

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

С. А. БУЧКОВСЬКА,
Г. Б. СЕРГЄЄВА,
О. Л. ІЛЬЄНКО

ENGLISH FOR ENGINEERS

Англійська мова для студентів технічних спеціальностей

ХАРКІВ
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Рецензенти:

В. М. Гриньова – доктор педагогічних наук, професор кафедри загальної педагогіки та педагогіки вищої школи Харківського національного педагогічного університету імені Г. С. Сковороди;

В. П. Сімонок – доктор філологічних наук, професор, завідувач кафедри іноземних мов № 1 Харківського національного юридичного університету імені Я. Мудрого;

Л. Р. Кузнецова – доцент кафедри іноземних мов для гуманітарних факультетів Львівського національного університету імені І. Франка

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Метою створення посібника є формування навичок професійного спілкування студентів технічних спеціальностей вищих навчальних закладів. Зміст завдань, в яких поєднано сучасні та традиційні методики, визначено згідно з навчальними потребами спеціалістів даної галузі. Розділи посібника побудовано таким чином, щоб студент мав змогу зосередитися на таких видах діяльності як читання, виконання лексико-граматичних та письмових вправ, а також творчих завдань, які спрямовані на розвиток усного мовлення у повсякденному та професійному контексті. Велика кількість творчих завдань дозволяє розвивати аналітичне, критичне та творче мислення студентів. сприяє формуванню необхідних компетенцій та зміцненню конкурентоспроможності випускників на сучасному ринку праці. В останній частині посібника вміщено довідковий матеріал, який студенти мають змогу використовувати для самостійного виконання завдань.

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INTRODUCTION

The textbook is designed to facilitate English as a second language for the students who intend to get a job in the field of Engineering.

It consists of 10 units each of which focuses on specific business aspects of students' future professional life and provide them with necessary language acquisition to become successful participants of communication with foreign business partners.

Each unit includes five parts: LEAD-IN, READING, VOCABULARY, LANGUAGE REVIEW and SKILLS that aim at the development of the main language skills necessary to become efficient in the professional English language environment.

Each unit begins with the LEAD-IN section to introduce the topic, to engage the students' interest and encourage them to share their knowledge and opinion linked to the subject under consideration.

The READING part focuses on training the English language reading skills within the topics supposed to be of value in students' future professional field. The texts to read give opportunities for further discussion.

In the VOCABULARY section the system of diverse exercises and activities provide the intensive practice of the topic-related language enlarging the active and professional vocabulary.

LANGUAGE REVIEW systematically revises and consolidates the main grammar issues through a variety of exercises providing the students with the flexibility in expressing their views orally and in writing.

SKILLS activities that are at the end of each unit revise language taught in the unit, develop the students' critical thinking, problem solving abilities and encourage them to bring their own ideas and imagination to the related topic.

Brief GRAMMAR REFERENCES are provided at the back of the textbook and focus on the key grammatical problems the intermediate learners can face. It is organised according to the grammar aspects presented in the LANGUAGE REVIEW part of each unit and provides the explanation of the grammar points followed by the examples given mostly in everyday conversational or business English.

English for Engineers can be used both as a textbook for higher level students and as the logical continuation of the *English for Electrical Engineers* designed by the same authors for the students whose future professional field will be Electrical Engineering. *English for Engineers* is supposed to equip learners with the necessary linguistic skills to function successfully in different engineering fields.

UNIT 1

1 LEAD-IN

- 1 In what ways have the engineering branches changed recently? What has stimulated these changes?
- 2 Why do modern challenges demand for regular professional training of engineering specialists?
- 3 What are the basic personal skills and qualities required of a professional engineer? Put the following in the order that is true for you.
 - understand professional and ethical responsibility
 - show the attention to detail
 - be good at numeracy
 - be computer-literate
 - have teamwork skills
 - have presentation skills
 - be able to design and conduct experiments
 - know contemporary issues
 - have sound engineering fundamentals
 - have good problem-solving skills
 - possess a strong analytical aptitude
 - be good at foreign languages
 - show the ability to think logically
 - take part in continuing education
 - have communication and interpersonal skills
 - have leadership skills
- 4 What can simplify the understanding of different technical and scientific ideas and provide successful international communication in engineering?

2 READING

INTERNATIONAL COMMUNICATION IN ENGINEERING

A Performing different professional activities engineers have to deal in person with all kinds of people. They may have to use English when talking to different people within their company who do not speak their language: these may be colleagues or co-workers, superiors or subordinates – who may work with them in their own department, in another part of the building or in another branch. Also, they can have to deal in English with people from outside the organization: clients, suppliers, visitors and members of the public. Moreover, these people may be friends, acquaintances or strangers – people of their own age, or people who are younger or older than them. The relationship, they have with a person, determines the kind of language they have to use. This relationship may even



affect what they say when they meet people. People form an impression of a new person from the way he speaks and behaves – not just from the way he does his work. People in different countries have different ideas of what sounds friendly, polite or sincere – and of what sounds rude or unfriendly! Good manners in one culture may be considered bad manners in another.

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

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

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

E Successful international communication in any engineering field demands from an engineer to have high level of foreign language proficiency, be aware of other countries realities and, first of all, be a highly qualified professional. Good knowledge of professional terminology significantly simplifies the process of understanding. The radical advances in information technology as a whole are such that even active participants in the communication system find it hard to keep up with progress outside their own particular sphere. Moreover, these radical advances have led to a rapidly changing vocabulary. Some confusion happens because the same term may be used in more than one way. Let us say that the special vocabulary of electrical engineering comprises about one hundred thousand terminological units. By contrast, the accumulated knowledge of this special subject field covers four million concepts.

F These two statements suggest two important things: first, the significance of terminology for the ordering and transfer of knowledge, especially the transfer of information from one natural language into another, second, the reason for the existence of the well-known phenomena of homonymy, polysemy, and synonymy, which are also common in the terminology of any other engineering field. Since these linguistic phenomena often give rise to difficulties, both in intralingual and interlingual

communication, the unification and standardization of terms in areas of codified knowledge have been seen as appropriate remedies by terminologists.

2.1 Look through the text quickly and decide which of paragraphs (A–F) mentions

- ___ two very important linguistic phenomena.
- ___ cultural biases in interpreting some political or everyday notions.
- ___ different kinds of people an engineer deals with while doing their business.
- ___ the necessity of getting information about the business partners' country.
- ___ the importance of being a highly qualified professional.
- ___ effective non-verbal communication.

2.2 Read the text again. For sentences 1–4 choose the best option *a, b or c*.

- 1 According to the text doing business in the professional sphere requires
 - a ___ to do business as well as your competitors.
 - b ___ to have the same understanding of different ideas.
 - c ___ to know English or any other foreign language.
- 2 Communicating in business the first impression of a person depends on
 - a ___ your business contact's behaviour.
 - b ___ the way he/she does their work.
 - c ___ the relationship between partners.
- 3 We use body language
 - a ___ to get ourselves in some serious trouble.
 - b ___ to move our head, arm or hand.
 - c ___ to strengthen the meaning of what we communicate.
- 4 The understanding of different technical and scientific ideas is simplified
 - a ___ by a high level of foreign language proficiency.
 - b ___ by the radical advances in information technology.
 - c ___ by technical terms that are used in a particular subject.

3 VOCABULARY PRACTICE

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

- 1 a person higher in position, importance or rank _____
- 2 a person having less power or authority than somebody else in a group or an organization _____

- 3 a part of a large organization that deals with one particular aspect of its work _____
- 4 a company that provides raw materials or pieces of equipment to companies that make goods _____
- 5 a colleague who has a similar job with the same special training and a high level of education _____
- 6 an opinion about whether a person, group, or idea is good or bad which influences how you deal with it _____
- 7 a good standard of ability and skill in language _____
- 8 the technical words or expressions that are used in a particular subject _____

3.2 Group the following terms according to the titles in the table (five in each group).

body language	talking	co-workers	members of the public
meeting	branch	eye contact	different countries
department	saying	clients	natural language
colleagues	gestures	speaking	facial expression
within the company	visitors	doing work	outside the organization

Types of Communication	Means of Communication	Places of Communication	People in Communication
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3.3 What adjectives can be used with the following nouns?

_____	engineer
_____	co-worker
_____	colleagues
_____	people
_____	country
_____	communication

3.4 Complete the following sentences with the words given below.

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

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

3.5 Complete the statements with the appropriate word. Make necessary changes.

- A** *relate – relation – relationship – relative (adj)*
- 1 They work hard at developing _____ with their customers.
 - 2 A key to our success will be our _____ with our suppliers and our customers.
 - 3 *IBM* was a _____ latecomer to the laptop market.
 - 4 The group of experts are trying to _____ low experiment results and large amount of work.
- B** *impress – impression – impressive – impressionable*
- 1 Being late for work doesn't create a favourable _____.
 - 2 I was never sensitive about the opinion of others and _____ to their opinions.
 - 3 The researchers have obtained very _____ results with such a treatment.
 - 4 I hope to _____ the chief with my presentation.
- C** *participate – participant – participation – participatory*
- 1 Discussions between _____ may be analyzed to reveal the nature of the language used.

- 2 We want more _____ in the decision-making.
- 3 _____ management can be used to decentralize decision making.
- 4 They welcomed the opportunity to _____ in decision making.

D *organise – organised – organising – organisation*

- 1 To my mind, this speaks of _____, not the kind of behavior the partner demonstrated.
- 2 Have you ever heard about an _____ called Argus.
- 3 Our young people need education and more _____ activities.
- 4 He used to _____ formal discussions with customers lasting a number of hours.

3.6 Match the two parts (1–8) and (a–h) to make sentences.

- | | |
|--|--|
| 1 Socializing with your business contacts isn't just for fun – | a tell your host if you have any dietary restrictions. |
| 2 If you are unable to keep an appointment, | b a social ritual to keep the relationship going. |
| 3 In some countries, not socializing with business contacts is seen as | c to whom you are introduced, both men and women. |
| 4 Different kinds of small talk are considered as | d very impolite and could damage your relationship. |
| 5 It is proper to shake hands with everyone | e it is expected that you call the person you are meeting. |
| 6 When you accept a dinner invitation, | f it can also make doing business a lot easier. |
| 7 Treating business contacts differently from personal friends | g among individuals or groups linked by a common interest |
| 8 Networking in business is the informal sharing of information and services | h is one of the most common mistakes business people make. |

4 LANGUAGE REVIEW

4.1 Complete the story putting the verbs in brackets into the correct active form.

John is an electric engineer. He (1) _____ (*always/travel*) a lot. In fact, he (2) _____ (*be*) only two years old when he first (3) _____ (*fly*) to the US. His mother (4) _____ (*be*) Italian and his father (5) _____ (*be*) American. John (6) _____ (*be*) born in

France, but his parents (7) _____ (*meet*) in Cologne, Germany after they (8) _____ (*live*) there for five years. They (9) _____ (*meet*) one day while John's father (10) _____ (*read*) a book in the library and his mother (11) _____ (*sit down*) beside him. Anyway, John (12) _____ (*travel*) a lot because his parents also (13) _____ (*travel*) a lot.

As a matter of fact, John (14) _____ (*visit*) his parents in France at the moment. He (15) _____ (*live*) in New York now, but (16) _____ (*visit*) his parents for the past few weeks. He really (17) _____ (*enjoy*) living in New York, but he also (18) _____ (*love*) coming to visit his parents at least once a year. This year he (19) _____ (*fly*) over 50,000 miles for his job. He (20) _____ (*work*) for Jackson & Co. for almost two years now. He's pretty sure that he (21) _____ (*work*) for them next year as well. His job (22) _____ (*require*) a lot of travel. In fact, by the end of this year, he (23) _____ (*travel*) over 120,000 miles! His next journey (24) _____ (*be*) to Australia. He really (25) _____ (*not like*) going to Australia because it is so far. This time he (26) _____ (*fly*) from Paris after a meeting with the company's French partner. He (27) _____ (*sit*) for over 18 hours by the time he (28) _____ (*arrive*)!

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

4.2 Put the verbs in brackets into the correct passive form.

A

- 1 It is a real shock for me that I _____ (*fire*) from my job.
- 2 The first PC _____ (*manufacture*) by IBM.
- 3 We understood our report _____ (*should/hand in*) on Monday morning.
- 4 The award for the best basic product presentation _____ (*hand in*) later this evening.
- 5 When we got to the airport, we learned that all the flights _____ (*delay*) because of the weather.
- 6 Nowadays the Internet _____ (*use*) by people all over the world.

- 7 Head of a big company declared that by the end of the month very good prices with airlines _____ (*negotiate*).
- 8 He had the strange feeling that he _____ (*watch*).
- 9 By the time they read his letter, he _____ (*take*) far away from the country.
- 10 I don't know whether these delicate negotiations _____ (*hold*) on home ground yet or not.

B

- 1 When I last visited your company it _____ (*downsize*) and (*delay*).
- 2 Is the dialing code for Kharkiv still 057, or _____ the number _____ (*change*)?
- 3 I haven't got my car at the moment. It _____ (*repair*).
- 4 You can't blame John for leaving. I understand he _____ (*offer*) a far better job.
- 5 Make sure that your mobile phone _____ (*switched off*) during important meetings.
- 6 By the beginning of the meeting all the papers _____ (*look*) through.
- 7 I knew these instructions _____ (*should not/remove*).
- 8 When we arrived at 6 o'clock we heard that our department meeting _____ (*move*) to 7.30 p.m.?
- 9 An extraordinary general meeting _____ (*hold*) next Wednesday.
- 10 Soon I realized that by the time he decided to come and help me the major interesting sites _____ (*view*) and important information _____ (*stored*).

4.3 Define and underline the tense forms of the Infinitive in the sentences. Match the left side to the right side.

- | | | |
|---|--|-------------------------------------|
| 1 | _____ The new method of production is too dangerous to be considered. | a Present Infinitive Active |
| 2 | _____ We can rely on him. He is said to have been mastering the profession of an electrical engineer lately. | b Present Infinitive Passive |
| 3 | _____ The effect of incorrectly set lighting is known to have been eliminated. | c Present Continuous Active |
| 4 | _____ The company will be a success. It is known to be developing a reliable solution to the project. | d Perfect Infinitive Active |

- 5 ___ My parents convince me to quit the job. e **Perfect Infinitive Passive**
- 6 ___ He denies to have done the job in this way. f **Perfect Continuous Active**

4.4 Complete the sentences with the correct infinitive tense.

A

- 1 They have improved productivity.
They seem _____
- 2 He is getting used to his new responsibilities.
He appears _____
- 3 They have understood the difference between circuit drawings and wiring diagrams.
They claim _____
- 4 Most what he has been doing lately includes analysis, problem solving and planning.
He seems _____
- 5 The company has bought new lighting installations.
The company claims _____
- 6 He is working overtime at the moment.
He seems _____
- 7 The company has been manufacturing electrical equipment for almost ten years.
The company claims _____
- 8 John has finished reading he report.
John seems _____

B

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

4.5 Define the functions of the Infinitive in the sentences.

- 1 To have enough international competence is a key to international business success.
- 2 Cultural differences aren't important – the main thing is to treat people as individuals.
- 3 Now it is time to discuss your personal intercultural skills.
- 4 I try to follow the famous saying, 'When in Rome, do as the Romans do'.
- 5 An email is a chance for us to make arrangements for company visitors.
- 6 To try to get your business contacts interested, you start a weakly telephone conference to hear some input from them.
- 7 The first thing to do is the relationship between headquarters and the regions: do the structures and incentives encourage or prevent cooperation?
- 8 To mix business with pleasure is an important way to build a relationship with a new business contact.
- 9 I expect my business contacts to adapt to the way we do things.
- 10 Answer this short questionnaire to find out what kind of attitude you have in regard to the area of international communication.
- 11 That was a chance for the company to close a business deal not in the boardroom.
- 12 I've always wanted to experience living in England.

4.6 Use the correct words given below after the words in bold.

<i>observe</i>	<i>respect</i>	<i>think</i>	<i>feel</i>
<i>change</i>	<i>leave</i>	<i>(to) predict</i>	<i>play</i>
<i>enter</i>	<i>be</i>	<i>work</i>	<i>show</i>

- 1 You **should** _____ the views of other people even if you don't agree with them.
- 2 Although his research into cultural dimensions does not **help** _____ the behavior of an individual, it can be useful when setting up organizations in other countries.
- 3 My boss **makes** me _____ carefully what is going on before interpreting other people's behaviour.
- 4 You **had better** _____ more confident about doing business and talking about technical matters.
- 5 There are some key areas of socializing where cultural differences **can** _____ a role.
- 6 When I first got a promotion, I thought, 'Oh, **let's** _____ everything!'
- 7 I **might** _____ our foreign visitor around the town.

- 8 You **must** _____ carefully about whom you select for teamwork.
- 9 They didn't **see** anyone _____ the office in the evening.
- 10 She **would rather/sooner** _____ a secretary than a bank clerk.
- 11 My boss never **let** me _____ early.
- 12 He **needn't** _____ overtime, but he needs to rest in the evening and get a good night sleep,

4.7 Choose the correct option.

- 1 I can't find the papers. They are *too important/important enough* for us to lose.
- 2 Our opportunity is *too good/good enough* to overhaul the presentation of his annual report.
- 3 Mr Forbes' retirement party starts *late enough/too late* not to miss the last train.
- 4 All employees' salaries are *too high/high enough* to be raised the next month.
- 5 His experience is poor *enough/too poor* to write a good report for the boss.
- 6 I am not *too self-motivated/self-motivated enough* to market my business.
- 7 Close the door, please. It isn't *quiet enough/too quiet* to work in here.
- 8 In fact there are certain skills that I feel *too weak/weak enough* to accept a new promotion: people management, technical know-how, leadership skills

4.8 Translate the sentences with *It is + adjective + infinitive* into your native language.

- 1 It is important for us all to understand what's happening in the company so that we can support each other.
- 2 It is important to remember that structures that work well in one place may not work at all in other places.
- 3 In some places, it is considered impolite to arrive exactly in time to dinner.
- 4 It is sometimes necessary to spend time out of your own culture so as to become aware of what that identity is.
- 5 It is quite clear that international teams are less effective than teams made up of people from the same culture.
- 6 It's nice to speak with a colleague from the other side of the world.
- 7 It is essential to cultivate a strong network of carefully selected people who like and respect you.
- 8 Sometimes, it is difficult to isolate the cultural factor from other factors

that may have determined what happened – for example, the personalities of the people involved, or the particular situation that you found yourself in.

5 SKILLS

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

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

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

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

Karl: Really?

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

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

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

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

Giving Opinions and Advice

Be careful about ...

You ought to/should/had better ...

Be careful not to ...

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

Don't get to the office ...

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

Make sure you ...

Why not to ...

UNIT 2

1 LEAD-IN

- 1 Do you like using the phone?
- 2 When is a phone the right thing to communicate?
- 3 What jobs involve/do not involve the daily use of the telephone?
- 4 What makes telephone communication more problematic than a face-to-face conversation?
- 5 What basic skills do you know that allow a person/businessman to speak on the telephone successfully and with confidence?

2 READING

BUSINESS TELEPHONE COMMUNICATION

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

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

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

Companies lose millions of dollars of business through bad telephone



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

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

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

2.1 Mark the statements as true (T) or false (F).

- 1 All arrangements for a foreign business trip are commonly made through emails. _____
- 2 An international business call does not need any knowledge of English. _____
- 3 If you have to make a phone call in English, you usually spend a few minutes preparing first. _____
- 4 It is worth writing down important information when talking on the phone to make sure you've got it right. _____
- 5 Telephone handling is not as perfect in terms of providing efficiency and productivity as a face-to-face contact. _____

2.2 Answer the following questions to the text.

- 1 When does speaking on the telephone present a particular set of difficulties?
- 2 What are advantages and disadvantages of using a telephone to communicate?
- 3 What key things should a speaker know and do while interacting with clients on the phone?
- 4 What does bad telephone handling imply?
- 5 Why is it necessary for companies to have at work the trained personnel with good telephone manners?

3 VOCABULARY PRACTICE

3.1 Put a tick (✓) opposite the features of a mobile phone as of the type of communication.

- | | | | | | |
|---|-----|-------------------------|----|-----|------------------------|
| 1 | ___ | cheap | 8 | ___ | privacy |
| 2 | ___ | sending pictures/images | 9 | ___ | leaving a message |
| 3 | ___ | instant getting through | 10 | ___ | slow |
| 4 | ___ | instant reply | 11 | ___ | sending sound |
| 5 | ___ | interaction | 12 | ___ | unwanted communication |
| 6 | ___ | modern | 13 | ___ | informal communication |
| 7 | ___ | security | 14 | ___ | formal communication |

3.2 Complete the sentences with the correct words or phrases after the verbs *make* or *making*.

good use of one's time
phone calls
sure

a decision
notes in advance
all the arrangements

- 1 There are different ways to **make** free _____ via the web.
- 2 Before **making** _____ travel _____, confirm the dates of the departure and the arrival.
- 3 One of the most challenging issues I've faced in my years in business is **making** _____.
- 4 We **make** _____ every day; everything we say and do is the result of a decision, whether we make it consciously or not.
- 5 It can be very useful to **make** _____ when it comes to preparing and revising for exams.
- 6 Please **make** _____ that you don't stay out too long.

3.3 Complete the sentences with suitable words and phrases given below.

dialing (BE) / dialing (AE)
personal call (BE) / person-to-person call (AE)
transferred charge call (BE) / put you through collect call (AE)
engaged (BE) / busy (AE)

leave the message
call back
to hold on
get in touch

ringing
off the hook
area code
bad line

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

3.4 Match the phrases with the definitions.

- | | | | |
|---|--------------------------|---|---|
| 1 | a healthy company image | a | a conversation or a request for a connection by telephone which is extremely irritating to the nerves |
| 2 | to train personnel | b | to become aware of something forgotten again what is named or mentioned before |
| 3 | to take messages | c | it is the public perception of the firm rather than a reflection of its actual state or position |
| 4 | to remember what is said | d | skill or knowledge that you get by doing something with the feeling of anxiety or trouble about actual or potential problems |
| 5 | to feel confident | e | educational preparation for performing a job that is typically provided to staff by the business that has recently hired them before they become active in service to the company |
| 6 | worrying experience | f | to be aware of confidence in oneself |
| 7 | stressful call | g | to receive a piece of information that is sent or given to someone |

3.5 Match the special phrases (a–l) to use while speaking on the telephone according to the headings (1–12).

- | | | |
|---|----------|--|
| 1 introducing yourself | a | Can you put me through to (<i>name or number</i>)?
Can I have extension (<i>number</i>)?
I'd like to speak to (<i>name</i>). |
| 2 asking for someone or for a number | b | Could you hold on?
Will you hold on or will you call back later?
Trying to connect you, please hold the line. |
| 3 speaking with a switchboard operator | c | Could I leave a message?
Could you get her/him to call me?
Could you tell her/him I rang? |
| 4 being helpful | d | Sorry to keep you.
I'm afraid the line is engaged.
I'm sorry but there is no reply. |
| 5 saying why you are calling | e | Nice talking to you.
I'll speak to you tomorrow.
Look forward to hearing from you again soon. |
| 6 asking the caller to wait | f | You are through, caller – please, go ahead.
The line is ringing for you, caller.
You are welcome. (<i>As a response to thank you.</i>) |
| 7 apologizing | g | I didn't catch that. Could you repeat what you said?
Sorry, what was the name.
I'm afraid it's a bad line.
Could you speak up? |
| 8 offering to take a message | h | Is that (<i>name or number</i>)?
Could I speak to (<i>name</i>)?
Can I speak to (<i>name</i>)? |

- | | | | |
|----|---------------------------|---|---|
| 9 | asking to leave a message | i | I'll get her/him to call you back.
I'll give her/him you message.
I'll call you on Monday.
I'll check that for you now.
I'll put you through to someone else. |
| 10 | promising action | j | This is <i>(name)</i> .
<i>(name)</i> speaking.
It's <i>(name)</i> . |
| 11 | asking for repetition | k | Can I take a message?
Would you like to leave a message?
Can I ask who is calling? |
| 12 | saying goodbye | l | I'm calling about <i>(the meaning)</i> .
I'm calling for <i>(some information)</i> .
I'm calling to <i>(let you know I'll be late)</i> . |

3.6 The words in the box relate to telephoning. Put a tick (✓) opposite those ones which characterize telephoning as positive or negative.

	<i>positive</i>	<i>negative</i>
1 bills	_____	_____
2 communication	_____	_____
3 instant	_____	_____
4 interaction	_____	_____
5 privacy	_____	_____
6 spam	_____	_____
7 virus	_____	_____
8 security	_____	_____
9 joke calls	_____	_____
10 unwanted people	_____	_____
11 wrong number phone calls	_____	_____

4 LANGUAGE REVIEW

4.1 Use the verbs given below as Gerund to complete the sentences.

make
be
keep

stand up
use
take

state
read
feel

- 1 _____ the name and position starts each call.

- 2 _____ effective questioning techniques allows you to get the information that you need.
- 3 _____ continuity noises lets the caller know you are listening.
- 4 _____ warm, friendly and consistent ensures a professional telephone manner.
- 5 _____ the notes back to the caller helps you check you have got the correct message.
- 6 _____ up before you answer the telephone heightens your sense of authority.
- 7 _____ angry and emotional makes you less effective on the telephone.
- 8 _____ the time to speak clearly, slowly and in a cheerful, professional voice is very important.
- 9 _____ all of your outgoing calls separate from the rest of your working day is very time effective.

4.2 Read each numbered statement. Complete the following summary using the appropriate verb given below and the *-ing* form of the verbs in brackets. The first one is done for you.

admit *feel like* *can't help, involve* *consider*
recommend *look forward to* *appreciate* *deny*

- 1 **Edwin:** I always think about something that involves using my brain, particularly on Friday afternoon.
Summary: Edwin *cannot help thinking (think)* about anything that *involves using (use)* his brain, particularly on Friday afternoon.
- 2 **Maggi:** I know I should exercise but I don't want. I guess you are right. I *am* lazy.
Summary: Maggi _____ (*be*) lazy.
- 3 **Carl:** I think the use of a mobile phone is the way of taking part in social life.
Summary: Carl _____ (*use*) a mobile phone as the way of taking part in social life.
- 4 **Pete:** I'm not sure but I may go on business soon.
Summary: Pete _____ (*go*) on business soon.
- 5 **Phil:** I have lost my mobile phone and I'd like to buy a new one as soon as possible.
Summary: Phil is _____ (*buy*) a new mobile phone.
- 6 **Jim:** It is not good to sound very anxious when you are on the mobile phone. Always be sensitive to the tone of your voice.
Summary: Jim _____ (*be sensitive*) to the tone of the voice.

