

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

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
до проведення практичних занять
з навчальної дисципліни

«ПРОФЕСІЙНА ІНОЗЕМНА МОВА»

(англійська мова)

*(для студентів освітньо-кваліфікаційного рівня «магістр»
денної та заочної форм навчання всіх спеціальностей університету)*

Харків
ХНУМГ ім. О. М. Бекетова
2019

Методичні рекомендації до проведення практичних занять з навчальної дисципліни «Професійна іноземна мова» (для студентів освітньо-кваліфікаційного рівня «магістр» денної та заочної форм навчання всіх спеціальностей університету) / Харків. нац. ун-т міськ. госп-ва ім. О. М. Бекетова; уклад. : О. М. Тарабановська, Є. С. Моштаг. – Харків : ХНУМГ ім. О. М. Бекетова, 2019. – 38 с.

Укладачі : О. М. Тарабановська, Є. С. Моштаг

Рецензент

А. М. Крохмаль, кандидат педагогічних наук, доцент Харківського національного університету міського господарства імені О. М. Бекетова

Рекомендовано кафедрою іноземних мов, протокол № 4 від 21 листопада 2018 р.

CONTENTS

INTRODUCTION.....	4
Unit 1. Business and professional terminology.....	5
Unit 2. Business Correspondence.....	6
Unit 3. Resume/Curriculum Vitae.....	8
Unit 4. Recommendation Request Letter.....	9
Unit 5. E-mail: Access the world.....	10
Unit 6. Writing Summaries.....	11
Unit 7. Preparing Research Paper.....	13
Unit 8. Writing Essays.....	14
Unit 9. Avoiding Plagiarism.....	16
Unit 10. Interviewing for a job.....	18
Unit 11. Business Telephoning.....	19
Unit 12. Negotiations.....	20
Unit 13. Cross-Cultural Aspects of Business Negotiations.....	22
Unit 14. Cross-Cultural Understanding.....	23
Unit 15. National Stereotypes and Values.....	28
Unit 16. Preparing Effective Presentations.....	30
Unit 17. Non-Verbal Aspects of Presentations: Gestures.....	34
Unit 18. Model Presentation of a Project.....	35
References.....	38

INTRODUCTION

These educational materials are designed to develop MD students' profession-oriented communicative competence (linguistic, socio-linguistic and pragmatic) for their effective networking in academic and professional environment. The subject of the course encompasses lexical, grammatical, stylistic characteristics of academic discourse to provide MD students' successful professional academic carrier.

The manual is based on the authentic texts concerning the above mentioned issues. It contains 18 units. The materials are recommended to be used for practical classes.

The booklet is intended as a supportive material to the manual *Academic and Professional Communication* (see the reference on page 39). The related pages of the manual are given in parentheses in some tasks.

Unit 1. Business and Professional Terminology.

To be a complete student of the writing and communication process, you need to have a command of field's vocabulary. You are expected to have a working knowledge of the terms and concepts relevant to the business writing.

Task 1. Study the list of writing terms: p. 49-51

Task 2. Match the terms with their definitions:

a. coherence b. argumentation c. brainstorming d. summary e. essay f. profile
g. evaluation h. definition i. data j. case study k. analysis l. emphasis m. report n. figurative language o. thesis statement p. definition

1. _____ writing that represents the main points of a larger work in condensed form
2. _____ language that goes beyond the immediate meaning of the words used; writing in which a figure of speech is used to heighten the meaning
3. _____ a story of one individual whose experiences speak for the experiences of a larger group of people
4. _____ writing that carefully examines and explores a subject with the objective of gaining understanding
5. _____ collecting ideas by thinking and talking freely and openly about all the possibilities; used most often with groups
6. _____ the arrangement of ideas in which a way that the reader can easily follow from one point of another
7. _____ writing or speaking in which reasons or arguments are presented in a logical way
8. _____ information that is accepted as being true – facts, figures, and examples – and from which conclusions can be drawn
9. _____ writing that explores a subject's value, impact, or significance; its strengths and weakness; its place in the schemes of things
10. _____ writing that reveals an individual or re-creates a time period, using interview and research
11. _____ a piece of prose writing in which ideas on a single topic are presented, explained, argued, or described in an interesting way.
12. _____ placing greater stress on the most important idea or a piece of writing by giving it a special treatment
13. _____ information that is accepted as being true – facts, figures, and examples – and from which conclusions can be drawn
14. _____ a statement of the purpose, intent, or main idea of an essay
15. _____ writing that explains, describes, and clarifies a complex concept, an abstract idea, or a complicated idea.

Task 3. Study the list of foreign words and phrases p. 52

Task 4. Write definitions for the following words and phrases:

A.D. –

a.m. –

B.C. –

et.al –

etc. –

a capella –

alma mater –

carte blanche –

e.g. –

eureka –

haute couture –

i.e. –

lingua franca –

N.B. –

per capita –

p.m. –

status quo –

Veni, vidi, vici –

Verbatim –

Vs. –

Task 5. Find examples of foreign words and phrases in professional texts.

Task 6. Explain with your own words such terms as: *idiom, topic, professional and scientific jargon, position paper, description, classification, audience, commentary, report, review*

Unit 2. Business Correspondence.

All business writing – whether it is a letter, a resume, or an e-mail – shares following characteristics:

- Starting point.
- Purpose.
- Form.

Task 1. Study definitions of the terms p. 7.

Task 2. Read the guidelines for writing letters p.7 and answer the following questions:

1. Why should expressing a date numerically be avoided?
2. How are business letters begun/ended? When you know/do not know the person?
3. What does *enc.* mean?

Task 3. Read about writing business letters (p. 8) and answer the questions:

1. What type of correspondence is considered to be business letters?
2. List reasons for writing business letters.
3. What are the main characteristics of business letters?
4. Characterize style and language of business letters.
5. How are responses written?
6. Give examples of greetings which are used in the first paragraph.
7. How are business letters finished?
8. Give examples of correct endings.

Task 4. Study the list of vocabulary (p. 12) and match terms with their definitions:

a. justified margins b. transitions c. on arrival notation d. postage e. block format f. informal g. attachment h. certified mail i. diplomacy j. indent k. letterhead l. memorandum m. salutation n. coherent o. enclosure

1. _____ extra document or image that is added to an email
2. _____ words or phrases used to make a letter flow naturally
3. _____ greeting in a letter
4. _____ most common business letter format, single spaced, all the paragraphs begin at the left margin
5. _____ straight and even text, always begins at the same space
6. _____ the cost of sending a letter through the Post Office
7. _____ envelope (e.g. "confidential")
8. _____ important letters that sender pays extra postage for in order to receive a notice of receipt
9. _____ document sent within a company (internal), presented in short form
10. _____ specialized paper with a (company) logo or name printed at the top
11. _____ extra spaces (usually 5) at the beginning of a paragraph
12. _____ extra document or image is enclosed with the letter
13. _____ logical, easy to understand
14. _____ casual
15. _____ demonstrating consideration and kindness

Task 5. Read formal model letters (p. 14 – 22) and study the organization of them. Pay attention to parts of the letter.

