

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ
МІСЬКОГО ГОСПОДАРСТВА

МЕТОДИЧНІ ВКАЗІВКИ
ДЛЯ ОРГАНІЗАЦІЇ ПРАКТИЧНОЇ РОБОТИ З ДИСЦИПЛІНИ

“ДІЛОВА ІНОЗЕМНА МОВА”
(АНГЛІЙСЬКА МОВА)

*(для студентів 5 – 6 курсів заочної форми навчання
спеціальності “Транспортні системи”)*

Методичні вказівки для організації практичної роботи з дисципліни «Ділова іноземна мова» (англійська мова) (для студентів 5 – 6 курсів заочної форми навчання напряму спеціальності “Транспортні системи”)/ Харк. нац. акад. міськ. госп-ва; уклад.: Н. І. Видашенко. – Х.: ХНАМГ, 2012. – 43 с.

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ВСТУП

Методичні вказівки рекомендується для організації практичної роботи студентів 5 – 6 курсів спеціальності «Транспортні системи» заочної форми навчання. Головною метою збірника є формування навиків читання і розуміння інформації з англомовних джерел, що відповідає вимогам професійно-орієнтованого навчання іноземною мовою. Зміст завдань відповідає вимогам програми учбової дисципліни «Ділова іноземна мова», тематика текстів сприяє поширенню обсягу сучасної англійської лексики ділового спілкування.

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PART ONE

BUSINESS ACROSS CULTURES (PART 1)

Cultures and Culture

Alexandra Adler is an expert in doing business across cultures. She is talking to a group of British businesspeople.

‘Culture is the ‘way we do things here’. ‘Here’ may be a country, an area, a social class or an organization such as a company or school. You often talk about:

- **company or corporate culture:** the way a particular company works, and the things it believes are important.
- **canteen culture:** the ways that people in an organization such as the police think and talk, not approved by the leaders of the organization.
- **long-hours culture:** where people are expected to work for a long time each day.
- **macho culture:** ideas typically associated with men: physical strength, aggressiveness, etc.

But you must be careful of **stereotypes**, fixed ideas that may not be true.’

Distance and Familiarity

Distance between managers and the people who work under them varies in different cultures. Look at these two companies.

In Country A, managers are usually easy to talk to – accessible and approachable – and there is a tradition of employees being involved in decision-making as part of a team of equals .	In Country B, managers are usually more distant and remote . Employees may feel quite distant from their managers and have a lot of deference for them: accepting decisions but not participating in them.
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This company is not very **hierarchical**, with only three **management layers**.

Companies in Country B tend to be more **hierarchical** than those in Country A, with more **management layers**.

Deference and distance may be shown in language. Some languages have many **forms of address** that you use to indicate how **familiar** you are with someone. English only has one form, 'you', but distance may be shown in other ways, for example, in whether first names or surnames are used.

culture – культура

company or corporate culture – корпоративна культура

canteen culture – агресивна культура з расистськими настановами

long-hours culture – культура працювати поза нормованим часом

macho culture – культура у стилі «мачо» (агресивна культура спілкування)

stereotype – стереотип

distance – відстань

accessible – доступний

approachable – досяжний

decision-making – процес прийняття рішень

team of equals – команда рівних

distant – віддалений

remote – далекий

deference – повага

hierarchical – ієрархічний

management layer – рівень управління

forms of address – форми звертання

familiar – добре обізнаний

1. Which word combination with 'culture' describes each of the following?

1. The men really dominate in this company, they don't make life easy for women at all. All they talk about is football.
2. Among the management here we try to be fair to people from different minorities, but there are still elements of racism among the workforce.

3. Of course, the quality of the work you do after you've been at it for ten hours is not good.
4. There was a time when managers could only wear white shirts in this company – things are a bit less formal now.
5. Here the male managers talk about the market as if it was some kind of battlefield.
6. They say that if you go home at 5.30, you can't be doing your job properly, but I'm going anyway.

2. Read this information about two very different companies and answer the questions.

The Associated Box Company (ABC) and the Superior Box Corporation (SBC) both make cardboard boxes.

At ABC there are three levels of management between the CEO and the people who actually make the boxes. At SBC, there is only one level.

Managers at ABC are very distant. They rarely leave their offices, they have their own executive restaurant and the employees hardly ever see them. Employees are never consulted in decision-making. At SBC, managers share the same canteen with employees. Managers have long meetings with employees before taking important decisions.

Managers and the CEO of SBC have an open-door policy where employees can come to see them about any complaint they might have. At ABC, employees must sort out problems with the manager immediately above them.

At ABC, employees call their managers 'sir'. At SBC, everyone uses first names.

CEO – Chief Executive Officer

1. Which company:

A. is more hierarchical?

B. is more informal in the way people talk to each other?

2. In which company are managers:

A. more approachable?

B. more remote?

3. In which company are employees:

A. more deferential?

B. on more equal terms with their bosses?

4. Is your organization more like ABC or SBC above?

5. Which type of company would you prefer to work for?

6. What are the advantages and disadvantages of each type of company?

BUSINESS ACROSS CULTURES (PART 2)

Names

My real name's Thomas, but please call me Tom.

first name family name or surname

MARKET...

They stand for John Gregory, if you really want to know.

initials

**J. G. Cutler
TAX INSPECTOR**

I'm from the US. The 'R' stands for Robert – that's my middle name. My dad is also called Douglas R. Baxendale, so he puts Sr (senior) after his name, and I put Jr (junior). This is unusual in the UK.

initial

**Douglas R. Baxendale Jr
CHIEF EXECUTIVE OFFICER**

In the English-speaking business world, people use first names, even with people they do not know very well. But if you aren't sure, use **Mr** and the family name for men, and **Mrs** or **Miss** and the family name for women, depending on whether they are married or not. **Ms** often replaces Mrs and Miss. You don't use Mr, Mrs, Miss or Ms with only a first name (e.g. Mr John) or by itself.

Business Cards

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Dress

In Alphaland, businesspeople dress quite **formally**. The **business suit** is common, but for men, wearing non-matching jacket and trousers is also a possibility.

In Betatania, the dark **business suit** is obligatory for men. Some companies allow women to wear trouser suits.

