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ENGLISH FOR BUSINESS ACTIVITIES

**FOR NON-LANGUAGE MASTER
DEGREE STUDY**

**Міністерство освіти і науки України
Державний заклад
«Луганський національний університет
імені Тараса Шевченка»**

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**АНГЛІЙСЬКА МОВА ДЛЯ БІЗНЕС ДІЯЛЬНОСТІ
ДЛЯ СТУДЕНТІВ МАГІСТРАТУРИ
НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ**

**ENGLISH FOR BUSINESS ACTIVITIES
FOR NON-LANGUAGE MASTER
DEGREE STUDY**

*Навчальний посібник для студентів
вищих навчальних закладів*

**Луганськ
ДЗ «ЛНУ імені Тараса Шевченка»
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Англійська мова для бізнес діяльності для студентів магістратури немовних спеціальностей – English for Business Activities for non-language master degree study : навч. посіб. для студ. вищ. навч. закл. / Світлана Олександрівна Шехавцова, Ольга Вікторівна Отравенко; Держ. закл. «Луган. нац. ун-т імені Тараса Шевченка». – Луганськ : Вид-во ДЗ «ЛНУ імені Тараса Шевченка», 2010. – 161 с.

Навчальний посібник розроблено відповідно до стандартів модульно-рейтингової системи освіти. Навчальний матеріал подається у 2 модулях, які вміщують 6 тематичних блоків. В посібнику висвітлені сучасні тенденції вивчення англійської мови у контексті соціокультурної взаємодії учасників бізнес спілкування. Матеріали навчального посібника та завдання сприяють оволодінню англійської мови як засобу опанування бізнес навичками, нормами бізнес етикету та нормативами писемного виду мовленнєвої діяльності.

Посібник призначений для студентів магістратури немовних спеціальностей вищих навчальних закладів.

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ПЕРЕДМОВА

Пропонований курс призначається для студентів магістрантів, для яких англійська мова не є фаховим предметом, а також для широкого кола осіб, які вивчають англійську мову з метою активного застосування її у професійній та комерційній діяльності. Посібник може використовуватися у вищих навчальних закладах для професійної та ділової орієнтації студентів. Курс має практичний характер, у якому головний акцент робиться на удосконаленні умінь та навичок усного та писемного мовлення, вміння вести бесіду не тільки на побутовому рівні, але й професійне володіння англійською мовою (у тому числі вміння вести ділові переговори, вміння ділового листування). Враховуючи, що основною метою курсу є формування та удосконалення навичок бізнес комунікації, що передбачає більш лексичну та розмовну практику, певна частина часу присвячена повтору та поглибленню вивченого лексико-граматичного матеріалу на попередніх курсах. Мета курсу – сформувати та удосконалити рівень сприйняття та розуміння писемного англомовного тексту, сприйняття лексичного матеріалу професійної бізнес комунікації; сформувати лексико-граматичні навички та їх вживання при спілкуванні; навчити користуватися професійною бізнес термінологією. З метою формування вміння взаємодіяти у групі чи контактувати з партнером, студенти зазвичай розподіляються на групи чи працюють з партнером. Цей вид мовленнєвої діяльності сприяє формуванню навичок професійного ділового спілкування з людьми різних мов та культур, обмінюватися думками, відчувати взаємопідтримку та взаємоповагу один до одного. Навчальні цілі курсу реалізуються під час роботи студентів над автентичними текстами, роботи з автентичними аудіо

засобами, спілкування з представниками англомовної культури. Кожне заняття складається із декількох композиційних частин. У першій частині заняття головна увага приділяється поглибленій роботі з лексичними одиницями, які розглядаються залежно від тематики. Такі види діяльності мають на увазі: виявлення багатозначності, підбір синонімів чи еквівалентів, застосування лексичних одиниць безпосередньо у контексті, вміння розпізнавати такі одиниці, робота з автентичними текстами та їх інтерпретація.

Module I

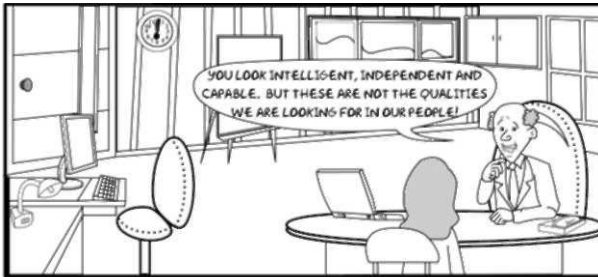
UNIT 1

GETTING A JOB

I. Lead-in:

1. Read the anecdotes and comment on them.

But We Don't Need This Kind of Talent



Always Smile. The Boss Loves Idiots.



2. Answer the following questions:

1. Is it easy to find a job now?
2. What do you need to get a good job?
3. Where would you start looking for a suitable job?
4. What are the criteria of a good job for you?
5. What personal qualities should have a good employee?

II. TEXT: Tips for the Employee Hiring

A director needs to consider some *options* in case of *hiring* a new *employee*. First he may try to look within his company. But if he *fails* to find a *suitable* person for this position, he should look outside the company. He may ask a personnel office of the company in helping him to find a qualified *applicant*. The director may also try some other *valuable sources*, including professional societies, *employment agencies*, and *consulting firms*. He may also *advertise* in a magazine or a newspaper and request a *resume* from the candidate applying for the *vacant position*.

There are two sets of qualifications of applicants the director has to take into account. He should consider both personal and professional characteristics. Professional qualifications include education, skills, and experience. They are usually listed on a *resume*. As for *personality traits* or *personal characteristics*, the director may evaluate them during an interview.

1. Explain the meaning of the words in italics from the text:

2. Are the statements true or false? Correct the false statements.

a) The director should look for the new employee within the company first.

b) The director may request money from the candidate applying for the vacant position.

c) There are three sets of qualifications of applicants.

d) Professional qualifications include education, skills, and experience.

e) The Director may evaluate personal characteristics of the applicant from the information office.

III. TEXT: Appearance and Behaviour Tips for the Applicant

First Impressions Count

As you know, first impressions are very important. In some businesses the impression you make *directly impacts* the image of the company. Listed below are a few *appearance* guidelines that office workers are required to adhere to.

1. Men must be clean shaven; no shaved designs or words in hair and eyebrows; mustaches cannot *extend beyond* the corners of the mouth

2. No fad hairstyles (spikes, beaded, punk, unacceptable colours, *excessive* moussing, etc.)

3. *Moderate* cosmetics; moderate or clear nail polish, no *artificial* nails (nails must be neatly trimmed and clean)

4. No face jewelry
5. No socks for women, stockings required. Dark or moderate socks for men

Behaviour Recommendations:

1. Do be well-groomed, neat and *appropriately dressed*: your *dress should match* your position.
2. Do try to smile and show *confidence*, speak clearly and listen carefully.
3. Look directly in the employer's eyes but don't stare at him.
4. Don't cross your arms or legs.
5. Don't panic and don't look bored.
6. Don't smoke or chew gum.
7. Do keep any negative reactions or contrary opinions to yourself; avoid comments, *judgments* and *unasked advice*. Also, put down ridicule and sarcasm.
8. Do not be frightened to *acknowledge* a mistake if you make one.

2. Answer the questions to the text:

- a) Will you explain the title of the reading passage? How do the impressions an employee makes impact the company's image?
- b) What recommendations as to an employee's (or an applicant's) behaviour and appearance are given above?
- c) Can you recollect any situation from your experience or life when first impressions did count?
- d) What advice can you give?

IV. VOCABULARY EXERCISES

1. Find the words with the derivative employ and define them. *Eg. employer (a person who gives work).*

2. Study the words and expressions in their context and choose the correct definition.

1. recruiting graduates

a) teaching students how to do something, b) employing people who have just finished a university course

2. an inevitable trend

a) an unattractive fashion, b) something that is sure to happen

3. send off for

a) ask for something to be sent by post, b) dismiss somebody

4. a public relations tool

a) a way of presenting oneself positively, b) a report full of unnecessary detail

5. at peak season

a) when regular staff are on holiday, b) the busiest time of year

6. software

a) a computer program, b) computer equipment

7. drawbacks

a) disadvantages, b) extra expenses

3. Read the text about recruitment on the Internet and complete gaps a-e with sentences 1-5.

1. Graeme Wright, a human resources expert, wonders if CVs are necessary when a machine can interview the best candidates.

2. But as the test leads to a final interview, lying like this is simply a waste of everyone's time.

3. Their computer test asks candidates questions like: Why did you leave your last job? and then it responds to the answer.

4. One student says that it enables graduates to see lots of different options without having to send off for application forms, which can take a long time.

5. One way of doing this is by using selection tests on the Internet which will identify unsuitable applicants.

How employers can gain net benefits

When it comes to recruiting graduates, clever firms are not just interested in how to attract the best candidates, but also in how to keep them. A)___ These tests can be used right up to the interview to make sure that only the best candidates get through to this stage. B) ___ In fact, few companies ask for

them these days because they are promotional tools and are, therefore, difficult to assess. He says that with the increase in Internet use, recruitment using computer testing is a growing and inevitable trend.

In the States, Macy's department store takes on hundreds of extra staff at peak season. It already selects the best candidates through computer testing. C) ____ It also finds out how candidates might react in certain situations. The test is then marked by the software, and if the candidate is successful, his/her computer gets in touch with the right person at Macy's to arrange a personal interview.

However, there are some drawbacks. For example, an applicant who has no personal skills could get a friend to do the test. D) ____

Like the employers, students too can see the benefits of using recruitment methods available on the Internet. E) ____

Nevertheless, many still feel that it is important to go to traditional recruitment fairs. Here they can actually meet people who have been through the recruitment process and have managed to get jobs with their chosen companies.

4. Answer the questions:

a) What are the aims of intelligent organizations when it comes to recruiting graduates?

b) How can computers help with recruitment?

c) Will the use of computer-based recruitment methods become more important?

d) According to Graeme Wright, why might CVs become even more unpopular?

e) When do applicants for jobs at Macy's finally meet a "human" interviewer?

f) What basic problem exists with computer recruitment tests?

g) What advantage do traditional recruitment fairs have over computer recruitment methods?

5. Complete sentences 1-10 with the anagrams in brackets by putting the letters in the correct order. Then match 1-10 with a-j below.

1. Melanie is incredibly a ___ (~~at~~biisomu); ...

2. People in professions like teaching and nursing have to be p ___ (tiean~~pt~~); ...

3. Joyce is very r ___ lialereb); ...

4. You sounded so c ___ (nonfeitd) after the interview; ...

5. This job is far too s ___ (tsruelsfs); ...

6. Because I'm studying as well, I need a f ___ (eflilebx) job...

7. We need a d ___ (nayedcmi) manager; ...

8. I want a c___ (ehiengligna) job which will test me; ...

9. I wish I was as c___ (ereaievt) as you;

10. He is bright and e___ (tenhtcsuisai) at the moment, but

...

a ... I'm surprised that you didn't get the job.

b ... I don't know how you manage to come up with new ideas all the time.

c ... she wants to have her own company before she's twenty-five.

d ... someone who will find new business and make positive changes.

e ... they have to be careful not to rush the people they work with.

f ... where I decide what time I come to work and when I leave.

g ... something difficult but satisfying.

h ... in a few months he'll be like all the others.

i ... she's never late so I can really depend on her.

j ...I'm going to look for a job with less responsibility.

6. Complete these sentences using the prepositions in the box.

since /for/ by/ from/ to/ at/ in/ on

1. I'm seeing her ___ 7.00 p.m.
2. He founded the business ___ 1988.
3. I'm coming over to visit the new branch ___ October.
4. The invoice was sent ___ 7 August.
5. She's been working here ___ she left school ___ six years in fact.
6. They are arriving three o'clock ___ the afternoon.
7. The factory is open to the public ___ Friday mornings.
8. The order must arrive ___ Thursday at the latest.
9. Mr Jones will see you ___ half an hour, if you don't mind waiting.
10. He was employed here ___ three years ___ 1989 ___ 1992.

V. WRITING: Curriculum vitae.

Curriculum vitae.

Name: Ann Smith

Date of Birth: June 8, 1986

Address: 15, Falstaff Road, Braintree, Essex

Telephone number: (0376)76798765

Marital status: Single

Education: 1997-2002 Ponds Hill Comprehensive School, Barking. 2002-2003 Primrose Wright Secretarial College, Barking

Qualification: GCE "O" level, 1992, in: English Language, English Literature, French, Spanish, Maths, History. Secretarial Diploma (Pitman), 2003

Work experience: 2003-2005: Timble Ltd., 5 Main Street, Braintree, Essex

Type of company: computer software

Post: secretary/typist

Responsibilities: Secretarial work including typing; short-hand; correspondence; mail distribution; answering customer's calls; end general office duties.