- 7 **Alexa:** He is in a meeting at the moment. I want to call him again later.
Summary: I _____ (*call*) him again later.
- 8 **Mr Snow:** Oh, no! I never express anger over the phone!
Summary: Mr Snow _____ (*express*) anger over the phone.

4.3 Complete the sentences with the correct prepositions and the *-ing* form of the verbs in brackets.

- 1 I'm interested _____ (*hear*) more about the course for electrical engineers.
- 2 He seems very excited _____ (*start*) that new job in electrical engineering company.
- 3 Are you thinking _____ (*sign*) this very important contract?
- 4 They insisted _____ (*change*) the terms of the research project.
- 5 I expect he's very depressed _____ (*lose*) his job.
- 6 We warned them _____ (*do*) that again.
- 7 They are complaining _____ (*have*) lots of problems with the new equipment.
- 8 The chief blamed us _____ (*lose*) the deal.

4.4 For each pair of sentences, put a tick (✓) if both sentences mean the same thing. Put a cross (✗) if they have different meanings.

- 1 a I hate being cheated by in a game or examination. _____
 b I hate to be cheated by in a game or examination. _____
- 2 a Have you started having breakfast yet? _____
 b Have you started to have breakfast yet? _____
- 3 a Have you stopped having breakfast yet? _____
 b Have you stopped to have breakfast yet? _____
- 4 a We all saw the reporter interviewing the witness. _____
 b We all saw the reporter to interview the witness. _____
- 5 a Why don't you try controlling your voice? _____
 b Why don't you try to control your voice? _____
- 6 a My boss goes on saying that he is very proud of all of us. _____
 b My boss goes on to say that he is very proud of all of us. _____
- 7 a I like playing practical jokes on my colleagues. _____
 b I like to play practical jokes on my colleagues. _____

- 8 a I can't bear being tickled! _____
 b I can't bear to be tickled.

4.5 Underline the correct option.

- 1 Oh no! I totally forgot *paying/to pay* the bill for electricity.
- 2 I'll never forget *to put out/putting out* the fire in the electric shop.
- 3 We stop *checking up/to check up* the safety precautions.
- 4 If you don't stop *to come/coming* to work late, you'll be fired
- 5 Try *phoning/to phone* him at home if he's not at the office.
- 6 She tried her best *to finish/finishing*, but there just wasn't enough time.
- 7 I regret *informing/to inform* you that your project was declined.
- 8 They don't regret *spending/to spend* so much money to control pollution caused by power stations.
- 9 Do you remember *to get/getting* your first job?
- 10 Remember *calculating/to calculate* all your expenditures.

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

- Flight Attendant:** Welcome aboard, sir. I hope you enjoy the flight.
- Business Traveller:** Thank you. Unfortunately, I'm afraid of (1) _____ (*fill sick*).
- Flight Attendant:** Don't worry, sir. I'll bring you an air-sickness pill if you need. Just remember (2) _____ (*fasten*) your seatbelt and everything will be fine.
- Business Traveller:** I don't mean (3) _____ (*be*) difficult, but I would like (4) _____ (*take*) an aisle seat. Is that alright?
- Flight Attendant:** Of course. This seat is free. Would you like something to read?
- Business Traveller:** No, thank you. I prefer (5) _____ (*look through*) my documents to reading newspapers. Just not to waste my time.
- Flight Attendant:** Well, I must (6) _____ (*check*) on the other passengers now.
- Business Traveller:** Oh. I'm sorry for (7) _____ (*take*) your time.
- Flight Attendant:** Just try (8) _____ (*relax*) a little bit. I'll stop (9) _____ (*see*) how you are later.
- Business Traveller:** Thank you very much. I hate (10) _____ (*be*) so much trouble.

4.7 Complete the sentences using the correct forms (the *-ing* form or full infinitive) of the verbs in brackets.

- 1 Ben openly admits _____ (*be*) strict with the discipline violators.
- 2 We've got to encourage students _____ (*study*), not blame them for not studying.
- 3 I'll never forgive June for _____ (*lie*) to me like that.
- 4 Everyone expected his business _____ (*fall*) within the first few months.
- 5 David's not so good at _____ (*make*) friends.
- 6 Do you deny _____ (*steal*) money? Yes or no?
- 7 Our boss makes us all _____ (*wear*) jackets – even in summer!
- 8 No one understands how Susan can afford _____ (*go*) on so many holidays each year.
- 9 I can't resist _____ (*buy*) things when they are in the sale.
- 10 What would you like _____ (*do*) this evening?
- 11 Does Sylvia dislike _____ (*walk*) so much that she's not going to come with us?
- 12 I refuse _____ (*accept*) that there's no alternative.
- 13 I'd really like _____ (*visit*) New York one day!
- 14 There's no answer at the office. Let's try _____ (*call*) Roger's mobile.

4.8 Use the verb in brackets to create a passive gerund for each sentence or question.

Example:

Nobody likes _____ (*give*) bad news on the telephone.

Nobody likes ***being given*** bad news on the telephone.

- 1 I'm surprised at _____ (*ask*) about giving our visitor a tour of the office.
- 2 Women prefer _____ (*address*) to as Ms.
- 3 He was pleased with _____ (*invite*) to the party yesterday.
- 4 Diana hates _____ (*interrupt*) by a partner during a conversation on the phone.
- 5 The customer insisted on _____ (*explain*) in advance the arguments against reducing the cost of goods.
- 6 We were very sorry for the relations with the company _____ (*damage*) after the difficult decision.
- 7 Ms White was upset for her voice _____ (*not/recognize*) by the colleague when she phoned her.

- 8 He thought of _____ (*give*) this really strange advice earlier today.
- 9 I feel nervous about _____ (*call*) by people I don't know.
- 10 I was pleased with _____ (*give*) me the name of our Swedish partner as someone to contact.

5 SKILLS

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

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

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

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

Reservations clerk: Good morning. Can I help you?

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

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

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

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

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

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

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

Reservations clerk: Could I have your name, please?

Secretary: It's for Knight. Initial B.

Reservations clerk: First class or economy?

Secretary: Economy, please.

Reservations clerk: Single or return fare?

Secretary: Single.

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

Secretary: What is the checking-in time.

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

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

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

Secretary: When should I confirm this booking?

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

Secretary: Thank you.

Reservations clerk: Goodbye.

5.3 Read the beginning of the telephone conversation between Brian Knight's secretary and the receptionist of Hilton hotel. Using the information given below, develop the continuation of the dialogue imagining what information the secretary may try to find out or clarify.

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

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

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

Secretary: I'll just see what we have available.
Would you like a single or a double room?

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

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

H I L T O N

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

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

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

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

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

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

Limousine transfer service from airport.

UNIT 3

1 LEAD-IN

- 1 How often do you travel by air, rail, car and sea? What are the advantages and disadvantages of each way of travelling?
- 2 Have you ever travelled abroad? How do you prepare for the trip? What is the special procedure of travel arrangements if you travel abroad?
- 3 Have you ever travelled for business? Is there any difference in the procedure of travel arrangements in comparison with a leisure travel?
- 4 What do you enjoy/don't enjoy about travelling?
 - meeting new/local people
 - being away from home
 - packing suitcases
 - getting visa
 - booking rooms and flights
 - checking-in and checking-out
 - waiting for luggage
 - speaking a foreign language
 - eating new/local food
 - data roaming

2 READING

A BUSINESS TRIP



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

Nowadays people who go on business mostly travel by air, as it is the fastest means of travelling. A secretary usually makes the travel arrangements well in advance, especially for bookings during peak seasons. The arrangements can be made through a travel agent but direct booking through the airline may be the quickest method. It may be necessary for a secretary or

a travel agent to book a connecting flight. There may be special passport and immigration procedures to enquire about. A visa, which is the document granted by the officials of the country allowing the holder to enter the country for a certain purpose and to stay for a stated period, may be necessary for some destinations. For others a vaccination certificate may be compulsory or desirable.

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

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

Passengers must register their tickets, weigh in and register the luggage. Most airlines have at least two classes of travel, first class and economy class, which is cheaper. Each passenger of more than two years of age has a free baggage allowance. Generally this limit is 20 kg for the economy class passengers or 30 kg for first class passengers. Excess luggage must be paid. Each passenger is given a boarding pass to be shown at the departure gate and again to the stewardess when boarding the plane.

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

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

she can concentrate on the business.

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

2.1 Answer the following questions to the text.

- 1 What does the expression 'business trip' usually mean?
- 2 What are the major arrangements for any business trip?
- 3 Who is usually responsible for making arrangements for a business trip?
- 4 What are the usual formalities for customers before taking off and after landing?
- 5 What services do travel companies usually provide?

2.2 Match the sentence beginnings (1–5) to the correct endings (a–e).

- 1 ___ Most of the travel arrangements
- 2 ___ A travel agent or a secretary
- 3 ___ The holder of a visa can
- 4 ___ Passengers must have enough time
- 5 ___ Once the passengers have disembarked they are given

- 6 ___ Travel companies offer services both
 7 ___ One of the travellers' demands is
 8 ___ The access to fax and modem
- a an arrival card to fill in and their passports and visas are checked.
 b is considered essential by the business travellers.
 c are usually made in advance.
 d make most of the travel arrangements.
 e enter the country for a certain purpose and to stay for a stated period.
 f the location of the hotel.
 g to complete the necessary airport formalities.
 h to an ordinary tourist and for a corporate travel.

3 VOCABULARY PRACTICE

3.1 Match the left and the right sides to make up word partnerships. Use them in sentences of your own.

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

3.2 Choose the right words (a–l) to fit into the following sentences (1–12).

- | | |
|--|--------------------|
| 1 People going on vacation often fly on a _____ flight. | a <i>gate</i> |
| 2 A Boeing 747 is a _____. | b <i>lounge</i> |
| 3 You have to _____ planes if you have a connecting flight. | c <i>non-stop</i> |
| 4 Which _____ number does my flight leave from? | d <i>itinerary</i> |
| 5 You need a visa _____ one month. | e <i>insurance</i> |
| 6 Before boarding the plane, passengers wait in the departure _____. | f <i>charter</i> |

- | | | | |
|----|--|---|------------------|
| 7 | A _____ flight is more expensive than a charter flight. | g | <i>valid</i> |
| 8 | If your money is stolen, you can claim on your travel _____. | h | <i>jumbo jet</i> |
| 9 | An _____ lists a traveller's flight and route. | i | <i>boarding</i> |
| 10 | Food and drink is served by flight _____. | j | <i>change</i> |
| 11 | Most flights between Europe and the USA are _____. | k | <i>attendant</i> |
| 12 | Our flight is now _____, so we had better hurry up. | l | <i>scheduled</i> |

3.3 Underline the correct word.

- 1 Please, fill in the enclosed *questionnaire/paper*, it will help us with our research on your views as a business traveller, as well as provide an update for our database.
- 2 You'll find full details in the enclosed *example/leaflet*.
- 3 I hope you find this information interesting and take advantage of our free flight *time/booking*.
- 4 I want to stay an extra day, so I have to telephone the airline office to arrange a different flight *offer/airline*.
- 5 My plane was delayed, and I've got to reschedule my *appointments/positions*.
- 6 Each room is equipped for personal *access/place* and the Internet *site/computer* is free.
- 7 There are some function rooms with a full range of multimedia *furniture/equipment* for meetings and presentations.
- 8 Technical and secretarial *services/offices* are available.
- 9 Two excellent restaurants offer a variety of international *cuisine/kitchen* and traditional Japanese *dishes/meals*.
- 10 The hotel offers comfortable rooms with all modern *facilities/devices*.
- 11 You need to confirm the *voucher/letter* until Friday.
- 12 Yesterday some guests complained about their *accounts/bills* when they were *checking-out/travelling*.

3.4 Use the words given below to label pictures of items dealing with business trips.

<i>facial wipes</i>	<i>itinerary</i>	<i>kit with medicines</i>	<i>carry-on-sized bag</i>
<i>accommodation</i>	<i>visa</i>	<i>personal care items</i>	<i>name badge</i>
<i>business card</i>	<i>chargers</i>	<i>pencil and notepad</i>	<i>insurance</i>

a _____



g _____



b _____



h _____



c _____



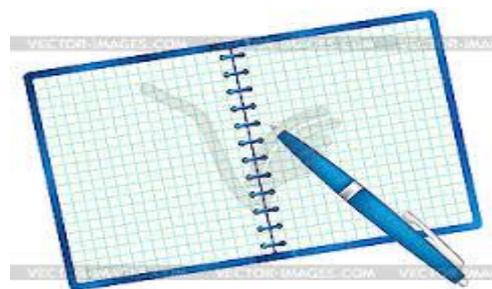
i _____



d _____



j _____



e _____



k _____



f



i



3.5 Fill in the gaps with the correct names of items given below dealing with business trips.

- visa* *business card* *insurance* *personal care items*
- itinerary* *accommodation* *name badge* *pencil and notepad*
- chargers* *facial wipes* *carry-on-sized bag* *kit with medicines*

- 1 It might be a house, or it might be a tent, but you'll need somewhere to stay! _____
- 2 You may need it as well as your passport to visit certain countries. _____
- 3 You will need it to do networking while travelling on business. _____
- 4 You give it to other people to know your name, the details of your job and company and contact information. _____
- 5 Your travel agent will give you this detailed list of flights and destinations. _____
- 6 You will have them at all times so that you can write something down quickly that you've learned from someone. _____
- 7 You must stock up on such essentials as pain reliever, band aids, vitamins and cough drops. _____
- 8 Airports may not have them for your laptop and mobile phone. _____
- 9 You will need these to freshen up yourself. _____
- 10 You will leave your suitcase at home and opt for this super-efficient thing. _____
- 11 You will pack them because your hotel won't offer them. _____
- 12 You will need this in case you are ill or lose your luggage. _____

3.5 Complete the statements with the appropriate words. Make necessary changes.

A *fasten – unfasten – fastener – fastened – fastening*

- 1 Please make certain your seat belt is _____.
- 2 The traveler, having packed his things with his practiced hands, began _____ his coat.
- 3 Your safety belt _____ in the back.
- 4 Please don't _____ your seatbelts until the plane has come to a complete stop.
- 5 Almost every vehicle on the road is being held together in some way or another by a synthetic _____.

B *extend – extension – extended – extending*

- 1 Mr Syms is either on an _____ vacation or he doesn't have a job.
- 2 The visitors to our company were able to _____ their visas by a few more days.
- 3 A tendency is growing up towards the _____ of technical and commercial education.
- 4 This is why legislators should always think very carefully about _____ benefits to workers, to citizens, to legislators.

C *fill – filler – filled – filling*

- 1 When she did speak, her voice was _____ with emotion.
- 2 What else are you doing to _____ in all your spare time?
- 3 I've recently realized how bad it sounds to use such _____ words as "um" and "like", especially during presentations at work.
- 4 I do think I could work all day long without _____ tired if they would let me.

D *board – borders – boarding*

- 1 How many people are on _____ the ship?
- 2 Passengers should _____ the train now.
- 3 Please let me see your passport and _____ pass.
- 4 I _____ the train bound for London.
- 5 When it comes to national security we hear lots of information about reinforcing and protecting our _____.

3.6 What nouns can be used with the following adjectives?

direct _____

<i>domestic</i>	_____
<i>certain</i>	_____
<i>compulsory</i>	_____
<i>efficient</i>	_____
<i>essential</i>	_____
<i>necessary</i>	_____
<i>ordinary</i>	_____
<i>possible</i>	_____
<i>special</i>	_____

4 LANGUAGE PRACTICE

4.1 Underline the correct option.

- 1 The boss is never *satisfied/satisfying* with our work.
- 2 The procedure is so *tiring/tired*. I think we'll have a break.
- 3 He was so *relaxed/relaxing* that he didn't want to move.
- 4 Sometimes I get really *frustrating/frustrated* when I can't express myself well in English.
- 5 They were really *surprised/surprising* when you came in. They thought you went on business.
- 6 The trip was *overwhelmed/overwhelming*, with so many things to do and it was all so new...
- 7 Thank you so much for the prize! I'm *thrilled/thrilling*...
- 8 The news was so *shocked/shocking* that she burst into tears.
- 9 The programme is really *interesting/interested*.
- 10 My exam results were great! It's really *surprised/surprising* but good, of course.

4.2 Complete the statements with the correct words.

- | | |
|--|---------------------|
| 1 The participants looked _____ as the reporter talked and talked. | a <i>exhausting</i> |
| 2 He finds these instructions very _____! Could you come and help him? | b <i>received</i> |
| 3 I hate doing calculations! It's _____! | c <i>confusing</i> |
| 4 Joan was _____ by his grandfather's stories of creating plans to help their organization grow. | d <i>pleased</i> |
| 5 Economics is an _____ field of study. | e <i>translated</i> |
| 6 Here is the letter _____ by me yesterday. | f <i>bored</i> |
| 7 My job is really _____. I don't get home until 10 pm sometimes. | g <i>satisfying</i> |

- 8 I was _____ to see that both counterparts were having a small talk before the meeting. **h** *tiring*
- 9 Read the _____ into English report once more. **i** *fascinated*
- 10 John loves his new job as an executive assistant. He says it's very _____ when he assists with everything from photocopying to press briefings. **j** *ever-expanding*

4.3 Put the verbs in brackets into the correct forms of Present Participle.

A Simple (Active/Passive)

- 1 When _____ (*interview*) you must think of the answers carefully.
- 2 The native speaker _____ (*use*) a strong regional accent spoke very quickly and in long sentences.
- 3 His English _____ less (*be*) dependent on culture is more understandable internationally.
- 4 The bad news about the redundancy was given to him _____ (*take*) with careful consideration.

B Perfect (Active/Passive)

- 1 The details of the project _____ (*give*) over the telephone were confirmed by an e-mail.
- 2 _____ (*make*) an appointment he hoped to find out some information from the partner.
- 3 _____ (*spend*) two months in London she improved her English considerably.
- 4 The article _____ (*read*) on one of the websites allows you to browse throughout the article database on special portal before taking the survey.

C Active (Simple/Perfect)

- 1 _____ (*Face*) a genuine digital revolution since the 20th century we experience the acceleration of scientific and technological advances that impact our daily lives.
- 2 _____ (*Be/always*) a powerful force for human progress science and technology have the opportunity to advance global prosperity in the 21st century.
- 3 _____ (*Receive*) the Nobel Prize in Economic sciences American political scientist Elinor Ostrom became the first woman to win that award.

- 4 _____ (*Learn*) different perspectives and _____ (*build*) closer ties with international colleagues scientists and engineers are strengthening their cooperative efforts.

D Passive (Simple/Perfect)

- 1 Nowadays products _____ (*be*) specialised by the company are exported to different countries all over the world.
- 2 There are different ways of making requests, depending on what the person _____ (*ask*) to do.
- 3 Building good working relationships by your own e-mails or reports, you check carefully the information _____ (*refer*) to.
- 4 Recommendations _____ (*give*) by the expert in this specific field _____ (*use*) by the firm to improve its business opportunities.

4.4 Use and underline the correct forms of Present Participle in the functions of

A an Adverbial Modifier of Manner and Attendant Circumstances.

Example:

He went out _____ not to bother the family. *try*
He went out *trying* not to bother the family.

- 1 Most types of information can be obtained by using the *use* appropriate techniques.
- 2 _____ business try to open to someone by *do, tell* _____ them something personal.
- 3 You will know him _____ his name and other *read* details on his business card.
- 4 Employers today are seeking individuals with strong *communicate,* skills in building relationships, _____ and *work* _____ effectively in a team.

B an Adverbial Modifier of Reason (Cause).

Example:

_____ too dependent on technology people become *be* lazy.
Being too dependent on technology people become lazy.

- 1 He increased his technological skills, _____ to *will* prove his flexibility.

- 2 Many workers leave their jobs _____ their managers. *not/trust*
- 3 I joined networking sites in search of work, _____ many employers check them. *hope*
- 4 I looked for a new job, _____ I couldn't leave in the current difficult economic situation. *be sure*

C an Adverbial Modifier of Comparison.

Example:

He answered, as if _____ himself. *justify*

He answered, as if *justifying* himself.

- 1 We used all our strategic efforts as if _____ market research. *conduct*
- 2 A classic stereotype about Germans is that they are cold and formal as if _____ how to enjoy life. *not/know*
- 3 Receiving guest an excellent host makes you feel at home as if _____ part of the family. *be*
- 4 Career experts' advice to people who are 50 is to see themselves as if _____ to work for another 30 years. *plan*

D Present Participle as a Parenthesis.

Example:

_____ everything into consideration, I do agree with you. *take*

Taking everything into consideration, I do agree with you.

- 1 _____ everything, we'll make our final decision into his favour. *consider*
- 2 _____ from his words, he failed to help her. *judge*
- 3 Roughly _____, your monthly salary will account for \$1000. *speak*
- 4 _____ it mildly, the food at the restaurant was some of the worst I have ever tasted. *put*
- 5 _____ to the main laws of mechanics, the first law of Newton states that... *turn*

4.5 Underline Present Participle and state its functions as of the predicative, attribute, the adverbial modifier of time or manner.

Example:

People switch TV channels by using buttons on the TV panel.

using – the adverbial modifier of manner

- 1 The technological progress is developing just to make our lives more comfortable.
- 2 Being over 50 doesn't mean you can't switch jobs or even start an entirely new career.
- 3 Business people travelling by air save a lot of their time.
- 4 Arriving at the station we went to get a taxi.
- 5 He gave me a welcoming smile inviting me to join the discussion.
- 6 This is really the worst-organized trade fair I've ever seen.
- 7 Researchers are always searching for improved technologies.
- 8 He was very concerned at that moment calling his counterpart.
- 9 What were you thinking about while you were doing it?
- 10 By adhering to my goals and objectives, I'm able to achieve superior results while growing as a person.
- 11 Below is detailed information about our planned system maintenance and technical issues you might see when using our systems.
- 12 When carrying out the experiment the scientist noticed the malfunction of the device.

4.6 Use the correct forms of Past Participle in the functions of

A an Adverbial Modifier of Condition.

Example:

If _____ at once, the decision will speed up the delivery of goods. *make*

If *made* at once, the decision will speed up the delivery of goods.

- 1 Unless _____ to and _____, people won't become open to suggestions. *listen, value*
- 2 If _____ in time, obstacles wouldn't prevent us from changing our plan. *remove*
- 3 Unless _____, technical issues can't be solved without anybody's help. *experience*
- 4 If _____ in our counterparts, energy and optimism will make them be more open to our ideas. *produce*

B an Adverbial Modifier of Concession.

Example:

Though _____, I didn't show it.

Though *surprised*, I didn't show it.

surprise

- 1 The salary though _____ in recent years, my *rise* profession isn't exciting for me any longer.
- 2 Though _____ redundant for the second time in three *make* years, I now realize I have a huge portion of luck.
- 3 Though _____, multilingual documents and Web sites *use* don't help some companies communicate across borders.
- 4 Though _____ quickly, he thinks he isn't a successful *promote* businessman.

C an Adverbial Modifier of Comparison.

Example:

I was so happy as if _____ a million in a lottery. *win*

I was so happy as if *won* a million in a lottery.

- 1 Every conversation with clients was very useful as though *make* _____ to bring an agreement nearer.
- 2 You looked very nervous as if _____ the entire *manage* production cycle.
- 3 A more general term for 'sport-utility-vehicles' (SUVs) and *give* jeeps is 'off-road-vehicles' as though _____ the capability to travel up hills, in snow and ice, or an uneven ground.
- 4 Employees spend hours on social and networking sites as *be paid* though _____ for their online behaviour.

D Past Participle as a Parenthesis.

Example:

All _____, costs amount to a tidy sum. *tell*

All told, costs amount to a tidy sum.

- 1 All things _____, the presentation was a success. *consider*
- 2 _____ bluntly, I keep my English up to date by reading *state* the regular news items on the website.
- 3 _____ it to be true, we may rely upon his promise. *grant*
- 4 As _____ above, these elements are strongly *emphasize* radioactive when isolated in a pure state.

4.7 Underline Past Participle and state its functions as of the predicative, attribute or the adverbial modifier of time.

Example:

Society is deeply reliant on electrically powered devices.
powered – *as an attribute*

- 1 People are accustomed to use technology for their conveniences.
- 2 A mobile phone battery bought through the Internet is much cheaper than that one bought locally.
- 3 When introduced at a social work event the partners continued interacting in an informal setting.
- 4 Development of new and improved technology has been the main strength of the company.
- 5 The range of knowledge gained during studies is amazingly broad and versatile.
- 6 Everything that is man-made is in some way engineered, so engineering impacts on everything we do.
- 7 When shared at meetings your expertise and knowledge let others know who you are.
- 8 People obsessed with their phones send messages even to someone in the same room.
- 9 Supportive things when said positively to others can help you improve relationships with everyone you come into contact at work.
- 10 The technologies are expected to have major social, economic and environmental impacts.
- 11 When stress experienced the staff members are allowed to ask for a paid day off.
- 12 The amount of freight traffic has risen considerably in the past ten years, lifted by the economic growth of countries such as China and India

5 SKILLS

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

1

A: Excuse me. Does this bus go to the City Hall?

B: No, this one's for the airport. You need the 377.

A: OK, thanks.

B: But you need to go to the bus stop across the road.

A: Oh, OK.

B: There's one every twenty minutes.

A: Thanks for your help.

2

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

3

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

4

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

5

-
- A:** Can I have your ticket, please?
B: Yes, of course.
A: Have you got much hand luggage?
B: Just this bag.
A: That's fine.
B: Oh ... can I have a seat next to the window?

6

-
- A:** Can I help you?
B: I'd like a room for three nights.
A: How will you be paying?
B: By Visa card.
A: OK. Could you fill in this registration card, please?
B: Yes. Here you are.
A: Thank you.

B: Does the rate include breakfast?

A: No, it doesn't.

7

A: Good morning, can I help you?

B: Yes. I'm looking for a flight to Amsterdam.

A: OK, when would you like to travel?

B: I need to be there on the 4th of May. I want to leave as late as possible. What have you got for the 4th?

A: I'll just have a look... OK, there are five flights with availability on that day. All direct. Do you have a preference for a particular airline?

B: No, it doesn't really matter.

8

A: Can I help you?

