate cash flow projections.
- Perform highly specialized design, research, and analysis on a project-by-project basis and advise on code compliance.

Electrical Engineer: Sept. 1999 - Aug. 2003, CGC, Richfield, MN

- Prepared and reviewed engineering plans, specifications, project schedules, designs, circuit diagrams, and estimates for construction and maintenance of power generation projects.
- Planned and estimated costs on projects.
- Provided technical support for system operations and maintenance.
- Maintained effective working relationships with field crews, contractors, vendors, outside agencies, the public and city staff members.

Electrical Engineer Assistant: May 1997 - Sept. 1999, CGC, Richfield, MN

- Performed highly specialized design, research, and analysis on a project-by-project basis.
- Provided advice regarding code compliance.
- Created and presented economic feasibility studies.
- Performed quality assurance and control.
- Coordinated projects with other departments, outside agencies, contractors and consultants.
- Directed, prepared, reviewed and approved contract documents and specifications, making modifications and recommending alternatives as needed.
- Exercised cost control, monitored schedules, and investigated problems.

6) _____
References furnished upon request.

5.2 Put the parts of the cover letter into the appropriate order.

Ms. Nancy Wilson
Vice President of Engineering
XYZ Engineering Corporation
1233 Elm Street Anytown, ST 12345

attachment

Please consider me for the entry level Electrical Engineering position that is currently available with your company. My enthusiasm and dedication earned me a GPA of 4.0 in the electrical engineering program at the Acme Institute of Technology, as well as

several academic awards and honors outlined on the attached résumé.

May 21, 2010

During the past two years, I have been employed as a Developmental Technician at Acme University where I have consistently demonstrated my ability to perform any tasks assigned with little or no supervision. I am quite adept at multi-tasking, performing various electrical, mechanical and IT duties as outlined on my résumé.

Sincerely,

I feel confident that my education and experience would make me an excellent candidate for this position. Thank you for your consideration and I look forward to meeting you.

John Smith

Sincerely,

John Smith
1111 First Street • Anytown, ST 00000 • 123-456-7890 • john_smith@email.com

Dear Ms. Wilson,

John Smith

Challenging projects have always attracted my interest. Both inside and outside the classroom, I have assumed leadership roles and have been able to creatively solve problems. As President of the Student Chapter of the Institute of Electrical and Electronic Engineering, I served as project manager for the annual engineering competition where our college engineering team designed and built a robotic mouse that beat out all other college teams competing in the competition. Immediately after graduating, I worked for several months as an intern for an electronics company where I was able to design a circuit board test fixture that reduced my employer's testing costs significantly.

5.3 Using the exemplary CV, cover letter and the list of recommended phrases write your imaginary CV and cover letter for the position of an electrical engineer.

USEFUL PHRASES FOR APPLICATION LETTERS

Openings

I wish to apply for the post ... advertised in the ... on(date).

I was interested to see your advertisement in ... and wish to apply for this post.

I am writing to enquire whether you have a suitable vacancy for me in your organization.

I am writing with reference to the position of ... as advertised in ... on(date).

I am writing to apply for the post of ... as advertised in this month's edition of ...

I understand from Mr ..., one of your suppliers, that there is an opening in your company for

Mr ... informs me that he will be leaving your company on ... and if his position has not been filled, I should like to be considered.

I am writing in reply to your advertisement in ..., on(date) ..., for the position of ...

The main part

I am particularly interested in this job as I wish to work in ... to improve/get experience...

I feel I would be suitable for the job as I have the relevant experience and training..

Please find enclosed a copy of my CV outlining my background and qualifications for your consideration.

As ... I have experience of...

As you will see from my enclosed curriculum vitae I have ...

My full particulars are shown on my enclosed curriculum vitae, from which you will see that...

I am presently working as ...at ... and have a wide range of responsibilities. These include...

A copy of my curriculum vitae is enclosed with copies of previous testimonials.

My special interest for many years has been ...

I believe my qualifications in ... would enable me to do successfully.

If given the opportunity I am confident that I could make a valuable contribution to the running of the company.

As you will see I graduated from ... with a Diploma in ... and have had experience in ...

Closes

I look forward to hearing from you and to being granted the opportunity of an interview.

I hope you will consider my application favourably and grant me an interview.

I look forward to the opportunity of attending an interview when I can provide further details.

I am able to attend an interview at any time and hope to hear from you soon.

I am available for interview at any time.

I shall be pleased to provide any further information you may need and hope I may be given the opportunity of an interview.

I shall be available for interview from the middle of August.

I do hope that you will consider inviting me for the interview, and I look forward to hearing from you.

I would be pleased to discuss my curriculum vitae with you in more detail at an interview. In the meantime, please do not hesitate to contact me if you require further information.

UNIT 9

1 LEAD-IN

1. Have you ever attended the interview?
2. Why do you think you were successful, or unsuccessful?
3. Had you prepared to the interview before you attended it? In what way? Was it helpful?
4. What difficult questions were you asked?
5. What impression did you try to give?
6. If you could go through the interview again, what would you do differently?

2 READING

JOB INTERVIEWS

There are different kinds of interviews: traditional one-to-one interviews, panel interviews where one or more candidates are interviewed by a panel of interviewers and even "deep-end" interviews where applicants have to demonstrate how they can cope in actual business situations. The atmosphere of an interview may vary from the informal to the formal and interviewers may take a friendly, neutral or even hostile approach. Different interviewers use different techniques and the only rules that applicants should be aware of may be "Expect the unexpected" and "Be yourself"!

Progress interviews are interviews where employees have a chance to review the work they are doing and to set objectives for the future. Such interviews usually take place after a new employee has been working with a company for several months, and after that they may take place once or twice a year.

In different countries, and in different trades and different grades, the salary that goes with a job may be only part of the package: extra benefits like a company car or cheap housing loans, bonuses paid in a "thirteenth month", company pension schemes, free canteen meals, long holidays or flexible working hours may all contribute to the attractiveness of a job.

A growing number of companies are no longer satisfied with traditional job interviews. Instead, they are requiring applicants to submit to a series of paper-and-pencil tests, role-playing exercises, simulated decision-making exercises and brainteasers. Others put candidates through a long series of interviews by psychologists or trained interviewers.

Employers want to evaluate candidates on intangible qualities. They want to understand how creative the candidate is, if he can lead and coach, if he is flexible and capable of learning, or how he will function under pressure and if the potential recruit will fit the corporate culture. These tests can take from an hour to two days. Companies want to know how an executive will perform, not just how he or she has performed. Years ago employers looked for candidates' experience, but having experience in a job does not guarantee that they can do it in a different environment.

Even companies that have not started extensive testing have toughened their hiring practices. Many now do background checks. But the more comprehensive testing aims to measure skills in communications, analysis and organization, attention to detail and management style; personality traits and motivations that behavioral scientists say predict performance.

1. What kinds of job interviews exist?
2. What is the progress interview? Who is more interested in it: the employee or the employer?

