

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное
учреждение высшего образования
«СЕВАСТОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
Институт общественных наук и международных отношений

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BUSINESS SKILLS

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

Учебное пособие
по английскому языку
для студентов неязыковых специальностей

Севастополь
СевГУ
2021

УДК 811.1(076)
ББК 81.2 Англ-923
М64

Р е ц е н з е н т ы:

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Миронцева С. С.

М64 Business Skills. Английский язык для неязыковых специальностей : учебное пособие по английскому языку для студентов неязыковых специальностей / Миронцева С. С., Байко В. А.; Севастопольский государственный университет, Институт общественных наук и международных отношений. – Севастополь : СевГУ, 2021. – 179 с. – Текст : непосредственный.

ISBN 978-5-6041740-0-5

Учебное пособие предназначено для студентов 2 курса всех специальностей (квалификация «бакалавр»), достигших продвинутого уровня владения английским языком. Пособие является сборником практических упражнений, раскрывающих основные темы дисциплины «Иностранный язык» для обучающихся второго курса неязыковых специальностей. Пособие включает в себя задания на развитие таких видов речевой деятельности как говорение, чтение, письмо, содержит упражнения лексического и грамматического характера. Главы пособия представляют описание и систематизацию основных сведений по темам, предусмотренным программой дисциплины «Иностранный язык» для обучающихся второго курса неязыковых специальностей (квалификация «бакалавр»): «Career Ladder», «Meeting and Presentations», «Internet», «E-mails and Writing», «Phoning», «Time Management», «Leadership». Материалы пособия также могут быть использованы при изучении тематических блоков деловой коммуникации в курсе английского языка для студентов всех специальностей.

УДК 811.1(076)
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Рассмотрено и рекомендовано к изданию в качестве учебного пособия на заседании кафедры «Иностранные языки» ИОНМО СевГУ, протокол № 9 от 25 марта 2021 года.

ISBN 978-5-6041740-0-5

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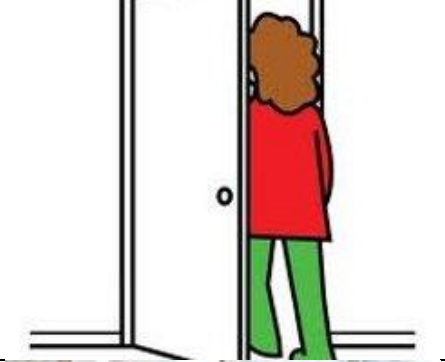
PART 1

CAREER LADDER

UNIT 1. WORKS AND JOBS. WAYS OF WORKING.

work for a company	have a job at a specific company or organisation	
work on	to try hard to improve or achieve something	
manage	to control or be in charge of something	
to work under	to have a boss	
responsibility	the state or fact of having a duty to deal with something or of having control over someone	

in charge of	responsible for something or someone	
deal with	take action to solve a problem	
full-time job	a job that requires at least 40 hours of work each week	
part-time job	jobs requiring less than 35-40 hours a week, depending on the employer	
permanent job	a job done for a long or unlimited period of time	

temporary job	jobs that last for a limited period of time	
out of work	unemployed; also, having no work to do	
leave for work	a time when you leave home to go to work	
arrive at work	a time when you come to work	
off work	when you already finished work and go to the home	

VOCABULARY PRACTICE

Exercise I. Match jobs (1-11) to their definitions (a-k).

1) <i>Architect</i>	a) My work involves politics, especially as an elected member of parliament.
2) <i>Builder</i>	b) I love my job. I like working with people and helping them.
3) <i>Designer</i>	c) I work with design drawings. My job is designing buildings.
4) <i>Journalist</i>	d) My work involves human contact. I serve customers in a shop.
5) <i>Musician</i>	e) I work closely with mail. My job is to collect and deliver letters
6) <i>Politician</i>	f) I work on car design. I deal with a lot of different people in the company.
7) <i>Postman</i>	g) I am in charge of treating sick animals. I enjoy science of animal medicine.
8) <i>Vet</i>	h) I prefer playing a musical instrument, I also like writing music.
9) <i>Carer</i>	i) My work involves writing computer programs.
10) <i>Shop assistant</i>	j) I am responsible for building or repairing houses or other buildings.
11) <i>Computer programmer</i>	k) One of my main responsibilities is to collect and write news stories for newspapers, magazines, radio, television or online news sites.

Exercise II. Match these terms (1-10) to definitions (a-j).

1. to travel regularly by bus, train, car, etc. between your place of work and your home	a) work in shifts
2. time that you spend working at your job after you have worked the normal hours	b) work under a flexitime system
3. for all the hours of a week during which people normally work or study	c) telecommute
4. a system in which employees work a particular number of hours each week or month but can choose when they start and finish work each day	d) commute to work
5. lasting or intended to last or be used only for a short time	e) clock in and out at the same time every day

6. part of the day or week in which people work	f) work overtime
7. it is a nine-to-five job with regular working hours	g) a full-time job
8. a period of time worked by a group of workers who start work as another group finishes	h) a permanent job
9. to record the time you arrive at work/leave work by putting a card into a special machine	i) a temporary job
10. to work from home, making use of the internet, e-mail and phone	j) a part-time job

Exercise III. Fill in the proper words from the table

work for	off work	to work	work with	in work
work on	at work	for work	work under	out of work

1. He had been _____ for a year.
2. He is _____ a new novel.
3. She's been _____ with a bad back since July.
4. She _____ an engineering company.
5. She's planning to return _____ once the children start school.
6. I'm still looking _____.
7. He is still _____ on the painting.
8. I manage a team of designers: 20 people _____ me.
9. The economy is growing fast and more people are _____ than ever before.
10. I _____ our foreign partners, and so I travel a lot.

SPEAKING PRACTICE

Exercise IV. How do you work most effectively? By working...

- regular hours / flexible hours?
- from home / in an office?
- in a team / on your own?
- for a boss / as your own boss?

Compare your responses with a partner.

Exercise V. Work in pairs. Think of advantages and disadvantages for each way of working in exercise II. Compare your responses with a partner.

Exercise VI. Tell your partner about your job. Choose job from the exercise I. Use these expressions and choose the correct preposition.

- I work *of / for / about* ...
- I'm responsible *of / for / about* ...
- I deal *for / with / of* ...
- I am in charge *for / of / to* ...
- One of my responsibilities *to / is / are* ...



Option 1

Task 1. Questions for a written answer.

1. Unemployed; also, having no work to do.

2. A time when you come to work.

3. The state or fact of having a duty to deal with something or of having control over someone.

4. Responsible for something or someone.

Task 2. Questions for selection.

- | | |
|---|------------------|
| ☐ Jobs requiring less than 35-40 hours a week, depending on the employer. | A. full-time job |
| ☐ A job done for a long or unlimited period of time. | B. part-time job |
| ☐ Jobs that last for a limited period of time. | C. permanent job |
| ☐ A job that requires at least 40 hours of work each week. | D. temporary job |

Task 3. Questions with a choice of answer

- | | |
|---|--|
| 1. To try hard to improve or achieve something.
☐ manage
☐ work on
☐ off work
☐ temporary job | 3. A time when you leave home to go to work.
☐ out of work
☐ permanent job
☐ arrive at work
☐ leave for work |
| 2. To have a boss.
☐ leave for work
☐ temporary job
☐ arrive at work
☐ to work under | 4. When you already finished work and go to the home.
☐ off work
☐ work on
☐ out of work
☐ leave for work |

Task 4. Questions "true-false".

1. Have a job at a specific company or organization → permanent job.
☐ true ☐ false
2. To control or be in charge of something → work on.
☐ true ☐ false
3. Take action to solve a problem → arrive at work.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. To control or be in charge of something.

2. A time when you come to work.

3. When you already finished work and go to the home.

Task 2. Questions for selection.

- | | |
|---|------------------|
| ☐ Jobs requiring less than 35-40 hours a week, depending on the employer. | A. full-time job |
| ☐ A job done for a long or unlimited period of time. | B. part-time job |
| ☐ Jobs that last for a limited period of time. | C. permanent job |
| ☐ A job that requires at least 40 hours of work each week. | D. temporary job |

Task 3. Questions with a choice of answer.

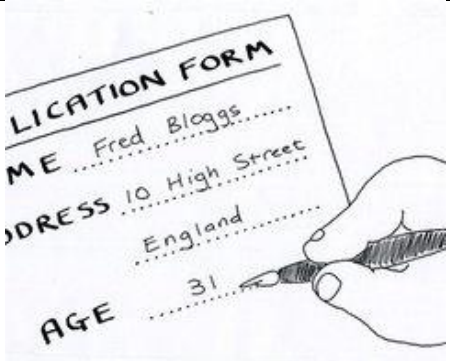
- | | |
|--|---|
| 1. Jobs requiring less than 35-40 hours a week, depending on the employer. | 3. A job that requires at least 40 hours of work each week. |
| ☐ full-time job | ☐ full-time job |
| ☐ part-time job | ☐ part-time job |
| ☐ temporary job | ☐ temporary job |
| ☐ permanent job | ☐ permanent job |
| 2. To control or be in charge of something. | 4. To try hard to improve or achieve something. |
| ☐ manage | ☐ off work |
| ☐ permanent job | ☐ work on |
| ☐ work on | ☐ temporary job |
| ☐ in charge of | ☐ manage |

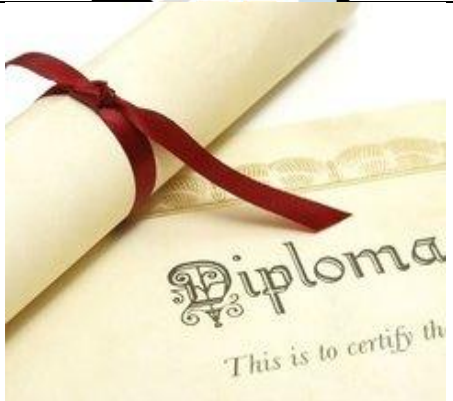
Task 4. Questions "true-false".

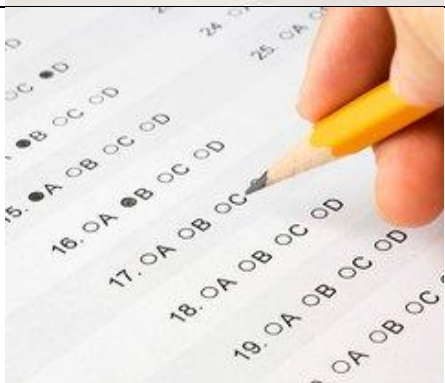
1. Unemployed; also, having no work to do → out of work.
☐ true ☐ false
2. Take action to solve a problem → deal with.
☐ true ☐ false

UNIT 2. RECRUITMENT AND SELECTION.

recruitment	actively looking for qualified people to fill a job	
hiring	actively looking for qualified people to fill a job	
employ	to hire and put to work for pay	
join	to get together or meet; to become included	
recruitment agency	a specialist company which finds and interviews candidates to fill job vacancies in other companies	

headhunter	type of employment agency that seeks out highly qualified people to fill important positions for an employer	
situations vacant	a section in a newspaper, on a website, etc., where jobs are advertised	
apply for a job	make an official request for a job	
application form	a form that gives a company basic information about you.	
jobs website	special site in the Internet where you can find all important information about a job	

CV	curriculum vitae, resume	
covering letter	a letter that you send with something, to explain what you are sending or to give extra information	
selection process	the screening of job applicants to hire the best candidate	
backgrounds of applicants	experience of previous jobs and their qualifications	
qualification	a special skill, knowledge, or ability that enables a person to perform a particular job	

candidate	a person who applies for a job	
group discussion	gathering of people to exchange information, ideas and suggestions on a specific subject	
interview	a formal, personal meeting, esp. one arranged for formal discussion or to evaluate an applicant.	
psychometric test	exam to measure scientifically a person's mental capacities and personality	
shortlist	a list of selected candidates from which a final choice is made	

reference	the action of mentioning or alluding to something	
referee	a specific offer of employment	
turn down an offer	to refuse	
to accept an offer	to agree to an offer	
to appoint sb	choose sb for a job	

SELECTION PROCEDURES

Dagmar Schmidt is the head of recruitment at a German telecommunications company. She talks about the **selection process**, the methods that the company uses to recruit people.

'We advertise in national newspapers and on the Internet. We look at the **backgrounds** of **applicants** – their **experience** of different jobs and their educational **qualifications**.

'We invite the most interesting **candidates** to a **group discussion**. Then we have individual **interviews** with each candidate. The head of the department is also present. We also give the candidates written **psychometric tests** to assess their intelligence and personality.

'After this, we **shortlist** three or four candidates. We check their **references** by writing to their **referees** – previous employers, teachers, and so on that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews. Finally we **offer** the job to someone, and if **they turn it down** we have to think again. (Some applicants may get other **job offers** at the same time as ours.) If they **accept it**, we hire them. We **appoint** someone only if we find the right person.'



VOCABULARY PRACTICE

Exercise I. Find in the Text 'Selection procedures' the English words for:

<i>Процедура отбора кандидатов</i>	
<i>Психологический тест</i>	
<i>Предыдущий опыт работы</i>	
<i>Отбор кандидатов</i>	
<i>Групповое собеседование</i>	
<i>Рекомендации</i>	
<i>Предлагать работу</i>	
<i>Опыт и квалификация</i>	
<i>Принимать предложение работы</i>	
<i>Отказываться от предложенной работы</i>	
<i>Назначать</i>	

Exercise II. Match the expressions from A, B and C with their definitions.

1) CVs (<i>curriculum vitae</i>)	a) a discussion to see if he was suitable for the job
2) turn down	b) asked him if he would like the job
3) shortlisted four people	c) a lot of requests for the job
4) to accept	d) previous employers, teachers, and so on that candidates have named in their applications
5) applicants	e) a document describing candidate's education, qualifications and previous jobs
6) psychometric tests	f) exams that the candidate had passed during his education
7) to offer	g) chosen four people to interview
8) qualifications	h) people asking for the job
9) referees	i) tests on candidate's personality and intelligence
10) applications	j) candidate says yes
11) an interview	k) to refuse

Exercise III. Put the following list of recruitment tasks in the order you think they normally occur.

- ☐ Check or write the job description.
- ☐ Make a job offer.
- ☐ Prepare a person specification.
- ☐ Advertise the job.
- ☐ Shortlist applicants from the first interviews.
- ☐ Conduct second interviews.
- ☐ Carry out screening and interviews.
- ☐ Select the most suitable candidate.
- ☒ ① After an employee resigns, analyse the job and consider alternatives for hiring a replacement (e.g. internal staff versus the labour market).
- ☐ Send feedback to unsuccessful applicants.



Exercise IV. Job descriptions and person specifications are two important HR tools. What type of information do they include? Sort the items below into the table.

desirable skills	location of workplace
previous experience	skills and qualities needed for job
reporting relationship (who person is responsible to and for)	personal style/ behaviour
job title	main purpose of job
practical requirements (shift work, travel, etc.)	qualifications / training
	key duties / responsibilities

JOB DESCRIPTION	PERSON SPECIFICATION
	<i>desirable skills</i>

WRITING PRACTICE

Exercise V. Write an application for a job that you would like to have as in example:



Dear Sir/Madam.....

I saw the advertisement for fitness instructor on the Bristol City Council jobs website, and I would like to apply. I'm a student studying Sports Management at the University of Surrey and I would like to start a career in this area. I have been interested in healthy living and fitness

for many years, which is why I chose to study for a degree in Sports Science at my local university. I attach a CV, and I can provide references from my lecturers at University College. I am available for interview at any time convenient to you.

Looking forward to hearing from you, ...

Yours sincerely,.....

Option 1

Task 1. Questions for a written answer.

1. To hire and put to work for pay.

2. Previous employers, teachers and so on that candidates have named in their applications.

3. A formal, personal meeting, esp. one arranged for formal discussion or to evaluate an applicant.

Task 2. Questions for selection.

- | | |
|--|----------------|
| ☐ The action of mentioning or alluding to something. | A. candidate |
| ☐ Actively looking for qualified people to fill a job. | B. job offer |
| ☐ A person who applies for a job. | C. recruitment |
| ☐ A specific offer of employment. | D. reference |

Task 3. Questions with a choice of answer.

- | | |
|---|--|
| 1. A form that gives a company basic information about you.
☐ qualification
☐ application form
☐ selection progress
☐ apply for job | 3. Exam to measure scientifically a person's mental capacities and personality.
☐ covering letter
☐ psychometric test
☐ shortlist
☐ selection progress |
| 2. To refuse.
☐ to accept an offer
☐ psychometric test
☐ turn down an offer
☐ to appoint sb | 4. Choose sb for a job.
☐ turn down an offer
☐ apply for a job
☐ to accept an offer
☐ to appoint sb |

Task 4. Questions "true-false".

1. A list of selected candidates from which a final choice is made → interview.
☐ true ☐ false
2. Actively looking for qualified people to fill job → recruitment.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. A form that gives a company basic information about you.

2. To hire and put to work for pay.

3. Actively looking for qualified people to fill a job.

Task 2. Questions for selection.

- | | |
|--|----------------------|
| ☐ Special site in the Internet where you can find all important information about a job. | A. selection process |
| ☐ A list of selected candidates from which a final choice is made. | B. jobs website |
| ☐ A letter that you send with something, to explain what you are sending or to give extra information. | C. shortlist |
| ☐ The screening of job applicants to hire the best candidate. | D. covering letter |

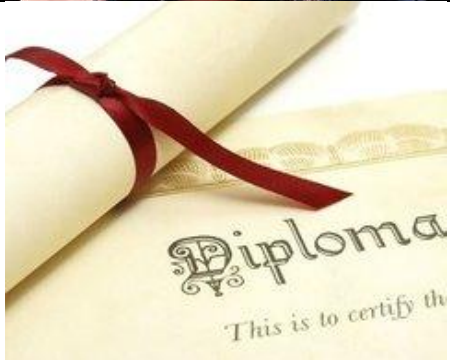
Task 3. Questions with a choice of answer.

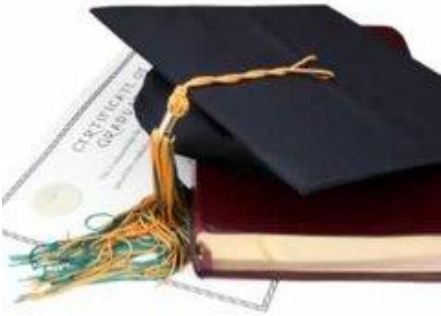
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|--|--|
| 1. Actively looking for qualified people to fill a job.
☐ hiring
☐ recruitment
☐ shortlist
☐ reference | 3. A person who applies for a job.
☐ candidate
☐ headhunter
☐ reference
☐ job offer |
| 2. Curriculum vitae, resume.
☐ job offer
☐ employ
☐ CV
☐ Candidate | 4. Experience of previous jobs and their qualifications.
☐ reference
☐ group discussions
☐ selection progress
☐ backgrounds and applicants |

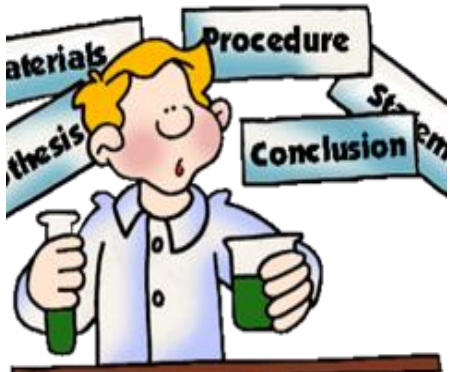
Task 4. Question "true-false".

1. The action of mentioning or alluding to something → referee.
☐ true ☐ false

UNIT 3. SKILLS AND QUALIFICATIONS.

graduates	people who have just left university	
qualification	a special skill, knowledge, or ability that enables a person to perform a particular job	
paper qualifications	academic qualifications; this phrase usually shows that you think that practical experience is more important	
work experience	help and teach sb. to work correct	
train for a job	help and teach sb. to work correct	

degree in	diploma (in)	
in-house training	training provided by the company	
management development	the process of training and educating employees to become good managers and then monitoring the progress of their managerial skills over time	
acquire experience	get knowledge through doing things	
team player	working well with others	

methodical	systematic, following a definite method	 A cartoon illustration of a young scientist with blonde hair, wearing a white lab coat, holding a test tube with green liquid in his right hand and a beaker with green liquid in his left hand. Above him is a diagram of the scientific method with boxes labeled 'Materials', 'Procedure', 'Conclusion', 'System', and 'Hypothesis' connected by arrows.
computer-literate	being familiar enough with computers that a user knows how to use them and understands their capabilities and limitations	 A photograph showing a person's hands typing on a silver laptop keyboard. A white cup of coffee sits on a saucer next to the laptop.
numerate	good with numbers	 A graphic showing a 3x3 grid of nine circles, each containing a number from 1 to 9. The circles are colored: 1 (red), 2 (orange), 3 (yellow), 4 (green), 5 (teal), 6 (blue), 7 (purple), 8 (pink), and 9 (magenta).
motivated	very eager to do or achieve	 A photograph of a blue sticky note pinned to a corkboard with a green pushpin. The note has the words 'YOU CAN DO IT!' written in bold, black, capital letters.
talented	having a natural ability to do something well	 A photograph of a young child with blonde hair, wearing round glasses, sitting and reading a book.

self-starter	a person who is capable and willing to learn and work on his or her own	
highly skilled	expert	
skilled	able to do something well	
semi-skilled	having or needing only a small amount of training	
unskilled	without needing any skills or training	

EDUCATION AND TRAINING

Two company managers, Kasia Gutowska and Nils Olsen, are talking.

KG: The trouble with graduates – people who've just left university – is that their paper qualifications are good. They might have qualifications in interesting subjects, but they have no work experience. They just don't know how business works.

NO: I disagree. Education should teach people how to think, not train them for a particular job. One of last year's recruits graduated from Oxford University with a degree in philosophy and she's doing very well!

KG: Philosophy's an interesting subject, but for our company, it's more useful to do training in a practical subject: it's better for us if you train as a scientist, and qualify as a biologist or a doctor, for example.

NO: Yes, but we don't just need scientists. We also need good managers, which we can achieve through in-house training courses within the company. You know we put a lot of money into management development, where managers regularly go on specialized courses in leadership (see Unit 10), finance (see Unit 38), etc. You need to acquire experience – get knowledge through doing things – for that. It's not the sort of thing you can learn when you're 20!



VOCABULARY PRACTICE

Exercise I. Read the text 'Education and training' and answer the questions:

1. What is the main problem with graduates?
2. What negative points does Kasia Gutowska mention about graduates?
3. What is the main purpose of education?
4. What useful points for a company than a degree in philosophy does Nils Olsen mention?
5. What does company do to get good managers?
6. What does company spend a lot of money for?
7. What does management development mean?

Exercise II. Match the words with definitions:

1) <i>graduates</i>	a) managers regularly go on specialized courses in leadership, finance, etc.
2) <i>paper qualifications</i>	b) get knowledge through doing things
3) <i>training in a practical subject</i>	c) an ability, characteristic, or experience that makes you suitable for a particular job or activity
4) <i>acquire experience</i>	d) people who've just left university
5) <i>in-house training</i>	e) train as a scientist, and qualify as a biologist or a doctor, for example
6) <i>management development</i>	f) courses within the company

Exercise III. Make sentences from words in the table about what skills each job requires, as in example. Pay attention in choosing 'skilled at' or 'skilled in'.



- e.g. A teacher **is skilled at** education.
 An architect **is skilled in** designing buildings.

•	skilled at or skilled in	designing buildings
• architect		repairing machines
• lawyer		foreign languages
• tour guide		treating sick animals
• librarian		writing legal documents
• songwriter		literature
• vet		medical science
• secretary		education
• computer programmer		dealing with mail and phone call
• travel agent		art, especially paintings or drawings
• cleaner		cleaning other people's houses or offices
• mechanic		computer software
• accountant		giving help and advice to people who have financial or family problems
• electrician		writing the words and the music for songs
• social worker		electrical equipment
• artist		working with large groups
• business manager		arranging holidays
• doctor		numbers
		business and financial matters

Exercise IV. Are these jobs generally considered to be highly skilled, skilled, semi-skilled or unskilled? Divide jobs into four columns.

teacher, architect, lawyer, tour guide, librarian, songwriter, office worker, vet, secretary, bus driver, web designer, computer programmer, travel agent, factory worker, brain surgeon, cleaner, airline pilot, office manager, bank clerk, security guard, ski instructor, mechanic, policeman, nurse, musician, cashier, accountant, stockbroker, farmer, electrician, social worker, artist, business manager, scientist, doctor

highly skilled	skilled	semi-skilled	unskilled

Exercise V.

a) Match sample sentences from job description (A – D) with the types of skills (1 – 5):

1. Communications Skills listening, verbal (written).	<i>A. Computer-literate performer with extensive software proficiency covering wide variety of applications.</i>
2. Analytical/Research Skills.	<i>B. Exceptional listener and communicator who effectively conveys information verbally and in writing.</i>
3. Computer/Technical Literacy.	<i>C. Flexible team player who thrives in environments requiring ability to effectively prioritize and juggle multiple concurrent projects.</i>
4. Flexibility / Adaptability / Managing Multiple Priorities.	<i>D. Proven relationship-builder with unsurpassed interpersonal skills.</i>
5. Interpersonal Abilities.	<i>E. Highly analytical thinking with demonstrated talent for identifying, improving, and streamlining complex work processes.</i>

b) Match sample sentences from job description (A – D) with the types of skills (1 – 5):

1. Leadership/Management Skills.	<i>A. Resourceful team player who excels at building trusting relationships with customers and colleagues.</i>
2. Multicultural Sensitivity/Awareness.	<i>B. Innovative problem-solver who can generate workable solutions and resolve complaints.</i>
3. Planning/Organizing.	<i>C. Personable professional whose strengths include cultural sensitivity and an ability to build contacts with colleagues in multicultural settings</i>
4. Problem-Solving/Reasoning/Creativity.	<i>D. Goal-driven leader who maintains a productive climate and confidently motivates, mobilizes, and coaches employees to meet high performance standards.</i>
5. Teamwork.	<i>E. Results-driven achiever with exemplary planning and organizational skills, along with a high degree of detail orientation.</i>

SPEAKING PRACTICE

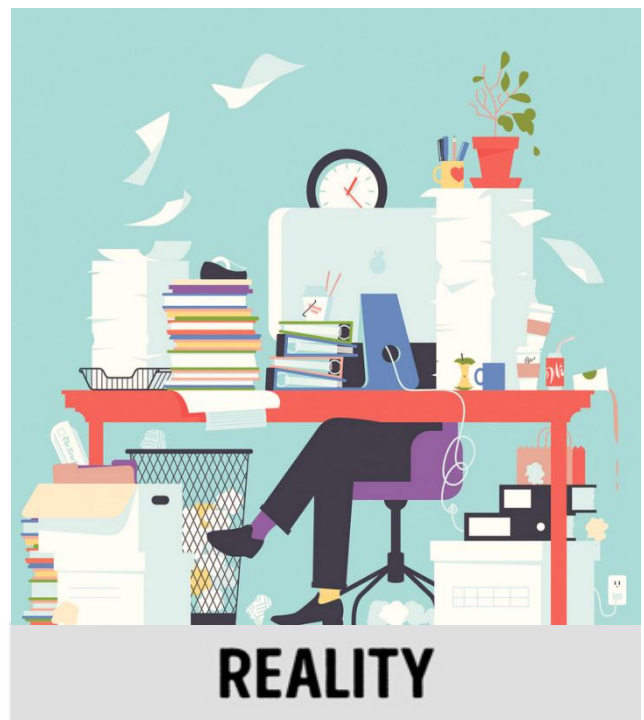
Exercise VI. Choose two jobs from exercise III. Use these phrases to make as many true sentences about each job as possible.

e.g.: I'm not sure, but I think bus drivers work shifts. They are rather poorly paid. I guess their job is boring, because they drive the same route all day.

work: shifts / from nine to five/ six days a week/ overtime/ in an office/ on a factory/ from home/ with your hands/ behind a desk/ with a computer / outside

be: your own boss/ self-employed / well-paid / poorly-paid / underpaid / overworked / successful

the work is: boring/ creative/ stressful / interesting / repetitive / challenging / satisfying



Exercise VII. What about you? What job would you love/hate to do? Why?