2003 – present: Mercury Import/Export, Ltd., 128 London Road, Filbury, Essex.

Type of company: Leather Goods Import and Export

Post: Secretary in export department

Responsibilities: Dealing with all correspondence with the Arab and South America; dealing with home and overseas inquiries; taking minutes at meetings.

Interests: While working I attended various evening courses for French and Spanish, at present I am studying German. My interests include computing, rambling, Girl Guides, travel, swimming.

Referees: Mr. Humphrey Capstick, Export Director, Mercury Import/Export Ltd., 128 London Road, Filbury, Essex.

1. Answer the questions:

- a) Who was the cv written by?
- b) When was Ann born?
- c) Where does Ann live?
- d) Is she married?
- e) What subject did she take at her college?
- f) When did she leave the college?
- g) What duties did she have?
- h) What foreign languages does she know?

2. What is the structure of a CV. Work out the rules for CV.

3. Divide a piece of paper into four columns and write information about yourself:

<p>academic strengths and abilities:</p> <p>good at mathematics (computers), speak 3 languages etc.</p>	<p>skills:</p> <p>management, communication, research and technical skills etc.</p>
<p>transferable skills:</p> <p>typing, computer literacy, composition skill etc.</p>	<p>personality or character traits:</p> <p>creativity, zeal, energy, patience, friendliness etc.</p>

4. Read about Eduardo da Silva's life and then write a CV for him using these headings. Invent any extra information you need.

<p>work experience address skills date of birth interests education qualifications nationality</p>
--

Eduardo was born in Portugal on 30 July 1980. He went to live in Singapore with his parents when he was 11 years old. He attended the international School in Singapore, he finished school in 1998 with 'A' levels in Geography, Maths, and Business Studies. During his last two years at school he

worked as a sales assistant at Freeway Golf Suppliers at weekends. After his final exams, Eduardo did a six-month computing course at the Technical College of Singapore, where he learnt a computer programming language.

His first full-time job was with a company called Airtem. He designed and managed their website. After a year with Airtent, he moved back to Portugal where he got a job with a “Bestgoods” a company which offers web-page design services to all kinds of businesses worldwide. He discusses clients’ needs with them and then designs pages for them. Now he lives at 365 Rua Boavista in Lisbon.

Eduardo is a very keen golfer and he enjoys scuba diving. He holds an advanced driving license and he speaks fluent English, Portuguese, and French, and has a working knowledge of German and Spanish.

5. Write down the curriculum vitae of your own.

VI. WRITING:

Covering letter for CV

Dear Sir,

I am writing to you with reference to your advertisement for a secretary, which appeared in the Basildon Tribune last Wednesday. After talking to Mr. Bart on the phone, I feel I have the right sort of qualifications for the job, and I would therefore like to make a formal application for an interview.

As you will see from my c.v., which I attach, I have had previous experience with a computer company, and have had

some contact with computers in office work since I began my secretarial course five years ago. In addition, I would like to mention that I have been corresponding with pen-friends in France and Spain for several years.

I am very interested in the possibility of working for you, because I would be able to use my languages as well as my computer knowledge.

I look forward to hearing from you.

Yours faithfully,

Ann Smith.

1. Choose the correct variant:

1. What kind of job does Ann apply for?

- a) computer programmer;
- b) secretary;
- c) personnel officer.

2. Where did Ann work before?

- a) in a computer company;
- b) in France and Spain;
- c) in the Basildon Tribune newspaper.

3. How did Ann get to know about the vacancy?

- a) heard on TV;
- b) read the advertisement in the newspaper;
- c) was told by brother.

4. What foreign languages can she speak?

- a) German and French;
- b) Italian and Spanish;
- c) French and Spanish.

3. Read the job advertisement and write down a covering letter to it.

BILINGUAL SECRETARY for
INTERNATIONAL PUBLISHING Ltd.
60 Girton Street Cambridge CB2 3EU

We are looking for someone with fluent English and Italian, and preferably another language, such as French or German. The applicant should have at least two years' secretarial experience. Office skills such as typing, word processing, and shorthand would be a benefit.

The work includes customer liaison, and acting as an interpreter for the Assistant manager, both here and elsewhere in Europe.

The successful candidate will also be expected to proof-read manuscript in English and Italian. In addition to this, he will be expected to carry out the usual secretarial duties.

For an application form phone Paula Prentiss, the Personnel Manager, on (0223) 6814, Ext. 412, quoting number PP 391.

4. Read the Letter of Recommendation

MERCURY IMPORT AND EXPORT Co.Ltd.

Strictly confidential

Miss Ann Smith has been working as a secretary in our export department since November 1997. During that time she has been dealing mainly with our business correspondence with the Arab world and South America. She has proved to be a capable and conscientious worker and a pleasant colleague, and has generally taken a positive attitude toward the company. She has made a habit of arriving and leaving punctually, and has never been a gossip. If she has a defect, it is that at times she can be a little too frank when she expresses her opinions, and this sometimes makes her impatient with her less efficient colleagues. In general, however, our impression of her has been very positive.

5. Agree or disagree to the following statements:

- a). Ann worked in South America.
- b). Ann worked in the Arab countries.
- c). She received and answered business letters.
- d). She was a hard-working person.
- e). She was often late for work.
- f). Ann was easy to deal with.
- g). She was found of gossiping.
- h). She never expressed her opinion.

i). Ann got annoyed if somebody couldn't do the job properly.

j). The company gave her a negative recommendation.

6. Write a letter of recommendation for your close friend.

VII. DIALOGUE

The Functions of an Executive

(Peggy Forman is having lunch with his sister Barbara. Peggy has just *accepted a position* as an Administrative Assistant.)

Barbara: You've got a new job, Peggy. My congratulations!

Peggy: Thanks, Barbara.

Barbara: Tell me a few words about your boss. What does he do?

Peggy: Well, he is one of the *vice-presidents* of the company, so he is rather important. He is an *executive*.

Barbara: Do you know the differences between an executive, a manager and an *administrator*?

Peggy: I am afraid I can hardly tell you the difference, I think these words are interchangeable and they really aren't different in many companies.

Barbara: What about your company?

Peggy: In our company the top officers are called administrators. The next highest group – the vice-presidents, the heads of major departments and branch plant managers – are executive like my boss.

Barbara: But it would be interesting to know more about the functions of an executive like your boss.

Peggy: I'd say he makes a lot of important decisions. He *sets objectives, coordinates work, delegates authority, makes hiring, firing, evaluating* and just *general leading*.

Barbara: But do you *work under much pressure*?

Peggy: Barbara, you know I am quite used to working under pressure from my last job. I had lots of *paper work* and *red tape*.

Barbara: Good of you.

Peggy: And what's more important I feel that I can learn a lot because my boss is very *competent*.

Barbara: Good, I think we'd be in a hurry not to get late for the work.

1. Answer the following questions:

a) Which options should an employer first consider when he wants to hire a new employee?

b) What services does a personnel department provide?

c) In what way can the new employees be found outside the company?

d) What qualifications does the employer consider in choosing an employee?

e) What personal characteristics does the administrator consider when choosing an employee?

f) What working position is the best for you?

g) Do you want to work under pressure? Why?

h) Do you like a red-tape job? Why?

i) Do you want to be an executive of a big company? What should you do for it?

j) What does it mean to be a competent manager?

2. Choose the necessary word and put it in the sentence:

to advertise, resume, employee, applicant, personnel office, qualification, agency, personal
--

a) We are going to interview three ___ on the position.

b) If you need applications for the position, ___ in a special section of the vocal newspaper.

c) Personnel office will help you to find a new ___.

d) All the information of the staff of the firm can be found in ____.

e) She has a good ____ for the position: a collage degree, good work experience.

f) I want to find a new secretary, so I'll call an employment ____.

g) If you are an applicant for the position, you have to write your ____.

h) Don't ask him ____ questions, it will be impolite.

3. Agree or disagree. Give your reasons.

a) A manager doesn't make careful decisions.

b) An executive must do a red-tape job.

c) A vice-president should decide on hiring, firing, vacation, hours.

d) The board of directors ought to plan objectives and changes.

e) An employee is accustomed to work under pressure.

4. Make up your own sentences, using the following words and word combinations.

to be creative, to keep fit, to be well-organized, to obey the rules, to be punctual, to be enthusiastic, to work under pressure, to suitable for the position, to advertise

5. Fill in the blanks with an appropriate word (personal / personnel, comment on the meaning.

- a) Does your Director have a ___ assistant?
- b) Does your company have ___ department or credit department?
- c) Do you agree that you shouldn't mix your ___ and professional life?
- d) Director must consider both professional qualifications and ___ characteristics.

6. What questions are usually asked during a job interview? Make a list of questions and role-play a job interview.

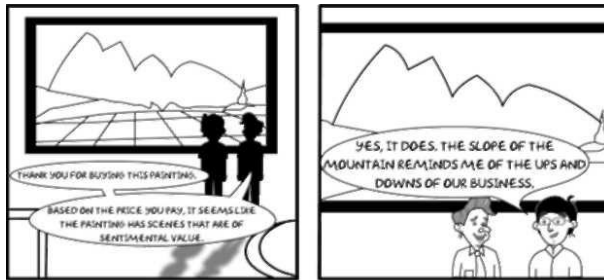
UNIT 2

A COMPANY AND ITS STRUCTURE

I. Lead-in:

1. Read the anecdotes and comment on them.

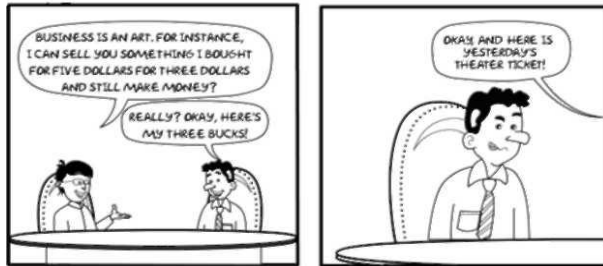
The Downward Slopes of Business



The match Does Not Always Add Up



Business is an Art



2. Answer the following questions:

1. What does the organization structure mean?
2. What position in your company do you want to hold?
3. What would you like more: to give orders or to receive orders?
4. Do you want to be a vice-president of any organization?
5. What company would you like to work?

II. TEXT: Company structure

Each company has its own complicated business structure and the *staff* which necessary for the work. Business organization structure means the *relationships* between positions and people who *hold the positions*. Organization structure is very important because it provides an efficient work system as well as a system of communication.

Historically, line structure is the oldest type of organization structure. The main idea of it is direct vertical relationship between the positions and tasks of each level and the positions and tasks above and below each level. For example, a sales manager may be in a line position between a vice-president of marketing and a *salesman*. Thus a vice-president of marketing has *direct authority* over a salesman. This *chain of command* simplifies the problems of giving and *taking orders*.

When a business grows in size and becomes more complex, there is a need for specialists. In such a case administrator may organize staff *departments* and add staff specialists to do specific work. These people are usually busy with services; they are not tied in with the company product. The activities of the staff departments include an accounting, personnel, credit and advertising. Generally, they do not *give orders* to other departments.

1. Explain the meaning of the words in italics from the text.

2. Answer the following questions:

1. What does the organizational structure provide?
2. What is historically the oldest type of organizational structure?
3. What is the difference between line and staff departments?
4. Why is an advertising department considered as staff structure?

5. Do you want to work in a staff department or in a line department? Give your reasons.

6. What does it mean a line chain of command?

3. Are the statements true or false? Correct the false statements.

a) When a company grows in size and becomes more complex, there isn't a need for specialists.

b) In business organization structure means the interactions between positions and people who hold the positions.

c) A chain of command doesn't simplify the problems of giving and taking orders.

d) The activities of the staff departments include different subdivisions such as accounting, personnel, credit and advertising.

e) Administrators are typically busy with services of the company.

III. TEXT: Staff Positions

The *Managing Director* (the *Chief Executive / President*) is the head of the company. The company is usually run by a *Board of Directors* who are in charge of a certain departments. The *Chairman of the Boards* controls all the departments.

Vice-President (or *Vice-Chairman*) rules the company if the *President* (or the *Chairman*) is absent or ill.