3. Why are many companies no longer satisfied with traditional job interviews?
4. What is the principal aim of testing?

3 VOCABULARY

3.1 Match the adjectives describing different personal qualities a candidate can possess with their definitions:

- | | |
|------------------|---|
| 1. reliable | a. good at finding ways of dealing with practical problems |
| 2. bossy | b. can be trusted or depended on |
| 3. creative | c. determined to be successful |
| 4. inspirational | d. very good at using imagination to make things |
| 5. helpful | e. always telling other people what to do, in a way that is annoying |
| 6. resourceful | f. having enough skill, knowledge, or ability to do something to a satisfactory standard |
| 7. punctual | g. only pretending to be pleased, sympathetic, especially by saying nice things |
| 8. ambitious | h. behaving in an unpleasant or rude way because of thinking to be more important than other people |
| 9. arrogant | i. providing useful help in making a situation better or easier |
| 10. insincere | j. providing encouragement or new ideas for what you should do |
| 11. competent | k. arriving at exactly the time that has been arranged |

1- ...; 2 - ...; 3 - ...; 4 - ...; 5 - ...; 6 - ...; 7 - ...; 8 - ...9 - ...; 10 - ...; 11 - ...

3.2 Try to explain what the following characteristics of candidates mean:

- | | |
|-----------------------------------|-------------------------------|
| • be capable of learning; | • be good at problem solving; |
| • be flexible; | • be collaborative; |
| • be independent; | • be good at troubleshooting; |
| • be able to work under pressure; | • be a good team worker |

3.3 In each set match a verb on the left with a noun on the right to make collocations for describing skills and qualities. Use the collocations in the sentences below.

- | | |
|----------|-------------------------------|
| 1. work | a. initiative |
| 2. make | b. good working relationships |
| 3. be | c. to strict deadlines |
| 4. take | d. a commitment to |
| 5. build | e. a good listener |

1. She has excellent organizational skills, so she has no problem with
2. I try to be very polite and attentive, so I with my colleagues.
3. I enjoy and I keep my promises.
4. When he a project, he always delivers.
5. She is supposed to It is of great importance for successful communication.

4 LANGUAGE REVIEW

COMPOUND SENTENCES.

The Compound Sentence contains two or more main or independent clauses.

There are only seven coordinating conjunctions in the English language, and they are easily remembered by the acronym FANBOYS:

<i>for</i>	<i>and</i>	<i>nor</i>	<i>but</i>	<i>or</i>	<i>yet</i>	<i>so</i>
------------	------------	------------	------------	-----------	------------	-----------

Coordinating conjunctions (CC) signify the relationship between two *independent clauses (IC)*, allowing the writer to specify meaning. In other words, when we construct a compound sentence using a coordinating conjunction, we ask our readers to understand that the two ideas logically relate to each other in the way in which we specify:

- Use *for* to indicate a reason for doing something.

- Use **and** to indicate a continuation of thought.
- Use **nor** to indicate a double negative meaning not this one and not that one.
- Use **but** to indicate a contrast.
- Use **or** to indicate an alternative.
- Use **yet** to indicate a contrast.
- Use **so** to indicate a result.



In addition to signifying a specific relationship between ideas, the compound structure also tells the reader that the ideas in these clauses are valued equally: one idea is no more important than the other. I may choose to indicate contrast between ideas by using the coordinating conjunction "but," wanting my reader to see the difference(s) between my ideas, yet I am also indicating to my reader that each independent clause should be equally valued.

The pattern for compound sentences using coordinating conjunctions is really quite simple:

independent clause + *coordinating conjunction* + *independent clause*



Examples:

1. Many scientists have hailed nuclear power as a cheap source of electricity, **but** environmentalists have stressed its danger. (contrast)
2. Good design will capture the winter sun, **and** insulation will help to reduce fuel bills. (addition)
3. Wind energy is free, **but** special equipment is needed to capture the energy from the wind. (difference, contrast)
4. Doors and windows directly control the flow of air through the home, **so** their location and design need careful consideration. (conclusion)
5. Solar heating can mean substantial reductions in fuel bills, **yet** few new households have solar roof panels installed. (something unexpected)



Note that in each example the coordinating conjunction, the FANBOYS, is preceded by a comma, just as the pattern specifies; the comma and coordinating conjunction work as a team, and the sentences would be grammatically incorrect unless both team members were present:

- Leaving out the comma and using just the FANBOYS results in a run-on sentence.
- Using just a comma without the FANBOYS results in a comma splice--and fails to specify the intended relationship.

4.1 Use five different FANBOYS in the following sentences.

1. In an electric motor, electricity is the input, ... rotational energy and mechanical work are the outputs. (addition)
2. Technicians often specialize in installation and maintenance and repair, ... they are trained to do both. (conclusion)
Small appliances are usually fairly simple machines, ... repairs to these appliances are usually correspondingly simple. (conclusion)
3. Technicians follow blueprints or other specifications to install oil, gas, electric, solid-fuel, and multiple-fuel heating systems and air-conditioning systems, ... they may connect electrical wiring and controls and check the unit for proper operation. (reason)
4. During the summer, when heating systems are not being used, heating equipment technicians do maintenance work, ... during the winter, they inspect the systems and do required maintenance. (contrast)
5. The majority of mechanics and installers work at least 40 hours per week ... some of them can work overtime or irregular hours. (alternation)
6. Employers prefer to hire those who have completed programs in electronics or appliance repair, ... entry-level workers can also be employed without any specific training or experience on the job. (contrast)
7. No one is immune to an injury from electricity, ... the inspection and testing by a person with specific competence on the type of equipment can guaranty the electrical safety. (double negative meaning)

4.2 Now, write five to seven compound sentences of your own, using the pattern and five different FANBOYS.

5 SKILLS

5.1 Mr. Grand Blake, an electrical engineer, is interviewed by the employer.

Imagine and make up the employer's questions.

- _____
- I graduated from Clemson University in 1993. I am Bachelor of Science in Electrical Engineering.
- _____
- I have almost 17 - year experience in electrical engineering.
- _____
- At the moment I am working for Forensic and Scientific Testing, ENC.
- _____
- I joined the company in 2006.
- _____
- Yes, we are pretty big. We evaluate industrial, commercial and consumer electrical distribution systems and appliances. Our company has a lot of customers.
- _____
- My main responsibility is to perform failure analysis. It means the evaluation of electrical product and systems damaged by lightning and severe storms.
- _____
- Yes, sometimes I have to travel on business to evaluate the situation properly.
- _____
- From time to time I carry out inspecting works of electric power supply schemes.
- _____
- Yes, I suppose I deal with people well. I have to and must be good at communication, as I lead the team of six engineers and we have to work out our own engineering assignments. At the same time I have to deal with clients and

discuss testing process with them or answer technical questions.

- _____
- Regularly, almost every year or even some times a year. Sometimes Investigation Training Seminars, on-line study courses.
- _____
- I am fluent in German and Spanish.
- _____
- I am a hard-working person and usually set high standards for me and those who work in me team. Responsibility and reliability I suppose the most important features at work.
- _____
- I like my present job, but I'm seeking something more challenging and creative.
- _____
- I don't like to work under pressure, I like to be independent, it gives the opportunity to be creative.