Task 6. Write your own letters using models and vocabulary items (p.22)

- a) a letter of enquiry on some new product;
- b) a letter confirming a previous arrangements;
- c) a letter requesting payment of an overdue invoice.

Unit 3. Resume/Curriculum Vitae

When you apply for a job, your potential employer will need to know how well equipped you are to do it. A *resume* is a brief summary of your experiences and education relevant to the job you are seeking; it will give your employer this information.

A strong resume isn't generic – rather, it's a vivid word picture of your skills, knowledge, and past responsibilities. It says exactly who you are by providing the kind of information listed below.

Task 1. Study guidelines for writing Curriculum Vitae (p. 28) and match paragraphs titles with their explanations.

- a. Personal data b. job objective c. skills summary d. experience e. education f. other experience
1. _____ the key qualities you bring to the position, listed with supporting details
 2. _____ degrees, courses, special projects
 3. _____ positions you've held
 4. _____ name, address, phone, e-mail
 5. _____ the type position you want and the type of organization you want to work for
 6. _____ volunteer work, awards, achievements, teaching assistantships, dormitory resident assistantships, off-campus programs

Task 2. Study tips for resume writing (p.29) and fill in the gaps with the words from the table

space exaggerate italics grammar job experience abbreviations margins spelling education underestimate acronyms resume

1. The terms vacancy, post, position are used instead of the word _____ in applications
2. Design each _____ to fit the particular job
3. Write wide _____ and leave lots of white space. It makes your CV easier to read.
4. Use a clear, easy to read typeface. Do not use _____ or small type size.
5. Make the section headings clear and leave a clear _____ between sections.
6. Separate each part of your job _____ and _____ clearly.
7. Do not assume the reader will know what some _____ and _____ mean. If in doubt, use the full name.
8. Do not _____ your talents but do not _____ them either. Remember to sell yourself using positive adjectives.

9. Watch out for _____ and _____ mistakes. Do a spell and grammar check on your computer when you finish your CV and ask someone to check it for you.

Task 3. Read the examples of resume (p.30) and study the organization of them.

Task 4. Write your own resume

Unit 4. Recommendation Request Letter.

Reference is a written testimony as to the character, abilities, etc. of another person; a good word; recommendation.

Letters of application (cover letters) usually do not contain references.

When you apply for a job or program, it helps to have references or recommendations. To get the backup support you need from the people familiar with your work (professors or employers), you need to ask for it. You can do this in person or by phone, but a courteous and clear letter or e-mail message makes your request official and helps the person complete the recommendation effectively.

– Remind the reader of your relationship to him or her; then ask the person to write a recommendation or to serve as a reference for you.

– Describe the work you did for the reader and the type of job, or program you are applying for.

– Explain what form the recommendation should take, whom to send it, where and when it needs to be sent.

Task 1. Read the model letter (p. 40)

Task 2. Read the references (p. 41) and then write your own to some students of your group. According to letterheads of references, decide what countries the students have been to.

Task 3. Choose the correct letter for the sample reference

April 15

To whom it may concern

This letter isfor Mr. James Heather, who has worked for this

a) A background b) an instruction c) a reference d) an acceptance

Company as an administrative assistant for the past three years. During most this time here, Mr. James Heather has worked directly under

a) Your b) his c) her d) my

busy accounting office with a staff of five. He.... Himself to be

a) always has shown b) always has shows c) has always shown d) has shown always

reliable and hardworking. He has never shirked his duties, even when the office workload required him to work late into the evening or on a weekend. I always feel sure that whatever task I may give him, it will be done promptly and with a smile. Mr. Heather friendliness and upbeat attitude have been a real contribution to the office environment. We will miss Mr. Heather, but we understand that he is ready to move on to athat will make better use of his skills and

a) position b) degree c) residence d) professor
provide him with more opportunities for his future. I can recommend him without reservation and know he will make a great contribution to any work environment.

Sincerely,
Richard Kenny

Task 4. Write your own recommendation letter.

Unit 5. E-mail: Access the World.

Electronic mail, known more colloquially as *e-mail* is computer communication between individuals through a mainframe connection. E-mail is almost instantaneous and less formal than conventional mail.

Task 1. Read the text (p. 45) and fill in the gaps with the words from the box.

subject	folders	collaboration	mailing	characters
embarrass	confusing	paragraphs		“home base”

With e-mails, people can correspond through computer network around the globe. If you can access to e-mail, you can....

1. send, forward and receive many messages quickly and efficiently, making it ideal for group projects and other forms of _____;
2. set up _____ lists (specific groups of e-mail addresses) so that you can easily send the same message to several people at the same time;
3. organize messages in _____ for later reference, and reply to messages;
4. communicate with _____ while on the road if you have a laptop computer with a modem

E-mail tips

1. Revise and edit messages for clarity and correctness before sending them. _____ sentences, grammatical errors, and typos limit your ability to communicate on a computer screen just as they do on a paper.

2. Use e-mail maturely. Sooner or later you will send e-mail to the wrong person. Keep this in mind at all times and never write anything that would _____ you if it were sent to the wrong party.
3. Make messages easy to read and understand: provide a clear _____ line since readers will scan it and decide whether to read or delete the message; type short _____, with line length of no more than 65 _____.

Task 2. Study model e-mail message (p. 46)

Task 3. Look at the extracts from different pieces of correspondence. Match them with the types: *letter, report, e-mail*

Task 4. Write an e-mail for the following situations (p. 48)

Unit 6. Writing Summaries.

Writing well is a complex intellectual task. It requires considerable creativity and risktaking. In other words, good writers have the courage to follow unplanned, imaginative impulses. But successful writing also demands tough-minded discipline. It requires one to work in a steady, thoughtful way. All in all, writing is an extremely worthwhile experience.

Task 1. Read the text (p. 73) and answer the following questions:

1. What is a summary?
2. What is the difference between summary and paraphrase?
3. What are the features of a good summary?
4. When are the students often asked to write summaries?
5. What skills and abilities are needed to write summaries?
6. What are the steps in preparing to write summaries?
7. Is it needed to re-express the ideas sentence-by-sentence?
8. What ideas should be presented in a summary?
9. What should the topic sentence express?
10. What should the main paragraph express?
11. What is a personal summary?

Task 2. Fill in the gaps with the words from the table

connecting	hold	capture	reasons	aspect	length	package	cite	omit
summarize	monotonous	indicates						

Some guidelines for writing a summary

1. _____ are usually used to develop paragraphs that explain, prove, persuade, or state an opinion.

2. Let's think of paragraphs as ways to _____ (or "punctuate") a text into chunks of meaning.
3. Variety of sentence _____
4. Include both short and long sentences to _____ the reader's interest.
5. Most writing continues for more than one paragraph. A new paragraph _____ a new idea, a new step, or a new _____ of the topic.
6. Some _____ words and phrases are needed: *in addition, on the other hand, furthermore, besides, moreover, next, in other words, finally, in conclusion*
7. A paragraph of sentences that all begin in the same way or with the same kind of information can sound _____. Vary the beginnings of the sentences within a paragraph.
8. _____ the whole in just a few words.
9. _____ the general idea.
10. _____ details.
11. _____ the source of the summary.