I could never be a ... because I wouldn't like working shifts.

I would prefer to be ...

WRITING PRACTICE

Exercise VIII. Use the notes to write about what skills/qualities each job requires, as in the example.

teacher, architect, lawyer, tour guide, librarian, songwriter, office worker, vet,
secretary

Needs to have ... **good computer / organisational skills; a good telephone manner; a driving licence / university degree**

Must be good at ... **foreign languages: ICT, maths, music, etc; working alone/ as part of a team; explaining things**

Should be ... **careful, creative, dedicated, hard-working, honest, patient, polite, reliable**

Must be interested in ... **helping others, reading, working with children / animals / etc.**

e.g.: *A teacher needs to have a university degree, and must be good at explaining things. They should be dedicated and patient, and interested in helping others.*

Exercise IX. Choose one job and write a job description as in example:

teacher, architect, lawyer, tour guide, librarian, songwriter, office worker, vet,
secretary, bus driver, web designer, computer programmer, travel agent, factory
worker



e.g.: The job of sports shop manager requires someone who is good at sport, preferably good at three sports or more, so that they can advise customers on the right equipment to buy.

Someone in this position has to be a self-starter, methodical and organized. You have to be computer-literate so that you can control stock and order new stock on time, and be good with people, as you will manage a staff of up to 15 people.

Option 1

Task 1. Questions for a written answer.

1. Working well with others.

2. Diploma (in).

3. Get knowledge through doing things.

4. Good with numbers.

Task 2. Questions for selection.

- | | |
|--|--------------------|
| ☐ Having or needing only a small amount of training. | A. train for a job |
| ☐ Without needing any skills or training. | B. highly skilled |
| ☐ Expert. | C. unskilled |
| ☐ Help and teach sb. to work correct. | D. semi-skilled |

Task 3. Questions with a choice of answer.

- | | |
|--|--|
| 1. The process of training and educating employees to become good managers and then monitoring the progress of their managerial skills over time.
☐ computer-literate
☐ acquire experience
☐ management development
☐ paper qualifications | 3. Academic qualifications. This phrase usually shows that you think that practical experience is more important.
☐ qualification
☐ paper qualification
☐ management development
☐ computer-literate |
| 2. Systematic, following a definite method.
☐ semi-skilled
☐ unskilled
☐ methodical
☐ motivated | 4. Able to do something well.
☐ skilled
☐ unskilled
☐ motivated
☐ semi-skill |

Task 4. Questions "true-false".

1. Very eager to do or achieve → graduates.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. Good with numbers.

2. Useful skills you have as a result of your work practice.

3. Academic qualifications. This phrase usually shows that you think that practical experience is more important.

Task 2. Questions for selection.

- | | |
|--|-----------------|
| ☐ Having a natural ability to do something well. | A. unskilled |
| ☐ Without needing any skills or training. | B. talented |
| ☐ Able to do something well. | C. skilled |
| ☐ Having or needing only a small amount of training. | D. semi-skilled |

Task 3. Questions with a choice of answer.

- | | |
|--|---|
| 1. Working well with others.
☐ team player
☐ graduates
☐ semi-skilled
☐ motivated | 3. Get knowledge through doing things.
☐ acquire experience
☐ train for a job
☐ in-house training
☐ work experience |
| 2. Training provided by the company.
☐ train for a job
☐ acquire experience
☐ semi-skilled
☐ in-house training | 4. Diploma (in).
☐ numerate
☐ unskilled
☐ motivated
☐ degree in |

Task 4. Questions "true-false".

1. A person who is capable and willing to learn and work on his or her own → semi-skilled.
☐ true ☐ false
2. Systematic, following a definite method → motivated.
☐ true ☐ false

UNIT 4. PAY AND BENEFITS.

salary	a fixed amount of money paid to a qualified employee for each pay period	
overtime	time worked in addition to regular hours	
perks	benefits	
earn	to make money by working	
wages	an amount of money paid to an employee at a specified rate per hour worked	

minimum wage	a minimum price that an employer can pay a worker for an hour of labor	
tips	an amount paid to a waiter(usually) by a customer based on how well he or she did a job	
basic salary	guaranteed minimum payment	
comission	payment paid to salespeople, usually calculated as a percentage of sales	
bonus	extra payment	

fringe benefits	payments to employees other than wages or salary	
company car	a car which is provided by the company that you work for	
health plan	a plan, program, or organization that provides health benefits	
pension	a sum paid regularly to a person, usually after retirement	
benefits package	a number of benefits that are offered together	

working conditions	information about hours, environment, and safety in regards to a work place	
pay and conditions	wages, salaries and working arrangements	
remuneration/remuneration package	payment for work done	
compensation/compensation package	payment given to make up for something happened	
share options	a reward system that gives employees the right to purchase company shares at a future date at a predetermined price	

performance-related bonuses	payment given for reaching particular objectives for the company	
boardroom row	an argument among members of the board of directors	
fat cats	executives with very high pay and benefits	

WAGES, SALARY AND BENEFITS

'My name's Luigi and I am a hotel manager in Venice. I get paid a **salary** every month. In summer, we're very busy, so we do **overtime** – work a lot of extra hours. The pay for this is quite good. Working in a hotel, we also get some nice **perks** – for example, free meals!'

'I'm Ivan and I work as a waiter in Prague. I like my job even if I don't earn very much: I get paid **wages** every week by the restaurant. We get the **minimum wage** – the lowest amount allowed by law. But we also get **tips** – money that customers leave in addition to the bill. Some tourists are very generous!'



'Hi, I'm Catherine, and I'm a saleswoman in luxury goods, based in Paris. I get a **basic salary**, plus **commission** – a percentage on everything I sell. If I sell more than a particular amount in a year, I also get a bonus, which is nice. There are some good **fringe benefits** with this job: I get a company car, a BMW; there's a health plan to pay the costs of medical treatment if I get ill; and the company makes payments for my pension – money that I'll get regularly after I stop working. So, with the bonuses, the car, the health plan and the pension, I've got a very nice **benefits package**. And the **working conditions** are good too: I have a nice office and I don't have to travel too much.'

VOCABULARY PRACTICE

Exercise I. Read the text 'Wages, salary and benefits' and answer the questions:

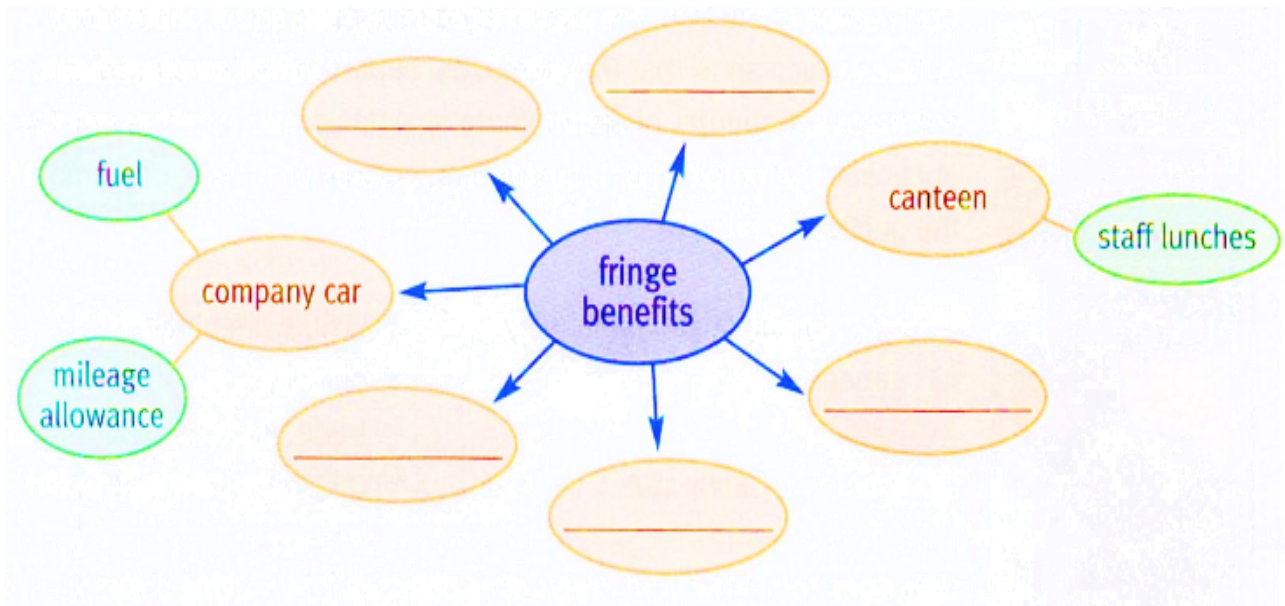
1. What does Luigi do?
2. What kind of perks does Luigi get at work?
3. Does he work overtime? When?
4. What does Ivan do?
5. Why does Ivan like his job?
6. What kind of perks does Ivan get at work?
7. What does Catherine do?
8. Does she get wage or salary?
9. What fringe benefits does Catherine get?
10. What do we learn about Catherine's working conditions from the text?

Exercise II. Find in the text 'Wages, salary and benefits' words and match to their definitions:



1. Work a lot of extra hours – _____.
2. Something you receive as well as your wages for doing a particular job – _____.
3. Money that employees receive for doing their job, usually paid every month – _____.
4. Money that customers leave in addition to the bill – _____.
5. A regular amount of money that you earn, usually every week – _____.
6. The lowest amount allowed by law – _____.
7. A percentage on everything that saleswoman sells – _____.
8. Something that you get for working, in addition to your pay, that is not in the form of money – _____.
9. Company pays the costs of medical treatment if employees get ill – _____.
10. Money that employees will get regularly after their stop working – _____.

Exercise III. Benefits (i.e. rewards companies give their staff in addition to money) are often called 'fringe benefits' or 'perks'. Add as many different fringe benefits to this mind map as you can.



Exercise IV. Add the missing letters to the words below from the text 'Compensation 1' and 'Compensation 2':

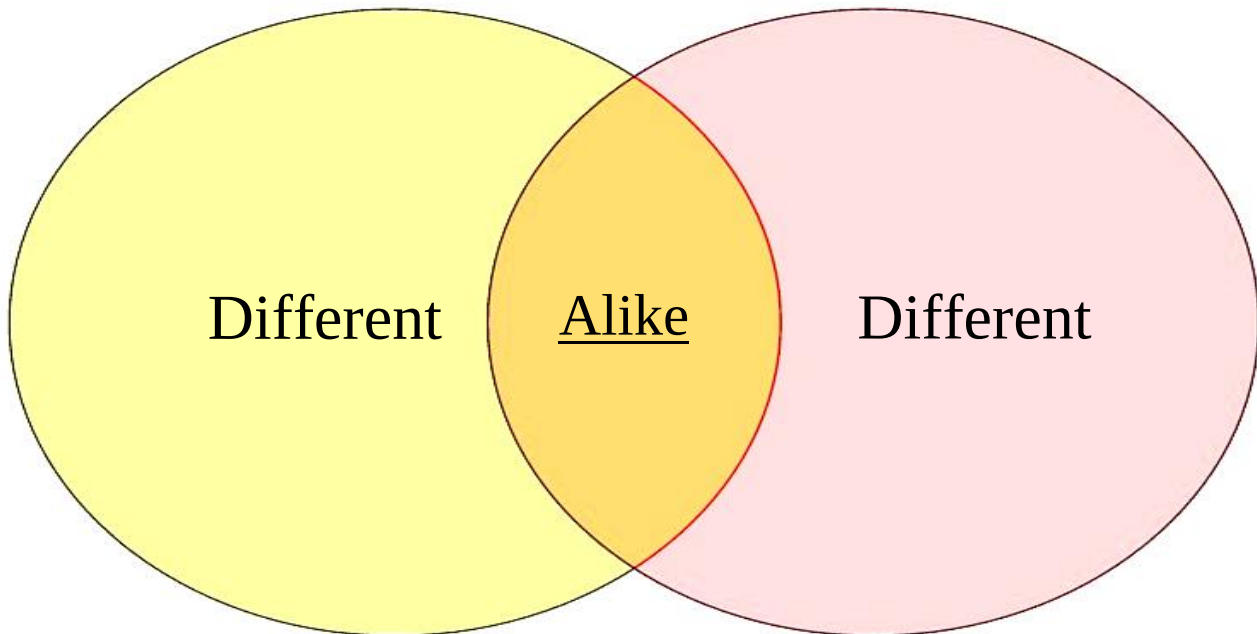
- | | |
|-----------------|------------------------|
| 1. b_n_f_ts | 6. p_rf_rm_nc_ b_n_s_s |
| 2. c_nd_t_ns | 7. b_rdr_m r_w |
| 3. r_m_n_r_t_n | 8. p_m_nt |
| 4. c_mp_ns_t_n | 9. s_v_r_nc_ p_ck_g_ |
| 5. sh_r_ _pt_ns | 10. f_t c_ts |

Exercise V. Two companies have posted their remuneration packages on the job page of their company websites. Label the descriptions of benefits (1-12) with items (a-l).

- | | |
|----------------------------------|---------------------------------|
| a) performance-related pay | g) profit-sharing bonus scheme |
| b) sports club membership | h) life insurance |
| c) employee assistance programme | i) cafeteria |
| d) flexible working hours | j) creche/ childcare facilities |
| e) relocation expenses | k) shares in success |
| f) pension scheme | l) salaries |

WRITING PRACTICE

Exercise VI. Compare and contrast Compensation 1 and Compensation 2. Write the details that tell how the topics are different in the other circle. Write details that tell how the topics are alike where the circles overlap.



Exercise VII. Some applicants had questions about the job. Supply the answers and write it down.



- 1 'What are the hours of work exactly?'
- 2 'What are the main responsibilities of the job?'
- 3 'How many calls will I have to handle a day?'
- 4 'Where is the job located?'
- 5 'What will the interview consist of and how will we learn the results?'
- 6 'Are there any other payments in addition to the basic salary?'
- 7 'What other benefits do you offer?'
- 8 'Does everyone receive the same benefits package?'

Option 1

Task 1. Questions for a written answer.

1. Executives with very high pay and benefits.

2. Payment given to make up for something happened.

3. Payment for work done.

4. Payments to employees other than wages or salary.

Task 2. Questions for selection.

- | | |
|---|-----------------|
| ☐ benefits | |
| ☐ guaranteed minimum payment | A. earn |
| ☐ to make money by working | B. basic salary |
| ☐ An amount of money paid to an employee at a specified rate per hour worked. | C. perks |
| | D. wages |

Task 3. Questions with a choice of answer.

- | | |
|--|--|
| 1. Payment given for reaching particular objectives for the company.
☐ fringe benefits
☐ performance-related bonuses
☐ compensation
☐ remuneration | 3. Payment paid to salespeople, usually calculated as a percentage of sales.
☐ Pension
☐ Company car
☐ Commission
☐ compensation |
| 2. A plan, program, or organization that provides health benefits.
☐ company car
☐ health plan
☐ overtime
☐ share options | 4. Extra payment.
☐ bonus
☐ perks
☐ wages
☐ pension |

Task 4. Questions "true-false".

1. A minimum price that an employer can pay a worker for an hour of labor → minimum wage.
☐ true ☐ false
2. An argument among members of the board of directors → company car.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. Extra payment.

2. A sum paid regularly to a person, usually after retirement.

3. A fixed amount of money paid to a qualified employee for each pay period.

Task 2. Questions for selection.

- | | |
|--|------------------|
| ☐ A minimum price that an employer can pay a worker for an hour of labor. | A. share options |
| ☐ A reward system that gives employees the right to purchase company shares at a future date at a predetermined price. | B. health plan |
| ☐ A plan, program, or organization that provides health benefits. | C. overtime |
| ☐ Time worked in addition to regular hours. | D. minimum wage |

Task 3. Questions with a choice of answer.

- | | |
|--|---|
| 1. Executives with very high pay and benefits.
☐ fat cats
☐ fringe benefits
☐ company car
☐ basic salary | 3. Payment given to make up for something happened.
☐ pension
☐ commission
☐ tips
☐ wages |
| 2. Payment for work done.
☐ remuneration
☐ fringe benefits
☐ performance-related bonus
☐ compensation | 4. To make money by working.
☐ earn
☐ salary
☐ wages
☐ perks |

Task 4. Questions "true-false".

1. Payment given for reaching particular objectives for the company → compensation.
☐ true ☐ false

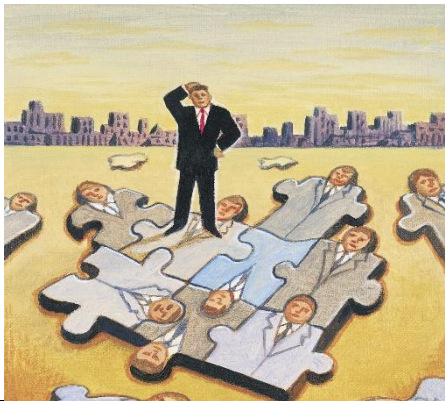
UNIT 5. PEOPLE AND WORKPLACE.

payroll	the total amount earned by all employees for a pay period	
employees	people who work for someone else	
personnel	employees	
staff	a group of people who work for an organization or business	
workforce	all the people working or available to work, as in a nation, company, industry, or on a project	

management	leading and organizing the company work	
site	location	
head office	the main office of a company	
HQ (headquarters)	the main office of a company	
open-plan office	an office with few or no walls inside, so it is not divided into smaller rooms	

administration	the management of any office, business, or organization	
administrative (support) staff	workers who do the ordinary work supporting a company's activities	
technical support	workers who give technical help	
white-collar worker	someone in a professional or clerical job who usually earns a salary	
blue-collar worker	someone who performs manual labor, often in a manufacturing job, and who earns an hourly wage	

labour	everyone except the management who works for a company	
labour costs	what companies have to pay for labour, rather than materials, etc.	
labour dispute	a disagreement between management and labour	
labour leader	someone who is in charge of an organization that represents workers	
labour relations	relationships between management and workers in general	

labour shortage	a time when there are not enough people available to work	
labour unrest	a period of disagreement between management and employees	
labour/trade union	an organisation of workers whose goals include the improvement of working conditions and wages of workers; unions work on behalf of workers through negotiations with management	
industrial action	measures taken by the workforce or trade union to put pressure on management to settle an industrial dispute in favour of employees	
strike, stoppage, walk-out	workers stop working for a time	

go-slow	workers continue to work, but more slowly than usual	
overtime ban	workers refuse to work overtime	
HRD	Human Resource Development – an organized learning experience conducted in a definite time period to increase the possibility of improving job performance and growth	

VOCABULARY PRACTICE

Exercise I. Read the text "People and Workplaces" and match the words with their definitions:

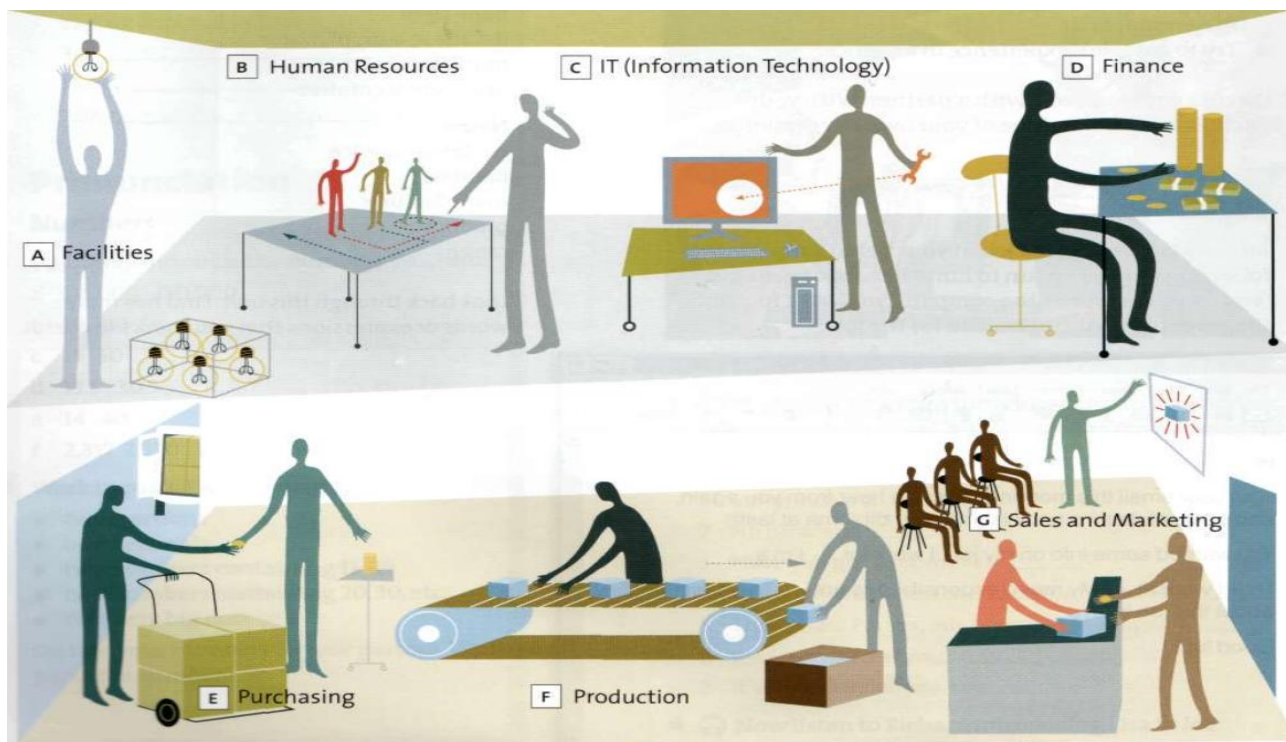
1) <i>the management</i>	a) The people who carry out the work of a company.
2) <i>payroll</i>	b) A large areas where many people work.
3) <i>head office or headquarters</i>	c) Connected with people who do physical work in industry.
4) <i>white-collar workers</i>	d) The people who lead and control a company.
5) <i>blue-collar workers</i>	e) workers stop working for a time

6) <i>employees, personnel, staff, workers or workforce</i>	f) The department in a company that deals with employing and training people.
7) <i>open-plan offices</i>	g) We use this term to talk about everyone except the management who works for a company.
8) <i>administration</i>	h) An organization of workers, usually in a particular industry, that exists to protect their interests, improves conditions of work.
9) <i>labour</i>	i) workers refuse to work more than the normal number of hours
10) <i>trade unions</i>	j) The ordinary work supporting a company's activities
11) <i>a strike, stoppage or walk-out</i>	k) The main office of a company
12) <i>a go-slow</i>	l) A list of people employed by a company showing the amount of money to be paid to each of them
13) <i>an overtime ban</i>	m) Connected with people who work in an office, rather than in a factory.
14) <i>a human resources department</i>	n) Workers continue to work, but more slowly than usual

Exercise II. What different departments do we need for a company?

Match departments (A – G) and descriptions (1 – 7).

1. It deals with billing, salaries, taxes, investment and budgets.____
2. It is responsible for advertising and market research. It organizes the selling of the products.____
3. It produces the finished products.____
4. It deals with staff and is responsible for recruiting and training.____
5. It organizes the maintenance of the buildings, including office space.____
6. It is responsible for the computer systems, and trains staff in computer use.____
7. It is responsible for buying the materials the company needs to make its products.____



Exercise III. Give the Russian for:

trade unions , an overtime ban, labour, white-collar workers, a go-slow, human resources department, payroll, labour dispute, industrial action, workforce, management, walk-out, open-plan offices, labour shortage.

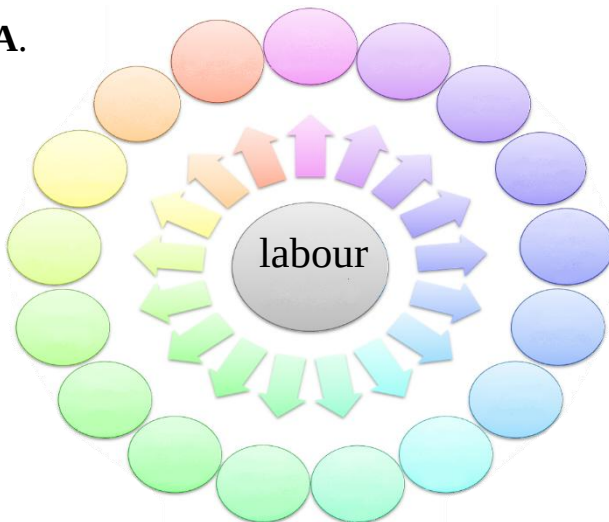
Exercise IV. Complete the sentences with the words from the table.

labour	workers	shortage	staff	walk-out	payroll
dispute	striking	management	stoppage	costs	unrest

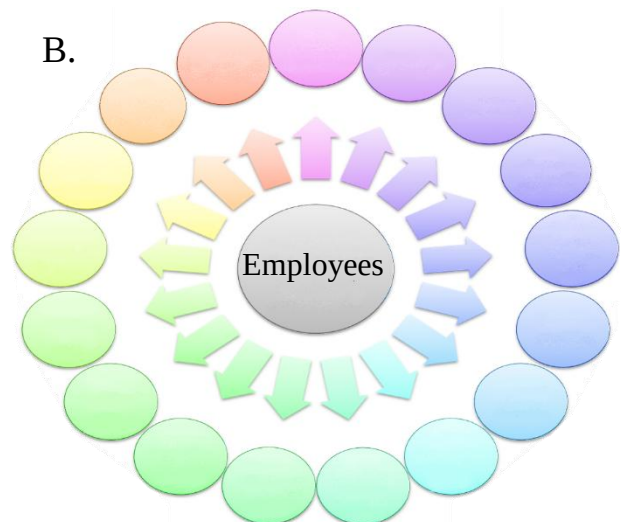
1. They have a very old-fashioned _____ structure.
2. Employers are using immigrants as cheap _____.
3. The company is growing fast, adding another 100 employees to its _____ over the last year.
4. The _____ in this shop are very helpful.
5. _____ demanded fair (достойный) wages and better working conditions.
6. We need to cut our advertising _____.
7. Management and the union are trying to resolve (решить) the _____ over working conditions.
8. There's a _____ of cheap housing in the region.
9. There is growing _____ in the south of the country.
10. We're _____ for better pay and improved safety standards.
11. After a two-day work _____ in early July, another strike started in September.
12. Some people who were unhappy with the changes staged (устраивать) a _____ during the meeting.

Exercise V. Add as many different words to this mind maps as you can.

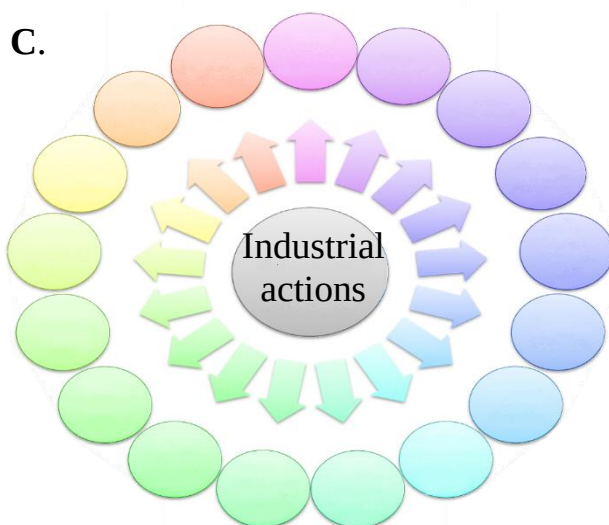
A.



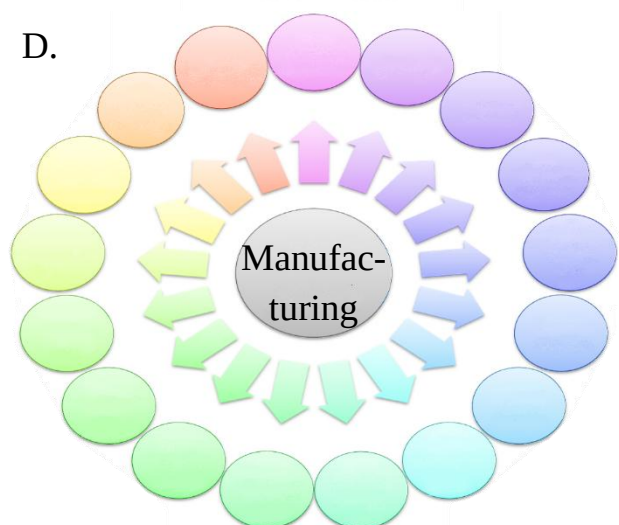
B.