5.2 Some interviewers ask difficult or tricky questions to find out more about the personality. Rehearse your answers with your partner and try to imagine what your answer would be to these questions.

- What kind of person are you?
- What do you think your strengths and weaknesses are?
- Which is more important to you: status or money?
- How long do you think you'd stay with us if you were appointed?
- Why do you want to leave your present job?
- What would you like to be doing ten years from now?
- Why do you think that you are suitable for the job?
- What are your long-range goals?
- How would you rate your present boss?

UNIT 10

1 LEAD-IN

1. How do you feel when you're given an essay to write?
2. Do you want to learn to write essays?
3. Why is the essay writing a pedagogical tool and a major part of formal education?
4. Truman Capote (1924-1984), an American novelist, short story writer, and playwright said, "To me, the greatest pleasure of writing is not what it's about, but the music the words make." What is the rhythm and pace of phrases and sentences, the architectural possibilities of paragraphs for you?
5. "Either write something worth reading or do something worth writing" (Benjamin Franklin, 1706-90). What would you prefer doing?

2 READING

ESSAY WRITING

Essays, whether written as part of a secondary school programme or further education course, are designed to test your thinking, writing and study skills. Creative essays offer you the freedom to demonstrate your abilities to communicate effectively. Analytical essays, on the other hand, will require you to show that you have researched the topic and drawn on the work of others to come to your conclusion.

The amount of time and effort you devote to writing an essay will depend on how it fits into the overall scheme of assessment and should be in direct proportion to the percentage of marks allotted. If the essay constitutes part of your coursework, the time and effort required will depend on what marks, if any, are going towards your overall mark and grade.

However interesting and well prepared your essay may be, if it does not address the question, you will not receive a good mark. It is therefore essential that you examine the question and understand what is required. Be sure you know what is being asked for and then consider what information is relevant and what is not.

Use a variety of relevant background texts, refer to your lecture notes and heed any advice given by your lecturer. When you collect material, always ask yourself

what questions need to be answered and then take good notes in your own words. Begin notes on each source on a new page and do not forget to record details of the author, title of the book and date of publication. Remember that copying words from another writer's work without acknowledging the source constitutes the serious crime of plagiarism.

Once you have collected your source material you should then sketch out a plan. Begin by writing three or four sentences, which provide a summary of the essay. You can amend or add to the plan as you proceed and it provides a useful scaffold for your essay. It also ensures that you cover all the main themes and that your essay focuses on the question. Ideally you should plan to examine the question from all sides, presenting various views before reaching a conclusion based on the evidence.

The introduction to the essay should explain to the reader how you are going to tackle the question and provide an outline of what will follow. Then move on to the main body of the essay. Refer to your notes and develop two or three logical arguments. Begin each paragraph with a topic sentence, which clearly states the subject to be discussed, and then use the remainder of the paragraph to fill out this opening sentence. A good essay should finish rather than simply stop. That is to say, the conclusion should provide a statement of your final position, summing up the arguments that your opinions are based upon.

It is important to keep the essay relevant and to provide some examples, quotations, illustrations, diagrams or maps wherever appropriate. However, it is equally important to avoid the temptation to pad your essay with unwanted information: this wastes your time and undermines the relevant parts of the essay. In coursework and assessment essays not written under examination conditions, do not forget to acknowledge your sources in a bibliography.

1. What kinds of essays are mentioned in the text?
2. How can a student get a good mark for the essay?
3. What tips of writing a good essay are there?

3 VOCABULARY

3.1 Complete the following sentences with words from the vocabulary box.

<i>works</i>	<i>topic</i>	<i>Essays</i>	<i>skills</i>
<i>writing</i>	<i>education</i>	<i>short story</i>	<i>assessing</i>

An essay is a short piece of (1) which is often written from an author's personal point of view. (2) can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. The definition of an essay is vague, overlapping with those of an article and a (3) Almost all modern essays are written in prose, but (4) in verse have been dubbed essays. While brevity usually defines an essay, voluminous works provide counterexamples.

In some countries (e.g., in the United States), essays have become a major part of formal (5) Secondary students are taught structured essay formats to improve their writing (6) , and admission essays are often used by universities in selecting applicants and, in the humanities and social sciences, as a way of (7) the performance of students during final exams. The concept of an "essay" has been extended to other mediums beyond writing. A film essay is a movie that often incorporates documentary film making styles and which focuses more on the evolution of a theme or an idea. A photographic essay is an attempt to cover a (8) with a linked series of photographs; it may or may not have an accompanying text or captions.

4 LANGUAGE REVIEW

COMPLEX SENTENCES. TYPES OF CLAUSES.

Complex sentence is another type of sentence.

A complex sentence is formed when you join a *main clause* and one, two or more *subordinate (dependent) clauses*.

Example:

Although I was scared, I carefully crossed the bridge.



Subordinate clause

This part of a sentence is a clause as it contains a verb and a subject. It does not make sense on its own so it is a subordinate clause.



Main clause

This part of the sentence is a clause as it contains a verb and a subject. It is a main clause as it makes sense on its own.

Each of the following examples of complex sentences has a *subordinate clause* followed by a *main clause*.

- *When you open a newspaper these days*, you always read the word "innovation."
- *While the boss was talking on the phone*, the secretary was writing e-mail.
- *After your work was done*, the phone rang.
- *Although your English was good*, you decided to use an automatic translation program.
- *If you have any further questions*, my team and I would be delighted to help you.
- *Though he was tired*, he thanked the guests warmly for their visit to his house.
- *Because power stations can't produce enough to meet demand*, there are frequent shortages and power cuts.

The last examples of complex sentences follow the same pattern: *subordinate clause, main clause*.

The same sentences are used below but now using the following pattern: **main clause, subordinate clause**.

- You always read the word "innovation" *when you open a newspaper these days*,
- The secretary was writing e-mail *while the boss was talking on the phone*.
- The phone rang *after your work was done*.
- You decided to use an automatic translation program *although your English was good*.
- My team and I would be delighted to help you *if you have any further questions*.
- He thanked the guests warmly for their visit to his house *though he was tired*.
- There are frequent shortages and power cuts *because power stations can't produce enough to meet demand*.

The subordinate clause can also be put in the middle of the **main clause**.

- Jen and Ron, *who are workplace colleagues*, are discussing the advertisement.
- Most people, *who come into HR*, are not trained to play a role in the executive culture.
- Good managers, *having realistic expectations and goals*, know how to get a job done.

A subordinate clause begins with a **subordinate conjunction** or a **relative pronoun** and will contain both a **subject** and a **verb**. This combination of words will **not** form a complete sentence. It will instead make a reader want additional information to finish the thought.

