

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
МІСЬКОГО ГОСПОДАРСТВА імені О. М. БЕКЕТОВА

МЕТОДИЧНІ ВКАЗІВКИ І ЗАВДАННЯ

ДЛЯ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ
З ДИСЦИПЛІНИ

ПРОФЕСІЙНА ІНОЗЕМНА МОВА

(АНГЛІЙСЬКА МОВА)

*(для студентів 5 курсу денної форми навчання
спеціальності 7.17020201 “Охорона праці”)*

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Методичні вказівки і завдання для організації самостійної роботи з дисципліни «Професійна іноземна мова» (англійська мова) (для студентів 5 курсу денної форми навчання спеціальності 7.17020201 «Охорона праці») / Харк. нац. ун-т міськ. госп-ва ім. О. М. Бекетова; уклад. Н. І. Видашенко. – Х. : ХНУМГ, 2014. – 32 с.

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VSTUP

Методичні вказівки рекомендується для організації самостійної роботи студентів 5 курсу спеціальності «Охорона праці» денної форми навчання. Головною метою збірника є формування навиків читання і розуміння інформації з англomовних джерел, що відповідає вимогам професійно-орієнтованого навчання іноземною мовою. Зміст завдань відповідає вимогам програми учбової дисципліни «Професійна іноземна мова», тематика текстів сприяє поширенню обсягу сучасної англійської лексики ділового спілкування.

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PART ONE

BUSINESS ACROSS CULTURES (PART 1)

1. Decide which of the alternatives (A – F) each speaker is talking about. Write the letter of your answer in the box at the end of the sentence. You will have to use some alternatives more than once.

- | | |
|-----------------------------|----------------------------------|
| A. corporate culture | D. hierarchical structure |
| B. macho culture | E. form of address |
| C. canteen culture | F. stereotype |

1. 'All CEOs over the age of 50 use an authoritarian approach to management.' ()
2. 'The top people were all men and they encouraged an aggressive management style.' ()
3. 'Our organization has five levels of management.' ()
4. 'Here we consult employees on all major decisions. We work by consensus.' ()
5. 'The people on the shop floor say that our managers don't have any leadership skills.' ()
6. 'I want the people who work for me to be tough. If they are weak they can leave.' ()
7. 'I like all the people in my team to call me Steve rather than Mr Eastwood.' ()
8. 'Women make better managers than men because they are better with people.' ()

2. Write one word in each gap to complete the sentences.

1. We involve everyone in the decision-_____ process.
2. This is not a hierarchical company. We only have two management _____.
3. We work as a team of _____. The newest employee's ideas are just as important as mine.
4. The _____ - hours culture here puts people under pressure.
5. I like it here because the company _____ is to encourage people to use their initiative.

3. In each line there is one word which is wrong. Circle the mistake and write the correct word at the end of the line.

1. Our new manager is very open and approachive. _____
2. We can be family with him, but we still respect him. _____
3. My last manager was distant and remove. _____
4. He was not excessable and he didn't ask for our opinions. _____
5. We had to show him difference even if we did not agree with him. _____

4. Read and translate the text.

Doing Business across Cultures

Business-etiquette savvy is not just good sense, it can also prove to be a deal maker or breaker in today's global marketplace as more cultures interact than ever before.

Though it is impossible to fully understand all the intricacies of other societies, it is worth learning at least the basics – how to greet and address others, how to dress, how to handle business cards, personal space, eye contact, and punctuality to name a few.

First impressions are always important so showing cultural respect when greeting others is essential. In many western countries a handshake is the preferred greeting, but even differences exist there.

In Germany a firm, brief handshake with good eye contact is expected at introductions and departures while in Italy handshakes can be warm and spirited in business meetings. And in both countries it is customary to shake hands with everyone in the group upon entering and leaving, avoiding general group salutations.

Some cultures, such as the French, may kiss one another when greeting at work, but it is best to refrain from the behaviour unless they initialise it, extending your hand instead.

The Japanese often shake hands with westerners as a sign of respect and appreciate when westerners bow out of respect to their culture. Chinese may bow or shake hands.

In Saudi Arabia always shake hands with the right hand as left hands are considered unclean. Never extend your hand to a Saudi woman. And in Taiwan, western males should not initiate a hand shake with Chinese females.

Eye contact is essential in Australia, England, Germany, Italy, and the United States, for example, but it should be used with caution in Taiwan where prolonged eye contact is considered a hostile gesture.

Although time is treated differently amongst cultures, it is always in your best interest to be punctual. In Germany and Japan, arriving late is rude and unacceptable.

Don't be surprised, however, if you are kept waiting for a business meeting in Saudi Arabia, where punctuality is not of high importance.

In the U.S. and in Taiwan people are uncomfortable when their personal space is invaded, so it is recommended to stay about two arm's lengths away.

In Australia and England, an arm's length distance should be observed, while in France and Italy people may stand closer while talking.

Handle business cards in China with respect by reading it and then carefully placing it in a card case. Never place it in a shirt pocket or wallet immediately without examining it first. When distributing cards there, do so with two hands.

The safest guideline to follow for business attire is a dark suit and tie for men and a business suit or skirt and blouse for women. Avoid heavy perfumes or colognes and excessive jewellery. But it is always worth researching the attire of the country you are visiting.

Remember to wear good socks in Japan as you may be asked to remove your shoes during some business meetings.

When possible, learn a few words in the language of the country you are visiting as a sign of respect. And before you travel, contact your embassy to request briefing on business etiquette and cultural background.

BUSINESS ACROSS CULTURES (PART 2)

1. Choose the best word to fill each gap from the alternatives given below.

Put a circle around the letter, A, B or C, of the word you choose.