C.



D.



SPEAKING PRACTICE

Exercise VI. Look at these activities (1-7). In pairs, match each activity to its corresponding area of work (a-g). Which of these areas do you work in or would you like to work in? Why?

1. making/manufacturing things
2. being in charge of people and running the organisation
3. selling products or services
4. dealing with clients/consumers
5. working with figures
6. dealing with employees and training
7. investigating and testing

- a) Sales and Marketing
- b) Research and Development (R&D)
- c) Human Resources (HR)
- d) Production
- e) Management
- f) Customer Service
- g) Finance

Exercise VII. In pairs, discuss these questions.

1. What do you hope to do in the future in your career?
2. Do you think there is an ideal career for you? What is it? Why?
3. What is the best advice you have been given during your career or your studies?

WRITING PRACTICE

Exercise VII. Think about the company you would like to work for. Write a short description about your company with a help of these questions.

1. Where is its head office?
2. How many sites does the company have?
3. How many employees?
4. Do people have their own offices or are there open-plan offices?
5. Which type would you prefer to work in?



Option 1

Task 1. Questions for a written answer.

1. The main office of a company.

2. An office with few or no walls inside, so it is not divided into smaller rooms.

3. Measures taken by the workforce or trade union to put pressure on management to settle an industrial dispute in favour of employees.

4. A disagreement between management and labour.

Task 2. Questions for selection.

- | | |
|--|-------------------------------|
| ☐ people who work for someone else | A. employees |
| ☐ workers refuse to work overtime | B. overtime ban |
| ☐ workers who give technical help | C. strike, stoppage, walk-out |
| ☐ workers stop working for a time | D. technical support |

Task 3. Questions with a choice of answer.

- | | |
|---|---|
| 1. Leading and organizing the company work.
☐ employees
☐ overtime ban
☐ head office
☐ management | 3. A time when there are not enough people available to work.
☐ labour relations
☐ labour leader
☐ labour dispute
☐ labour shortage |
| 2. Location.
☐ personnel
☐ site
☐ go-slow
☐ staff | 4. Workers continue to work, but more slowly than usual.
☐ payroll
☐ labour
☐ overtime ban
☐ go-slow |

Task 4. Questions "true-false".

1. Everyone except the management who works for a company → labour.
☐ true ☐ false
2. Someone who is in charge of an organization that represents workers → labour leader.
☐ true ☐ false
3. The management of any office, business, or organization → administration.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. The main office of a company.

2. Employees.

3. Someone who performs manual labor, often in a manufacturing job, and who earns an hourly wage.

4. Location

Task 2. Questions for selection.

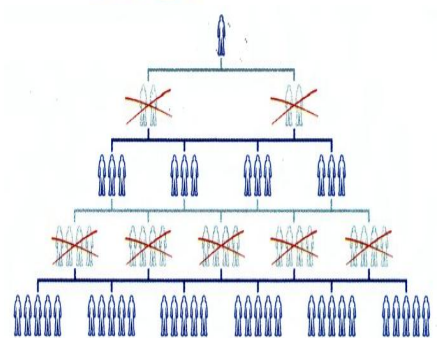
- | | |
|---|------------------------|
| ☐ What companies have to pay for labour, rather than materials, etc. | A. white-collar worker |
| ☐ Relationships between management and workers in general. | B. labour costs |
| ☐ Someone who is in charge of an organization that represents workers. | C. labour relations |
| ☐ Someone in a professional or clerical job who usually earns a salary. | D. labour leader |

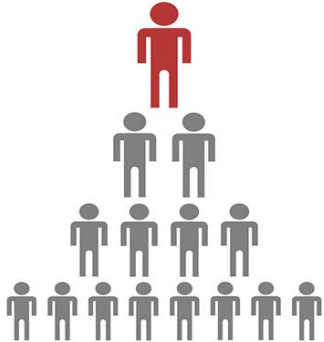
Task 3. Questions with a choice of answer.

- | | |
|--|---|
| 1. People who work for someone else.
☐ head office
☐ management
☐ employees
☐ personnel | 3. Leading and organizing the company work.
☐ management
☐ overtime ban
☐ head office
☐ employees |
| 2. Someone who performs manual labor, often in a manufacturing job, and who earns an hourly wage.
☐ Open-plan office
☐ white-collar worker
☐ labour leader
☐ blue-color worker | 4. Workers who do the ordinary work supporting a company's activities.
☐ technical support
☐ administration
☐ administrative (support) staff
☐ strike, walk-out |

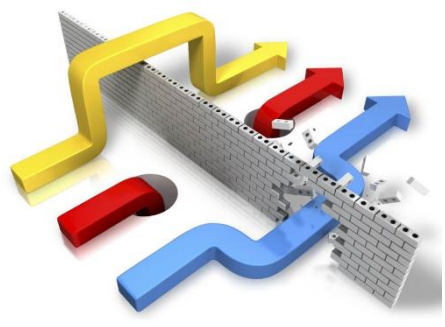
UNIT 6. THE CAREER LADDER.

retirement	the action or fact of leaving one's job and ceasing to work	
retire	to stop working because one has reached a certain age	
career paths	professional development of personality	
promotion	Advance an employee earns by being productive, cooperation, dependable, and highly skilled	
senior	having a higher level job or position than someone else; older	

to be demoted	to be given a lower position	
resign	to give up a job, an office, or a right or claim	
hand in your notice	say officially that you want to leave your job	
restructure	to change the basic structure of an organization	
become flatter	with fewer layers of management	

become leaner	with fewer, more productive employees	
company hierarchy	career ladder, a number of positions, the sequence of subordination in the order of transition from the lowest to the highest levels and vice versa	
downsize	to fire an employee in order to reduce costs	
delayer	to reduce the number of different levels of staff in a company or organization	
efficiency	using resources in such a way as to maximize the production of goods and services	

profit	the money a business receives for its products or services over and above its costs	
outsource	transferring of part of the company's functions on the basis of a special contract	
in-house staff	people who work in a company and concentrate on its main business activities	
downsized companies	companies that trim workers to save costs	
freelancer	independent person who work for several different companies	

contractor	a person who agrees to provide services for a specific price on temporary contract	
temporary contract	fixed time period contract	
flexibility	when people moving to different jobs when necessary	
job insecurity	the feeling that you might not have your job for a long time	
performance review	regular meetings with the manager	

dismissed, terminated, fired, sacked/given the sack	rejected when you have done something wrong and are forced to leave the company	
laid off, made redundant, offered early retirement	rejected when you have not done anything wrong	
to get outplacement	to get an advice about how to find another job if you're made redundant	

SPEAKING PRACTICE

Exercise I. Discuss these questions.

1. How ambitious are you?
2. Do you have a career plan? Where do you want to be in 10 years' time?
3. Which of the following would you prefer to do?
 - a) work for one company during your career
 - b) work for several different companies
 - c) work for yourself

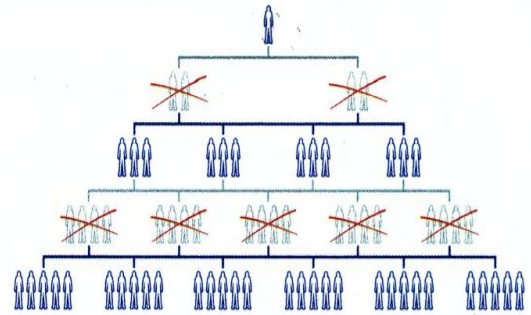
A JOB FOR LIFE

Many people used to work for the same organization until they reached retirement, the age at which people retire – end their working life. Career paths were clear: you could work your way up the career ladder, getting promotion to jobs that were more senior – more important with greater responsibility. You would probably not be demoted – moved to a less senior job.

To leave the company, you could resign or hand in your notice.

A JOB FOR NOW

Like many other companies, Tel Italia has reorganized and restructured in order to become flatter – with fewer layers of management – and leaner – with fewer, more productive employees. The number of management levels in the company hierarchy has been reduced, and many managers have lost their jobs.



In other words, to reduce costs and cut the payroll, Tel Italia has downsized and delayed. The company said that downsizing and restructuring were necessary to reduce costs, increasing efficiency and profits.

IN-HOUSE STAFF OR FREELANCERS?

Companies that downsize often outsource many jobs previously done by in-house personnel: outside companies clean the offices, transport goods, and collect money from customers. This allows the companies to concentrate on their main business activities. Downsized companies use more freelancers – independent people who work for several different companies – or they may ask contractors to work for short periods on temporary contracts. They often expect flexibility, with people moving to different jobs when necessary: but for many employees, this means job insecurity – the feeling that they may not be in their job for long.

The way that an employee is doing their job is discussed at performance reviews – regular meetings with their manager.

VOCABULARY PRACTICE

Exercise II. Read the texts 'A job for life', 'A job for now' and 'In-house staff or freelancers?' and answer the questions.

1. What does *retirement* mean?
2. What are the advantages and disadvantages of one's way up the career ladder?
3. What are the ways to leave the company?
4. What does *reorganization* and *restructuring* mean?
5. How do we denominate *to reduce costs and cut the payroll* in other words?
6. What are the ways to increase efficiency and profit?
7. Why does an organization restructure?
8. What are the advantages of outsourcing?
9. What does *freelancer* mean?
10. What is the function of performance review?
11. Why would someone be dismissed?
12. What is the difference between *a job for life* and *a job for now*?
13. What are the advantages and disadvantages of in-house staff and freelancers?

Exercise III. These phrases (1-6) all include the word career. Match each of them to its correct meaning (a-f).

- | | |
|--|---|
| 1. career move | a) chances to start/improve your career |
| 2. career break | b) ideas you have for your future career |
| 3. career plan | c) an action you take to progress in your career |
| 4. career opportunities | d) a period of time away from your job to, for |
| 5. career path example, look after your children | e) the direction your working life takes |
| 6. career ladder | f) a series of levels or steps in your working life |

Exercise IV. Match the words with their definitions:

1) <i>retirement</i>	a) moved to a less senior job
2) <i>to work your way up the career ladder</i>	b) to resign or hand in one's notice
3) <i>more senior</i>	c) fewer layers of management
4) <i>to be demoted</i>	d) the end of one's working life
5) <i>to leave the company</i>	e) more important job with greater responsibility
6) <i>to become flatter</i>	f) moving to different jobs when necessary
7) <i>to become leaner</i>	g) getting promotion
8) <i>freelancers</i>	h) the feeling that employees may not be in their job for long
9) <i>contractors</i>	i) if you do something wrong and are forced to leave a company
10) <i>job insecurity</i>	j) an advice about how to find another job, retraining
11) <i>performance reviews</i>	k) independent people who work for several different companies
12) <i>outplacement</i>	l) regular meetings with their manager
13) <i>dismissed, terminated, fired or sacked</i>	m) fewer employees
14) <i>flexibility</i>	n) the work for short periods on temporary contracts

Exercise V. Complete the sentences with the words from the table.

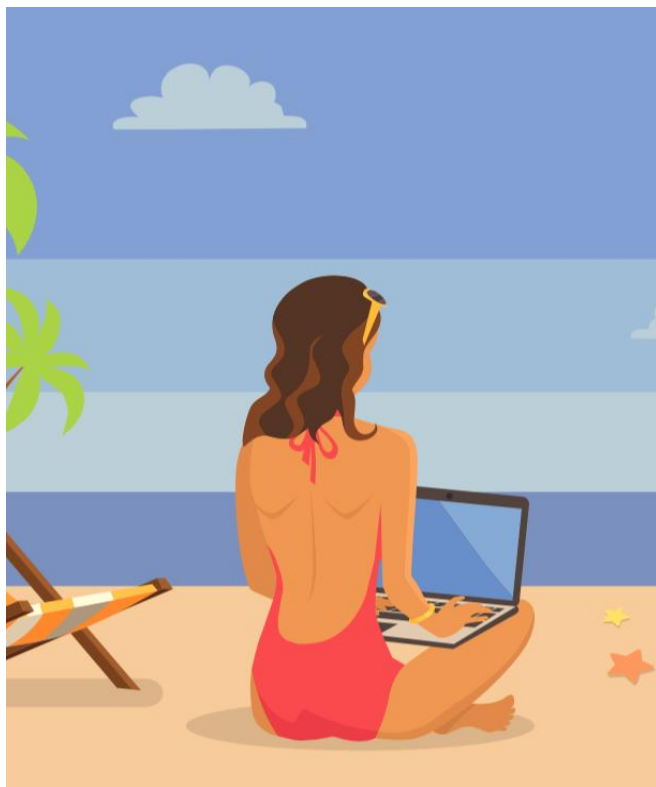
early retirement	laid off	outplacement	dismissed	downsizing
made redundant	gave the sack	terminates	contractor	a freelancer

1. Your contract of employment _____ in December.
2. The company suggested that he should take _____.
3. He has been _____ from his job for incompetence.
4. To keep the company alive, half the workforce is being _____.
5. She became depressed after being _____ from the factory.
6. We will assist people who have lost their jobs by providing retraining and _____ services.
7. They _____ him _____ for being late.
8. He started off his career working as a _____ at a design firm.
9. We'll need to employ a building _____ to do the work.
10. As we are _____ the company and reducing the number of employees in our corporate office, we need less space.

WRITING PRACTICE

Exercise VI.

- a) Think of and write down pros and cons (advantages and disadvantages) of being a freelancer.
- b) Compare a freelancer and an in-house staff worker.



EXPECTATION



REALITY

Option 1

Task 1. Questions for a written answer.

1. When people moving to different jobs when necessary.

2. Advance an employee earns by being productive, cooperation, dependable, and highly skilled.

3. Career ladder, a number of positions, the sequence of subordination in the order of transition from the lowest to the highest levels and Vice versa.

Task 2. Questions for selection.

- | | |
|---|-------------------|
| ☐ People who work in a company and concentrate on its main business activities. | A. contractor |
| ☐ Transferring of part of the company's functions on the basis of a special contract. | B. in-house staff |
| ☐ To change the basic structure of an organization. | C. restructures |
| ☐ A person who agrees to provide services for a specific price on temporary contract. | D. outsource |

Task 3. Questions with a choice of answer.

- | | |
|---|---|
| 1. The action or fact of leaving one's job and ceasing to work.
☐ Job insecurity
☐ Freelancer
☐ Retirement
☐ Retire | 3. To get an advice about how to find another job if you're made redundant.
☐ Job insecurity
☐ In-house staff
☐ Downsized companies
☐ To get outplacement |
| 2. Independent person who work for several different companies.
☐ restructure
☐ Freelancer
☐ Retirement
☐ Delayer | 4. To stop working because one has reached a certain age.
☐ senior
☐ resign
☐ Retirement
☐ Retire |

Option 2

Task 1. Questions for a written answer.

1. To get an advice about how to find another job if you're made redundant.
2. Transferring of part of the company's functions on the basis of a special contract.

Task 2. Questions for selection.

- | | |
|---|-------------------|
| ☐ to be given a lower position | |
| ☐ with fewer layers of management | A. to be demoted |
| ☐ independent person who work for several different companies | B. freelancer |
| ☐ with fewer, more productive employees | C. become leaner |
| | D. become flatter |

Task 3. Questions with a choice of answer.

- | | |
|---|--|
| 1. to change the basic structure of an organization | 3. rejected when you have done something wrong and are forced to leave the company |
| ☐ restructure | ☐ in-house staff |
| ☐ retirement | ☐ delayer |
| ☐ contractor | ☐ dismissed, terminated |
| ☐ freelancer | ☐ laid off, made redundant, offered early retirement |
| 2. to give up a job, an office, or a right or claim | 4. regular meetings with the manager |
| ☐ senior | ☐ become later |
| ☐ restructure | ☐ performance review |
| ☐ retire | ☐ become flatter |
| ☐ resign | ☐ downsized companies |

Task 4. Questions "true-false".

1. People who work in a company and concentrate on its main business activities → in-house staff.
☐ true ☐ false
2. Fixed time period contract → downsize.
☐ true ☐ false

UNIT 7. GET ONLINE. JOB ADVERTS. APPLYING IN WRITING FOR A JOB.

Exercise I. What information do you think you should include in a letter of application? Choose from the list. Compare answers with your partner.

- Work experience
- Hobbies
- What you are doing now
- Personal qualities
- Job title applying for
- Salary you would like to get
- How much you want the job
- Where/When you saw it advertised
- Qualifications
- Family status

Exercise II. Read the letter of application and complete the paragraph plan.

- | | |
|--------------------------|---------------------|
| • age/qualifications | • Paragraph 1 _____ |
| • closing remarks | • Paragraph 2 _____ |
| • experience/personality | • Paragraph 3 _____ |
| • reason for writing | • Paragraph 4 _____ |

Dear Mr Savage,

- ① I am writing to apply for the position of part-time shop assistant at Cobweb Records as advertised in The Evening Post yesterday.
- ② I am an eighteen-year-old student. I am currently studying Music at Preston College.
- ③ I have some experience as I worked in a department store last summer. I am very friendly and polite, which I believe are necessary qualities for dealing with customers. I am also hardworking and don't mind working shifts.
- ④ I hope you will consider me for the job. I would be happy to attend an interview. I look forward to hearing from you soon.

Yours sincerely,

Simon Smith

Simon Smith

Exercise III. Work in pairs.

Which of the following characterise the style of the letter in Exercise II? Give examples.

- personal, chatty
- polite
- everyday language
- short forms
- full forms
- formal phrasal verbs

Exercise IV. Find formal expressions in the letter that match the informal ones below. Compare with your partner.

Informal	Formal
I want to apply for ...	<i>I am writing to apply for ...</i>
... that I saw an ad for in ...	
Right now, I'm studying ...	
Think about me for the job.	
I can't wait to hear from you.	

WRITING PRACTICE

Exercise V. Underline the key words in the rubric, and then answer the questions in the plan. Use your answers to write your letter of application (100-150 words).

Plan

Who will you address your letter to?

Introduction (Paragraph 1)

What position are you applying for?

Where and when did you see it advertised?

Main Body (Paragraphs 2 and 3)

What are you doing at the moment?

What is your work experience?

What relevant personal qualities do you have?

Conclusion (Paragraph 4)

What are your closing remarks?

How will you sign off?



**You saw these advertisements in *The Citizen* newspaper last Monday.
Choose one and write a letter of application.**

WANTED

Part-time waitress to work weekends at Streets café.

- Some experience required
- Good rates of pay
- Lively personality an asset

Apply in writing to Mr Field, PO Box 64

WANTED Summer school activities leader wanted to work with children (aged 11–15).

You will need to organise games such as football and netball and take the children on trips and visits.

Please send your CV with a covering letter to ...

UNIT 8. INTERVIEW TIPS. AT THE INTERVIEW.

**Exercise I. Sort the following interview strategies into a logical order.
Can you add any other tips?**

- ___a) Establish rapport and relax the candidate.
- ___b) Read the candidate's application and have it with you at the interview.
- ___c) Use open questions as much as possible to ensure the candidate gives detailed answers.
- ___d) Allow the candidate to do most of the talking but keep the interview focussed.
- ___e) Before finishing the interview, explain what will happen next and by when.
- ___f) Use a quiet office away from noise and interruptions.
- ___g) Welcome the applicant warmly, introduce yourself, and explain the structure of the interview clearly.
- ___h) Allow the candidate time for his or her own questions

Useful Language

The language of interview questioning

Look at the type of questions the interviewer asks in the dialogue on page 20. These are known as open questions and usually avoid yes and no answers. Below are some examples of the way you can word your interview questions to get people talking about themselves and their experience.

What ...?
What aspect of your job do you like best?
What do you know about ...?
What experience have you had of...?

Why...?
Why do you want to leave your present job?
Why did you deal with the situation in that way?

How...?
How do you go about dealing with ...?
How would you handle ...?

OR
I'd like you to tell me...
Could you give me an example of...?
Interesting. What else do you ...?

WRITING PRACTICE

Exercise II. Change these *closed* questions, which could be answered with *yes* or *no* to *open* questions.

- 1 Do you get on well with your present supervisor?
- 2 Have you had many staff problems to deal with in your current job?
- 3 Do you consider yourself good at customer service?
- 4 Are you used to working shifts?
- 5 Are you able to work on your own initiative?
- 6 Do you work well under pressure?

SPEAKING PRACTICE

Exercise III. Work in pairs. Student A is an interviewer and Student B is an interviewee. Then switch roles.

Student A: Follow the instructions below.

Student B: Answer the questions truthfully.

Student A

- Offer tea or coffee.
- Find out Student B's ability to:

- 1) speak any languages;
- 2) use Excel, PowerPoint or Publisher;
- 3) drive.

- Ask Student B:

- 1) to tell you about themselves;
- 2) for the best number to contact them on tomorrow;
- 3) to repeat the number;
- 4) if they would like to work abroad;
- 5) if there are any hours they wouldn't be able to work.



UNIT 9 - 10. PHONING IN SICK. EVERYDAY PROBLEMS.

Exercise I. Answer the questions.

1. How do we know that we are ill?
2. What symptoms do we have?
3. What do you usually do when you are ill?

VOCABULARY PRACTICE

Exercise II.

a) Put the words and expressions from the box into the appropriate groups.

ill the flu a headache a pill
something for it in bed an appointment
okay a temperature vitamins inside
better it easy an aspirin at home
backache a cold sick well

have the flu _____

feel ill _____

take a pill _____

stay in bed _____

b) Complete these sentences with words and expressions from A.

1. I _____ a headache so I took an _____.

2. I'm not _____ well so I'm going to _____ in bed.

3. If you _____ better tomorrow, give me a ring.

4. Have you got _____ with the doctor?

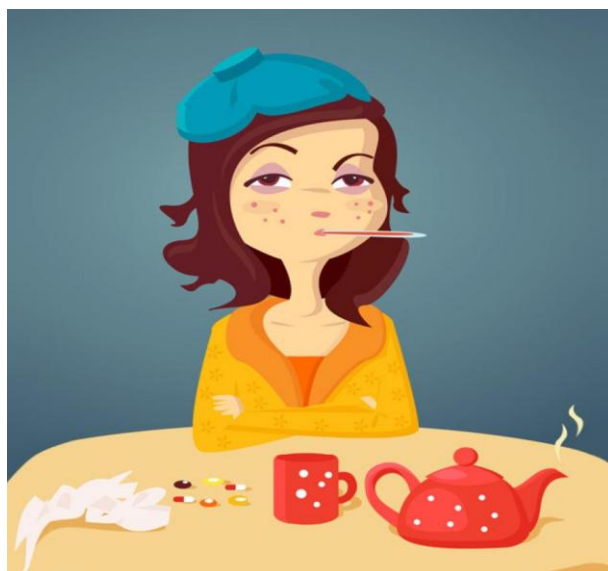
5. He's not going to come in to work tomorrow, he says he _____ and is lying on the floor.

6. Are you _____ enough to do the presentation? You look white!

7. I'm sorry, I'm not coming into work, I have a _____ of 39.9°.

8. If you are _____, it is better to _____ at home.

9. I never _____ a cold because I take these _____, especially C.



WRITING PRACTICE

Exercise III. Match the verbs in A with the words and phrases in B. How many combinations can you make?

A	to feel to be to write to phone in to stay to take
B	ill sick time off at home a sick note well

Choose some expressions from this exercise and write down two sentences.

SPEAKING PRACTICE

Exercise IV. Work with a partner. Use the ideas in the box and have conversations like the ones below.

<i>Good day</i>	<i>Bad day</i>
<i>arrive on time for work</i>	have problems with the car
<i>have a lot of time</i>	have a lot of work
<i>go out for a nice lunch</i>	not have time for lunch
<i>meet an interesting person</i>	be alone in the office all day
<i>leave work on time</i>	work late

A Did you have a good or bad day?

B I had a good day.

A Why was it good?

B Well, I didn't have problems with the car. I arrived on time for work.

A Did you have a good day or bad day?

B I had a bad day.

A Why was it bad?

B Well, I had a lot of work and I didn't have time for lunch.

PART 2

MEETING AND PRESENTATIONS

UNIT 11. MEETINGS.

VOCABULARY PRACTICE

Exercise I.

a) Match types of meeting with their definitions.

1) <i>chat</i>	a) an official, formal meeting of a company's directors
2) <i>brainstorming</i>	b) for example, to negotiate prices for an order
3) <i>project meeting</i>	c) where shareholders discuss the company's annual report
4) <i>department meeting / departmental meeting</i>	d) team meeting of employees involved in a particular activity
5) <i>meeting with suppliers</i>	e) informal discussion with colleagues at the coffee machine
6) <i>meeting with a customer</i>	f) formal meeting of a PRACTICE of a large organization such as a government, business, university
7) <i>board meeting</i>	g) a shareholders' meeting to discuss an important issue such as a proposed merger
8) <i>AGM: annual general meeting</i>	h) for example, to discuss a contract
9) <i>EGM: extraordinary general meeting</i>	j) a way of making a group of people all think about something at the same time, often in order to solve a problem or to create good ideas

b) At which type of meeting would you be most likely to hear each of these things?

1. I'm pleased to announce another good year for shareholders of this company.
2. I know this sounds crazy, but how about giving away 100,000 free samples?
3. Things in the sales department are getting out of control. We should all start making a real effort.
4. So, you think you can offer 10,000 a month at a unit cost of £4.90?
5. Have you heard? Suzanne is being fired. Her sales figures aren't good enough, apparently.
6. That's a deal, then. Looking forward to working with you. I'm sure you won't be disappointed.
7. Amazingly, we're ahead of schedule on this job.
8. I recommend to shareholders that you accept BP's offer for our company.
9. As you know, BP wants to buy this company. As chief financial offer, what do you think of their offer, Sam?

Exercise II. Replace the underlined expressions with appropriate forms of the verbs from the table. In some cases, more than one verb is possible.

Word combinations with 'meeting'

arrange	} a meeting	organize a meeting
set up		
fix		
bring forward		make a meeting earlier than originally decided
put back		
put off		make a meeting later than originally planned
postpone		
call off		decide not to have a meeting
cancel		
run		be in charge of a meeting
chair		
attend		go to a meeting
miss		not go to a meeting

Eurotunnel owns and operates the tunnel under the English Channel. A meeting for shareholders had been (1) organized for 12 July. The company is experiencing financial problems and some shareholders wanted (2) the meeting to take place before then, but in the end the meeting was (3) delayed. The Paris commercial law court agreed that the meeting should be (4) moved to 27 July to allow time for financial rescue plans to be finalized. Eurotunnel's chairman (5) managed the meeting very efficiently, and the new financial plans were agreed. Only very few shareholders (6) did not go to it.



Exercise III. Complete these sentences about or from meetings with suitable verb below.

set	give	move	hold	go	take	run	see	attend	reach
-----	------	------	------	----	------	-----	-----	--------	-------

1. I'd like to _____ a brief meeting next week. Do you have any time on Monday?
2. As the chairperson, Mike will _____ the meeting.
3. I _____ your point but there's one problem with it.
4. It's another memo from the boss telling me to _____ another of his meetings.
5. Who _____ the agenda for this? It doesn't seem to be complete.
6. Can I ask you to _____ minutes on this meeting?
7. I think we should _____ on to the next item on the agenda.
8. I'm not sure I can completely _____ along with you on that point.
9. The aim is to _____ an agreement on this by four o'clock.
10. We'll begin with Henrico who'll _____ us a short presentation on his progress.



SPEAKING PRACTICE

Exercise IV. Study the Useful language box below. Then role-play the meeting.

USEFUL LANGUAGE			
CHAIRPERSON/LEAD		PARTICIPANTS	
Beginning the meeting	Changing the subject	Giving opinions	Disagreeing
Can we start, please?	Let's move on now to ...	I think we should ...	I don't know about that.
Right, let's begin.	The next thing to discuss is ...	I'm in favour of ...	(I'm afraid) I don't agree.
Stating the aim	Clarifying	Making suggestions	Interrupting
The main aim/purpose of this meeting is to ...	What do you mean by ...?	Perhaps we should ...	Hold on (a moment).
Asking for comments	Sorry, I don't quite understand.	We could ...	Can I just say something?
What do you think?	Summarising	Agreeing	
How do you feel about this?	OK, let's summarise.	I think you're right.	
	Right, let's recap.	I (totally) agree.	