Most companies have *Finance, Sales, Marketing, Production, Research and Development, Personnel, Tax, Logistics Departments*. These are the most common departments, but some companies have others as well.

Most departments have a Manager, who is in charge of its day-to-day running, and who reports to the Director. The Director is responsible for strategic planning and for making decisions. Various personnel in each Department report to the Manager.

General Manager:

- supervises and leads the company's employees
- maintains relations with customers
- executes sales contracts and provides problem analysis and resolutions
- represents the company at fairs and distributors' conferences
- companies maintains a local warehouse (in some companies)
- provides quality audits
- should be a decision maker and self-motivated

Sales Manager:

- manages the sales staff of a company
- supervises sales activity including a staff of sales representatives
- plans and achieves target sales revenues and maintains a positive relationship between the company and its clients

- must have extensive sales experience, often as many as 5 years in the position of sales representative before moving up to the position of sales manager
- excellent communication and management skills are required
- the person must be a proven problem solver and possess management skills necessary to develop a sales team

Finance and Administration Manager:

- must have strong accounting experience including maintenance of Internal Controls, costing, budgeting, forecasting and the development of Management Information Systems
- must possess proven general management skills, including development of Logistics and Administration Systems to support a rapidly growing business.

Marketing Manager:

- manages marketing department. Plans, directs and executes all marketing and related activities
- initiates and/or implements advertising strategy and promotional programs
- oversees creative effort and media plans
- must have 3 year commercial experience, strong interpersonal skills, ability to manage a team and lead personnel, excellent communication skills, computer literacy

Customer Service Manager:

- finds proper persons
- organizes and supervises the job of Customer Service Clerks, Receptionist
- provides the solution for all existing conflict situations
- provides information and orders forms for distributors, directors
- prepares monthly reports regarding performance of distributors

Product Development Manager:

- develops branded products for the company
- prepares a brief of the project, a timeline with priorities and options for the successful competition of the project
- researches on potential facilities, provides competitors analysis
- realizes market research on product quality and packing
- negotiates with the producer

Training Manager:

- organizes and supervises trainers
- develops and implements training courses for distributors, directors, staff, etc
- learns the existing training practice in other countries with the aim to extract, develop and implement the best ideas in Ukraine
- tests courses to satisfy all distributors' and directors'

needs in training

Forecast, Supply and Transport Supervisor:

- makes monthly forecasts of all products
- works with a company software system (product Forecast)
- provides logistics, works with suppliers concerning shipments of product
- arranges shipments to Service Centers in Ukraine

Treasury, Budget Specialist:

- realizes treasury and cash flow management
- prepares, reviews and monitors reports on all capital expenditure projects
- provides budget cycle and management reporting
- ensures the company's costing system
- deals with internal projects, company's legal documents
- coordinates all insurance matters
- trains and develops staff in functional expertise

Sales Representative:

- realizes coordination of commercial activities
- conducts negotiations with customers
- markets intelligence functions targeting new customer group identifying business opportunities and introduction of new technologies
- is responsible on and controls the selling activities in

the frame of the regional strategy

- frequently travels to customers
- must have engineering degree, 3-5 year experience in the chosen field.

Financial Controller:

- develops accounting policies and procedures
- inputs and oversees confidential and complex transactions
- implements auditing techniques that ensure accuracy of financial results
- analyzes data and provides recommendations to senior management for improvement
- prepares consolidated results
- provides financial analysis
- improves internal controls
- must have University education, be well-organized, accurate, detail-oriented personality

1. Answer the questions:

1. Who rules the company?
2. What position would you like to hold in the company and why?
3. How would you organize the work of the enterprise if you were the Managing Director?
4. What departments are necessary at every enterprise?
5. What responsibilities and duties are essential for the staff of each department?

2. Think of any successful business. Write down its structure and staff and tell about it.

IV. TEXT: Nokia history

Nokia's history dates back to 1865 when an engineer, Fredrik Idestam, established a wood-pulp mill in Southern Finland and started manufacturing paper. Since those early days the company has evolved first into a conglomerate encompassing several different industries ranging from paper to chemicals and rubber. More recently in the 1990s, with a clearly defined strategy, Nokia developed into a dynamic telecommunications company.

The groundwork for telecommunications was already laid in the 1960s as Nokia was researching the field of radio transmission in its electronics department. In the late 1970s, mobile phones, and telecommunications infrastructure products were developed for both domestic and international customers. In the 1980s and 1990s Nokia became a global leader in digital communication technologies.

From the very beginning, Nokia has faced competition from international competitors in the international and domestic telecommunications markets. Among other factors, the ability to exploit the opportunities created by continuous technological and market change has helped Nokia develop into the company it is today.

Nokia is now a successful company, but it still has a clear set target for the future. The company's history has well shown that right decisions made at the right time breed success, and that success is earned through determination and by foreseeing coming markets as well as by bravely creating new ones.

1. Find words and expressions which mean the following:

- 1 including
- 2 a plan
- 3 a large corporation made up of different firms ...
- 4 gradually developed and changed
- 5 home-based
- 6 worldwide
- 7 technology using numbers
- 8 basic idea
- 9 the basic structures a country needs to function efficiently
- 10 take advantage of
- 11 important quality
- 12 generate / create more
- 13 predicting
- 14 an established objective

2. Say if the statements are true or false:

1. There is little connection between Nokia these days and how it began.
2. The company has gone through three clear stages.
3. Nokia was not involved in telecommunications in the 1970s.
4. The company produced mobile phones which were only for the domestic market.
5. Nokia became a world leader.
6. Nokia has never had many competitors.
7. Nokia has taken advantage of the opportunities offered by changes in technology.
8. Nokia is unsure about how it wishes to develop.
9. Nokia shows the importance of good judgment and good timing.
10. Nokia creates and anticipates new markets.

V. VOCABULARY EXERCISES:

1 Complete the beginnings of the words in box A with their endings in box B.

A	manage_	fore_	direct_	supervis_
	employ_	personn_	custom_	train_
B	-el	-ee	-or	-man
	-er	-r	-or	-ee

2. Match the words from exercise 1 to the definitions below. Number 1 is done as an example.

1. *manager*: the boss
2. ____: someone who is learning a job
3. ____: the person a business has to satisfy
4. ____: the department which deals with the staff
5. ____: the big boss
6. ____: someone who is responsible for a group of factory workers
7. ____: someone who is in charge of a small group of office workers
8. ____: someone who is employed
9. ____ the person / company that employs

3. Complete the sentences by changing the word in brackets into the correct form.

1. It's a worldwide _____ with factories and branches in fifty countries, (organize)
2. She works in the sales and _____ department, (market)
3. He became the _____ director of a large company at the age of twenty-nine, (manage)
4. We recruit sixty new graduate _____ straight from university each autumn, (train)
5. Good _____ listen carefully to what their staff have to say. (manage)
6. We are having problems with _____; we are still waiting for the components to arrive. (produce)
7. Have you met our new sales _____? Marion, this is Phil Bishop. (direct)
8. Do you think _____ is an art or a science? (manage)
- 9.

4. Match the verbs on the left with the nouns or phrases on the right. Use each word once only.

- | | |
|-------------|------------|
| 1 earn | overtime |
| 2 work | meetings |
| 3 pay | a shop |
| 4 go to | clients |
| 5 deal with | £500 |
| 6 run | income tax |

5. See how many different compound words and word partnerships you can form from the words in the box (you can use a word more than once), then complete the definitions below.

<i>sales</i>	<i>market</i>	<i>manager</i>	<i>share figures</i>
<i>marketing</i>	<i>leader</i>	<i>research</i>	<i>department</i>
<i>forecast</i>			

1. A sales is what you think you are going to sell during a future period.

2. The marketing will be responsible for all the activities in the marketing

3. Sales tell you how much you have sold of a product.

4. The market is the company with the largest market in a particular market.

5. Market gives you information about what people want, need and buy.

6. What departments of the company deal with?

- a) accounts, budgets, costs
- b) manufacturing, quality, maintain stock
- c) pay, training, recruitment
- d) innovation, improvement, up-to-date
- e) identify customer needs, advertising, sales plans and targets

III. DIALOGUE:

(Ann Smith is talking with Jeff Downing. They are administrative assistants of the company).

Jeff: How are you today, Ann?

Ann: Oh, fine, thanks.

Jeff: Glad to hear it. By the way, are you familiar with the organizational chart for the company?

Ann: No, I am not. What is it like actually?

Jeff: Well, the chart shows how the employees are divided into groups. It gives an overview of the chain of command in the company.

Ann: I see. The positions can be line and staff ones.

Jeff: Yes. The subject is not new to you. What else do you know about it?

Ann: As far as I know a worker in a line position receives orders from his immediate subordinate. A worker in a staff position reports directly to a line worker but he neither gives nor receives orders for line workers. Am I right?

Jeff: Yes, you are. But someone may have line authority over people in his department and not be considered a line administrator.

Ann: How can it be?

Jeff: That's possible when a whole department is a staff department. For example, in our company the head of the credit department or the personnel department can hardly ever be president of the company.

Ann: And what do the people in staff department do, how is their work different?

Jeff: Well, they are usually busy with services and they could do the same service for any company. So they are not in the line.

Ann: It seems to be very complicated. But, Jeff, would you explain me what span of control is?

Jeff: Oh, span of control refers to the number of people whom one manages directly.

Ann: Can you give me an example?

Jeff: Well. The President of our company directly manages the Vice-President of Production, the Vice-President of Marketing and the Controller. Thus, his span of control includes three people.

Ann: Yes, I see. Thank you for your help.

Jeff: Not at all. Let s have a snack together.

1. Choose the necessary word from the box and put it in the sentence:

<i>relationships</i>	<i>to hold a position</i>	
<i>complex</i>	<i>authority</i>	<i>task</i>
<i>a line department</i>	<i>a staff department</i>	

1. As a rule a usually does not give orders to other departments.

2. When the business gets more there is a need for staff department.

3. My friend works in a , he is responsible for the company product.

4. Her brother of sales manager.

5. The of staff department is to do different services.

6. Organizational structure shows between each position and position above and below.

7. A vice-president of marketing has direct over a salesman.

2. Think of any company you know. Answer the questions about it. Compare your answers with the answers of your neighbour.

1. What do people usually wear to work?

2. How do people greet each other?

3. Do people use first names?

4. Where do people eat during the working week?

5. What social activities do people do together outside work?

6. Do women and men have different roles in the company?

7. What training does the company give to its employees?

8. What benefits do people get from their company (not their salaries?)

9. How long do people usually stay in the company?

10. How often do people usually move from one department to another?

11. What age do people retire at?

3. What would you say if you took part in these dialogues?

Dramatize them.

1. - I don't know personally the Managing Director of your company, but I've heard that he is a perfect specialist with big experience. Can you tell me what his responsibilities include now?

- I'm pleased to help you understand

2. - I can understand why you have so many departments: Finance, Sales, Marketing, Production, Research and Development, Personnel. But who leads their work in the company?

- It's very simple.

3. - You are a Sales Manager at this firm. I see that every day you work since morning till night; you travel frequently to the customers. What duties do you have at the firm? Who is your chief?

- I agree with you, it's a hard work but very interesting

4. - Why do you have such a big Finance Department at your company? I counted 12 people there. I know who the Chief Accountant is and what are his responsibilities. But I see you have also the Cash Accountant the Treasurer, the Statutory Accountant, etc. What do all the people do there?

- You are quite right but don't forget that

4. You are a Public Relations Specialist at a big firm. Today you have a conference with journalists of the most important newspapers in the country. Your task is to represent your firm, its goals, its structure, and the staff.

UNIT 3

COMPUTERS IN OUR LIFE

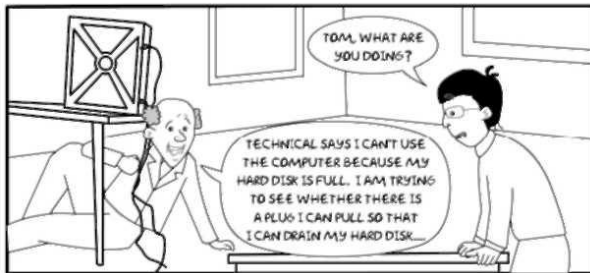
I. Lead-in:

1. Read the anecdotes and comment on them.

Why I think you are so smart



How Do you Drain A Hard Disk That's Full?