'My name is Daniel Bertolino and I'm a software developer. In our department, we dress (1) _____ 'We can't wear shorts or dirty T-shirts so I suppose it's '(2) _____ casual'. People in Sales have to dress (3) _____. The men wear dark business (4) _____ and so do the women. They all look the same. It's like a (5) _____ really. At the end of each month we have a (6) _____ Friday. It's strange to see the CEO without a tie on.'

- | | | |
|------------------|---------------|-------------|
| 1. A. casualty | B. causally | C. casually |
| 2. A. smart | B. straight | C. special |
| 3. A. obligatory | B. remotely | C. formally |
| 4. A. shirts | B. suits | C. suites |
| 5. A. uniform | B. portfolio | C. logo |
| 6. A. dress-up | B. dress-down | C. dress-in |

2. Look at the business cards and labels. Decide whether each statement is 'True' or 'False'. If there is not enough information to decide, tick (/) the 'Does not say' box. Then answer questions 8 – 10.

| |
|--|
| <p>Mrs Paula Howard M.A. Customer Services</p> <p><i>Provector Insurance</i> PO Box 274 Ipswich, IP41 6HJ Tel: 01473 262626</p> |
|--|

| |
|---|
| <p>King Media PLC 1 High Street, Cambridge, CB1 2EU Charles Caspar Chief Executive Officer Tel: +44 1223 662200 E-mail: caspar.c@kingmedia.co.uk</p> |
|---|

| | |
|---|---|
| <p>William J Davenport Sr. Vice President, Finance Global Foods Inc.</p> | <p>Sarah A Moreland BSc, MBA Head of Marketing</p> |
|---|---|

| | | True | False | Doesn't say |
|-----|--|------|-------|-------------|
| 1. | Paula Howard is married. | | | |
| 2. | Charles Caspar doesn't have any qualifications. | | | |
| 3. | William Davenport has a son called William. | | | |
| 4. | Mr. Davenport's middle name could be Robert. | | | |
| 5. | Paula Howard doesn't have a middle name. | | | |
| 6. | If you meet the CEO of King Media, you should call him Mr. Charles. | | | |
| 7. | If you write to Sarah, you could address her as 'Ms S. Moreland'. | | | |
| 8. | What is the family name of the person who works for Provector? _____ | | | |
| 9. | What qualifications does Sarah Moreland have? _____ | | | |
| 10. | What is the surname of the CEO of King Media? _____ | | | |

4. Read and translate the text.

Business across Cultures: Etiquette at Work

The unspoken but assumed behavior that conveys politeness is strongly based on culture. One of the easiest ways to inadvertently cause offense is either to violate a cultural taboo or to fail to follow one of society's rules of polite behavior.

Whether for Indonesian business men travelling in the West or for foreign professionals working in Indonesia, it is important that you take the time to learn about and follow the assumed rules of politeness. Many foreign professionals in cross cultural training programs comment that they thought that politeness was universal. Meaning that, if you act politely based on your own understanding of what is polite, people in other cultures will understand the attempt. In Indonesian business, there are a few specific rules that foreign professionals should be sure to know about and follow. Perhaps the most important of these is the giving of refreshments in meetings.

Traditional Indonesian society considers the giving of refreshments to guests a very important display of respect and politeness. If you are the host of a meeting with a Bapak, you should make sure that some refreshment is offered. If you are the guest you will most probably be offered tea or coffee. It is normally advisable to accept even if you are not thirsty. A guest should wait for the host to indicate that it is permissible to drink. Quite often there may be a delay between being served and being asked to drink. Being invited to drink can even indicate that the business portion of the meeting is over. Be patient and follow your host's lead. If you really are thirsty, ask permission to start drinking. This custom is modified during the fasting month of Ramadan.

Most foreign professionals already know that the left hand is considered unclean in many countries. That is also true in Indonesia. Never hand anything to another person using your left hand. If this makes the action somewhat cumbersome by having to change hands, take the time to do it anyway.

Dress in the office should be formal. I have seen problems develop in multicultural offices because the foreign professionals wore blue jeans and T-shirts to the office. The Indonesian co-workers perceived this as informal and disrespectful on the part of the expatriate. How, they asked, can the foreign professionals expect respect when they look like tourists?

The giving of gifts is quite common in Indonesian society as it reflects the communal nature of traditional life. Souvenirs or small food items are usually given to co-workers when a manager returns from a long trip. There is little that is subtle about this common practice. Secretaries and other personal staff may greet a returning manager with questions about *oleh-oleh*. It is a much appreciated gesture and foreign professionals are well advised to attempt to comply with this custom. This also translates to bringing small gifts when visiting someone's house and even giving mementos of special training or business trips.

There are a few differences in the use of hands and feet for indicating actions or getting attention. The proper way to call someone is to use one of the Indonesian words Pak, Mas, Bu, Mbak and make a scooping motion toward you with your hand, fingers facing down. Crooking the index finger as is common in the West is not polite here. Also, be observant of where you position your feet. Exposing the sole of your shoe can be impolite as is pointing with your foot to indicate an object. Shoes should be removed when entering mosques or, usually, when entering someone's home. If you are unsure, ask.

Lastly, foreign professionals should keep in mind the importance of status in Indonesian society. In Indonesia everyone has status, but that status is situational. A low-level employee in your office may have very high status in his home community either through leadership ability or religious training. Try to understand the different situations that arise in day to day office activity and modify your personal behavior to meet those situations appropriately.

BUSINESS ACROSS CULTURES (PART 3)

1. Draw a line from each word on the left to a word on the right to make a word pair. (There is one extra word that you don't have to use.) Then use your word pairs to complete the sentences below.

working
corporate
lunch
public
eye

break
holiday
lunch
breakfast
hospitality
contact

1. Make _____ with customers so that they know you are listening.
2. I usually go shopping during my _____ .
3. Tomorrow is a _____ so the office will be closed.
4. Let's discuss this over a _____ tomorrow morning.
6. We spent over \$40,000 last year on _____ .