Here is a list of subordinate conjunctions:

<i>after</i>	<i>once</i>	<i>until</i>
<i>although</i>	<i>provided that</i>	<i>when</i>
<i>as</i>	<i>rather than</i>	<i>whenever</i>
<i>because</i>	<i>since</i>	<i>where</i>
<i>before</i>	<i>so that</i>	<i>whereas</i>
<i>even if</i>	<i>than</i>	<i>whenever</i>
<i>even though</i>	<i>that</i>	<i>whether</i>
<i>if</i>	<i>though</i>	<i>while</i>
<i>in order that</i>	<i>unless</i>	<i>why</i>

Here are your relative pronouns:

<i>that</i>	<i>who</i>	<i>whose</i>
<i>which</i>	<i>whoever</i>	<i>whosever</i>
<i>whichever</i>	<i>whom</i>	<i>whomever</i>

There are five parts of a sentence: the subject, the predicate, the attribute, the object, and the adverbial modifier. Accordingly, there are five types of subordinate clauses: the subject clause, the predicative clause, the attributive clause, the object clause, and several types of the adverbial clause. Word order in subordinate clauses is first the subject, then the verb. Compare these pairs of simple and complex sentences:

- She is writing a report. - She is writing a report that the boss asked for.
- I know the way to their office. - I know where their office is.
- He went home after work. - He went home after he had finished work.

The subject clause

- What you told me was interesting.
- Who brought the roses is a secret.

The predicative clause

- The question is where I can find the money.

The attributive clause

- The man who helped her is Dr. Lee.
- The bag that he bought cost \$50.
- Here's the book that I am talking about.

The object clause

- He told us that he had already bought a new car.
- I know where we can find him.
- I asked if he could help me.

Types of adverbial clauses

The adverbial clause of place

- He went where I told him to go.
- This cat sleeps wherever it wants.
- Go down this street and stop where the road turns right.

• **The adverbial clause of time**

- When he arrived, he went home.
- She left while he was phoning home.
- He hasn't called me since he arrived.
- He left before I returned.
- Call me as soon as you receive the report.

No future tense is used in the *time clauses* referring to the future (after the conjunctions when, till, until, after, before, as soon as, as long as, by the time, etc.). The present tense, usually the Simple Present, is used instead of the future in the subordinate clause of time, for example:

- He will call you when he returns.
- I'll help you after I make all the arrangements..
- I will wait until he finishes work.
- I said that I would wait until he finished work.

The adverbial clause of condition

- We will try to make the right decision if nothing changes.
- If the plane left on time, they should be in London now.
- If he has already seen the report, he knows about our plans.

No future tense is used in the *subordinate clause of condition* referring to the future (after the conjunctions if, unless, in case, on condition that, etc.), for example:

- If he calls, tell him the truth.
- I will talk to him if I see him.
- I won't be able to go with you unless I finish this work soon enough.

The adverbial clause of purpose

- He works hard so that he can buy a house for his family.

- He gave her detailed directions so that she could find his house easily.
- They called her in advance so that she might prepare for their visit.

The adverbial clause of result

- I have so much work this week that I can't watch any TV programme.
- It was so cold that I stayed home.
- He was so tired that he fell asleep.

The adverbial clause of reason

- I can't come to the party because I have a cold.
- I went home because I was tired.
- I called you because I needed money.
- Since she didn't know anyone there, she stayed in her room most of the time.
- As there are several possible answers to this question, let's discuss all of them.

The adverbial clause of comparison.

- He works as quickly as he can.
- The first report is longer than the second one.
- I remember it as if it were yesterday.

The adverbial clause of concession.

- Though I was tired, I kept working.
- No matter what he says, call me at 8.

Note about commas

Pay attention that in English a comma is generally not used between the main clause and the adverbial subordinate clause when the subordinate clause stands after the main clause. But a comma is used between them when the subordinate clause stands at the beginning of the sentence before the main clause. Compare:

- When things are going well, your life feels efficient.
- Your life feels efficient when things are going well.

4.1 Define the type of the clause in the following sentences.

1. Your success will be much more likely when you understand how a device works.
2. After I read the Coffee Machine Mini-HOWTO, I got an idea of how to control my home electrical appliances.
3. By writing a simple program, you can control everything (any electrical device) over the web.

4. Timers that switch electrical devices on and off are useful for automatic control of lamps, heaters, humidifiers, and other equipment in environmental chambers.
5. As there is colourful distinction of the different employment sectors, let's carefully consider green collar jobs.
6. As the value of the dollar drops and that of the euro rises, expatriate life no longer seems so rosy.
7. While she was having the usual problems with equipment and people, he was dealing with the situation somehow.
8. It is important to remember that it is not only national cultural differences that influence the way we communicate.
9. Because we signed up for free newsletter, we received updates on our online content every week.
10. We immediately thought of Holland when they mentioned the word windmill.
11. Before you buy a novel in English, read the first few pages in the bookshop – or online – to check that the language level is right for you.
12. The project manager position that offers some flexibility is an interesting one.
13. In 2002, after the introduction of the euro, Raiffeisenbank Gastein's currency exchange business broke away.
14. Companies are becoming interested in diversity, because there is an increasingly strong case for promoting it.
15. When the author started the blog two years ago, colleagues in the media industry were sceptical.

5 SKILLS

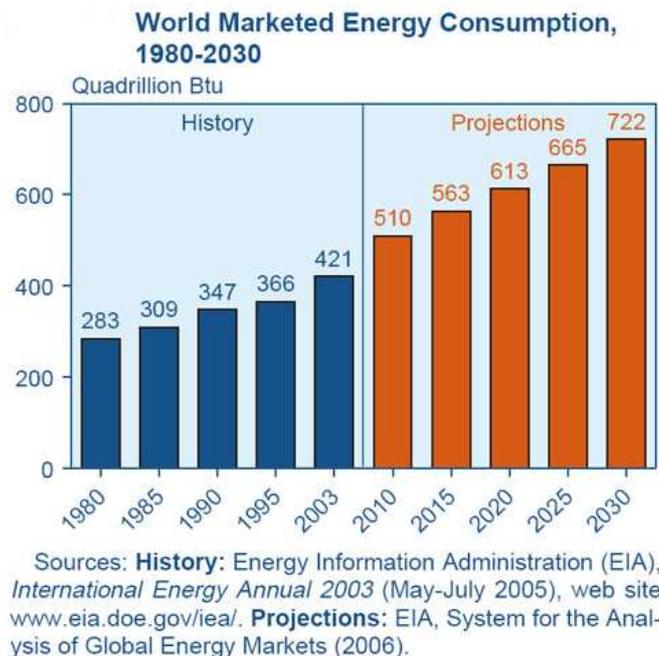
Analyze the materials presented below: text information, tables and bar charts illustrating the situation around the future of energy consumption world-wide. Write an essay about the energy consumption future trends.

Prediction of Energy Consumption World-Wide

According to the American Energy Information Administration (EIA) and to the International Energy Agency (IEA), the world-wide energy consumption will on

average continue to increase by 2% per year. The graph below shows the actual values starting from 1980 until today and the predictions of the energy consumption until the year 2030.

A yearly increase by 2% leads to a doubling of the energy consumption every 35 years. This means the world-wide energy consumption is predicted to be twice as high in the year 2040 compared to 2007.