Tech Can make People more Productive or it may not



2. Answer the following questions:

1. Do you think our lives have been improved by computer technology?

2. Are you computer literate?

3. Could you do without a computer?

3. Why is it important to be computer literate in modern times?

4. What can you do with the help of a computer?

5. Do you use Internet? How often do you use it?

II. TEXT: Modern Computers

The computer industry is one of the largest in western countries and especially in the USA. It includes companies that *manufacture*, sell and *lease* computers, as well as companies

that *supply products and services* for people working with computers.

A computer cannot think. *A human operator* puts *data* into the computer and gives instructions. The operator writes instruction which determine the mathematical operations on information. A computer solves mathematical problems very *rapidly*. Traditionally, the computer in business is used to *process data*. This involves different administrative functions such as *preparation of payrolls, warehousing and distribution operations, customer accounting billing* by banks and insurance companies. Now the computer has become more involved in business operations as an *essential tool* in making decisions at the highest administrative level.

The *software* contains the various programs you *run your computer*. The most common programs used in business are those for *word processing* (writing letters, faxes, documents, contracts), *spread sheets* (for financial analysis), *database management programs* (for keeping names and addresses of customers), accounting (for bookkeeping), communications programs (for electronic mail, Internet). The operator keys in the information which can be saved and retrieved.

The most successful software company now is Microsoft with its Windows operating system. The computer manufacturers try to apply the newest technologies producing *hardware* system with the fastest processors (CPU). It is true that these newer models have more memory, a larger hard disk drive and faster DVD-ROM drive than previous models.

1. Explain the meaning of the words in italics from the text.

2. Answer the questions:

1. What country has the largest computer industry?
2. What does computers industry include?
3. Who should put data into a computer?
4. What is software?
5. What are most common programs used in business?
6. What is the most successful software company?
7. How is software improved with time?

3. Make your own sentences with the following word-combinations:

computer industry

spread sheets

to manufacture computers

database management

to supply products and services

programs

a human operator

rapidly

to process data

to prepare payrolls

warehousing

software

word processing

III. TEXT: Tips for Computer Use:

Starting

- a) After you have connected the *hardware* (system unit, monitor, keyboard, mouse, printer, scanner, modem etc.), you will need to install the system software on to your hard disk from a system disk or CD.
- b) You will then need to restart and your computer should *boot* automatically from the hard disk.
- c) When the operating system is successfully installed, you can install your computer programs and other software.

File Organization

You can organize your files in directories, sometimes called folders. To create a folder go to the Desktop File Menu and choose 'New Directory' or 'New Folder'. Give the directory or folder a name and press Return.

To move files between *directories* select the file *icon* and *drag* it into an open directory or on to the icon of the directory if it is closed.

Editing A Text -Useful Commands

UNDO takes you back to before the last command you performed.

FORMAT opens menu with text, paragraph and style options.

DELETE removes selected text or objects.

SORT sorts selected text in ascending or descending alphanumerical order.

FIND finds word or groups of words in selected text.

REPLACE replaces text and styles with new ones.

Tips on Word Processing Use:

Create eye-catching documents easily with a free word processing program Open Office.

With Open Office you can:

- work in portrait or landscape format
- customize page sizes – make pages as large or small as you like
- scroll the visible screen horizontally and vertically
- cut and paste text and graphics between different Open Office documents
- store items on Open Office's clipboard
- import text or graphics from other applications

Text tools:

Additional features in Open Office:

- an extensive library of *clip art* livens up your texts

- a *dictionary, grammar and style checker* to improve your writing
- a *thesaurus* helps you find the right word
- *style sheets* allow you to change document styles easily
- *mail merge* lets you integrate your address book with your mail
- an *onscreen word count* counts your words while you type
- *wizards* help you set up different types of document

Formatting

Here are two lines of left aligned text.

Here are two lines of right aligned text.

Here are two lines of centered text.

This paragraph has been justified (see the level margins on both sides) – and also contains **bold**, *italic*, *bold italic*, underlined and ~~strike-through~~ characters.

System failure

(When all else fails)

If your computer *hangs, freezes* or you experience *system failure*:

- *Restart* the computer and *run a disk repair utility* to *examine*

the disk and files for structural damage.

- *Reinstall* the system software.
- If the problem continues, you may have a *software bug*. Try *removing* and reinstalling *applications* one at a time.
- Make *backups* of all essential files, *reformat* the disk and reinstall the software.

Netiquette

Basic *netiquette* (good manners) for the newbie (or newcomer):

- Always read the FAQ (frequently asked questions) file first if you have a question.
- Don't *spam* others with stuff they don't want.
- Be courteous – don't flame others.
- Edit out unnecessary text when you reply to mails.
- Don't SHOUT - capital letters are offensive and hard to read.
- Do not forward mails without permission of sender.
- Don't criticize other people's grammar or spelling.
- Keep your *signature* short and relevant.

Web search

To find necessary information in the Internet you need:

- Log on to the Internet.
- Open your browser and type in the address of a search engine (www.google.com, www.yahoo.com, www.altavista.com etc.)
- In the search engine window type the words you need to find (film Twilight).
- Use quotation marks between words to find the exact phrase (“film Twilight”)
- You will see the results of your search after you click “search” button.
- Click on the link to the site you choose and then navigate to the page you want.
- When you find it, you can bookmark it so you can find it again.

And that's it - easy, isn't it?

What's the difference between a Trojan horse, a worm and a virus?

Trojan horses are programs that seem to do something useful or entertaining but can cause damage. Worms are self-replicating programs that live in active memory and are usually not noticed until system resources slow down or stop.

Viruses infect program files. If an infected file is passed to another machine the virus goes with it. Attachments and word processor documents containing macros can also carry viruses.

Tips for a SAFE COMPUTER

- Be cautious about what disks and files you accept from other people.
- Use data encryption and decryption software that prevents anyone reading your files without your permission
- Update your system regularly from the official Web site.
- Don't reuse disks that have been in other computers, don't download files from insecure sites, and don't open e-mail attachments unless you are expecting them. Be wary of messages and attachments, even from people you know, with vague subject lines and contents, such as 'Check this' or 'See these pics!!!'
- Obtain an antivirus program to more safely share disks, download files from the Internet and open e-mail attachments.
- Install a good firewall to protect your computer from attacks.
- If your system gets a virus, visit your virus-scan software manufacturer's Web site and install any virus updates that are available. Then run the software. The software may not be able to delete the virus, but it may be able to identify it.
- Search the Web for information regarding your specific virus by typing the name of the virus or its associated file into a search engine, followed by the word 'viruses'. For example, 'Melissa virus,' 'BubbleBoy virus,' and so on.
- Download and install any software patches or other programs that will help you eliminate the virus.

Or follow any instructions you find on deleting the virus manually.

- Run another virus scan to make sure the virus was dealt with properly.
- Employ extra caution when you receive attachments that end in the commonly used extensions *.doc, *.exe, *.com, *.xls or *.ppt. Never open attachments that end in *.vbs or *.js, since a typical user would never have a reason to open these files.

1. Answer the questions:

1. What should you do after buying a computer?
2. What is File Organization?
3. What Text -Useful Commands do you know?
4. What can you do in the Open Office?
5. What types of text formatting is it possible to use?
6. What should you do in case of system failure?
7. What is netiquette? What is the basic netiquette?
8. How to find necessary information in the Internet?
9. What is the difference between a virus, a Trojan horse and a worm?
10. How to avoid viruses?

2. Choose the correct words to complete sentences:

virus	landscape	copy	folders	bold
clip	drop	install	software	backups

1 Drag and is one way of transferring files from one folder to another.

- 2 You can copy text from one document to another using the and paste commands.
- 3 If you want to add simple images to a text document you can import.... art.
- 4 You can use or italic text to make a word stand out in a sentence.
- 5 Make ... of files in case your computer crashes.
- 6 If a page is displayed horizontally it is referred to as layout.
- 7 You should ... only the programs that you really need
8. Computers often come with ...
9. Directories are sometimes called
10. Update anti-..... files regularly.

IV. Dialogue.

(Lucy and Tom work in a large supermarket. Tom is the Manager and Lucy is the Head Buyer.)

Tom: I'm so glad you had a business trip. Tell me everything about it.

Lucy: It was really great, Tom. It was worth looking over the operations of the store. It's well organized and I believe we should consider adopting some new methods.

Tom: Is it really so?

Lucy: Absolutely, their computer system is remarkable.

Tom: Can you tell me more about it?

Lucy: They record on tape the department number, classification of items, amount of sale and name of salesclerk for each sale. During the night, the tapes containing the information are fed into the computer.

Tom: And then what?

Lucy: Every morning the computer prepares reports on the sales of the day before, classified by department and buyer.

Tom: So, it is possible to have almost records.

Lucy: You are right. The inventory is kept up to date automatically. Imagine how efficient we could be.

Tom: It is great. But I think with the help of the computer we could offer more personal services to our customers.

Lucy: What do you mean?

Tom: Having such up-to-date records and complete inventory we could keep records of birthdays and have gift suggestions based on customer records and a million of others things.

Lucy: Don't hurry. Let's get going on first things first.

1. Change the sentences according to the model.

Model: The sales are numerous. I can't mention them all.

They are too numerous for me to mention.

1. This software is very expensive. The company can't buy it.
2. The results are numerous. They can't remember them all.
3. The computers are complicated. I can't use them.
4. I'm tired. I can't do the billing right now.
5. I'm busy. I can't go on a business trip right now.
6. The data is complicated. I can't explain it.
7. The situation is difficult. We can't overcome it at once.

2. Change the sentences according to the model.

Model: It was worth looking over the operations of the supermarket. It was worth looking them over.

1. They picked out the new merchandise.
2. They talked over the new software.
3. The manager tried out new sales checks.
4. She filled out the payroll form.
5. They look down the statistical data.
6. She put off her work.
7. He had to look over the new programmer.

3. Choose the necessary word and put it in the sentence (process data, inventory control, processing,

administrative, data and instructions, lease).

1. A programmer feeds the ... into the computer.
2. Many companies use the computers of their
3. A computer solves problems by ... information.
4. If a small company can't afford to buy a computer, they can ... the services of computer.
5. Computer is programmed to ... fast and accurately.
6. Distribution operations, preparation of payroll are ... functions that the computer performs for business.

4. Supply prepositions where necessary.

1. Now computers take ... new kinds ... job.
2. It is worth looking ... the new programmer.
3. This information should feed the computer.
4. She can't go ... business trip.
5. We can't overcome ... it ... once.
6. Processing this data is difficult ... him to learn it.
7. The inventory is kept ... to date automatically.
8. I think ... the help ... the computer we could offer more personal services ... our customers.
9. Every day the computer prepares ... reports ... the sales ... the day before, classified ... department and buyer.
10. If you make even the smallest mistake, the conversation breaks ... and you have to go the beginning.

5. Transform the sentences from Future Indefinite into Future-in-the-Past.

Model: The accountant says that she will prepare the

financial statement very soon.

The accountant said that she would prepare the financial statement very soon.

1. The government says that they will increase the taxes.
2. He says that their business will fail.
3. The secretary says that she will get letter in a day.
4. He is sure that he will get a credit.
5. They suppose that the new product will not be so expensive.
6. She says that she will go on her trip.
7. They think that they will sell all products.
8. Her brother says that he will buy a computer soon.

6. Read the dialogues and act out one of them.

Dialogue 1.

John: What *printer* should I buy?

Alex: Well, *dot matrix printers* are cheap but they are slow and the output doesn't look very clear. If you want high quality output you need a *laser or ink jet printer*.

John: Can they print in colour?

Alex: Yes, but colour laser printers are more expensive. Ink jet printers can print high quality colour and are much cheaper than laser printers.

Dialogue 2.

A: Hello, Grapefruit *technical support*. How can I help?

B: Hi. I've got a problem with the *display* on my monitor. Whenever I move my cursor out of the *active window* the cursor disappears.

A: Mmm. Anything else unusual?

B: Yes. Some of the *menu options* keep disappearing and sometimes when I *double click* on the hard disk icon *the screen freezes*.

A: Sounds like a *software problem* to me. Have you tried ...?

Dialogue 3.

Alex: I've just bought these disks to *back up* my files in case my computer *crashes*.

Paul: Good idea. I bought a *CD drive* last year because my files were too large to save to disk. Now the CD disks are too small for my backups!

Alex: What are you going to do?

Paul: I think I'll buy a DVD drive and burn the files on to *rewritable DVDs*.