2. Choose the best word to fill each gap from the alternatives given in the box below. There is one extra word that you don't have to use.

presenteeism punctuality humour entertainment
absenteeism gestures business

1. Our overseas clients expect _____ when they visit so I take them out every evening.
2. He is very keen on _____ , so get there early.
3. I don't like _____ lunches because they go on for too long.
4. There was a culture of _____ with people at their desks even at the weekend.
5. You can learn a lot from watching the _____ that people make when they are talking.
6. An important business meeting is not the place for _____ . It can go horribly wrong.

3. In each line there is one word which is wrong. Circle the mistake and write the correct word at the end of the line.

1. When you meet someone, it is important to get the greet right. _____

2. I shake hands with people, but I don't really like physical contract. _____
3. In some cultures you should give presents to everyone you meet. _____
4. You should also know the rules of conversation when you go to meetings. _____
5. It may be rude to interrupt people when they are talking. _____
6. Also, think about the role of silent. Is it rude to be quiet for long periods? _____
7. Finally, say 'Good buying' to everyone when you leave. _____

4. Read and translate the text.

Etiquette and Culture

There are many variations in cultural values, behaviours, fashion, food, art, architecture and other factors, a business person should primarily concentrate on understanding the business etiquette of different countries when planning, organising, staffing, leading and controlling a successful business in a global marketplace.

There many intricacies that need to be considered including the manner of greeting and addressing others, dressing, handling business cards, personal space, eye contact and punctuality, to name but a few. Some countries in the world encourage individualism (the United States, Great Britain and Canada) while other countries (Japan, China and Israel) are more uniformly oriented.

Greeting Gestures. It is particularly important to show cultural respect when welcoming others because the first impression is always the lasting impression. In many western countries, a handshake is expected when greeting others however there are significant differences even in this context. As an example, in Germany a brief handshake along with eye contact is expected in most business and social contexts whereas in Italy, handshakes are reserved for business associates only.

Handling Business Cards. In some cultures, it is common courtesy to study a business card and to comment on it to show that you are paying proper attention to the person offering the card. In the Philippines, it is not necessary to have your business cards translated. Cards in English are widely accepted whereas in Russia, the expectation is that cards will be printed in both the native language of the bearer together with Russian.

Management Privacy. Some cultures embrace the use of public space while others are protective of their private space. For instance, in Japan, senior management often sit together with their staff in the same large room. The heads of some of the

biggest Japanese firms may leave their chauffeur-driven limousines at home and ride the crowded public subways to work in the morning so that they can be with their co-workers. In contrast their North American counterparts prefer private space.

Eye Contact. Eye contact is one of the most important elements of non-verbal communication. It performs numerous functions and it has different implications in different countries. Eye contact is essential in Australia, England, Germany, Italy and the United States, but it should be used carefully in Taiwan where prolonged eye contact is considered an offensive gesture.

Time Concept. The concept of time is treated differently across cultures. In some, punctuality is considered to be indicative of the level of commitment and interest in work. In Germany and Japan, arriving late is considered rude and unacceptable, while, punctuality is not of high importance in Saudi Arabia.

Decision Making. Decision making processes vary widely according to organisational hierarchy and culture. In Brazil, business culture is intensely hierarchical with only the highest person in authority making the final decision while in Colombia, subordinates within the group, as well as underlying circumstances, have considerable influence in the decision making process.

Business Protocols. In Middle Eastern countries, it is common to reserve the first part of a meeting to have a general discussion on politics, global events and other areas of common interest. It is considered rude to launch into a negotiation without first engaging in a wider conversation of this nature. These initial conversations promote business relationships. In contrast, in Germany, business meetings focus solely on business matters and negotiations are entered into without preamble.

Social Etiquettes. The etiquette of socialising includes behaviours that are not solely concerned with business such as gift giving, appropriate conversational topics and more. In some cultures, gift giving is a common event engendering warmth for both the giver and receiver. It is important however that your gift should not create unintentional insult. You should therefore be aware of the unwritten rules for giving gifts in each country. As an example, gifts such as scissors and knives should not be given in Japan, because they indicate severance of a relationship, while in India, there are no strict rules followed for gifts. In some countries, gifts are considered to be bribery and should be avoided entirely.

Business etiquette focuses on a country or culture's specific business customs including negotiating, business entertaining and communication. Learning the unwritten rules of etiquette is no small task but it significantly improves your level of confidence and effectiveness, allowing you and your organisation to compete successfully in the international market place.

PRESENTATIONS: PREPARATION AND INTRODUCTION

1. Decide which of the alternatives (A – F) each speaker is talking about. Write the letter of your answer in the box at the end of the sentence. You may have to use an alternative more than once.

- | | |
|----------------------------|-------------------------|
| A. press conference | D. demonstration |
| B. product launch | E. briefing |
| C. workshop | F. lecture |
-
1. 'Professor Gillian Beer will give a paper entitled 'Business Models for the 21st Century'.' ()
 2. 'We'll invite journalists from all the national papers and the top financial magazines.' ()
 3. 'After Terry's speech, we'll uncover the new saloon version and the sports convertible.' ()
 4. 'Now, team, this will be a major project so we thought we'd give you the background.' ()
 5. 'In the next exercise, you can all practise the presentation skills we've talked about.' ()
 6. 'This is the new accounting software I'm going to show you. Can you all see the screen?' ()
 7. 'This is our new range of laptops. They will go on sale throughout Europe from August.' ()

2. Choose the best word to fill each gap from the alternatives given below. Put a circle around the letter, A, B or C, of the word you choose.