Work in groups of four. GLP of Buenos Aires has developed a new wallet, code-named 'The Hipster'. It will be launched in the US. The marketing department holds a meeting to discuss a strategy for selling it.

Student A: Chairperson

You will lead the meeting. Ask for the participants' opinions, encourage discussion and help them reach agreement. You must decide these points concerning the marketing of 'The Hipster'.

1. its selling price
2. its target consumer
3. special offers for first purchase
4. advertising

Student B: Participant

You have the following opinions concerning 'The Hipster':

<i>Selling price:</i>	\$10 approximately
<i>Target consumer:</i>	Young people aged 15-25
<i>Special offer for first purchase:</i>	Discount of 10% for orders over 20
<i>Advertising/promotion:</i>	Advertisements in magazines aimed at young people

Student C: Participant

You have the following opinions concerning 'The Hipster':

<i>Selling price:</i>	\$25 approximately
<i>Target consumer:</i>	Professional people aged 20-40
<i>Special offer for first purchase:</i>	Discount of 20% for orders over 100
<i>Advertising / promotion:</i>	Advertisements in upmarket magazines and TV commercials

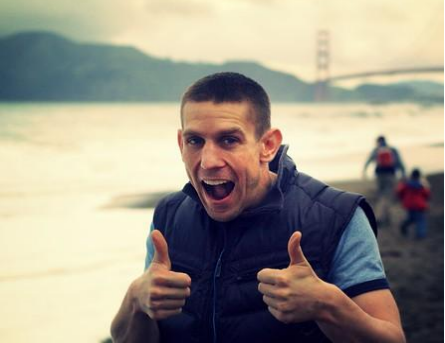
Student D: Participant

You have the following opinions concerning 'The Hipster':

<i>Selling price:</i>	\$15 approximately
<i>Target consumer:</i>	All age groups from 20 years old upwards
<i>Special offer for first purchase:</i>	5% discount for orders over 50
<i>Advertising and promotion:</i>	Advertisements in national and regional newspapers or magazines

UNIT 12 - 13. PRESENTATIONS: KEY IDEAS; KEY STEPS; AUDIENCE INTERACTION.

press conference	meetings of public officials with reporters	
demonstration	a show or display	
product launch	the introduction of a product to the market	
workshop	company employees do practical exercises on time management	
seminar	a class or a conference held to discuss ideas on a topic	

presenter	someone who introduces a presentation or project	
eye contact	direct visual contact with the eyes of another person, the way the presenter looks at the audience	
confident	having faith in oneself; self-reliant; sure	
enthusiastic	having or showing great excitement and interest	
positive attitude	an outlook that focuses on the good side of things	

Exercise I. Types of presentation

Melanie Cray is an expert in giving presentations. Here, she gives some examples of different presentations. Match the presentation types opposite to the things (1-8) that people say in them.

A. Press conference: two chief executives tell journalists why their companies have merged.	1. As you can see, this prototype is far in advance of anything we've done before.
B. Briefing: a senior officer gives information to other officers about a police operation they are about to undertake.	2. I'm going to give each group a series of problems faced by an imaginary company, and I want you to suggest solutions.
C. Demonstration: the head of research and development tells non-technical colleagues about a new machine.	3. Here are some typical patterns for demand and supply in the widget industry.
D. Product launch: a car company announces a new model.	4. Now is the right time to get out of company shares and invest in property.
E. Lecture: a university professor communicates information about economics to 300 students.	5. The combined resources of our two organizations will allow us to achieve great things.
F. Talk: a member of a stamp-collecting club tells other members about 19th century British stamps	6. The first postage stamp in the world was the Penny Black in 1840.
G. Seminar: a financial adviser gives advice about investments to eight people.	7. The parachutists will come in at 08:30 and land in two waves, here and here.
H. Workshop: a yoga expert tells people how to improve their breathing techniques and gets them to practice.	8. The X300 has the most advanced features of any car in its class.



Exercise II. Dos and don'ts: preparation. Key phrases: introduction

Melanie is advising Anne-Marie Duval on giving a presentation at a conference. Here are some tips for a stand-up presentation (one person talking to an audience). Here are reasons for the advice given opposite. Match each reason (1-10) to a piece of advice.

A. Find out about the audience : how many people there will be, who they are, why they will be there, and how much they know about the subject.	1. If you drop the cards on the floor, you're in trouble.
B. Find out about the venue and the facilities : the room, the seating plan, the equipment, etc.	2. It could sound monotonous and boring if you speak from a complete, prepared text.
C. Plan the content and structure , but don't write the complete text of the presentation.	3. It will help you adjust the content of your talk so that it is suitable, for example not too easy or difficult.
D. Write notes on sheets of paper, not on cards .	4. It will help you to keep control, and avoid people interrupting if you don't want them to.
E. Try to memorize the first five sentences of your talk .	5. It will help your audience follow the logic of what you're going to say.
F. Prepare visual aids : pictures, diagrams, etc.	6. It will make you feel more at ease at the beginning, when you may be nervous.
G. Rehearse your presentation (practice it so that it becomes very familiar) with friends or colleagues.	7. It will reassure people that they are in the right place, and provide a focus for the beginning of your talk.
H. Introduce yourself and your subject.	8. They add visual interest, provide you with support and help the audience follow you.
I. Outline what you're going to talk about: describe the different sections of your talk.	9. You can ask for changes in the seating plan if necessary.
J. Say whether people should ask questions during the talk, or at the end.	10. They will be able to tell you if anything is unclear before the presentation.

Option 1

Task 1. Questions for a written answer.

1. An outlook that focuses on the good side of things.

2. Having faith in oneself; self-reliant; sure.

3. Meetings of public officials with reporters.

4. Someone who introduces a presentation or project.

Task 2. Questions for selection.

- | | |
|---|----------------------|
| ☐ Having or showing great excitement and interest. | A. product launch |
| ☐ The introduction of a product to the market. | B. positive attitude |
| ☐ An outlook that focuses on the good side of things. | C. enthusiastic |
| ☐ Direct visual contact with the eyes of another person, the way the presenter looks at the audience. | D. eye contact |

Task 3. Questions with a choice of answer.

- | | |
|--|---|
| 1. An outlook that focuses on the good side of things. | 2. company employees do practical exercises on time management. |
| ☐ Product launch | ☐ workshop |
| ☐ Press conference | ☐ enthusiastic |
| ☐ Positive attitude | ☐ presenter |
| ☐ Enthusiastic | ☐ confident |

Task 4. Questions "true-false".

1. An outlook that focuses on the good side of things → positive attitude.
☐ true ☐ false
2. Having faith in oneself; self-reliant; sure → presenter.
☐ true ☐ false
3. A class or a conference held to discuss ideas on a topic → seminar.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. A show or display.

2. An outlook that focuses on the good side of things.

3. Company employees do practical exercises on time management.

4. Someone who introduces a presentation or project.

Task 2. Questions for selection.

- | | |
|--|---------------------|
| ☐ Having faith in oneself; self-reliant; sure. | A. product launch |
| ☐ The introduction of a product to the market. | B. press conference |
| ☐ Meetings of public officials with reporters. | C. confident |
| ☐ Having or showing great excitement and interest. | D. enthusiastic |

Task 3. Questions with a choice of answer.

- | | |
|---|--|
| 1. Meetings of public officials with reporters. | 2. A class or a conference held to discuss ideas on a topic. |
| ☐ presenter | ☐ Seminar |
| ☐ product launch | ☐ Presenter |
| ☐ confident | ☐ Confident |
| ☐ press conference | ☐ Workshop |

Task 4. Questions "true-false".

1. Direct visual contact with the eyes of another person, the way the presenter looks at the audience → enthusiastic.
☐ true ☐ false
2. Company employees do practical exercises on time management → presenter.
☐ true ☐ false
3. An outlook that focuses on the good side of things → enthusiastic.
☐ true ☐ false

UNIT 14 - 15. BUSINESS PRESENTATION: GETTING STARTED; MOVING ON; NUMBERS.

Exercise I. Look at opposite and correct the mistakes in these sentences.

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

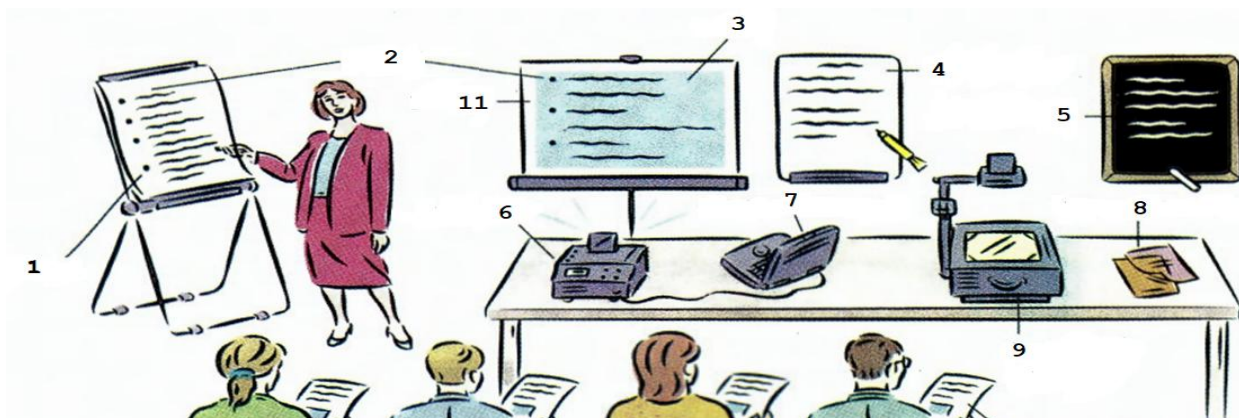
Exercise II. Dos and don'ts: timing and voice

Melanie Cray is giving more advice about presentations

A. Whether using a microphone or not, speak in a natural tone of voice . Don't speak in a monotone (on the same level all the time). Vary the pitch (level) of your voice.	1. Why is he yelling like that? The room's not that big!
B. Start on time. Don't wait for latecomers	2. He's already said that three times
C. Don't labour a particular point (spend too long on something)	3. I know there are people who want to ask questions, and there won't be time.
D. Don't digress (talk about things that have nothing to do with the subject), unless you have a particular purpose in mind	4. He's really droning on: there's no life in his voice and everyone's asleep.
E. 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. The sound of his breath in the microphone is really annoying.
F. Project your voice to the back of the room, but don't shout. Don't ask if people at the back can hear. Check the volume (loudness) of your voice beforehand.	6. I don't see what this has got to do with what he's trying to say.
G. Use a microphone if you need one. Don't hold it too close to your mouth.	7. Get on with it! If people turn up late, that's their problem.

UNIT 16. BUSINESS PRESENTATION: VISUAL AIDS; PROBLEMS AND QUESTIONS; CONCLUDING.

Exercise I. Visual aids



handouts	overhead projector	whiteboard	transparencies	blackboard	projector
bullet pints	computer screen	screen	flipchart	slide	

Exercise II. Dos and don'ts: timing and voice

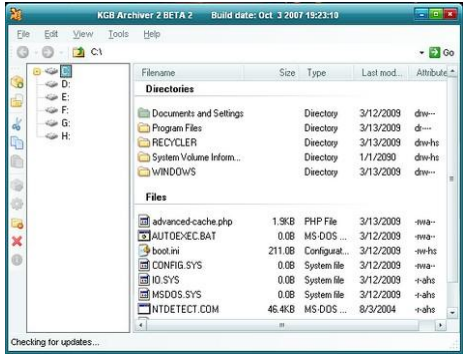
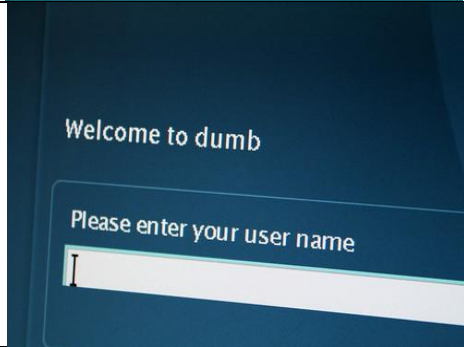
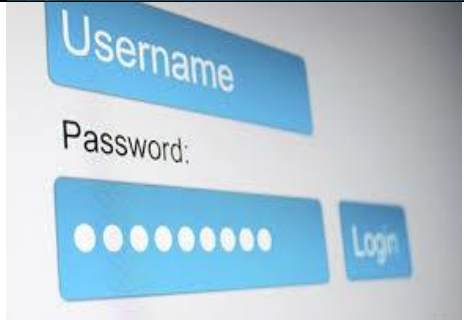
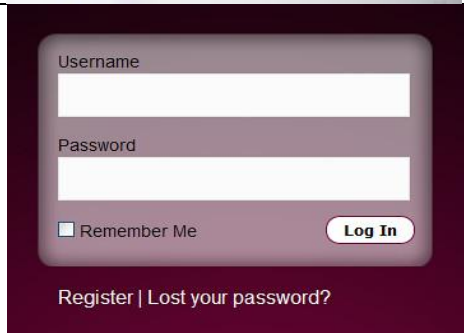
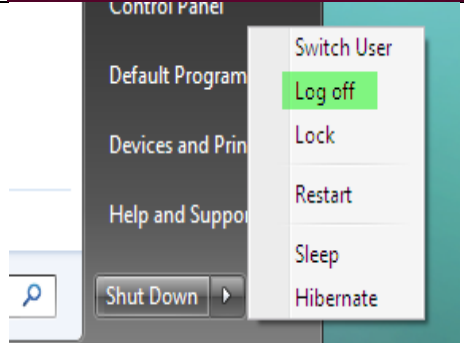
Match these questions from the audience (1-6) to the answers (a-f)

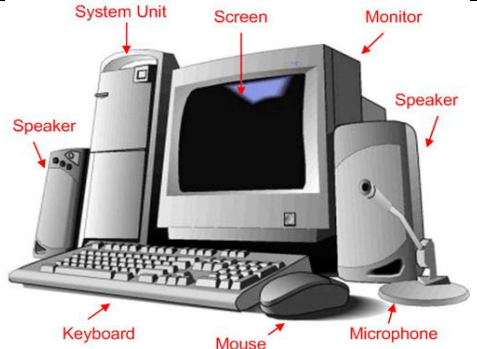
A. That's a fair point. I know that some consultants don't have a very good image. But I think that Gem Consultants have helped companies reduce costs and increase profits enormously.	1. Sorry, I didn't catch the end of the question - could you repeat what the questioner said?
B. That's confidential. I'm afraid I'm not at liberty to tell you.	2. In what ways do you think the Internet is going to change the way management consultants work in the future?
C. That's not really my field. But I can put you in touch with someone in my organization who is working on Internet applications.	3. Some companies refuse to use management consultants. What do you say to people who say that consultants are a waste of time and money?
D. The questioner would like to know what sort of background the people we recruit usually have. Is that right?	4. What's the average salary for your consultants?
A. Well, I think that goes beyond the scope of today's presentation. Today I wanted to concentrate on consultants' skills, not go into particular case studies in consultancy.	5. I don't know if you have time to answer this, but can you tell me how I can apply to work for Gem?
B. I'm afraid we've run out of time. But if you'd like to come and discuss that with me now, I'll try and give you an answer.	6. You say that Gem have enormously increased profits for some companies. Can you give one or two examples of this?

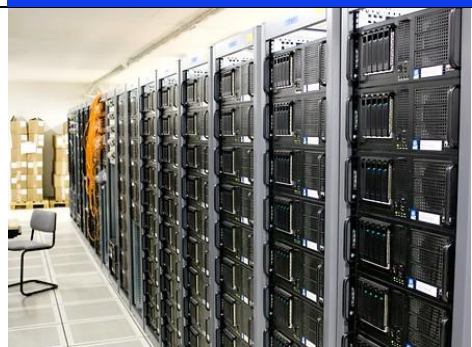
PART 3

INTERNET

UNIT 17. COMPUTER LANGUAGE. COMPUTER MAINTENANCE.

file	anything that can be saved on a computer such as a document, photograph or movie	
username	the name you use to identify yourself on a computer system	
password	A word or phrase that you must type for access to your private email or computer accounts	
login	details (username + password) which allow you to start using a computer system, email, account or website	
log off	end a session using a computer	

administrator	a person (manager or IT specialist) who has the authority and know-how to install and uninstall software	
hardware	physical equipment that can be connected to a computer network, e.g. scanner, USB drives, digital cameras	
intranet	a private computer network of pages that can only be accessed from computers within the network	
hard drive	the part of computer that stores data even when the electricity is switched off	
uninstall	to remove a program from a computer	

reboot	switch a computer back off and then back on again – restart																																																																																																																	
database	an electronic filing system that enables you to manage and find information, for example customers' names and addresses	<table><thead><tr><th>Table</th><th>Action</th><th>Records</th><th>Type</th><th>Collation</th><th>Size</th><th>Overhead</th></tr></thead><tbody><tr><td>wp_commentmeta</td><td></td><td>5,131</td><td>MyISAM</td><td>utf8_general_ci</td><td>302.4 KiB</td><td>-</td></tr><tr><td>wp_comments</td><td></td><td>3,491</td><td>MyISAM</td><td>utf8_general_ci</td><td>1.7 KiB</td><td>-</td></tr><tr><td>wp_contact_form_7</td><td></td><td>1</td><td>MyISAM</td><td>utf8_general_ci</td><td>4.1 KiB</td><td>-</td></tr><tr><td>wp_links</td><td></td><td>19</td><td>MyISAM</td><td>utf8_general_ci</td><td>6.1 KiB</td><td>-</td></tr><tr><td>wp_options</td><td></td><td>341</td><td>MyISAM</td><td>utf8_general_ci</td><td>89.6 KiB</td><td>-</td></tr><tr><td>wp_postmeta</td><td></td><td>13,092</td><td>MyISAM</td><td>utf8_general_ci</td><td>1.5 KiB</td><td>-</td></tr><tr><td>wp_posts</td><td></td><td>3,137</td><td>MyISAM</td><td>utf8_general_ci</td><td>18.5 KiB</td><td>-</td></tr><tr><td>wp_xilas_flickr_cache</td><td></td><td>6,111</td><td>MyISAM</td><td>utf8_general_ci</td><td>14.8 KiB</td><td>-</td></tr><tr><td>wp_terms</td><td></td><td>1,769</td><td>MyISAM</td><td>utf8_general_ci</td><td>149.5 KiB</td><td>-</td></tr><tr><td>wp_term_relationships</td><td></td><td>9,286</td><td>MyISAM</td><td>utf8_general_ci</td><td>532.4 KiB</td><td>-</td></tr><tr><td>wp_term_taxonomy</td><td></td><td>1,742</td><td>MyISAM</td><td>utf8_general_ci</td><td>131.4 KiB</td><td>-</td></tr><tr><td>wp_usermeta</td><td></td><td>24</td><td>MyISAM</td><td>utf8_general_ci</td><td>8.9 KiB</td><td>-</td></tr><tr><td>wp_users</td><td></td><td>1</td><td>MyISAM</td><td>utf8_general_ci</td><td>4.1 KiB</td><td>-</td></tr><tr><td>wp_w3tc_cdn_queue</td><td></td><td>0</td><td>MyISAM</td><td>latin1_swedish_ci</td><td>1.0 KiB</td><td>-</td></tr><tr><td>14 table(s)</td><td>Sum</td><td>45,111</td><td>MyISAM</td><td>utf8_general_ci</td><td>39.1 KiB</td><td>0 B</td></tr></tbody></table>	Table	Action	Records	Type	Collation	Size	Overhead	wp_commentmeta		5,131	MyISAM	utf8_general_ci	302.4 KiB	-	wp_comments		3,491	MyISAM	utf8_general_ci	1.7 KiB	-	wp_contact_form_7		1	MyISAM	utf8_general_ci	4.1 KiB	-	wp_links		19	MyISAM	utf8_general_ci	6.1 KiB	-	wp_options		341	MyISAM	utf8_general_ci	89.6 KiB	-	wp_postmeta		13,092	MyISAM	utf8_general_ci	1.5 KiB	-	wp_posts		3,137	MyISAM	utf8_general_ci	18.5 KiB	-	wp_xilas_flickr_cache		6,111	MyISAM	utf8_general_ci	14.8 KiB	-	wp_terms		1,769	MyISAM	utf8_general_ci	149.5 KiB	-	wp_term_relationships		9,286	MyISAM	utf8_general_ci	532.4 KiB	-	wp_term_taxonomy		1,742	MyISAM	utf8_general_ci	131.4 KiB	-	wp_usermeta		24	MyISAM	utf8_general_ci	8.9 KiB	-	wp_users		1	MyISAM	utf8_general_ci	4.1 KiB	-	wp_w3tc_cdn_queue		0	MyISAM	latin1_swedish_ci	1.0 KiB	-	14 table(s)	Sum	45,111	MyISAM	utf8_general_ci	39.1 KiB	0 B
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network	a group of two or more computer systems linked together																																																																																																																	
crash	suddenly stop working - when computer does it, it is usually because of some problems	<pre>***STOP: 0x00000001 (0x00000000, 0xF73120AE, 0xC0000008, 0xC0000000) A problem has been detected and Windows has been shut down to prevent to your computer DRIVER_IRQL_NOT_LESS_OR_EQUAL If this is the first time you've seen this Stop error screen, restart computer. If this screen appears again, follow these steps: Check to make sure any new hardware or software is properly installed new installation, ask your hardware or software manufacturer for any you might need. If problems continue, disable or remove any newly installed hardware. Disable BIOS memory options such as caching or shadowing. If you need Mode to remove or disable components, restart your computer, press F8 Advanced Startup Options, and then select Safe Mode. **** ABCD.SYS - Address F73120AE base at C0000000, DateStamp 368072A3 Kernel Debugger Using: COM2 (Port 0x2F8, Baud Rate 19200) Beginning dump of physical memory Physical memory dump complete. Contact your system administrator or technical support group.</pre>																																																																																																																
server	a central computer from which other computers get information																																																																																																																	

SPEAKING PRACTICE

Exercise I. Answer the questions.

1. Does your computer ever go wrong? What do you do about it? Do you fix it yourself or call a technician?
2. What operating system do you use?
3. Do you ever download programs from the Internet?
4. Does your computer sometimes work very slowly or crash?



VOCABULARY PRACTICE

Exercise II. Label the elements of this workstation.

Exercise III. Fill the blanks with appropriate words from the table.

CD drive / DVD drive

CRT monitor

flat panel monitor

floppy disk drive

key

keyboard

mouse

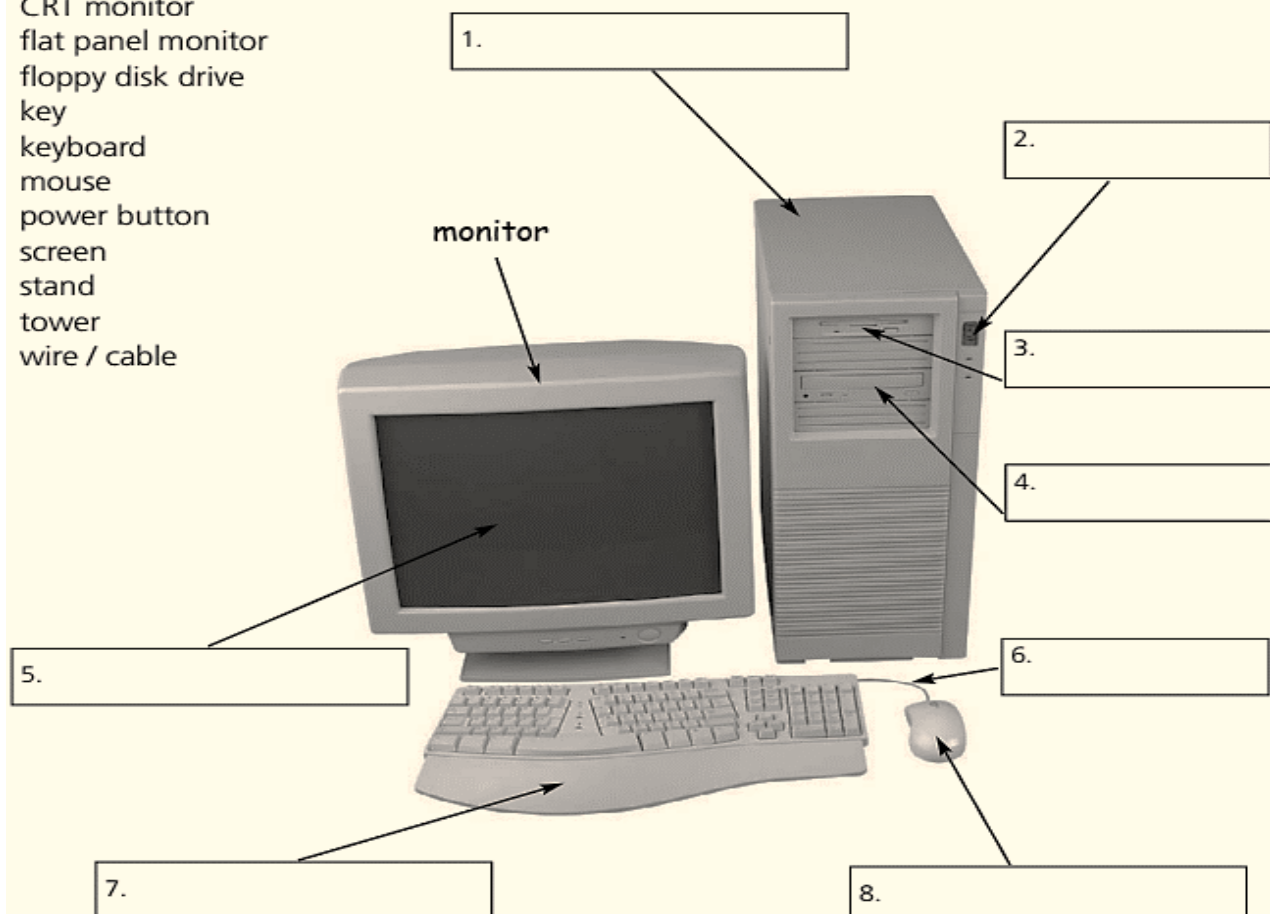
power button

screen

stand

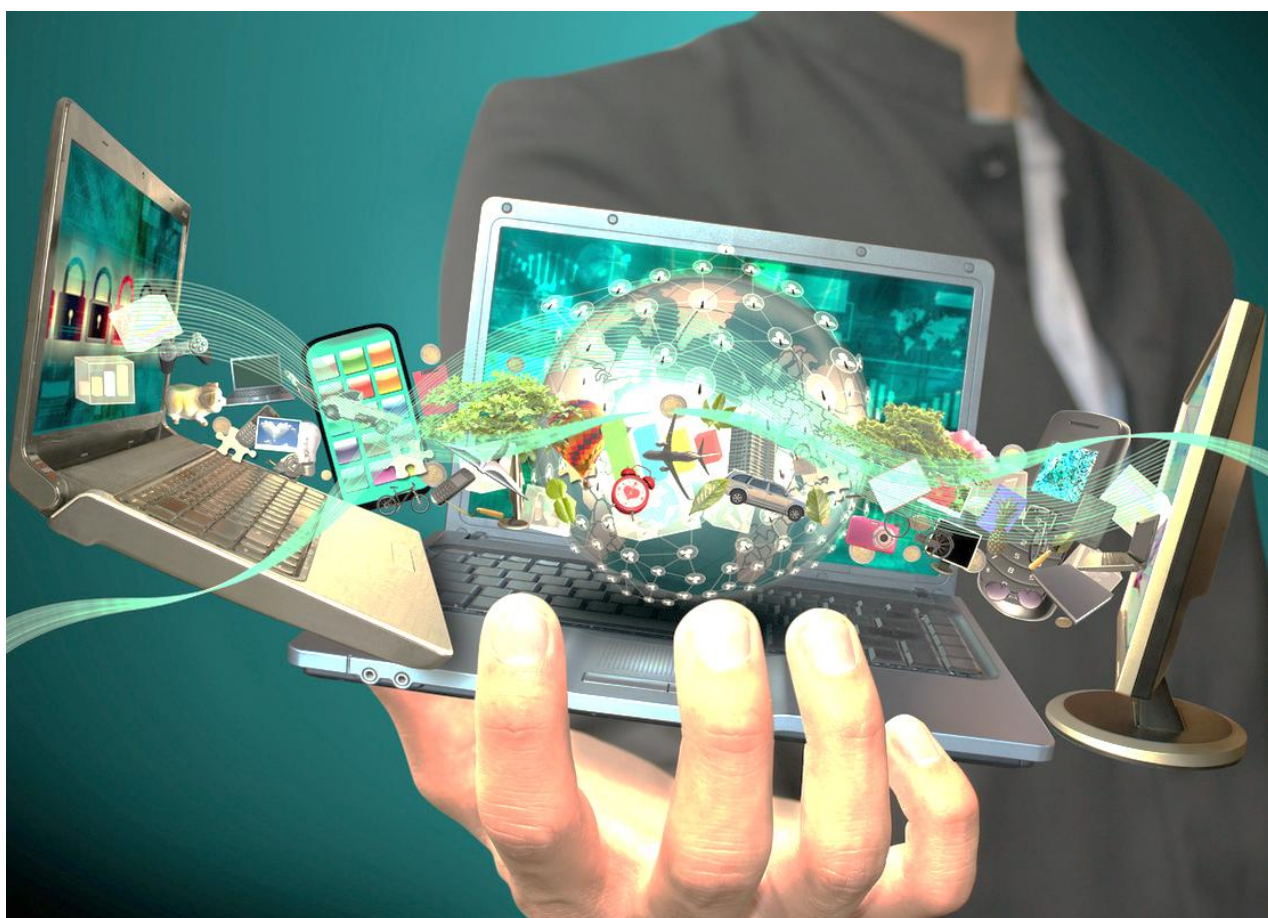
tower

wire / cable



reboot	log off	file	crash	network
password	hard drive	hardware	database	

1. I've got a lot of photos, music and videos stored on my computer that my _____ is almost full.
2. One of my important tasks at work is to keep the _____ up to date so that customers' contact details are always accurate.
3. Every _____ on the same disk must have a different name.
4. Your mailbox can be _____ protected to ensure security.
5. _____ before switching the computer off.
6. We supply computer _____ to businesses.
7. After a _____, the program started working again.
8. People send each other e-mail messages using this system or _____.
9. Your computer may _____ if it has a software problems or a virus.