V. VOCABULARY EXERCISES:

1. Sidney has been away for a few years. Help Greta explain to him about his new computer by selecting the right words or phrases from the box.

click copy delete file icons menus mouse
~~personal computer~~
point printer save select spreadsheet word
processing

Greta: So where's the new PC?

Sidney: PC?

Greta: (1) Personal computer.

Sidney: Oh, it's here. But what's this thing you're moving around with your hand?

Greta: It's a (2)___.

Sidney: A what?

Greta: Let's switch it on and go into Windows Now, look at all these (3)___ on the screen

Sidney: OK.

Greta: If I (4)___ the cursor at one of them and then double (5)___, I can open any of them up and take a look inside.

Sidney: And what is inside?

Greta: Well, let's do a bit of (6) ___ first – that's just a way of saying you're going to create some text. Sidney: You mean I'm going to type something?

Greta: That's right. You can open up a new (7)___ and then you

can access any of these, pull down (8) __ like this.

Sidney: But what if I type something and make a mistake?

Greta: You can (9) _ it like this. But it's also very important to (10) __ everything you produce.

Sidney: And if I want to move some text from one place to another?

Greta: You (11) __ all the text you want to move and then move it like this And you can also (12) __

text like this.

Sidney: And how do I get it from the screen onto paper?

Greta: Your computer is connected to a (13) and so you can send a message to it from here.

Sidney: And what about figures? Can it add up?

Greta: Yes, you can go into (14) __ software like this and create a table with columns and rows to enter figures in.

Sidney: Well, it's not had, but can't it play any games?

2. Match the words to definitions:

software mouse internet download icon

1. picture, which represents the program
2. computer programs
3. controls the location of the cursor
4. to receive the material from the Internet

5. the world wide web

3. What are the devices used for?

keyboard, printer, monitor, scanner, processor (CPU), hard disk, DVD-ROM drive

4.

Computer Quiz.

Choose the correct variant:

1) Physical (internal and external) component of a computer is:

- a) software
- b) peripheral
- c) hardware

2) A compact disk used primarily for storing an entire movie:

- a) floppy disk
- b) input
- c) DVD

3) Information of any kind usable by a computer:

- a) data

b) file

c) computer

4) A movable indicator on the screen showing where text would be inserted:

a) keyboard

b) mouse

c) cursor

5) An error in a computer's program or software:

a) data

b) bug

c) input

6) A device that allows a removable disk to be inserted and read from or written to:

a) keyboard

b) mouse

c) cursor

7) A programmable, electronic device or machine that can save and read data from a storage area; can do super fast math and decision-making operations:

a) data

b) computer

c) CPU

8) A very large disk that is permanently mounted inside a computer's case, and is used to store everything... all programs, data, settings, etc.

a) hard drive

b) CD-ROM

c) joystick

9) A device capable of capturing images and converting them into digital images.

a) printer

b) scanner

c) modem

10) Flooding the Internet with many copies of the same message:

a) netiquette

b) spam

c) e-mail

Module II

UNIT 4

CONFERENCES

I. Lead-in:

1. Read the anecdotes and comment on them.

Do We Spend a Lot of Time Debating Than Simply Doing it?



Productivity is Low When expectations are Low



The Most Important Point



2. Answer the following questions:

1. What is a conference?
2. Who usually takes parts in conferences?
3. Have you ever participated in any conference?

II. TEXT: Ers Annual Congress

2002 European Respiratory Society

Annual Congress

Stockholm, Sweden

September, 7-11

Preliminary Program

Dear Sir/Madam,

On behalf of the European Respiratory Society it is an *honour* for us to welcome you and to be your host in Stockholm during the ERS *annual congress* for 2010.

The ERS annual congress will for the first time *be held* in Scandinavia and it is a pleasure for us not only to invite you to a conference of the highest scientific standard but also to present Stockholm, and, if you wish, other exciting places in Sweden.

The scientific planning of the congress has resulted in the most exciting places program with more than 40 major and assembly symposia *not counting* the *numerous* free communication sessions. The official program will cover all aspects of modern lung medicine from basic science including advanced treatment such as lung transplantation.

You are further *invited to attend* an opening ceremony where the City of Stockholm is our generous host *treating* all delegates *to food and drinks*. We are also happy to have arranged a concert to which the delegates are invited to enjoy a party with perfect music.

1. Complete the following sentences using the text above:

1. The scientific planning of the congress had resulted...
2. ... cover all aspects of modern lung medicine from basic science ...
3. ... where the City of Stockholm is our generous host treating all delegates to food and drinks.
4. We are also happy to have arranged ...
Pragmatic constructions
5. Abstracts will be accepted ...
6. ... format for slides is ...

2. Make your own sentences with the following word-combinations:

1. to invite somebody to a conference;
2. to attend a ceremony;
3. exciting places;
4. cover all aspects of.

II. TEXT: The World Conference on Computers in Education

The World Conference on Computers in Education took place in Switzerland last month. This Congress brought together more than 1000 people concerned with their development and use in primary, secondary and university education, as well as in *vocational training*. This Conference was organized by the Swiss Federation of Automatic Control, on behalf of the International Federation for Information Processing (IFIP), and had the backing of UNESCO and the Intergovernmental Bureau for Informatics (IBI, Rome), which were offering to support participants from developing countries, preferentially those who wished to present a paper.

In addition to the Congress, a youth world *computer programming tournament* was being held in different countries; the national winners were invited to present their entry at the Conference.

At the same time, an *exhibition* was set up to present educational material and a range of hardware and software,

going from the smallest personal computer to the largest *distributed informatics network*, a concrete illustration of the multiple resources of these techniques applied to teaching and education.

The Conference put the accent on the relations between informatics and the teaching of other disciplines (computers in the teaching of physics, humanities at school, engineering, economics and social sciences), on instructional techniques (large scale experiments in computer aided learning - CAL) and on the impact of new technologies. Moreover, the social impact of informatics on teachers and students, as well as on leisure were discussed during the conference.

Other *contributions* presented reviews of national policies and models of computer education; a *special emphasis* was put on the identification of the needs of developing countries and on the definition of the means to meet them.

1. Answers to the following questions to the text:

1. When did the World Conference on Computers in Education take place?
2. How many participants took part in the Conference?
3. What organization offered support to participants from developing countries?
4. What exhibition was set up at the Conference?
5. What did the Conference put the accent on?

2. Say if the sentences are true or false:

1. Different countries present reviews of national policies and models of computer education.
2. This Congress brought together people concerned with the development of computers in education.
3. The Conference was organized by the International Federation for Information Processing.
4. Special emphasis was put on the needs of developing countries.
5. The national winners of this tournament were invited to present their entry at the Conference.

3. You are going to participate in the World Conference on Computers. Fill in the application form below:

Name:

Professional Title:

Address:.....
.....

I hope to register for

I intend to submit an abstract on the following topic

.....
.....».

III. TEXT: Conference Rules

The Conference will be held for 4 days. *Sessions* may be *scheduled* in the mornings, afternoons and/or evenings, with *breaks* in the formal program to allow *small group interactions*. Each session will have 1 or 2 invited lectures and 4 to 5 short presentations followed by a *panel discussion*. *Conference registration fee* will include complete *room and board*, pre-Conference *proceedings* and other related Conference material, and two coffee/tea breaks per day.

Conference papers may take the form of oral presentations or poster sessions. Oral presentations are scheduled to last twenty minutes, including a five-minute question period. *Participants*, who choose the *poster session*, will be allowed two hours.

Authors should *submit* three copies of *abstracts* of up to 1,000 words (*Single spaced* pages), with supporting figures and tables, as appropriate, the Regional Organizer geographically closest to the authors. Please use the format outlined after the *application form*. The abstract should clearly state the *objectives*, results and *conclusions*.

The proceedings will be distributed to registered participants at the Conference in the registration area. Proceedings include papers for presentation at the Conference and received in the final camera-ready form prior to *deadline of submission*.

1. Answer the following questions to the text:

1. What is a common routine of a conference? What main information should be given about it?

2. What words and word-combinations are usually used to describe requirements for the submitted papers or abstracts?

2. Make the sentences negative:

1. The conference will be held for 4 days.
2. Oral presentations are scheduled to last twenty minutes.
3. Authors should submit three copies of abstracts.
4. Your speech should exceed 10 minutes.
5. English is the only working language for the conference.

IV. TEXT: Handling Your Audience

Speech Preparation Tips

- Keep sentences short. On the average, most sentences should be shorter than words. But sentences should vary in length and structure.
- Prefer the simple to the complex sentences and phrases.
- Prefer the familiar word but build your vocabulary. If a reader doesn't understand your words, he can miss your meaning.
- Avoid words you don't need. Extra words weaken writing. Make every word carry its own weight.
- Put action into your verbs. Passive verbs tire the reader.
- Use terms your reader can picture. Choose short, concrete words your reader can visualize, not abstract terms.

- Tie in with your reader's experience. The reader probably won't get your new idea unless you link it with an old idea he already understands.
- Write to Express, not to Impress. Don't show off your vocabulary by using needlessly complex words.
- Don't forget, your purpose is to tell him what you know. To do that you need to get his attention and you need to keep it.
- Avoid charts and graphs and prints of scopes (unless they are simple, simple, simple, and big, big, big).
- Most papers have a certain idea. Find it and make it the subject of your report. Paraphrase the paper. If lengthy explanations appear important, put them into a handout. After all if there is interest the paper has already been read or will be read in detail at a more leisurely pace later.
- A ten-minute talk with detailed handouts (or the published article itself) will be remembered. A one-hour talk requiring close listening will primarily be remembered for its discomfort.

Report Presentation Tips

- Most audiences will be responsive if a harmonious note is struck right at the beginning. Never allow irritation to show in your manner. If you keep your voice under control, it will help you to keep your temper in hand.
- A patronizing note in the voice is quickly detected and quickly resented. To talk down to an audience is not only bad manners but also bad policy.
- I may prove quite helpful to prefix a piece of important information with the remark "As you all know". You may be perfectly well aware that the majority of the audience does not know it. It simply gives the audience

a little stimulating uplift and a feeling that they may be better informed than they thought they were.

- And most important of all, keep a watchful eye on the audience for the first yawn, and regard it as the red light. This the time to conclude, and the best conclusion would simply be: “Thank you”.

1. Answer the following questions:

1. What lies at the root of the success in public speaking?

2. What aspects of public speaking is this reading passage devoted to?

3. Why is it important that one should try and make one’s audience more responsive and what are the ways to effect it?

2. Prepare a short speech using the following phrases:

- A comparison of ... with ... is made
- A method of ... is proposed
- An approach to estimating ... is present
- An attempt to ... is made
- Data on ... are discussed
- Discussion will focus on the problem of ...
- Present data encompass a period of ...
- The design of the experiments was to reveal ...
- The effect of ... on ... is discussed
- The methods used for ... are discussed
- The most important results are as follows ...
- This paper aims at ...
- This paper comments briefly on ...
- This paper concerns /considers/ deals with
- This paper examines...
- This study is an attempt ...

- We have been able to show that ...

V. WRITING

1. Read and translate a letter of invitation.

United States Department of Commerce

International Finance Conference

Washington, D.C.,

20658, USA

June 2nd, 2002

Prof. Petrov,

Finance Manager,

Zepter Inc., Kyiv branch,

63, Volodymirska Str,

Kyiv

Ukraine

Dear Professor Petrov:

On behalf of the American Finance Society it is an honour for us to welcome you and to be your host in Washington during the International Finance Conference, May 20-27.

It is a pleasure for us not only to invite you to a conference of the highest scientific standard but also to present

Washington and, if you wish, other exciting places in the USA.

The scientific planning of the conference has resulted in the most exciting program with more than 40 major and assembly symposia not including the numerous free communication sessions.

I am glad to inform you that your abstract was accepted by our Committee, N 2256 for poster presentation.

We attach the letter of invitation Reservation and Registration Form. The deadline for its submission: March 15, 2002.

If you have any questions or need additional information please contact us without hesitation.

Yours sincerely,

Jim Smith

Chairman

2. Write your questions to the letter concerning additional information.

3. Read and translate the letter of inquiry

15 Maple Street

Montpelier,

Vermont,

USA

6th May, 2002

The Manager,

Park Hotel,

26,.....Str.,

Brighton,

England

Dear Sir:

The name of your hotel has been given to me by the Hotel Association, and I shall be very much obliged if you let me know whether you have the following accommodation available for 3 weeks, from 15th July: one double room, if possible with a private bathroom, and one single room.