'I am very worried about next week. I am doing a (1) _____ presentation about our new advertising campaign. There will be about 30 people in the (2) _____ - mainly regional sales managers. The (3) _____ is a big hotel in London. They have excellent (4) _____ so I don't have to worry about that. I've prepared the (5) _____ of my talk but I'm still working on my visual (6) _____. I've tried to (7) _____ the main parts of my talk so I won't have to read from my notes. On Friday, I'm going to (8) _____ the whole thing in front of a few friends from the department.'

- | | | |
|-----------------------|--------------------|----------------------|
| 1. A. stand-up | B. sit-down | C. stand-down |
| 2. A. viewing | B. crowd | C. audience |
| 3. A. position | B. venue | C. placing |

- | | | |
|------------------|--------------|--------------|
| 4. A. facilities | B. faculties | C. functions |
| 5. A. output | B. content | C. object |
| 6. A. helps | B. aids | C. supports |
| 7. A. memories | B. memory | C. memorize |
| 8. A. rehearse | B. react | C. replay |

3. Write one word in the gap to complete each sentence. The first two or three letters are given.

1. I have planned the str_____ of my talk.
2. First I will in_____ myself.
3. Then I will out_____ what I'm going to talk about.
4. After I've given the presentation, I will invite people to ask qu_____ .

4. Read and translate the text.

6 Elements of an Effective Presentations

'Half the world is composed of people who have something to say and can't; the other half have nothing to say and keep saying it.'

Anyone can give a speech. Not everyone can give an effective speech. To give an effective speech there are 6 elements you should consider.

Be Prepared – Being prepared is by far the most important element. How many times do you practice your speech? As a general rule, you should spend about 30 hours of preparation and rehearsal time for every hour you will be speaking. Use a tape recorder or videotape yourself. This will help you to get an accurate picture of how you speak.

Give of Yourself – Use personal examples and stories in your speech whenever possible. Make sure your stories help to emphasize or support your point. The stories must match your message. Use examples from your personal and professional life to make your point. In either case be willing to give of yourself by sharing some of yourself with the audience.

Stay Relaxed – To stay relaxed you should be prepared. Also, focus on your message and not the audience. Use gestures, including walking patterns. Practice the opening of your speech and plan exactly how you will say it. The audience will judge you in the first 30 seconds they see you.

Use Natural Humor – Don't try to be a stand up comedian. Use natural humor by poking fun at yourself and something you said or did. Be sure NOT to make fun of anyone in the audience. People will laugh with you when you poke fun at yourself but don't over do it.

Plan Your Body & Hand Positions – During the practice of your speech look for occasions where you can use a gesture. Establish three positions where you will stand and practice not only how to move to them but where in your speech do you move. Pick three positions, one on center stage, one to your right, and one to your left. Do not hide behind the lectern. When you do move maintain eye contact with the audience.

Pay attention to all details – Make sure you have the right location (school, hotel, room & time). Make sure you know how to get to where you are speaking. Ask how large an audience you will be speaking to. Make sure you bring all your visual aids and plenty of handouts. Arrive early so you can check out where you will be speaking and make any last minute adjustments.

It is very important that you pay attention to even the smallest details. You can never overplan. Remember, ‘He who fails to plan is planning for failure’.

PRESENTATIONS: MAIN PART

1. Complete the 'Five Rules for Presenters' below. Use the notes to find the missing words. The first letters have been given.

| Five Rules for Presenters | Notes |
|---|---|
| 1. Start on time. Don't wait for l _ _ _ _ _ _ _ _ . | Start on time. Don't wait for people who get to the presentation after the starting time. |
| 2. Keep to the t _ _ _ _ _ _ in your plan. | Keep to the time that you have allocated to each point in your plan. |
| 3. Don't l _ _ _ _ _ a particular point. | Don't go on and on about a particular point for a long time. |
| 4. Don't d _ _ _ _ _ _ . | Don't go off the point and talk about things that aren't in your plan. |
| 5. Don't r _ _ o _ _ _ time. | Don't go on past the time when the presentation is supposed to finish. |

2. Choose the best word to fill each gap from the alternatives given below. Put a circle around the letter, A, B or C, of the word you choose.

'Here is some advice for making a presentation. People want to hear you, so (1) _____ your voice to the back of the room. If you are using a (2) _____ make sure you know how to turn it on. Speak in a natural (3) _____ and not too quickly. Don't speak in a monotone – vary the (4) _____ of your voice. Try to gain your audience's (5) _____ from the beginning. Start with an interesting (6) _____. In the main part of your talk, use some surprising (7) _____. And don't forget to leave time for participants to ask (8) _____.'

- | | | |
|--------------------------|----------------------|----------------------|
| 1. A. shout | B. project | C. pass |
| 2. A. microphone | B. microscope | C. microlight |
| 3. A. tone | B. sound | C. note |
| 4. A. court | B. pitch | C. field |
| 5. A. digression | B. objective | C. attention |
| 6. A. anecdote | B. antidote | C. antelope |
| 7. A. truths | B. facts | C. words |
| 8. A. discussions | B. practices | C. questions |

3. The statements below were made in a presentation. Write one word in the gap to complete each statement.

1. 'OK. To begin with, let's _____ at what makes a good leader.'

2. 'I'm digressing. Let's get _____ to the point that Julie raised.'
3. 'That's all I've got time _____ now. We'll continue after lunch.'
4. 'What does this mean in _____ to leadership skills?'
5. 'Now I'd like to _____ to the issue of bullying at work.'

4. Read and translate the text.

How to Give a GOOD Presentation: Tips and Suggestions (Part 1)

To give good presentations, you have to find a topic and be able to talk about it for a few minutes. Most *teachers or instructors have guidelines* that tell you how to present and what to present about, so be very careful and follow what your teacher says. The following **Tips and Suggestions** are general suggestions that can help you get a good mark for your presentation.