In Gammaria, the business suit is almost as necessary as in Betatania, but with more variation in colours. Some companies require employees to wear formal clothes from Monday to Thursday, and allow less formal ones on what they call **casual Fridays** or **dress-down Fridays**. In some places, many banks and shops require people dealing with customers to wear **uniforms** so that they all dress the same.

In Deltatonia, people dress more **casually** at work than in the other countries. For men, suits and ties are less common than elsewhere. This is **smart casual**.

first name – імя

family name or **surname** – прізвище

initials – ініціали

job title – назва посади

qualifications – кваліфікація

formally – офіційно

business suit – діловий костюм

casual Fridays or **dress-down Fridays** – день тижня (звичайно п'ятниця) , коли від працівників не вимагається строга форма одягу; день «без краваток»

uniform – уніформа

casually – недбало

smart casual – модний одяг вільного крою

1. Decide whether these pieces of advice about the English-speaking business world are true or false.

1. It's possible to introduce yourself by saying your family name then your first name.
2. It's possible to use Mr, Mrs or Miss on its own, or with a first name.
3. British people use Sr and Jr to refer to a father and his son.
4. Americans often show their middle name with an initial.
5. You can always use someone's first name to talk to them, even if you don't know them very well.
6. Ms is being used more and more as a title for women.
7. You can show your qualifications after your name on your business card.

2. Which country does each of these people come from?



3. Answer the questions below.

1. How are names used in business in your country?
2. How do people dress at work?
3. Do any companies have dress-down days in your country?
4. What are the advantages and disadvantages of how people dress?

BUSINESS ACROSS CULTURES (PART 3)

Entertainment and Hospitality

Alexandra Adler continues her seminar on cross-cultural issues. **Entertaining** and **hospitality** vary a lot in different cultures.

- In Alphaland, entertaining is important. There are long business lunches in restaurants, where deals are discussed. Professional and private life are separate, and clients are never invited home.

- In Betatania, evenings are spent drinking and singing in bars with colleagues and clients.

- In Gammaha, lunch can be important, but less so than in Alphaland. Important contacts may be invited to dinner at home. **Corporate hospitality** is a big industry, with invited to big sports

- In Deltatonia, restaurants are rare outside the capital. Some entertainment takes place when important clients are invited to people's houses for dinner, or go sailing or to country houses for the weekend, etc.

Time

Attitudes towards time can vary enormously.

In Busyville, people start work at eight, and officially finish at six, though many managers stay much longer. There is a culture of **presenteeism**: being at work when you don't need to be.

There is a two-hour **lunch break**, and a lot of business is done over restaurant lunches. (Lunch is the main meal. The **working breakfast** is rare.) There are no snacks between meals, just coffee, so eat properly at meal times.

As for **punctuality**, you can arrive up to 15 minutes 'late' for meetings. If invited to someone's house (unusual in business), arrive 15 – 30 minutes after the time given.

Don't phone people at home about work, and don't phone them at all after 9 pm.

There are a lot of **public holidays** (about 15) during the year. Busyville is empty in August, as many companies close completely for four weeks. Employees have five weeks' **holiday** a year and they usually take four of them in August.

Cross-Cultural Communication

Here are some other areas of potential cultural misunderstanding:

- a) **distance when talking to people**: what is comfortable?
- b) **eye contact**: how much of the time do people look directly at each other?
- c) **gesture**: do people make lots of facial gestures? How much do they move their arms and hands?
- d) **greetings/goodbyes**: do people shake hands every time? Are there fixed phrases to say?
- e) **humour**: is this a good way of relaxing people? Or is it out of place in some contexts?
- f) **physical contact**: how much do people touch each other?
- g) **presents**: when should you give them? When should you open them? What should you say when you receive one?
- h) **rules of conversation and the role of silence**: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

entertaining – приймання гостей

hospitality – гостинність

business lunch – діловий сніданок

corporate hospitality – корпоративна гостинність

presenteeism – перебування на робочому місці понад встановлений час; постійна понаднормова робота (не обов'язково за додаткову оплату)

lunch break – обідній час

working breakfast – сніданок на роботі

punctuality – пунктуальність, точність

public holidays – офіційний неробочий день

holiday – відпустка

distance when talking to people – відстань, на якій розмовляють з людьми

eye contact – зоровий контакт

gesture – жести

greetings/goodbyes – привітання / прощання

humour – гумор

physical contact – фізичний контакт

present – подарунок
rules of conversation – правила ведення діалогу
the role of silence – роль мовчання

1. In which country might you hear these things?

1. How about a trip out tomorrow afternoon? We could see some horse racing and have a glass of champagne.
2. Do come out with us this evening! I know some great bars. How's your singing?
3. What are you doing this weekend? You could come to our summer cottage. You'll meet my family and we can take the boat out.
4. Let's get out of the office to discuss the deal. I know a nice restaurant near here, with some very good local dishes.

2. Tick (✓) the things this visitor to Busyville does right, and put a cross (X) by her mistakes.

I phoned my contact in her office at 7.30 pm. (1...) I suggested a working breakfast the next morning. (2...) She wasn't keen, so I suggested lunch. (3...) We arranged to meet at her office at 12.30. I arrived at 12.45 (4...) and we went to a restaurant, where we had a very good discussion. That evening I wanted to check something, so I found her name in the phone book and phoned her at home. (5...) She was less friendly than at lunchtime. I said I would be back in Busyville in mid-August (6...). Not a good time, she said, so I suggested September. (7...)

3. Which points from 'Cross-Cultural Communication' are referred to in this story?

Sally, a student, is working for a company abroad for work experience. The company has employees from all over the world. The head of the company, Henrik, invites Sally to a barbecue for his employees at his home, at 3 pm on Saturday.

She is the first to arrive, at exactly 3 o'clock. When the others arrive, some shake hands with each other. Some kiss on one cheek, others on both cheeks. Others arrive and say hello without kissing or shaking hands. (1...) Some bring wine or

flowers, which the host does not open and puts to one side. Others bring nothing. (2...)

In conversations, some people move their arms around a lot and seem to make signs with their hands, others keep their hands by their sides. (3...) Some people do not let others finish what they are saying, and others say almost nothing; the people with them seem upset and move away when they can. (4...) Some people look directly at the person they are talking to. Others look away more. (5...) Some touch the arm of the other person whenever they are speaking to them. (6...) She notices that some people seem to be slowly moving backwards across the garden as the conversation goes on, while the person with them is moving forward. (7...)