Thank you in advance for your reply.

Yours faithfully,

W. D. Throp

2. Study the words and make up sentences with them:

fortnight, a single room, a double room, a double-bedded room, a suite, a room with a bath, a room looking out on the street, back room, included service charge, bed and breakfast

2. Write your letter of Inquiry.

You are having a conference in London from January 5 to January 8. You need to write a letter of inquiry to the Avonmore Hotel (Avonmore Hotel - 57 Cartwright Gardens - London WC1H 9EL).

VII. VOCABULARY EXERCISES.

1. Arrange the words in pairs which are close in meaning

1 participant, accommodation, speaker, to take place, exhibition, scientific associate, head, deputy director, to take the floor, to present a paper, seminar, overview paper, concurrent session, round table discussions

2 to submit a paper, display, assistant director, round tables, attendee, reporter, chief, workshop, housing, research associate, review paper, parallel session, to be held, to speak.

2. Arrange the following words in pairs of antonyms

1 success, dependence, in general, interested, significance, order, approximately, to win, up-date equipment, theoretician, formal discussion, include.

2 exclude, out-date equipment, failure, disinterested, disorder, accurately, practitioner, independence, in particular, insignificance, to lose, informal discussion.

3. Imagine you want to declare your desire to take part in the conference. Make up a situation of your own using the following patterns:

- a. I should like very much to attend your conference ...
- b. Unfortunately, I could not manage to submit my application earlier ...
- c. I would like to know if it is possible for someone from here to attend the conference.

4. Imagine you want to decline your invitation to the conference. Make up a situation of your own using the following patterns:

- a. I would be grateful if you could eliminate my name from the programme ...
- b. I should like to thank you again for your invitation and to wish you all success at the

Meeting. I am sorry...

- c. In response to your letter I would like to inform you that I much regret...

5. Make up sentences using the given word

combinations

a) Model: *In the closing part of my paper I would like to stress that computer aided learning (CAL) has the backing of many teachers.*

1 UNESCO; 2 the International Federation of Information Processing (IFIP); 3 my colleagues.

b) **Model: I would be pleased to take part in the conference.**

1 work-shops; 2 a panel discussion; 3 this symposium.

c) **Model: I would like to submit a paper to this conference.**

1 concurred session; 2 a poster session; 3 local organizing committee.

6. Turn the sentences into tag questions. Agree with the following statements. Use such introductory phrases as:

you are quite right; it is really so; so it is; of course, it is; I quite agree with you, I share your opinion.

a. The University scientific conference was held in February.

b. You are concerned with economics.

c. You have already taken part in the work of a scientific conference.

d. The plenary meeting is usually followed by panel discussion.

e. When a call for papers is received, we are to submit a summary of presentation.

7. React to the wrong statements below. Use such introductory phrases as:

you are wrong; I'm afraid, you are not right; I'm afraid you are mistaken; you seem to be quite wrong; I can't agree with you

- a. The paper presented by the speaker was not interesting.
- b. If I am not mistaken the University conference was held in March.
- c. As far as I could gather from the text, there weren't any simultaneous sessions held during this congress.
- d. To my mind the atmosphere of the conference hall didn't give good opportunities for relaxed discussions between groups of experts.
- e. There will be a few participants from our department at the conference.
- f. It's unnecessary to submit a summary of your paper for the conference.

8. Make sure you understand the statements right by asking questions

Model: a) - The open ceremony was followed by a reception.

- Pardon me, what did you say? What was the open ceremony followed by?

b) - The last morning session started with a general discussion.

- Sorry, I didn't catch what you said.

- What did the last session start with?

a. The most noteworthy paper was presented by Dr. Fox.

b. The convention participants came from different countries of the world.

c. The delegates were listening to Academician Shatalov.

d. The reception was addressed by Professor Smith.

e. Most of the delegates waited for the end of the discussion.

f. The roundtable concept was continued with a discussion.

9. Ask and answer the questions to the following statements

Model: - Ask your colleagues if the summary of his presentation will be published.

- Will the summary of your presentation be published?

- Yes, it will be published in a month.

a. ... if he is going to submit a contributed paper to the conference.

- b. ... what subject of his report is.
- c. ... if the summary of the presentation was published in the Digest of the Convention.
- d. ... when he received a call for papers.
- e. ... what hotel he was staying.

VI. DIALOGUES.

a. Dialogue I

A: When do I have to give my paper, Mr. Chairman? My name is George Brown.

B: Just a minute, Mr. Brown. Let me consult my notes. You know, there were some changes on the program. Yes. You come third on the morning session.

A: I'm sorry to trouble you but is there any chance to put off my talk for the evening session? I need to be somewhere else in the morning and it's very important.

B: All right. It can be done. You'll be the first in the evening, at five o'clock to be exact. Does it suit you?

A: Oh, it suits me fine. Thank you so much.

B: Not at all.

b. Dialogue II

A: May I have you for a few minutes?

B: Why, sure. What can I do for you?

A: I've just heard your paper. I'm very interested in your research as we seem to work on the same problem.

B: Well, that sounds very interesting, isn't it? Shall we sit somewhere?

A: What about going to a cafeteria?

B: That would be fine.

c. Dialogue III

A: My congratulations! Your paper was a real success.

B: Thank you. I'm very glad it was received so well.

A: Could we discuss some points which are not very clear to me?

B: Oh, yes. Unfortunately, I had to omit many details.

A: I understand you had too little time at your disposal.

1. Act out the dialogues with your partner.

2. Role Playing

a. You are planning a conference on urgent problems in your field of science. Name the problems you want to be

included into the programme.

b. Two groups of scientists are asked to make the programme for the forthcoming conference. Make your suggestions

c. Your colleague and you attended different sessions. In the evening exchange your impressions on the papers you heard.

3. Imagine you are delivering the closing part of your report at the conference. Use the following patterns:

- in the conclusion, I would like to say ...;
- summarizing very briefly, let me say ...;
- that's all I have to tell you ...;
- to sum up the talk, I'd like to say...;
- I would like to summarize ...

UNIT 5

TELEPHONE CALLS

I. Lead-in:

1. Read the anecdotes and comment on them.

Taking Advantage Of The Situation



2. Answer the following questions:

1. Do you like talking on the phone?
2. How often do you use a telephone?
3. What rules of telephone etiquette do you know?

II. TEXT: Guidelines for Making Telephone Calls in English:

-Think about your call before you make it. Write a few notes so that you can remember the main points you want to make. Practice any *difficult expressions* before making the call.

-*State your purpose* for calling clearly. Speak slowly and clearly, especially when you give your name.

-Answer *incoming calls* quickly and always *return calls* within 24 hours.

-Listen for *key words* and try to understand the general meaning. Do not try to understand every word.

-Don't listen silently. *Respond* to what the other person is saying, even if just to say: "Really?" "I know what you mean", "Is that right?" "That's interesting" "Oh, I see". This will make your end of conversation more active and responsive.

-If you do not understand something, ask the person to repeat what he or she said: "Excuse me, would you mind repeating that?" "Could you please repeat that?" or just "Excuse me?"

-Always *confirm* important dates, times and phone numbers. You could say, "Let me make a note of this. Our appointment is at two o'clock next Wednesday, right?"

-End your conversations on a friendly note; for example, "It was nice talking to you", "I *appreciate* the chance to discuss

this with you”, “I am glad we had a chance to talk about this”.

-Avoid calling someone at home about business unless it is urgent. When calling someone at home, avoid dinnertime and try to call before 9:00 p.m. Begin with “I am sorry to bother you at home, but ...”

- Remember, on the telephone: plan your call be positive. Check that the other person understands KISS: Keep It Short and Simple

1. Explain the meaning of the words in italics from the text:

2. Answer the following questions:

1. What should you do to remember the main points of the call?

2. How should you speak and listen during telephone conversation?

3. Can you ask the person to repeat what he or she said? Tell the phrases usually used in such situation.

4. What should you avoid doing?

II. VOCABULARY EXERCISES:

1. Read this abstract and fill the gaps with necessary prepositions:

Code is a system ... figures used ... telephone numbers ... cities and countries which have been changed ... all-figure numbers. For example, a London all-figure number is 01-2222870. 01 is the code to be dialed if you make a call outside the London area. But if you make a call ... London, you should dial only the last seven, those ... hyphen. ... numbers in New York City dial: 0-01 212 followed ... the last seven digits ...

the number ... the customer you require.

2. Make your own sentences with the given words, word-combinations and phrases:

to speak over the telephone, the telephone is quite dead, to get somebody on the phone, to call somebody up (to phone, to buzz smb.), to make a call, to lift (to take up, to pick up) the receiver, to replace the receiver (to hang up, to ring off), to dial, dialling tone, ringing tone, the line is free, to connect, to put a call through, charge

3. The staff of this company are having problems with their prepositions on the telephone. Put the correct preposition in the space after the sentence. Choose from the following words. Some words are used more than once.

back down off on through up

1. Just a minute while I look through his number in the company phone book. look _
2. I'm sorry I can't talk to you now. Could I call you down in five minutes? call _
3. I'm trying to get off to Mr Schmidt. Could you give me his extension number? get _
4. I need to take up his name and number. take _
5. Could you hang back a minute while I get a pen? hang _

6. I was talking to Mrs Bazin when we were cut up. cut_

7. Please could you put me down again? put_

8. I've been trying to talk to her all day but every time I call she hangs down. hangs_

9. The phone rang and I picked off the receiver straightaway. picked_

10. I'm sorry, I don't have this information right now. Can I get up to you tomorrow? Get_

4. Work with a partner to ask and answer questions. Use the correct question form from the box.

Would you ...? Would you like to
Would you mind Would you like me to ...?
Would you mind if I...? Would you prefer...?

- 1 Ask for permission to use your client's phone.
- 2 Find out whether your guest wants tea or coffee.
- 3 Offer to call a taxi for your visitor.
- 4 Invite your partner to play golf with you next week.
- 5 Ask your supplier to make you a copy of their new price list.
- 6 Ask your colleague to give you a lift to the airport.

5. Make yourself a checklist for future reference. Study the table below then add these phrases.

*Anyway... I'll look forward to seeing you on Tuesday, then...
How are things?... Let me know if there's anything I can do... I'm phoning to ask ... Thank you for calling*

Welcoming the call	Nice to hear from you.
Polite enquiries	How are you?
Saying why you're phoning	The reason I'm phoning is
Indicating you're ready to finish	Right then
Offering help	Give me a ring if you have any problems. ...
Confirming future plans	See you on the 26th, then. Until Friday, then. ...
Ending on a friendly note	Thanks for your help. ... Have a nice day.

6. Now complete the beginning and ending of the conversation below. Use words and phrases from the table.

The start

A: Sandra Parker.

B: Hello Sandra, Hans Grass here.

A: Hans.?

B: I'm fine, thanks. with you?

A: Not bad at all, thanks.

B: Sandra, if you have the details for the multimedia meeting.

The finish

A:

B: Yes, I'll do that. Thanks.

A: Friday, then.

B: Yes.

A: You're welcome.

7. How efficient do you sound on the phone? Can you impress foreign callers with your telephone English? Find out by doing this quiz.

1. Think of another way of saying

- a) I'll connect you.
- b) Just a minute,
- c) The line's busy.

2. Explain these words:

- a) a code
- b) an extension

3. You hear the following expressions on the phone. What do you think the speakers mean?

- a) You're very faint.
- b) He's tied up at the moment.
- c) Could you read that back to me?
- d) Can you bear with me for a second?
- e) I'll get back to you first thing on Monday

4. Choose the polite reply in each of these conversations.

- a) Can I speak to Loretta?

1 Who are you please?

2 Who's calling please?

b) Could I have your name please?

1 Yes, I'm Anna Long.

2 Yes, it's Anna Long.

c) This is Terry Ranee.

1 Sorry?

2 Repeat, please

d) Is she free on Friday?

1 No, she isn't.

2 I'm afraid not.

e) Would morning or afternoon suit you best?

1 I don't mind.

2 I don't care.

f) Is that everything?

1 Yes, of course.

2 Yes, that's the lot.

III. DIALOGUE:

Two weeks before the group is to leave Moscow for London Pete telephones David. His secretary answers the call.

Secretary: International Management here, can I help you?

Pete: Good afternoon. My name is Smirnov from Econotraining, Moscow, Russia. Could I speak to Mr. Hill, please?

Secretary: Hold on, please. I'll just see if Mr. Hill is available ... I'm putting you through.