In your presentation you have to fulfill at least one of the following four objectives:

1. **To Inform.** When you inform you are **sharing knowledge**. Talk only about the data that is necessary to the audiences' needs. Too much information is boring.
2. **To Entertain.** Avoid jokes as **Personal anecdotes** are the most sincere way to win an audience. Always relate your humor directly to your presentation topic. Focus on energizing the audience in the first couple of minutes then get to the presentation.
3. **To Touch Emotions.** Do not depress your listeners. **Never criticize** without offering constructive solutions. Offer ideas improve the situation.
4. **Move to Action.** What is the one thing you want the audience to do in reaction to your speech? **Be specific and direct!** You have to request a commitment.

What Not to do in a Presentation:

Don't talk to your audience in a manner that creates unnecessary distance.

Don't talk down to them by using sophisticated words, foreign expressions or obscure quotations, unless you are sure they will appreciate them. So no big, fancy words to sound smart! (You don't need them)

Don't come across as arrogant (proud) in your knowledge of your subject and its terminology; communicate to listeners in words they can understand.

Things to avoid:

Do not make excuses or comments about the fact that you have never presented before.

Never speak if you do not know what to say. Remember you are the expert!

Learn how to control the use of 'You know'

Saying nothing is better than saying 'Uh...uhhh...ummm'

PRESENTATIONS: CLOSING AND QUESTIONS

1. The statements below were made by presenters responding to questions from the audience. Write one word in the gap to complete each statement.

1. 'That's a fair p _ _ _ _ . This model does assume that inflation is below 2%.'
2. 'I can't tell you the bid price because that's c _ _ _ _ _ _ _ _ _ _ information.'
3. 'That's not really my f _ _ _ _ , but I think that my colleague Simon will be able to help you.'
4. 'Ah. That really goes b _ _ _ _ _ the scope of this presentation. Perhaps we can talk afterwards?'
5. 'I'm afraid we've run out of t _ _ _ . We can return to that after lunch.'
6. 'I'm sorry. I didn't c _ _ _ _ the question. Were you asking about stagflation?'

2. Choose the best word to fill each gap from the alternatives given below. Put a circle around the letter, A, B or C, of the word you choose.

'OK. Let me (1) _____ up what we've done today. (2) _____ , we looked at what makes a good leader. (3) _____ we looked at key leadership skills. Then, last, but by no means (4) _____ , we talked about the consultation process. Are there any final (5) _____ that you'd like to ask? No? Well then, that's a good (6) _____ to stop. (7) _____ you for listening.'

- | | | |
|-----------------|-------------|----------------|
| 1. A. run | B. add | C. sum |
| 2. A. Firstly | B. Starting | C. Openly |
| 3. A. Seconds | B. Secondly | C. Seconded |
| 4. A. last | B. lost | C. least |
| 5. A. questions | B. answers | C. information |
| 6. A. position | B. place | C. pointer |
| 7. A. Thank | B. Thanks | C. Thanking |

3. In each of the numbered sentences (1 – 5) there is one word which is wrong. Circle the mistake and write the correct word at the end of the line.

Here is some advice about making a presentation.

1. Remember to front the audience at all times. Don't turn your back on them. _____

2. Try to make eye contact with some of the participants as you speak. _____
3. Use jesters to stress key points but don't wave your hands around. _____
4. Control any manners you may have. They will distract the audience. _____
5. In my sight, the most important thing is to speak clearly. _____

4. Read and translate the text.

How to Give a GOOD Presentation: Tips and Suggestions (Part 2)

Tips for a Good Presentation:

Introduction:

- When introducing your topic, **smile and look at the audience**, do not look down in fear.
- **Start slowly**, with your shoulders back and chin up and **then gradually speed up**.
- Use a **genuine opening** like: 'I am glad to be here today'; 'I am happy to be talking to you about ...'; 'I am delighted to share with you...'
- Recognize that **you are the expert** on the topic you are talking about.
- **Always Smile** and tell yourself how good you feel.
- **Dress nicely** in professional looking clothes.

Voice:

- **Be Heard.** Make sure your audience can hear you, so **practice projecting your voice** as there is *no excuse for not being loud enough*.
- **Air Intake.** Effective air intake (*breathe*) and appropriate pauses during your talk will help you **control the volume** of your voice.
- **Vary your voice.** Periodically **change your speed, pitch and volume** and *do not mumble in a monotone* (one tone). If you blank out, forget a word or choke, just smile! The audience will assume you know what you are doing.
- **How to improve your voice.** Learn to **listen to yourself talk** so you can control your voice more easily because you are conscious of how you sound before you speak.
- **Fluency.** **Avoid saying words when you stop**, such as: 'Um', 'Er', 'Like', and 'Totally'.

Body Language:

Smile. This is very important as your **positive attitude** rubs off on the audience.

Eye Contact. This **builds trust** with the audience, so look at them and the instructor.

Gestures. This means **speaking with your hands**. Try to make sure gestures are smooth and natural and do not use too many.

Keep your hands out of your pockets. Keep them visible and feel comfortable using them.

Shoulders. Can help convey confidence if straight, but if bent they can also make you appear tense and nervous. So, **keep your shoulders straight!**

Visual Aids:

Not necessary in all presentations, but if they are, follow these rules:

- **Keep them simple.** Put the **main points** on them only.
- **Minimize words.** The audience wants to hear your presentation, not read the paper.
- **Use large fonts.** Large fonts will let the back row of students see the presentation.
- **List key points.** Makes them easier to remember.
- **Use color.** The audience pays attention when they have to watch colorful images
- **Prepare Handouts.** This **helps the audience remember your topic** the next day, something they will thank you for, if they have to write a test or an exam.