Later, somebody makes a joke but nobody laughs. Everyone goes quiet. (8...) People start saying goodbye and leaving.

3. Answer the questions below.

What should visitors to your country know about the points in ‘Entertainment and Hospitality’, ‘Time’, ‘Cross-Cultural Communication’?

‘

PRESENTATIONS: PREPARATION AND INTRODUCTION

Types of Presentation

Melanie Kray is an expert in giving presentations. Here, she gives some examples of different presentations:

- **press conference:** two chief executives tell journalists why their companies have merged.
- **briefing:** a senior officer gives information to other officers about a police operation they are about to undertake.
- **demonstration:** the head of research and development tells non-technical colleagues about a new machine.
- **product launch:** a car company announces a new model.
- **lecture:** a university professor communicates information about economics to 300 students.
- **talk:** a member of a stamp-collecting club tells other members about 19th century British stamps.
- **seminar:** a financial adviser gives advice about investments to eight people.
- **workshop:** a yoga expert tells people how to improve their breathing techniques and gets them to practise.

Dos and Don'ts: Preparation

Here are some tips for a **stand-up presentation** (one person talking to an audience).

- a) Find out about the **audience:** how many people there will be, who they are, why they will be there, and how much they know about the subject.
- b) Find out about the **venue** and the **facilities:** the room, the seating plan, the equipment, etc.
- c) Plan the content and **structure**, but don't write the complete text of the presentation.

- d) Write notes on sheets of paper, not on **cards**.
- e) Try to **memorize** the first five sentences of your talk.
- f) Prepare **visual aids**: pictures, diagrams, etc.
- g) **Rehearse** your presentation (practise it so that it becomes very familiar)

with friends or colleagues.

Key Phrases: Introduction

Melanie is advising Anne-Marie Duval on giving a presentation at a conference.

- h) **Introduce** yourself and your subject:

‘My name’s Anne-Marie Duval and I work for Gem Consultants. My talk is called ‘Consultancy Skills for the 21st Century’

- i) **Outline** what you’re going to talk about: describe the different sections of your talk:

‘There are three main skills areas I want to talk about today ...’

- j) Say whether people should ask **questions** during the talk, or at the end.

‘If you have any questions, I’ll be very happy to answer them at the end of the session.’

press conference – пресконференція
briefing – брифінг
demonstration – демонстрація
product launch – презентація нового товару на ринку
lecture – лекція
talk – бесіда, переговори
seminar – семінар
workshop – майстер-клас
stand-up presentation – презентація перед аудиторією
audience – аудиторія
venue – місце зустрічі
facilities – умови діяльності
content – зміст
structure – структура
card – картка
memorize – запам’ятати
visual aids – наочні приладдя
rehearse – репетирувати
introduce – представляти
outline – накреслити в загальних рисах
question – питання

1. Match the presentation types to the things (1 – 8) that people say in them.

- **press conference**
- **briefing**
- **demonstration**
- **product launch**
- **lecture**
- **talk**
- **seminar**
- **workshop**

1. As you can see, this prototype is far in advance of anything we've done before.
2. Here are some typical patterns for demand and supply in the widget industry.
3. I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.
4. Now is the right time to get out of company shares and invest in property.
5. The combined resources of our two organizations will allow us to achieve great things.
6. The first postage stamp in the world was the Penny Black in 1840.
7. The parachutists will come in at 08:30 and land in two waves, here and here.
8. The X300 has the most advanced features of any car in its class.

2. Here are reasons for the advice given in parts 'Dos and Don'ts: Preparation' and 'Key Phrases: Introduction'. Match each reason (1 – 10) to a piece of advice (a – j).

1. If you drop the cards on the floor, you're in trouble.
2. It could sound monotonous and boring if you speak from a complete, prepared text.
3. It will help you adjust the content of your talk so that it is suitable, for example not too easy or difficult.
4. It will help you to keep control, and avoid people interrupting if you don't want them to.
5. It will help your audience follow the logic of what you're going to say.

6. It will make you feel more at ease at the beginning, when you may be nervous.
7. It will reassure people that they are in the right place, and provide a focus for the beginning of your talk.
8. They add visual interest, provide you with support and help the audience follow you.
9. You can ask for changes in the seating plan if necessary.
- 10 They will be able to tell you if anything is unclear before the presentation.


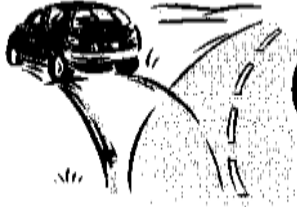



3. Answer the questions.

1. Have you ever given a presentation?
2. What type was it?
3. In your experience, what makes a good / bad presentation?

PRESENTATIONS: MAIN PART

Dos and Don'ts: Timing

Melanie Kray is giving more advice about presentations.

	<p>a) Start on time. Don't wait for latecomers.</p>		<p>d) Don't digress (talk about things that have nothing to do with the subject), unless you have a particular purpose in mind.</p>
	<p>b) Plan how long you're going to spend on each point and keep to these timings.</p>		<p>e) Finish on time. Don't run over It looks bad if you don't have time to finish all your points</p>
	<p>c) Don't labour a particular point (spend too long on something).</p>		<p>and answer questions.</p>

Dos and Don'ts: Voice

f) **Project** your voice to the back of the room, but don't shout. Don't ask if people at the back can hear. Check the volume (loudness) of your voice beforehand.

g) Use a **microphone** if you need one. Don't hold it too close to your mouth.

h) Whether using a microphone or not, speak in a **natural tone of voice**. Don't speak in a **monotone** (on the same level all the time). Vary the **pitch** (level) of your voice.

Rapport with the Audience

Experts say that you can **gain the audience's attention** in a presentation by:

- telling an **anecdote** (a story, perhaps a personal one).
- mentioning a *really* surprising **fact or statistic**.
- stating a **problem**.
- asking a **question**.

Of course, it is important to respect the cultural expectations of your audience.