Task 3. Study the phrases needed for different paragraphs of the summary.

Beginning:

The title of the passage is....

The author of the passage is....

The main idea of it is...

The passage

Deals with

Concerns on

Focuses on

The author

Accuses..., alleges..., blames..., condemns..., criticizes..., describes..., emphasizes..., explains..., gives a summary of..., indicates..., introduces..., makes a few critical remarks on..., mocks..., notes in general terms..., points out..., reveals..., sheds light on..., stresses..., underlines...

Conclusion

Let's summarize briefly what we have looked at.

In conclusion,...

To conclude,...

We may profit from this information...

...allows us to conclude that...

It follows that...

Task 4. Study the model summary of chapter 7, "How Can X Be summarized?" from *Twenty Questions for the Writer* by Jacqueline Berke.

Task 5. Write summaries of the reading selections (p. 77 – 81) using the guidelines given above.

Unit 7. Preparing a Research Paper.

Task 1. Read “Guidelines for writing research paper” (p. 82) and answer the following questions:

1. What are the four heads of the scientific method?
2. In what way should the ideas be put?
3. What information should be studied before writing a scientific paper?
4. What should be included into the topic you have chosen?
5. What should be mentioned in *the significance of the experiment* and at *the end of the paper*?
6. What is the *controlling idea*?
7. What sentence is called *thesis statement*?

Task 2. Match the sentences with tips for writing a thesis statement.

Tips for writing a thesis statement:

1. Select a general subject
2. Narrow your subject
3. Select a working thesis
4. Put your thesis in the form of a question
5. Compose a final thesis statement

- a. How effective are the programs to reintroduce the gray wolf into the lower 48 states?
- b. The programs reintroduce the gray wolf into the lower 48 states are / are not achieving all of the desired results
- c. The effectiveness of programs to reintroduce the gray wolf into the lower statements
- d. Endangered species
- e. Programs to protect the gray wolf in the US

Task 3. Fill in the gaps with the words from the table

cards	investigation	quotations	marks	subpoints	retrace
bibliography	avoid	experiments	vocabulary	related	summarize
arranged	application	support	conclusion	logical	

1. As you begin reading the material listed in your _____, take notes and write down quotations _____ to your specific thesis.
2. Keep notes on _____ of the same size and style.

3. Write down important details and _____ along with the page numbers where this information can be found. Also place the number of the related bibliography card in the upper right-hand corner.
4. Place quotation _____ around word-for-word quotations.
5. Organize your note cards into their _____ order and use them to conduct a working outline. Your descriptive headings may be used as main points and _____ in your outline.
6. List all references cited in the text; all entries are _____ alphabetically. Book and periodical titles are italicized, but they could be underlined.
7. To paraphrase, restate what you have read using your own words. Use this method when you are trying to _____ the thinking of one of your sources.
8. Your research paper should contain professional _____ (terms) and more bookish words than neutral. It presents the information of writer's _____ into a subject of personal interest. A research report may discuss a writer's experience with a certain new technology or challenging problem.
9. To _____, reduce what you have read to a few important points using your own words.
10. The final section, or _____, of your paper should leave readers with a clear understanding of the importance of your research. Review the important points you have made and draw a final conclusion.
11. You have to mention what further _____ will be necessary.
12. What practical _____ the research may have to the lives of non-scientists
13. _____ fragments, abbreviations or slang. Work to achieve a formal style.
14. Drop statements that you can not _____ with facts and details.

Task 4. Study the information concerning using visual aids and types of graphic aids (p. 86)

Task 5. Write meaningful research papers on the following topics:

- a) What are the best career opportunities for young people today?
- b) What are the real costs and benefits of university education?
- c) Are we doing enough (or too much) to protect our endangered species?

Unit 8. Writing Essays.

The kind of composition that you, as a student, are most frequently required to write is the *essay*. When you write a paper about the theme of a novel or one about the differences between light and sound, when you answer an essay question test on

how cultures influence behavior, and even when you write an article explaining why students should keep the university classrooms clean, you are writing essays.

Essay is a piece of prose that expresses an individual's point of view; usually it is a series of closely related paragraphs that combine to make a complete piece of writing.

Task 1. Fill in the gaps using the words from the box

developmental	conclusion	supporting	topic	concluding
introduction	capture	body		

_____ This first section of an essay consists of a simple paragraph that introduces the topic and the controlling idea of the essay. This most important sentence in the introductory paragraph is the ***thesis statement, the sentence that tells the controlling idea of the essay.***

Usually, the introduction begins with a few sentences that _____ the reader's interest and that lead into the thesis statement. You may want to begin an essay introduction by posing a question, telling a brief story, presenting a direct quotation, making a startling statement, or providing background information.

_____ This middle section consists of three or more _____ paragraphs. Each paragraph should have a _____ sentence that supports the thesis statement of the essay. ***The topic sentence is a sentence which contains the main idea. It tells the readers what the paragraph is about and limits the information to be included in the paragraph.*** Although the topic sentence is usually the first sentence of the paragraph, sometimes more experienced writers may put it in the middle or even at the end of a paragraph.

It is followed by _____ ***sentences*** which are related to the topic sentence and give you more information about it.

The topic sentence often includes a transitional word or phrase that indicates a relationship of time, importance, cause and effect, or contrast between that paragraph and the other developmental paragraphs of the essay.

_____ This final section consists of a single brief paragraph. The most important sentence in the conclusion restates and emphasizes the controlling idea of the essay. That sentence is called the _____ ***statement.***

Like any other kind of composition, an effective essay requires careful planning, organization, and development. Suggest facts, details, examples, reasons, and events that you might include in the developmental paragraphs of the essay. If necessary, do research to gather information and ideas that will support both the topic sentence of the paragraph and the thesis statement of the essay.

Task 2. Study the information (p. 120 –123) and answer the following questions:

1. What is outlining?
2. What steps should be taken before writing outlining?
3. Give your own examples for *brainstorming, group and label, making an outline*
4. What is a paragraph?

Task 3. Group together the ideas in the following lists. Take out any unnecessary or repetitive ones. Add any of your own ideas. (p. 123 – 124)

Task 4. Study the following example of the plan for a three-part essay. (p. 125)

Unit 9. Avoiding Plagiarism.

Plagiarism is the presentation of another writer’s ideas or words as if they were your own. There are two forms of plagiarism: intentional and unintentional. In the West, intentional plagiarism is considered a violation of academic integrity. Unintentional plagiarism, no less serious, occurs when a writer is unaware of the proper procedures for incorporating secondary research materials (periodicals, books, articles etc.). Unintentional plagiarism can be avoided through familiarity with citation protocols and through the use of paraphrase. A sophisticated and at the same time elegant form of writing, paraphrase involves restating a passage taken from a source into one’s own words and style.

Indicate clearly when you use anything from another writer’s work by using quotation marks.

When summarizing or paraphrasing, distinguish clearly where the ideas of others end and your own comments begin.

Task 1. Study the examples of plagiarism (p. 67 – 69) and decide why these paragraphs are considered to be plagiarism.