PART TWO

MY PRESENTATION. HOW TO MAKE A PRESENTATION

| | |
|--|--|
| How do I start? | <p>You could introduce your talk or presentation formally.</p> <p><i>Good morning/afternoon/evening ladies and gentlemen. My name is ... and I am delighted to be here today to talk to you about...</i></p> <p><i>Today I'm going to talk about...</i></p> <p><i>In this presentation, I'd like to tell you a little bit about...</i></p> <p><i>Today I am here to talk to you about...</i></p> <p><i>As you all know, today I am going to talk to you about...</i></p> <p><i>I would like to take this opportunity to talk to you about...</i></p> <p><i>I am delighted to be here today to tell you about...</i></p> <p><i>Today I would like to outline...</i></p> <p>Alternatively, you could grab your audience's attention by starting with a question or a challenging statement. Use pictures or objects.</p> <p><i>So, how much do you know about _____?</i></p> <p><i>Have you ever asked yourself why ... ?</i></p> <p><i>What I'm going to tell you about today will change the way you think about...</i></p> <p><i>Pass around the picture/object. What do you think it is?</i></p> |
| How do I organize the presentation? | <p>Make it short. Write down the points you want to make, edit them down to, say, four, then decide which order you are going to make them in. Introduce each point with an expression from the list below.</p> <p><i>Before I start, does anyone know...?</i></p> <p><i>I'll start with some general information on...</i></p> <p><i>I'd just like to give you some background information about...</i></p> <p><i>As you are all aware / As you all know...</i></p> <p><i>The first/key thing to say about _____ is...</i></p> <p><i>The main point to make about _____ is...</i></p> <p><i>What you really need to know about _____ is ...</i></p> <p><i>Now let's look at... Let's turn to/move on to ...</i></p> <p><i>I'd now like to look at / consider...</i></p> <p><i>Does anyone have any questions before I move on?</i></p> <p><i>This leads me to my next point, which is...</i></p> <p><i>Another interesting thing to say about _____ is ...</i></p> <p><i>Finally, I'd like to say a few words about...</i></p> |

| | |
|-------------------------|--|
| What do I say? | <p>After introducing the point, add information briefly in two, three, or, at the most, four sentences. Use markers like the ones below to construct long, well-balanced sentences.</p> <p><i>Anyway,...; Naturally,...; Of course,...</i></p> <p><i>Similarly, ... ; Surprisingly, ,,,; Remarkably, ...</i></p> <p><i>Despite,...; However, ...; Although,...; Whereas...</i></p> <p><i>Consequently, ... ; In addition,...; Moreover,...; Furthermore, ...</i></p> <p><i>Incidentally, ... ; By the way, ... ; It's worth noting that...</i></p> |
| How do I finish? | <p>Conclude the presentation by briefly summarizing what you have said, or the points you have made. You could end by asking for comments or questions.</p> <p><i>In conclusion,... ;To sum up,...</i></p> <p><i>So to summarise the main points of my talk...</i></p> <p><i>Just a quick recap of my main points...</i></p> <p><i>So, remember that.....is all about..... , __, and .</i></p> <p><i>So, there are three things to remember about __</i></p> <p><i>Does anybody have any questions?</i></p> |

Give your own presentation.

PART THREE

WRITING A CV

CV or curriculum vitae is a short written document that lists your education and previous jobs, which you send to employers when you are looking for a job [= **resume** American English]. Your Curriculum Vitae should set out all your personal details, together with your education, qualifications and working experience. It should be displayed attractively so that all the information can be seen at a glance. Wherever possible, the information should be categorized under headings and columns.

1. Read the sections of a CV (a – h) and match them with the headings (1 – 8).

1. Personal Statements.
2. Personal details
3. Work experience.
4. Interest.
5. Other information.
6. Referees.
7. Education and qualifications.

| | |
|----------|---|
| A | Czech (mother tongue), English (fluent), Spanish (good) |
| B | Theo Johnson, Head of Postgraduate Studies, London Business School Sarah Lewis, Marketing Director, International Enterprises |
| C | 1998 – 99 London Business School – Postgraduate Diploma in International Marketing 1994 – 98 University of Economics, Prague – graduated in Business Studies |
| D | I am a hard-working and enthusiastic sales and marketing graduate, who is looking for a challenging position with an international company |
| E | Travel, swimming, running, reading, cinema, classical music |
| F | Name Frantisek Svoboda Address 220 Belsize Gardens, London SW2 2RT Telephone 070 2268 2331 E-mail fransvob@yahoo.com Nationality Czech Date of birth 17th of April 1976 |

| | |
|----------|--|
| G | I spent a year traveling in the United State and Latin America between my postgraduate studies and my current job. I also worked for two summers at a summer camp for children in the US. I ran the London Marathon in 2000 and 2001 |
| H | 2000 – date Marketing executive, JB Market Consulting, London 1999 – 2000 Marketing trainee, International Enterprises, London |

B. Read the CV and choose the correct answers to the questions below and decide if the sentences (1 – 7) below true (T) or false (F).

| | |
|--------------------------------|---|
| Name | Gavin H. Alvares |
| Address | 26 Dryfield Road Cambridge CB2 2D5 |
| Telephone | 012233268452 |
| E-mail address | gavinhalvarez@btinternet.com |
| Date of birth | 14 June 1984 |
| Education | |
| 1995 – 2000 | Graves High School for Boys Graves Avenue Cambridge CB3 4RG |
| 2000 – 2002 | Cam College of Engineering and Technology Birch Road Cambridge CB6 7YT |
| Qualifications | |
| 2000 | GCSEs: English, Maths, General Science, design and Technology, French, Spanish, Art and History |
| 2001 | Level 1 Engineering and Technology foundation course |
| 2002 | Level2 Computing course specializing in software development |
| Work experience | |
| AUGUSTY – SEPTEMBER 2000 | Temporary job as IT assistant at Norris’s Aeronautics, Cambridge |
| OCTOBER 2000 – JUNE 2002 | Saturday and holiday job testing computer games at Silicompany, Cambridge |

| | |
|-------------------|---|
| Other information | Bi-lingual in Spanish and English; clean driving licence |
| Interests | Developing computer games, member of college football team, photography, and playing the guitar |
| Referee | Ms Daisy Valentine (course tutor) Cam College of Engineering and Technology Birch Road Cambridge CB6 7YT |

1. What is a CV?

- a. A description of someone's family, education, likes and dislikes.
- b. A description of someone's education, work experience, and skills.