Key Phrases: Main Part

Anne-Marie continues her presentation:

'OK. To begin, let's look at the first type of skills that consultants need: technical skills. **Of course**, related to technical skills is a good general knowledge of management subjects ... But **I'm digressing: let's get back** to the technical skills themselves ... **That's all I have time for on** technical skills.

Let's move on to the second area: interpersonal skills. **As you can see** on this transparency, there are two **key areas in relation to** interpersonal skills ... I think **that covers everything on** interpersonal skills.

Time is moving on, so let's turn to the third area: people management issues.'

latecomer – той, хто запізнився

timings – розрахунок часу

labour – докладати зусиль

digress – відхилятися

run over – повторювати

project – планувати

microphone – мікрофон

natural tone of voice – природній тон голосу

monotone – монотонний

pitch – висота

gain the audience's attention – тримати увагу аудиторії

anecdote – анекдот

fact or statistic – факт або статистика

problem – проблема

question – питання

To begin, let's look at ... – Спочатку давайте розглянемо ...

I'm digressing: let's get back – Я відхилився від теми, давайте повернемося

That's all I have time for on – Це все, що я хотів повідомити про ...

Let's move on – Давайте перейдемо до ...

As you can see – Як Ви можете побачити ...

key areas in relation to – ключові зони стосовно (щодо)

that covers everything on – це охоплює все про ...

Time is moving on, so let's turn – Час йде, так що давайте звернемося

1. Melanie recently went to a presentation where the speaker did not follow her advice. Match each of Melanie's thoughts (1 – 7) to the points (a – h) in 'Dos and Don'ts: Timing' and 'Dos and Don'ts: Voice'.

1. Why is he yelling like that? The room's not that big!
2. He's already said that three times.
3. I know there are people who want to ask questions, and there won't be time.
4. He's really droning on: there's no life in his voice and everyone's asleep.
5. The sound of his breath in the microphone is really annoying.
6. I don't see what this has got to do with what he's trying to say.
7. Get on with it! If people turn up late, that's their problem.

2. Look at 'Key Phrases: Main Point' and correct the mistakes in these sentences.

1. OK. For begin, let we look for the most basic product in our range.
2. Of course, related with product specifications of our basic model is the issue of product performance.
3. But I'm a digression: let's get back on the product specifications themselves.
4. That's all I'm having time for on product specifications. Let's moving on to our mid-range model.
5. As you can be seeing on this transparency, there are two key features I want to talk about in relative to our mid-range model.
6. I think that **covers up everything** on our mid-range model.
7. Time is moved on, so let's turn up to our top-of-the-range product.

3. Answer the questions?

1. How are people expected to dress for different types of presentation in our country?
2. What do people think about humour in presentation?

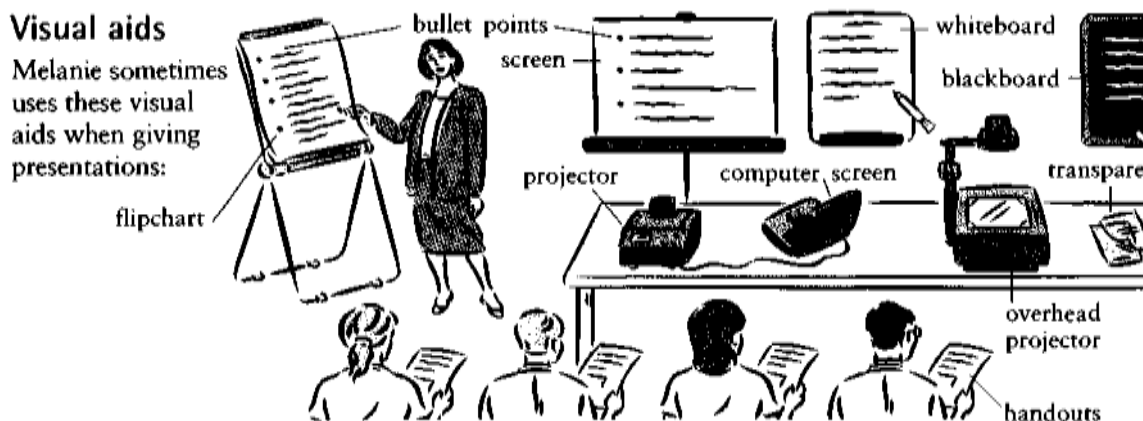
PRESENTATIONS: CLOSING AND QUESTION

Dos and Don'ts: Body Language

Melanie gives these tips on body language.

- Make **eye contact**: look at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.
- Don't speak to the equipment or the screen: **face the audience** at all times.
- **Smiling** is fine at appropriate moments, but not too much.
- Use **gesture** (hand movements) to emphasize key points.
- Stay more or less in one place: don't move around too much.
- Avoid **mannerisms** (ways of moving and speaking which you do repeatedly without realizing).

Visual Aids



Key Phrases: Closing and Dealing with Questions

Anne-Marie is bringing her presentation to a close:

‘Let me **sum up**. **Firstly**, we looked at technical skills, **secondly**, at management skills and **last, but by no means least**, at interpersonal skills. **In my view**, the secret for success in the future is going to be interpersonal skills. **That brings me to the end** of my presentation. **Are there any questions?**’

Here are some phrases which can be useful when answering questions:

a) **That's a fair point.** I know that some consultants don't have a very good image. But I think that Gem Consultants have helped companies reduce costs and increase profits enormously.

b) **That's confidential.** I'm afraid I'm not at liberty to tell you.

c) **That's not really my field.** But I can put you in touch with someone in my organization who is working on Internet applications.

d) **The questioner would like to know** what sort of background the people we recruit usually have. Is that right?

e) **Well, I think that goes beyond the scope of today's presentation.** Today I wanted to concentrate on consultants' skills, not go into particular case studies in consultancy.

f) **I'm afraid we've run out of time.** But if you'd like to come and discuss that with me now, I'll try and give you an answer.

If a member of the audience didn't hear a question, they might say:

'Sorry, I didn't catch the question – could you repeat what the questioner said?'

Anne-Marie ends the presentation by saying:

'I think that's a good place to stop. Thank you for listening.'

eye contact – зоровий контакт

face the audience – дивитися на аудиторію

smiling – усміхатися

gesture – жести

mannerism – манірність

visual aids – наочність

sum up – підводити підсумок

firstly, – по-перше,

secondly, – по-друге,

last, – на кінець

but by no means least, – але ще не на самий кінець

In my view, – З моєї точки зору

That brings me to the end – Це підводить мене до кінця ...