More detailed data (in quadrillion BTU) of the actual and predicted energy consumption world-wide by geographic area:

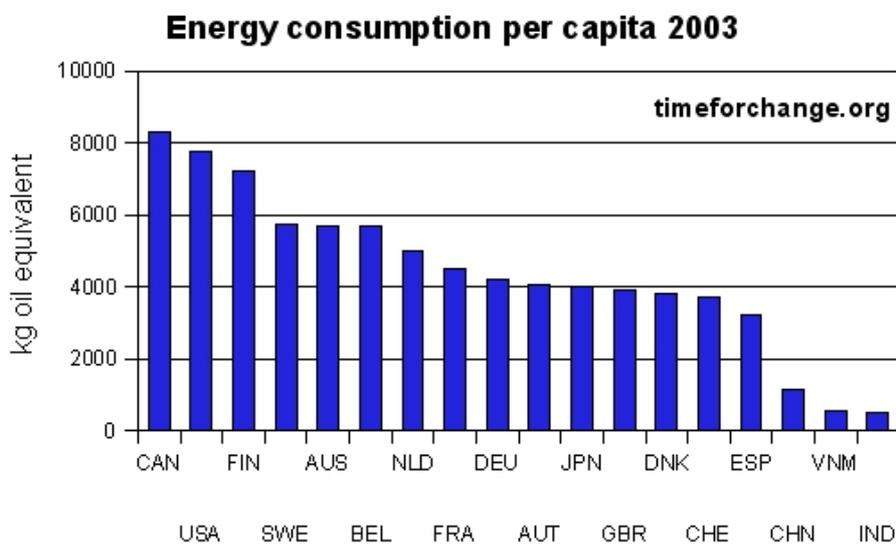
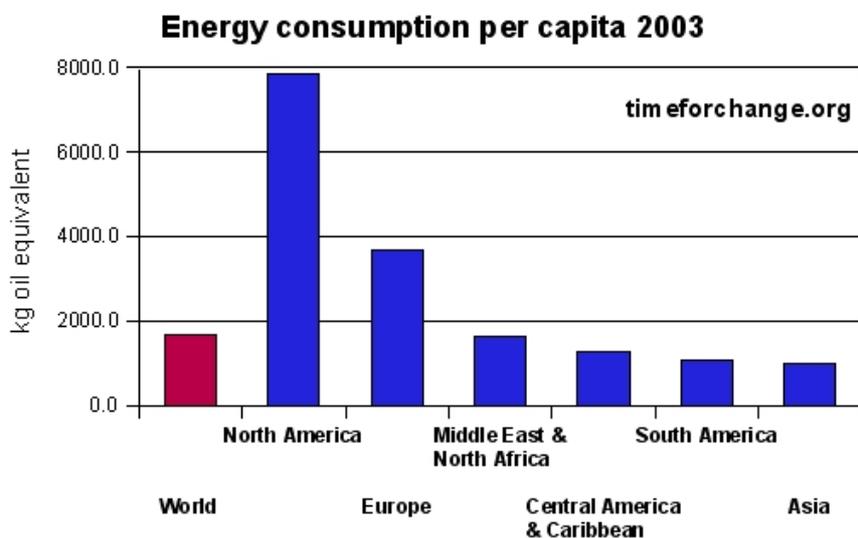
Region	2003	2010	2015	2020	2025	2030	Average Annual Percent Change, 2003-2030
OECD	234.3	256.1	269.9	281.6	294.5	308.8	1.0
North America	118.3	131.4	139.9	148.4	157.0	166.2	1.3
Europe	78.9	84.4	87.2	88.7	91.3	94.5	0.7
Asia	37.1	40.3	42.8	44.4	46.1	48.0	1.0
Non-OECD	186.4	253.6	293.5	331.5	371.0	412.8	3.0
Europe and Eurasia	48.5	56.5	62.8	68.7	74.0	79.0	1.8
Asia	83.1	126.2	149.4	172.8	197.1	223.6	3.7
Middle East	19.6	25.0	28.2	31.2	34.3	37.7	2.4
Africa	13.3	17.7	20.5	22.3	24.3	26.8	2.6
Central and South America	21.9	28.2	32.5	36.5	41.2	45.7	2.8
Total World	420.7	509.7	563.4	613.0	665.4	721.6	2.0

The highest annual growth of energy consumption is predicted for Asia (3.7%), NON-OECD countries (3%) and Central and South America (2.8%). The lowest annual growth of energy consumption is predicted for Europe with 1%.

Current energy consumption by capita

The values are indicated as "kg oil equivalents" or kgoe. An example from the graph: People living in North America use per year and per person the energy equivalent to approx. 8,000 kg oil, which is about 10,000 litres of oil. To convert "kg oil equivalent" into kWh, multiply it with the factor 11.628. Example: 8'000 kg oil is about 93'024 kWh (11.628 x 8'000) or 93 MWh.

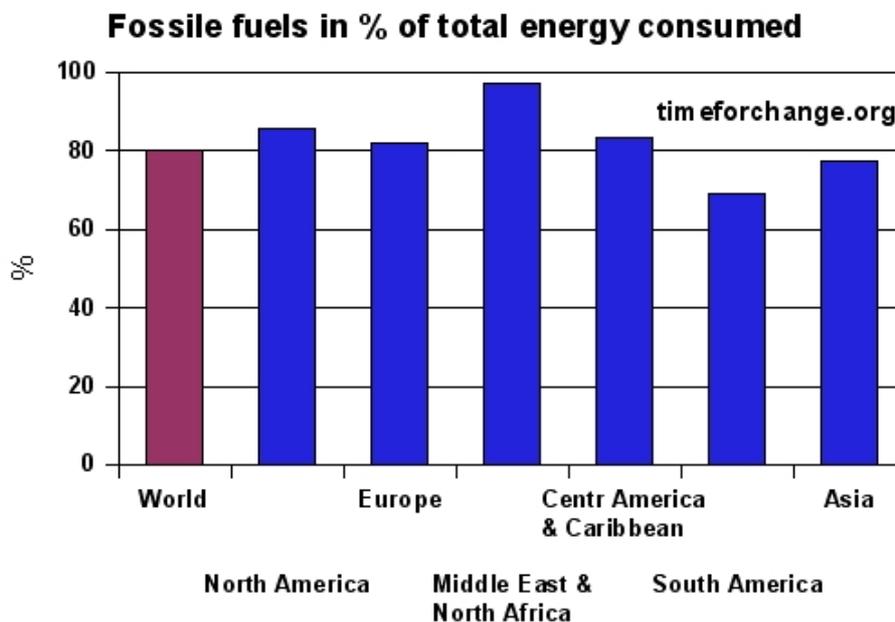
There are huge differences between individual regions of the world.



Most abbreviations for countries are self explaining, except perhaps NLD = Netherlands, DEU = Germany, AUT = Austria, GBR = United Kingdom, CHE = Switzerland, CHN = China, VNM = Vietnam, IND = India

Current sources of energy - share of fossil fuels

With respect to global warming, it is important to know how much fossil fuels are being used. Fossil fuels are converted into water and carbon dioxide when they are burnt in heatings, cars, air planes, etc. Carbon dioxide is a greenhouse gas and as such the most important cause for global warming.