2. How is a CV arranged?

- a. under headings
- b. like a letter

- | | |
|---|-----|
| 1. Gavin Alvarez lives in Cambridge. | T/F |
| 2. He is a student at Cam College. | T/F |
| 3. He passed his GCSEs in 2001. | T/F |
| 4. He has had Saturday and holiday jobs since 2000. | T/F |
| 5. He left Cam College in 2000. | T/F |
| 6. He is quite good at languages. | T/F |
| 7. He isn't interested in technology. | T/F |

C. Write your own CV in English using qualifications you already have, or ones that you think you might get hi the future. Use Gavin's CV as a model for your writing.

| | |
|-------------------|---|
| Name | |
| Address | |
| Telephone | |
| e-mail address | |
| Date of birth | |
| Education | • |
| Qualifications | |
| Work experience | |
| Other information | |
| Interests | |
| Referee | |

PART FOUR

WRITING A SUMMARY

TEXT 1. Occupational Safety and Health

Occupational health and safety is an area concerned with protecting the safety, health and welfare of people engaged in work or employment. The goals of occupational safety and health programs include to foster a safe and healthy work environment. OSH may also protect co-workers, family members, employers, customers, and many others who might be affected by the workplace environment.

Occupational safety and health can be important for moral, legal, and financial reasons. All organisations have a duty of care to ensure that employees and any other person who may be affected by the companies undertaking remain safe at all times. Moral obligations would involve the protection of employee's lives and health. Legal reasons for OSH practices relate to the preventative, punitive and compensatory effects of laws that protect worker's safety and health. OSH can also reduce employee injury and illness related costs, including medical care, sick leave and disability benefit costs.

Since 1950, the International Labour Organization (ILO) and the World Health Organization (WHO) have shared a common definition of occupational health. It was adopted by the Joint ILO/WHO Committee on Occupational Health at its first session in 1950 and revised at its twelfth session in 1995. The definition reads:

‘Occupational health should aim at: the promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations; the prevention amongst workers of departures from health caused by their working conditions; the protection of workers in their employment from risks resulting from factors adverse to health; the placing and maintenance of the worker in an occupational environment adapted to his physiological and psychological capabilities; and, to summarize, the adaptation of work to man and of each man to his job.

‘The main focus in occupational health is on three different objectives: (1) the maintenance and promotion of workers’ health and working capacity; (2) the improvement of working environment and work to become conducive to safety and health and (3) development of work organizations and working cultures in a direction which supports health and safety at work and in doing so also promotes a positive social climate and smooth operation and may enhance productivity of the undertakings. The concept of working culture is intended in this context to mean a

reflection of the essential value systems adopted by the undertaking concerned. Such a culture is reflected in practice in the managerial systems, personnel policy, principles for participation, training policies and quality management of the undertaking.'

Make up a summary of the text above.

TEXT 2. Occupational Safety and Health by Industry

Specific occupational safety and health risk factors vary depending on the specific sector and industry. Construction workers might be particularly at risk of falls, for instance, whereas fishermen might be particularly at risk of drowning. The United States Bureau of Labour Statistics identifies the fishing, aviation, lumber, metalworking, agriculture, mining and transportation industries as among some of the more dangerous for workers. Similarly psychosocial risks such as workplace violence are more pronounced in certain occupational groups such as health care employees, correctional officers and teachers.

Construction is one of the most dangerous occupations in the world, incurring more occupational fatalities than any other sector in both the United States and in the European Union. In 2009, the fatal occupational injury rate among construction workers in the United States was nearly three times that for all workers. Falls are one of the most common causes of fatal and non-fatal injuries among construction workers. Proper safety equipment such as harnesses and guardrails and procedures such as securing ladders and inspecting scaffolding can curtail the risk of occupational injuries in the construction industry. Due to the fact that accidents may have disastrous consequences for employees as well as organizations, it is of utmost importance to ensure health and safety of workers and compliance with HSE construction requirements. Health and safety legislation in the construction industry involves many rules and regulations.

Make up a summary of the text above.

TEXT 3. Importance of Workplace Health & Safety

by Sherrie Scott, Demand Media

Workplace health and safety procedures are necessary for the well-being of both employers and employees. Violence in the workplace is an ever-growing concern in today's business community. Diseases and other health concerns also affect a worker's ability to effectively perform his job duties. It is important for

employers to take the necessary steps to protect employees from the health and safety concerns of today's corporate community.

Hazards are considered to be potentially dangerous substances or behaviors that can cause harm or injury to an employee. There are several hazards employees can be exposed to in the workplace. Health hazards can range from infectious diseases spread from one worker to another to poisonous chemicals that are not properly stored and maintained. For example, some industries are exposed to dangerous gases such as carbon monoxide. These industries must follow specific safety procedures in the event of an emergency situation involving the substance.

Occupational Safety and Health Administration is responsible for enforcing laws regarding safety in the workplace. OSHA is charged with ensuring employers provide a healthy and safe work environment for their employees by establishing guidelines and safety standards. They investigate complaints regarding safety violations and ensure that any hazards or dangerous work environments are corrected.