Are there any questions? – Є якісь запитання?

That's a fair point. – Це справедливе зауваження.

That's confidential. – Це конфіденційно.

That's not really my field. – Це не зовсім моя сфера.

The questioner would like to know. – Запитувач хотів би дізнатися.

Well, I think that goes beyond the scope of today's presentation. – Ну, я думаю, це виходить за рамки сьогоднішньої презентації.

I'm afraid we've run out of time. – Боюся, у нас не вистачить часу.

Sorry, I didn't catch the question. – Вибачте, я не розчув питання.

I think that's a good place to stop. – Я думаю, що це хороше місце для закінчення

Thank you for listening. – Дякую за увагу.

1. Which words from A and B opposite could the underlined words refer to?

In some cases there is more than one possible answer.

1. But don't overdo it. It can seem insincere (not real).
2. Again, don't overdo it. Look round at everybody in the room.
3. Don't let these dominate the presentation. People have come to see you, not the equipment.
4. Do not use continuous text on these.
5. Do not use one in a large room because people at the back won't be able to see it.
6. Don't look at it or the screen behind you: face the audience at all times.
7. Have a backup plan if it fails to work.
8. Keep them under control. Remember, for example, that pointing with your finger is rude in some cultures.
9. Make sure there will be enough of them for everyone and make sure that they reach everyone in the room as some people tend to keep them without handing them on.
10. Some of them, for example putting your hands in your pockets or running your fingers through your hair, really upset some people.

2. Match these questions from the audience (1 – 6) to the answers (a – f) that Anne-Marie gives in C opposite.

1. Sorry, I didn't catch the end of the question - could you repeat what the questioner said?
2. In what ways do you think the Internet is going to change the way management consultants work in the future?
3. Some companies refuse to use management consultants. What do you say to people who say that consultants are a waste of time and money?
4. What's the average salary for your consultants?

5. I don't know if you have time to answer this, but can you tell me how I can apply to work for Gem?
6. You say that Gem have enormously increased profits for some companies. Can you give one or two examples of this?

3. Answer the questions?

1. How is body language used in presentation in our country?
2. Which gestures are acceptable and which are not?
3. What are the advantages and disadvantages of using different types of equipment?
4. What are some of the potential problems?

PART TWO

MY PRESENTATION

1. Imagine that you are making a presentation to a large group of people working in your industry.

1. How do you start your presentation?

- A.** Are we all here? Good, well if we look at the first slide you'll see our total carbon usage for 2005...
- B.** Hello everyone. Thanks very much for coming along today. My name is Kirk Renolds and today I'll be talking about some of the work we've been doing on our environmental strategy...
- C.** Hello ladies and gentlemen. My name is Kirk Renolds and today I'll be talking about some of the work we've been doing on our environmental strategy...

2. What do you say next?

- A.** 'I'll begin by giving you some background into why we started the trials, then we'll look at some organisational challenges and finally I'll present the results and take any questions you might have'
- B.** 'Okay well, as I said, this presentation is all about our environmental strategy and when we first started looking at this none of us was really sure where to start, but I'll talk about that in more detail in a minute or two. Er... and then I'll tell you about some of the problems we had setting this up – actually, I remember one particular incident very clearly, which I'll quickly relate... '

3. Later in the presentation, you begin to go through your slides...

- A.** 'Well, as you can see in this slide, energy savings increased significantly as we implemented our strategy...'
- B.** 'In January 2005, there was a saving of £293, in February, there was a saving of £300, in March...'
- C.** 'Here's the next slide. OK? And on the next slide...'

D. ‘Oh dear! I’m awfully sorry but we seem to be having some technical problems with the projector. At this point I wanted to show you a slide with the energy savings we made between 2005 and 2006. Savings increased from just under £300 to...’

4. Suddenly, someone asks a question. How do you respond?

- A. ‘Look, I said at the start that I’d be happy to take questions at the end...’
- B. ‘That’s a very interesting question...’
- C. ‘Would you mind if I came back to your question at the end? It’s just that I’m rather conscious of the time...’

5. You have reached the end of your presentation. What do you say?

- A. ‘I’m terribly sorry but I seem to have taken too long, so we don’t actually have time for any questions! However, if you grab me after the session I’ll be happy to answer any questions you might have.’
- B. ‘If you have any questions, I would be happy to answer them now...’
- C. ‘Any other business?’

2. Read this introduction to a presentation. Choose the correct word or phrases in italics:

Good afternoon ladies and gentlemen and welcome (1) *in/to/ for* our seminar on corporate property development. I would like to (2) *begin/starting/commence* by (3) *drawing /telling/ outlining* some of the main (4) *explanations/matters/issues* in corporate property management (5) *so that/for/in* order you will be able to judge whether your company is devoting sufficient time to this question.

I will then (6) *look/turn/change* to some of the legal and financial (7) *queries/aspects/pieces* of property management, and will (8) *tell /look/explain* how your companies may be affected by current and future legislation. I will (9) *illustrate/give examples/ discuss* of the kinds of problems our clients have faced and explain what was done to solve them.

I will finish (10) *by/with/giving* a brief resume of the consultancy services that we offer, and I will explain what you (11) *need/shall/should* do if you would like to look into the matter further.

As we are rather (12) *hurried/pressed/short* for time, I would be grateful if you could (13) *rest/stay/save* any questions you may wish to (14) *rise/raise/arise* until the end, when I will (15) *do/make/have* my best to answer them.

3. *The introductions to two different presentations are jumbled below. Separate the two and put them in the correct order.*

- A.** At the end, I will suggest practical ways in which you as students can motivate yourselves to get better marks.
- B.** Good morning students and welcome to our session on the dynamics of motivation.
- C.** Then I will give you a short demonstration of our prototype and explain what we have already achieved.
- D.** Please feel free to raise any questions at any time and I shall do my best to answer them.
- E.** To begin with, I shall outline the main goals of the project.
- F.** I would like to ask you to keep any questions you may have until the end, when I hope we will also have the time to discuss your personal experiences.
- G.** Finally I shall move on to the major commercial applications and potential return on investment.
- H.** I will then return to what we really mean by motivation and look at the internal and external factors that play a part in creating it.
- I.** Good afternoon ladies and gentlemen. I would like to talk to you this afternoon about why we feel our interactive video project is worth investing in.
- J.** I shall begin by looking at why motivation is so important and why the ability to self-motivate oneself is a vital skill.