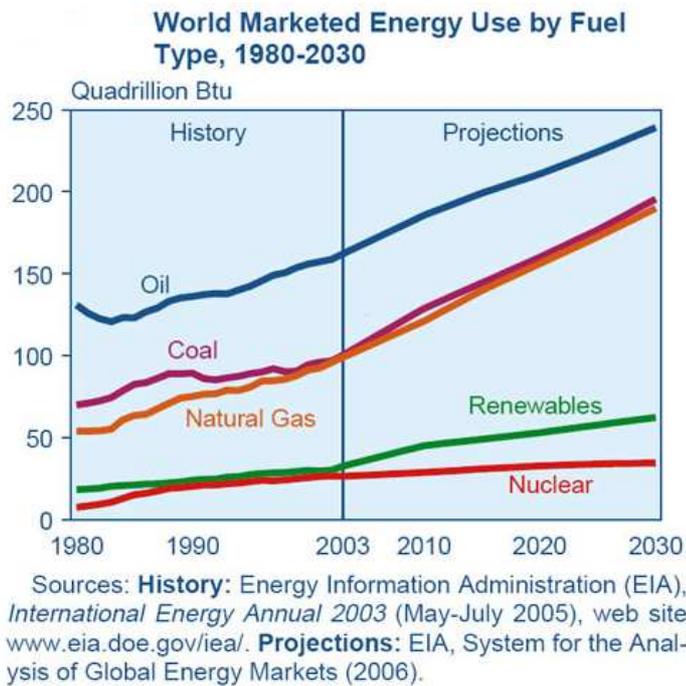


World-wide, about 80% of all energy used is currently from fossil fuels.

In order to mitigate global warming, it is inevitable to reduce the quantity of fossil fuels consumed as much as possible. As already shown further above, the world-wide energy consumption is predicted to double again within the next 35 years.

Future sources of energy (predictions by fuel types)

In particular with respect to the emission of greenhouse gases and global warming, it is interesting to study the predicted growth of energy consumption by fuel type.



By far the highest increase in world-wide energy consumption is predicted to be from all three fossil fuels: oil, coal and natural gas! The renewable energies are predicted to grow as well, but much less than fossil energy. Nuclear energy is predicted to grow relatively moderate. Instead of a reduction, the data predict a massive increase of the consumption of fossil fuels. According to the above chart, even the share of fossil fuels will increase further, to more than 80%! The consumption of fossil fuels is predicted to be twice as high already in the year 2020 compared to today's consumption. We have a serious problem. It is only possible to mitigate global warming if the world-wide consumption of fossil fuels can be drastically reduced in the next 10 to 15 years. There is simply no room for a scenario as it is predicted by the International Energy Agency IEA.

It is also obvious that no combination of alternative technologies can replace the current usage of fossil fuels. There is simply not enough non-fossil fuel available for this. In order to mitigate global warming, we have to use the available energy much more efficiently. But this won't be enough either: We will have to change our behaviour to reduce our personal energy consumption. We must change our current live style and seriously strive for a sustainable living.

UNIT 11

1 LEAD-IN

Do you agree with the following statements about information summarizing?

Share your ideas with other students.

- Summarizing is one of the best strategies to become a better, more critical reader.
- Summarizing illustrates your clear understanding of the source work.
- Summarizing helps you create your own condensed/shortened version of the source.
- Summarizing focuses your attention on the most important aspects.
- Summarizing allows you to make clear distinction between the ideas of others and your own ideas.

2 READING

WRITING A SUMMARY

The goal of writing a summary of an article, a chapter, or a book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary restates the author's main point, purpose, intent, and supporting details in your own words.

The process of summarizing enables you to better grasp the original, and the result shows the reader that you understand it as well. In addition, the knowledge gained allows you to better analyze and critique the original.

First, try to find the main idea in the reading; it's usually in the first paragraph. Next, skim through the article, glancing at any headings and graphics. Then, read the conclusion. The intent here is both to give yourself a review of the work and to effectively engage yourself with it.

Now go back and read the original text carefully, jotting down notes on or highlighting the important points. Write the central idea and the author's reasons (purpose and intent) for holding this viewpoint. Note the supporting elements the author uses to explain or back up her/his main information or claim.

Make an outline that includes the main idea and the supporting details. Arrange your information in a logical order, for example, most to least important or

chronological. Your order need not be the same as that in the original, but keep related supporting points together. The way you organize the outline may serve as a model for how you divide and write the essay.

Write the summary, making sure to state the author's name in the first sentence. Present the main idea, followed by the supporting points. The remainder of your summary should focus on how the author supports, defines, and/or illustrates that main idea. Remember, unless otherwise stated by your instructor, a summary should contain only the author's views, so try to be as objective as possible.

As you revise and edit your summary, compare it to the original and ask yourself questions such as: Have I rephrased the author's words without changing their meaning? Have I restated the main idea and the supporting points accurately and in my own words?

If you are asked to write a critical summary or to include a critique, you may want to ask yourself questions such as: Does the author succeed? How and why or why not? What are the strengths, weaknesses? Why? What did the author do well? Not well? Why?

1. How can a reader express the main points of the original?
2. What are the main steps of the process of summarizing?
3. What types of summaries are mentioned in the text?

3 VOCABULARY

3.1 Choose the right answer.

1. The _____ to summarize information is one of the most critical thinking skills you can develop.
a. capability **b.** effort **c.** power **d.** ability
2. Your summary should be 15 to 20 percent of the length of the _____ .
a. source **b.** original **c.** writing **d.** paper
3. In a summary specific statements are combined to form _____ statements.
a. general **b.** common **c.** overall **d.** compound

4. Do not worry too much about paraphrasing. Instead, focus on getting marks for _____, not language.
 a. context b. content c. volume d. size
5. If your summary is _____ long, cut out words rather than ideas.
 a. very much b. very c. too d. much
6. Mabel's rewritten summary last month was most _____.
 a. fortunate b. fulfilling c. satisfactory d. satisfied
7. I can't possibly mark your homework as your handwriting is _____.
 | a. illegible b. illicit c. illogical d. illusive
8. It's vital that the students' handwriting be _____.
 a. illiterate b. legible c. legitimate d. literate
9. I must know where these quotations _____. Please indicate their source.
 a. began b. come from c. invent d. start
10. I can't find any logical _____ between these two sentences.
 a. bond b. chain c. link d. tie

4 LANGUAGE REVIEW

4.1 CONNECTING AND SEQUENCING IDEAS

A Sample Sentences • *First I'd like to show you round the plant; after that you'll have a chance to see the workshops. In particular, I'd like you to spend some time with the apprentices, which was not in the original programme. Therefore the demonstration of the RD567 will take place a little later than planned.*

B Form Connecters and sequence markers are words or phrases which show the relationship between ideas, e.g. **first of all** (sequence), **therefore** (consequence), **in brief** (summary). We put these words or phrases at or near the beginning of a sentence or clause. They connect the following information with the earlier information:

This lever here has been a little unreliable. So we've overhauled it.
(cause)

All machines are regularly checked. However, some need more maintenance than others. **(contrast)**

After visiting the workshops, there'll be time to talk to the apprentices.
(time)

In brief, the visit today is intended to give you an overview of our activities and an opportunity to talk to the worker, on the shopfloor.
(summary of two main points)

We can use connectors and sequence markers to signal different types of relationships between ideas. The main relationships are:

- 1 time
- 2 logic (cause, contrast, condition, comparison and concession)
- 3 text (addition, summary, paraphrase, example and highlight)

C Uses Below are the main words and phrases for the above relationships.