B: I'm just looking, thanks. Excuse me. Have you got this T-shirt in a smaller size?

A: What size is that one?

B: Large.

A: I'll have a look. Yes, here's a medium.

B: OK. Can I try it on, please?

A: Yes, sure. The fitting room's over there.

B: Thank you

A: Does it fit?

B: Yes, it's fine. How much is it?

A: It's 15 pounds.

B: OK, I'll take it.

9

A: Hello, can I help you?

B: Yes, I'd like to change some dollars. Can you tell me what the exchange rate is?

A: Cash or traveller's cheques?

B: Cash.

A: Right, the rate is one dollar forty to the pound.

B: OK. Is commission charged on that?

A: Yes, we charged a rate of 2 pounds per transaction

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

UNIT 4

LEAD-IN

- 1 Have you got any experience in making presentations?
- 2 When was the last time you gave a presentation?
- 3 How do you feel about presenting in English?
- 4 Think of an excellent/terrible presentation that you have attended. What made it good/bad?

2 READING

EFFECTIVE PRESENTATION

Presenting information clearly and effectively is a key skill to get your message or opinion across and, today, presentation skills are required in almost every field.

A presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.



Many people feel terrified when asked to make their first public talk, but these initial fears can be reduced by good preparation that will also lay the groundwork for making an effective presentation.

A presentation requires you to get a message across to the listeners and will often contain a ‘persuasive’ element. It may be a talk about the performance of your organisation, what you could offer an employer, or why you should receive additional funding for a project.

When an executive comes to the partner’s company abroad, the first thing they are expected to do is to present their own company performance giving all the information needed to create a positive impression and make the partners interested in future cooperation.

At the heart of a successful presentation is a clear structure. The best structure for what one is trying to do depends on the nature of a presenter’s talk. Following are five possible situations in the organisational world for which a presenter might be called upon; pick the one from the five ways to organise a presentation that best suits the actual situation:

1. You might be called upon to report progress. In that case, use the following structure:

- describe the issue or assignment, including why it's important
- describe the critical outstanding problems
- prioritize them, and describe how they're being addressed
- describe successes to date – positive progress made
- close with action steps

2. You might be called upon to recommend a strategy. For that situation, here's a good structure:

- define the objective
- describe the current conditions
- describe the desired state
- list the possible strategies, with pros and cons of each
- identify best one, describe next steps

3. You might be called upon to persuade your audience of the excellence of a particular product, service, or idea – a sales talk. Here's how to organize that one:

- frame the need that the product, service, or idea addresses
- describe the need in more detail
- describe the ways in which your solution addresses the need
- describe the benefits of buying in to your solution
- get agreement on a next step

4. You might be called upon to choose among several alternatives. Here's the best way to present:

- frame the situation
- describe the criteria for success and prioritize them
- describe alternatives
- compare to the criteria and eliminate alternatives that don't meet criteria
- recommend best remaining alternative

5. You might be called upon to teach a procedure or a skill. In that case, proceed as follows:

- frame the skill in terms of its importance to the audience
- explain the skill or procedural steps involved
- get the audience to try some aspect of the skill or procedure
- review and summarize, including anything the audience did not try
- describe what the audience can do on its own to acquire the skill or procedure

If you are ready for the presentation and have chosen an organised approach you will remember these steps:

- know your audience
- choose your presentation style
- create an outline
- practise, practise, practise
- and ... visualize your success

Now you have nothing to fear – your next presentation will be of great success!

2.1 Answer the following questions to the text.

- 1 Why are the presentation skills very important?
- 2 What is the main process by which people exchange information?
- 3 How can a presenter convince the listeners that the information is true or certain?
- 4 What does a successful presentation depend on?
- 5 What are the possible ways to organize a presentation?
- 6 What steps are necessary to remember about if a presenter is ready for the presentation?

3 VOCABULARY

3.1 Match the types of presentations with the definitions.

- | | | | |
|---|------------------|---|--|
| 1 | workshop | a | an informative talk given before an audience and usually prepared beforehand |
| 2 | seminar | b | a meeting at which a person or organization makes a public statement and reporters can ask questions |
| 3 | talks | c | a meeting of people to discuss and/or perform practical work in a subject or activity |
| 4 | lecture | d | the process of introducing a new product for sale for the first time and attracting people's attention to it |
| 5 | demonstration | e | a short, factual oral summary of details of current or projected activities, information or instructions |
| 6 | product launch | f | an occasion when an expert and a group of people meet to study and discuss something |
| 7 | briefing | g | a practical showing of how something works or is used |
| 8 | press conference | h | serious and formal discussions on an important subject, usually intended to produce decisions or agreements |

3.2 Match the media and tools used in presentations to the pictures.

- | | | | | | |
|---|--------------------------|-------|----|----------------|-------|
| 1 | microphone | _____ | 6 | data projector | _____ |
| 2 | markers | _____ | 7 | screen | _____ |
| 3 | whiteboard | _____ | 8 | pointer | _____ |
| 4 | flipchart | _____ | 9 | pin board | _____ |
| 5 | overhead projector (OHP) | _____ | 10 | podium | _____ |

a



f



b



g



c



h



d



i



e



j



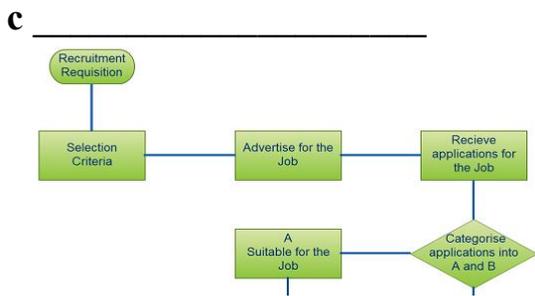
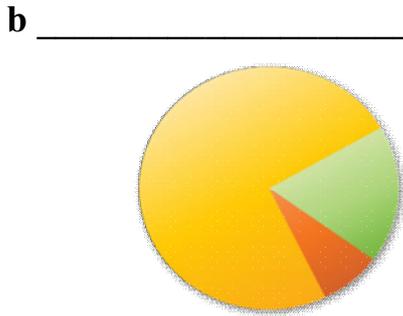
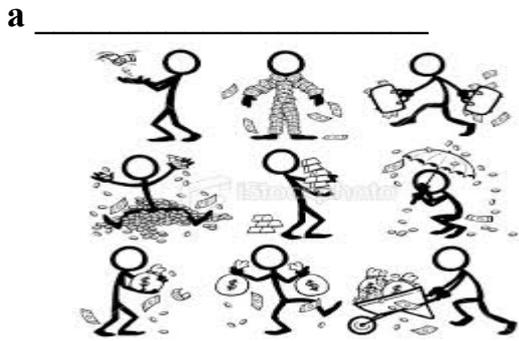
3.3 Presenting visual information.

A Label the types of visual aids used in presentations. The names of visual aids are given below.

bar chart
graphs
topography

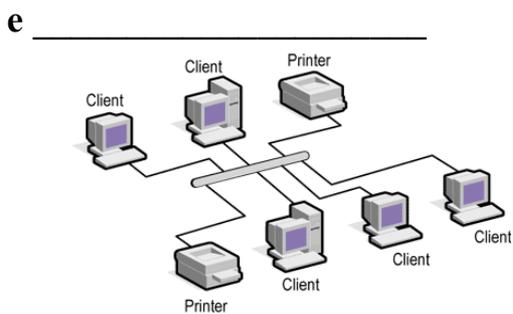
tables
drawing
diagram

*illustration
pie chart*

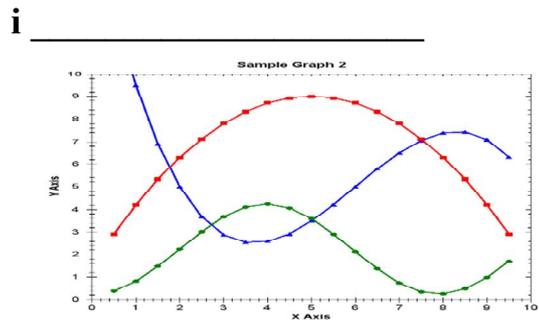
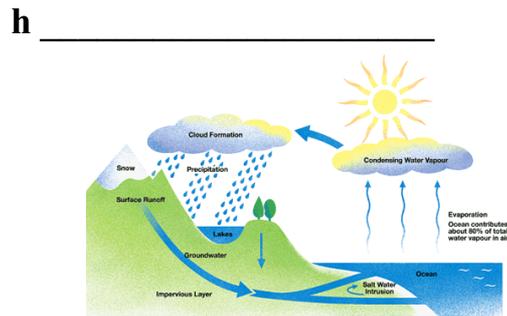
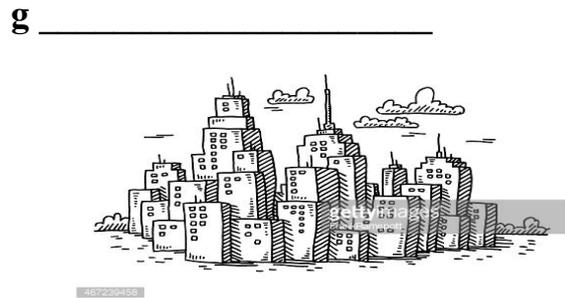
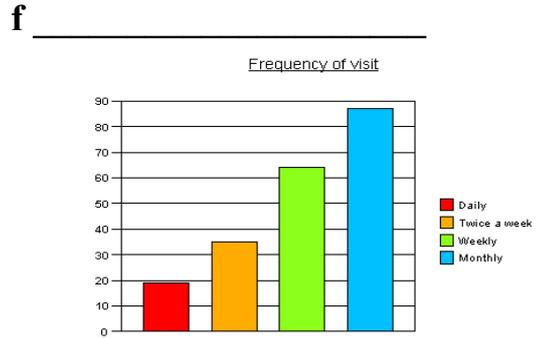


d

Varsity Sport	Males	Females	Total Participants
Baseball	29	0	29
Basketball	14	14	28
Cross Country	16	18	34
Lacrosse	35	19	54
Soccer	29	24	53
Swimming	29	33	62
Tennis	10	10	20
Track and Field	34	23	57
Wrestling	37	0	37
Softball	0	16	16
Volleyball	0	16	16



*PowerPoint
flow chary*



B Fill in the gaps with the correct names of visual aids from 3.3 A.

- 1 _____ are one of the most commonly used types of graph. They can be presented vertically or horizontally. They are particularly good for making comparisons.
- 2 A _____ is a means of arranging data in rows and columns. It gives very precise information, but its visual impact is very poor and it should be avoided during presentations as it may be difficult to read.
- 3 A _____ has good visual impact but does not show movement. It displays data, information, and statistics in an easy-to-read 'pie-slice' format with varying slice sizes telling you how much of one data element exists. The bigger the slice, the more of that particular data was gathered.
- 4 _____ are used to illustrate the stages in a process. They use simple geometric symbols and arrows to define relationships.
- 5 _____ are good for showing a relationship (usually between two sets of numbers) by means of a line, curve, a series of bars, or other symbols.
- 6 A _____ is an illustration designed to show or explain a process or operation or to clarify the relationship between the parts of a whole.

3.4 Match the left and the right sides.

When giving a presentation, the certain language is used to signpost the different stages. It's a good idea to memorize key phrases.

- | | |
|--|--|
| <p>1 _____ Starting the presentation</p> | <p>a • Good morning/good afternoon ladies and gentlemen!
• The topic of my presentation today is ...
• What I'm going to talk about today is ...</p> |
| <p>2 _____ Why you are giving this presentation</p> | <p>b • Now let's move on to ...</p> |
| <p>3 _____ Stating the main points</p> | <p>c • I'm going to conclude by ... saying that/inviting you to/ quoting ...
• In conclusion, let me ... leave you with this.</p> |
| <p>4 _____ Introducing the first point</p> | <p>d • Let's start/begin with ...</p> |
| <p>5 _____ Showing graphics, transparencies, slides etc.</p> | <p>e • Let me go back to what I said earlier about ...</p> |

6	___	Moving on to the next point	f	• I'd like to turn to something completely different.
7	___	Giving more details	g	• I'd like to recap the main points of my presentation. First I covered ... Then we talked about ... Finally we looked at ... • I'd now like to sum up the main points which were as follows: ...
8	___	Changing to a different topic	h	• Finally, I'll be happy to answer your questions. • Now I'd like to invite any questions you may have. • Do you have any questions?
9	___	Referring to something which is off the topic	i	• I'd like to expand on this aspect/point/problem. • Let me elaborate on that. • Would you like me to expand on/elaborate on that?
10	___	Referring back to an earlier point	j	• The purpose of this presentation is ... • This is important because ... • My objective is to ...
11	___	Summarizing or repeating the main points	k	• The main points I will be talking about are firstly... secondly... next, finally ... we're going to look at ...
12	___	Conclusion	l	• I'd like to illustrate this by showing you ...
13	___	Questions	m	• I'd like to digress here for a moment and just mention that ...

3.5 Mark the descriptions of Do's and Don'ts to follow during a presentation. The first one is done for you.

		<i>timing</i>	<i>voice</i>
1	Don't digress (talk about things that have nothing to do with the subject), unless you have a particular purpose in mind.	— ✓ —	—
2	Plan how long you're going to spend on each point and keep to these timings.	—	—
3	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) beforehand.	—	—

- | | | | |
|---|--|-------|-------|
| 4 | Finish on time. Don't run over. It looks bad if you don't have time to finish all your points and answer questions. | _____ | _____ |
| 5 | Use a microphone if you need one. Don't hold it too close to your mouth. | _____ | _____ |
| 6 | Don't labour a particular point (spend too long on something). | _____ | _____ |
| 7 | Start on time. Don't wait for latecomers. | _____ | _____ |
| 8 | Whether using a microphone or not, speak in natural tone of voice. Don't speak in a monotone (on the same level all the time). Vary the pitch (level) of your voice. | _____ | _____ |

3.6 Decide which of the following statements refer to which group. The first one is done for you.

- a Standing up straight and face the audience head-on.
- b Putting your hand or your notes over your mouth.
- c Using your hands to emphasize and reinforce your points.
- d Standing stationary or hiding behind equipment/furniture.
- e Varying your gestures and positioning.
- f Constantly rubbing your nose, ear, chin etc.
- g Nodding your head and smiling to emphasize what you are saying.
- h Playing with jewellery, your hair and/or coins, keys in your pockets.
- i Crossing your arms or legs.
- j Aiming to make eye contact with all members of the audience.
- k Speaking to your notes or to the screen or flip chart, with your hand turned away from the audience.

Confident body language

_____ *a* _____

Body language that creates barriers

3.7 Make sentences from the words below to express your policy on questions and discussion.

- 1 be will discussion there a later
- 2 points handout my the indicates main the of talk
- 3 like whenever interrupt you
- 4 if questions have ask you please any
- 5 few may notes take to want you a
- 6 you have I a for handout
- 7 questions until save any the please end

3.8 Complete the text below containing several recommendations for giving effective presentations. Use the correct forms of the words in brackets.

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

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

When I make a presentation I use the visuals as the outline. I will not use notes. I like to (9) _____ (*selection*) the kind of visual that not only best supports the message but also best fits the audience and the physical (10) _____ (*locate*), PowerPoint, slides, overhead transparencies, and flip charts are the four main kinds of visuals I use.

PowerPoint and slide presentations work well when I am (11) _____ (*sell*) a product or an idea to large groups (15 people or more). In this format, I like to use examples and graphs and tables to support my message in a general way.

In small presentations, (12) _____ (*include*) one-on-ones and presentations where the audience is part of the (13) _____ (*act*) process, I like transparencies or flip charts. They allow me to be more (14) _____ (*form*).

I get very, very nervous when I speak in public. I handle my (15) _____ (*nervous*) by just trying to look as if, instead of (16) _____ (*talk*) to so many people I'm walking in and talking to a single person. I don't like to speak behind lecterns. Instead, I like to get out and just be open and portray that (17) _____ (*open*).

I try very hard for people to enjoy my presentations by (18) _____ (*show*) enthusiasm on the subject and by being sincere. I try not to use a hard sell - I just try to report or to explain - and I think that comes across. In (19) _____ (*add*), it helps that I am speaking about something that I very (20) _____ (*strong*) believe in and something that I really, really enjoy (21) _____ (*do*).

4 LANGUAGE REVIEW

4.1 Match the purposes of Subordinate Clauses (1–4) with relevant definitions (a – d). Mind the Present Simple in Main Clauses.

- 1 ___ They don't believe that their idea has been put into practice.
- 2 ___ I work in advertising but I want a change.
- 3 ___ We are sure that all this will lead to a higher sense of motivation among employees.
- 4 ___ He knows he could broaden his skills during an engineering course.

- a to show same-time action (use the present tense)
- b to show earlier action (use the past tense)
- c to show a period of time extending from some point in the past to the present (use the present perfect tense)
- d to show action to come (use the future tense)

4.2 Match the purposes of Subordinate Clauses (1–3) with relevant definitions (a–c). Mind the Past Simple in Main Clauses.

- 1 ___ The trainer reminded that people exercise for good health.
- 2 ___ Sales increased by 20 per cent because the significantly higher quality was achieved.
- 3 ___ A car component company announced that it had discovered the rival's competitive success.

- a to show another completed past action (use the past tense)
- b to show an earlier action (use the past perfect tense)
- c to state a general truth (use the present tense)

4.3 Match the purposes of Subordinate Clauses (1–3) with relevant definitions (a–c). Mind the Future Simple in Main Clauses.

- 1 ___ They will probably get confirmation from participants if the latter have agreed with both the definition of the problem and the proposed process for solving it.
- 2 ___ He will surely stay at a brand hotel if he wanted a special experience.
- 3 ___ Companies will of course minimize environmental pollution if they follow governments' stringent regulations.

- a to show action happening at the same time (use the present tense)
- b to show an earlier action (use the past tense)
- c to show future action earlier than the action of the independent clause (use the present perfect tense)

4.4 Define and underline grammar tenses in Main Clauses (1–4). Match them with relevant definitions of purposes (a, b) in Subordinate Clauses. The first one is done for you.

- 1 b This graphic method will have enabled the individuals to analyse the various causes of a problem by the time they think of solutions.
- 2 _____ He has helped us to understand the issues since he obtained sound technical knowledge.
- 3 _____ They had got closer to their goals before they decided to work together.
- 4 _____ This graphic method will have enabled the individuals to analyse the various causes of a problem by the time they have thought of solutions.
- a for any purpose, use the past tense
b for any purpose, use the present tense or present perfect tense

4.5 Choose the correct option to complete the sentences.

- 1 My partner says that he _____ hard for the last few weeks and is very tired.
a has been working b worked c works
- 2 David reported the boss that he _____ the e-mail at last, and the worried expression began to disappear from his face.
a sent b had sent c must send
- 3 The personnel manager was interested _____ to quit my present job.
a why I had decided b why had I decided c why I decided
- 4 Could you ask the guest how long _____ at the hotel 'Apex'?
a he would be staying b would he be staying c would have be staying
- 5 Why did you say that Paul _____ an expert in this field?
a hasn't been b isn't c wasn't
- 6 I will explain to the executive what I mean if he _____ my activities not beneficial for the company.
a has considered b consider c considering
- 7 I know this private individual who has gone through a call centre before he _____ a car.
a rents b rented c had rented

- 8 Customers' needs will have been satisfied as soon as the company _____ the right marketing strategy.
 a chooses b chose c had chosen
- 9 My little son never admitted that wind _____ a lot of air movement.
 a might be b was c is
- 10 He will have had a credit policy with payment terms by the time he _____ himself on the market.
 a announced b has announced c must announce

4.6 Put the verbs in brackets into the correct tense form. Mind the Sequence of Tenses.

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

- 9 In this paper we _____ (*present*) a framework for federal electricity policy reform that _____ (*help*) to drive investment into building a truly national 21st-century electricity delivery infrastructure.
- 10 The world's citizens and governments must accept that Earth's resources _____ (*be finite*) and _____ (*commit*) themselves to the development of new power sources for automobiles.

5 SKILLS

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

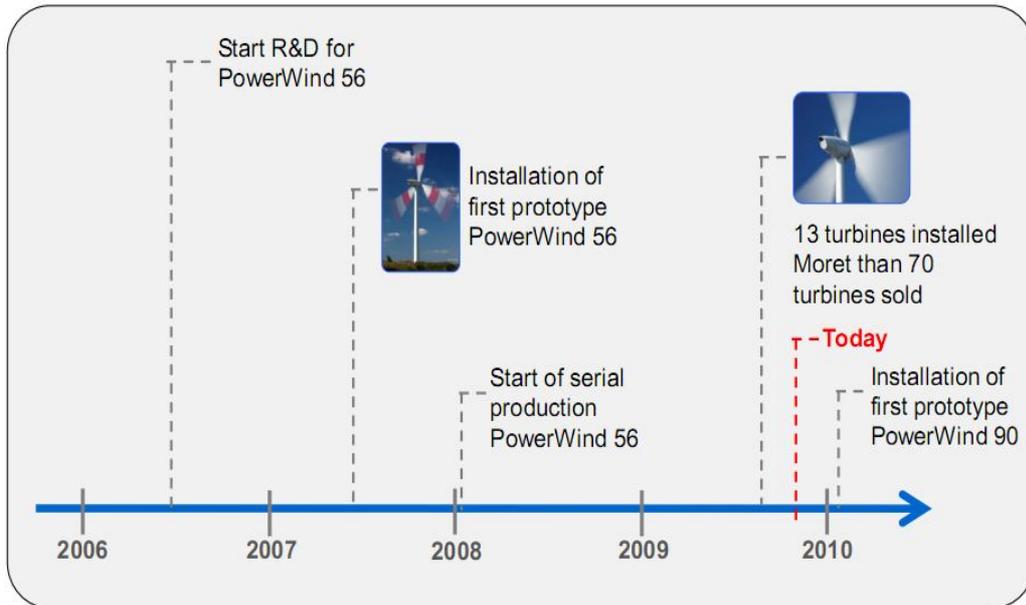
1

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



2

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



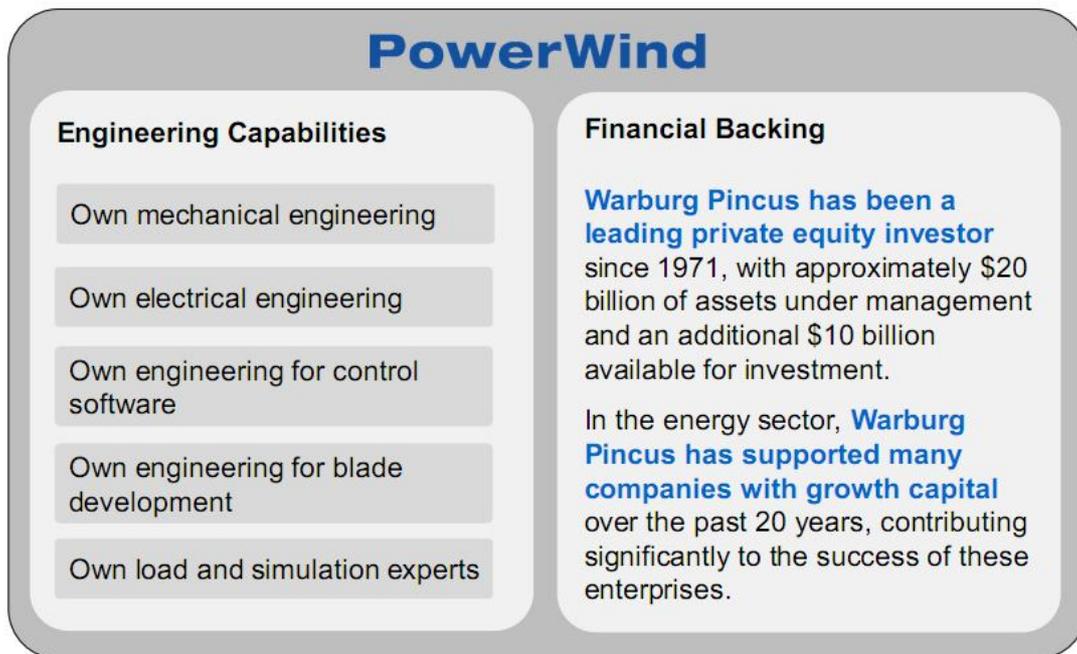
3

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

 <p>K. Pötter Managing Director</p> <ul style="list-style-type: none"> Industrial Engineer University of Paderborn PhD Electrical Engineering 2 years Tacke/Enron 5 years Enercon 4 years PowerWind* 	 <p>F. Fischer Head of R&D</p> <ul style="list-style-type: none"> Electrical Engineering University of Wuppertal PhD. Electrical Engineering 7 years Enercon 2 years PowerWind* 	 <p>T. Korzeniewski Head of Quality Management</p> <ul style="list-style-type: none"> Civil Engineer University of Aachen 6 years TÜV Nord WEC certification 2 years PowerWind* 	 <p>T. Meier Head of Field Service</p> <ul style="list-style-type: none"> Trained Electronic Technician 9 years Enercon 2 years PowerWind*
 <p>S. Heczko Managing Director</p> <ul style="list-style-type: none"> Industrial Engineer University of Karlsruhe Insead MBA 7 years BCG 3 years Viessmann 2 years PowerWind* 	 <p>F. Scherf-Radermacher Head of Service & After Sales</p> <ul style="list-style-type: none"> Mechanical Engineering University of Darmstadt 7 years MAN Roland 10 years Delphax Systems 2 years Miller-Johannesberg 	 <p>C. Vogt Head of Sourcing & Production</p> <ul style="list-style-type: none"> BA University of Osnabrück 5 years GE Wind 3 years PowerWind* 	 <p>P. Klessascheck Head of Project Management</p> <ul style="list-style-type: none"> Civil Engineer University Hannover 8 years Enercon 3 years Epuron/PowerWind

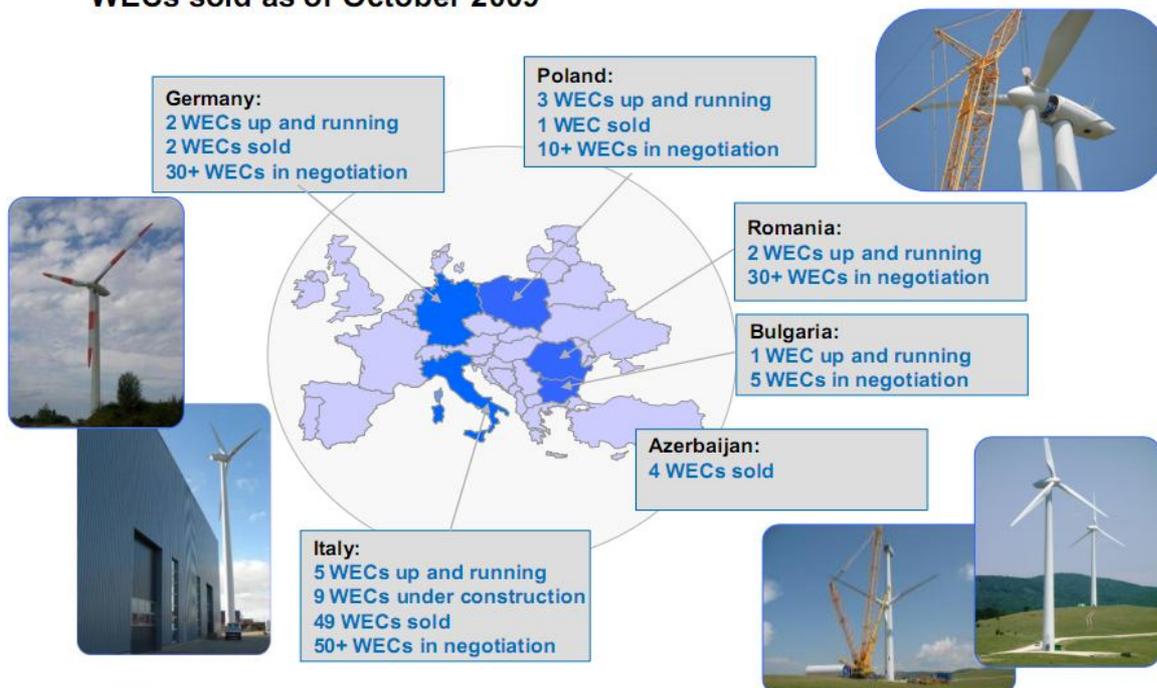
4

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



5

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



(Retrieved from http://www.gaccmidwest.org/fileadmin/ahk_chicago/Dokumente/WE_Conference_111009_PowerWind_05.pdf)

UNIT 5

1 LEAD-IN

- 1 What do you understand by the term ‘negotiation’?
- 2 Have you ever had to conduct a business negotiation? If yes, did you win or lose?
- 3 How is a business negotiation different from everyday conversation?
- 4 What can make the negotiations successful?
- 5 Comment the following quotes. Tick the ones you agree with. Compare your ideas with a partner.