Option 1

Task 1. Questions for a written answer.

1. Details which allow you to start using a computer system, email, account or website.

2. A central computer from which other computers get information.

3. A person who has the authority and know-how to install and uninstall software.

Task 2. Questions for selection.

- ☐ A word or phrase that you must type for access to your private email or computer accounts. from computers within the network.
- ☐ A group of two or more computer systems linked together. A. network
- ☐ A private computer network of pages that can only be accessed B. password
- C. intranet

Task 3. Questions with a choice of answer.

1. Switch a computer back off and then back on again – restart.
 - ☐ username
 - ☐ reboot
 - ☐ server
 - ☐ network
2. The name you use to identify yourself on a computer system.
 - ☐ server
 - ☐ username
 - ☐ hardware
 - ☐ internet

Task 4. Questions "true-false".

1. The part of computer that stores data even when the electricity is switched off → hardware.
 - ☐ true
 - ☐ false
2. Suddenly stop working - when computer does it, it is usually because of some problems → login.
 - ☐ true
 - ☐ false
3. Anything that can be saved on a computer such as a document, photograph or movie → crash.
 - ☐ true
 - ☐ false

Option 2

Task 1. Questions for a written answer.

1. A central computer from which other computers get information.

2. Suddenly stop working - when computer does it, it is usually because of some problems.

3. A person who has the authority and know-how to install and uninstall software.

4. The name you use to identify yourself on a computer system.

Task 2. Questions for selection.

- ☐ A word or phrase that you must type for access to your private email or computer accounts. A. password
- ☐ The part of computer that stores data even when the electricity is switched off. B. hard drive
- ☐ A private computer network of pages that can only be accessed from computers within the network. C. intranet

Task 3. Questions with a choice of answer.

- | | |
|---|--|
| 1. Switch a computer back off and then back on again – restart. | 2. Anything that can be saved on a computer such as a document, photograph or movie. |
| ☐ server | ☐ crash |
| ☐ reboot | ☐ login |
| ☐ network | ☐ server |
| ☐ username | ☐ file |

Task 4. Questions "true-false".

1. To remove a program from a computer → uninstall.
☐ true ☐ false
2. A group of two or more computer systems linked together → password.
☐ true ☐ false
3. Details which allow you to start using a computer system, email, account or website → login.
☐ true ☐ false

UNIT 18. WORD PROCESSING FEATURES. MULTIMEDIA.

multimedia	different types of media including text, video, sound, graphics and animations													
interactive media	media that allows active participation by the user	Interactive media provides an opportunity to connect with audiences to tell the story in a less interruptive way. Engagement with audiences using interactive media is where all the brands are heading. - Adam Wagler 												
hypertext	text that linked													
extension	a sequence of characters appended to a file name to identify the file type	<table><tr><td></td><td>.txt, .doc, .hlp, .rtf</td></tr><tr><td></td><td>.rar, .zip, .arj</td></tr><tr><td></td><td>.com, .exe, .bat</td></tr><tr><td></td><td>.bmp, .gif, .jpg</td></tr><tr><td></td><td>.xls, .xml</td></tr><tr><td></td><td>.ppt, .pps</td></tr></table>		.txt, .doc, .hlp, .rtf		.rar, .zip, .arj		.com, .exe, .bat		.bmp, .gif, .jpg		.xls, .xml		.ppt, .pps
	.txt, .doc, .hlp, .rtf													
	.rar, .zip, .arj													
	.com, .exe, .bat													
	.bmp, .gif, .jpg													
	.xls, .xml													
	.ppt, .pps													
streaming	a method of sending audio and video files over the Internet													
virtual reality	a computer-simulated environment that can be a simulation of the real world or an imaginary world													

VOCABULARY PRACTICE

Exercise I. Match the words with the examples.

1. Times 10 point

2. Times 24 point

3. bullet points

4. superscript

5. subscript

6. justified text

7. highlighted text

8. text wrap

Jane stared at the screen

b. Jane stared at the screen. The document had disappeared! She hadn't made a back-up copy. Hours of work wasted!



c. Possible courses of action:

- Re-type the entire document.
- Get a computer engineer to find if the text could be retrieved.
- Resign, and get another job.

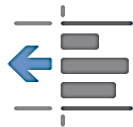
d. Jane stared at the screen.

e. Jane stared at the screen.

f. Jan. 24th

g. A₂

h. Jane stared at the screen. The document had disappeared! She hadn't made a back-up copy. Hours of work wasted!



Exercise II. Match the word processing tool with the task.

1. word count

2. spell checker

3. auto format

4. template

5. find

6. replace

7. print preview
required

8. track changes

9. mail merge

10. macro

a. produces form letters and address labels

b. counts the number of words, lines and paragraphs

c. finds all instances of a word or phrases in a document

d. checks the text for spelling errors

e. automatically changes the styles of headings, lists etc.

f. shows how a document has been altered

g. records a sequence of commands, and applies them when required

h. a pre-formatted blank document – just type your text into the fields

i. shows how the document will look in print

j. replaces words or phrases in a document with new text

Exercise III. Choose the best words.

1. Making changes to a text is called _____.
☐ altering ☐ renewing ☐ editing
2. To change normal text to italic, first you must _____ the text you want to format.
☐ choose ☐ take ☐ select
3. A very pale image behind the text is called _____.
☐ an ink mark ☐ a watermark ☐ a grey mark
4. To divide the text into two pages, insert a _____.
☐ page break ☐ page stop ☐ page change
5. The numbers at the bottom of the page are _____.
☐ page numbers ☐ sheet numbers ☐ paper numbers
6. An extra note at the bottom of the page (usually in a smaller font size) is called a _____.
☐ bottom note ☐ foot ☐ footnote
7. In word processing, to put things into alphabetical order is to _____.
☐ sort ☐ organise ☐ order
8. A list of contacts, addresses, etc. is called _____.
☐ an archive ☐ a list ☐ a database
9. Producing a document on your computer and sending it direct to a printing press is _____.
☐ computer publishing ☐ desktop publishing ☐ electronic publishing
10. Cut or copied text is temporarily stored in the _____.
☐ clipboard ☐ clip ☐ clipart



Option 1

Task 1. Questions for a written answer.

1. A computer-simulated environment that can be a simulation of the real world or an imaginary world.

2. Text that linked.

3. A sequence of characters appended to a file name to identify the file type.

4. A method of sending audio and video files over the Internet.

Task 2. Questions for selection.

- | | |
|--|----------------------|
| ☐ Media that allows active participation by the user. | A. virtual reality |
| ☐ A computer-simulated environment that can be a simulation of the real world or an imaginary world. | B. interactive media |
| ☐ A method of sending audio and video files over the Internet. | C. extension |
| ☐ A sequence of characters appended to a file name to identify the file type. | D. streaming |

Task 3. Questions with a choice of answer.

- | | |
|--|---|
| 1. Different types of media including text, video, sound, graphics and animations. | 2. A method of sending audio and video files over the Internet. |
| ☐ Multimedia | ☐ Virtual reality |
| ☐ Extension | ☐ Extension |
| ☐ Virtual reality | ☐ Multimedia |
| ☐ Streaming | ☐ Streaming |

Task 4. Questions "true-false".

1. Different types of media including text, video, sound, graphics and animations → multimedia.
☐ true ☐ false
2. Text that linked → extension.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. Different types of media including text, video, sound, graphics and animations.

2. Media that allows active participation by the user.

3. A method of sending audio and video files over the Internet.

4. A computer-simulated environment that can be a simulation of the real world or an imaginary world.

Task 2. Questions for selection.

- | | |
|---|----------------------|
| ☐ Different types of media including text, video, sound, graphics and animations. | A. Extension |
| ☐ Media that allows active participation by the user. | B. Hypertext |
| ☐ Text that linked. | C. Multimedia |
| ☐ A sequence of characters appended to a file name to identify the file type. | D. Interactive media |

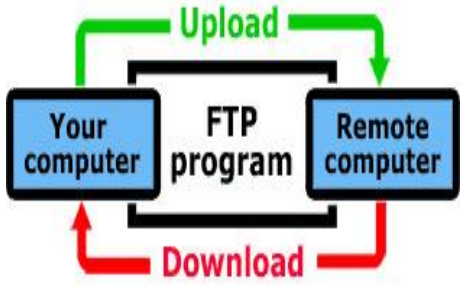
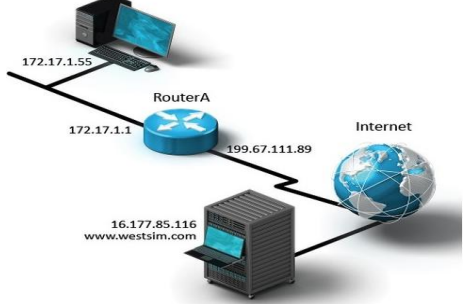
Task 3. Questions with a choice of answer.

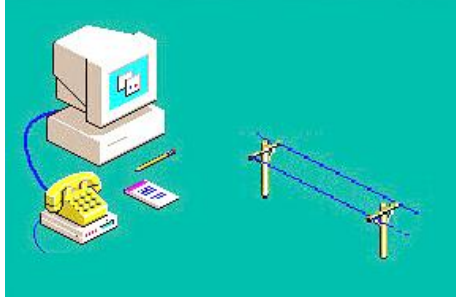
- | | |
|--|--|
| 1. Media that allows active participation by the user. | 2. A sequence of characters appended to a file name to identify the file type. |
| ☐ Hypertext | ☐ Extension |
| ☐ virtual reality | ☐ Hypertext |
| ☐ Streaming | ☐ Streaming |
| ☐ Interactive media | ☐ Multimedia |

Task 4. Questions "true-false".

1. A sequence of characters appended to a file name to identify the file type → extension.
☐ true ☐ false
2. A computer-simulated environment that can be a simulation of the real world or an imaginary world → virtual reality.
☐ true ☐ false
3. A method of sending audio and video files over the Internet → hypertext.
☐ true ☐ false

UNIT 19. FACES OF THE INTERNET. THE WORLD WIDE WEB.

Internet	a global network connecting millions of computers, making it possible to exchange information	
protocol	a set of rules governing the exchange or transmission of data between devices	
IP number/address	allows location of billions of digital devices connected to the Internet to be pinpointed and differentiated from other devices	
Internet Service Provider (ISP)	a company that provides access to the internet for a monthly fee	
modem	a device that allows computers to communicate over telephone lines	
telephone line	a transmission medium for both voice and data	

external	with a cable plugged into the computer via a USB port	
internal	an expansion card inside the computer	
dial-up connection	a connection that uses a phone line to establish a temporary Internet connection	
broadband	a high-speed Internet connection that is always connected	
wireless	telecommunications in which electromagnetic waves carry the signal between communicating devices	
satellite	an object that revolves around another object in space	

power-line internet	carries data on a conductor that is also used simultaneously for AC electric power transmission or electric power distribution to consumers	
WWW (World Wide Web)	a system of interlinked hypertext documents contained on the Internet	
email	messages distributed by electronic means from one computer user to one or more recipients via a network	
a mailing list	a list of names and addresses to which advertising material is mailed	
chat	an electronic conversation	
Internet telephony	using the internet rather than the telephone network to exchange spoken conversations	

video conference	meeting between two or more geographically separated people	
File Transfer Protocol (FTP)	a communications method for transferring data between computers on the Internet	
newsgroup	a public forum that consists of articles and follow-up comments on one or more specified subjects	

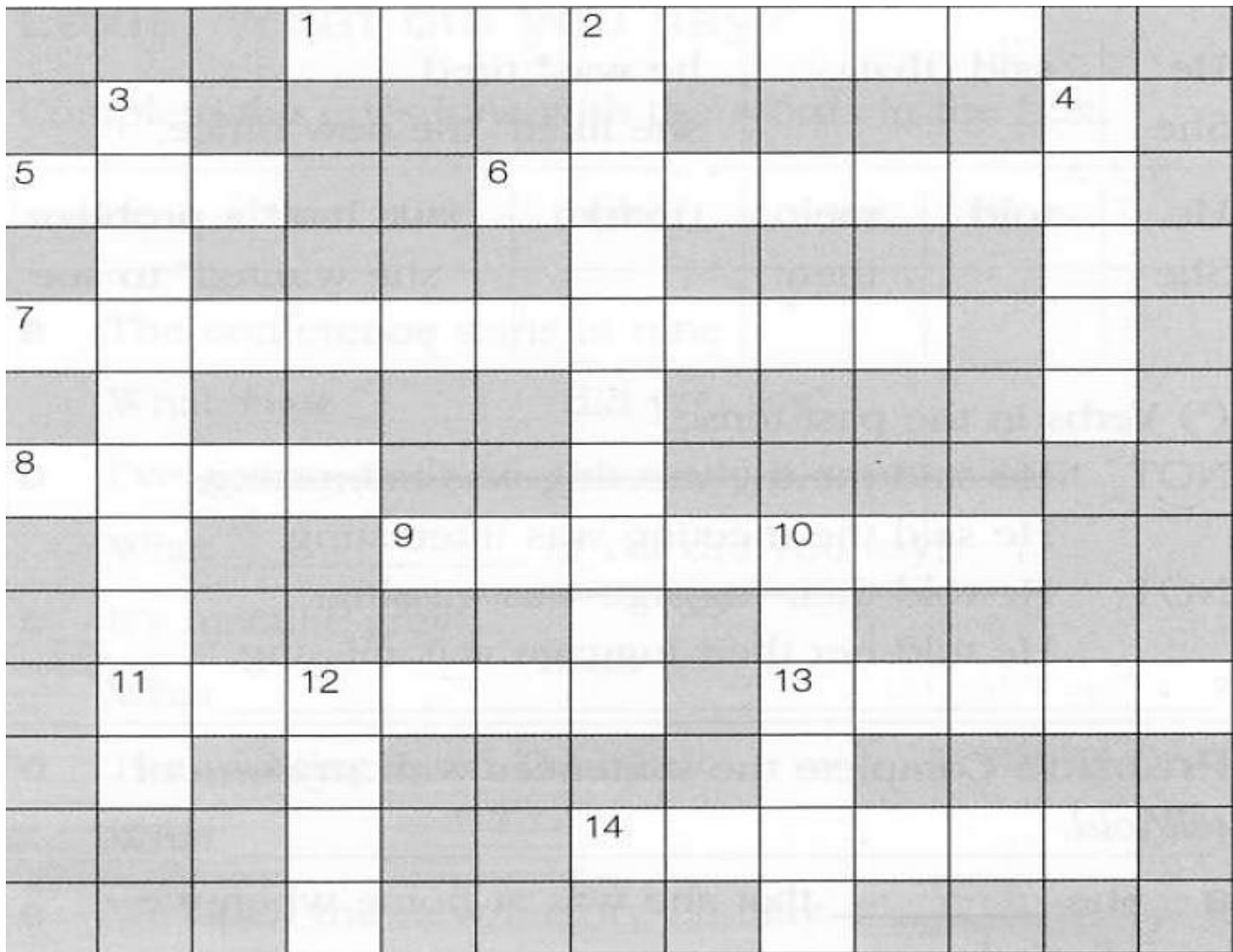
VOCABULARY PRACTICE

Exercise I. Match terms with these definitions.

1. An International computer Network.
2. A way to identify the computer on the Internet.
3. A device that connects your computer to a telephone line and access your ISP.
4. A type of modem that has versatile option for laptops and mobile phones.
5. It is a high data transmission rate Internet connection.
6. This equipment provides e-mail and access to the Web via a normal TV set plus a high-speed modem.
7. This equipment orbiting the earth enables your computer to send and receive Internet files.



Exercise II. Complete the crossword about Computers and Internet.



Across

1. Microsoft is very worried about _____ problems with its product.
5. I pressed the _____ for G and the whole screen went blue.
6. There is a problem with this _____ – it has spyware in it.
7. Laser _____ will replace copper and fiber optics.
8. Every file on my hard _____ was destroyed by the virus.
9. Spyware can monitor how many times you visit each _____.
11. Most of us will do our shopping _____.
13. People say their computes don't _____ as often with Windows XP.
14. My company is changing the operating _____ we use for something cheaper.

Down

2. Computers are often _____ and constantly go wrong.
3. We will use the Internet instead of _____ to watch films and programmes.
4. Outlook Express is the most common _____ program.
10. _____ to the Internet will be a lot faster than now.
12. You can pay other companies to have a _____ to your site on their webpage.

SPEAKING PRACTICE

Exercise II. What developments do you expect to see over the next ten to twenty years in computers, communications, internet, technologies? Complete *at least three* of the following statements.

1. I think the biggest changes will be in _____.
2. I think the predictions about _____ will turn out to be exaggerated.
3. I think the most exciting developments will be in _____.
4. I think the effects of _____ will be _____.
5. I think the main thing we have to worry about is _____.

Exercise III. Which of the activities you and your parents use the Internet for? Complete and send your chart to make a survey. Use the words:

- every day
- once a week
- never

Activity	I	My parents
Browse/surf the web		
Send/receive e-mails		
Get information about hobbies and interests		
Get product or service information		
Read the news		
Get information for schoolwork		
Get travel information		
Download images or photos		
Look up entertainment events		
Check the weather		



Option 1

Task 1. Questions for a written answer.

1. An object that revolves around another object in space.

2. A transmission medium for both voice and data.

3. with a cable plugged into the computer via a USB port.

4. An electronic conversation.

Task 2. Questions for selection.

- | | |
|--|---------------------------------|
| ☐ A global network connecting millions of computers, making it possible to exchange information. | A. Internet |
| ☐ An object that revolves around another object in space. | B. File Transfer Protocol (FTP) |
| ☐ With a cable plugged into the computer via a USB port. | C. Satellite |
| ☐ A communications method for transferring data between computers on the Internet. | D. external |

Task 3. Questions with a choice of answer

- | | |
|---|---|
| 1. A high-speed Internet connection that is always connected.
☐ Broadband
☐ Satellite
☐ Protocol
☐ external | 2. A device that allows computers to communicate over telephone lines.
☐ Protocol
☐ Modem
☐ Satellite
☐ Broadband |
|---|---|

Task 4. Questions "true-false".

1. A set of rules governing the exchange or transmission of data between devices → WWW.
☐ true ☐ false
2. A company that provides access to the internet for a monthly fee → ISP.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. With a cable plugged into the computer via a USB port.

2. Messages distributed by electronic means from one computer user to one or more recipients via a network.

3. A public forum that consists of articles and follow-up comments on one or more specified subjects.

4. A list of names and addresses to which advertising material is mailed.

Task 2. Questions for selection.

- | | |
|---|------------------------------------|
| ☐ A company that provides access to the internet for a monthly fee. | A. File Transfer Protocol (FTP) |
| ☐ A meeting between two or more geographically separated people. | B. Internet Service Provider (ISP) |
| ☐ A connection that uses a phone line to establish a temporary Internet connection. | C. Dial-up connection |
| ☐ A communications method for transferring data between computers on the Internet. | D. Video conference |

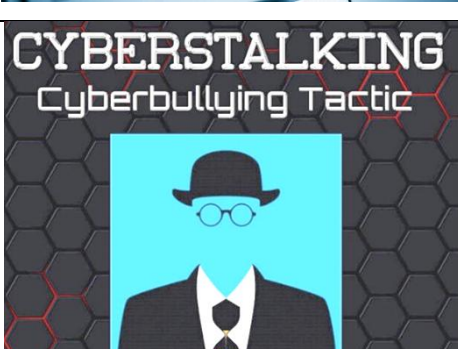
Task 3. Questions with a choice of answer.

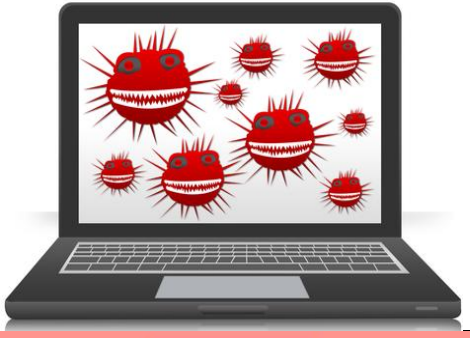
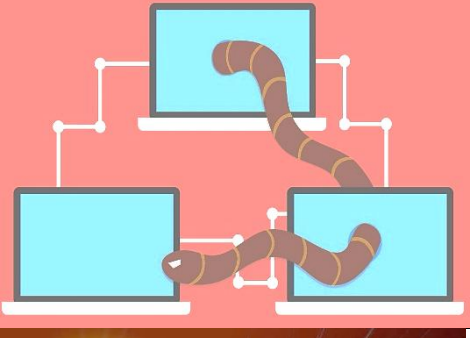
- | | |
|---|--|
| 1. A system of interlinked hypertext documents contained on the Internet. | 2. An object that revolves around another object in space. |
| ☐ WWW | ☐ Internal |
| ☐ Mailing list | ☐ Internet |
| ☐ Telephone line | ☐ External |
| ☐ Internet | ☐ Satellite |

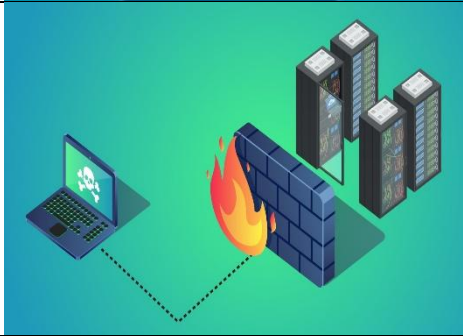
Task 4. Questions "true-false".

1. A transmission medium for both voice and data → video conference.
☐ true ☐ false
2. A list of names and addresses to which advertising material is mailed → mailing list.
☐ true ☐ false

UNIT 20. E-MAIL. INTERNET SECURITY.

internet crime	illegal acts committed on the Internet	
hackers	have criminal intent when hacking	
scam	an attempt to trick someone, usually with the intention of stealing money or private information	
phishing	an attack that sends an email or displays a Web announcement that falsely claims to be from a legitimate enterprise in an attempt to trick the user into surrendering private information	
cyberstalking	the act of harassing someone over the internet	

piracy	the illegal copying and distribution of software	 A graphic with a black background featuring multiple copyright symbols (©) and the text "copyright all rights reserved" repeated. In the center, the words "SOFTWARE PIRACY" are written in large, bold, red capital letters.
malware	software that is intended to damage or disable computers and computer systems	 An illustration of a laptop on a desk. The laptop screen is red and displays a large black biohazard symbol. Above the laptop, a black silhouette of a person wearing a hat with red eyes is visible.
viruses	programs designed to cause harm to computer systems	 An illustration of a laptop. The screen shows several red, spiky, spherical viruses with faces and sharp teeth, appearing to be multiplying or spreading.
worms	independent computer programs that copy themselves from one computer to other computers over a network	 A diagram illustrating network worms. It shows three computer monitors connected by lines representing a network. A brown, segmented worm is shown crawling along the network lines, connecting the different computers.
Trojan Horse Virus	hides inside other software, usually as an attachment or a downloadable file	 An illustration of a Trojan horse, which is a wooden horse, appearing to be made of glowing blue and yellow energy. It is positioned in front of a smartphone screen that displays a background of binary code (0s and 1s).

spyware	a special class of malware that collects data about the user and transmits it over the Internet without the user's knowledge or permission	
antivirus software	software used to detect and eliminate computer viruses and other types of malware	
firewall	a part of a computer system or network that is designed to block unauthorized access while permitting outward communication	
digital certificate	a data file that identifies individuals or organizations online and is comparable to a digital signature	

VOCABULARY PRACTICE

Exercise I. Answer the questions.

1. How often do you send e-mails?
2. Who do you send them to?
3. What style do you use? Formal, friendly, chatty, etc.?

Exercise II. All the verbs below collocate with 'e-mail', but the vowels are missing. Write in the vowels.

_ p _ n	e-mail	wr _ t _
cl _ s _		r _ pl _
d _ pl _ c _ t _		s _ nd
cr _ _ t _		r _ c _ _ v _
s _ v _		_ pd _ t _
d _ l _ t _		b _ ck _ p

Exercise III. Combine the words into at least twelve computer terms. Some are written as two words and some as one.

mailing	ware	fire	list	e-mail	domain	news
virus	box	spy	wall	anti	certificate	name
digital	address	server	snail	groups	mail	mal

WRITING PRACTICE

Exercise IV. Match each verb on the left with the item on the right that collocates most strongly with. Then write down two sentences with these collocations.

a) surf	1) a program
b) enter	2) files off the Net
c) run	3) on an icon
d) download	4) data into a computer
e) click	5) a computer
f) transmit	6) the Internet
g) crash	7) antivirus programs
h) install	8) stored data
i) send	9) a virus
j) browse	10) an attachment
k) update	11) the Web
l) collect	12) software

Option 1

Task 1. Questions for a written answer.

1. Illegal acts committed on the Internet.

2. Hides inside other software, usually as an attachment or a downloadable file.

3. The illegal copying and distribution of software.

4. Have criminal intent when hacking.

Task 2. Questions for selection.

- | | |
|--|------------------|
| ☐ The act of harassing someone over the internet. | A. Viruses |
| ☐ Programs designed to cause harm to computer systems. | B. Firewall |
| ☐ A part of a computer system or network that is designed to block unauthorized access while permitting outward communication. | C. Cyberstalking |

Task 3. Questions with a choice of answer.

- | | |
|--|--|
| 1. Software that is intended to damage or disable computers and computer systems.
☐ Antivirus software
☐ Hackers
☐ Spyware
☐ Malware | 2. Independent computer programs that copy themselves from one computer to other computers over a network.
☐ Piracy
☐ Scam
☐ Worms
☐ Spyware |
|--|--|

Task 4. Questions "true-false".

1. A data file that identifies individuals or organizations online and is comparable to a digital signature → digital certificate.
☐ true ☐ false
2. Software used to detect and eliminate computer viruses and other types of malware. → antivirus software.
☐ true ☐ false
3. The illegal copying and distribution of software. → Spyware
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. Have criminal intent when hacking.

2. Illegal acts committed on the Internet.

3. Programs designed to cause harm to computer systems.

4. The act of harassing someone over the internet.

Task 2. Questions for selection.

- | | |
|--|-----------------------|
| ☐ The act of harassing someone over the internet. | A. Cyberstalking |
| ☐ Software used to detect and eliminate computer viruses and other types of malware. | B. Antivirus software |
| ☐ Illegal acts committed on the Internet. | C. Internet crime |

Task 3. Questions with a choice of answer.