PART THREE

WRITING A CV / RESUME

1. Read the text and answer the questions.

SIMON LOOKS FOR A JOB

Simon Chen is looking for a better job in America. In China he was a very good electronics salesman. He came to the US to make more money to send home to his family. He's been working in a restaurant *since* he came to Oakland.

Simon *graduated* from high school in China. He studied electronics for two years.

"Electronics" is almost anything that uses electricity, usually computers, TVs, stereos, and DVD players. He was a good student, but not the *top* student in his *class*. There were 4000 people in his high school, and about 1000 people in his class!

After he graduated, he took the best job he could find. Simon sold electronics in a big, busy outdoor market (see picture) in his city. It was difficult work, but Simon was a good salesman. He *consistently* sold lots of electronics to people. Simon also worked hard. He *frequently* worked 12 to 14 hours a day. He was one of the top salesmen in the market.

Simon moved to California. Now he's working in a restaurant washing dishes. At night he studies English reading, writing, grammar and conversation. Simon just found out there's a job open for an electronics salesman at Top Electronics, a big store in downtown Oakland.

Simon went to the store to ask about the job. They told him to come back with a *resume* to tell them about his work *experience*. So Simon went home to work on a resume. He has never made one before, but how hard could it be?

since – from the time.

graduate – verb – Finish school.

top – One of the best.

class – all the people in your grade at school.

consistently – almost all of the time.

frequently – many times.

resume – A paper that tells an employer why you would be a good employee.

experience – What you have done.

1. Was Simon a good student in China? Was he a top student?
2. Was Simon a good employee in China? Why?
3. Are there many outdoor markets in the US?

Simon Chen

155 Oak Street, Apartment B

Oakland, CA 94606

(510) 5558765

simon.chen.1994@email.com

Objective

To make lots of money.

Work Experience

2003 – 2004 Electronics Salesman, Guangzhou, China

Sold electronics in an outdoor market in China. Sold many electronics to many people.

Education

1999 – 2003

China High School, Guangzhou, China

Graduated from high school.

2004 – *Present*

Oakland Adult School, Oakland, CA

Currently studying English.

Skills

Can sell things

Can speak a little English

Objective – What you want to do.

Present – Right now.

Currently – Right now.

THE BEST RESUME OF SIMON CHEN

Simon Chen

155 Oak Street, Apartment B

Oakland, CA 94606

(510) 5558765

simon.chen.1994@email.com

Objective

To be the best salesman at Top Electronics.

Work Experience

2003 – 2004 Electronics Salesman, Guangzhou, China

Was *consistently* a *top* salesman in one of the busiest markets in China. Sold televisions, stereos and DVD players. *Frequently* worked 12 to 14 hours a day.

Education

1999 – 2003 China Electronics High School, Guangzhou, China

Completed high school in China. Studied electronics *repair* and sales *skills*. *Graduated* in the top of my *class*.

2004 – *Present*

Oakland Adult School, Oakland, CA

Currently studying English reading, writing, grammar and conversation.

Skills

Strong sales skills and *work ethic*.

Experienced in using computers.

Strong English language speaker.

Fluent Chinese language speaker.

objective – What you want to do

experience – What you have done

consistently – Almost all of the time

top – One of the best

frequently – Many times

repair – To fix something

skill – Something you can do

graduate – Finish school

class – The people in your grade

present – Right now

currently – Right now

strong – Very good at

work ethic – How hard you work

fluent – Can speak with no problems, like a native speaker

2. Write your own Resume.

Objective

Work Experience

2003 – 2004

Education

1993 – 2003

2004 – Present

Skills

3. What are the sections or parts of a CV? Match the section titles with the descriptions and details of a CV.

- | | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Personal Information | A. Your interests or hobbies |
| 2. Profile | B. Lists the foreign languages you can speak and your level of competence |
| 3. Experience | C. Name and contact details of 2 or 3 people who can give information to recruiters about you |
| 4. Education | D. A summary of your education, experience and main skills (up to 5 lines only) |
| 5. Languages | E. Your computer skills and software experience |
| 6. Computer Skills | F. Name, address, telephone, email |
| 7. Interests | G. Clear, detailed information about your education. Begin with your most recent degree |
| 8. References | H. Your work experience in reverse chronological order. Include the names of employers, position, duties and responsibilities, dates of employment |

4. Look at this sample CV. Write the section titles of a CV in the blanks provided.

SUSAN JONES
72 Baker Road, London W2 3BT
Telephone: 021-7890 3714 Mobile: 07860 947739
Email: susanjones@mymail.com

1.

Enthusiastic and professional bilingual secretary with more than five years of experience at the management level. Good command of computing software. Fluent in German and French. Excellent communication and interpersonal skills. Detail-oriented, organized and proactive.

2.

S&T Financial Bank Executive Bilingual Secretary	2009 – present
<ul style="list-style-type: none">• Coordinated meetings and conferences• Made travel arrangements• Updated and maintained computer databases	

Exposales International Bilingual Secretary to Export Sales Manager	2006 – 2009
<ul style="list-style-type: none">• Created spreadsheets and charts• Translated documents	

Global IT Services Ltd. Office Assistant	2003 - 2006
<ul style="list-style-type: none">• Typed contracts and letters• Answered phone calls	

3.

Pitman's Secretarial College Executive Secretary Diploma	2004 – 2005
-------------------------------------------------------------	-------------

University of Greenwich BA Economics & French	1999 - 2003
--------------------------------------------------	-------------

4.

German, fluent
French, fluent
Japanese, basic

5.

Microsoft Word, Excel, PowerPoint, Access

6.

Tennis, swimming, cooking and travel

7.

Available on request.

PART FOUR

WHAT IS A SUMMARY?

It is a short statement that gives the main information about something, without giving all the details.