‘Let us never negotiate out of fear. But let us never fear to negotiate.’

John F. Kennedy, the 35th President of the United States

‘Never begin a deal, a battle or a love affair if the fear of losing overshadows the prospect of winning.’

Aristotle Onassis, shipping tycoon

‘If you come to a negotiation table saying you have the final truth, that you know nothing but the truth and that is final, you will get nothing.’

Harri Holkeri, a Finnish statesman, the Prime Minister of Finland

2 READING

THE ART OF SUCCESSFUL NEGOTIATION



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

In the world of business, negotiating skills are used for a variety of reasons, and can be of three different types. The first type supposes the situation when two parties have a shared objective: to work together in a way

which is mutually beneficial. Proposals and counter proposals are discussed until agreement is reached. Both sides hope for repeat business.

This is an agreement-based negotiation, sometimes referred to as a win-win negotiation. Two other types of negotiation are less founded on mutual benefit, but on gaining the best deal possible for your side. In the first type, both teams negotiate to independent advantage.



This means that each team thinks only about its own interests. A third type is

the negotiation to resolve a conflict. Each party regards the other as an opponent and seeks to win the argument.



Negotiating is often referred to as an 'art'. While some people may be naturally more skillful as negotiators, everyone can learn to

negotiate. Some techniques and skills that aid people in the negotiating process include: aiming high, visualizing the end results, treating one's opponent with respect and honesty, preparing ahead of time, exhibiting confidence. Being prepared is the most important thing. If you have not had

time to prepare properly, you will be wasting your time. You must have a clear set of objectives. It is of importance to list your main objectives and your secondary objectives, define what the minimum position you are prepared to accept is. You should take what you need – documents,



materials, people and dress appropriately. If you are hosting the negotiation, then you have to think carefully about the arrangement of the room and the layout of the furniture. It must create the atmosphere of mutual cooperation.

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

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

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

2.1 Answer the following questions to the text.

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

2.2 Match the sentence beginnings (1–9) to the correct endings (a–i).

- 1 The reasons to conduct negotiations are ...
 - 2 With the ability to negotiate, ...
 - 3 In an agreement-based negotiation, ...
 - 4 When parties negotiate to independent advantage, ...
 - 5 In the negotiation aimed at resolving a conflict, ...
 - 6 Aiming high, visualizing the end results, treating one's opponent with respect and honesty, preparing ahead of time, exhibiting confidence ...
 - 7 To be prepared for negotiation, ...
 - 8 Even the arrangement of the room and the layout of the furniture ...
 - 9 A successful negotiation can be destroyed ...
-
- a both parties have a shared objective and hope for repeat business.
 - b people can manage to avoid conflict and uncomfortable situations.
 - c it is necessary to prioritize the objectives.
 - d to start or continue a relationship and resolve some issue.
 - e can contribute to the atmosphere of mutual cooperation.
 - f they think about their own interests.
 - g are some of the negotiating techniques and skills.
 - h each of the parties tries to win the argument.
 - i without the confirming the terms on which both parties agreed.

3 VOCABULARY PRACTICE

3.1 Match up the words to form collocations. Make up the sentences of your own with the collocations formed. Match the two halves of each collocation. Use them to make up sentences of your own.

A

- | | |
|-------------------|----------------|
| 1 initial | a relationship |
| 2 long-term | b negotiation |
| 3 dirty | c benefit |
| 4 one-off | d offer |
| 5 agreement-based | e deal |
| 6 mutual | f tricks |

B

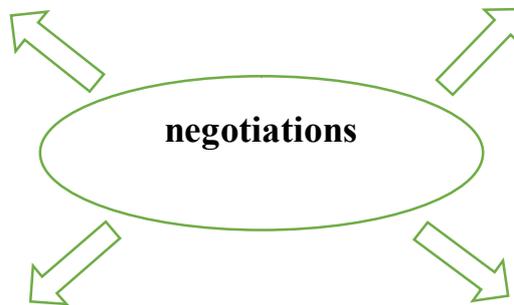
- 1 win-win
- 2 negotiating
- 3 last-minute
- 4 shared
- 5 counter
- 6 critical

- a phase
- b demand
- c proposal
- d negotiation
- e objective
- f process

3.2 Group the following terms according to the titles in the table.

- | | | | |
|-----------------------|-----------------------|-----------------------------|---------------------|
| to break off | to break down | to carry on | to lose interest in |
| to enter into | to conduct | to accept | to reject |
| to interrupt | to block the start of | to facilitate | to evade |
| to foster | to shelve | to move forward | to call off |
| to renew | to side-track | to impede | to launch |
| to break the deadlock | | to bring out of the impasse | |

Negative Attitude



Positive Attitude

3.3 Match the words and phrases (on the left) with the definitions (on the right).

- | | | |
|---------------|---|---|
| 1 unrealistic | a | the offer/request which is presented second in response to the first proposal |
| 2 ultimatum | b | strategies used to get one's goals met |
| 3 tension | c | a display of opposition |
| 4 tactics | d | make up for a loss |
| 5 flexible | e | very unlikely to happen |

- | | | | |
|---|------------------|---|---|
| 6 | resistance | f | a final term that has serious consequences if not met |
| 7 | counter proposal | g | feeling of stress/anxiety caused by heavy conflict |
| 8 | compensate | h | open/willing to change |

3.4 Complete the sentences using the following words.

- | | | | |
|---------------------|--------------------|--------------------|----------------------|
| <i>alternatives</i> | <i>collective</i> | <i>consensus</i> | <i>resolve</i> |
| <i>victory</i> | <i>proposal</i> | <i>cooperation</i> | <i>indecisive</i> |
| <i>compromise</i> | <i>counterpart</i> | <i>demands</i> | <i>point of view</i> |

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

3.5 Complete the sentences using the following words.

Go for a Win-Win Solution

Throughout the (1) _____ (NEGOTIATE), try to determine what you believe to be an (2) _____ (ACCEPT) outcome for the other party. It may be a combination of different things that aren't (3) _____ (NECESSARY) tied solely to price. For example, the _____

(4) _____ (DELIVER) date may be the most important thing to the other party, while product quality may be your primary (5) _____ (DRIVE).

(6) _____ (UNDERSTAND) the other side's priorities is just as important as understanding your own, so figure out what you would do if you were in his shoes. When constructing your offers, attempt to satisfy some of his priorities if doing so doesn't (7) _____ (WEAK) your overall position. Be prepared to give up the little things in exchange for the big things you don't want to concede.

While you have the power to influence the negotiation process in your

(8) _____ (FAVOURITE), your goal should be to secure a good deal without extracting the last pound of flesh from the other party. This is especially true if you will be negotiating with the same party on a recurring basis. The most effective (9) _____ (NEGOTIATE) are professionals who know their business and don't let personalities and (10) _____ (RATION) behavior interfere with their mission. They are capable of making the other party believe they got the best deal they could under the circumstances.

Once the negotiation is completed, you want to be able to work

(11) _____ (EFFECTIVE) with those in the other party during contract performance. While heated confrontation is a common

(12) _____ (OCCUR) during negotiations, at some point collaboration and compromise are needed to get a deal.

3.6 Read the passage about negotiating styles and match the expressions in bold to the definitions below.

Negotiating Styles

Business negotiations are not (1) **games of words**. They are, in fact, fierce battles of wits and tactics. To win such a battle with foreign nationals, one needs to acquaint himself with their respective negotiating style.

The Japanese, for example, think very highly of (2) **rites**, being a nation deeply influenced by the traditional Chinese culture, especially by the Confucian ideas. In negotiations, they are particular about an equal or near equal membership of the other bargaining group. If not, they will either feel slighted, even insulted or have doubt in the final say of the small membership. The Japanese also have an age-long (3) **prejudice** against women. If too many business females are in the other group, they will feel uneasy or annoyed. In their (4) **biased** point of view, women should stay at home, nursing the kids, tending to household chores and (5) **waiting on** their husbands rather than sit at the negotiation table. This male-chauvinism may be traced to the Japanese acculturation of the Chinese feudal ethical codes, to the exact here, the three

cardinal guides – ruler guides subjects, father guides son, husband guide wife. Another characteristic of the Japanese in negotiation is that they habitually don't give clear and straight forward answers. They may keep on saying 'yes, yes'. However, their *yes* doesn't mean their acceptance to the term is offered, but rather their understanding of what is said. They keep on saying *yes* only for rite sake. Still worth mentioning there is that the Japanese have more trust in personal **(6) rapport** than in business contracts.

This presets a sharp contrast to the Americans. So when doing business with the Japanese, you should take time and pains to establish true personal rapport and friendships. Don't count too much on contracts, they are pieces of waste paper in the eyes of the Japanese once both sides are **(7) at odds**.

The United States is known as a 'melting pot' with peoples from a great variety of cultures pouring into this pot. Though the different cultures are not entirely melted in this pot, some broad generalizations can still be drawn about Americans. Americans are looked on as rugged individuals who are aggressive at the negotiation table and seek to stand out 'above the crowd' in their business affairs. They are generally considered straightforward, get-to-the-point business people. They are frank, light-hearted, confident, and risky in their pursuit of material gains. They value time, efficiency and laws very much. But they don't care very much for formality, rituals, and social rules. They are impressive for their 'package deal' manners at the negotiation table. They are frankly expressive and like to crack jokes, sometimes to the extent of appearing disrespectful to the other group. All these character traits and business styles of the Americans are the natural results of a young nation, a great variety of cultures and a universal language.

The Russians are good at **(8) playing tricks** in business negotiations. They will always try to **(9) bring down** a proposed price, be it ever so low. They will try to persuade you to let off the price for a good reputation. They like to play cat and mouse with you, saying that your rival is proposing a much lower price and that your offer is in no way acceptable. They may even get to their feet and turn away from the table. However, you needn't **(10) take it to heart**. They will come back, for sure. If they can get what they desire at a lower price elsewhere, they will not **(11) waste** their *tongue* with you.

The Arabs are a typically religious group. Most of them tend to be stubborn and stiff, suspicious and conservative. In business negotiations, they usually take things in a leisurely manner and are often deliberately **(12) mystifying**. They are good at bargaining. When they don't want to accept a proposed price, they simply pay no attention to it. They may even, in times of real need, bring the negotiation to an abrupt halt or break their previous promises by the excuse that it is the holy order of Allah. The wealthy Arab businessmen are usually friendly and hospitable. They may rise from the negotiation table to greet a friend or commonly unacceptable in many other cultures. But the Arabs think that they should be friendly to all their guests.

Any other countries also have their respective culture. If you want to negotiate successfully with the members from these countries, you must show your respect to their culture.

(Liangguang Huang, *Cross-cultural Communication in Business Negotiations*, International Journal of Economics and Finance)

- | | |
|--|--------------------------------------|
| a ___ wit practices | g ___ preconceived opinion |
| b ___ waste time for discussion | h ___ bewildering |
| c ___ attending upon | i ___ worry about |
| d ___ cheating | j ___ ceremonies |
| e ___ very different | k ___ harmonious relationship |
| f ___ subjective | l ___ lower |

4 LANGUAGE REVIEW

4.1 Fill in the gaps with *say* or *tell* in the correct tense.

- 1 He _____ to me that the results of the negotiations would be announced in two days.
- 2 They _____ that they would call the following week.
- 3 Don't _____ us that you have already done everything and it is not possible to change the situation for better.
- 4 I can't _____ the difference between the policy of this company and our previous suppliers.
- 5 I will _____ you all about their demands to pay a compensations.
- 6 I would like to _____ a few words about our contradictions.
- 7 It is better to _____ nothing than to _____ a lie.
- 8 It's hard to _____ exactly what is wrong.
- 9 He _____ a terrible joke at the meeting and no-one laughed - except him.

4.2 Imagine you want to repeat sentences that you heard some time ago in another place. Rewrite the sentences in reported speech.

- 1 They said, 'We talk in order to reach an agreement.'
They said _____
- 2 She said, 'I am a tough negotiator because I am good at getting what I want.'
She said _____
- 3 He said, 'I thought that we all knew the foreground to these talks.'
He said _____
- 4 You said, 'I believe the talks will be held in a relaxed atmosphere.'
You said _____

- 5 The manager said, 'Negotiations had failed twice in the past to produce results.'
The manager said _____
- 6 Ms Weber said, 'We are trying to estimate the needs and objectives of the other side.'
Ms Weber _____
- 7 They said, 'Each party had given up certain demands in order to reach an agreement by Friday.'
They said _____
- 8 She said, 'We are going to compromise on this issue because it means so much to us.'
She said _____
- 9 He said, 'Disagreements over certain things have always led people to fight or have 'cold war'.'
He said _____

4.3 Report the sentences.

- 1 She said, 'You had to operate at full capacity here.'
She said _____
- 2 I said, 'If I were you, I wouldn't expect your opponents to yield so quickly today.'
I said _____
- 3 He said, 'In a business negotiation which will happen tomorrow between eastern and western companies, there are quite a lot of difficulties and importance which should be paid much attention to.'
He said _____
- 4 They said, 'We may provide the final discount if our manager agrees.'
They said _____
- 5 She said, 'I will convince your clients of the benefits of your offer and selecting your company's products.'
She said _____
- 6 They said, 'We can postpone the discussion until later.'
They said _____
- 7 We said, 'If we use mediation, it may help to move the negotiations forward.'
We said _____
- 8 He reminded, 'If we had known that we wouldn't find the products of better quality, we would have signed the contract immediately.'
We said _____
- 9 Sara said, 'It's never easy to talk about my salary, but it might sometimes be necessary!'
Sara said _____

4.4 Report a dialogue between a buyer and a seller of a product.

Buyer: We would like to have a deal and place an order.

Seller: We can offer you 30,000 components at a unit cost of \$5.35 per unit.

Buyer: \$5.35 per unit. We weren't expecting the price to be so high.

Seller: It's an extremely competitive price for the quality we guarantee.

Buyer: We have dealt with a number of suppliers and considered different offers. The price that you're offering us is a lot higher.

Seller: I can understand you perfectly. The price is high, but you have to think about the quality of the product that you're obtaining. This component has been the best on the market for some years. It is the most innovative and advanced.

Buyer: We have heard about the quality of your products, but the price is really too high.

Seller: You know that our company has one of the best reputations in the industry for the quality control system in our factories as well. We have the lowest rate of returns. So you can be sure that you're getting the product with a negligible risk of failure. If you placed an order, you would not be frustrated.

Buyer: I can't take a decision right now.

Seller: I understand that you see the price as a little high. But try to imagine how much you spend each year replacing faulty components. We can guarantee each of the components not for the standard 3 years but for 5 years.

Buyer: It's quite an interesting offer.

Seller: It's not necessary to give us an answer straight away. Think about the offer and get back to us.

Buyer: Thank you. It will be the most reasonable. I'll phone you back next week.

5 SKILLS

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

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

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

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

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

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

the company can modify the electric service by

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

While negotiating, try to use appropriate business language.

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

Language to use for objection on a point or offer:

- I agree with you on that point.
- That's a fair suggestion.
- So what you're saying is that you ...
- In other words, you feel that ...
- You have a strong point there.
- I think we can both agree that ...
- I don't see any problem with/harm in that.
- The way I look at it ...
- I'm prepared to compromise, but ...
- I understand where you're coming from. However, ...
- The way I see things...
- From my perspective ...
- That's not exactly how I look at it.
- I'm afraid I had something different in mind.
- If you look at it from my point of view ...
- I'd have to disagree with you there.
- I'm afraid that doesn't work for me.
- Is that your best offer?

UNIT 6

1 LEAD-IN

- 1 Discuss with your partner the following statements and give your own idea of what a meeting is.

A business meeting is...

- a chance to see and talk to the colleagues from other departments.
 - an ideal opportunity to exchange points of view.
 - the only way to find out what is going on.
 - the best place to take crucial decisions.
 - a possibility to discuss important issues.
 - a safe environment to criticise the other colleagues' ideas.
- 2 Do the meetings you attend always have a purpose? Do you ever spend time during a meeting saying to yourself, 'Why am I here?' or 'What's the point of all this?' Why can it happen?
 - 3 Is it necessary for a company to have meetings regularly? Are there any reasons not to hold a meeting?
 - 4 What preparations can be important to make a meeting successful?
 - 5 Have you ever chaired a meeting? Do you know how to chair a meeting?

2 READING

BUSINESS MEETINGS

Every business, no matter how big it is, has meetings as a regular part of getting things done. Although employees can communicate with one another in an organization in many different ways, business meetings — if



they are conducted the right way — can be incredibly effective and efficient. Meetings are not only one of the most important ways for employees to communicate within organizations, but they are also the way that teams get their work done. Although individual team members work on tasks outside of meetings, team meetings give members the opportunity to come together to determine the team's goals, its plans for achieving its goals, and who will do what — and when.

Business people spend quite a lot of time in meetings, and meetings

come in all shapes and sizes, ranging from formal committee meetings to informal one-to-one meetings.

The most common reasons why meetings are held can be as follows:

- to reach decisions and make all the participants feel more committed
- to advance the thinking and make progress in solving a problem or analysing a situation
- to obtain input and maximize the quality of feedback
- to increase a team capacity, to clarify roles and responsibilities, to improve communication
- to elicit different and unexpected ideas leading to more imaginative and courageous decisions
- to share and get more information.

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



Whether you are meeting by phone, telepresence or in person, always prepare thoroughly. Use the three meeting components – topics to be covered, desired outcomes and the processes to reach the outcomes – as a guide for the meeting agenda. For example, a brainstorming session followed by

voting on alternatives may be key components of a problem-solving meeting.

Most meetings have an agenda. Begin preparing the agenda by defining the meeting goal. The goal is the reason for the meeting. If the goal is fuzzy, the meeting is destined for failure. For a formal meeting, this document is usually circulated in advance to all participants. For an informal meeting, the agenda may be simply a list of the points that have to be dealt with. The purpose of an agenda is to speed up the meeting and keep everyone to the point. The agenda for a formal meeting must be organized in logical order. Often the agenda shows not only the topics but the function of a meeting regarding each topic (to receive a report on, to confirm, to approve etc.).

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

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

Unfortunately, meetings are prone to fall into nonproductive pitfalls. Some of the drawbacks of meetings are as follows:

- meetings may not have focus
- companies have too many meetings
- more time is required than if one person made the decisions
- attendees may be unprepared
- there is more talk and most meeting time is wasted
- there is more group pressure.

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

2.1 Answer the following questions to the text.

- 1 What are the meetings held for?
- 2 What three meeting components are essential in a successful meeting preparation?
- 3 What official records help manage a meeting effectively?
- 4 What is the role of a chairperson at a meeting?
- 5 Why can a meeting be unsuccessful?
- 6 What other factors have a positive impact on meeting productivity?

2.2 According to the ideas of the text decide if the facts below are advantages or disadvantages of a meeting. Put a tick (✓) in one of the columns.

	<i>advantage</i>	<i>disadvantage</i>
1 other work has to be set aside for the sake of the meeting	_____	_____

- | | | | |
|----|---|-------|-------|
| 2 | can help coordinate the work as a whole | _____ | _____ |
| 3 | members get personal support from each other when they exchange ideas | _____ | _____ |
| 4 | some mistakes can be avoided by a collective and many-angled focus on issues | _____ | _____ |
| 5 | multiplicity of views may prevent a meeting from taking a decision which a chief executive may take alone | _____ | _____ |
| 6 | can save time as one can meet a number of people at a time interactively | _____ | _____ |
| 7 | some members come unprepared and feel that the others will everything | _____ | _____ |
| 8 | many interest groups can be represented | _____ | _____ |
| 9 | can be expensive to arrange – they require a place, paperwork, prior communication, etc. | _____ | _____ |
| 10 | take much time to take decision | _____ | _____ |

2.3 Discuss how the following proverbs can be applied to business meetings.

Two heads are better than one.

Everybody's job is nobody's job.

Too many cooks spoil the soup.

3 VOCABULARY PRACTICE

3.1 Write the sentences of your own to explain what the following people do at a meeting.

A (positive role)

a chairperson/chair

a board of directors

a key speaker

B (time-wasters)

a meeting hog (always wants to talk about something)

a latecomer

a prolonged speaker

a guest speaker

a professional meeter (likes to schedule useless meetings)

a participant

a multitasker

a note-taker

a unprepared

3.2 Choose the appropriate words or phrases denoting the following:

<i>agenda</i>	<i>consensus</i>	<i>casting vote</i>	<i>Any Other Business (AOB)</i>
<i>minutes</i>	<i>motion</i>	<i>apologies</i>	<i>proxy vote</i>
<i>objectives</i>	<i>show of hands</i>	<i>ballot</i>	<i>closing remarks</i>

- 1 list of objectives to cover in a meeting _____
- 2 unspecified item on agenda _____
- 3 a written record of everything said at a meeting _____
- 4 goals to accomplish _____
- 5 item on agenda announcing people who are absent _____
- 6 a suggestion put to a vote _____
- 7 raised hands to express an opinion in a vote _____
- 8 a type of vote, usually in writing and usually secret _____
- 9 last thoughts spoken in a meeting _____
- 10 a vote cast by one person for or in place of another _____
- 11 general agreement _____
- 12 deciding vote (usually by the chairman) when the votes are otherwise equal _____

3.3 Complete the sentences with the following verbs in the correct form.

<i>adjourn</i>	<i>take</i>	<i>allocate</i>
<i>run</i>	<i>accomplish</i>	<i>commence</i>
<i>vote</i>	<i>brainstorm</i>	<i>wrap</i>

- 1 We have a lot to _____ today, so let's start our meeting.
- 2 If no one wants to comment, we _____ the meeting to next Friday.
- 3 I would like to _____ someone to report on our profits.
- 4 They always _____ for a new chairperson at the annual general meeting.
- 5 Let's take a few minutes and _____ some ideas of how we can cut our delivery costs.
- 6 I'll _____ as soon as all of the participants take a seat.
- 7 It seems that everyone is in favour of _____ a short break.
- 8 We _____ out of time and were forced to adjourn our yesterday's meeting.

- 9 Before we _____ up I want to remind everyone to sign the attendance form on the way out.

3.4 Match the names of different types of meetings with their descriptions.

- | | | | |
|----|-------------------|---|---|
| 1 | seminar | a | Usually general sessions and face-to-face groups planning, fact-finding and problem-solving. |
| 2 | workshop | b | Two or more speakers each stating their viewpoints. The discussion is led by a chairman. |
| 3 | clinic | c | A panel discussion or presentation by experts in a given field with an opportunity for audience participation. |
| 4 | conference | d | Usually a general session with groups of participants assisting each other to gain new knowledge. Attendance generally no more than 30—35 participants. |
| 5 | forum | e | A programme where the participants determine the matter to be discussed. Leaders then construct the programme around the problems that come up most frequently. |
| 6 | symposium | f | A large meeting or series of meetings of experts in a given field. Often with international participation. |
| 7 | panel | g | A formal presentation by an expert, sometimes followed by the audience participation. |
| 8 | lecture | h | Usually a group sharing experiences in a particular field with an expert discussion leader. Attendance generally 30 persons or less. |
| 9 | colloquium | i | Usually a panel discussion or presentation by experts in a given field before a large audience. Some audience participation, less than a forum. |
| 10 | congress | j | Usually small groups, but may have general sessions where experts provide most of the tuition in one particular subject. |

3.5 Complete the sentences with the correct forms of the capitalized words in brackets.

Do your team (1) _____ (MEET) seem to be lacking in (2) _____ (EFFECTIVE)? Try adding an ounce of humour. A new study from the VU* University Amsterdam and the University of Nebraska at Omaha suggests (3) _____ (HUMOUR) meetings lead to better (4) _____ (COMMUNICATE) and new ideas.

The (5) _____ (RESEARCH) attended regular team meetings of two medium-sized (6) _____ (INDUSTRY) organizations in Southern Germany and videotaped the teams' behavior, signaling out patterns of humour-laughter-humour chains. Meaning when someone told a joke, others would chime in with a few more cracks until the laughter (7) _____ (FINAL) died down.