- | | |
|--|--|
| 1. Software that is intended to damage or disable computers and computer systems.
☐ spyware
☐ antivirus software
☐ malware
☐ hackers | 2. Programs designed to cause harm to computer systems.
☐ spyware
☐ viruses
☐ firewall
☐ hackers |
|--|--|

Task 4. Questions "true-false".

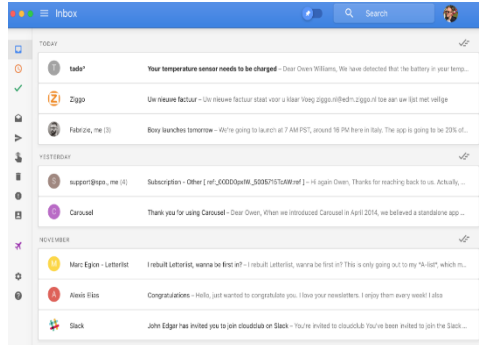
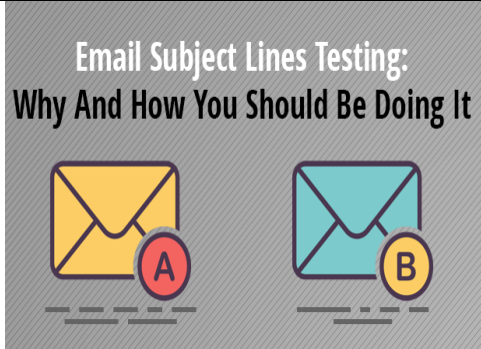
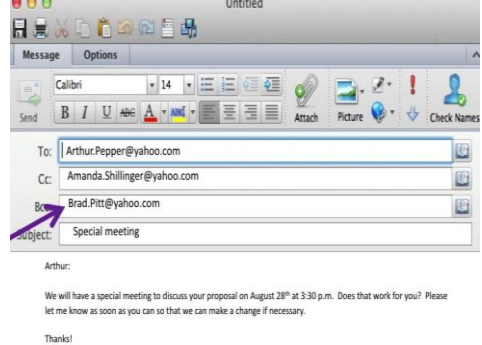
- | | |
|--|--|
| 1. Hides inside other software, usually as an attachment or a downloadable file → antivirus software.
☐ true
☐ false | |
| 2. The illegal copying and distribution of software → Spyware.
☐ true
☐ false | |
| 3. Have criminal intent when hacking → Hackers.
☐ true
☐ false | |

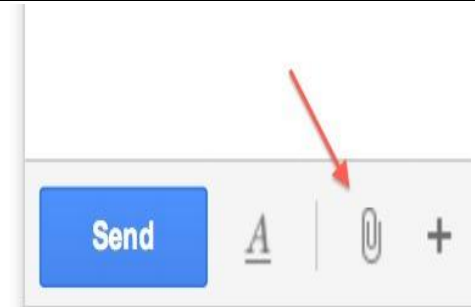
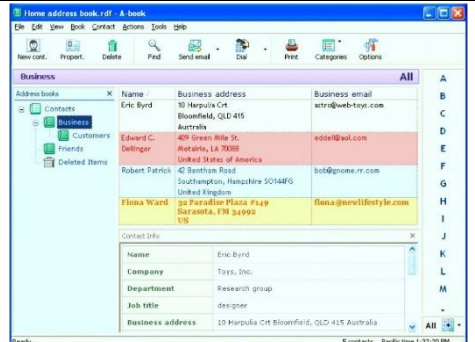
PART 4

E-MAILS AND WRITING

UNIT 21. E-MAIL OR SNAIL MAIL?

BUSINESS COMMUNICATION: E-MAIL; STAYING IN TOUCH.

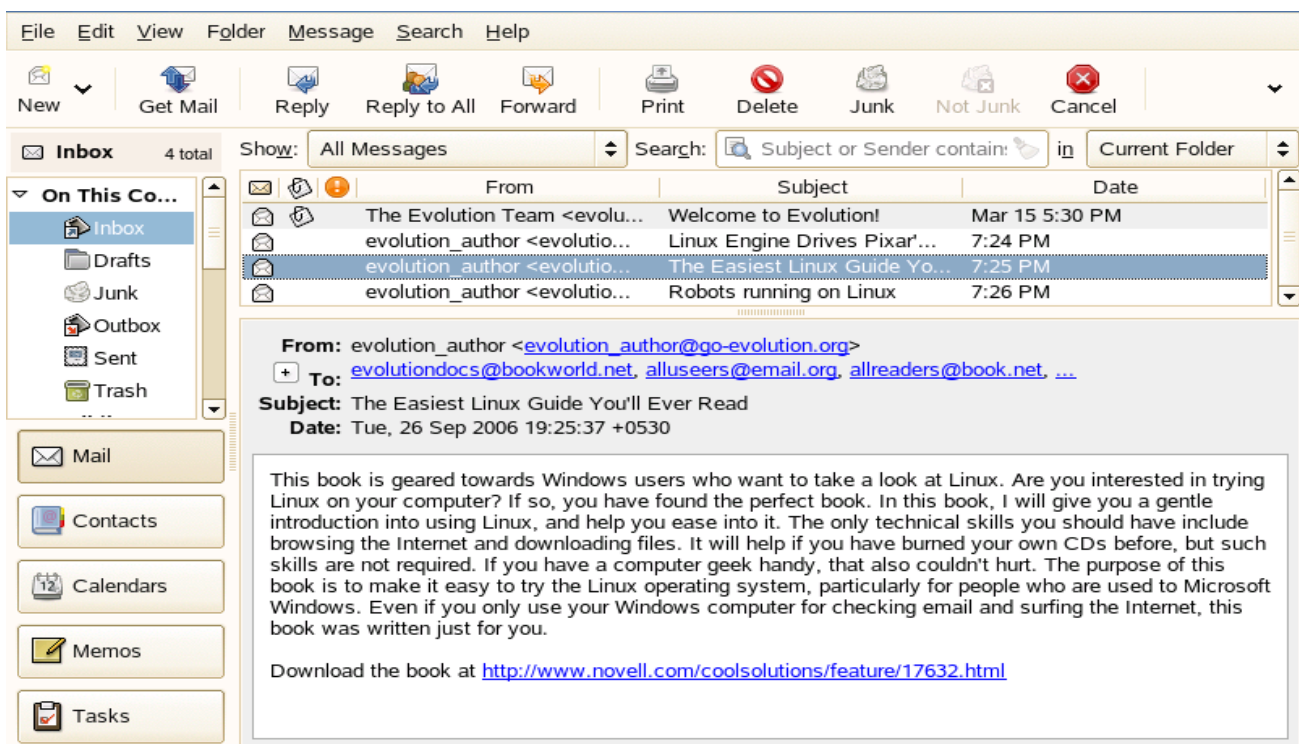
inbox	contains emails waiting for you to read	
subject	what the email is about	
CC	copy this email to...	
BCC	blind copy this email to..	
FWD	sent the email you have received to someone else	

delete	get rid of email you don't need any more	
reply	to send an answer back to the person who sent the email	
reply to all	to send an answer back to the person who sent the email, plus all those who received copies of it	
attach	to send an attachment – usually a document with email	
contact information	includes email addresses, phone numbers in the end of the email	
address book	an outlook tool that stores contact names and email addresses	

VOCABULARY PRACTICE

Exercise I. Most e-mail programs on computer have icons with abbreviations like these. Match each abbreviation or item on the left with the definition on the right:

a) <i>inbox</i>	1) allows you to send you an attachment
b) <i>subject</i>	2) allows you to send an answer back to the person who sent the e-mail
c) <i>CC</i>	3) allows you to forward an e-mail – to send an e-mail you have received to someone else
d) <i>BCC</i>	4) It can be inserted automatically at the end of an e-mail with your contact details
e) <i>FWD (to forward)</i>	5) allows you to send the answer to the person who sent the e-mail, plus all those who received copies of it
f) <i>delete</i>	6) a document that you attach to and send with an e-mail
g) <i>reply</i>	7) It contains e-mail waiting for you to read
h) <i>attach</i>	8) blind carbon copy
i) <i>contact information / contact details</i>	9) allows you to store the e-mail addresses of people that you write to
j) <i>address book</i>	10) what the e-mail is about
k) <i>attachment</i>	11) carbon copy sent to another address
l) <i>reply to all</i>	12) allows you to get rid of an e-mail you don't want to keep



Exercise II. Complete the text with the words in the box.

check	recipients	put	addresses	message	send
type	takes	receives	click	attachment	spelling

Sending an e-mail.

When you want to send an e-mail message, you need to (a) click on the 'Create message' button. This (b) _____ you to the 'Create message' page. The message screen is divided into three main areas:

- *The address area* is where you (c) _____ the e-mail address information.
- *The message box* is where you (d) _____ in the message you are sending.
- *The spell check button* allows you to (e) _____ your spelling.

Generally, if the e-mail is for more than one person, additional e-mail (f) _____ go in the box labeled 'CC'. If you do not want the (g) _____ of the e-mail to see who else (h) _____ the e-mail, then place all the other e-mail addresses into the 'BCC' box. Enter a title for your e-mail message in the box labeled 'Subject'. If you want to send a file (i) _____, go down to the 'Attach' box and click on the 'Browse' button, which allows you to find the file you want to attach. The main box on the page is where you write the text of your (j) _____.

Finally, when you are ready to (k) _____ your e-mail message, click on the 'Send e-mail' button.

WRITING PRACTICE**Exercise III. When you write an e-mail you must follow some rules about language, style and structure.**

These questions can help you write the perfect e-mail.

1. Is the message short and clear?
2. Are grammar and spelling correct?
3. Are the attachments mentioned in the message attached?
4. Are paragraphs separated by a line space?
5. Is the subject included and is it clear?
6. Does the body contain all standard parts (opening, body, closing and signature)?



Send Chat Attach Address Fonts Colors Save As Draft

From: tina.richardson@fandsons.uk
 To: j.owens@citybank.com
 Sent: 8 August 2011, 08:12
 Subject:
 Attachments:

Dear Mrs Owens,
 Following our telephone conversation, I would like to fix an appointment for next 20 august at 10, if that is OK for you.
 I have attach the documents we will discuss together.
 Please confirm our appointment.
 Best regards,
 Tina richardson

Read the e-mail above, ask the questions 1 to 6 and take notes of your answers to decide if it is a 'perfect' e-mail or not.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Now rewrite the e-mail correctly.

Send Chat Attach Address Fonts Colors Save As Draft

From: _____
 To: _____
 Sent: _____
 Subject: _____
 Attachments: _____

Option 1

Task 1. Questions for a written answer.

1. Sent the email you have received to someone else.

2. To send an attachment - usually a document with email.

3. Get rid of email you don't need any more.

4. An outlook tool that stores contact names and email addresses.

Task 2. Questions for selection.

- | | |
|--|---------------------------------|
| ☐ To send an attachment – usually a document with email. | ☐ A. delete |
| ☐ Get rid of email you don't need any more. | ☐ B. attach |
| ☐ Contains emails waiting for you to read. | ☐ C. inbox |
| ☐ Copy this email to... | ☐ D. CC |

Task 3. Questions with a choice of answer.

- | | |
|---|---|
| 1. To send an answer back to the person who sent the email, plus all those who received copies of it. | 2. What the email is about. |
| ☐ address book | ☐ subject |
| ☐ reply to all | ☐ CC |
| ☐ contact information | ☐ inbox |
| | 3. Contains emails waiting for you to read. |
| | ☐ inbox |
| | ☐ FWD |
| | ☐ BCC |

Task 4. Questions "true-false".

- | | |
|---|-----------------------------|
| 1. Inbox → sent the email you have received to someone else. | |
| ☐ true | ☐ false |
| 2. Reply → to send an answer back to the person who sent the email. | |
| ☐ true | ☐ false |
| 3. CC → Copy this email to... | |
| ☐ true | ☐ false |

Option 2

Task 1. Questions for a written answer.

1. Get rid of email you don't need any more.

2. Includes email addresses, phone numbers in the end of the email.

3. To send an answer back to the person who sent the email.

4. An outlook tool that stores contact names and email addresses.

Task 2. Questions for selection.

- | | |
|--|-----------------|
| ☐ To send an answer back to the person who sent the email, plus all those who received copies of it. | A. subject |
| ☐ What the email is about. | B. BCC |
| ☐ Blind copy this email to... | C. reply to all |
| ☐ Sent the email you have received to someone else. | D. FWD |

Task 3. Questions with a choice of answer.

- | | |
|--|--|
| 1. To send an attachment – usually a document with email.
☐ attach
☐ reply to all
☐ reply | 2. Contains emails waiting for you to read.
☐ subject
☐ FWD
☐ inbox |
| | 3. Copy this email to...
☐ inbox
☐ CC
☐ BCC |

Task 4. Questions "true-false".

- | | |
|--|-----------------------------|
| 1. Delete → get rid of email you don't need any more.
☐ true | ☐ false |
| 2. BCC → Copy this email to...
☐ true | ☐ false |
| 3. Reply to all → to send an answer back to the person who sent the email, plus all those who received copies of it.
☐ true | ☐ false |

UNIT 22. BUSINESS COMMUNICATION: CVS AND JOB APPLICATIONS. YOUR CV.

VOCABULARY PRACTICE

Exercise I. Match each item on the left with the synonyms on the right:

a) <i>per annum</i>	1) with the right qualifications
b) <i>graduate</i>	2) what someone wants to do in their career
c) <i>background</i>	3) interesting
d) <i>suitably qualified</i>	4) good at understanding things
e) <i>quoting</i>	5) can speak two languages
f) <i>career goals</i>	6) per year
g) <i>stimulating</i>	7) giving
h) <i>analytic thinker</i>	8) university qualification after a degree
i) <i>bilingual</i>	9) with a university degree
j) <i>DoB</i>	10) what people are interested in outside work
k) <i>interests</i>	11) experience / qualifications
l) <i>Master's in</i>	12) date of birth

Exercise II. The application process involves different steps. How do you think this process works? Put the steps in the correct order.

- ☐ The company reads your application, thinks you could be the right person and contacts you for an interview.
- ☐ You accept and start working for them.
- ☐ They contact you and offer you the job.
- ☐ You go to the interview.
- ☐ You send your application.
- ☒ ① You read an advertisement in which a company looks for a computer programmer.
- ☐ Your interview is successful.

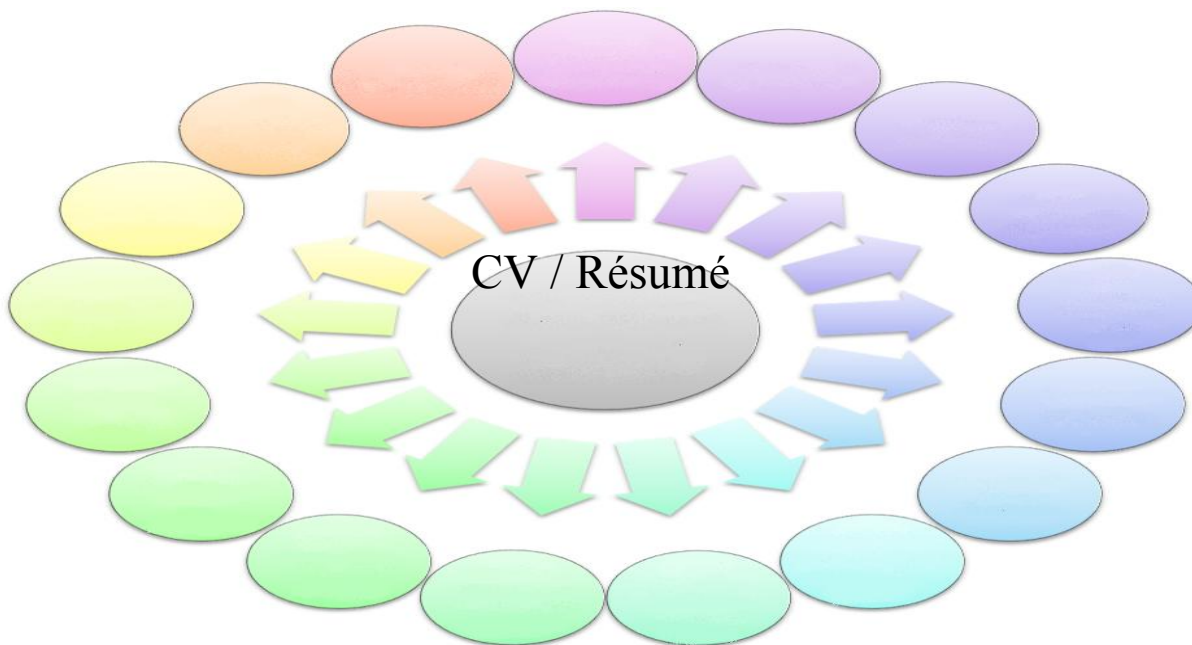
We can say that the three main steps in the application process are:

- ① Advertisement
- ② Application
- ③ Interview

Exercise III. Answer the questions:

1. What is the purpose of a CV?
2. Is there a standard format for a CV?
3. Should you use the same CV for all job applications?
4. What headings do you normally find in a CV?
5. Should you always tell the truth when writing your CV?

**Exercise IV. What details would you expect to find in curriculum vitae?
Complete the mind map.**



WRITING PRACTICE

Exercise V. These are the CVs that Paul Ascott and Mary Burton have attached to their applications. Read them and tick the table appropriately.

PERSONAL DETAILS

NAME: Paul Ascott
DATE OF BIRTH: 3/11/1991
ADDRESS: 15 Park Avenue, Boston
PHONE NO. 359 992177
EMAIL: paul.ascott@gmail.com

EDUCATION

2004-2009 High School Diploma –
High School West, Boston

PROFESSIONAL EXPERIENCE

2009 – present Atlantic Bank,
163 High Street, Boston – bank cashier
Duties: dealing with customers' accounts,
selling financial products

SKILLS

good knowledge of standard office
software

PERSONAL INFORMATION

Ms Mary Burton
Born in Boston on 15th June 1986
Married
35 San Diego Rd – Boston
(617) 466 2481
mburton@hotmail.com

EDUCATION

High School: 2000 – 2005 Parker High School, Boston
University: 2005 – 2009 Degree in Economics, Boston University

EMPLOYMENT

2009 – 2011 investment consultant at DT Bank – I assist customers
in investments

SKILLS

Languages: Good Russian both written and spoken
Computer: Certificate in Microsoft Office

REFERENCES

George Brown	Gordon O'Neal
Teacher of Economics	Manager
Boston University	DT Bank State Street
(617) 455 6002	(617) 430 8832
gbrown@bu.com	gordononeal@dtbank.com

Who	Paul Ascott	Mary Burton
Has a degree?		
Is still working?		
Does not provide any references?		
Can speak a foreign language?		
Is married?		
Has experience as a bank cashier?		
Can use a computer?		
Lives in Boston?		

Now, you have decided to apply for the same post of bank cashier. Write your application e-mail and CV using the information below.

- you have read the advertisement on the Internet
- you are 25, from Boston
- you have a high school diploma
- after school you worked for 3 years as a representative for a videogame company, then for 2 years as a bank clerk with administrative duties for a bank in Boston
- you have excellent computer knowledge
- you attach 1 reference

UNIT 23. THE WRITTEN APPLICATION.

WRITING PRACTICE

Exercise I. Look at the e-mails below. In each case, complete the second version which has a more appropriate tone. Use the words and phrases in the box.

Could you please	I would like to	advertised on	Further to
Best regards	Regarding	Please find	I look forward to
do not hesitate to	I'm afraid you	attached document	With regard
I regret to say		take this opportunity to thank	

a

Hi there, Mr Watts. I was browsing your website the other day and saw the ad for a sales rep. I thought I'd like to apply. It sounds great and I'd love to work for such a cool company. I'm sending you my cv. I'm young and full of energy. I hope you give me an opportunity. Anyway, please reply soon. All the best, Ana.

Dear Mr Watts,

_____ apply for the post of sales representative _____ your website. The job seems very interesting, and your company has a very good reputation. _____ my CV as an _____. I am a dynamic young person and I am very keen to show that I can make the most of any opportunity I am offered. _____ hearing from you.

Yours sincerely,
Ana Hudson

d

Hello, Ana. I've thought about your application but I can't offer you work. You haven't got the right qualifications or enough experience really. Sorry about that. Thanks anyway and good luck finding a job somewhere else. Mr Watts.

Dear Ms Hudson,

_____ your request for work, _____ that I am unable to consider your application. _____ do not have the necessary qualifications or sufficient experience. Please let me _____ you for your interest in our company and wish you every success in your search for employment.

Best wishes,
J M Watts

b

Hello Ana. I got your application for the sales rep job. Is there anyone who can give you a reference? It doesn't say anything on your CV. John Watts

Dear Ms Hudson,

Thank you for your application for the post of sales representative. _____ to your CV, it does not include your referees. _____ supply me with the names and e-mail addresses of two people who can provide an up-to-date reference for you?

Best regards,
J M Watts

c

Hi there, Mr Watts. I got your e-mail about my references. Here's the information about my referees. It's in an attached document. Tell me if you need more details. Catch you later. Bye for now. Ana

Dear Mr Watts,

_____ our previous correspondence, please find the attached document with information about my referees. Please _____ contact me if you need more details. I hope to hear from you soon.

Ana Hudson

Exercise II. Complete the following job application form for yourself.

First name _____ Family name _____ Address: No. and Street _____ City / Town _____ Postcode _____ Home telephone number _____ Languages you speak ☐ English ☐ Other (Specify) _____ Do you have a driving licence? ☐ Yes ☐ No	Education School _____ City / Town _____ Years attended _____ Qualifications _____ University _____ City / Town _____ Years attended _____ Qualifications _____
Employment experience Name of employer _____ Duties / responsibilities _____ List any useful skills and experience you have _____	Employment experience Name of employer _____ Duties / responsibilities _____ List any useful skills and experience you have _____

UNIT 24. JOB HUNTING.

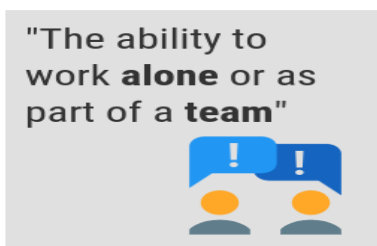
SPEAKING PRACTICE

Exercise I. Discuss the questions.

1. What kind of job would you like?
2. What skills and qualities do you need for it?
3. What sort of duties would you have?
4. What sort of working week would you have?

Exercise II. What are you looking for in a job? Which four of these features are most important to you? Rank the features 1-4 (1 = most important).

- ☐ to work in a local company near my home
- ☐ to work in a large international company
- ☐ to work long hours, but get a big salary
- ☐ to have evenings and weekends free
- ☐ to work directly with customers and the public
- ☐ to work with statistics and tables
- ☐ to work with companies' financial accounts
- ☐ to work on the financial markets
- ☐ to have a lot of responsibility early in my career

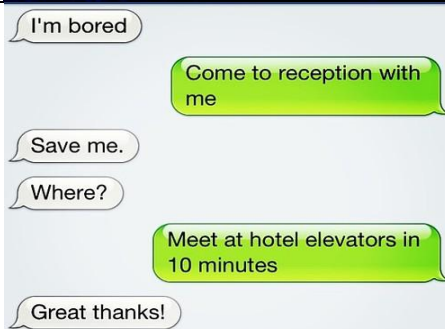


Exercise III. Work in groups of three or four. Explain your choices to your partners and decide together which of the jobs would suit each of you the best.

PART 5

PHONING

UNIT 25. TELEPHONING: PHONES AND NUMBERS; TRYING TO GET THROUGH.

landline	a traditional phone plugged into the wall	
public telephone	a phone in a public place operated with coins or phone card	
mobile phone	a telephone that you can carry everywhere with you	
voicemail	a messaging system that uses computers and telephones to record, send, store, and receive voice messages	
text message	short note sent from a smartphone or other mobile device	

3G phone	mobile phone that also connects you to the mobile Internet at relatively high speeds	
extension	one of a number of phones on the same line, in a home or office	
cordless phone	phone extension not attached by a wire that you can use when you are walking around the house, outside in the garden, etc.	
VoIP	uses the Internet for phone calls, such as on Skype, so you don't pay the normal phone charges	Voice Over IP 
webcam and microphone	a camera attached to a computer so that two people connected over the Internet can see each other and talk to each other using the microphone	

videoconferencing	allows several people in one place to see people in another location and hold a meeting together	
helpline	telephone number where you can get help if you have problems	
hotline	often used by companies as a more exciting, alternative to 'helpline'	
booking line	make bookings for events, travel and hotels	
be in touch	to have contact	

VOCABULARY PRACTICE

Exercise I. Match each item on the left with the definition on the right:

a) <i>landline</i>	1) A phone you can carry with you and use anywhere. You can switch it off and callers can leave a voice message on voice-mail, or send you a written text message or text.
b) <i>public telephone / payphone</i>	2) A mobile phone that also connects you to the mobile Internet at relatively high speeds.
c) <i>mobile phone</i>	3) A phone extension not attached by a wire that you can use when you are walking around the house, outside in the garden, etc.
d) <i>3G phone</i>	4) A phone in a public place operated with coins or a phone card.
e) <i>extension</i>	5) A camera attached to a computer so that two people connected over the Internet can see each other and talk to each other using the microphone
f) <i>cordless phone or cordless</i>	6) Make bookings for events, travel and hotels.
g) <i>VoIP (voice over internet protocol)</i>	7) You can find out about a company's products or services.
h) <i>webcam and microphone</i>	8) A 'traditional' phone plugged into the wall.
i) <i>Videoconferencing</i>	9) One of a number of phones on the same line, in a home or office.
j) <i>helpline / information line</i>	10) Often used by companies as a more exciting alternative to 'helpline'.
k) <i>hotline</i>	11) Allows several people in one place to see people in another location and hold a meeting together. This is normally used to refer to companies who have their own systems, but it can now also be done with participants each using their individual webcam over the Internet.
l) <i>booking / reservations line</i>	12) Uses the Internet for phone calls, such as on Skype, so you don't pay the normal phone charges.

WRITING PRACTICE

Exercise II. Complete the expressions on the right so they have the same meaning as the ones on the left.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Can I talk to ...? 2. Just a moment ... 3. I'll connect you. 4. Am I speaking to Carina Molinari? 5. Yes, it's me. 6. The reason I'm calling is ... 7. Can I have your name and address? | <p>I'd <u>like to speak to</u> ...</p> <p>Thank you _____...</p> <p>I'll _____.</p> <p>Hello, _____ Carina Molinari?</p> <p>_____.</p> <p>Yes, I'm _____ your advert...</p> <p>_____</p> <p>your name and address, please?</p> |
|---|--|

SPEAKING PRACTICE

Exercise III. Study the Useful language box below. Then role-play the phone calls.

USEFUL LANGUAGE	
MAKING CALLS Could I speak to Carmela Cantani, please? Yes, this is Erika Mueller from KMV. Is this the sales/finance/marketing department? I'm calling about ... Could you transfer me to the IT department, please? Could you tell him/her that I called? Could you ask him/her to call me back? Can I leave a message, please?	RECEIVING CALLS Who's calling, please? Could you tell me what it's about? I'll put you through. Can you hold? He seems to be with someone right now. Can I get him to call you? I'm afraid there's no answer. Can I take a message? I'm sorry, there's no answer. I can transfer you to his/her voice mail.

Role play 1

Student A

1 You work at Lochlin plc. You receive a call for your colleague, Jamie Vincent. Jamie is not in the office at the moment. Take the caller's details and say that Jamie will call them back.

Student B

1 You want to apply for the job in the advertisement below. Call Lochlin plc and ask for Jamie Vincent.

Lochlin plc

Sales representatives

Exciting new career opportunities for the right people. Have you got the qualities we need?

Call Jamie Vincent on

020 7946 4021

for more information.

Role play 2

Student A

1 You want to attend the computer training course which you saw in the advertisement below. Call and ask for Alex Frantzen.

2 Sometime later, Alex Frantzen calls you back. You want to know more about the course and when the next one starts. Also ask about when you need to register for the course.

**NCC**[®]
A PROJECT OF NAWAB COMPUTER COLLEGE

Affiliated
with
Govt. EDU

Over 36800 Students Trained in 11 Years
Working in Software Houses, Advertising Agencies
Media Channels, Production Houses, Architectural Companies

Student B

1 You work for Career Ladder plc. You receive a call for your colleague, Alex Frantzen. Alex is not available at the moment. Take the caller's details and say Alex will call them back.