Task 2. Study Improved Paragraph with Paraphrase and Proper Attribution

Almost all of Shakespeare’s Hamlet can be understood as a play about acting and the theatre. Hamlet hides behind a cloak of madness to disguise his very real preoccupation with the pretense and lies of his family. In his book, *The Playwright as Magician*, Alvin Kernan shows how Hamlet’s theatricality is a tool for discovering the truth: Hamlet pretends to be mad so that he can, in the end, “protect himself and prevent his antagonists from plucking out the heart of his mystery” (102). That he must learn the truth “by means of a show” (103), as Kernan says, is an irony that underscores Shakespeare’s belief that the theatre is the best and possibly the only honest place on earth.

There are *three criteria* for identifying something as common knowledge:

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

Task 3. Using these criteria, consider the following scenarios, and decide whether or not you need to include a citation.

- a) In your paper for your genetics class, you note that humans have 23 pairs of chromosomes. You didn't know this before you took the course, but decide not to provide a citation for this information, since all biology textbooks contain this information.
- b) You find a really good journal article about the psychology of adolescent girls with eating disorders. You use some of the ideas, but don't quote it, because it is common knowledge.
- c) The proverb *The early bird catches the worm* seems particularly appropriate to the subject of your paper, so you decide to quote it. You go to the library and find a book of proverbs so that you can provide a citation.

Task 4. The following scenarios represent situations which may or may not constitute plagiarism. Read each scenario carefully, and decide: is this plagiarism? If the incident is plagiarism, why? If not, why not?

- a) A student uses an internet article in researching her paper. She finds several of the ideas in the article useful, and develops them in her own paper. Since she does not quote from the text, she does not cite it in her paper, but she does put the reference in the bibliography.
- b) A friend offers to let you read his paper in order to get some ideas, and tells you to use any parts of the paper you find useful. You incorporate one of his paragraphs into your paper, and you are careful to include all of the citations from his paper in your footnotes, so that the reader will be able to find the original source of the information.
- c) A student finds a picture of the Mona Lisa on the web that perfectly illustrates a point she wants to make in her paper. She downloads the picture, but does not use the website's analysis; in addition, she writes her own caption for the picture. Since the analysis and caption are her own, she does not include a citation for the picture.
- d) A student finds some interesting information on a website that is not under copyright. She downloads several paragraphs and incorporates them into her paper, but doesn't cite them, because they are in the public domain.
- e) You are discussing your term paper with your professor. She gives you an interesting idea about how you might interpret some of the material you have been studying. Since the discussion was informal, and does not pertain to an area in which your professor intends you publish, you incorporate her suggestions without attribution.

Unit 10. Interviewing for a job.

A successful job interview requires planning and preparation. The more you know about the employer, a job, and yourself, the more likely you are to feel confident and to present yourself well.

Task 1. Read the text (p. 162) and fill in the gaps with missing words:

research enthusiasm granted communicate resume contain
experience non-verbal relax politeness application salary letter
circumstances remain hired information movements references
embarrassed

1. Bring extra copies of your _____, along with the names, addresses, and phone numbers of three or four _____.
2. Bring your driver's license and social _____ numbers, a blue and black pen, a pencil and a pocket dictionary, in case you are asked to fill out an _____ form.
3. Be polite and enthusiastic about the job. _____ your interest to the interviewer.
4. _____ calm and polite throughout the interview, even if the interviewer is not.
5. Remember that you were _____ an interview because the company thought you might be the right person for the job. Therefore, emphasize the skills and _____ you can offer the company.
6. Do not let your nervousness bother you – it's natural. Remind yourself to _____ and smile naturally.
7. Don't make lots of wild or energetic _____ with your hands. During most of the interview, keep them still and folded in your lap.
8. Do not ignore _____ clues from the interviewer. If you sense that the interviewer would like you to speak, ask one of the questions that you have prepared. Remember that an intelligent question can be as impressive as an intelligent answer.
9. Do not ask about _____ unless you are offered the job or unless the interviewer asks you what salary you had in mind. If this happens, give the interviewer a realistic salary range, based on your _____. Do not undersell yourself.
10. Do not forget to write thank-you _____ the day after the interview.
11. After you have been _____ you will be asked to fill out a number of forms. Therefore, it is essential that you read and understand all the descriptions, explanations, instructions, and questions they _____ before you complete or sign any of them.
12. Never be _____ about asking questions. Because its legal nature, the information accompanying these forms is often difficult to understand.

13. Under no _____ should you ever “bend the truth” or include deceptive information on these forms.
14. Always remember PIE:
- _____, especially when answering questions.
 - Give clear and accurate _____
 - Show _____

Task 2. How would you act in a situation like this?

The interviewer was rather extreme, but a lot of employers have turned to using “killer questions” or “shock tactics”, such as these:

- Tell me something about yourself that you have never told anyone.
- Which three famous people would you invite to a dinner party and why?
- Imagine you are an employee in customer services. What would you do if an important customer was very rude to you?
- We have been interviewing candidates all morning and we are getting bored. Do something to impress us.
- We have employed people from your university, and they have not been good. Can you tell us why you think you would do better?

Task 3. Discuss the following:

1. Do you think it is fair to ask killer questions?
2. Do you think hypothetical questions are useful?
3. How do you react under pressure?

Task 4. Read the interviews (p. 163 – 164) Role play the same situations with your partner.

Unit 11. Business Telephoning.

Guidelines for Using the Telephone

- Answer all calls quickly
- Answer with your name and / or your organization
- Ask how you can help
- Speak clearly
- Use appropriate language
- Smile while you are talking
- Sound interested
- Repeat names, phone numbers and details to make sure everything has been understood

Telephone language

The following phrases are useful when answering the phone:

Good morning. Lucky Strike Manufacturing Company. Can I help you?

I'll put you through.

I am sorry, the line is engaged / busy.

Would you like to hold?

Can I take a message?

Can I get him to call you back?

Task 1. Practice conversations (p. 165 – 167) in pairs. Change roles and use different information each time.

Task 2. Put the sentences in the correct order to make a telephone conversation.

- a) Goodbye
- b) Good morning. Belco Electronics. How can I help you?
- c) It's flat 3, Duke Road.
- d) Oh, I am very sorry to hear that. It's the *Max 3000* you bought yesterday, is it?
- e) Right. I have got that. I'll put an instructions manual in the post for you straight away. And once again, sorry about our mistake.
- f) Good morning. Steve Jenkins here. Well, it is about the *Max 3000* computer software. I am afraid there are no instructions in the box.
- g) Thank you very much. Goodbye.
- h) Well, Mr. Jenkins, give me your address, and I'll send you the instructions.
- i) Yes, that's right.

Unit 12. Negotiations.

Business is negotiation. You will negotiate to buy, to sell, to conclude contracts with suppliers, to fix the staff salaries and so on. What is more, you have to negotiate with regulators, banks, insurances. It means that ***the business life is a permanent negotiation with other people who are defining their own interests.*** For a future businessman, negotiation must be obviously a core topic.

A negotiation is often an obliged step when you are preparing a new contract. As business implies to prepare, and to sign a lot of contracts with buyers, sellers, bankers, and staff, there are anyway a large part of time dedicated to negotiation.