The researchers noticed after the humour-laughter chain had concluded, the lines of communication appeared to be more open and teams were (8) _____ (SIGNIFICANT) more likely to propose new ideas and (9) _____ (SOLVE) and ask constructive questions. The higher the number of humor-laughter chains during meetings, the better the teams' (9) _____ (SUPERVISE) rated the team – both immediately after the meeting and even two years after working with the team.

*Virtual University

Retrieved from: <http://www.entrepreneur.com/article/246359>

3.6 Complete the sentences from business emails with the correct prepositions.

A Email

From: John Barkley
To: Tom Smith
Subject: Company Meeting

Margaret

I am leaving (1) ___ France (2) ___ Monday, so we'll need to set up a meeting (3) ___ then to discuss the terms (4) ___ our new contract. What (5) ___ Thursday (6) ___ 11 a.m.? Can you get back (7) ___ me today?

John

B Memorandum

MEMO

To: All senior managers
From: John Barkley, Chief Executive
Date: 20 September

Dear all,

We have a number of issues to discuss concerning our new deal. I want to meet urgently with all senior managers **(8)** ___ 11 a.m. this morning **(9)** ___ my office. The purpose of the meeting is to brief you **(10)** ___ the new terms of the contract, decide the actions we need to take to guarantee the urgent delivery **(11)** ___ our products.

Please clear your diaries **(12)** ___ the whole of the afternoon.

JB

C Email

From: John Barkley
To: All senior managers
Subject: Setting the agenda

Dear all,

Can you have a look **(13)** ___ the agenda **(14)** ___ today's meeting and let me know as soon as possible if you want to make any changes. Please let me know **(15)** ___ advance if you are unable to attend **(16)** ___ any reason.

D Agenda (Weekly Meeting)

Meeting Agenda

Date: 20 September
Time: 11:00
Venue: Conference Room 5
Participants: JB TS MV RA AM

- 1 Apologies
- 2 Minutes (17) ___ last meeting
- 3 The terms (18) ___ a new contract (19) ___ Renault Trucks
- 4 Delivery (20) ___ products (21) ___ Lyon
- 5 AOB
- 6 Date (22) ___ next meeting

Thanks
John

3.7 Complete the sentences with one of the adjectives describing meetings.

annual *face-to-face* *previous* *informal*
formal *forthcoming* *constructive*

- 1 Keep an eye on the noticeboards for _____ meetings.
- 2 Minutes of the _____ meeting were reviewed and endorsed as correct with a minor correction which would be amended.
- 3 _____ General Meeting is the gathering of the directors and shareholders of every incorporated firm, required by law to be held each calendar year.
- 4 Because of the power of in-person interactions _____ meetings foster trust and lead to solid, long-term relationships and partnerships.
- 5 A _____ meeting is a pre-planned event where two or more people come together to discuss specific matters for the purposes of achieving a specific goal. An _____ meeting is more casual, and less planning is involved.
- 6 A _____ meeting is a meeting with a clear goal, an open dialogue, and a strong leader, which runs smoothly and effectively saving time and money.

4 LANGUAGE REVIEW

4.1 Report the questions about a product and a service description posed by a consultant.

The consultant asked/wanted to know/ wondered ...

- 1 Do you provide a detailed description of your product or service?
- 2 What innovative features does your product or service offer?
- 3 How does your product or service distinguish itself from other products or services already existing on the market?
- 4 What are the three unique selling points offered by your product or service?

- 5 When was the product or service launched into the market?
- 6 How will your product or service satisfy client needs and expectations?

4.2 Report the following questions of the chairperson.

The chairperson asked ...

- 1 May I begin by saying that our today's meeting is a crucial one for the future development of our company?
- 2 Were you sent an agenda yesterday?
- 3 Are there any changes or additions to the agenda?
- 4 Can we accept the minutes as read?
- 5 Could we get down to the main item?
- 6 Would you like to comment on that point?
- 7 Do we have a consensus here?
- 8 Are we beginning to lose sight of the main point?
- 9 May I interrupt here and move on to the next speaker?
- 10 Did you inform your colleagues about the changes in the project yesterday?
- 11 Have we come to some agreement on this issue?
- 12 Are there any objections?

4.3 The CEO informs the staff about the strategies that boost negotiation success. Report his commands and recommendations.

- 1 Check whether you are in a negotiating situation, in any communication or problem-solving situation with others that can work out to your advantage. Engage only when it is in your interests; cease when it is to your detriment.
- 2 Clarify your aims.
- 3 Gather information about the other side's offer and use it to refine your own.
- 4 Negotiate with your own side. Aim to get the support you need; the trust you need; the resources you need; the understanding you need; and the freedom you need.
- 5 Get your best alternative to a negotiated agreement.
- 6 Prepare the setting.
- 7 Prepare yourself mentally, as the right attitude towards negotiations is crucial. Aim to be tough, business-like, and alert. Don't feel you owe the other side anything. Don't put yourself above or below the other side. Stay relaxed and unhurried. Don't reveal your feelings at any point.

4.4 Report the following requests.

- 1 A reporter said to the leading engineer, 'Could you please speak on the efficiency of different types of power plants?'
- 2 A manager asked an electrician, 'Could you please inspect a wiring system and equipment?'
- 3 'Think about your points of debate ahead of time, please,' the boss said to him.
- 4 'Can you give us an A-B-C on preparing to negotiate, please?' he said to the expert.
- 5 He said to the secretary of the meeting, 'Could you try to create a relaxed atmosphere?'
- 6 'Think about sending us a written proposal, please,' said the chairman.

4.5 Report the following suggestions.

- 1 The construction superintendent said, 'How about finding some new designers?'
- 2 'Let's set the goal. We should know what we want to achieve,' she said to me.
- 3 'Why don't listen carefully enough so that to discover the true motives of the opponent,' he said to them.
- 4 'Shall we pretend ignorant in order to encourage others to express their views fully,' she asked the colleague.
- 5 'I think we can both feel very happy with the results today,' said the participant.
- 6 'Shall we go out this evening to celebrate our agreement?' we said.

4.6 Report the following sentences in A – D in the past tense. Use the italicized verbs as the introductory words.

A *threaten agree demand promise refuse offer claim*

- 1 'I'll inform you as soon as I get all the details.'
He _____
- 2 'Yes, we'll give you some time to check all the figures once more.'
He _____
- 3 'Give me some guarantee that the cargo will be delivered in time'
He _____
- 4 'We have been negotiating the price for almost a week.'
He _____
- 5 'Would you like me to talk to them?'
He _____

6 'If you don't keep your promise and don't pay next week, we'll break the contract.'

He _____

7 'No, we won't change our decision.'

He _____

B *ask forbid advise allow order remind warn invite beg*

1 'You should focus on shared values and interests, but not on the positions each side takes.'

He _____ me _____

2 'In negotiations don't search for the one right solution.'

He _____ me _____

3 'Don't forget to take all the latest reports on this deal.'

He _____ me _____

4 'You can bring your assistant with you.'

He _____ me _____

5 'You mustn't agree to these terms.'

He _____ me _____

6 'Could you inform me about the changes?'

He _____ me _____

7 'Please, please don't forget about this fact.'

He _____ me _____

8 'Cancel the meeting right away!'

He _____ me _____

9 'Will you come to our first meeting?'

He _____ me _____

C *insist on admit (to) deny apologize for accuse smb of
boast about/of complain to smb of suggest*

1 'No, we haven't stolen this information.'

He _____

2 'I'm sorry I'm late again.'

He _____

3 'I'm the best negotiator in the company.'

He _____

4 'You ignored our policy.'

He _____

5 'Yes, we are cutting all our prices by 50% for one day only!'

He _____

6 'We have very unreliable suppliers.'

He _____

7 'Let's get to business right away.'

He _____

8 'You must finish the deal by Friday.'

He _____

D *explain inform smb exclaim/remark*

1 'The results will come out next week.'

He _____

2 'I don't trust them, because I have known about their tricks since I started work with them.'

He _____

3 'What a bargain!'

He _____

5 SKILLS

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

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

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

Fifty years later, in 2006, AEP became the leading utility proponent of the need for a nationwide interstate transmission system modeled after the national interstate highway network. The nation is in critical need of new transmission infrastructure to eliminate transmission "bottlenecks" that reduce system reliability and raise energy costs for electricity users.

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

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

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

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

In June 2007, PJM Interconnection, approved a proposal put forth by AEP and Allegheny Energy, Inc., to build a significant portion of the transmission superhighway envisioned by AEP. The Potomac-Appalachian Transmission Highline (PATH) will involve the construction of 250 miles of 765-kV extra-high voltage transmission in West Virginia and an additional 40 miles of 500-kV transmission from West Virginia to Maryland.

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

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

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

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

THE CHAIRPERSON

Opening the meeting and presenting the agenda

Welcome everyone ...

The purpose of this meeting is to ...

Do you all have a copy of the agenda?

Perhaps we could start with the first point, which is ...

Keeping things moving

Mr/Ms X, would you like to speak now?

We'd like to hear your idea Mr/Ms X.

Let's move onto the next point.

OK, I think you've made your point so let's now consider ...

Ensuring everyone stays focused and contributes

That's not relevant, could you stick to the point please.

Mrs X, I don't think we've heard from you yet.

What do you think are the marketing/financial implications?

Does everyone follow?

Keeping an eye on time

I'll have to ask you to be as brief as possible as we are running out of time.

I'm afraid our time is almost up.

Summarising

To sum up ...

To summarise what has been said so far ...

Seeking clarification

What exactly do you mean when you say ...?

Could you tell us a bit more about... ?

Do you mean ... ?

If I understand correctly, you think ...

Making sure everyone agrees on action points

The next step is to ...

Are we all agreed?

So, it seems we all agree that...

Putting people in charge of action points and establishing deadlines

Mr X could you look after ...

How soon can you get back to us on... ?

Will next Friday be OK?

Closing the meeting

I think we've covered/that covers everything.

Thank you for participating.

The next meeting will be ...

UNIT 7

1 LEAD-IN

- 1 Have you ever been so excited about something that the energy it generates seems pull you along? Is such a feeling important while a person is choosing a career path?
- 2 How to make a career choice when you have no idea what you want to do?
- 3 Would you prefer a job for life or a more flexible career?
- 4 What things should be considered when making a career choice?
- 5 Is it reasonable to change a career? In what case?
- 6 Are you sure that you have the necessary skills for the career path you have chosen?
- 7 Comment the words of David Frost, an English journalist, comedian, writer, media personality and television host.
‘Don’t aim for success if you want it; just do what you love and believe in, and it will come naturally.’

2 READING

CAREER IN ENGINEERING



(1) Engineering is an exciting industry with many opportunities. If someone chooses to study engineering, they are embarking on a fascinating path, because it is a discipline upon which the modern world depends. Engineering has a distinguished place in history and many of the technological marvels we take for granted today are the fruit of the labour of engineers in times past.

(2) Engineering combines the fields of science and mathematics to solve real world problems that improve the world around us. What really distinguishes an engineer is his ability to implement ideas in a cost effective and practical approach. This ability to take a thought, or abstract idea, and translate it into reality is what separates an engineer from other fields of science and mathematics.

(3) Engineers are problem solvers, organisers, communicators, calculators and designers. They are capable of clearly defining a problem and its relevant constraints (such as time, cost, etc.) and providing a simple solution. They are always seeking quicker, better, and less expensive ways to improve the quality of life for everyone.



Engineers work on researching, developing, and operating machinery and equipment.

(4) To be successful in the field of engineering, one must have certain qualities. Engineers require analytical minds and must pay meticulous attention to details. The slightest error can cause an entire structure to fail, so every detail must be reviewed thoroughly during the course of completing a project. Changes in technology happen rapidly, and the most successful engineers have to keep abreast of new research and ideas. A great engineer has a vast amount of technical knowledge. They must be able to use a variety of computer programmes and other systems that are commonly used during an engineering project. A modern engineer realizes that they are part of a larger team working together on the same project, and therefore, must work well as part of that team. It is vital for an engineer to communicate effectively and be ready to assume responsibility.

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

(6) Engineers are paid well and have many opportunities for advancement in their field. The increasing automation of everyday life offers more and more exciting and interesting areas of work. Engineering is a complex profession requiring *not only* intensive and extensive education and training for a long period, *but also* life-time professional development and numerous areas of specialisation which is often dependent on engineering practice. It is essential for engineers to obtain a degree through university or to graduate from an apprenticeship programme from some big company.



(7) Creating a sustainable world that

provides a safe, secure, healthy, and productive life for all people should be the priority for the engineering profession. Engineers have an obligation to meet the basic needs of all humans for water, sanitation, food, health, and energy, as well as to protect cultural and natural diversity. Improving the lives of the five billion people whose main concern is staying alive each day is no longer an option; it is an obligation. Engineers of the future must be trained to make intelligent decisions that enhance the quality of life on Earth. They must also make decisions in a professional environment in which they will have to interact with people dealing with both technical and nontechnical disciplines. Preparing engineers to become facilitators of sustainable development, appropriate technology, and social and economic changes is one of the greatest challenges faced by the engineering profession today. Meeting that challenge may provide a unique opportunity for renewing leadership of engineering profession in the twenty-first century.

2.1 Skim the text. Which paragraph does each statement refer to?

- 1 Supporting the principles of sustainability is the priority in engineers' professional activity. _____
- 2 The main tasks of an engineer are to define a problem, determine its relevant constraints and find a simple solution to it. _____
- 3 Many things people can't imagine their modern life without were created by the engineers of the past. _____
- 4 Commonly engineers obtain a university degree in an engineering specialty before getting a job. _____
- 5 Engineers have a lot of employment options including the possibility to work for public and private companies, professional services firms, local and state governments and to provide research scientific services. _____
- 6 Modern engineers are to be aware of new ideas and research. _____
- 7 The ability to work effectively in a team, contributing positively to the team objectives and working relationships is a necessity to be successful in the field of engineering. _____
- 8 An engineer implements creative ideas in a cost effective way and improves the world around through a practical approach. _____
- 9 Engineers can specialize in more than one engineering fields. _____
- 10 Engineers work with not only technicians but the professionals of nontechnical disciplines. _____

2.2 Answer the following questions to the text.

- 1 What two main fields is engineering based on?
- 2 What do engineers usually deal with?
- 3 What abilities and skills do engineers have to possess?
- 4 Where can engineers work?
- 5 What should the engineering work be focused on?
- 6 How must modern engineers be trained?

3 VOCABULARY PRACTICE

3.1 Complete the statements (1–8) with the correct names of engineering fields.

Chemical Engineering
Mechanical Engineering
Civil Engineering
Environmental Engineering

Biosystems Engineering
Computer Engineering
Electrical Engineering
Industrial Engineering or
Management Engineering

- 1 _____ is concerned with efficient production.
- 2 _____ deals with water and air pollution control, recycling, waste disposal, and public health issues.
- 3 _____ integrates engineering science and design with applied biological, environmental and agricultural sciences.
- 4 _____ explores the processing of materials and the production or utilization of energy through chemical reactions.
- 5 _____ deals with planning, designing, and constructing civil works like highways, water and wastewater systems, tunnels, dams, buildings, and bridges.
- 6 _____ encompasses all aspects of electricity from power engineering, the development of the devices for the generation and transmission of electrical power, to electronics.

- 7 _____ integrates several fields of electrical engineering and computer science required to develop computer hardware and software.
- 8 _____ applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems.

3.2 Which of the three words (*vocation, career, job*) is the most profound and close to the word *calling*? Which term is the most specific and immediate? Which of them means a line of work? Use these words in the sentences below.

- 1 _____ is a paid position of regular employment.
- 2 _____ is a strong feeling of suitability for a particular occupation.
- 3 _____ is an occupation undertaken for a significant period of a person's life and with opportunities for progress.
- 4 I've applied for a _____ at a very well-established company.
- 5 Not all of them have a _____ to be engineers.
- 6 They were aware of all the highs and lows in her _____.
- 7 Rachel has a _____ for teaching.
- 8 He was told that his _____ prospects within the company would be excellent.
- 9 She realized that her acting _____ was over.
- 10 It's a temporary _____, but I like it very much and I'm hoping it will be made permanent.
- 11 What advice can you give for people facing a tough _____ choice?
- 12 The biggest decision that people face is which _____ to choose.

3.3 Match the words and phrases with the definitions.

- | | | | |
|---|---------------|---|--|
| 1 | qualification | a | a shorter and more practical course of study at a college or university |
| 2 | degree | b | someone who does a job requiring advanced education and special training |

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

3.4 Choose the right words to fit into the following paragraph.

*suit values occupations successful choice pressured
common expressing alone take particularly work*

Most of people are in the position of making a career (1) _____ very early in their life and when they are young. It is not so easy to decide

whether or not the career they choose will (2) _____ for a lifetime. Making a good career choice is actually about a lot more than choosing a job. It is about choosing something that will provide them with the lifestyle they seek.

Too many young people feel (3) _____ into making a choice before they are really sure of what they want to do. In fact, many young people do not even know who they are, let (4) _____ what they want to become! The best thing in that case is to (5) _____ off a year or two to discover themselves. School does not teach a lot of life skills, but life does. Many (6) _____ people take off time to slowly (7) _____ out what it is that brings them fulfillment.

Before a person can make the right career choice he has to learn about himself. His (8) _____, interests and skills, in combination with certain personality traits, will make some careers especially suitable for him and others (9) _____ inappropriate. He can use self assessment tools, often called career tests, to gather information about his traits and, subsequently, to generate a list of (10) _____ that are a good fit based on them. Some people choose to have career counselors or other career development professionals.

But good career decisions have to be based not just on a person's aptitudes, but also on your 'deep' interests. The most (11) _____ mistake that people make in their career decisions is to do something because they are 'good at it'. A person may have a particular aptitude – science and math – but without a deep interest in (12) _____ that aptitude, he'll fail. If a person look at his deep interests and think about how your interests can be expressed in specific business behaviour, then he'll have the elements of a good career decision.

3.5 Match the two halves of each collocation for describing skills and qualities. Use them to complete the sentences below. Change the verb form if necessary.

- | | | | |
|---|---------|---|-----------------------------|
| 1 | adapt | a | a busy workload |
| 2 | keep | b | to strict deadlines |
| 3 | make | c | to different working styles |
| 4 | take | d | a valuable contribution |
| 5 | work | e | good working relationships |
| 6 | build | f | initiative |
| 7 | manage | g | promises |
| 8 | make | h | strong negotiating skills |
| 9 | possess | i | a commitment to |

1 When I _____, I always do my best.

- 2 I enjoy _____ and I can lead other people in difficult situations.
- 3 I am very flexible and can adapt to _____.
- 4 I have excellent organizational skills, and I hate being late or not doing something in time – so I have no problem with _____.
- 5 I liaise with government officials and representatives of different leading companies in the field: fortunately, I _____.
- 6 I'm used to _____; I'm good at multitasking, and can cope with pressure easily.
- 7 I am quite an experienced person, so I believe I can _____ to the project.
- 8 I'm a good listener and get on with my colleagues very well, so I _____ with them.
- 9 I'm a very trustworthy person and whatever happens I always _____.

3.6 The article from the Website discusses the reasons for taking a university course. Choose the verb to complete it with the correct collocations.

Choosing the right Engineering course and university can be difficult and it is crucial to understand which university is best for you when (1) *taking/getting/choosing* into consideration your academic background, future career goals, and where you wish to specialise in. Our university is a great choice! Don't miss out on a wonderful opportunity to (2) *gain/boost/make* knowledge and to (3) *make/acquire/do* skills which will serve you for a lifetime. As well as (4) *gaining/receiving/improving* your employability and (5) *having/boosting/making* your future earnings, you'll (6) *get/have/obtain* lots of fun (7) *going to/doing/getting* parties and (8) *doing/making/learning* friends. If you choose us you'll (9) *enhance/receive/learn* tuition from experienced professors and (10) *obtain/do/make* practical experience that will really (11) *enhance/obtain/gain* your CV.



4 LANGUAGE REVIEW

4.1 Complete the sentences with the correct form of the verbs in brackets. Use the first, second and third conditionals. Translate the sentences into your native language.

Type 0, general truth

- 1 If we _____ (*have*) some problems with new installations, we usually _____ (*get*) in touch with After Sales Support.
- 2 If you _____ (*want*) to make changes, _____ (*estimate*) the costs and only after that take a final decision.
- 3 If we _____ (*find*) any mistakes in calculations, we must _____ (*inform*) the manager.

Type 1, real present (probable condition)

- 1 If home appliance repair technicians _____ (*identify*) problems, they quickly _____ (*replace*) or _____ (*repair*) defective belts, motors, heating elements, switches, gears, or other items.
- 2 If you _____ (*not be sure*) you'll be able to put the appliance back together, _____ (*take*) notes and _____ (*make*) drawings as you work.
- 3 If someone _____ (*work*) unsafely you should _____ (*ask*) them to stop immediately and tell the manager.

Type 2, unreal present (improbable condition)

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

Type 3, unreal past (impossible condition)

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

4.2 Write your own ideas to answer the questions using the first conditional.

A: What subjects are you going to study further at the university?

B: It depends _____. If I _____, _____.

A: Are you going to take a Master Degree course?

B: It depends _____. If I _____, _____.

- A:** What are you going to do when you graduate from the university?
B: It depends _____. If I _____, _____.
A: How long are you going to stay in your job?
B: It depends _____. If I _____, _____.
A: Are you going to work abroad for some period to gain international experience?
B: It depends _____. If I _____, _____.
A: Are you planning to be involved in some research work?
B: It depends _____. If I _____, _____.
A: Are you going to start your own business one day and work for yourself?
B: It depends _____. If I _____, _____.

4.3 Fill in the gaps with *if* or *when* and a verb in the present tense.

- 1 We might visit our subsidiary next month. ___ we _____ (*visit*) them, we'll consider the possibility to change our production line.
- 2 The chairperson will come soon. ___ he _____ (*come*), we'll start the meeting.
- 3 The boss might phone me right now. ___ he _____ (*phone*), I want you to leave the room.
- 4 The delegation will arrive soon. ___ they _____ (*arrive*), show them around our factory.
- 5 Our suppliers may offer us some discount. ___ they _____ (*offer*) 10%, we'll make a deal.
- 6 I am sure a lot of people will come to listen to our presentation. ___ they _____ (*come*), we'll have to bring some more chairs.

4.4 Choose the correct option in each of the sentences.

- 1 You can contact him directly if there *are/were* any questions about your future responsibilities.
- 2 He would have been on time for the interview if he *left/had left* home a bit earlier.
- 3 It would be better if you *have/had* some experience in the field you are going to be employed.
- 4 If you *decide/decided* to take this offer, please let us know.
- 5 I would be grateful if you *can/could* send me detailed information about this course.

- 6 Were I you, I *would/will* build a broad vision and develop your nontechnical skills as well.
- 7 I know you require five new trainees, but would it be OK if there *are/were* only four.
- 8 Who knows what might have happened if you *accepted /had accepted* the job in Australia last year.
- 9 Should he fail to be promoted, it *will/would* be a great disappointment for him.
- 10 Had Paul demonstrated his motivation and leadership skills, creativity and independence, he *would have been put /would be put* on their fast-track scheme for employees with the potential to become high-fliers.

4.5 Complete the sentences about the career development with your own ideas.

- 1 We will be offered a contract provided that ...
- 2 I wouldn't accept the proposal to work overseas unless ...
- 3 I'd have been happy to join the team if ...
- 4 I will be given a promotion when ...
- 5 The experience would have been even more valuable if ...
- 6 I would resign and change my career if ...
- 7 I would have been more motivated to develop myself if ...
- 8 Don't let anyone change your career plans and give recommendations unless ...

4.6 Choose the correct option and translate the sentences into your native language.

- 1 I'll give you another chance *on condition that/unless* you promise to be more accurate and patient.
- 2 *Even if/ But for* their help, I'd fail the experiment now.
- 3 *Unless/Provided* it gives some priority, we won't start working on the project.
- 4 *Supposing/Providing* I was invited to work in this department – what opportunities could the internship provide?
- 5 Be so rude again *provided/and* you'll have to talk to our manager.
- 6 *In case of/On condition that* an emergency, call tech support.
- 7 Don't take such a decision *or/what if* you'll waste your time and achieve nothing.

- 8 We couldn't deliver the prefabricated units before the end of the month *even if/or* we wanted to.
- 9 We'll try to increase the load. – *What if/Otherwise* the system breaks down.

4.7 Rewrite the following as mixed conditional sentences.

- 1 John didn't finish this work yesterday. He isn't free now.
- 2 She got back late last night. She won't come to work today.
- 3 Mark didn't get the job instead of Joe. He is not moving to Oslo.
- 4 She isn't well-qualified. She wasn't offered the position of the production manager.
- 5 He didn't move to our office in London four years ago, his English isn't perfect now.
- 6 They are not at the meeting. They weren't informed about the time.
- 7 They came to the agreement. They will sign the contract today.
- 8 She didn't study hard. She won't be granted a master's degree.
- 9 Mary doesn't earn high salary. She needed to work extra time.
- 19 I'm busy all the time. I didn't check the results of the experiment yesterday.

5 SKILLS

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

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

POWER SUPPLY CONSULTANT

Job Description

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

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

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

Position Summary:

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

Primary Tasks:

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

5.2 Read the advertisement below. Can it get you interested in? Would you like to apply for the position advertised?

Experience:

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

Education/Skills:

Bachelors/Masters in engineering, management or related field.
Demonstrated expertise in power supply planning and contracting.
Comfortable and effective communicating with all levels of an organization and with those having all levels of power supply expertise.
Excellent knowledge of MS Office applications.
Experience with power supply modeling applications a plus.

Compensation:

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

NO PHONE CALLS PLEASE. Please email cover letter and resume to
mark.trimble@enervision-inc.com
(Retrieved from http://powerjobsdirect.com/view_job/post_id/0549-Power-Supply-Consultant)

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

UNIT 8

1 LEAD-IN

- 1 Do you think that work is one of the most important things in life?
- 2 What do you think first about when you want to apply for a job?
- 3 Are you familiar with the employment procedure?
- 4 Are you convinced of the usefulness of the Internet for employers?
- 5 Do you share the vision of Bill Gates, passionate techie and a shrewd businessman, concerning the wants of modern employers?

'Employers want trainable, not trained workers. Jobs are, after all, fixed solutions to changing problems. Society needs college graduates who have the knowledge, skills, abilities and values necessary for continuous problem solving and lifelong learning, not people trained for a particular job.'