2 You are Alex Frantzen. Telephone the person who called about the training courses. Offer to send an information pack. The next course begins at the start of next month (the 2nd). Participants need to register at the latest one week before the start of the course.



Option 1

Task 1. Questions for a written answer.

1. Make bookings for events, travel and hotels.

2. A traditional phone plugged into the wall.

3. A phone in a public place operated with coins or phone card.

4. Telephone number where you can get help if you have problems.

Task 2. Questions for selection.

- | | |
|--|--------------|
| ☐ One of a number of phones on the same line, in a home or office. | A. helpline |
| ☐ Often used by companies as a more exciting, alternative to 'helpline'. | B. extension |
| ☐ Telephone number where you can get help if you have problems. | C. 3G phone |
| ☐ Mobile phone that also, connects you to the mobile Internet at relatively high speeds. | D. hotline |

Task 3. Questions with a choice of answer.

- | | |
|---|--|
| 1. Mobile phone that also, connects you to the mobile Internet at relatively high speeds. | 2. A messaging system that uses computers and telephones to record, send, store, and receive voice messages. |
| ☐ helpline | ☐ voice mail |
| ☐ hotline | ☐ mobile phone |
| ☐ 3G phone | ☐ text message |

Task 4. Questions "true-false".

1. Helpline → mobile phone that also connects you to the mobile Internet at relatively high speeds.
☐ true ☐ false
2. Extension → short note sent from a smartphone or other mobile device.
☐ true ☐ false
3. Voicemail → a messaging system that uses computers and telephones to record, send, store, and receive voice messages.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. Phone extension not attached by a wire that you can use when you are walking around the house, outside in the garden, etc.

2. Uses the Internet for phone calls, such as on Skype, so you don't pay the normal phone charges.

3. Allows several people in one place to see people in another location and hold a meeting together.

4. A phone in a public place operated with coins or phone card

Task 2. Questions for selection.

- | | |
|--|-----------------|
| ☐ Telephone number where you can get help if you have problems. | A. extension |
| ☐ Often used by companies as a more exciting, alternative to 'helpline'. | B. helpline |
| ☐ Short note sent from a smartphone or other mobile device. | C. hotline |
| ☐ One of a number of phones on the same line, in a home or office. | D. text message |

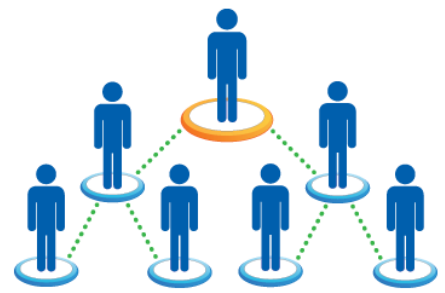
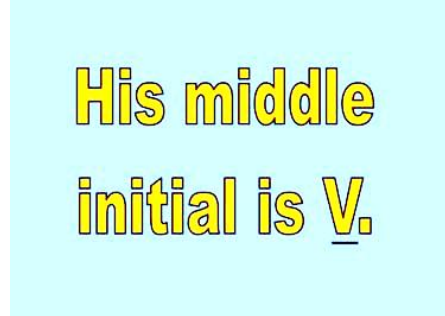
Task 3. Questions with a choice of answer.

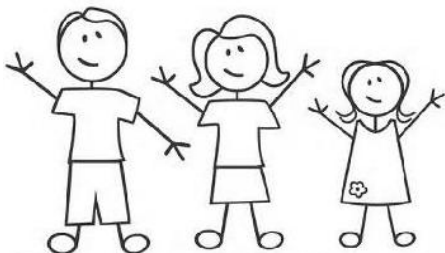
- | | |
|--|---|
| 1. Telephone number where you can get help if you have problems. | 2. One of a number of phones on the same line, in a home or office. |
| ☐ helpline | ☐ extension |
| ☐ hotline | ☐ voice mail |
| ☐ 3G phone | ☐ hotline |

Task 4. Questions "true-false".

1. Landline → a traditional phone plugged into the wall.
☐ true ☐ false
2. Text message → short note sent from a smartphone or other mobile device.
☐ true ☐ false
3. Voicemail → a phone in a public place operated with coins or phone card.
☐ true ☐ false

UNIT 26. TELEPHONING: GETTING THROUGH; ARRANGEMENTS AND ENDING CALLS.

business card	a source of contact information about a person or organization, usually made of paper or plastic	
hierarchy	a system or organization in which people or groups are ranked one above the other according to status or authority	
etiquette	the customary code of polite behavior in society or among members of a particular profession or group	
first name	the name that was given to you when you were born and that comes before your family name	
middle initial	the first letter of your middle name	

family name/surname	the name that was given to you when you were born and that is similar to your parent's	 The Smith Family
contact details	information required to contact someone, i.e. telephone number, email address	
qualification	a special skill, knowledge, or ability that enables a person to perform a particular job	
attach	(in email) to add files to an email	
courier	one who carries and delivers	

VOCABULARY PRACTICE

Exercise I. Look at this list of typical sentences used when speaking on the phone and fill in the gaps with sentences from the box.

Right. I'll get him to call you back.	I'm sorry but the line is busy.
Thank you. Goodbye.	Yes, please. I'll hold.
Can I speak to Mr. Parker , please?	I'll call back later.
Would you like to leave a message?	

Receiver: Brown Ltd, good morning. Can I help you?

Caller: Good morning. This is Ted Lee from Kelly & Sons. (1) _____.

Receiver: I'm sorry but Mr. Parker is not in the office. (2) _____.

Caller: Yes, please. Can you ask him to call me back, please?

Receiver: (3) _____.

Caller: Can I speak to Jack Barnes, please?

Receiver: Just a moment. I'll put you through. Would you like to hold?

Caller: (4) _____.

Receiver: (5) _____.

Caller: It's OK, thanks. (6) _____.

Receiver: All right. I'll tell him that you called.

Caller: (7) _____.

Receiver: Thank you for calling. Goodbye.



WRITING PRACTICE

Exercise II. One of the reasons people speak over the phone is to fix appointments and organise meetings. Write the dialogue following the instructions.

Fixing appointments.

Operator: *(Answer the phone. The name of your company is Martins Electronics.)*

Henry Palmer: *(Greet. Say your name. You work for Olsen Ltd. You want to speak to Matt Russell)*

Operator: *(Ask him to hold. Put Matt Russell through.)*

Henry Palmer: *(Thank him.)*

Matt Russell: *(Greet Mr. Palmer. Ask him how he is.)*

Henry Palmer: *(You are fine, now ask him.)*

Matt Russell: *(You are fine. Ask him what you can do for him.)*

Henry Palmer: *(You want to fix an appointment for the next month. Suggest Wednesday 18th.)*

Matt Russell: *(You are busy. Suggest Friday 20th.)*

Henry Palmer: *(Accept. Ask him morning or afternoon.)*

Matt Russell: *(Suggest 9 in the morning in your office.)*

Henry Palmer: *(You have another appointment at 9. Suggest 11.)*

Matt Russell: *(Accept. Repeat the details of the appointment.)*

Henry Palmer: *(Confirm. Thank. Say goodbye.)*

Matt Russell: *(Thank. Say goodbye.)*



Option 1

Task 1. Questions for a written answer.

1. The name that was given to you when you were born and that is similar to your parent's.

2. One who carries and delivers.

3. The name that was given to you when you were born and that comes before your family name.

Task 2. Questions for selection.

- | | |
|---|------------------------|
| ☐ The name that was given to you when you were born and that is similar to your parent's. | A. be in touch |
| ☐ To have contact. | B. middle initial |
| ☐ The first letter of your middle name. | C. first name |
| ☐ The name that was given to you when you were born and that comes before your family name. | D. family name/surname |

Task 3. Questions with a choice of answer.

- | | |
|---|--|
| 1. A source of contact information about a person or organisation usually made of paper or plastic. | 2. A system or organization in which people or groups are ranked one above the other according to status or authority. |
| ☐ business card | ☐ etiquette |
| ☐ qualification | ☐ qualification |
| ☐ first name | ☐ hierarchy |

Task 4. Questions "true-false".

1. Contact details → a system or organization in which people or groups are ranked one above the other according to status or authority.
☐ true ☐ false
2. First name → the name that was given to you when you were born and that comes before your family name.
☐ true ☐ false
3. Attach → (in email) to add files to an email.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. Information required to contact someone, i.e. telephone number, email address.

2. The customary code of polite behavior in society or among members of a particular profession or group.

3. A system or organization in which people or groups are ranked one above the other according to status or authority.

4. (In email) to add files to an email.

Task 2. Questions for selection.

- | | |
|--|------------------------|
| ☐ The name that was given to you when you were born and that is similar to your parent's. | A. business card |
| ☐ The name that was given to you when you were born and that comes before your family name. | B. family name/surname |
| ☐ A source of contact information about a person or organisation usually made of paper or plastic. | C. first name |
| ☐ (in email) to add files to an email | D. attach |

Task 3. Questions with a choice of answer.

- | | |
|--|--|
| 1. A special skill, knowledge, or ability that enables a person to perform a particular job. | 2. A system or organization in which people or groups are ranked one above the other according to status or authority. |
| ☐ business card | ☐ etiquette |
| ☐ qualification | ☐ qualification |
| ☐ contact details | ☐ hierarch |

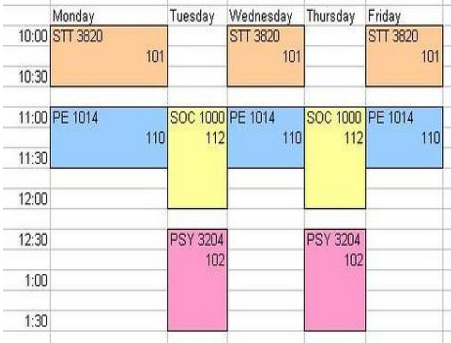
Task 4. Questions "true-false".

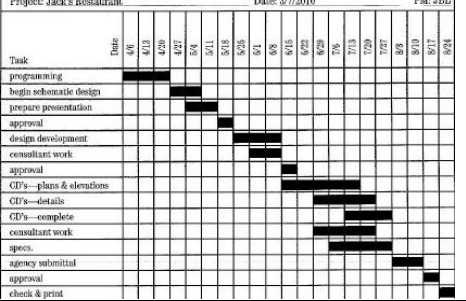
- | | |
|--|-----------------------------|
| 1. First name → to have contact. | |
| ☐ true | ☐ false |
| 2. Qualification → the first letter of your middle name. | |
| ☐ true | ☐ false |

PART 6

TIME MANAGEMENT AND
PERSONAL

UNIT 27. TIME AND TIME MANAGEMENT. STRESS AND STRESS MANAGEMENT.

timescale/timeframe	the overall period during which something should happen or be completed	
lead time	time interval between ordering and receiving the order	
schedule	a plan that gives expected times for different things to happen	
timetable	table that shows the total time needed to complete preparation tasks and when to start others	
delay	when something happens later than planned	

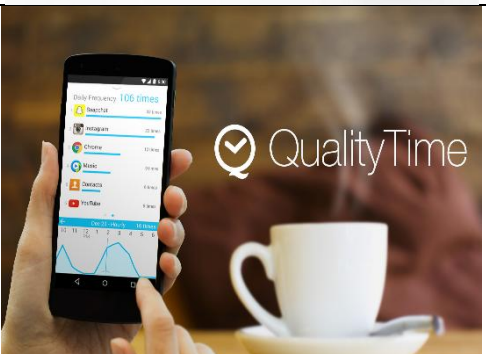
make up time	when you then try to go faster																																																	
downtime	when the computer is not functioning properly																																																	
project	is a carefully planned piece of work to produce something new																																																	
Gantt Chart	a time and activity bar chart that is used for planning, managing, and controlling major programs that have a distinct beginning and end	 <table border="1"> <thead> <tr> <th>Task</th> <th>Start</th> <th>End</th> </tr> </thead> <tbody> <tr><td>programming</td><td>4/8</td><td>4/15</td></tr> <tr><td>begin schematic design</td><td>4/15</td><td>4/22</td></tr> <tr><td>prepare presentation</td><td>4/22</td><td>4/29</td></tr> <tr><td>approval</td><td>4/29</td><td>5/6</td></tr> <tr><td>design development</td><td>5/6</td><td>5/13</td></tr> <tr><td>consultant work</td><td>5/13</td><td>5/20</td></tr> <tr><td>approval</td><td>5/20</td><td>5/27</td></tr> <tr><td>CD's - plans & elevations</td><td>5/27</td><td>6/3</td></tr> <tr><td>CD's - details</td><td>6/3</td><td>6/10</td></tr> <tr><td>CD's - complete</td><td>6/10</td><td>6/17</td></tr> <tr><td>consultant work</td><td>6/17</td><td>6/24</td></tr> <tr><td>specs</td><td>6/24</td><td>7/1</td></tr> <tr><td>agency submittal</td><td>7/1</td><td>7/8</td></tr> <tr><td>approval</td><td>7/8</td><td>7/15</td></tr> <tr><td>check & print</td><td>7/15</td><td>7/22</td></tr> </tbody> </table>	Task	Start	End	programming	4/8	4/15	begin schematic design	4/15	4/22	prepare presentation	4/22	4/29	approval	4/29	5/6	design development	5/6	5/13	consultant work	5/13	5/20	approval	5/20	5/27	CD's - plans & elevations	5/27	6/3	CD's - details	6/3	6/10	CD's - complete	6/10	6/17	consultant work	6/17	6/24	specs	6/24	7/1	agency submittal	7/1	7/8	approval	7/8	7/15	check & print	7/15	7/22
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Project Management	the application of knowledge, skills, tools, and techniques to project activities to meet project requirements																																																	
completion	the action or process of finishing something																																																	

Personal organizers	small computers pocket-size	
Realistic Planning	summarizing things you have to do and prioritizing them - putting them in order of importance	
prioritize	put something in order of importance	
interruption	something that breaks up what you were doing; an unplanned event that breaks up an activity	
distraction	a thing that prevents someone from giving full attention to something else	

perfectionism	the belief that an ideal can and must be achieved, and an imperfect result of work, has no right to exist	
quality	how good or bad something is	
rewarding	something that gives satisfaction	
to be stretched	to feel that work could sometimes be difficult	
stimulating	encouraging or arousing interest or enthusiasm	

challenging	difficult in an interesting or enjoyable way	
overwhelmed	feeling like you have so much to do that you can't even get started	
demand	the desire to own something and the ability to pay for it	
stress-induced	caused by stress	
under stress	something that causes strong feelings of worry or anxiety	

overwork	to work too hard or too much	
breakdown	failure	
burn out	to become extremely tired or sick by working hard for a long time	
rat race	a way of life in modern society, in which people compete with each other for power and money	
treadmill	an exercise device consisting of an endless belt on which a person can walk or jog without changing place	
lifestyle	a person's pattern of living as expressed in his or her activities, interests, and opinions	

stressful	makes you worried and anxious, worrying	
quality of life	the degree of overall satisfaction that a person gets from life	
quality time	time when parents are totally attentive to their children	
work-life balance	involves balancing career demands with personal and family needs	
downshifting	taking a step back and simplifying a lifestyle that is hectic, packed with pressure and stress, and focused on trying to keep up; also known as voluntary simplicity	

VOCABULARY PRACTICE

Exercise I. Find words and phrases which mean the same as the following:

1. A plan that lists all the work that you have to do and when you must do each thing.	
2. The period of time that it takes for something to happen or be completed	
3. The time during which a machine, especially a computer, is not working.	
4. A plan used for managing the tasks involved in a project that shows when each stage should start and end and compares the amount of work done with the amount planned.	
5. If something happens later than planned.	
6. To cover part of the same area.	
7. Happening or done at the same time as something else.	
8. The act or process of finishing something.	
9. A punishment for breaking a law, rule or contract.	

Exercise II. Add the verbs from the box to the phrases below to create some common stressful situations.

<i>being</i>	<i>finding</i>	<i>going</i>	<i>having</i>	<i>making</i>
moving	shopping	travelling	taking	waiting

- | | |
|----------------------------------|--------------------------|
| 1. <u>going</u> to the dentist | 6 _____ house |
| 2 _____ in a long queue | 7 _____ an interview |
| 3 _____ stuck in a traffic jam | 8 _____ a speech |
| 4 _____ a parking space | 9 _____ by air |
| 5 _____ with your partner/family | 10 _____ an exam or test |

Which of the above situations is the most stressful for you? Can you add any others to the list?

Exercise III. Match each item on the left with the definition on the right:

1) <i>rewarding</i>	a) difficult in an interesting way that tests your ability
2) <i>stimulating</i>	b) to be too much to deal with
3) <i>challenging</i>	c) pressure or worry caused by the problems in someone's life
4) <i>pressure</i>	d) a period of mental illness in which somebody becomes very depressed, anxious and tired, and cannot deal with normal life
5) <i>overwhelmed</i>	e) ill or very tired from working too hard
6) <i>stress</i>	f) worth doing; that makes you happy because you think it is useful or important
7) <i>overwork</i>	g) a way of life in modern society, in which people compete with each other for power and money
8) <i>breakdown</i>	h) the act of trying to persuade or to force somebody to do something
9) <i>burned out</i>	i) the amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy
10) <i>rat race</i>	j) to change to a job or style of life where you may earn less but which puts less pressure on you and involves less stress
11) <i>work-life balance</i>	k) full of interesting or exciting ideas; making people feel enthusiastic
12) <i>downshifting</i>	l) to work too hard

Exercise IV. Complete these sentences with the words from the table.

pressure	stress	work-life balance	breakdown	stressed out
stimulating	rat race	overwhelmed	downshifting	challenging
overwork	treadmill	burned out	rewarding	

- What is the most _____ aspect of your work?
- She was a very _____ teacher who got the best out of her students.
- I have had a _____ and rewarding career as a teacher.
- Teachers are under increasing _____ to work longer hours.
- The office was _____ by the volume of work that was required.
- _____ is often a factor in the development of long-term sickness.
- I've got too much to do and I'm completely _____.
- Her headaches are likely caused by _____.
- He suffered a nervous _____ in his twenties.
- She was completely _____ after a full week of performances.
- He decided to get out of the _____, and went to work on a farm.
- I'd like to escape the office _____.
- Part-time working is often the best way to improve your _____.
- More people are finding that _____ is delivering a less stressful life.

WRITING PRACTICE

Exercise V. Think of and write down possible advantages and disadvantages of downshifting.

SPEAKING PRACTICE

Exercise VI. What do you do to relax? Which of these activities are the most effective for you, and why? In what other ways do you relax?

meditating	browsing online	having a bath	walking	listening to music
reading	playing a sport	gardening	massage	using Facebook / YouTube
blogging		watching TV	shopping	eating / drinking

Rank these situations from 1 (most stressful) to 10 (least stressful). Then discuss your choices.

- making a presentation to senior executives
- meeting important visitors from abroad for the first time
- leading a formal meeting
- telephoning in English
- asking your boss for a pay rise
- writing a report with a tight deadline
- dealing with a customer who has a major complaint
- negotiating a very valuable contract
- covering for a colleague who is away
- taking part in a conference call

Exercise VII. How well do you manage your time? Complete the 'You' column with approximate percentage for the time you spend on the different activities. Add other activities, if necessary. Then complete the 'Your partner' column by asking *How much time do you spend on...?*

Activity	You	Your partner
planning & delegating		
meetings		
correspondence		
telephoning		
reading		
dealing with problems		
.....		
.....		
	100%	100%

Option 1

Task 1. Questions for a written answer.

1. A person's pattern of living as expressed in his or her activities, interests, and opinions.

2. Involves balancing career demands with personal and family needs.

3. A way of life in modern society, in which people compete with each other for power and money.

4. Caused by stress.

Task 2. Questions for selection.

- | | |
|--|--------------------|
| ☐ to feel that work could sometimes be difficult | A. stimulating |
| ☐ encouraging or arousing interest or enthusiasm | B. to be stretched |
| ☐ caused by stress | C. stressful |
| ☐ makes you worried and anxious, worrying | D. stress-induced |

Task 3. Questions with a choice of answer.

- | | |
|---|---|
| 1. To become extremely tired or sick by working hard for a long time.
☐ burn out
☐ overworks
☐ stressful | 2. Encouraging or arousing interest or enthusiasm.
☐ challenging
☐ stimulation
☐ rewarding |
|---|---|

Task 4. Questions "true-false".

1. Demand → to feel that work could sometimes be difficult.
☐ true ☐ false
2. Quality time → involves balancing career demands with personal and family needs.
☐ true ☐ false
3. Burn out → to become extremely tired or sick by working hard for a long time.
☐ true ☐ false

Option 2

Task 1. Questions for a written answer.

1. A way of life in modern society, in which people compete with each other for power and money.

2. Feeling like you have so much to do that you can't even get started.

3. An exercise device consisting of an endless belt on which a person can walk or jog without changing place.

4. A person's pattern of living as expressed in his or her activities, interests, and opinions.

Task 2. Questions for selection.

- | | |
|---|--------------|
| ☐ A way of life in modern society, in which people compete with each other for power and money. | A. rat race |
| ☐ To become extremely tired or sick by working hard for a long time. | B. burn out |
| ☐ Makes you worried and anxious, worrying. | C. overwork |
| ☐ To work too hard or too much. | D. stressful |

Task 3. Questions with a choice of answer.

- | | |
|---|--|
| 1. Something that causes strong feelings of worry or anxiety. | 2. To feel that work could sometimes be difficult. |
| ☐ overworks | ☐ to be stretched |
| ☐ rewarding | ☐ overworks |
| ☐ under stress | ☐ stressful |

Task 4. Questions "true-false".

1. Demand → the desire to own something and the ability to pay for it.
☐ true ☐ false
2. Rewarding → to work too hard or too much.
☐ true ☐ false
3. Stimulating → difficult in an interesting or enjoyable way.
☐ true ☐ false

Option 3

Task 1. Questions for a written answer.

1. Small pocket-size computers.

2. Time interval between ordering and receiving the order.

3. A time and activity bar chart that is used for planning, managing, and controlling major programs that have a distinct beginning and end.

4. A thing that prevents someone from giving full attention to something else.

Task 2. Questions for selection.

- | | |
|--|-----------------|
| ☐ Something that breaks up what you were doing; an unplanned event that breaks up an activity. | A. distraction |
| ☐ The action or process of finishing something. | B. completion |
| ☐ A thing that prevents someone from giving full attention to something else. | C. timetable |
| ☐ Table that shows the total time needed to complete preparation tasks and when to start others. | D. interruption |

Task 3. Questions with a choice of answer.

- | | |
|--|---|
| 1. It is a carefully planned piece of work to produce something new. | 2. A plan that gives expected times for different things to happen. |
| ☐ distraction | ☐ prioritize |
| ☐ project | ☐ timetable |
| ☐ lead time | ☐ schedule |

Task 4. Questions "true-false".

1. Prioritize → put something in order of importance.
☐ true ☐ false
2. Schedule → the overall period during which something should happen or be completed.
☐ true ☐ false
3. Project → a plan that gives expected times for different things to happen.
☐ true ☐ false

Option 4

Task 1. Questions for a written answer.

1. It is a carefully planned piece of work to produce something new.

2. How good or bad something is.

3. A time and activity bar chart that is used for planning, managing, and controlling major programs that have a distinct beginning and end.

4. Small pocket-size computers.

Task 2. Questions for selection.

- | | |
|--|-----------------|
| ☐ Put something in order of importance. | A. prioritize |
| ☐ When you then try to go faster. | B. downtime |
| ☐ The action or process of finishing something. | C. make up time |
| ☐ When the computer is not functioning properly. | D. completion |

Task 3. Questions with a choice of answer.

- | | |
|---|---|
| 1. Table that shows the total time needed to complete preparation tasks and when to start others. | 2. Summarizing things you have to do and prioritizing them - putting them in order of importance. |
| ☐ distraction | ☐ project |
| ☐ project | ☐ timetable |
| ☐ timetable | ☐ realistic planning |

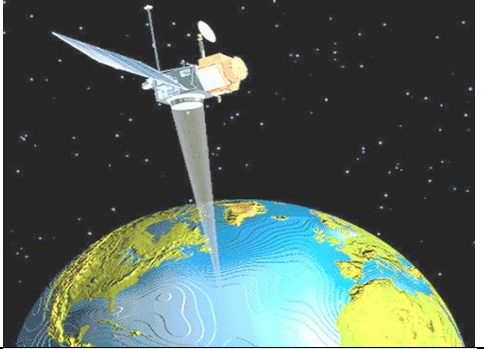
Task 4. Questions "true-false".

1. Realistic Planning → put something in order of importance.
☐ true ☐ false
2. Make up time → when you then try to go faster.
☐ true ☐ false
3. Project → small pocket-size computers.
☐ true ☐ false

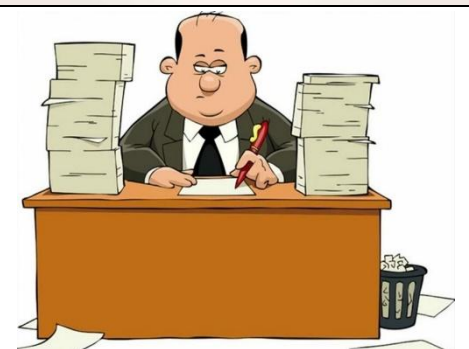
UNIT 28. LEADERSHIP AND MANAGEMENT STYLES.

leadership	the action of leading a group of people or an organization	
subordinates	people working under someone else in a hierarchy	
command-and-control policy	the typical system of regulation whereby government tells business how to reach certain goals, checks that these commands are followed, and punishes offenders	
leadership skills	the ability to guide or direct the actions of others	
a born leader	having a special gift for leadership	

charisma	personal appeal or attraction; magnetism	
visionary	a person with original ideas about what the future will or could be like	
drive	planned effort to achieve something	
dynamism	a lot of ideas and enthusiasm	
energy	the power to be physically and mentally active	

distant	far away; not friendly	
remote	distant/hidden away/highly unlikely to occur	
accessible	easy to approach; obtainable	
approachable	friendly and easy to talk to	
Management Style	the way a manager treats and involves employees	

consultation	getting everyone to participate in making decisions that will affect them	
consensus	general agreement	
impose	to forcibly place upon	
authoritarian	a government in which one leader or group of people holds absolute power	
initiative	a procedure by which voters can propose a law or a constitutional amendment	

empowerment	delegation of authority to solve customers' problems quickly—usually by the first person the customer notifies regarding a problem	
decision making	choosing among two or more alternatives	
decentralized	governmental power is spread among more than one person or group	
bureaucratic	insisting on strict rules and routine, often to the point of hindering effectiveness	
delegate	to give other people responsibility for work rather than doing it all themselves	

VOCABULARY PRACTICE

Exercise I. Match each item on the left with the definition on the right:

1) <i>leadership</i>	a) a lot of ideas and enthusiasm
2) <i>subordinate</i>	b) to give other people responsibility for work rather than doing it all themselves
3) <i>charisma</i>	c) the act of giving somebody the power or authority to do something
4) <i>visionary</i>	d) the state or position of being a leader
5) <i>drive</i>	e) a person who has a position with less authority and power than somebody else in an organization
6) <i>dynamism</i>	f) having the power to see clearly how things are going to develop in the future
7) <i>a top-down approach</i>	g) an attractive quality that makes other people admire them and want to follow them
8) <i>empowerment</i>	h) planned effort to achieve something
9) <i>to delegate</i>	i) forcing people to accept ideas that they did not agree with

Exercise II. Complete the sentences with your ideas.

Good leaders...

- must have a basic talent for leadership
- have _____
- may be described _____
- are often described as _____
- are more _____
- want _____
- encourage _____
- give _____

SPEAKING PRACTICE

Exercise III. Answer the questions. Use information in the texts and your own ideas.

Why do you think that...

1. ...involving employees motivates them?
2. ...leaders should be able to take risks?
3. ...is it important to get a balance between freedom and structure?
4. ...it is threatening to managers if their staff do a better job than them?

WRITING PRACTICE

Exercise IV. Make a list of six the most important leadership qualities.

Option 1

Task 1. Questions for a written answer.

1. The typical system of regulation whereby government tells business how to reach certain goals, checks that these commands are followed, and punishes offenders.