The fact that divergent interest exist does not mean that you have to negotiate with everybody. Very often you have just to use authority instead of negotiating. What is more, mane business matters are regulated by contract. A contract is made to

avoid any contestation and consequently any possibilities of negotiation. When you have a good contract, just apply it. There is nothing to negotiate any more.

Task 1. Read the texts “Define your goals”, “Define the strategy” and “Psychological preparation”(p.170 – 173) and answer the following questions:

1. What does strategic planning determine?
2. Why is setting the goal important?
3. What do people call win-win principle?
4. What is BATNA?
5. In what case should you lower your bottom line?
6. What does any strategy begin with?
7. Describe the term “*Balance of powers*”.
8. Name two main strategies according to the balance of powers.
9. Why is it important to know your negotiator opponent?
10. What are the main features of negotiating?

Task 2. Fill in the gaps with the words from the table:

establish avoid agree multiple consistent hard define separate criteria solving personalization deal understanding beforehand validity enhance arguments pressure soft demands approaching objective understand

Negotiation tips

1. Consider negotiations as problem_____ exercises.
2. Try to _____the position of your negotiation partners and_____ the atmosphere of trust and mutual cooperation.
3. If you can't agree, try _____the problem from a different angle.
4. Do not get emotional. Be _____.
5. Prepare carefully _____.
6. _____the *Relationship* with the *People* from the *Substance* of the *Deal*.
7. Be _____on the deal, _____on the people.
8. See the _____from inside their shoes.
9. Make your proposal _____ with their value.
10. Values _____the deal.
11. Each side has _____ interests – be clear on yours, discover theirs.
12. Use objective _____ for decision-making.
13. Strike a deal based on principle, not _____.
14. _____on fair standards and procedures.

15. Utilize “human factors” and be open about feelings and motives: this will _____ trust.
16. _____ presenting too many issues, highlight the strongest ones.
17. Summarize frequently: this enhances _____.
18. Present arguments calmly, without _____.
19. Avoid use of personal opinions in _____.
20. Avoid ultimatums and other forms of non-negotiable _____.
21. Admit, when appropriate, the _____ of the other party’s arguments.

Task 3. Which of the tips presented above do you think is the least helpful and which is the most useful?

Task 4. Answer the questions:

1. How is the negotiation being seen?
2. Is mutual satisfaction the real purpose of the meeting?
3. Do we have to compete?
4. Do they want to win?
5. Do different cultures stress different aspects of negotiation?

Unit 13. Cross-Cultural Aspects of Business Negotiations.

Cross-cultural business negotiations are an important part of international business. Much business has been lost overseas due to miscalculations caused by cultural differences. Negotiating is a lengthy, difficult process by itself; but, when one adds the cultural aspect it becomes extremely intricate. Cross-cultural negotiation skills can be improved by adequate attention to details and a better understanding of the cultural heritage of the other side.

International business negotiations are made more difficult by problems of communications and culture. In order to conduct business outside of one’s native culture, it is necessary to understand the style and intent of the business partners, and to learn to deal with culturally based differences. In addition, communications are conducted verbally and non-verbally; therefore, it is not just a problem of language barriers. The goal of business negotiation may be substantive outcome (Americans) or a long-lasting relationship (Japanese).

Task 1. Read the text (p.174) and answer the questions:

1. What are protocol factors?
2. What is “power distance”?
3. What do cultures with low power distance postulate?
4. What are the features of negotiations in Britain, Germany and Austria?
5. What are the most important aspects of negotiation?
6. Characterize the peculiarities of negotiations in Japan and China.

Task 2. Study tips for international business negotiations.

When doing business internationally, we need to consider:

- The negotiating environment;
- Cultural and sub-cultural differences;
- Ideological differences;
- Foreign bureaucracy;
- Foreign laws and governments;
- Financial insecurity due to international monetary factors;
- Political instability and economic changes.

Task 3. Read the passage (p. 175) and give the title to it.

Task 4. Read the quiz. (p.175). Express your opinion with which of these answers you agree with most.

Task 5. Put each of the following words in its correct place in the passage below.

Negotiating Techniques

Like, well, educated, reach, negotiations, merciless, between, stressing, conversation

When they deal with negotiations, business schools emphasize on the quality of the relationship_____ the two parties. The negotiation is mainly described as a _____ between polite persons. The two parties explore their common interests and try to _____ the win-win option. These scholars have certainly experienced _____ in an academic context. In this case, the win-win option is perceived like the politically correct option between_____ persons.

Unfortunately, it should be mentioned that the small business world is _____. People fight _____ dogs because their own money is a t stake. It is no more a conversation in an academic lounge. Any negotiation is heavily _____!

Unit 14. Cross-Cultural Understanding.

Task 1. Answer the following questions:

1. Do you agree people of different nationalities behave differently in similar situations?
2. Do you agree people's lifestyle is influenced by their culture, values, traditions and social standards?
3. If you have an experience of staying abroad or having friends of different, nationalities, could you tell if you sometimes thought other people's behavior to be strange?
4. What is necessary to help people understand each other better?

Task 2. Do the quiz and decide if you have good cross-cultural skills:

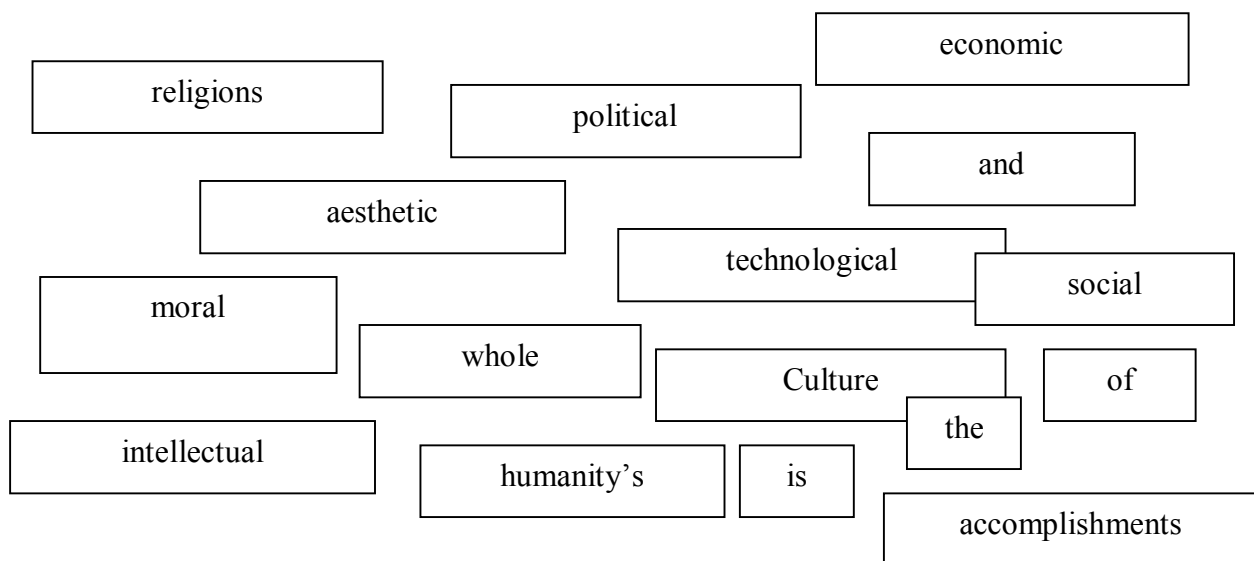
Quiz: Do you have good cross-cultural skills?