2 READING

EMPLOYMENT PROCEDURE



When a company needs to recruit or employ new people, it may decide to advertise the job or position. In the old days, employers published this information in the appointments section of local and national newspapers. Some employers still do this, but the majority of employers advertise exclusively on the

Internet these days. People who are interested can then apply for the job by sending in a letter of application or covering letter (US cover letter) and a curriculum vitae or CV (US resume). This contains all the unchanging information about a person: education, background and work experience. This usually accompanies a letter of application, which in some countries is expected to be handwritten, not word-processed. A supplementary information sheet containing information relevant to this particular job may also be required, though this is not used in some countries.

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

of a candidate than a form.

The company's Human Resources department will then select the most suitable applications and prepare a short list of candidates or applicants, who are invited to attend an interview.

Publishing an advert takes up precious time, costs money (often hundreds of pounds per advert), and has no guarantee of success (US search firm). These are the main reasons why many firms use recruitment agencies, and most of the adverts people come across on internet job boards are written by agencies rather than by employers. Recruitment agencies provide companies with a list of suitable candidates.

Writing a Technical CV and a Cover Letter for Engineers

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



CV writing is a task that tends to

give jitters to every job seeker. For first timers and technical people it is a daunting task. A presentable CV can be achieved only after several attempts. The skills to be highlighted in a CV should depend on the kind of job a person is applying for, which must further determine the type of a CV an applicant chooses. CVs for engineering professionals come under the category of a technical CV.

A Curriculum Vitae and resume both have the same objective, which is to provide information about a person, his or her qualification, skills and qualities. These documents vary in length and in format. Brevity is the soul of a resume. A CV is more detailed, it states the technical and the academic qualifications and achievements in detail. Both the documents need to be drafted with adequate care. A resume may suffer because of the brevity, as much information may be left out in an effort to be brief. While drafting a CV an applicant needs to watch against providing unnecessary details and repetition.

A person's CV is some kind of introduction, the beginning of the interaction with the company and the interviewer. A CV helps the interviewer decide why a person should be hired, if a candidate for the position is worth what is asking for and how this person can contribute to the company's success. It creates an impression about the person which may be strengthened or altered when an applicant comes to the interview.

A technical CV suits engineering jobs best for the reason that it gives enough opportunity to highlight technical skills, technical qualification and experience. A chronological listing is better for a technical CV, as it should be written with the objective of linking what a person has done with the current job that he or she is applying for.

A typical CV should carry the following necessary headings:

- **Personal Information** (It contains an applicant's name and contact information.)
- **Experience** (It informs the employer about an applicant's technical competencies. The information must be arranged chronologically from the current going back to the beginning of one's career. Giving false or incorrect experience must be avoided. An applicant must be able to justify any fact of experience during the interview. The name of the organizations an applicant has worked for, the work period, the designation, the responsibilities (technical and non-technical) and achievements should be indicated.)
- **Academic Qualifications** (It reflects an applicant's complete academic career from the highest education to undergraduate work. As experience grows, minor qualifications can be ignored. It is important to avoid stating any acronyms or abbreviations and as far as possible to state full name of the college, qualification, etc. In case that it is the first job, a person should highlight the practical projects handled as a student. An applicant should provide information about qualification; the university or college attended, the period of study, the major/minor subjects, the dissertation, thesis, projects handled and achievements.)

An engineer's cover letter is a good way to attract the attention of a hiring manager, especially if it contains the references to an applicant's experience and the ability to design, develop, test, and/or supervise the manufacturing and installation of equipment, components, or systems to be used for commercial, industrial, military, or scientific products. Cover letters can help applicants get the job if they include both experience and expertise.

2.1 Answer the following questions to the text.

- 1 How did employers let people know about the vacancies in the old days?
- 2 Where do the majority of employers place job advertisements nowadays?
- 3 What documents are usually required from an applicant to be considered as a candidate for the vacancy?
- 4 What do Human Resources departments do first to select the best candidates for a position?
- 5 Why is well presented and organized CV beneficial for an employer?

- 6 In what way does a common CV differ from a technical CV?
- 7 What is the difference between a CV and a resume?
- 8 What main aspects should a CV cover?
- 9 What information is included in a covering letter?

2.2 Read the texts carefully, and decide which of sentences 1–5 are true (T) or false (F).

		True	False
1	As the Internet has become the most powerful source of information, modern employers refused from traditional ways of attracting potential applicants' attention to new openings.	_____	_____
2	A letter of application and covering letter mean the same.	_____	_____
3	If you would like to demonstrate your interest in the position advertised, the best idea is to send a letter of application handwritten.	_____	_____
4	Some employers want candidates to send a supplementary information sheet with the information relevant to the advertised job.	_____	_____
5	Standard application forms are almost never used as they are less informative than CVs and application letters.	_____	_____
6	Usually not all the candidates to the position are invited to the job interview.	_____	_____
7	Recruitment agencies can save employers' time and money.	_____	_____
8	The layout of a technical CV and a standard CV is the same.	_____	_____
9	A cover letter does not mention the information about an applicant's experience, as it is indicated in a CV.	_____	_____

3 VOCABULARY PRACTICE

3.1 Fill in the appropriate forms.

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>person</i>
_____	_____	_____	recruiter
employ	_____	_____	_____
_____	_____	_____	hirer
_____	occupation	_____	_____
apply	_____	_____	_____

		managerial	
	promotion		
	training		

3.2 Match the words and phrases with their definitions.

A

- | | |
|--|---|
| <p>1 part-time job</p> <p>2 full-time job</p> <p>3 nine-to-five job</p> <p>4 freelance</p> <p>5 flexitime</p> <p>6 shiftwork</p> <p>7 teleworking</p> | <p>a working only some of the day or some of the week</p> <p>b working from home using equipment such as telephones, fax machines, and modems to contact people</p> <p>c working at different times, e.g. days one week and nights the next week</p> <p>d working or operating the customary number of hours in each day, week, or month</p> <p>e start work an hour or so earlier or finish later</p> <p>f regular working hours</p> <p>g self-employed and hired to work for different companies on particular assignments</p> |
|--|---|

B

- | | |
|---|--|
| <p>1 employee</p> <p>2 employer</p> <p>3 trainee</p>
<p>4 promoted</p> <p>5 dismissed/ sacked</p> <p>6 redundant</p>
<p>7 unemployed</p> <p>8 retired</p> | <p>a a very junior person in a company taking a probation period</p> <p>b a person out of work</p> <p>c a person made leave the company because his or her job is no longer necessary or because the employer cannot afford to keep paying</p> <p>d a worker in a company</p> <p>e having left one's job and ceased to work</p> <p>f a person given a higher position in the company with more money and responsibility</p> <p>g a person fired from the company</p> <p>h a person or organization that employs people</p> |
|---|--|

C

- | | | | |
|---|--------------------------|---|---|
| 1 | probation | a | the act of moving someone to a higher or more important position or rank in an organization |
| 2 | job placement | b | the action or fact of leaving one's job and ceasing to work |
| 3 | promotion | c | a period of time at the start of a new job when you are watched and tested to see if you are suitable for the job |
| 4 | dismissal/firing/sacking | d | the quickest and most direct route to achievement of a goal in competing for professional advancement |
| 5 | retirement | e | a short time spent in a company to get work experience |
| 6 | fast-track scheme | f | the termination of employment by an employer against the will of the employee |

D

- | | | | |
|---|------------------|---|---|
| 1 | annual leave | a | a temporary period of absence from employment granted to expectant or new mothers during the months immediately before and after childbirth |
| 2 | sick leave | b | insurance against the risk of incurring medical expenses |
| 3 | health insurance | c | the time that a person spends away from work because of illness or injury |
| 4 | maternity leave | d | paid time off work granted by employers to employees |

E

- | | | | |
|---|--------------------|---|--|
| 1 | apply for | a | be given the sack |
| 2 | work under smb | b | officially tell that you are leaving the company |
| 3 | resign/quit | c | stop working for the company |
| 4 | retire | d | work under the responsibility of smb |
| 5 | be fired/dismissed | e | write an official request for a job |

3.3 Fill in the gaps with one of the words given below and decide if the following aspects of a job are positive or negative (✓).

exposed
increases

overtime
business

training
catching

risk
scheme
security

incentive
heavy
telework

social
responsibility
inspiring

<i>Workers ...</i>		positive	negative
1	travel on _____ a lot	_____	_____
2	receive _____	_____	_____
3	have to work _____	_____	_____
4	_____ their lives	_____	_____
5	have a good _____ life	_____	_____
6	are _____ to chemicals or dust	_____	_____
7	have job _____, a small chance of becoming unemployed	_____	_____
8	are offered _____ schemes (travel, excursions, social events, merchandise)	_____	_____
9	have salary _____ and annual bonuses	_____	_____
10	lift _____ objects	_____	_____
11	have a lot of _____	_____	_____
12	can be put on a fast-track _____	_____	_____
13	risk _____ a disease	_____	_____
14	do not have to go to the office every day and are allowed to _____	_____	_____
15	have _____ and supporting management	_____	_____

3.4 Choose the right adjective to describe the particular job.

physically demanding *stressful* *dead-end* *rewarding*
monotonous *creative* *insecure* *well-paid*

1	You are really very helpful and this makes you feel good.	_____
2	You are never sure if you have the job for a long time and it is quite badly-paid.	_____
3	You have to find some new ideas all the time.	_____
4	You are under a lot of pressure.	_____
5	You have to be strong and fit.	_____
6	You get one of the top salaries in the industry.	_____
7	You have to keep repeating the same thing that is quite boring.	_____

8 You have to work with no hopes for promotion _____
or advancement.

3.5 Complete the text about telecommuters with the correct forms of the capitalized words in brackets.

Telecommuting is an employment (1) _____ (ARRANGE) in which (2) _____ (EMPLOY) do not commute to a central place of work. They work from home, while others use mobile telecommunications technology to work from coffee shops or other (3) _____ (LOCATE). Telecommuters (4) _____ (TYPICAL) telecommute one to three days a week and commute to the office for the balance of the time.

From an organizational standpoint, telecommuting is justified when the costs are balanced by the benefits. If the benefits exceed the costs, telecommuting should be (5) _____ (ACTIVE) promoted. Employees and their

(6) _____ (SUPERVISE) have reported that they are more effective at home. The primary reason is the multiple (7) _____ (INTERRUPT) at the office which occur when coworkers stop by to chat or supervisors pop in to check up.

Schedule (8) _____ (FLEXIBLE) is another benefit. Telecommuters can more easily balance their work with other demands in their lives. Such demands include time with family members and time running personal errands.

Telecommuters contend that it takes (9) _____ (PRODUCE) time to wind down from, and mentally prepare for the stress associated with commuting to and from work. Not surprisingly, telecommuters report that they are less likely to take a sick day in order to be home for deliveries or repairs, or to take children to important (10) _____ (APPOINT).

Organizations with a large number of telecommuters have actually reduced their office space (11) _____ (REQUIRE), and, consequently, their rents, by insisting that telecommuting employees share desks and other resources at their company facilities. They have reported up to 30% reductions in overhead by requiring sales and service personnel to telecommute.

Employees who have experienced the benefits of telecommuting programs tend to prefer these work arrangements and seek out similar opportunities. These employees are attracted to positions and organizations that offer telecommuting programmes.

(12) _____ (EMPLOY) also use telecommuting to keep employees who, for various personal reasons, find that they can no longer commute to their offices. Organizations find, for example, that when the spouse of a (13) _____ (VALUE) employee is forced to relocate, the employee may be retained through the use of telecommuting. Telecommuting is also a

mechanism for recruiting persons with (14) _____ (DISABLE).

Telecommuting also serves as a mechanism to avoid or minimize external impacts on projects and programmes. Rather than take sick time and be (15) _____ (PRODUCE) for the entire day, telecommuters often find that the opportunity to work at home allows projects to proceed. Telecommuting is also (16) _____ (USE) in minimizing the impacts of other occurrences, such as extremely inclement weather, highway construction, or special events.

Telecommuting has been embraced in hundreds of organizations in a wide range of industries. The benefits of telecommuting are (17) _____ (DESIRE) outcomes for any management process. Consequently, telecommuting is a valuable management strategy for improving the (18) _____ (EFFECTIVE) of any organization.

3.6 Choose the right words to fit into the cover letter.

<i>advertised</i>	<i>available</i>	<i>position</i>	<i>background</i>
<i>time</i>	<i>deadlines</i>	<i>player</i>	<i>perform</i>
<i>ideal</i>	<i>commitments</i>	<i>contribution</i>	<i>gained</i>
<i>degree</i>	<i>due</i>		

Dear Ms Walis,

I am writing to apply for the (1) _____ of an estimator (2) _____ on your company website.

I have been working in the construction industry for ten years and over this (3) _____ have (4) _____ wide experience in construction cost estimation. I believe this makes me an (5) _____ candidate for the job.

As you can see from my CV, I have a (6) _____ in Engineering from University of Chicago and a strong technical (7) _____ in estimating new constructions, renovation and demolition of various facilities. I (8) _____ well in a results-driven environment and can be flexible with changing priorities in a fast-paced environment with a proven track record of meeting (9) _____ assigned. I am a good team (10) _____, as I have had to work in teams of 5-15 for almost 5 years.

With my proven track record in financial control I feel that I could make a strong (11) _____ to the strategy and planning in your company.

I am (12) _____ for interview at any time, but my preference is for late afternoon (13) _____ to my current work (14) _____.

Sincerely yours,

Douglas Rivel

4 LANGUAGE REVIEW

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

Example: I wish my room wasn't/weren't so small.

- I don't have a position of responsibility.
- I don't find the work stimulating.
- I can't work flexible hours.
- Most of the time I work alone.
- My salary is not high.
- I have to share the room with two other engineers.
- My chief is not supportive.
- The people I work with are not friendly.
- I don't have any friends.
- There's no any chance of getting a promotion in the nearest two years.

4.2 Jason was at the interview. He didn't get the job. Read what he says and make sentences, as in the example.

Example: I wish I had known more about the company.

- My letter of application was badly typed.
- I arrived 5 minutes later.
- I didn't know much about the company.
- I didn't bring my job-skills portfolio.
- I was nervous.
- I didn't shake hands with my interviewer.
- I didn't make good eye contact with my interviewer.
- I forgot what I wanted to say.
- I didn't show enthusiasm in the position.
- I didn't look confident.
- I didn't stress my achievements.

- I didn't answer the interviewer's questions properly.
- I answered my phone call during the interview.

4.3 In pairs ask and answer questions. Give your reasons.

Would you rather ...

I'd rather ...

- 1 find information about vacancies in a newspaper or on the Internet?
- 2 work part-time or full-time after the university?
- 3 have bonuses for extra work or more days off?
- 4 work alone or in a team?
- 5 have more freedom of taking independent decisions or more control and less responsibility?
- 6 learn English or Chinese?

4.4 Complete the sentences, as in the example.

Example: I'll check the results if you really want me to, but ...
 ... *I'd rather you checked them.*

- 1 I'll look for more information about this company before our meeting if you really want me to, but
- 2 I'll make a smart decision about how to use our advantages if my boss really wants me to, but
- 3 I'll read online some reviews on this technology if you really want me to, but
- 4 I'll pay more attention to the safety of our new installation and after-sale service if you wants me to, but
- 5 I'll analyse all the consequences of such measures if you really want me to, but ...
- 6 I'll send a letter of complaint about the quality of these components if you really want me to, but

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

- 1 Do you _____ buying electric appliances at the Tesco electrical warehouse or shopping them online?
- 2 She _____ phone them to place the order than send them an email.
- 3 I _____ taking my own decisions to following someone's advice.
 They _____ telework to regular work in the office.

- 4 I _____ speak to him in person than discuss things over the phone with his assistant.
- 5 _____ you _____ to do it yourself rather than talk to our consultant?
- 6 _____ you _____ looking through applicants' CV first or talking to them personally.

4.6 Put the verbs in brackets into the correct form.

- 1 A: Did you like the trade fare last week?
B: No, We'd rather _____ (*not/participate*) in it.
- 2 A: I am going to send my CV right now.
B: I think it's too early. You'd better _____ (*organise*) the sections of your CV properly and _____ (*include*) a brief list of your duties and accomplishments.
- 3 A: Do you often try to find new people to fill the vacancies?
B: Very rarely. We prefer _____ (*promote*) our employees. They know more about the company they are working for.
- 4 A: Shall we ask John to deal with the problem?
B: Well, if you don't mind I would prefer _____ (*talk*) to him first.
- 5 A: I'd rather you _____ (*not/hurry*) with the choice of our new supplier.
B: Sorry, I think we have already taken the decision.
- 6 A: I wish you _____ (*attach*) references from some of your previous employers.
B: Of course, I will do it.
- 7 A: If only you _____ (*include*) your departmental awards, scholarships, and membership in honors associations. I suppose, you would have been invited to the team.
B: Oh, yes. I suppose so. It's a pity, I didn't do it.
- 8 A: I'd rather you _____ (*inspect*) the whole process.
B: OK. But I would prefer _____ (*do*) it with Kate.
- 9 A: We'd better _____ (*get*) in touch with the employment agency first.
B: Right. It will save our time and money.

5 SKILLS

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

Education
Work Experience
References

Objective
Qualifications Summary
Personal Details

David J. Simpson

1 _____
1234 Center Drive
Minneapolis, MN 55000
Home: 617-565-5785
Cell: 612-545-5356
Email: simp@gmail.com

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

3 _____
University of Illinois, Champaign, IL
Master's in Electrical Engineering Technology (June 2000)
University of Minnesota, Minneapolis, MN
Bachelor of Science in Electrical Engineering (June 1998)

4 _____
Background in the principles and practices of electrical generation, engineering design and construction.
Excellent supervisory experience, including setting goals and objectives, project development, planning and organization, budget monitoring and cost control.

5 _____
Electrical Engineer: Aug. 2007 – Present, Foster Industries, Columbia Heights, MN

- Prepare electrical drawings and specifications.
- Manage project schedules and budgets, and obtain permits for operations.
- Make engineering calculations in connection with field and office assignments.
- Investigate problems and recommend solutions.
- Ensure compliance with safety requirements and standards procedures.
- Prepare requests for proposals and evaluate bids.

- Estimate cash flow projections.
- Perform highly specialized design, research, and analysis on a project-by-project basis and advise on code compliance.

Electrical Engineer: Sept. 2002 – Aug. 2007, CGC, Richfield, MN

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

Electrical Engineer Assistant: June 2000 – Sept. 2002, CGC, Richfield, MN

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

6

References furnished upon request.

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

____ Ms. Nancy Wilson
 Vice President of Engineering
 Halcrow Group Limited
 90 Long Acre, London WC2E 9RZ

____ Attachment

____ Please consider me for the entry level Electrical Engineering position that is currently available with your company. My enthusiasm and

dedication earned me a GPA of 4.0 in the electrical engineering program at the Acme Institute of Technology, as well as several academic awards and honors outlined on the attached résumé.

___ May 21, 2010

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

___ Sincerely,

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

___ *John Smith,*

___ John Smith
138 Marylebone Road, London, NW1 5PH, 183-496-7990,
john_smith@email.com

___ Dear Ms Wilson,

___ John Smith

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

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

USEFUL PHRASES FOR APPLICATION LETTERS

Openings

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

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

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

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

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

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

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

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

The main part

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

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

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

As ... I have experience of...

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

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

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

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

My special interest for many years has been ...

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

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

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

Closes

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

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

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

further details.

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

I am available for interview at any time.

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

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

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

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

UNIT 9

1 LEAD-IN

- 1 Have you ever attended the interview?
- 2 Why do you think you were successful, or unsuccessful?
- 3 Had you prepared to the interview before you attended it? In what way? Was it helpful?
- 4 Were there any questions which you found it difficult to answer?
- 5 What impression did you try to leave the interviewer with?
- 6 If you could go through the interview again, what would you do differently?
- 7 If you were offered a well-paid job in another city or country at the interview, would you accept it?
- 8 What may be the reasons for you not to take up the offer even you are successful at the interview?

2 READING

2.1 Read the text about the engineering profession. Choose the best sentence (A–D) to fill each of the gaps (1–4).

- A Candidates have to be totally natural and not try to put themselves forward as something that they are not.
- B The only rules that applicants should be aware of may be ‘Expect the unexpected’ and ‘Be yourself’!
- C Years ago employers looked for candidates’ experience.
- D The job interview is a key tool employers utilize in hiring.
- E Many now do background checks.
- F Others put candidates through a long series of interviews by psychologists or trained interviewers.

JOB INTERVIEWS



Interviewing candidates for a position within your company is one of the final steps in the hiring process. After reviewing all of the resumes, the employer will be able to pick and choose a select number of qualified applicants to be interviewed. (1) _____ . The job interview

questions asked are critical in magnifying the power of the job interview to help you in hiring the right employee. Employers may check the background of prospective employees, as well as check references prior to

making a job offer and hiring the top candidate for the position.

There are different kinds of interviews: traditional one-to-one interviews, panel interviews where one or more candidates are interviewed by a panel of interviewers and even 'deep-end' interviews where applicants have to demonstrate how they can cope in actual business situations. The atmosphere of an interview may vary from the informal to the formal and interviewers may take a friendly, neutral or even hostile approach. Different interviewers use different techniques. (2) _____.



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

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

A growing number of companies are no longer satisfied with traditional job interviews. Instead, they are requiring applicants to submit to a series of paper-and-pencil tests, role-playing exercises, simulated decision-making exercises and brainteasers. (3) _____.

Employers want to evaluate candidates on intangible qualities. They want to understand how creative the candidate is, if he can lead and coach, if he is flexible and capable of learning, or how he will function under pressure and if the potential recruit will fit the corporate culture. These tests can take from an hour to two days. Companies want to know how an executive will perform, not just how he or she has performed. (4) _____. Nowadays they think that having experience in a job does not guarantee that they can do it in a different environment.



Even companies that have not started extensive testing have toughened their hiring practices. (5) _____. But the more comprehensive testing

aims to measure skills in communications, analysis and organization, attention to detail and management style; personality traits and motivations that behavioral scientists say predict performance.

Candidate should keep in mind that the first impression sticks. They are not expected to turn up in a three-piece suit looking as if they have just stepped out of a fashion plate, but they should feel comfortable. The first step towards the person who's going to interview makes a huge difference if you are quite prepared to smile and be open and shake a hand. (6) _____.

The candidates should mention something they are really good at. If there is something that a person is really interested in, that means that the enthusiasm will come across and a person will be a very reliable employee and contribute to the company success.

2.2 Answer the following questions to the text.

- 1 What kinds of job interviews exist?
- 2 What is the progress interview? Who is more interested in it: the employee or the employer?
- 3 Why are many companies no longer satisfied with traditional job interviews?
- 4 What is the principal aim of testing?
- 5 Why is it recommended to mention the candidates' interests or what are they really good at?

3 VOCABULARY PRACTICE

3.1 What type of interview means the following? Choose the appropriate title from the box to match the description.

Group Interviews
Panel interviews
Serial interviews
Lunch interviews

One-on-one interviews
Stress Interviews
Screening interviews
Phone interviews

- 1 _____ are generally conducted when an employer has a large applicant pool which they want to narrow down and to choose the best applicants and to weed out who are obviously not a fit.
- 2 _____ are used for such reasons as geographic obstacles and often not scheduled in advance, the applicants just call you.
- 3 _____ involve the applicant and the interviewer alone in a private office; the interviewee is face-to-face with the interviewer.

- 4 _____ are conducted by some people (selection committee); the applicant is interviewed by several people at the same time.
- 5 _____ are typically used for senior-level positions; the applicant meets with several people throughout the day, usually back-to-back; one person interviews the applicant, then passes him or her to the next interviewer, and so on throughout the day.
- 6 _____ are unstructured, and probably evaluate the applicants' social skills and manners; the employer takes the applicant to an interview lunch or even dinner.
- 7 _____ are conducted by one interviewer instead of several interviewers and one candidate; one interviewer sometimes interview several candidates at the same time and ask questions of no one in particular in hopes that a 'leader' will emerge.
- 8 _____ are conducted by the interviewer to see how the applicant reacts to stress.

3.2 Match the adjectives describing different personal qualities a candidate can have with their definitions.

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

3.3 Complete the phrases with the relevant words to characterize candidates.

*person learning initiative detail problem player deadlines
troubleshooting flexible pressure collaborative attitude*

- be capable of _____
- be _____
- be good at using your own _____
- be able to meet tight _____
- keep calm under _____
- have a 'can do' _____
- be good at _____ solving
- be _____
- have an eye for _____
- be a people _____
- be a good team _____
- be good at _____

3.4 Complete the sentences with the correct proposition.

about(2), for(3), from, in(5), of(2), on (3), over, to

- 1 My colleague insists _____ inviting more applicants to the interview, as we have to find a reliable person who will lead the whole team.
- 2 I am going to apply _____ this position as I am absolutely convinced that I will meet the challenge.
- 3 Do you believe _____ everything he wrote in his CV?
- 4 The field of engineering I focus _____ is how to design and manage complex engineering projects _____ their life cycles.
- 5 I'm writing to enquire _____ career opportunities in your company.
- 6 She resigned _____ her job two weeks ago to find more challenging job abroad.
- 7 You must make sure you've prepared _____ your job interview properly.
- 8 I'm not sure what decision we'll take tomorrow. It will depend _____ who will be shortlisted for the final interview.
- 9 Has she succeeded _____ getting a promotion?
- 10 The interview procedure _____ high managerial positions consists _____ a number of stages because hiring a wrong person can cost a company a lot.
- 11 A lot people nowadays are afraid _____ losing their jobs.
- 12 I am _____ my final year of a five-year course of studies and I am particularly interested _____ working _____ the area of systems engineering.
- 13 His new job is very similar _____ the previous one.
- 14 He has been trying to prepare himself properly, but he is really worried _____ his upcoming job interview.

3.5 Read the passage about pay, benefits and motivation factors at work. Guess the meaning of the words in bold. Use some of these words in the sentences below.

Remuneration is the formal word for money that an employee receives for doing his or her job. A **wage** is money that is normally paid to an employee on a weekly basis. A **salary** is money paid monthly directly into a bank account, normally to professional people and office workers. A **rewards package** is the money and other benefits offered with a job. Some employees receive their normal rate of pay and 50 % extra for working later or during unsocial hours. They are said to earn **time and a half**. If a company made a lot of money, employees can get a big **end-of-year bonus**. Sometimes they are paid commission, a percentage on everything they sell. People involved in service industry can have **tips** from their customers. **Non-cash rewards** can be sometimes more effective to improve performance, boost staff morale and foster company loyalty. Employers often offer **incentive schemes** such as travel, trips, excursions, social events, merchandise, etc. An informal word for the benefits arising as a result of employment, in addition to regular remuneration is **perks**.