Pete: Thank you

David: Speaking

Pete: David, good afternoon. I am sorry to disturb you but we have a problem I am afraid

David: What kind of problem is it?

Pete: Well, you see, one of the participants has fallen ill and he won't be able to join the group.

David: I'm certainly sorry to hear that. First I 'll have to make another reservation for a single room since the number of participants isn't even now. Besides it will cause changes in the Programme Fee.

Pete: Can you reduce the fee by one thousand pounds automatically?

David: I'm afraid it can't be done. Some of the expenses are not directly connected with the number of participants. For example hiring coaches for excursions, for airport/hotel transfers and so on. I'll make calculations and send you the appropriate Amendment to the Contract.

Pete: Good. If I find the amended fee quite reasonable I shall immediately instruct the bank to make the transfer.

David: The reduction will be about nine hundred pounds and I hope you will pay for the Programme next week, as the Contract says.

Pete: When you make calculations please remember it's a

force majeure case. Neither we nor you are responsible. We should split the expenses involved.

David: I agree with you and I'll take that into account. In an hour or so I'll send you the amendment.

David keeps his promise and sends the amendment in thirty minutes. Pete finds the amended Programme Fee quite acceptable, signs the Amendment and sends it by fax to David.

1. Underline the sentences true to the text:

- Pete telephones David.

David telephones Pete.

David's secretary telephones Pete.

- He makes this call two days before the group is to leave Moscow.

He makes the call one week before the Russian businessmen are to leave Moscow.

He makes the call two weeks before the businessmen are to leave

- One of the participants has fallen ill.

Mr Lvov, Group Leader, has fallen ill .

Two participants have fallen ill.

- David will have to change the hotel reservation.

Pete says he has changed the hotel reservation.

Pete says he will have to change the hotel reservation.

- This change causes the change of the fee.

This change does not cause the change of the fee.

The businessmen do not speak about the change of the fee.

- David promises to telephone to settle the problem.

David promises to send a fax message to settle the problem.

David settles the problem during the telephone talk.

2. Insert prepositions:

a. Besides it will cause changes . . the Programme fee.

b. Can you reduce the fee ... 1000 pounds automatically?

c. Some .. the expenses are not directly connected ... the

number of participants.

d. The number .. participants isn't even now.

e. .. example, hiring coaches ... excursions, ... airport — hotel transfers and so on.

f. I'll make calculations and send you the appropriate amendment ... the Contract.

3. Complete the dialogues and act out similar ones:

a) • — International ... here. Can I , . you?

— Good afternoon. My ... Russia. Could I speak ...?

— Hold ... I'll just see ... available. I'm ... through.

— Thank ...

b) • — Speaking.

— David, good afternoon. I'm sorry ... problem, I'm afraid.

— What kind ...?

— Well, you see, one ... ill and he won't be able ...

— I'm certainly ... First I'll have to make ... since the number ...

c) • — Besides it will cause ... fee.

— Can you reduce ...?

— I'm afraid, it can't be done. Some of the expenses ... connected .. participants. For example, hiring coaches ... transfers and so on. I'll make calculations and ... appropriate ...

d) • — If I find the amended fee quite ... I shall immediately ... bank transfer

— The reduction will be about ... and I hope you will pay ... as the Contract says.

— When you make calculation ... force majeure ... Neither we nor you are responsible. We should ...

— I agree with ... and I'll take ... In an hour or so I'll ...

4. Sum up each dialogue. The following words may be of help:

- First Mr ... speaks to ...
- First the businessmen speak about ...
- Mr. . mentions ...
- They discuss ..
- They agree

5. Fill the gaps in these phone conversations with suitable words or phrases.

1. A: Good morning. Belding Limited. Can I help you?

B: Yes. I Paul Mathews and I'm trying to contact Mr Patterson. He actually left a on my answerphone yesterday afternoon.

A: I see. Well, I'm afraid Mr Patterson's at the moment. Can I ask him to later?

B: Yes please. I shall be here until lunchtime. My is 748 7267.

2. A: Hello.

B: Hi. Sandra?

A: No, sorry. I'm Sandra's not here at the moment.

B: Oh. Do you know when she'll?

A: No, I've no idea.

B: OK. Well in that case, could I a for her?

A: Yes, of course.

B: Could you ask her to this evening, please?

A: Sure. What's your name?

B: Catherine. I'm a colleague from work. She's got my number.

A: Right. I'll tell her.

B: Thanks very much. Bye bye.

A: Bye.

3. A: Hello?

B: Carlos?

A: Yeah, speaking.

B: Hi Carlos. Serena.

A: Oh hello. I was expecting you to ring yesterday.

B: I did - or at least I tried. I your number about six times last night but I couldn't It was all the time.

A: Oh yes, I'm sorry about that. I was the phone to my brother for about an hour and then someone from school rang me about the table tennis tournament next week.

B: Oh well, never mind. Anyway I'm phoning about ...

6. Can you answer these questions?

1. In your country, what is the emergency number for the police, fire brigade or ambulance?

2. Is there a Directory Enquiries? What number is it?

3. How much does it cost to make a local call?

4. How often do you have to pay your phone bill?

5. Is it cheaper to phone during the night?

7. Put the sentences in this conversation into the correct order. Number the boxes. Then dramatize it with your partner.

- Yes, it's off. It was OK for me, but Christophe has got to go to the States.
- OK. I'll pencil it in and wait to hear from you, then.
- I don't know. I'll get in touch with him and find out.
- Has something come up, then?
- Claudia Cavosi.
- I was going to London, but I could put it off.
- Could we? Would the Wednesday of the week after suit you?
- Claudia, this is Heinrich. Bad news about next week's meeting, I'm afraid.
- Thanks, Claudia. Sorry to put you out like this.
- Yes, I'll get back to you as soon as I can.

- It's no problem. Can Christophe make it, though?
- He's a difficult man to pin down, isn't he? Do you want to fix another time?

8. Think of another way to say the sentences below. Use these multi-word verbs from the conversations above.

to put someone out to get in touch with someone

to put something off to come up

to be off to pin someone down

to pencil something in

1. Could we write a provisional date in our diaries?
2. I'm sorry to upset your plans like this.
3. I'm afraid the conference is cancelled.
4. Something unexpected has happened and I can't make it.
5. We'll have to delay the meeting.
6. I can't make them decide exactly what they're going to do.
7. I need to contact my lawyer.

9. We often use the word would when we are making arrangements. Match the two halves of these sentences from the conversations.

1 Would you mind if I ...	a put it on the schedule then?
2 She'd like to ...	b arrange a demonstration?
3 Would you like me to ...	c very kind.
4 That would be ...	d have a look at your rolling mill.
5 Would you ...	e brought a colleague with me?
6 Would you mind ...	f showing her the rolling mill?
7 Would you prefer ...	g the morning or the afternoon?

10. Read the dialogue and write down the telephone message below:

Secretary: Hello, Philips Company. How can I help you?

Sergey Klimov: Good morning. My name is Sergey Klimov from Minsk, Belarus. I'd like to speak to Mr. Scherer please.

Secretary: I'm sorry, Mr. Scherer is not here at the moment. Could I have you name again please?

Sergey Klimov: Yes, my last name is Klimov, K.L.I.M.O.V, and my first name is Sergey, S.E.R.G.E.Y.

Secretary: Yes, Mr. Klimov from Minsk, Belarus, right?

Sergey Klimov: That's right. Could you tell him to call me back when he's got a moment? I wanted to check the agenda of our meeting.

Secretary: Yes, I'll ask him to do that. Does he have your number, Mr. Klimov?

Sergey Klimov: I think so. Just in case please put it down:

+375-17-227-6534. Let me repeat it. 375 - this is an area code of Belarus, 17- this is for Minsk, and 227-6534 is the number in the city of Minsk.

Secretary: Correct. All right, thank you for calling, and Mr. Scherer will call you back in the afternoon.

Sergey Klimov: Thank you very much indeed.

Secretary: You're very welcome, Sir.

Telephone Message

For: _____ *Time of call:* _____

Caller: _____ *Company:* _____

from _____

Phone number: _____

Message:

11. Read a message left on the answering machine:

Hello, my name is Nikolai Pashkevich. I'll spell my last name: P...A...S...H...K...E...V...I...C...H. I am

calling from Minsk, Belarus, regarding the arrival time of our interns to your company next week. I tried to send you a fax, but I never got an "OK" reception. They will arrive at JFK airport next Tuesday at 7:10 pm. Please give me a call to acknowledge this message at +375-17-238-6521. Once again: +375-17-238-6521. Thank you. Hope to hear from you soon.

12. Tips on Leaving a Message on an Answering Machine

- When there is nobody in the office you are calling, an answering machine is a good device to leave your message. Here are some hints on using an answering machine:
- speak after the tone in the recorded answering machine's voice;
- speak slowly, clearly and use simple language;
- spell your name when introducing yourself;
- leave your phone number with a full area (country) code;
- make your message short and informative.

13. Practice leaving messages on the answering machine of your business partners:

- a) you are calling to confirm your arrival time;
- b) you are calling to ask their parking lot location;

c) you are calling to invite them to a press conference;

d) you are calling to let them know how many people will be present at the reception;

e) you are calling to remind them of their promise to bring sample of product for tomorrow's meeting.

UNIT 6

MONEY

I. Lead-in:

1. Read the anecdotes and comment on them.

The Secret is to Owe Money, Lots of it



Spending Millions to Save Thousands



Money Does not Make you Happy But its Absence can Make you Happy



2. Learn how money-saving you are. Answer the following questions:

1. Have you ever borrowed money from anyone?
 - Who from? How much?
2. Have you ever lent money to anyone?
 - Who to? How much?
3. Are you in debt at the moment?
4. Does anyone owe you any money?
5. Do you save money?
 - Are you saving anything at the moment? What?
6. Do you keep your money:
 - a) in a bank
 - b) in a safe
 - c) in a money-box
 - d) under the bed
7. Do you spend more than earn?

8. Do you have a budget for your money?
9. Do you keep a record of your expenses?
10. Where do you keep your money?
 - a) in a purse, b) in a wallet, c) in a handbag, d) in a pocket
11. If you keep it in a pocket, which pocket do you keep it in?
 - a) inside jacket-pocket
 - b) back trouser-pocket
 - c) side trouser-pocket
 - d) top jacket-pocket
11. Have you ever had your pocket picked?
12. Have you bought anything this week?
 - What did it cost?
 - Was it worth it?
 - Was it new or second-hand?
 - Was it a bargain?
 - Did you get a receipt?

II. TEXT: Speaking About Salary

Get familiar with these definitions, questions and statements to be ready to use them when it is *appropriate*.

1. The term “*salary*” means “fixed regular pay each month for a job, especially job done by a senior member of staff”.

2. “*Wages*” denotes “*payment for labour or services, usually paid every day or every week, and often based on the number of hours worked*”.

3. “*Remuneration*” is used to denote “*payment for work done or trouble taken; a reward*”.

4. Can I ask questions referring to the salary?

5. Can I ask what my *starting salary* will be?

6. You’ll be paid *on the computer programmer scale*.

7. Salaries are *commensurate* with the experience and will

reflect the importance of the positions.

8. The salary is commensurate with the importance of this position.

9. We offer a salary commensurate with experience.

10. Salaries are commensurate with experience and will reflect the importance of the positions.

11. The salary will be *by agreement*.

12. This is a key post and the salary will be by agreement.

13. The salary will be *negotiable*, depending on qualifications and experience. However, the position will attract a *minimum gross salary* of not less than ... pa (per annum).

14. My *gross pay* is ..., but the *net salary* (take home pay, with all the *deductions* made) is usually

15. It is a well-paid job.

16. He thinks he is *underpaid*.

17. He *earns/ gets/ makes dollars a week*.

18. The minimum wage/salary is

19. It is a *regular pay*, but you'll also get your fee for services.

20. My yearly salary *amounted to*

21. You'll also have some *cash award (bonus, premium)*.

22. I am guaranteed *overtime pay*.

23. Your salary will be based on *hourly rate*.

24. You'll be paid not by the hour but the job.

25. Our wages were *scaled down/raised*.

26. Tomorrow is *pay-day*.

1. Explain the meaning of the words in italics from the text:

2. Answer the following questions:

1) What is the difference between salary and wages?

- 2) What do salaries commensurate with?
- 3) What is the difference between gross pay and net salary?
- 4) What salary would you like to have?
- 5) Do you think people with little experience are underpaid?