When you meet someone for the first time, what should you do?

True(T) or False(F)?

A	It's usual to shake hands the first time you meet a British colleague.	
B	It's not a good idea to call German colleagues by their first names at work.	
C	When a Japanese business person gives you his/her business card, it's polite to say thank you and put it in your pocket.	
D	In the Mediterranean, embrace colleagues when you meet them.	
E	Take off your shoes when you visit someone's house in Poland.	
F	In Saudi Arabia it is rude to refuse a cup of coffee.	
G	In the UK ask about your host's family when you meet for the first time	
H	In Asian countries, it is rude to look people in the eyes.	
I	British people like to talk about their salaries.	
J	When you visit Poland, your host gives you flowers at the airport	

Task 3. Using the words given below try to reconstruct one of a great variety of definitions for the concept “culture”



Task 4. To understand cultural differences better, read the articles presenting rules of behavior for different nationalities.

Make up four groups and in your groups read Texts A, B, C, D.

Text A

In Germany, as you walk sadly back to your hotel room, you may wonder why your apparently friendly hosts have not invited you out for the evening. Don't worry, it is probably nothing personal. Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts.

The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you are used to calling people by their first names this can be a little strange. To the Germans, titles are important. Forgetting that someone should be called Herr Doctor or Frau Directory might cause serious offence. It is equally offensive to call them by a title they do not possess.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

In Denmark a visitor who is invited to a business associate's home should take flowers or some unusual delicacy.

In Norway, to be totally correct, the visitor should send a gift the day after the dinner.

The British, however, consider it impolite to interrupt a visitor, even after all business has been transacted. The commercial caller is expected to be sensitive to this point, know when to stop, and initiate his or her own departure.

COMPREHENSION CHECK

Mark the statements as True (T) or False (F).

1. People in Britain shake hands just as much as people in Germany.
2. Visitors to Germany never get taken out for meals.
3. In Britain, business visitors can stay as long as they like.
4. German business people do not like to be called by their surnames.
5. Make sure you know what the titles of the German people you meet are.
6. You should expect the gift from your Norwegian partner a day before his/her visit to your home.

LOOKING BACK

What title can you suggest for Text A?

Text B

Good office manners in Indonesia require the visitor to present a business card immediately. If no card is offered, long delays may result. The mark of a thoughtful executive is to have one side in English and the other in Bahasa. In Japan a visitor should be prepared to distribute as many as 40 business cards a day.

In Japan certain guests at evening business gatherings will leave early. They should be allowed to leave without effusive good-bys. The Japanese consider formal departures to be disruptive in such cases and disturbing for remaining guests.

In the Middle East, the word "no" must be mentioned three times before it is accepted. In contrast, it is considered good business manners to make many and long efforts to pick up the check. You should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.

Young Korean businessmen expect their wives to be invited by foreigners to attend business or pleasure meetings in the evening. They also expect their wives to decline the invitation.

In Korea guests of honor (as well as the elderly and revered) are supposed to serve themselves first from community dishes. Good manners, however, require that the foreign guest of honor decline the privilege at least once, sometimes twice.

Middle East visitors also should not be surprised "if others barge right into the office in the middle of your conversation with the person you are seeing," notes "Travel Pak." An old Arab custom calls for keeping an "open office."

COMPREHENSION CHECK

Mark the statements as True (T) or False (F)

1. A formal departure from parties is important for Japanese people.
2. An Indonesian businessperson will appreciate if you give him/her a card in two languages.
3. Wives of Korean businessmen do not usually attend social occasions.
4. In the Arab world never make compliments to the things in the host's home.
5. Uninvited visitors are welcome in Middle Eastern offices.
6. In the Middle East, the guest always pays the bill.

LOOKING BACK

What title can you suggest for Text B?

Text C

In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place: after the cheese course. Unless you are prepared to eat in silence you have to talk about something - something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do - let your host pick up the bill.

In Italy the question of title is further confused by the fact that everyone with a university degree can be called Dottore – and engineers, lawyers and architects may also expect to be called by their professional titles.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached. Protocol in France calls for listing academic credentials in one's calling card.

COMPREHENSION CHECK

Mark the statements as True (T) or False (F)

1. In France you are expected to shake hands with everyone you meet.
2. It is polite to insist on paying for a meal if you are in Italy.
3. In France people prefer talking during meal.
4. Italian professionals are usually addressed by their titles.
5. It is not necessary to mention the degrees and titles in your business card when you meet French partners.

LOOKING BACK

What title can you suggest for Text C?

Text D

American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the phone.

American business people usually use first names when addressing each other. But only call a person of a higher position by first name if they invite you to. In many cases, Americans will insist on using first names almost immediately, this is just a cultural norm rather than a sign of real intimacy. It is necessary to shake hands with an American if you are meeting for the first time.

A handshake is the customary greeting for both men and women, although you should wait to see if the woman offers her hand first.

When talking to Americans, never ask what their house cost and how much rent they pay.

If you are houseguest in the USA, you should send a handwritten note of thanks to your host and hostess afterwards.

When you go out to a nice restaurant in the States, you must wait in a line for a table and be prepared to a 15% tip at the end of the meal.

If you want to smoke in the USA, you should always ask if you may. Many areas are non-smoking and many people object to this habit.

There is no pressure to drink when you go out with Americans for lunch or dinner. Alcohol may not even be available.

COMPREHENSION CHECK

Mark the statements as True (T) or False (F).

1. It is polite to discuss the amount of house rent with an American.
2. You should always address an American partner by his/her first name.
3. After visiting an American home you should send a letter of thanks to your host and hostess.
4. The amount of tips at American restaurants depends on your satisfaction by the service.
5. American woman offers her hand first.

LOOKING BACK

What title can you suggest for Text D?

In your group try to define which regions of the world are described in the terms of national cultures and traditions. Then, prepare and present a short summary of the text without mentioning the name of the region before the other groups. Let the other groups guess what region of the world your group has presented.

Correct your answers to the quiz. Discuss the new information on cultures and traditions of different regions of the world.

Unit 15. National Stereotypes and Values.

A stereotype is a fixed, formalized or standardized (and, therefore, perhaps false) phrase, idea, belief.

Stereotyping occurs when certain typical characteristics of some members of a group are treated as belonging to all members. For example, all Americans put their feet on the table during the meetings, all Gipsy people are thieves, all blonds are dumb etc.

Stereotypes are based on lack of information, ignorance and limited experience, they can be damaging.

Task 1. Using your knowledge (sometimes stereotypes) try to choose at least 10 adjectives typical of different nationalities. In small groups make a short presentation of one nationality.

hard-working	easy-going	punctual	friendly	reserved	emotional	lazy		
outgoing	hospitable	sociable	formal	casual	enthusiastic	quiet	tolerant	talkative
sophisticated	well-dressed	fun-loving	respectful	humorous	serious	nationalistic		
romantic	nepotic	reserved	casually dressed	mean	patriotic	naive		

Task 2. In small groups write down as many facts and opinions, stereotypes about Scotland and the Scots as you can.