- 1 One of the _____ of her job is that she can travel all over the world, see new places and meet new people.
- 2 She is one of the best specialists in the company. Her net monthly _____ is €3,500.
- 3 The owner of the café only pays the waiters a weekly _____ of £70. But the clients also leave _____ for their service. Sometimes they are generous.
- 4 When our factory workers do overtime, we pay them _____ (150% of the usual rate).
- 5 For a lot of people, the end of the year is a time of celebration. Not just because of the holidays and family — but also for the big _____ that gets paid out for the work done over the last 12 months.
- 6 _____ — merchandise, travel, gift certificates, gift cards, a simple ‘thank you’ — are sometimes better investments and more affordable solutions for companies looking to ‘do more with less.’

3.6 Complete the text with the correct forms of the capitalized words in brackets.

**What Are the Qualities that Employers Look for
in New Mechanical Engineers?**

Mechanical engineering, according to the U.S. Bureau of Labor Statistics, is the broadest of the engineering disciplines. (1) _____

(VIRTUAL) every technical area utilizes the services of a mechanical engineer. The training these engineers receive in college is broad-based and aimed at finding cost-effective (2) _____ (SOLVE).

(3) _____ (EMPLOY) look for mechanical engineers who are (4) _____ (CREATE). (5) _____ (CREATIVE) enables an engineer to think outside the box in the search for practical solutions to (6) _____ (VARY) mechanical problems around them.

Employers need mechanical engineers who are team (7) _____ (PLAY) and can cooperate with others on various projects. Modern engineers usually work together on projects and (8) _____ (COOPERATE) is integral to their success.

Employers prefer mechanical engineers who have (9) _____ (PRACTICE) experience. An (10) _____ (EXPERIENCE) candidate saves the employer time and money that he would have spent training an (11) _____ (EMPLOY) in the basics of the job, such as (12) _____ (SAFE) and design. An experienced candidate is able to start work the day he starts.

Employers need mechanical engineers with excellent communication skills, which will enable the engineer to participate (13) _____ (effective) in team-based activities or projects. Excellent communication skills are important for mechanical engineers when presenting ideas or project plans to bankers, other engineers or (14) _____ (PRODUCE) personnel.

Retrieved from <http://everydaylife.globalpost.com/qualities-employers-look-new-mechanical-engineers-14821.html>

4 LANGUAGE REVIEW

4.1 Identify the Simple, Compound or Complex sentences.

- 1 The installations must be inspected annually for damage. _____
- 2 They refused from this idea, and we never considered the possibility of changing the system. _____
- 3 The research field of this department is crucial to the further development of the community's infrastructure. _____
- 4 After the wiring was completed, the system was tested. _____
- 5 The control room wiring was found to be satisfactory, but the line into monitors was defective. _____
- 6 Employees entering this area must wear protective clothing. _____
- 7 The budget is tight, but we decided to start the construction. _____

8 Though the results were promising, they decided to analyse everything ones more.

9 As genes change over time, evolution progresses.

4.2 Punctuate the sentences by adding comas or periods. Do not add any words. Capitalize where necessary.

1 I didn't expect promising results yet the idea was quite good on the whole.

2 We have nothing to fear for our research team is very reliable.

3 A thermometer is used to measure temperature a barometer measures air pressure.

4 The researchers have not finished compiling the statistics yet their work will not be made public until later.

5 The goal of this journal is to provide a platform for scientists and academia all over the world many scholars share and discuss various new issues and developments of electrical systems and information technology.

6 They had to find out more details so they applied to the production manager.

7 They are in serious legal trouble for they didn't have any permission to start the experiment.

8 The learning curve is very steep, but we are learning from our mistakes.

9 Even when I am at home I get business calls on my mobile so I rarely feel I can escape from my job.

10 The ideal way to learn is from the experience of others and the principle of basic practice is based on this concept.

4.3 Match the parts of the compound sentences.

1 She did very well at her job interview,

2 They needed some new ideas,

3 The engineers didn't like the existing plan,

4 The company had an excellent year,

5 The report was presented to the board,

6 They don't need to buy new equipment,

a so they decided to change the layout of the floor.

b or the building won't be fire resistant.

c yet she didn't get the position.

d nor do they need to change the production process.

e and we delivered products in time.

f so they employed some young managers.

- 7 Our production department managed to finish the work, **g** but it was rejected because it was too complex.
- 8 They need to learn more about the properties of this construction material, **h** so they gave everyone a bonus.

4.4 Use corresponding coordinating conjunctions in the following sentences.

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

4.5 Join each pair of the independent clauses into a compound sentence using the appropriate coordinating conjunction.

- 1 To work under pressure is hard for many people. Many companies use techniques for training people how to stay calm and take rational decisions.
- 2 Peter is an excellent engineer. His company pays for his training course.
- 3 The new system is not safe. Many people are working to improve it.
- 4 They can lose the job. They decide to obey the rules.

- 5 The first candidate was more experienced. They offer him a job.
- 6 They had enough time. They decided to wait for the final decision to be taken.
- 7 The results of the experiment were not satisfied. They decide to lower the temperature.

4.6 Rewrite the paragraph joining the independent clauses into compound sentences.

Mike Simpson works in R&D department of a well-known electrical engineering company. **1a)** He has just returned from a business trip to Finland last Friday. **1b)** He wants to talk to the coordinator of the energy consumption project. **2a)** They had been working on the energy consumption project for several months. **2b)** Mike didn't manage to sign the contract with the Finland company yesterday. **3a)** Mike doesn't need to go to the office right immediately. **3b)** He doesn't need to phone the coordinator. **4a)** He is driving home. **4b)** He has to prepare all the documents to report the results of his business trip. **5a)** Actually the engineers spent a lot of time and efforts. **5b)** They didn't get the grant to conduct the research. **6a)** Mike needs some time to think everything over. **6b)** He is going to stay at home for the weekend and work. **7a)** He won't go to the theatre. **7b)** He will not have dinner out with his friends. It's time to work hard and develop a new plan.

5 SKILLS

5.1 Mr Grand Blake (GB), an electrical engineer, is interviewed by an employer (E). Imagine what questions the employer can ask.

E: _____ ?

GB: I graduated from Clemson University in 1993. I have a Bachelor of Science in Electrical Engineering degree.

E: _____ ?

GB: I have almost 17-year experience in electrical engineering.

E: _____ ?

GB: At the moment I am working for Forensic and Scientific Testing, ENC.

E: _____ ?

GB: I joined the company in 2006.

E: _____ ?

GB: Yes, we are pretty big. We collect and analyse data about industrial, commercial and consumer electrical distribution systems and appliances. Our company has a lot of customers.

E: _____ ?

GB: My main responsibility is to perform failure analysis. It means the evaluation of electrical products and systems damaged by lightning and severe storms.

E: _____ ?

GB: Yes, sometimes I have to go on business to make an estimate of the situation properly.

E: _____ ?

GB: From time to time I carry out inspecting works of power supply systems.

E: _____ ?

GB: Yes, I suppose I deal with people well. I have to and must be good at communication, as I lead the team of six engineers and we have to work out our own engineering assignments. At the same time I have to deal with clients and discuss testing process with them or answer technical questions.

E: _____ ?

GB: Regularly, almost every year or even several times a year. Sometimes Investigation Training Seminars, on-line study courses.

E: _____ ?

GB: I am fluent in German and Spanish.

E: _____ ?

GB: I am a hard-working person and usually set high standards for myself and for those who work in my team. I am sure that responsibility and reliability are the most important qualities at work.

E: _____ ?

GB: I like my present job, but I'm seeking something more challenging.

E: _____ ?

GB: I don't like to work under pressure. I like to be independent. It gives me the opportunity to be creative.

5.2 Some interviewers ask difficult or tricky questions to find out more about the personality. Try to imagine your answers to these questions and rehearse the dialogue with your partner.

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

UNIT 10

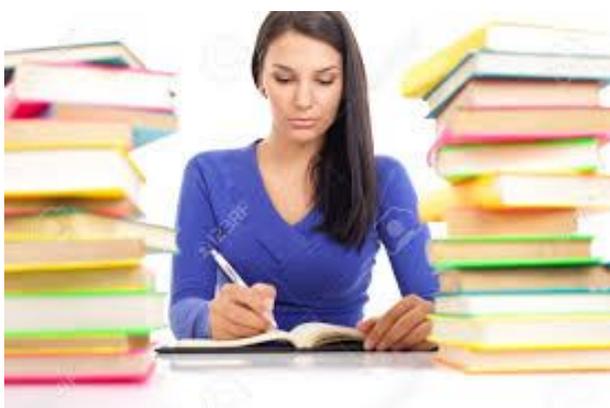
1 LEAD-IN

Do you agree with the following statements about information summarizing?
Share your ideas with other students.

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

2 READING

WRITING A SUMMARY



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

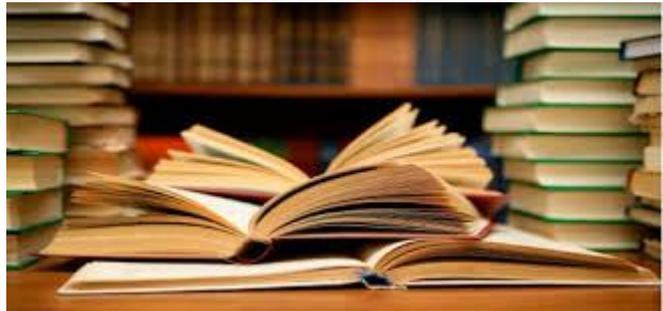
The process of summarizing enables you to better grasp the original, and the result shows the reader that you understand it as well. In addition, the knowledge gained allows you to better analyze and criticize the original.

First, try to find the main idea of the original text; it is usually in the first paragraph. Next, skim through the article, glancing at any headings and graphics. Then, read the conclusion. The intent here is both to give you a review of the work and to effectively engage yourself with it. Now go back and read the original text carefully highlighting the important points. Write the central idea and the author's reasons (purpose and intent) for holding this viewpoint. Note the supporting elements the author uses to explain or back up her/his main information or claim.

Make an outline that includes the main idea and the supporting details. Arrange your information in a logical order, for example, from the most to the least important or chronologically. Your order need not be the same as that in the original text, but keep the related supporting points together. The way you organize the outline may serve as a model for how you divide and write the essay.

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

While revising and editing the summary, it is necessary to compare it with the original. In the summary written the author's words should be rephrased without changing their meaning. The main idea and the supporting points should be restated accurately in your own words. In a critical summary it is necessary to indicate if the author has succeed in developing the issue under consideration, how it has been achieved. The strengths and weaknesses must be critically analysed.



2.1 Answer the following questions to the text.

- 1 What is the main goal of writing a summary?
- 2 What does a summary cover?
- 3 How can a reader express the main points of the original?
- 4 Are the ideas in the summary presented in the same order as in the original?
- 5 Can the summary include your personal point of view?
- 6 What types of summaries are mentioned in the text?
- 7 In what way does a usual summary differ from a critical summary?

2.2 Put the main steps of the summarizing process in a logical order.

Write the central idea and the author's reasons (purpose and intent). _____

- Read the conclusion. _____
- Revise and edit the summary. _____
- Write the summary. _____
- Skim through the article glancing at any headings and graphics. _____
- Note the supporting elements. _____
- Read the original text carefully highlighting the important points. _____
- Make an outline. _____
- Find the main idea of the original text. _____

3 VOCABULARY PRACTICE

3.1 Match the words with the definitions.

- | | | | |
|---|-----------|---|---|
| 1 | restate | a | intention or purpose |
| 2 | highlight | b | comprehend fully |
| 3 | remainder | c | state smth again or differently, especially more clearly or convincingly |
| 4 | skim | d | draw special attention to outline a general description or plan showing the essential features of smth but not the detail |
| 5 | intent | e | write smth quickly |
| 6 | jot down | f | the title of a piece of writing, which is written or printed at the top of the page |
| 7 | heading | g | read something quickly or superficially |
| 8 | grasp | h | a part that is left over |

3.2 Choose the right answer.

- 1 The _____ to summarize information is one of the most critical thinking skills you can develop.
 a capability b effort c power d ability
- 2 Your summary should be 15 to 20 percent of the length of the _____.
 a source b information c writing d idea

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

3.3 An introductory paragraph of a summary usually begins with a frame, including an in-text citation of the source and the author as well as a reporting verb to introduce the main idea that is usually in the present tense.

*In his/her article " _____, " _____ (year)
 (title, first letter capitalized) (author's last name)
 states/claims/reports/argues/ that _____.
 (main idea/argument)*

Group the following reporting verbs according to the function in a summary.

<i>argue against</i>	<i>state</i>	<i>explain</i>	<i>discuss</i>	<i>suggest</i>	<i>insist</i>
<i>recommend</i>	<i>posit</i>	<i>maintain</i>	<i>observe</i>	<i>criticize</i>	<i>report</i>
<i>refute the claim</i>	<i>claim</i>	<i>illustrate</i>	<i>argue</i>	<i>contend</i>	

- Strong argument** _____
- Neutral** _____
- Counter argument** _____
- Suggestion** _____
- Criticism** _____

3.4 While writing for academic purposes, it is necessary to research and incorporate the writing of others into your own texts. Paraphrasing is making different word choices and re-arranging words in such a way that maintains the same meaning, but sounds different from the original writer's words.

Paraphrase the following statements.

- 1 Some large-scale climate events have the potential to cause very large impacts, especially after the 21st century. _____

- 2 A global assessment of data since 1970 has shown it is likely that anthropogenic warming has had a discernible influence on many physical and biological systems. _____

- 3 One important way in which information technology is affecting work is by reducing the importance of distance. In many industries, the geographic distribution of work is changing significantly. _____

- 4 The impact of information technology on the firms' cost structure can be best illustrated on the electronic commerce example. _____

- 5 Generally, innovation investment focuses on the development of new products, services, or technologies. However, the types of innovation that can enhance business results go well beyond these, including changes to a company's business model. Identifying and making these investments successfully and repeatedly constitutes the key objective of innovation management.
- 6 Global energy consumption is expected to rise 56% by 2040 with a changing composition of energy sources, with China and India driving the rate increase far more than the rest of the world. According to a new report by the U.S. Energy Information Administration, fossil fuels are expected to keep making up much of the energy supply, with petroleum and other liquid fuels remaining the largest source worldwide.
- 7 Only 18 percent of the U.S. electronic devices are currently recycled, and many of those are not being reused for other products.
- 8 The construction sector is Europe's largest industrial employer, a major source of revenue from exports and an evident contributor to the quality of life for all citizens.

3.5 The use of sentence connectors is essential while writing a summary. They are placed at the beginning of a sentence and link large groups of words, phrases and sentences or connect paragraphs to give them coherence.

Group the following sentence connectors according to the titles in the table.

<i>On the other hand</i>	<i>Most/ more importantly</i>	<i>Above all</i>
<i>The reason for</i>	<i>Most significantly</i>	<i>On the contrary</i>
<i>Next, last, finally</i>	<i>Therefore</i>	<i>The cause of</i>
<i>In contrast</i>	<i>As a consequence</i>	<i>By (in) comparison</i>
<i>Also</i>	<i>In addition</i>	<i>Furthermore</i>
<i>Consequently</i>	<i>Firstly, secondly, thirdly;</i>	<i>Thus</i>
<i>At present / presently</i>	<i>Primarily However</i>	<i>Comparison</i>
<i>Hence</i>	<i>It is essential / essentially</i>	<i>As a result</i>
<i>Likewise</i>	<i>Also</i>	

1 Logical / sequential order

2 Order of importance

3 Contrast

4 Result

5 Similarly

6 Reason

3.6 Join the two parts of the following complex sentences.

- | | | | |
|---|---|---|---|
| 1 | ___ Unless we find a new transport company, | a | so that a high-rise modern shopping centre could be built. |
| 2 | ___ You will surely regret it | b | although they quite often deliver defective parts. |
| 3 | ___ Even if we work under time pressure, | c | we won't deliver slag concrete blocks in time. |
| 4 | ___ The construction company had to demolish an old three-storey building | d | because this work was part of our new building project. |
| 5 | ___ We still work with this supplier | e | provided that you promise to make some corrections in the specifications. |
| 6 | ___ He remembers all the details of a new model | f | we have to guarantee the quality. |
| 7 | ___ There will be no problem | g | if you don't take the chance to start your own business. |
| 8 | ___ We did this work | h | as if he developed it by himself. |

4 LANGUAGE REVIEW

4.1 Define the types of the clauses in the following sentences.

- 1 Your success will be much more likely when you understand how a device works.

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

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

- 1 Writing is a difficult skill for native speakers and nonnative speakers (*alike/ accordingly*), (*thus/because*) writers must balance multiple issues

such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization.

- 2 Writing is especially difficult for nonnative speakers (*because/even though*) they are expected to create written products that demonstrate mastery of all the above elements in a new language.
- 3 (*In contrast/In addition*), writing has been taught for many years as a product rather than a process.
- 4 (*Therefore/moreover*), teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

4.3 Join the sentences using the words in brackets.

- 1 He asked the assistant to bring all the documents. He wanted to estimate the cost of the construction work. (*so that*)
- 2 The job was very dull. So she turned it down. (*the reason for*)
- 3 The CEO didn't arrive. The meeting was postponed. (*since*)
- 4 She was so creative. We decided to ask her to be a team leader. (*that*)
- 5 The engineer looked through the plan. He wanted to find out where the mistake was made. (*so as to*)
- 6 The fire was widespread. No property was damaged. (*yet*)
- 7 All changes were discussed. They decided to check everything again. (*though*)
- 8 We'll inform the manager about our trip. We might be late. (*in case*)
- 9 He won the competition. He wasn't satisfied. (*even though*)
- 10 He put the copy of the contract to the safe. He didn't want to lose it. (*in order to*)
- 11 The manager gave me such a helpful advice. I was able to solve the problem. (*that*)
- 12 There were a lot of disagreements. We managed to sign a contract. (*nevertheless*)

4.4 Match the parts of the compound sentences.

- | | | | |
|---|---|---|---|
| 1 | When the cost goes up, | a | you are always successful.. |
| 2 | Though he spent a lot of time travelling on business, | b | you must learn to politely say no to other people's requests. |

- | | | | |
|---|---|---|---|
| 3 | Although we knew to what it could lead us, | c | because we are expanding at the moment. |
| 4 | Wherever you do, | d | if car emissions are not reduced |
| 5 | I have to hire some new managers | e | although it seems to be promising. |
| 6 | I really didn't like the idea | f | customers buy less products. |
| 7 | Unless you are willing to let others control your time, | g | he still loves his job. |
| 8 | Pollution will get worse | h | we decided to take a risk. |

4.5 Match each of the following items with the correct letters (a–n) near the text below.

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

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

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

4.6 Punctuate the sentences. Add capital letters where necessary.

if used properly punctuation marks can greatly enhance the overall structure organization and clarity of writing however when used improperly

punctuation marks can become cumbersome inhibiting the reader's ability to understand the material and establish order and flow moreover an excess of punctuation marks can lead to the creation of run-on sentences in which two or more independent clauses are joined without appropriate punctuation or conjunction for these reasons it is beneficial to learn how to properly use punctuation marks punctuation marks are symbols that indicate the structure and organization of written language as well as intonation and pauses to be observed when reading aloud in written English punctuation is vital to disambiguate the meaning of sentences the rules of punctuation vary with language location register and time and are constantly evolving certain aspects of punctuation are stylistic and are thus the author's choice

5 SKILLS

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

Using Clean Energy to Generate Electricity

Oct 14, 2009 Molly Markey

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

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

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

effects of coal-fired power plant pollution - more than from AIDS, murder, or drug overdose”.

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

Why Does the United States Depend On Coal?

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

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

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

Using Wind to Generate Electricity

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

Using Geothermal Energy to Make Electricity

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

instead, these can be used to heat homes or industrial buildings. Geothermal power produces no air pollution or greenhouse gases.

Making Electricity Using the Sun Rays

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

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

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

How Hydroelectric Power Works

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

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

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

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

GRAMMAR REFERENCES

Unit 1

VERB TENSES

		Indefinite (Simple) – presents factual information					
		affirmative (+)		interrogative (?)		negative (-)	
Present		V₁		<i>do / does</i>		<i>do / does</i>	
Past		V₂		<i>did</i>		<i>did</i> <i>n</i> <i>ot</i> V₁	
Future		<i>will</i> V₁		<i>will+subject</i>		<i>will</i>	
Signal words	<i>Present Simple</i>	usually, always, often, every day, never					
	<i>Past Simple</i>	last week, yesterday, last month, days ago, the other day, long time ago					
	<i>Future Simple</i>	soon, tomorrow, next Monday, in the future					
Examples	<i>Present Simple</i>	When she gets to the office she always checks her e-mails first. He always goes there as he deals with enquires. How do you usually decide between two candidates?					
	<i>Past Simple</i>	My parents gave me some spending money. When I was young I usually lived in France. Did you meet anyone in town?					
	<i>Future Simple</i>	I'll phone our client tomorrow. Will you send this e-mail tomorrow? He won't do this as he is too busy.					
		Continuous (Progressive) – presents an event in progress					
		affirmative (+)		interrogative (?)		negative (-)	
Present	<i>am, is are</i>	V_{ing}	<i>am, is are</i> <i>subject</i>		V_{ing}	<i>am, is are</i> <i>not</i>	
Past	<i>was, were</i>		<i>was, were</i>			<i>was, were</i>	
Future	<i>will be</i>		<i>will+subject</i> <i>be</i>			<i>will +not</i> <i>be</i>	
Signal words	<i>Present Continuous</i>	still, at the moment, at present, this minute					
	<i>Past Continuous</i>	at six o'clock yesterday, when my father came, while, as, all morning/day/night					
	<i>Future Continuous</i>	when she arrives, at 7 next Monday					

Examples	Present Continuous	The number of people using the Internet is growing . What are you doing over there? She isn't working at the moment.						
	Past Continuous	He was working outdoors all day long. The person you were calling knew you were waiting. She was surfing the Internet while I was analysing the results of the survey.						
	Future Continuous	Will you be using the photocopier for long? Don't call Julie. I'll be seeing her later, so I'll pass the message on.						
		Perfect – refers to events in the past that have been finished as well as events that are ongoing or events that are to continue into the present						
		affirmative (+)		interrogative (?)		negative (-)		
Present	<i>have/has</i>	V₃	<i>have/has</i>	<i>subject</i>	V₃	<i>have/has</i>	not	V₃
Past	<i>had</i>		<i>had</i>			<i>had</i>		
Future	<i>will have</i>		<i>will+subject</i>	<i>have</i>		<i>will have</i>		
Signal words	Present Perfect	since, for, ever, never, just, already						
	Past Perfect	when we arrived, yesterday at four, before						
	Future Perfect	by the time, tomorrow at eight						
Examples	Present Perfect	His quality of life has improved dramatically since 2010. They have updated their website.						
	Past Perfect	I didn't know who she was. I'd never seen her before. Had he already gone when you arrived?						
	Future Perfect	He will have delivered all the papers by the end of the day. Next year I will have been self-employed for 7 years.						
		Perfect Continuous						
Present	– to show that something started in the past and has continued up until now							
	affirmative (+)	<i>have/has</i>				been	V_{ing}	
	interrogative (?)	<i>have/has</i>	<i>subject</i>					
	negative (-)	<i>have/has</i>	<i>not</i>					
Past	– to show that something started in the past and continued up until another time in the past							

	affirmative (+)	<i>had</i>			<i>been</i>	V _{ing}
	interrogative (?)	<i>had</i>	<i>subject</i>			
	negative (-)	<i>had</i>	<i>not</i>			
Future	– to show that something will continue up until a particular event or time in the future					
	affirmative (+)	<i>will</i>	<i>have</i>		<i>been</i>	V _{ing}
	interrogative (?)	<i>will</i>	<i>subject</i>	<i>have</i>		
	negative (-)	<i>will</i>	<i>have</i>	<i>not</i>		
Signal words	Present Perfect Continuous		<i>how long, for, since,</i>			
	Past Perfect Continuous		<i>all day, before, until, lately,</i>			
	Future Perfect Continuous		<i>since 2009, the whole day, for 4 years</i>			
Examples	Present Perfect Continuous		He is arrested. He's been driving without a licence all day. What have you been doing since we last met?			
	Past Perfect Continuous		I called the service agency. I'd been having a problem with my computer the whole day. He was offered early retirement. He had been working until he was 56.			
	Future Perfect Continuous		Tomorrow I'll be tired as I'll have been working hard this evening.			

THE INFINITIVE

The infinitive is a base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinitive: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive and the passive infinitive.

Forms of the Infinitive		
	Active Voice	Passive Voice
Present	(to) produce	(to) be produced
Continuous	(to) be producing	-----
Perfect	(to) have produced	(to) have been produced
Perfect Continuous	(to) have been producing	-----

The **Present Infinitive** refers to the present or future. (*We hope to develop a range of a new product.*)

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

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

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

The infinitive has two forms:

●	the to-infinitive	=	to + base
●	the zero infinitive	=	base

The present infinitive base is the verb form you will find in a dictionary.

To-infinitive	Zero infinitive
to work	work
to test	test
to manage	manage

The negative infinitive is formed by putting **not** in front of any form of the infinitive.

The *to*-infinitive is used

- after certain verbs (*agree, appear, decide, expect, hope, promise, refuse* etc.)
- with **verb + required noun + infinitive**
- after certain adjectives (*happy, glad, sorry*, etc.)
- after ***I would like/would love / would prefer*** to express specific preference
- after certain nouns (*attempt, promise, decision, desire, plan, request, refusal, ambition*, etc.)
- after ***too/enough + adjective***
- with ***it + be + adjective (+of + noun/pronoun)***
- with ***so + adjective + as***

We hope to provide a wide range of products and services to our customers.

The certificate requires students to complete two courses.

My parents convinced me to quit my job. He was happy to get the job.

I'd like to get more knowledge of electronics or LEDs.

They would prefer to use other search engines on a regular basis.

What a pleasure to work with you again!

This method is too efficient to be considered.

This work isn't easy enough to do.

It was kind of you to help me.

It is good of him to do the job in this way.

Would you be so kind as to reply us promptly.