1 To signal time relationships:

Beginning

First first of all initially to start with the first step at the first stage.

Second secondly the second step at the second stage

Third thirdly the third step at the third stage

They, after that

Next subsequently the next step at the next stage

Finally the final step at the final stage

End

Other language forms:

before + verb ...*ing* :

Before visiting the plant; I'll give you a short explanation of what you'll see.

after + verb ...*ing* :

After visiting the plant there'll be time for questions.

(after) having + verb ... *ed*:

(After) having visited the plant, you'll have a much better idea of our plans.

2 To signal logical relationships:

The main categories are given below and you will find the connectors and sequence markers.

cause comparison concession contradiction condition alternation contrast

3 To signal textual relationships:

The main categories are given below and you will find the connectors and sequence markers.

addition summary conclusion equivalence inclusion highlight generalisation stating the obvious

4.2 CONNECTORS AND SEQUENCE MARKERS to connecting and sequencing ideas

1 Logical connectors and sequence markers

- a **Cause:**
therefore so accordingly consequently as a consequence/result
hence (formal) thus (formal) because of this that's why (informal)
- b **Contrast:**
yet however nevertheless still
but even so all the same (informal)
- c **Condition:**
then in that case
- d **Comparison:**
similarly in the same way
- e **Concession:**
anyway at any rate
- f **Contradiction:**
in fact actually as a matter of fact indeed
- g **Alternation:**
instead alternatively

2 Textual connectors and sequence markers

- a **Addition:**
also in addition moreover furthermore beside
too overall what's more (informal) in brief
- b **Summary:**
to sum up then overall in brief/short
- c **Conclusion:**
in conclusion finally lastly to conclude
- d **Equivalence:**
in other words that means namely
- e **Inclusion:**
for example for instance say such as
as follows (written) e.g. (formal and written)
- f **Highlight:**
in particular in detail especially notably chiefly mainly
- g **Generalisation:**
usually normally as a rule in general
for the most part in most cases on the whole
- h **Stating the obvious:**
obviously naturally of course clearly

4.2.2 Choose the most suitable logical connector out of the two given in each sentence.

1. Writing is a difficult skill for native speakers and nonnative speakers (*alike/ accordingly*), (*thus/because*) writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization.
2. Writing is especially difficult for nonnative speakers (*because/even though*) they are expected to create written products that demonstrate mastery of all the above elements in a new language.
3. (*In contrast/In addition*), writing has been taught for many years as a product rather than a process.
4. (*Therefore/moreover*), teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

4.3 PUNCTUATION AND CAPITAL LETTERS

Main uses of punctuation marks

The following passage shows the main punctuation marks in use.

	<i>question mark</i>	
<i>inverted commas/quotation marks</i>	"Why study English?" is the title	
<i>semi-colon</i>	of a book; it is also a question.	- <i>full stop</i>
<i>capital letters</i>	An English-speaking pupil, or a	- <i>hyphen</i>
	student, might answer "Because	- <i>comma</i>
<i>exclamation mark</i>	I've got to!"-especially if	- <i>dash</i>
<i>apostrophe</i>	they are at school (where it	- <i>brackets</i>
	is part of the syllabus:	- <i>colon</i>
	compulsory until the age of	
	sixteen).	

a comma /, /

Together with the full-stop the comma is the most commonly used punctuation mark. Basically it separates parts of the sentence, it is used:

- 1 to separate a non-defining relative clause from the rest of the sentence.
e.g. It is years since I read Anna Karenina, which is my favourite novel.

- 2 when a subordinate clause comes before the principal clause,
e.g. If you do not understand, please tell me.
- 3 to separate phrases in apposition from the rest of the sentence,
e.g. Mr Yanukovich, the President, said . . .
- 4 to separate some non-defining adjectival phrases from the rest of the sentence.
e.g. The speaker, getting to his feet, began to ...
- 5 in many kinds of lists.
e.g. I shall need a book, some paper, a pencil, and a ruler.
- 6 to separate a number of connectives from the rest of the sentence: *too, however, nevertheless, though, of course, then, etc.*
e.g. You can, however, do it if you wish.
- 7 when some adverbs or adverbial expressions are placed within a sentence
(instead of at the beginning or end of the sentence),
e.g. They tried, in spite of my advice, to climb the mountain.

b full-stop / . /

A full stop is used to end a sentence. The next sentence begins with a capital letter.

c colon / : /

A colon is a rather infrequent punctuation mark. It indicates a fairly close interdependence between the units that it separates.

- 1 Basically, it indicates that what follows it is an explanation or amplification of what precedes it.
e.g. I have some news for you: John's father has arrived.
- 2 It can be used to introduce a list of items, often preceded by *namely, such as, as follows, etc.*
e.g. Please send the items indicated below, namely: (i) passport (ii) visa application (iii) correct fee.

d semi-colon / ; /

- 1 A semi-colon coordinates or joins two independent but related clauses or sentences.
e.g. The lecture was badly delivered; it went on far too long as well.
- 2 It is used in lists to show sub-groupings.
e.g. The chief commodities are: butter, cheese, milk, eggs; lamb, beef, veal , pork; oats, barley, rye and wheat.

Note: Normally a full-stop can be used instead of a semi-colon.

e hyphen / - /

- 1 A hyphen separates, in some cases, the prefix from the second part of the word,
e.g. co-opt
 - 2 It joins some compound words
e.g. self-control, twenty-one
-

Note: You should always check in a dictionary to see if a hyphen is needed.

f apostrophe / ' /

An apostrophe is most frequently used to indicate genitive (possessive) singular and plural,

e.g. the student's, the students'

Child's, Children's

It is also used in contractions to indicate letters omitted.

e.g. I've = I have

didn't = did not

g question mark /?/

A question mark is used after a direct question.

e.g. What time is it?

It is *not* used after an indirect question.

e.g. Please tell me what time it is.

h dash /-/

A dash is used to indicate a break, often informally.

e.g. He received a prize - and a certificate as well.

Note: Generally, it is better to avoid using a dash in academic writing.

i quotation marks (quotes) or inverted commas: they may be single /"/ or double /" "/

They enclose the actual words of direct speech.

e.g. He said, "Why did you do that?"

j exclamation mark /!/

An exclamation mark is not often used. It is usually only used after real exclamations and sometimes after short commands.

e.g. Oh dear! Get out!

k brackets (parentheses): /()/

1 Brackets are used to clarify, or to avoid confusion.

e.g. He (Mr Brown) told him (Mr Jones) that he (Mr Green) had been accepted for the job.

2 They are also used for cross-references and some periods of time, in more formal writing.

e.g. William Smith (1910-1969) lived first in Manchester (see p. 70) and then ...