ARTICLE	IMPORTANT DETAILS
<p style="text-align: center;"><i>Where and How to Cut Your Losses</i></p> <p>Half the skill in getting ahead on the career front is knowing when to move on. In everyone's life there comes a moment when they should make the break – the world is full of has-beens who, perhaps, just didn't have the courage to take a chance when that chance came. It pays to constantly reassess where you stand. A good stock question to ask yourself is 'Where am I going to be this time next year, if I stay in the same job?' Each career has a different kind of time-scale. The sale scene moves fast – you tend to make your money in the early years, then move on to management before you are too old and too tired to continue with the foot-in-the-door technique and the pattern. The same thing goes, to a certain extent, for advertising. But other careers move at a different pace – to become head curator in a museum, for instance, or head librarian, may take years.</p>	<p>IMPORTANT TO KNOW WHEN TO CHANGE JOB</p> <p>MANY MISS THE RIGHT MOMENT</p> <p>TRY TO CONCEDE YOUR POSITION A YEAR AHEAD</p> <p>SOME CAREERS & JOBS MOVE SLOWLY, SOME FAST</p>
<p><i>Summary</i></p> <p>In this article on successful careers it says that it's important to know when to change jobs. Many people miss the right moment: so you should always think about where you are now, and where you'll be in a year. Some jobs, though, move slowly, while others move quickly – careers have different time-scales.</p>	

ВІДМІННОСТІ АНОТУВАННЯ ВІД РЕФЕРУВАННЯ

	АНОТУВАННЯ	РЕФЕРУВАННЯ
Мовні засоби	Високий ступінь абстрагування та узагальнення. Формулювання власними словами, використання кліше.	Цитування оригінального тексту. Майстерність у скороченні тексту першоджерела
Обсяг	До 500 друкованих знаків	2000 друкованих знаків 1/8, або 10 – 15% статті (першоджерела)

Структура	а) узагальнення викладу теми усього тексту; б) перелік (без розкриття) основних підтем; в) висновок.	а) формулювання головної думки; б) формулювання кожного питання, висновок до нього і необхідна низка доказів у їх логічній послідовності; в) висновки автора реферованого тексту.
Мета	Повідомлення про існування документа певного змісту і характеру.	Викладення змісту документа з характеристикою методів дослідження, з фактичними кінцевими підсумками роботи.

ЗРАЗОК АНОТАЦІЇ ТА РЕФЕРАТУ

РЕФЕРАТ (PRECIS)	АНОТАЦІЯ (SUMMARY)
A computer is counting machine. There are two kinds of computers: special-purpose and general-purpose computers. F computer can store the information in its memory until it is needed. The process of inputting data into a computer is via punched card reader or punched paper tape reader from magnetic tape. The advantages of a computer are its small size and weight, reliability, speed of operation and little power required for running it.	The text deals with computers. Types of computers and input data are described. Special emphasis is laid on the advantages of the computer.

НАЙБІЛЬШ ВЖИВАНІ КЛІШЕ ДЛЯ НАПИСАННЯ АНОТАЦІЇ:

І. КЛІШЕ, ЯКІ СТОСУЮТЬСЯ ЗАГАЛЬНОЇ ТЕМИ ТЕКСТУ	
1. У тексті розповідається про ...	1. The text deals with ...
2. Стаття торкається проблем ...	The paper (article) is concerned with the problem ... (centers the problem of the)
3. У цьому розділі розглядається важлива проблема ...	3. The chapter discusses (deals with) the important problem of ...
4. У даній книзі (статті, праці) - подаються 2основні положення ... - опановується цікавий метод - розповідається про ... - формулюються завдання ...	4. In this paper - the main principles of ... are given. - an interesting method of ... is suggested. - the paper dwells upon ... the problem of ... are started.

5. Стаття (праця, книга) - має назву ... - про ... - широко розкриває проблему ... - написана на тему ... - присвячена наступним питанням ... - торкається економічних проблем ... - несе інформацію про ... - інформує читача ...	5. The paper - is headlined (is entitled) - is about ... - widely covers the problem of ... - deals with - is devoted to the problem of ... - touches upon economic issues ... - carries information on ... - informs the reader of ...
6. Назва статті ...	6. The headline (heading, title) of the article is ...
7. Автор статті ...	7. The author of the article is ...
8. Стаття написана ...	8. The article is written by ...
9. Стаття надрукована ...	9. The article is published (printed)...
10. У статті (праці, книзі) - розповідається про те, що ... - ставиться питання про ... - описується ...	10. The paper - deals with (concerns) ... - poses the problem of ... - describes ...
11. Серед інших проблем стаття підіймає питання ...	11. Among the other problem the paper raises the problem ...
II. КЛІШЕ, ЯКІ ВИЯВЛЯЮТЬ ГОЛОВНУ ДУМКУ, ІДЕЮ ТЕКСТУ	
1. Автор підкреслює думку про те, що ...	1. The author emphasizes the idea (that)...
2. Головна думка тексту у тому, що ...	2. The main idea (point, keynote) of the text is (that) ...
3. Мета статті - показати ... - подати читачу інформацію про ...	3. The aim (purpose, objective, goal) of the article is - to show ... - to give the reader information on ...
4. Автор вважає, що ...	4. The author believes (that) ...
5. Автор починає з того, що повідомляє читачу ...	5. The author starts by telling the reader ...
6. Автор інформує читача про ...	6. The author informs the reader of ...
7. Автор подає деякі факти, які стосуються ...	7. The author gives some facts (data) concerning ...
8. Автор звертає увагу читача на те, що ...	8. The author draws the reader's attention to the fact that ...
9. Він вказує на те, що ...	9. The author (he) points out (that) ...