- after **be + the first/second** etc/
next /last/best etc
*Thomas Alva Edison was **the first to invent** a long-lasting, practical electric light bulb. She was **the only one to work** as a lighting engineer.*
- in the expression **for + noun/ pronoun + to-infinitive**
***For me to find** a solution to the problem was a great success.*
- in expressions such as
to tell you the truth, to begin with, to be honest etc
***To begin with** let's eliminate the effect of incorrectly set lighting.
To be honest, I don't like him.*
- with **only** to express an unsatisfactory result
*He phoned me **only to know** if the email hadn't been changed.*

FUNCTIONS OF THE TO-INFINITIVE

The to-infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well. See this page about

- **as the subject of the sentence**
To produce practical answers on the basis of the theory is the task of engineers.
To design is to make a drawing or plan of something.
To learn from experience is typical of any human being.
- **as a direct object**
We all want to participate in the event.
The government have tried to deal with this issue.
You should be able to evaluate your own work.
- **as a subject complement**
My goal is to complete the course in English successfully.
The student has to write a paper on the struggle for political power.
Her responsibility was to send emails when we had any news.
- **as an adjective**
That was a presentation to listen to.
We consider the problem useless to discuss.
This is the material to be exploited in different ways with different groups of students.
- **as an adverb**
I'll never leave my native country to live in Germany.
The research was found difficult to carry out.
He services our car to keep it working well.

THE SUBJECT OF THE INFINITIVE

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

I want to attach a document to an e-mail.

He wants to save his work onto floppy disk.

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

The boss wants me to attach a document to an e-mail.

The boss wants him to save his work onto floppy disk

Unit 2

THE *-ing* FORM

- as a noun
- after prepositions
- after *love, like, enjoy, dislike, hate* and *prefer* to express general preference.
- after certain verbs (*consider, avoid, deny, fancy, involve, mention, risk, spend, mind, regret, admit, suggest, imagine, etc.*).
- when 'to' is used as a preposition (*look forward to, confess to, in addition to*)
- after *go* for activities
- after *it's no use, it's (not) worth, it's no good, be busy, what's the use of...?, there's no point in, can't help, can't stand, be/get used to, have difficulty (in)*

Telephoning is the most important means of communication.

Before leaving, you need to ask for the permission.

After discussing it with the executive, I've changed my mind.

He doesn't like his wife ringing him at a busy time.

I hate people talking with anything in their mouth.

Silvia denied calling him back on his mobile.

I can't imagine ever leaving this company.

She didn't object to discussing the problem over the phone.

I used to working long hours.

I need to go shopping this afternoon.

Don't go getting yourself into trouble.

It's no use leaving a message for our business partner.

What's the use of getting to the phone right now?

- **begin, start, continue**
We never have two *-ing* forms together.
- after the verbs **see, hear, feel, watch, listen to** and **notice** to describe an incomplete action, that is to say that somebody saw, heard, etc. only a part of the action.
- **need/require/want + -ing form**
This pattern often shows that it is necessary to repair or improve something.
Need can also be followed by a passive infinitive.
- **advise, allow, permit, recommend, encourage** take the to-infinitive when they are followed by an object or when they are in the passive form. They take the *-ing* form when they are not followed by an object.

He stopped dialing/ to dial a wrong number.

Every time I called, she continued putting the phone down.

I heard Gordon calling for information about trains to Atlanta.

I felt the operator ringing the wrong number.

Each piece of information needs checking.

Each piece of information needs to be checked.

They advised me to dial this number.
(object)

They were advised to dial this number.
(passive)

They advised dialing this number.

Unit 3

THE TO-INFINITIVE OR -ING FORM

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

- **begin, continue, intend, start + to-inf or -ing form**
However, two *-ing* forms are not normally used.
- **advise, allow, encourage, permit, recommend + to-inf** (when followed by an object or in passive forms)
+ -ing form(when not followed by an object)

The company intends choosing/to choose only its best people to represent business.

They advise business people to consult on questions of international business.

Business people are advised to consult on questions of international business.

They advise consulting on questions of international business.

- **need, require, want + to-inf / -ing form / the passive infinitive**
*Business trips need **to make** arrangements.*
*Business trips need **making** arrangements.*
*Business trips need arrangements **to be made**.*

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

- **forget + to-infinitive**
 (= forget to do sth)
forget + -ing form
 (= forget a past event)
*I forgot **to give** a full financial accounting of the business trip.*
*One should never forget **giving** a full financial accounting of the business trip on time.*
- **remember + to-infinitive**
 (= remember to do sth)
remember + -ing form
 (= recall a past event)
*Remember **to dress** professionally during the entire trip.*
*I remember **dressing** professionally during the entire trip.*
- **mean + to-infinitive**
 (= intend to)
mean + -ing form
 (= involve)
*To ensure the success of your international business trip **means to define** your travel objectives.*
*Studying relevant cultural issues **means preparing** for your meeting during a business trip.*
- **go on + to-inf**
 (= finish doing sth and start doing sth else)
go on + -ing form
 (= continue)
*Wherever you are on a business trip, **go on to get** the most of it.*
***Go on getting** the most of your business trip.*
- **regret + to-inf**
 (= be sorry to)
regret + -ing form
 (= have second thoughts about sth already done)
*I **regret to tell** you that you have failed.*
*I **regret not clarifying** the details.*
- **would prefer + to-inf**
 (specific preference)
prefer + -ing form
 (in general)
prefer + to-inf + (rather) than without to
*I'd **prefer to consult** a guide to make my business travel more cost-effective, productive and results oriented.*
*I **prefer consulting** a guide to make my business travel more cost-effective, productive and results oriented.*
*I **prefer to consult** a guide before going abroad (**rather**) **than** anticipate any risks.*
- **try + to-inf**
 (= do one's best; attempt)
*I **tried to assess** the competition before my foreign trip.*

- try + -ing form**
(= do sth as an experiment)
- **want + to-inf** (= wish)
 - want + -ing form**
(=sth needs to be done)
- **stop + to-inf**
(= pause temporarily)
 - stop + -ing form**
(= finish; cease)
- **be sorry + to-inf** (= regret)
 - be sorry for + -ing form**
(= apologise)
- **hate + to-inf** (= hate what one is about to do)
 - hate + -ing form** (= feel sorry for what one is doing)
- **be afraid + to-inf**
(= be too frightened to do sth)
 - be afraid of + -ing form**
(=be afraid that what is referred to by the **-ing form** may happen)

Try offering the best prospects for an ongoing business relationship.
I *want to organize* my own activities abroad.
I *want* some pre-travel *consulting* to plan my trip.
I *stopped to prepare* for a foreign business trip.
I *stopped determining* an appropriate international market to visit.
I'm *sorry to hear* you don't have a way of measuring the trip's success.
I'm *sorry for not presenting* small gifts to our contacts as a token of appreciation.
I *hate to interrupt*, but I must talk to you.
I *hate making* you feel uncomfortable.
I'm *afraid to forget* the time or *to confuse* the place of our meeting.
She *is afraid of losing* all the benefits if she signs the contract.

THE PARTICIPLE

	Active	Passive
Participle I (Indefinite)	<i>discussing</i>	<i>being discussed</i>
Participle I (Perfect)	<i>having discussed</i>	<i>having been discussed</i>
Participle II	---	<i>discussed</i>

THE FUNCTIONS OF THE PARTICIPLE

Attribute	<p>Present Participle (Indefinite) <i>The committee discussing this problem ...</i> <i>The problem being discussed (is) was ...</i></p>
Adverbial modifier	<p>Discussing this problem they ... Being discussed the problem (is) was...</p> <p>Perfect Participle</p>

Adverbial modifier **Having discussed** this problem they ...
Having been discussed the problem (is)was ...

Attribute **Past Participle**
*The problem thus **discussed** (is)was ...*

Adverbial modifier ***When discussed** the problem (is)was ...*

Unit 4

THE SEQUENCE OF TENSES

Tense in Independent Clause	Purpose of Dependent Clause/ Tense in Dependent Clause	Example(s)
Simple Present	To show same-time action, use the present tense	People <i>are</i> most productive when they <i>are</i> happy and when they <i>feel</i> good about themselves.
	To show earlier action, use past tense	We <i>know</i> that they <i>chose</i> Mr Smith to state a problem.
	To show a period of time extending from some point in the past to the present, use the present perfect tense.	They <i>believe</i> that they <i>have understood</i> each other's mindset.
	To show action to come, use the future tense.	An expert in giving presentations <i>knows</i> how many people there <i>will be</i> at a conference.
Simple Past	To show another completed past action, use the past tense.	He <i>didn't gain</i> the audience's attention because he <i>spoke</i> in a monotone.
	To show an earlier action, use the past perfect tense.	The speaker suddenly <i>realized</i> that he <i>had forgotten</i> the first five sentences of his talk.
	To state a general truth, use the present tense.	We all <i>knew</i> that the earth <i>turns</i> 360 degrees every day.

**Present Perfect
or
Past Perfect**

For any purpose, use the past tense.

She *has mastered* many tips of body language since she *started* giving presentations.

She *had rehearsed* her presentation with the colleagues before she *gave* a presentation at a conference.

Future

To show action happening at the same time, use the present tense.

I *will use* a microphone if I *need* one.

To show an earlier action, use the past tense.

Your presentation *will* surely *be* a success if you *planned* the content and structure.

To show future action earlier than the action of the independent clause, use the present perfect tense.

He *will deliver* a presentation if visual aids *have been prepared*.

Future Perfect

For any purpose, use the present tense or present perfect tense.

You *will have rehearsed* and *revised* your presentation by the time you *give* it to the audience. You *will have rehearsed* and *revised* your presentation by the time you *have given* it to the audience.

Unit 5

**REPORTED SPEECH. MODALS IN REPORTED SPEECH.
CHANGING PRONOUNS AND ADVERBS IN REPORTED SPEECH.**

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

Direct speech

Present Simple

They said, 'The negotiations *become* deadlocked and *cannot* go forward.'

Present Continuous

Reported speech

- **Past Simple**

They said that the negotiations *became* deadlocked and *could not* go forward.

- **Past Continuous**

They said, 'We **are focusing** on the differences in our positions.'

Present Perfect

It says, 'As long as engine performance **has improved** by ten per cent, we **may** rise the price per unit.'

Past Simple

The protocol said, 'Each point **was discussed** and each side **guarded** its position.'

Past Continuous

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

Future (will)

They said, 'The negotiation will help us to reach a compromise.'

They said that they **were focusing** on the differences in their positions.

- **Past Perfect**

It said that as long as engine performance **had improved** by ten per cent, they **might** rise the price per unit.

- **Past Simple or Past Perfect**

The protocol said that each point **had been discussed** and each side **had guarded** its position.

- **Past Continuous or Past Perfect Continuous**

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

- **Conditional (would)**

They said that **the** negotiation **would help them to reach a compromise**.

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

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

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

Certain modal verbs change in reported speech as follows:

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

Unit 6

REPORTED QUESTIONS.

REPORTED COMMANDS/REQUESTS/SUGGESTIONS

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

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

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

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

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

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

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

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

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

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

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

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

The technician **asked another worker to help** him.

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

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

- To report **suggestions**, we use:

the introductory verb **suggest +ing form**

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

‘How about specializing in meeting skills?’

He **suggested specializing** in meeting skills.

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

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

Unit 7

CONDITIONALS. TYPES OF CONDITIONALS.

Conditionals are clauses introduced with **if**.

Type 0	If-clause	Main clause (result)	Use
general truth	(hypotheses) if + present simple	present simple	something which is always true

*If you **cross** an international date line, the time **changes**.*

*If public transport **is** efficient, people **stop** using their cars.*

Type 1
real present

if + present simple,	future / imperative	real – likely to
present continuous,	can/may/must/should	happen in the
present perfect or	could + bare	present or future
present perfect	infinitive	
continuous		

*If you **don't have** some background information on major appliances, you **should not attack** the refrigerator with a screwdriver.*

*If a control device **fails**, it **may affect** the operation or the entire appliance.*

*If you **have checked** all appliance cords for problems, you **can remove** a broken cord from the appliance and **test** it with a continuity tester.*

*If you **know** the fundamentals of engineering itself, you **can start** to focus on specialty.*

Type 2
unreal present

if + past simple or	would/could/might	imaginary situation
past continuous	+ bare infinitive	contrary to facts in the present; also used to give advice

*If major appliances **were not** so complex, the malfunction **would be** obvious.*

*If you **couldn't locate** a parts service centre in your area, you **should order** the part you needed directly from the manufacturer.*

Type 3
unreal past

if + past perfect or	would / could / might	imaginary situation
past perfect	+ have + past	contrary to facts in the past; also used to express regrets or criticism
continuous	participle	

*If you **had properly cared** for your appliances, you **would have ensured** safe and efficient operation.*

*If you **hadn't known** the laws of physics governing electricity, magnetism, and light, you **wouldn't have been able** to do research and specialize in the field.*

Unit 8

WISH/IF ONLY

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

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

HAD BETTER/WOULD RATHER

- We use **had better/+ bare infinitive** to give advice or to say what the best thing to do in a particular situation is.
e.g. You had 'd better use a recruitment agency to find a new job. (=You should/ought to use)
Had better is stronger than **should/ought to**, but it is not as strong as **must**.
e.g. You must look for people with lots of relevant work experience.
(strong advice)
You **had better** look for people with lots of relevant work experience.
(less strong than must)
You **should/ought to** look for people with lots of relevant work experience. (less strong than had better)

- We use **would rather** (= would prefer to) to express preference.
e.g. I don't like the position I occupy. **I'd rather have** higher pay and better benefits.
- When the subject of **would rather** is also the subject of the following verb, we use the following construction:
 - a. **would rather + bare present infinitive** (present/future)
e.g. He'd **rather appoint** the successful applicants by the end of the month.
 - b. **would rather + bare perfect infinitive** (past)
e.g. They'd **rather have advertised** the positions in the local paper.
- When the subject of **would rather** is different from the subject of the following verb, we use the following construction:
 - a) **would rather + past tense** (present/future)
e.g. I'd **rather Tom recruited** new people for our office in Manchester.
 - b) **would rather + past perfect** (past)
e.g. I'd **rather they hadn't** scheduled an interview with me today.

Study the ways in which we can express preference:

- a) **prefer + gerund + to + gerund** (general preference)
e.g. I **prefer working** on my own **to being** part of a team.
- b) **prefer + full infinitive + rather than + bare infinitive** (general preference)
e.g. I **prefer to put** ideas into practice **rather than do** the research work.
- c) **prefer + noun + to + noun** (general preference)
e.g. I **prefer actual work** of the organization **rather than managerial work**.
- d) **would prefer + full infinitive + rather than + (bare infinitive)** (specific preference)
e.g. I'd **prefer to talk** about things I have done **rather than (answer) hypothetical questions**.
- e) **would rather + bare infinitive + than (+ bare infinitive)**
e.g. I'd **rather work** in the home **than (work)** in an office.

Unit 9

COMPOUND SENTENCES.

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

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

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

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

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

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

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

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

Examples:

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

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

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

Unit 10

COMPLEX SENTENCES. TYPES OF CLAUSES

Complex sentence is another type of sentence.

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

Example:

Although I was scared, I carefully crossed the bridge.

↑

Subordinate clause

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

↑

Main clause

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

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

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

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

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

- You always read the word 'innovation' *when you open a newspaper these days*,
- The secretary was writing e-mail *while the boss was talking on the phone*.
- The phone rang *after your work was done*.
- You decided to use an automatic translation program *although your English was good*.
- My team and I would be delighted to help you *if you have any further questions*.
- He thanked the guests warmly for their visit to his house *though he was tired*.

- There are frequent shortages and power cuts *because power stations can't produce enough to meet demand*.

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

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

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

Here is a list of subordinate conjunctions:

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

Here are your relative pronouns:

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

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

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

The subject clause

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

The predicative clause

- The question is where I can find the money.

The attributive clause

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

The object clause

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

Types of adverbial clauses

The adverbial clause of place

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

The adverbial clause of time

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

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

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

The adverbial clause of condition

- We will try to make the right decision if nothing changes.
- If the plane left on time, they should be in London now.

- If he has already seen the report, he knows about our plans.

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

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

The adverbial clause of purpose

- He works hard so that he can buy a house for his family.
- He gave her detailed directions so that she could find his house easily.
- They called her in advance so that she might prepare for their visit.

The adverbial clause of result

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

The adverbial clause of reason

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

The adverbial clause of comparison.

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

The adverbial clause of concession.

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

Note about commas

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

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

CONNECTING AND SEQUENCING IDEAS

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

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

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

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

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

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

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

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

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

1 To signal time relationships:

Beginning

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

Second secondly the second step at the second stage

Third thirdly the third step at the third stage

They, after that

Next subsequently the next step at the next stage

Finally the final step at the final stage

End

Other language forms:

before + verb ...*ing* :

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

after + verb ...*ing* :

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

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

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

2 To signal logical relationships:

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

*cause comparison concession contradiction condition
alternation contrast*

3 To signal textual relationships:

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

*addition summary conclusion equivalence inclusion
highlight generalisation stating the obvious*

CONNECTORS AND SEQUENCE MARKERS TO CONNECT AND SEQUENCE IDEAS

1 Logical connectors and sequence markers

a Cause:

*therefore so accordingly consequently as a consequence/result
hence (formal) thus (formal) because of this that's why (informal)*

b Contrast:

*yet however nevertheless still
but even so all the same (informal)*

c Condition:

then in that case

d Comparison:

similarly in the same way

e Concession:

anyway at any rate

f Contradiction:

in fact actually as a matter of fact indeed

g Alternation:

instead alternatively

2 Textual connectors and sequence markers

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

PUNCTUATION AND CAPITAL LETTERS

Main uses of punctuation marks

The following passage shows the main punctuation marks in use.

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

a comma /, /

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

- 1 to separate a non-defining relative clause from the rest of the sentence.
e.g. It is years since I read Anna Karenina, which is my favourite novel.
- 2 when a subordinate clause comes before the principal clause,
e.g. If you do not understand, please tell me.

- 3 to separate phrases in apposition from the rest of the sentence,
e.g. Mr Dake, the President of the company, said . . .
- 4 to separate some non-defining adjectival phrases from the rest of the sentence.
e.g. The speaker, getting to his feet, began to ...
- 5 in many kinds of lists.
e.g. I shall need a book, some paper, a pencil, and a ruler.
- 6 to separate a number of connectives from the rest of the sentence: *too, however, nevertheless, though, of course, then*, etc.
e.g. You can, however, do it if you wish.
- 7 when some adverbs or adverbial expressions are placed within a sentence (instead of at the beginning or end of the sentence),
e.g. They tried, in spite of my advice, to climb the mountain.

b full-stop / . /

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

c colon / : /

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

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

d semi-colon / ; /

1 A semi-colon coordinates or joins two independent but related clauses or sentences.

e.g. The lecture was badly delivered; it went on far too long as well.

2 It is used in lists to show sub-groupings.

e.g. The chief commodities are: butter, cheese, milk, eggs; lamb, beef, veal , pork; oats, barley, rye and wheat.

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

e hyphen / - /

1 A hyphen separates, in some cases, the prefix from the second part of the word,
e.g. co-opt

2 It joins some compound words

e.g. self-control, twenty-one

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

f apostrophe /’/

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

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

Child's, Children's

It is also used in contractions to indicate letters omitted.

e.g. I've = I have

didn't = did not

g question mark /?/

A question mark is used after a direct question.

e.g. What time is it?

It is *not* used after an indirect question.

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

h dash /-/

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

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

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

i quotation marks (quotes) or inverted commas: they may be single /‘ ’/ or double /“ ”/

They enclose the actual words of direct speech.

e.g. He said, ‘Why did you do that?’

j exclamation mark /!/

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

e.g. Oh dear! Get out!

k brackets (parentheses): /()/

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

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

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

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

2 Capital Letters

These are used:

a At the beginning of a sentence.

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

e.g. John, Vienna, the Rhine.

- c** For titles of people and names of things and places when referring to particular examples.
e.g. a city, *but* the City of Manchester
Mr Jones Miss Smith Mrs Brown Ms White Dr Green
Professor Williams
- d** For nations and adjectives of nationality.
e.g. the Netherlands, a Dutchman, Dutch
- e** For names of days, months, festivals, and historical eras.
e.g. Monday, January, Christmas, Ramadan, the Middle Ages
- f** For titles of books, plays, works of art, etc.
e.g. Animal Farm, Hamlet, the Mona Lisa
- g** For many abbreviations.
e.g. R.S.V.P., Ph.D.

APPENDIX

IRREGULAR VERBS

There are about 180 irregular verbs. Some are very unusual. Here are the most useful.

First form	Second form	Third form	First form	Second form	Third form
<i>All forms the same</i>			<i>Second and third forms the same</i>		
cost	cost	cost	bend	bent	bent
cu	cut	cut	build	built	built
hit	hit	hit	feel	felt	felt
hurt	hurt	hurt	keep	kept	kept
let	let	let	leave	left	left
put	put	put	light	lit	lit (lighted)
set	set	set	lend	lent	lent
shut	shut	shut	mean	meant	meant
split	split	split	meet	met	met
			send	sent	sent
<i>Similar sound group</i>					
beat	beat	beaten	shoot	shot	shot
bit	bit	bitten	sleep	slept	slept
eat	ate	eaten	spend	spent	spent
fall	fell	fallen	spoil	spoilt	spoilt
forget	forgot	forgotten	get	got	got

forgive	forgave	forgiven	lose	lost	lost
give	gave	given	sat	sat	sat
hide	hid	hidden			
shake	shook	shaken	bring	brought	brought
take	took	taken	buy	bought	bought
tear	tore	torn	fight	fought	fought
wear	wore	worn	think	thought	thought
			catch	caught	caught
blow	blew	blown	teach	taught	taught
flow	flew	flown			
know	knew	known	feed	fed	fed
throw	threw	thrown	find	found	found
grow	grew	grown	have	had	had
draw	drew	drawn	hear	heard	heard
			hold	held	held
begin	began	begun	make	made	made
drink	drank	drunk	pay	paid	paid
ring	rang	rung	read	read	read
sing	sang	sung	say	said	said
shrink	shrank	shrunk	sell	sold	sold
			stand	stood	stood
freeze	froze	frozen	understand	understood	understood
speak	spoke	spoken	tell	told	told
steal	stole	stolen	stick	stuck	stuck
break	broke	broken	win	won	won
wake	woke	woken	shine	shone	shone
choose	chose	chosen			

All forms different

drive	drove	driven	be	was/were	been
write	wrote	written	become	became	become
ride	rode	ridden	come	came	come
			do	did	done
			go	went	gone

run	ran	run
see	saw	seen
show	shown	shown
spill	spilled	spilt

Confusing Verbs

lay	laid	laid	laying - to put sth in a particular position
lie	lay	lain	laying - to be or put yourself in a flat position
lie	lied	lied	lying - to say sth that you know is not true

WORD BUILDING

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new words depend on the prefix that has been used.

anti-	= <i>against</i> (anticlockwise)
bi-	= <i>two</i> (bilingual)
co-	= <i>with</i> (co-educational)
counter-	= <i>in the opposite direction</i> (counterattack)
ex-	= <i>previous, former</i> (ex-president)
inter-	= <i>between</i> (interstate)
mis-	= <i>done wrongly or badly</i> (misread)
mono-	= <i>one</i> (monolithic)
multi-	= <i>many</i> (multicultural)
non-	= <i>not</i> (nonexistent)
out-	= <i>more, better</i> (outlast)
over-	= <i>(done) to a great extent</i> (overdo)
post-	= <i>after</i> (postwar)
pre-	= <i>before</i> (prenuptial)
pro-	= <i>in favour of</i> (pro-American)
re-	= <i>again</i> (redesign)
semi-	= <i>half</i> (semi-circle)
sub-	= <i>under, less</i> (subordinate)
super-	= <i>big, more</i> (superior)
trans-	= <i>from one side, group etc to another</i> (transatlantic)
tri-	= <i>three</i> (triathlon)
under-	= <i>not enough</i> (underdeveloped)
uni-	= <i>one</i> (uniform)

The prefixes below are used to express opposite meanings.

de-	destabilize, dethrone
dis-	disadvantage, disbelief
in-	insufficient BUT
	il- (<i>before l</i>) illegal
	im- (<i>before b, m, p</i>) immature, improbable
	ir- (<i>before r</i>) irregular BUT unreal, unremarkable
non-	non-dairy
un-	unattractive, uncivilized

Some prefixes are added to words to form verbs.

en-	courage – encourage
	BUT em- (<i>before b, m, p</i>) body – embody

- **Suffixes** are syllables which we add to the end of certain words to form new words.
 - **Nouns referring to people**
 - **verb + -er/-or/-ar** (work – worker, act – actor, burgle – burglar)
 - **noun/verb/adjective + -ist** (social – socialist, piano – pianist, natural – naturalist)
 - **verb + -ant/-ent** (assist – assistant, reside – resident)
 - **noun + -an/-ian** (republic – republican, Italy – Italian)
 - **verb + -ee** (*passive meaning*) (employ – employee)
 - **Nouns formed from verbs**
 - age** post – postage
 - al** propose – proposal
 - ance** perform – performance
 - ation** animate – animation
 - ence** coincide – coincidence
 - ion** televise – television
 - ment** employ – employment
pretend – pretension (*verbs ending in -d/-t*)
 - sis** hypothesise – hypothesis
 - tion** describe – description
 - ure** close – closure
 - y** discover – discovery
 - **Nouns formed from adjectives**
 - ance** relevant – relevance
 - cy** urgent – urgency
 - ence** patient – patience
 - ion** isolated – isolation
 - iness** happy – happiness
 - ness** sad –sadness
 - ity** relative – relativity
 - ty** royal – royalty
 - y** honest – honesty
 - **Adjectives formed from nouns**
 - ous** nausea –nauseous
 - al** nation – national
 - ic** history – hystoric
 - ical** theatre – theatrical
 - ish** girl – girlish
 - ive** suppression – suppressive
 - ful** (with) dread – dreadful

- less (without) name – nameless
- ant brilliance – brilliant
- able reason – reasonable
- y wealth – wealthy
- ly world – worldly

- **Adjectives formed from verbs**
 - able treat – treatable (verbs ending in **-d/-t**)
 - ible sense – sensible
 - ive exclude – exclusive
 - ate consider- considerate
 - ent differ – different

- **Verbs formed from adjectives**
 - en bright – brighten
 - ise real- realize

- **Verbs formed from nouns**
 - en strength - strengthen

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Електронна адреса: rectorat@kname.edu.ua

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