What is the thing a mean person does NOT like doing?

Compare what other members of your group have written.

Read the article and do the comprehension check

Scots in Sweden upset by cheap jokes

SCOTS working in Sweden have complained to the European Commission for Human Rights that jokes about mean Scotsmen in advertising are an insult to the image of their race.

A case was put to Strasbourg by the Scottish Group for Civil Rights in Sweden, an organization formed recently of Scots people working there, to protest against Swedish Railways using such a traditional joke in an advertising campaign.

It showed two Scotsmen accepting the offer of travel for two for the *price* of one first-class ticket, while a third hides in the luggage rack.

‘We are not against Scots jokes in everyday life,’ said Mr. David Webster, a 38-year-old marketing manager working near Stockholm, who helped to form the group. ‘There are nationalistic jokes like this in every country. What we don’t like is the frequency of such jokes in commercial advertising.’

But the commission did not feel that the group had fully explained its case, and has asked for more information on some points before it decides whether the case can continue.

‘There is even one group of cut-price shops in the Stockholm area that has changed its name to The Scot,’ said Mr. Webster. ‘Their motto is, “You can’t get it cheaper anywhere else”. These things are offensive only because they happen so often, we believe.’

Apart from the further information demanded by the European Commission for Human Rights, the Scots in Sweden are up against another difficulty. They have so far spent several hundred pounds on their campaign, but voluntary contributions from group members have totaled only £50.

Task 3. Answer the questions

- a. What is the advertisement that the Scots don't like?
- b. Who have they complained to?
- c. What is the name of their organization?
- d. What is the point that Mr. David Webster is trying to make?
- e. What is amusing in the last paragraph?

Task 4. Match the summary with the correct paragraph

	a	A description of the advertisement the Scots are complaining about.
	b	The commission's reaction.
	c	The exact reason why the Scottish people are complaining
	d	A financial problem for the Scots in Sweden
	e	Some Scottish people have complained to the European Courts about the advertisement.
	f	Another example of the reason for complaining
	g	Scottish formed an organization and explained why they were complaining to the court.

Task 5. Comment on the saying of the late American president John F. Kennedy ‘Let us not be blind to our differences - but let us also direct attention to our common interests and the means by which these differences can be resolved’

CONTRIBUTE YOUR IDEAS

- Do you think the Scots were right to go to the European Commission for Human Rights, or do you think they took it too seriously?
- Do you agree nationalistic jokes can be come across in every country? Is it an example of stereotypical thinking? Which nationality is considered to be mean by Ukrainians?
- In your opinion, why funny stereotypes of the postcard ‘Prefect European’ do not hurt people, in contrast with cheap jokes about Scots?

Unit 16. Preparing Effective Presentations.

A *presentation* is a formal talk to one or more people that “presents” ideas or information in a clear, structured way. People are sometimes afraid of speaking in public, but if you follow a few simple rules, giving a presentation is actually very easy.

Academic culture of public presentations includes both verbal and non-verbal components. It is the coherent use of these components that creates a general style of presentation. It can be called a theatrical performance of something. Your task is to create a friendly emotional atmosphere and gain skills of transition from a presenter’s talk on the topic defined to a constructive discussion of its various aspects with the audience. The use of rhetorical patterns, factual information, visuals (outline, hand-outs, pictures, tables, maps, etc.) in the talk based on ethics of academic communication contributes greatly to the general success of public presentation.

Use the guidelines below and the models that follow to help you succeed in each stage of giving a presentation in English, from the initial preparation to the conclusion and questions and answers.

Stages of delivering successful presentation:

- Preparation
- Equipment
- Delivery
- Language
- The presentation
- Review

All presentations have a common *objective*. People give presentations because they want to communicate in order to:

- Inform
- Train
- Persuade
- Sell

A successful presentation is one of the most effective ways of communicating your message. And because English is so widely used in international business, a working knowledge of the vocabulary and techniques used in the English language presentation is a valuable asset.

Task 1. Study the information (p. 213 – 215)

A well organized presentation with a clear structure is easier for the audience to follow. It is therefore more effective. You should organize the points you wish to make in a logical order. Most presentations are organized in three parts, followed by questions:

Beginning

- Short introduction
- Welcome your audience
- Introduce your subject
- Explain the structure of your presentation
- Explain rules for questions

Middle

- Body of presentation
- Present the subject itself

End

- Short conclusion
- Summarize your presentation
- Thank your audience
- Invite questions
- Questions and answers

Task 2. Read the texts (p.216 – 222) and answer the questions:

1. How can notes help in preparing your presentation?
2. What is the vital part of preparation?
3. What are the benefits of rehearsal?
4. What should be prepared for rehearsal?
5. What is “delivery”?
6. In what way can the presenter relax and gain confidence?
7. How can the presenter build a warm and friendly relationship with the audience?
8. What is a body language?
9. Why is it necessary to consider cultural differences?
10. Why is voice considered to be a powerful source of impression?
11. What are the ways to vary the voice?
12. What are visual aids?
13. What is the best way of interaction with the audience?
14. How should the presenter react to difficult questions?
15. What are the characteristics of a good language?

Task 3. Study Function Language:

Introducing the subject

- I’d like to start by...
- Let’s begin by...
- First of all, I’ll
- Starting with...
- I’ll begin by...

Finishing one subject...

- Well. I’ve told you about...
- That’s all I have to say about...
- We’ve looked at...
- So much for...
- ...and starting another point...
- Now we’ll move on to...
- Let me turn now to...
- Next...
- Turning to...
- I’d like now to discuss...
- Let’s look now at...

Analyzing a point and giving recommendations

- Where does that lead us?
- Let’s consider this in more detail...
- What does this mean for ABC?
- Translated into real terms...

Giving an example

- For example,...
- A good example of this is...
- As an illustration,...
- To give you an example,...
- To illustrate this point...

Dealing with questions

- We'll be examining this point in more detail later on...
- I'd like to deal with this question later, if I may...
- I'll come back to this question later in my talk...
- Perhaps you'd like to raise this point at the end...
- I won't comment on this now...

Summarizing and concluding

- In conclusion,...
- Right, let's sum up, shall we?
- I'd like now to recap...
- Let's summarize briefly what we've looked at...
- Finally, let me remind you of some of the issues we've covered...
- If I can just sum up the main points...

Inviting questions

- Now I'll try to answer any questions you may have.
- Can I answer any questions?
- Are there any questions?
- Do you have any questions?
- Are there any final questions?

Ordering

- Firstly...secondly...thirdly...lastly...
- First of all...then...next...after that...finally...
- To start with...later...to finish up...
- That's all we have to say about the language of presentations.
- Next, we'll look in the detail at the presentation itself and how we structure it...

Remember:

As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition:

Say what you are going to say, say it, then say what you have just said!

Task 4. Prepare a presentation on your professional topic.