<p>10. Автор</p> <ul style="list-style-type: none"> - концентрує увагу на ... - стверджує, що ... - підкреслює... - виступає проти ... - думає ... - характеризує ... - показує ... - докладно зупиняється на ... - надає особливого значення ... - аналізує ... - знайомить ... - пояснює ... - описує ... - презентує ... 	<p>10. The author</p> <ul style="list-style-type: none"> - concentrates on ... - states that ... - stresses ... - comes against ... - thinks ... - characterizes ... - introduces... - dwells on ... - emphasizes ... - analyses ... - acquaints ... - explains ... - describes ... - presents ...
<p>11. У своїй праці автор</p> <ul style="list-style-type: none"> - доводить, що ... - встановлює, що ... - демонструє, що ... - підтверджує ідею, що ... 	<p>11. In his work (paper) the author</p> <ul style="list-style-type: none"> - proves that ... - finds out that ... - shows that ... - supports the idea of ...
<p>12. Автор виявляє</p> <ul style="list-style-type: none"> - свою точку зору - сумніви у ... 	<p>12. The author expresses</p> <ul style="list-style-type: none"> - his point of view - his doubts (in)
<p>13. Автор вносить великий вклад ...</p>	<p>13. The author makes a great contribution to ... (The author contributed greatly to)</p>
<p>14. Автор пропонує</p> <ul style="list-style-type: none"> - оригінальну гіпотезу про - цікаві міркування про ... 	<p>14. The author suggests</p> <ul style="list-style-type: none"> - a peculiar hypothesis of ... - some interesting notations on ...
<p>15. Автор висуває</p> <ul style="list-style-type: none"> - нову гіпотезу - пропозицію - основні принципи ... 	<p>15. The author puts forward</p> <ul style="list-style-type: none"> - the new hypothesis of (on) - suggestion - the basic principles of (on)

<p>16. Автор подає</p> <ul style="list-style-type: none"> - вичерпний науковий аналіз ... - вагомі докази ... - виразний виклад основних положень ... - наукове обґрунтування ... - чітке визначення закону ... - точну характеристику метода ... - докладний аналіз закономірностей ... 	<p>16. The author gives</p> <ul style="list-style-type: none"> - a comprehensive analysis of ... - sound proofs - cleancut presentation of the basic principles of ... - well-founded explanations - well-formulated statement of the law of ... - precise characteristic of the method of ... - detailed analysis of the basic regularities of ...
<p>17. Автор вивчає</p> <ul style="list-style-type: none"> - основні закони - деякі особливості - причини виникнення - складні процеси розвитку - різні способи 	<p>17. The author investigates</p> <ul style="list-style-type: none"> - the basic law - some features (peculiarities) of ... - the causes of ... - complex processes of development of ... - various ways ...
<p>18. Автор досліджує</p> <ul style="list-style-type: none"> - питання про вплив ... на - залежність ... від ... - проблему взаємодії ... з ... 	<p>18. The author investigates</p> <ul style="list-style-type: none"> - the problem of ... effect on - dependence of ... upon - the problem of ... interaction
<p>19. Автор розробляє</p> <ul style="list-style-type: none"> - новий промисловий метод отримання - більш досконалу методику дослідження - нову систему (техніку) проведення експерименту 	<p>19. The author works out (develops)</p> <ul style="list-style-type: none"> - the new commercial (large scale) method of obtaining - improved method of investigation (investigation method) - new experimental technique (procedure)
<p>ІІІ. КЛІШЕ, ЯКІ ПОВ'ЯЗАНІ З ВИСНОВКАМИ, ДО ЯКИХ АВТОР ПРИВОДИТЬ ЧИТАЧА</p>	
<p>1. Автор приходять до висновку, що ...</p>	<p>1. The author comes to the conclusion that ...</p>
<p>2. Прочитавши статтю ми переконуємося, що ...</p>	<p>2. Upon reading the paper, one realizes that ...</p>
<p>3. У висновках розповідається про те, що ...</p>	<p>3. In conclusion the paper point out that ...</p>

4. У статті (праці, книзі) - подається короткий огляд - вміщуються цікаві відомості - можна знайти цікаві факти про ... - подається короткий огляд матеріалу з цього питання - розглядаються актуальні питання	4. The paper - surveys briefly - presents some interesting facts concerning - presents some interesting facts about - reviews the literature to the problem - concerns the most important problem of ...
5. У статті автор - ставить - торкається - висуває - аналізує - вирішує - викладає наступні питання	5. The author of the paper - poses - touches upon - puts forward - analyses - tries to solve - states the following problems
6. Відповідно до тексту ...	6. According to the text ...
7. На думку автора ..	7. In the author's opinion ...
8. На завершення ...	8. In conclusion ...

Metrolink

The Metrolink tram network is located in Manchester, northwest England. Due to increasing traffic congestion, and a declining patronage on some local heavy rail lines, it was decided to build a light rail public transport network. The tram was chosen for three specific reasons: it allowed penetration into the city centre from the suburbs; it is seen as a viable alternative to the car, and, if planned correctly it can avoid traffic congestion. The existing tram network is 31 km in length, connecting a suburban area to the north with another suburban area to the southwest via the city centre, main rail stations and large sports/cultural venues. The trams are two-car articulated units, designed for operation both on-street and on conventional railway track.

The system has been very successful, exceeding expectations with 13,8m trips in 1997. Research suggests that 20 per cent of these trips would otherwise have been done by car which means Metrolink has been successful in achieving a modal shift. The network is set to expand out into the area west of the city centre, through the new waterfront development at Salford Quays.

Reading Comprehension

1. Why was the Metrolink tram network built?
2. How could the Metrolink improve the traffic congestion in Manchester?
3. What is specific about the trams of Metrolink?

PLAN

1. The location of Metrolink.
2. The reasons why the network began to build.
3. The reasons why it was chosen.
4. The length, rolling stock and the route of Metrolink.
5. The successful network for Manchester.
6. Future development of Metrolink.

Summary

1.	TITLE	The paper is headlined 'Metrolink'.
2.	AUTHOR	
3.	SOURCE	
4.	TOPIC OF THE ARTICLE	The text deals with the tram network in Manchester.
5.	CONTENTS	5. The author starts by telling the reader about <u>the location of the Metrolink</u> .
6.		6. He explains <u>the reasons why the network began to build</u> and <u>why it was chosen</u> .
7.		7. In the article it is described <u>the length, rolling stock and the route of Metrolink</u> .
8.		8. The author suggests that <u>this tram network has been successful for the city</u> .
9.	CONCLUSION	In conclusion the author writes about <u>future development of Metrolink</u> and he believes it'll solve the problem of traffic congestion.

SOURCES

1. Aspinall, T., Bethell, G. Test Your Business Vocabulary in Use. – Cambridge University Press, 2005. – 102p.
2. English L., Lynn S. Business Across Cultures: Effective Communication Strategies (English for Business Success). – Longman, 2005. – 156p.

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