2 Capital Letters

These are used:

a At the beginning of a sentence.

b For names of people, places, rivers, etc.

e.g. John, Vienna, the Rhine.

c For titles of people and names of things and places when referring to particular examples.

e.g. a city, *but* the City of Manchester

Mr Jones Miss Smith Mrs Brown Ms White Dr Green
Professor Williams

- d** For nations and adjectives of nationality.
e.g. the Netherlands, a Dutchman, Dutch
- e** For names of days, months, festivals, and historical eras.
e.g. Monday, January, Christmas, Ramadan, the Middle Ages
- f** For titles of books, plays, works of art, etc.
e.g. Animal Farm, Hamlet, the Mona Lisa
- g** For many abbreviations.
e.g. R.S.V.P., Ph.D.

4.3.1 Match each of the following items with the correct letter near the text below.

- | | | | |
|--------------------|---------------------|--------------|-------------------|
| ... abbreviation | ... apostrophe | ... asterisk | ... bracket |
| ... capital letter | ... colon | ... comma | ... full stop |
| ... hyphen | ... inverted commas | ... italics | ... question mark |
| ... small letter | ... stroke | | |

- The early records entitled *Calendar* are arranged **h.**
- a.** chronologically. In some *Calendars* numbered items - **i.**
 - b.** e.g. grants, leases, warrants – appear within a
 - c.** "calendar" of no uniform duration. Dates are es-
 - d.** sential, therefore, in identifying the items*. **j.**

- *Great Britain. Public Record Office,
- e.** *Calendar of State Papers, Domestic, of the Reign* **k.**
 - f.** *Of Elizabeth*, vol. 4/1 (1566-69): Calendar 1566 **l.**
 - g.** (17 November 1566), Elizabeth to Cecil's Wife (?). **m. n.**

5 SKILLS

5.1 Read the article of Molly Markey *Using Clean Energy to Generate Electricity* and summarize the information under consideration.

Using Clean Energy to Generate Electricity

Oct 14, 2009 Molly Markey

The United States currently runs on fossil fuels, with just 7% of the country's energy coming from renewable sources such as wind, geothermal, hydroelectric, and solar power as of 2009. The remaining 93% of America's energy comes from nonrenewable sources; specifically, fossil fuels – coal, oil, and natural gas – and nuclear power (Energy Information Administration, web page viewed on October 13, 2009).

What is all of this energy used for? America uses oil primarily for transportation (refined to form gasoline and diesel fuel), while natural gas is used for heating, cooking, and industrial applications (Energy Information Administration). Nuclear reactors help generate electricity, but the bulk of electricity in the United States comes from power plants that burn coal. Coal is, by far, the dirtiest fossil fuel in terms of damage to the Earth and to public health (Environmental Protection Agency web page, viewed on October 14, 2009).

Burning coal causes global warming, acid rain, and dangerous particulates that cause illness. Coal-fired power plants are also the nation's number-one source of mercury contamination, causing neurological damage and birth defects in humans (United States Geological Survey web page, viewed on October 14, 2009). Furthermore, Jeff Goodell writes that, in the three years he spent completing his book *Big Coal: The Dirty Secret Behind America's Energy Future* (Mariner Books, 2006), "...the American Lung Association calculates [that] about 72,000 people in the United States died prematurely from the effects of coal-fired power plant pollution - more than from AIDS, murder, or drug overdose".

Clearly, clean and renewable energy sources will be a vital part of a greener, healthier America. But, renewable energy sources can be bewildering. Just how can wind, heat from the Earth, energy from the sun, and moving water be used to generate electricity? Can these sources of energy really replace coal in powering America?

Why Does the United States Depend On Coal?

How did America come to rely on coal for its electricity? There are three major reasons:

- Fossil fuels, including coal, are excellent "energy reservoirs". Combusting coal, oil, or natural gas releases large amounts of heat, which is harnessed to generate electricity by boiling water to produce steam. The steam rises and turns a turbine, rotating a wire coil within a magnetic field, which induces a charge in the wire (electricity).
- Coal has been used almost exclusively to provide energy for generating electricity for 100 years; therefore, using coal as a power source is technologically well understood.
- Coal is, by far, the most abundant fossil fuel in the United States, and is relatively cheap to obtain (compared to oil and natural gas). In fact, the United States has been dubbed "The Saudi Arabia of coal" (Goodell, 2006).

In spite of these reasons for using coal, the drawbacks of using coal – such as global warming, acid rain, mercury contamination, and particulate emissions – are now clear. But, how can wind, geothermal, solar, and hydroelectric energy be used to generate electricity, and replace coal in the future?

Using Wind to Generate Electricity

A windmill, or wind turbine, is built in regions of high wind speed, such as mountain passes, flat plains, or ridges. Each wind turbine contains a small generator. When the wind blows, the turbine blades rotate, which operates the generator to produce electricity (specifically, the turbine directly spins a wire coil within a magnetic field, inducing charge to flow within the wire). No heat is produced to boil water and make steam. No carbon dioxide emissions or other greenhouse gases are associated with wind power.

Using Geothermal Energy to Make Electricity

Naturally hot water or steam can be extracted from underground reservoirs and used to make electricity. The steam pushes a turbine, turning a wire in a magnetic field, causing a flow of electrons (electricity). High temperature reservoirs (such as those found in Iceland and Alaska) can be used in this fashion. Lower-temperature reservoirs are less well suited for power plants; instead, these can be used to heat

homes or industrial buildings. Geothermal power produces no air pollution or greenhouse gases.

Making Electricity Using the Sun's Rays

Two very different methods are used to make electricity from the sun's rays:

- **Solar thermal electricity generation** The sun rays are focused by parabolic mirrors on a tube of fluid (often, a synthetic oil), which in turn heats water to make steam to push a turbine to make electricity. Solel, Inc., a major developer of solar thermal power plants, states that one such plant operating at Kramer Junction in the Mojave Desert in California has produced as much energy as 1 million barrels of oil over its 25-year lifetime (www.solel.com, viewed on October 14, 2009).
- **Photovoltaics** Solar cells, which generate electricity without any moving parts when the sun's rays shine on them, are composed of thin silicon layers impregnated with special metals (often cadmium telluride or copper indium diselenide). The interaction between these metals, silicon, and the sun's rays produces electricity (Jefferson W. Tester in *Sustainable Energy: Choosing Among Options*, MIT Press, 2005).

Both solar thermal electricity generation and photovoltaics do not release harmful emissions into the atmosphere.

How Hydroelectric Power Works

Moving water can generate electricity when the flow of water pushes a turbine which is hooked up to a generator. The rotating turbine then turns a coil of wire in a magnetic field, producing electricity. According to the U.S. Department of the Interior Reclamation Department (web site viewed on October 14, 2009), hydroelectric systems can be almost 90% efficient.

Hydroelectric power does not release air pollutants or emissions of any kind. However, dams must be built to house the turbines and channel the water.

America's Energy Future Depends on Harnessing Multiple Renewable Energy Sources

Alternative energy sources for electricity generation in the United States have huge growth potential, and will eventually replace coal to prevent further global warming and environmental harm. However, wind, solar, geothermal, and hydroelectric power will need to be used in combination to make enough electricity to displace coal as a fuel source.

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