Unit 17. Non-Verbal Aspects of Presentation: Gestures.

Cultural differences can also be seen in body language or non-verbal communication, which is used to analyze the common gestures we use and observe every day. Body language helps us understand the unconscious body movements and postures that provide intimate keys to what a person is really thinking and the secrets of our true inner selves. We can read the angle of shoulders, the tilt of head in order to discern whether an individual is angry, frightened or cheerful. The body is not able to lie, for it sends subtle signals to those who know how to read them.

Many important facts are contained in non-verbal world of gestures. *Gestures* are movements of the hands, the arms, the trunk of the body, the shoulders, or the head, often in combination. Gestures are also linked to facial expression, since a movement of the head often accompanies a change in what our faces register. For instance, we are likely to move our heads slightly upwards when we smile. Paul Ekman and Wallace Friesen classify three types of gestures. *Emblems* and *adaptors* are largely irrelevant in speaking; in contrast, when we use *illustrator gestures* (gestures that accompany and complement something we say) to accompany and reinforce our words, we tap a useful reservoir of rhetorical power.

Gestures can reinforce our words when we:

- time a gesture to emphasize a word or phrase
- point to an object, place or event
- show a spatial relationship – closeness or apartness
- gesture rhythmically in tempo with a sequence or pattern of words
- depict some physical action, e.g., throwing a ball
- draw a kind of picture in the air of what we are talking about

Task 1. Read the text about some of the gestures used in Great Britain and the United States of America and compare them with gestures having similar meaning in Ukraine. Comment on the differences (p. 226 - 229)

Task 2. How would you interpret the following body language in your culture?

The other person	Meaning
Leans forward when listens to you	
Maintains eye contact at all times	
Sits upright	
Looks down and does not look at you	
Looks at a watch or a clock	
Covers his/her mouth with hands	

Task 3. Bring to a class pictures which show people expressing themselves with bodily actions rather than words. Include such responses as the following: joy, anger, fear, sadness, boredom, hurt feelings, disagreement, interest.

You may include any feelings that you might find a listener revealing with nonverbal clues.

Task 5. Discuss the following questions:

1. What is the style of male and female managers in companies in Ukraine? Are they similar to the ones outlined in the text?
2. Do you think there is a difference in style between men and women or is any difference usually because of personality?
3. Do you know any men who have a “female” style of working? Women who have a “male” style of working?
4. Do you find it easier to work with men or women? Why? Which personal qualities would you like your boss to have?
5. How would you feel to have a woman as your boss? Are there many women managers and executives in Ukraine?
6. Are there jobs that women traditionally do or do not?

Unit 18. Model Presentation of a Project.

Most presentations are divided into 3 main parts (+ questions):

1. Introduction
 2. Body
 3. Conclusion
- Questions

In other words, use these three parts of your presentation to reinforce your message. In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was.

Introduction

The introduction is a very important – perhaps the most important part of your presentation. This is the first impression that your audience has of you. You should concentrate on getting your introduction right. You should use the introduction to:

- Welcome your audience
- Introduce your subject
- Outline the structure of your presentation
- Give instructions about questions

The following phrases show examples of language for each of the functions. You may need to modify the language as appropriate.

1. Welcoming your audience

Good morning, ladies and gentlemen
Good morning, gentlemen
Good afternoon, ladies and gentlemen
Good afternoon, everybody

2. Introducing your subject

I am going to talk today about...
The purpose of my presentation is to introduce our new range of...

3. Outlining your structure

To start with I'll describe the process made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendations).

4. Giving instructions about questions

Do feel free to interrupt me if you have any questions. I'll try to answer all of your questions after the presentation. I plan to keep some time for questions after the presentation.

5. Body

The body is the "real" presentation. If the introduction was well-prepared and delivered, you will now be "in control". You will be relaxed and confident. The body should be well-structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation:

- *Do not hurry*
- *Be enthusiastic*
- *Give time on visuals*
- *Maintain eye contact*
- *Modulate your voice*
- *Look friendly*
- *Keep your structure*
- *Use your notes*
- *Signpost throughout*
- *Remain polite when dealing with difficult questions*

Conclusion

- *Give recommendations if appropriate*
- *Thank your audience*
- *Invite your questions*

Summing up

- *To conclude...*
- *In conclusion...*

- *Now, to sum up...*
- *So let me summarize/recap what I've said.*
- *Finally, may I remind you of some of the main points we've considered.*

Giving recommendations

- *In conclusion, my recommendations are...*
- *I therefore suggest/propose/recommend the following strategy.*

Thanking your audience

- *Many thanks for your attention*
- *May I thank you all for being such an attentive audience*

Task 1. Study the presentation of the student's project (p. 233-238)

Notice how he has taken systematic notes on what he gathered and then summarized the fruits of his research. The student employed visual signposts projecting them onto a screen (by means of slides). Add your commentaries.

Task 2. Prepare your own presentation using the following tips.

Some tips which are most important for a successful presentation:

Linguistic competence:

- *Correct grammar structures;*
- *Academic vocabulary;*
- *Corporate lexis (terms);*
- *Transitional words;*

Voice:

- *Intonation;*
- *Pronunciation;*
- *Fluency of speech;*

Extra linguistic competence which comprises body language:

- *Eye contact;*
- *Mimics;*
- *Gestures;*
- *Dress code.*

REFERENCES

1. Жук Л. Я. Academic and Professional Communication: рекомендовано Міністерством освіти і науки України як навч. посібник для студентів, магістрів та аспірантів вищих навчальних закладів / Л. Я. Жук, Є. С. Ємельянова, О. Л. Ільєнко. – Харків : «Міськдрук», 2011. – 268 с. – Англ. мовою.

2. Методичні вказівки з англійської мови міжкультурної комунікації (для студентів 1–2 курсів денної форми навчання всіх спеціальностей Академії) / уклад. О. Л. Ільєнко. – Харків: ХНАМГ, 2006 - 85 с. – Англ. мовою.

Виробничо-практичне видання

Методичні рекомендації
до проведення практичних занять
з навчальної дисципліни

«ПРОФЕСІЙНА ІНОЗЕМНА МОВА»
(Англійська мова)

*(для студентів освітньо-кваліфікаційного рівня «магістр»
денної та заочної форм навчання всіх спеціальностей університету)*
(Англ. мовою)

Укладачі : **ТАРАБАНОВСЬКА** Оксана Миколаївна,
МОШТАГ Євгенія Сергіївна

Відповідальний за випуск *О. Л. Ільєнко*

За авторською редакцією

Комп'ютерний набір *О. М. Тарабановська*

Комп'ютерне верстання *І. В. Волосожарова*

План 2019, поз. 411 М.

Підп. до друку 25.09.2019. Формат 60×84/16.

Друк на ризографі. Ум. друк. арк.1,7.

Тираж 50 пр. Зам. №

Видавець і виготовлювач:

Харківський національний університет
міського господарства імені О. М. Бекетова,
вул. Маршала Бажанова, 17, Харків, 61002.

Електронна адреса: rectorat@kname.edu.ua

Свідоцтво суб'єкта видавничої справи:

ДК № 5328 від 11.04.2017.