Occupational Safety and Health Administration has created guidelines to help employers and office workers understand how certain hazards can negatively impact the workplace as well as how emergency situations should be handled. These guidelines assist companies that conduct potentially dangerous job duties or work with dangerous chemicals with following the proper workplace procedures to prevent illness or injury.

Health and safety programs are an important part of preventing injury and illness in the workplace. Health programs help employers and employees understand the potential hazards they are exposed to on a daily basis. Effective health and safety programs educate workers on the benefits of practicing proper workplace behaviors. For example, the "Safety Pays" program helps employers determine the cost workplace injuries and illness have on a company's profit margin. When companies understand the impact injuries have on their bottom line, they are more inclined to implement programs to keep their workers healthy and safe.

Workplace health and safety practices are important because they help prevent inter-office violence and raise employee awareness of the potential dangers they face. Violent acts and behaviors of employees and other individuals within the workplace are cause for concern because they threaten a company's overall well-being. Companies must take an active approach in educating workers on the importance of practicing safe habits in order to maintain a healthy and safe working environment.

Make up a summary of the text above.

TEXT 4. The Golden Rules of Occupational Safety

Everyone must understand the basic rules of prevention and comply with them. These golden rules reinforce and complete our procedures for identifying dangers and controlling risks.

These essential rules were established using records of accidents observed in our different businesses. They must be followed to the letter. Everyone should intervene as soon as a deviation is observed and stop work if the risk is not controlled. The twelve themes covered by these rules are summarized below.

1. High-risk situations. Do not start up or shut down equipment or installations without using the appropriate written operating procedure. Any situation where the risk level is temporarily increased is reported. Induced risks are identified and analyzed and compensatory measures are implemented.

2. Traffic: Machine/vehicle/cyclist/pedestrians. Do not exceed the speed limits. Traffic rules apply inside and outside sites.

3. Body mechanics and tools. Do not carry out work if you do not have the right tools for the job and the environment. Adopting an inappropriate posture when handling objects or using tools can cause physical harm.

4. Protective equipment. Do not access installations and perform work without wearing general or task-specific personal protective equipment. Collective protection is preferred. Individual protection completes preventive measures already taken.

5. Work permits. Do not perform work without a valid work permit. Any work performed on site requires a permit.

6. Lifting. Do not walk under a load while lifting is taking place. For any work involving a crane, hoist or other mechanical system, a preliminary risk analysis is required. Equipment must be in good condition. Personnel must be qualified and access to the area must be restricted.

7. Work on powered systems. Do not perform work without checking that the power and product source supply has been rendered inoperative. Some works require the energy to be safely discharge or the equipment to be purged and vented. In such cases a lockout system is set up to isolate the energy or product according to a specific method.

8. Confined spaces. Do not enter a confined space until isolation has been verified and the atmosphere checked. Do not enter a confined space (container, tank, well, etc...) without supervision and only after the atmosphere and isolation have been checked.

9. Excavation work. Do not perform excavation work without a valid work permit comprising a map of all underground hazards. Manual or mechanical excavation work, including dragging rivers and seabeds, can only start after a risk analysis has been performed to identify all hazards in the zone and related precautions have been taken.

10. Working at heights. Do not work at heights without a safety harness when there is no collective protective equipment. Work at heights is performed on fixed or mobile platforms with a guardrail designed for the task at hand. Work on rooftops (buildings, reservoirs) is performed only after the roof's solidity has been checked and appropriate protection has been set up. Ladders are a means of access only; their use must remain exceptional.

11. Change management. Do not make any technical or organizational changes without prior authorization. Any changes in technique or organization must be the subject of a risk analysis.

12. Simultaneous operations or co-activities. Do not perform simultaneous operations or co-activities without a prior visit. All work or operations inside a unit in operation can increase risk levels. Interferences due to simultaneous operations or joint-activities must be identified and controlled.

Make up a summary of the text above.

TEXT 5. What Health and Safety Engineers Do

Health and safety in the workplace is a major concern of health and safety engineers.

Health and safety engineers develop procedures and design systems to prevent people from getting sick or injured and to keep property from being damaged. They combine knowledge of systems engineering and of health or safety to make sure that chemicals, machinery, software, furniture, and consumer products will not cause harm to people or buildings.

Health and safety engineers typically do the following:

- Review plans and specifications for new machinery and equipment to make sure they meet safety requirements
- Identify and correct potential hazards by inspecting facilities, machinery, and safety equipment
- Evaluate the effectiveness of various industrial control mechanisms
- Ensure that a building or product complies with health and safety regulations, especially after an inspection that required changes

- Install safety devices on machinery or direct the installation of these devices
- Review employee safety programs and recommend improvements
- Maintain and apply knowledge of current policies, regulations, and industrial processes

Health and safety engineers also investigate industrial accidents, injuries, or occupational diseases to determine their causes and to determine whether the incidents could have been or can be prevented. They interview employers and employees to learn about work environments and incidents that lead to accidents or injuries. They also evaluate the corrections that were made to remedy violations found during health inspections.

Health and safety engineers are also active in two related fields: industrial hygiene and occupational hygiene. In industrial hygiene, they focus on the effects of chemical, physical, and biological agents. They recognize, evaluate, and control these agents to keep people from becoming sick or injured. For example, they might anticipate that a particular manufacturing process will give off a potentially harmful chemical and recommend either a change to the process or a way to contain and control the chemical.

In occupational hygiene, health and safety engineers investigate the environment in which people work and use science and engineering to recommend changes to keep workers from being exposed to sickness or injuries. They help employers and employees understand the risks, and improve working conditions and working practices. For example, they might observe that the noise level in a factory is likely to cause harm to workers' hearing and recommend ways to reduce the noise level through changes to the building, reducing exposure time, or by having workers wear proper hearing protection.

Health and safety engineering is a broad field covering many activities.

Make up a summary of the text above.

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З ДИСЦИПЛІНИ

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