2. The action of leading a group of people or an organization.

3. General agreement

4. A government in which one leader or group of people holds absolute power.

Task 2. Questions for selection.

- | | |
|---|--------------------|
| ☐ Friendly and easy to talk to. | A. charisma |
| ☐ A person with original ideas about what the future will or could be like. | B. approachable |
| ☐ Choosing among two or more alternatives. | C. decision making |
| ☐ Personal appeal or attraction; magnetism. | D. visionary |

Task 3. Questions with a choice of answer.

- | | |
|--|-------------------------------------|
| 1. To give other people responsibility for work rather than doing it all themselves. | 2. Friendly and easy to talk to. |
| ☐ visionary | ☐ approachable |
| ☐ decentralized | ☐ accessible |
| ☐ delegate | ☐ a burn leader |

Task 4. Questions "true-false".

- | | |
|---|-----------------------------|
| 1. Accessible → easy to approach; obtainable. | |
| ☐ true | ☐ false |
| 2. Distant → far away; not friendly. | |
| ☐ true | ☐ false |
| 3. Impose → to give other people responsibility for work rather than doing it all themselves. | |
| ☐ true | ☐ false |

Option 2

Task 1. Questions for a written answer.

1. A procedure by which voters can propose a law or a constitutional amendment.

2. The way a manager treats and involves employees.

3. Governmental power is spread among more than one person or group.

4. Getting everyone to participate in making decisions that will affect them.

Task 2. Questions for selection.

- ☐ General agreement.
- ☐ A government in which one leader or group of people holds absolute power. A. consensus
- ☐ The typical system of regulation whereby government tells business how to reach certain goals, checks that these commands are followed, and punishes offenders. B. command-and-control policy
C. Authoritarian

Task 3. Questions with a choice of answer.

1. People working under someone else in a hierarchy.
 - ☐ subordinates
 - ☐ decentralized
 - ☐ accessible
2. The action of leading a group of people or an organization.
 - ☐ leadership
 - ☐ remote
 - ☐ leadership skills
3. Delegation of authority to solve customers' problems quickly – usually by the first person the customer notifies regarding a problem.
 - ☐ empowerment
 - ☐ accessible
 - ☐ subordinates

Task 4. Questions "true-false".

1. Consultation → insisting on strict rules and routine, often to the point of hindering effectiveness.
 - ☐ true
 - ☐ false
2. Remote → the power to be physically and mentally active.
 - ☐ true
 - ☐ false

Glossary

Part 1: Career Ladder

WORK AND JOBS

- **Arrive at work** – a time when you come to work.
- **Deal with** – take action to solve a problem.
- **Full-time job** – a job that requires at least 40 hours of work each week.
- **In charge of** – responsible for something or someone.
- **Leave for work** – a time when you leave home to go to work.
- **Manage** – to control or be in charge of something.
- **Off work** – when you already finished work and go to the home.
- **Out of work** – unemployed; also, having no work to do.
- **Part-time job** – jobs requiring less than 35-40 hours a week, depending on the employer.
- **Permanent job** – a job done for a long or unlimited period of time.
- **Responsibility** – the state or fact of having a duty to deal with something or of having control over someone.
- **To work under** – to have a boss
- **Work for a company** – have a job at a specific company or organization.
- **Work on** – to try hard to improve or achieve something.

WAYS OF WORKING

- **Boring** – not interesting.
- **Clock off** – to record the time you leave work.
- **Clock on** – to record the time you arrive at work.
- **Commute to work** – to travel to work.
- **Day shift** – people who are working during the day.
- **Demanding** – needing a lot of your time, attention, or effort.
- **Dull** – boring.
- **Exciting** – very interesting and attractive.
- **Fascinating** – extremely interesting.
- **Flexitime** – a system of working a set number of hours with the starting and finishing times chosen within agreed limits by the employee.
- **Night shift** – people who are working during the night.
- **Office worker** – someone who works in an office.
- **Overtime** – time worked in addition to regular hours.
- **Repetitive** – repeating, saying, or doing over and over.
- **Routine** – regular way of doing something.
- **Satisfying** – making you feel pleased by providing what you need or want.
- **Stimulating** – encouraging or arousing interest or enthusiasm.
- **Telecommuting** – work from home, making use of the Internet, e-mail, and the telephone.
- **Tiring** – making you feel tired.
- **Tough** – difficult.
- **Work shifts** – work for a period of time during the day or night and then replaced by others.
- **Working hours** – the time you spend doing a job.

RECRUITMENT AND SELECTION

- **Application form** – a form that gives a company basic information about you.
- **Apply for a job** – make an official request for a job.
- **Backgrounds of applicants** – experience of previous jobs and their qualifications.
- **CV** – curriculum vitae, resume.
- **Candidate** – a person who applies for a job.
- **Covering letter** – a letter that you send with something, to explain what you are sending or to give extra information.
- **Employ** – to hire and put to work for pay.
- **Group discussion** – gathering of people to exchange information, ideas and suggestions on a specific subject.
- **Headhunter** – type of employment agency that seeks out highly qualified people to fill important positions for an employer.
- **Hiring** – actively looking for qualified people to fill a job.
- **Interview** – a formal, personal meeting, esp. one arranged for formal discussion or to evaluate an applicant.
- **Job offer** - a specific offer of employment.
- **Jobs website** – special site in the Internet where you can find all important information about a job.
- **Join** – to get together or meet; to become included.
- **Psychometric test** – exam to measure scientifically a person's mental capacities and personality.
- **Qualification** – a special skill, knowledge, or ability that enables a person to perform a particular job.
- **Recruitment agency** – a specialist company which finds and interviews candidates to fill job vacancies in other companies.
- **Recruitment** – actively looking for qualified people to fill a job.
- **Referee** – previous employers, teachers and so on those candidates have named in their applications.
- **Reference** – the action of mentioning or alluding to something.
- **Selection process** – the screening of job applicants to hire the best candidate.
- **Shortlist** – a list of selected candidates from which a final choice is made.
- **Situations vacant** - a section in a newspaper, on a website, etc., where jobs are advertised.
- **To accept an offer** - to agree to an offer.
- **To appoint sb** - choose sb for a job.
- **Turn down an offer** - to refuse.

SKILLS AND QUALIFICATIONS

- **Acquire experience** – get knowledge through doing things.
- **Computer-literate** – being familiar enough with computers that a user knows how to use them and understands their capabilities and limitations.
- **Degree in** – diploma (in).
- **Graduates** – people who have just left university.
- **Highly skilled** – expert.
- **In-house training** – training provided by the company.

- **Management development** – the process of training and educating employees to become good managers and then monitoring the progress of their managerial skills over time.
- **Methodical** – systematic, following a definite method.
- **Motivated** – very eager to do or achieve.
- **Numerate** – good with numbers.
- **Paper qualifications** – academic qualifications. This phrase usually shows that you think that practical experience is more important.
- **Qualification** – a special skill, knowledge, or ability that enables a person to perform a particular job.
- **Self-starter** – a person who is capable and willing to learn and work on his or her own.
- **Semi-skilled** – having or needing only a small amount of training.
- **Skilled** – able to do something well.
- **Talented** – having a natural ability to do something well.
- **Team player** – working well with others.
- **Train for a job** – help and teach sb. to work correct.
- **Unskilled** – without needing any skills or training.
- **Work experience** – useful skills you have as a result of your work practice.

PAY AND BENEFITS

- **Basic salary** – guaranteed minimum payment.
- **Benefits package** – a number of benefits that are offered together.
- **Boardroom row** – an argument among members of the board of directors.
- **Bonus** – extra payment.
- **Commission** – payment paid to salespeople, usually calculated as a percentage of sales.
- **Company car** – a car which is provided by the company that you work for.
- **Compensation/compensation package** – payment given to make up for something happened.
- **Earn** – to make money by working.
- **Fat cats** – executives with very high pay and benefits.
- **Fringe benefits** – payments to employees other than wages or salary.
- **Health plan** – a plan, program, or organization that provides health benefits.
- **Minimum wage** – a minimum price that an employer can pay a worker for an hour of labor.
- **Overtime** – time worked in addition to regular hours.
- **Pay and conditions** – wages, salaries and working arrangements.
- **Pension** – a sum paid regularly to a person, usually after retirement.
- **Performance-related bonuses** – payment given for reaching particular objectives for the company.
- **Perks** – benefits.
- **Remuneration/remuneration package** – payment for work done.
- **Share options** – a reward system that gives employees the right to purchase company shares at a future date at a predetermined price.
- **Tips** – an amount paid to a waiter (usually) by a customer based on how well he or she did a job.
- **Wages** – an amount of money paid to an employee at a specified rate per hour worked.

- **Working conditions** – Information about hours, environment, and safety in regards to a work place.
- **Salary** – a fixed amount of money paid to a qualified employee for each pay period.

PEOPLE AND WORKPLACES

- **Administration** – the management of any office, business, or organization.
- **Administrative (support) staff** – workers who do the ordinary work supporting a company's activities.
- **Blue-collar worker** – someone who performs manual labor, often in a manufacturing job, and who earns an hourly wage.
- **Employees** – people who work for someone else.
- **Go-slow** – workers continue to work, but more slowly than usual.
- **Industrial action** – measures taken by the workforce or trade union to put pressure on management to settle an industrial dispute in favour of employees.
- **HQ (headquarters)** – the main office of a company.
- **HRD** – Human Resource Development - an organized learning experience conducted in a definite time period to increase the possibility of improving job performance and growth.
- **Head office** – the main office of a company.
- **Labour** – everyone except the management who works for a company.
- **labour costs** – what companies have to pay for labour, rather than materials, etc.
- **labour dispute** – a disagreement between management and labour.
- **labour leader** – someone who is in charge of an organization that represents workers.
- **labour relations** – relationships between management and workers in general.
- **labour shortage** – a time when there are not enough people available to work.
- **labour unrest** – a period of disagreement between management and employees.
- **labour/ trade union** – an organisation of workers whose goals include the improvement of working conditions and wages of workers; unions work on behalf of workers through negotiations with management.
- **Management** – leading and organizing the company work.
- **Open-plan office** – an office with few or no walls inside, so it is not divided into smaller rooms.
- **Overtime ban** – workers refuse to work overtime.
- **Payroll** - the total amount earned by all employees for a pay period.
- **Personnel** – employees.
- **Site** – location.
- **Staff** – a group of people who work for an organization or business.
- **Strike, stoppage, walk-out** – workers stop working for a time.
- **Technical support** – workers who give technical help.
- **White-collar worker** – someone in a professional or clerical job who usually earns a salary.
- **Workforce** – all the people working or available to work, as in a nation, company, industry, or on a project.

THE CAREER LADDER

- **Become flatter** – with fewer layers of management.
- **Become leaner** – with fewer, more productive employees.
- **Career paths** – professional development of personality.
- **Contractor** – a person who agrees to provide services for a specific price on temporary contract.
- **Delayer** – to reduce the number of different levels of staff in a company or organization.
- **Dismissed, terminated, fired, sacked/given the sack** – rejected when you have done something wrong and are forced to leave the company.
- **Downsize** – to fire an employee in order to reduce costs.
- **Downsized companies** – companies that trim workers to save costs.
- **Efficiency** – using resources in such a way as to maximize the production of goods and services.
- **Flexibility** – when people moving to different jobs when necessary.
- **Freelancer** – independent person who work for several different companies.
- **Hand in your notice** – say officially that you want to leave your job.
- **In-house staff** – people who work in a company and concentrate on it's main business activities.
- **Job insecurity** – the feeling that you might not have your job for a long time.
- **Laid off, made redundant, offered early retirement** – rejected when you have not done anything wrong.
- **Outsource** – transferring of part of the company's functions on the basis of a special contract.
- **Performance review** – regular meetings with the manager.
- **Profit** – the money a business receives for its products or services over and above its costs.
- **Promotion** – advance an employee earns by being productive, cooperation, dependable, and highly skilled.
- **Resign** – to give up a job, an office, or a right or claim.
- **Restructure** – to change the basic structure of an organization.
- **Retire** – to stop working because one has reached a certain age.
- **Retirement** – the action or fact of leaving one's job and ceasing to work.
- **Senior** – having a higher level job or position than someone else; older.
- **Temporary contract** – fixed time period contract.
- **To be demoted** – to be given a lower position.
- **To get outplacement** – to get an advice about how to find another job if you're made redundant.

Part 2: Meeting and presentations

PRESENTATION

- **Confident** – having faith in oneself; self-reliant; sure.
- **Demonstration** – a show or display.
- **Enthusiastic** – having or showing great excitement and interest.

- **Eye contact** – direct visual contact with the eyes of another person, the way the presenter looks at the audience.
- **Positive attitude** – an outlook that focuses on the good side of things.
- **Press conference** – meetings of public officials with reporters.
- **Product launch** – the introduction of a product to the market.
- **Seminar** – a class or a conference held to discuss ideas on a topic.
- **Workshop** – company employees do practical exercises on time management.

DISCUSSION TECHNIQUES

- **Agreement** - when people agree about or on something.
- **Compromise** - an agreement where each side accepts less than it wanted.
- **Consensus** - general agreement.
- **Disagreement** - difference of opinion.

AGREEMENT and DISAGREEMENT

- **Absolutely** – strong agreement.
- **Exactly** – strong agreement.
- **I can't go along with you there** – mild disagreement.
- **I couldn't agree more** – strong agreement.
- **I don't really agree** – mild disagreement.
- **I suppose so** – mild agreement.
- **I think you're mistaken** – mild disagreement.
- **I think you're wrong** – strong disagreement.
- **I'm afraid I can't agree with you there** – mild disagreement.
- **I'm sorry, but that's out of the question** – mild disagreement.
- **Of course not** – strong disagreement.
- **Precisely** – strong agreement.
- **That's absurd** – strong disagreement.
- **That's not really how I see it** – mild disagreement.
- **That's ridiculous** – strong disagreement.
- **That's true, I suppose** – mild agreement.

Part 3: Internet

COMPUTER LANGUAGE

- **Administrator** – a person (manager or IT specialist) who has the authority and know-how to install and uninstall software.
- **Crash** – suddenly stop working - when computer does it, it is usually because of some problems.
- **Database** – an electronic filing system that enables you to manage and find information, for example customers' names and addresses.
- **File** – anything that can be saved on a computer such as a document, photograph or movie.
- **Hard drive** – the part of computer that stores data even when the electricity is switched off.

- **Hardware** – physical equipment that can be connected to a computer network, e.g. scanner, USB drives, digital cameras.
- **Intranet** – a private computer network of pages that can only be accessed from computers within the network.
- **Log off** – end a session using a computer .
- **Login** – details (username + password) which allow you to start using a computer system, email, account or website.
- **Password** – a word or phrase that you must type for access to your private email or computer accounts.
- **Reboot** – switch a computer back off and then back on again – restart.
- **Server** – a central computer from which other computers get information.
- **Uninstall** – to remove a program from a computer.
- **Username** – the name you use to identify yourself on a computer system.

WORD PROCESSING FEATURES

- **Cut and paste** – to remove a section of text and insert it somewhere else.
- **Find and replace** – search for a particular word or phrase and replaced one group of characters with another everywhere.
- **Font specifications** – allows you to change fonts within a document: bold, italic and underlined.
- **Graphics** – allows you to include illustrations and graphs in a document.
- **Layout** – allows you to specify different margins within a single document and to specify various methods for indenting paragraphs - how much space you leave between the margins and the paragraphs.
- **Merge** – allows you to merge text from one file into another file.
- **Print** – to send a document to a printer.
- **Spell checker** – a utility that allows you to check the spelling.
- **Thesaurus** – allows you to search for synonyms without leaving the word processor.
- **Word Wrap** – a tool that automatically wraps text to the next line as it reaches the right margin.
- **Word processor** – a computer application used to create, modify, print, and e-mail documents.

MULTIMEDIA

- **Extension** – a sequence of characters appended to a file name to identify the file type.
- **Hypertext** – text that linked.
- **Interactive media** – media that allows active participation by the user.
- **Multimedia** – different types of media including text, video, sound, graphics and animations.
- **Streaming** – a method of sending audio and video files over the Internet.
- **Virtual reality** – a computer-simulated environment that can be a simulation of the real world or an imaginary world.

INTERNET

- **Broadband** – a high-speed Internet connection that is always connected.
- **Chat** – an electronic conversation.

- **Dial-up connection** – a connection that uses a phone line to establish a temporary Internet connection.
- **Email** – messages distributed by electronic means from one computer user to one or more recipients via a network.
- **External** – with a cable plugged into the computer via a USB port.
- **File Transfer Protocol (FTP)** – a communications method for transferring data between computers on the Internet.
- **IP number/address** – allows location of billions of digital devices connected to the Internet to be pinpointed and differentiated from other devices.
- **Internal** – an expansion card inside the computer.
- **Internet Service Provider (ISP)** – a company that provides access to the internet for a monthly fee.
- **Internet telephony** – using the internet rather than the telephone network to exchange spoken conversations.
- **Internet** – a global network connecting millions of computers, making it possible to exchange information.
- **Mailing list** – a list of names and addresses to which advertising material is mailed.
- **Modem** – a device that allows computers to communicate over telephone lines.
- **Newsgroup** – a public forum that consists of articles and follow-up comments on one or more specified subjects.
- **Power-line internet** – carries data on a conductor that is also used simultaneously for AC electric power transmission or electric power distribution to consumers.
- **Protocol** – a set of rules governing the exchange or transmission of data between devices.
- **Satellite** – an object that revolves around another object in space.
- **Telephone line** – a transmission medium for both voice and data.
- **Video conference** – a meeting between two or more geographically separated people.
- **WWW (World Wide Web)** – a system of interlinked hypertext documents contained on the Internet.

WWW (World Wide Web)

- **Blog** – a series, or log, of discussion items on a page of the World Wide Web.
- **Blogger** – the person who creates a blog.
- **Bookmarks** – web addresses stored in your browser, letting you go directly to specific websites/web pages. Also known as 'favourites'.
- **Client** – a person using the services of a professional person or organization.
- **Cyber shopping** – online shopping.
- **E-learning** – receiving training via the internet or the organization's intranet.
- **Home page** – main page of a web site; usually the first page.
- **Hyperlink** – a link from a hypertext file or document to another location or file, typically activated by clicking on a highlighted word or image on the screen.
- **Search engine** – a software program you can use to find Web sites, Web pages, and Internet files.
- **Server** – a computer or computer program that manages access to a centralized resource or service in a network.

- **Spiders** – computer robot programs that are used by search engines to roam the World Wide Web via the Internet, visit sites and databases, and keep the search engine database of web pages up to date.
- **To surf the net/internet** – look for something in the internet.
- **WWW (World Wide Web)** – a system of interlinked hypertext documents contained on the Internet.
- **Web Browser** – a program used to view Web pages.
- **Web Index** – a database that stores information about web content.
- **Web page** – a document stored on the World Wide Web.
- **Web portal** – an internet site whose purpose is to be a major starting point for users when they connect to the web.
- **Webmaster** – the person who maintains a particular website.
- **Website** – a collection of related web pages; can contain images, video, or other digital formats.

INTERNET SECURITY

- **Antivirus software** – software used to detect and eliminate computer viruses and other types of malware.
- **Cyberstalking** – the act of harassing someone over the internet.
- **Digital certificate** – a data file that identifies individuals or organizations online and is comparable to a digital signature.
- **Firewall** – a part of a computer system or network that is designed to block unauthorized access while permitting outward communication.
- **Hackers** – have criminal intent when hacking.
- **Internet crime** – illegal acts committed on the Internet.
- **Malware** – software that is intended to damage or disable computers and computer systems.
- **Phishing** – an attack that sends an email or displays a Web announcement that falsely claims to be from a legitimate enterprise in an attempt to trick the user into surrendering private information.
- **Piracy** – the illegal copying and distribution of software.
- **Scam** – an attempt to trick someone, usually with the intention of stealing money or private information.
- **Spyware** – a special class of adware that collects data about the user and transmits it over the Internet without the user's knowledge or permission.
- **Trojan Horse Virus** – hides inside other software, usually as an attachment or a downloadable file.
- **Viruses** – programs designed to cause harm to computer systems.
- **Worms** – independent computer programs that copy themselves from one computer to other computers over a network.

Part 4: E-mails and writing

EMAIL

- **Adress book** – an outlook tool that stores contact names and email addresses.
- **Attach** – to send an attachment - usually a document with email.
- **Attachments** – documents, pictures, sounds and even computer programs.
- **Bcc** – blind copy this email to...
- **Cc** – copy this email to...
- **Contact information** – includes email addresses, phone numbers in the end of the email.
- **Delete** – get rid of email you don't need any more.
- **Email address** – an email address tells your email program where to send messages. The first part of the address is the name of the person's mailbox, where messages are stored. The second part, after the '@' sign, is the name of the organisation where messages should be sent over the internet.
- **Email signature** – a block of text that is automatically added to the end of an email. It usually includes your name and other pertinent information.
- **Email** – electronic message sent from one computer to another that can also include attachments.
- **Fwd** – sent the email you have received to someone else.
- **Inbox** – contains emails waiting for you to read.
- **Mail server** – a server that manages the storage and transfer of e-mail messages.
- **Mailbox** – a private box for the delivery of mail.
- **Mailing list** – a list of names and addresses to which advertising material is mailed.
- **Newsgroup** – a public forum that consists of articles and follow-up comments on one or more specified subjects.
- **Reply to all** – to send an answer back to the person who sent the email, plus all those who received copies of it.
- **Reply** – to send an answer back to the person who sent the email.
- **Subject** – what the email is about.
- **Smileys** – text-based symbols used to express emotion.
- **Snail mail** – a term used to refer to letters carried by traditional postal delivery services.
- **Spam** – unwanted e-mail (usually of a commercial nature sent out in bulk).

Part 5: Phoning

PHONES AND NUMBERS

- **3G phone** – mobile phone that also connects you to the mobile Internet at relatively high speeds.
- **Booking line** – make bookings for events, travel and hotels.
- **Cordless phone** – phone extension not attached by a wire that you can use when you are walking around the house, outside in the garden, etc.
- **Extension** – one of a number of phones on the same line, in a home or office.
- **Helpline** – telephone number where you can get help if you have problems.
- **Hotline** – often used by companies as a more exciting, alternative to 'helpline'.
- **Landline** – a traditional phone plugged into the wall.

- **Mobile phone** – a telephone that you can carry everywhere with you.
- **Public telephone** – a phone in a public place operated with coins or phone card.
- **Text message** – short note sent from a smartphone or other mobile device.
- **Videoconferencing** – allows several people in one place to see people in another location and hold a meeting together.
- **VoIP** – uses the Internet for phone calls, such as on Skype, so you don't pay the normal phone charges.
- **Webcam and microphone** – a camera attached to a computer so that two people connected over the Internet can see each other and talk to each other using the microphone.
- **voicemail** – a messaging system that uses computers and telephones to record, send, store, and receive voice messages.

STAYING IN TOUCH

- **Attach** – (in email) to add files to an email.
- **Be in touch** – to have contact.
- **Business card** – a source of contact information about a person or organization, usually made of paper or plastic.
- **Contact details** – information required to contact someone, i.e. telephone number, email address.
- **Courier** – one who carries and delivers.
- **Etiquette** – the customary code of polite behavior in society or among members of a particular profession or group.
- **Family name/surname** – the name that was given to you when you were born and that is similar to your parent's.
- **First name** – the name that was given to you when you were born and that comes before your family name.
- **Hierarchy** – a system or organization in which people or groups are ranked one above the other according to status or authority.
- **Middle initial** – the first letter of your middle name.
- **Qualification** – a special skill, knowledge, or ability that enables a person to perform a particular job.

Part 6: Time management and personal

TIME AND TIME MANAGEMENT

- **Completion** – the action or process of finishing something.
- **Delay** – when something happens later than planned.
- **Distraction** – a thing that prevents someone from giving full attention to something else.
- **Downtime** – when the computer is not functioning properly.
- **Gantt Chart** – a time and activity bar chart that is used for planning, managing, and controlling major programs that have a distinct beginning and end.
- **Interruption** – something that breaks up what you were doing; an unplanned event that breaks up an activity.

- **Lead time** – time interval between ordering and receiving the order.
- **Make up time** – when you then try to go faster.
- **Perfectionism** – the belief that an ideal can and must be achieved, and an imperfect result of work, has no right to exist.
- **Personal organizers** – small pocket-size computers.
- **Prioritize** – put something in order of importance.
- **Project Management** – the application of knowledge, skills, tools, and techniques to project activities to meet project requirements.
- **Project** – is a carefully planned piece of work to produce something new.
- **Quality** – how good or bad something is.
- **Realistic Planning** – summarizing things you have to do and prioritizing them - putting them in order of importance.
- **Schedule** – a plan that gives expected times for different things to happen.
- **Timescale/timeframe** – the overall period during which something should happen or be completed.
- **Timetable** – table that shows the total time needed to complete preparation tasks and when to start others.

STRESS AND STRESS MANAGEMENT

- **Breakdown** – failure.
- **Burn out** – to become extremely tired or sick by working hard for a long time.
- **Challenging** – difficult in an interesting or enjoyable way.
- **Demand** – the desire to own something and the ability to pay for it.
- **Downshifting** – taking a step back and simplifying a lifestyle that is hectic, packed with pressure and stress, and focused on trying to keep up; also known as voluntary simplicity.
- **Lifestyle** – a person's pattern of living as expressed in his or her activities, interests, and opinions.
- **Overwhelmed** – feeling like you have so much to do that you can't even get started.
- **Overwork** – to work too hard or too much.
- **Quality of life** – the degree of overall satisfaction that a person gets from life.
- **Quality time** – time when parents are totally attentive to their children.
- **Rat race** – a way of life in modern society, in which people compete with each other for power and money.
- **Rewarding** – something that gives satisfaction.
- **Stimulating** – encouraging or arousing interest or enthusiasm.
- **Stress-induced** – caused by stress.
- **Stressful** – makes you worried and anxious, worrying.
- **To be stretched** – to feel that work could sometimes be difficult.
- **Treadmill** – an exercise device consisting of an endless belt on which a person can walk or jog without changing place.
- **Under stress** – something that causes strong feelings of worry or anxiety.
- **Work-life balance** – involves balancing career demands with personal and family needs.

LEADERSHIP AND MANAGEMENT STYLES

- **A born leader** – having a special gift for leadership.
- **Accessible** – easy to approach; obtainable.
- **Approachable** – friendly and easy to talk to.
- **Authoritarian** – a government in which one leader or group of people holds absolute power.
- **Bureaucratic** – insisting on strict rules and routine, often to the point of hindering effectiveness.
- **Charisma** – personal appeal or attraction; magnetism.
- **Command-and-control policy** – the typical system of regulation whereby government tells business how to reach certain goals, checks that these commands are followed, and punishes offenders.
- **Consensus** – general agreement.
- **Consultation** – getting everyone to participate in making decisions that will affect them.
- **Decentralized** – governmental power is spread among more than one person or group.
- **Decision making** – choosing among two or more alternatives.
- **Delegate** – to give other people responsibility for work rather than doing it all themselves.
- **Distant** – far away; not friendly.
- **Drive** – planned effort to achieve something.
- **Dynamism** – a lot of ideas and enthusiasm.
- **Empowerment** – delegation of authority to solve customers' problems quickly—usually by the first person the customer notifies regarding a problem.
- **Energy** – the power to be physically and mentally active.
- **Impose** – to forcibly place upon.
- **Initiative** – a procedure by which voters can propose a law or a constitutional amendment.
- **Leadership skills** – the ability to guide or direct the actions of others.
- **Leadership** – the action of leading a group of people or an organization.
- **Management Style** – the way a manager treats and involves employees.
- **Remote** – distant/hidden away/highly unlikely to occur.
- **Subordinates** – people working under someone else in a hierarchy.
- **Visionary** – a person with original ideas about what the future will or could be like.

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Учебное издание

**Миронцева Светлана Сергеевна
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BUSINESS SKILLS

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*Учебное пособие
по английскому языку
для студентов неязыковых специальностей*

В авторской редакции

ISBN 978-5-6041740-0-5



9 785604 174005

Изд. № 3/2021. Зак. 12/2021. Тираж 300 экз.
Объем 11,25 п.л. Усл. печ. л. 10,46. Уч. изд. л. 11,025.
РИИЦМ ФГАОУ ВО «Севастопольский государственный университет»
299015 г. Севастополь, ул. Курчатова, 7