III. TEXT: Dealing with Petty Cash

In the office they usually have the amount of money available for *petty cash*. This money is spent on travel (bus, fares), snacks (coffee, sugar, biscuits), possibly, on some stationery (envelopes, pens) is recorded into the *petty cash book*, with the *receipts* (as written proofs of payment) being attached to this *financial report*.

This system of recording petty cash *transactions* is known as the *imprest system*. The amount of money available for petty cash is called the *float*.

1. Explain the meaning of the words in italics from the text:

2. Answer the following questions:

1. What can petty cash sums be spent for?
2. Where are petty cash transactions usually recorded?
3. What is the imprest system?
4. What is the float?
5. How much do you usually spend for sundries?

IV. Banking Accounts

If you want to *invest money at a short term*, you've got

several possibilities: first, *a current account*. This gives you the possibility of having all your money *at your immediate disposal*. It also entitles you to *a cheque-book*. Second, you've got *a deposit account*. It is a better *investment* as it gives a higher *interest*. However, though you are entitled to a cheque-book, you can only *withdraw* up to a certain sum each month. For larger amounts, you must give the bank a few months' notice. Finally, you have *certificates of deposit*. These pay the highest interest. However, they block your *capital* for a fixed period of 3, 4, or 5 years. Your choice of *short-term investment*, therefore, will depend largely on how quickly you'd like to have access to your money.

1. Explain the meaning of the words in italics from the text:

2. Answer the following questions:

1. What types of accounts are available for bank clients?
2. What opportunities exist for those who do not plan quick and frequent withdrawals of their money from their accounts?
3. What opportunities are provided by current accounts?

V. Opening an Account

- We wish to open a current account with you for the use of the manager of our office. The manager's name is Mr. Robert Bush, and he will be authorized to sign cheques on our behalf.

- OK. We'll arrange for an appointment for this gentleman to visit the bank and complete the necessary formalities and provide a specimen of his signature. Also we

require some references.

- We can refer you to the British Clydeside Bank, Glasgow, where you will get all information you need on our company's financial status.

- Thank you. What cash deposit will you make?

- We intend to open the account with a cash deposit of \$ 50,000.

- Now, let's fix the time for the appointment.

1. Explain the meaning of the words in italics from the text:

2. Answer the following questions:

1. What are the general formalities for opening an account with a bank? What inquiries are usually made by bank?

2. What visit does the bank clerk want to organize?

3. What references are the company ready to provide?

4. What account do they plan to open?

5. Who will be allowed to act on behalf of the company?

Getting a Loan

Initially, the lender will ask you three questions:

- How will you use the loan?

- How much do you need to borrow?

- How will you repay the loan?

When you apply for the loan, you must provide projected financial statements and a clear business plan, which supplies the name of the firm, location, production facilities, legal structure and business goals.

Two main accounting documents – two basic financial statements – should be prepared: 1.the balance sheet, which is

a record of assets, liabilities and capital; and 2.the income (profit-and-loss) statement, a summary of earnings and expences over a given period of time.

A clear description of your experience and management capabilities, as well as the expertise of other key personnel, will also be needed. In the USA, if your loan applications are declined by at least two banks, you may ask the banker to make the loan under Small Businesses Administration's Loan Guarantee Plan.

1. Explain the meaning of the words in italics from the text:

2. Answer the following questions:

1. What initial information is sure to be required from a loan applicant?
2. What documents should a company provide to prove its ability to repay?
3. What do the two basic financial statements in the accounting system of a company show?
4. In what case can a loan application be declined?

VI. VOCABULARY EXERCISES:

1. Fill the gaps using the past tense of verbs from the box. Be careful, most of them are irregular.

buy	spend	lose	pay	cost
sell	win	waste	find	give

1 My car was five years old, so I..... it and a new one.

2 I was very sad when I..... my watch in the street. It was a present from my wife

and it..... her a lot of money. Fortunately,
 somebody it the next day and
 took it to a Police Station.

3 Iover £2,000 for my computer, but it isn't
 worth very much now.

4 My father me £50 last week but I most
 of it on a ticket for a concert
 on Friday.

5 Last week somebody £1m in a game on
 television. It was incredibly exciting.

6 I'm afraid I my money on those CDs because
 I never play them.

2. Match the words on the left with their definitions on the right

1. <i>interest</i>	a) a bank account with minus money in it
2. <i>mortgage</i>	b) money paid towards the cost of raising a family
3. <i>an overdrawn account</i>	c) money given by the government for education, welfare, etc.
4. <i>savings account</i>	d) an account that is used mainly for keeping money
5. <i>current account</i>	e) money paid to people after a certain age
6. <i>pension</i>	f) an account that cheques are drawn on for day-to-day use
7. <i>disability allowance</i>	g) money chargeable on a loan
8. <i>child benefit</i>	h) money paid to people with a handicap
9. <i>grant</i>	i) a loan to purchase property

3. Translate the following words and make up sentences with them

- Rate of inflation
- Exchange rate (against USd)
- Interest rate
- Basic level of income tax
- Rate of VAT
- Monthly state pension

4. Is the ordinary 'person-in-the-street' pleased to see these newspaper headlines or not?

- Mortgage rate goes up
- Wages to be frozen
- Pension age raised
- VAT to be reduced
- Interest rates down

5. Match the verbs on the left with the nouns or phrases on the right.

1. earn	a) overtime
2. work	b) meetings
3. pay	c) a shop
4. go to	d) clients
5. deal with	e) £500
6. run	f) income tax

6. Can you answer these general knowledge questions about work?

1. What are normal working hours for most office jobs?
2. Can you name three jobs that get very high salaries?
3. When you start paying income tax, what is the minimum amount you have to pay?

4. What jobs often involve shiftwork? (Give at least two examples.)

5. Is flexi-time common in your company or your country?

7. Decide whether the following expressions mean expensive or cheap.

1. It cost the earth.
2. It cost a bomb.
3. It was going for a song.
4. It cost peanuts.
5. It cost a fortune.
6. They were practically giving it away.
7. It cost an arm and a leg.
8. It was a real bargain.
9. It cost a packet.

8. Rearrange the following to make useful business expressions. The first word is in the right place.

1. Let's figures talk.
2. Just a look figures take the at.
3. Can us you a figure rough give?
4. How these at did arrive you figures?
5. Where these did from come figures?
6. The speak figures themselves for.
7. The encouraging not very are figures.
8. Can it you a on put figure?

9. Which of the above expressions mean:

- a) you want an approximate figure
- b) the figures are bad
- c) the figures need no explanation
- d) you're not sure you believe the figures (two expressions)
- e) you want a fairly precise figure

VI. DIALOGUES:

Dialogue 1

What is the exchange rate?

- Toronto Dominion.
- I have a question about exchange rates.
- Yes?
- I need the rate for Canadian dollars to British pounds.
- Dollars to pounds or pounds to dollars?
- I'm buying pounds.
- Well, the rate today is two dollars thirty-six to one pound.
- \$2.36 to the pound? So the dollar has been gaining against the pound?
- That's right.
- Thank you very much!

Answer the questions:

1. What does the client want to do?
2. What does he want to buy?
3. What's the exchange rate?
4. What is the position of dollar?

Dialogue 2.

I'd like to withdraw money from the account

- Hi, may I help you?
- Hi. I've just opened a checking account and I'd like to withdraw two hundred dollars. What I need to know is who do I make the check out to?
- Well, since the money is for you, you make it out to cash.
- Well, how; do I do that?
- You write the word "cash" on this line.
- OK. How's this?
- Well, you've written the amount in numbers. You have to write it out in words, too.
- That goes on the third line, there.
- Oh, yes.
- Draw a line from the end of the amount to the word "dollars" so nobody can change the amount.
- Thank you. Here you are.
- You forgot to put the date and sign it, there in the bottom right-hand corner. The date goes in the top right-hand corner.
- OK. Is that all?

- Well, you have to endorse the check, that is sign your name on the back of the form,
- Oh, yes, sure.
- Thank you. What denomination would you like?
- One hundred bill and two fifty-dollar bills.
- OK. Here is-your, money - \$200.
- Thank you very much. Thank you. Have a nice day! Next!

Answer the questions:

1. Where is the client?
2. What kind of account has he just opened?
3. What does he want to do?
4. How much money does he want to withdraw from his account?
6. What word does he write?
7. Does he write the amount in numbers?
8. What did the client forget to write?

Dialogue 3

I want to deposit money

- Can I help you?

- Yes, please. I am paying my monthly bills.

- Yes.

- Here they are. Could you please count the total amount due? I want to deposit enough money to cover the total amount of these bills and have \$500 left in my savings account.

- OK. Let me see.... Well, the total amount now due is \$349.

- How much money is left in my savings account now?

- Well... \$100. Now, in order to cover the total amount of these bills and have \$500 left in your savings account, you are to deposit \$750.

- That's fine.

- Could you, please, fill in the deposit slip.

- Oh, yes, sure.

- Please, write your name, the number of your savings account and the amount of money you want to deposit. Write the amount of money in numbers and words.

- Is that OK?

- You forgot to sign it here, in the bottom right corner.

Oh, sorry. Here you are.

Thank you.

Am I done?

- Yes, that's all. Thank you.
- Thank you.
- You are welcome! Have a nice day!

Answer the questions:

1. What is the client paying?
2. How much money does he want to deposit?
3. How much money is left in his savings account?
4. What is the total amount due?
5. How much money is the client to deposit?
6. Does he write the amount of money in numbers or in words?

3. Act out the following situations. Use the words and expressions below.

1. You phone to a bank. You want to know the exchange rate.

May I help you? What's the exchange rate? the dollar to the pound the pound to the dollar to gain against to buy pounds
--

2. You'd like to buy some traveler's checks at the bank.

Can I help you? to buy some traveler's checks to show some sort of ID to fill out the form to put the date to sign the form in the bottom right corner What denomination would you prefer? \$50 dollar checks

3. You are at the bank. You want to deposit money.

I want to deposit money to cover the monthly bills to have \$600 left in the account..... What is the total amount due? to fill out a deposit slip

4. You've come to the bank to withdraw money from your checking account to pay some bills.

What can I do for you? to pay the bills to withdraw money Who do I make out the checks to?

Phrases for business communication

Opening the discussion

Well, so we'll begin	Отже, почнемо
I think it is possible to start our work	Думаю, що ми можемо почати роботу
Let's start / begin with	Почнемо з
The subject of our discussion	Тема нашої дискусії
In this lesson we'll consider the following problems	На нашому занятті ми розглянемо наступні питання
The problem to be discussed today is	Сьогодні ми обговоримо питання
Let's consider the following questions	Давайте розглянемо наступне питання
I'd like to draw your attention on/to the following questions	Я б хотів звернути вашу увагу на наступні питання
The first thing we've got to make clear is	Перше, що нам необхідно з'ясувати

I would like to raise some questions related to	Я хотів би порушити декілька питань, стосовно
I'm convinced that the subject of the discussion will be of great interest for	Я впевнений, що тема дискусії буде дуже цікавою для
In this connection particular importance should be attached to	У зв'язку з цим особливу увагу необхідно звернути на
The topic of the discussion is	Тема дискусії
The discussion will be developed on the problems of	Дискусія присвячена проблемі
The discussion deals with the problem of	Основну увагу дискусії буде звернено на

Giving an opinion

I think that	Я вважаю, що
I do think this fact is most important	Я вважаю цей факт надзвичайно важливим
It plays, I think, an important role because	Я вважаю, це відіграє важливу роль, адже
It depends, I think on	Це залежить, я думаю, від

I believe it is rather an interesting problem	Я вважаю, що це досить цікава проблема
I think	На мою думку
So it seems to me that	Мені здається, що
It is my belief that	Ми вважаємо, що
It seems to me that	Я вважаю/припускаю, що
I believe that	Я схильний вважати
I suppose that	Я впевнений, що
My personal opinion as to	Я впевнений, що
In my opinion (to my mind, to my way of thinking) in my view	З моєї точки зору, по-моєму
From the point of view of	З точки зору
I think that universal opinion is that	Я вважаю, що загальна думка полягає в тому, що

Say

I would like to say	Я хотів би сказати, що
I would like to say a couple of words about	Дозвольте сказати декілька слів про

I would say; I want (I am willing)	Я хочу сказати, що
With regard to... I can only say that	На підтримку хочу сказати, що
I find it necessary to emphasize that	Мені здається необхідно зробити наголос на тому, що
As far as I know	Наскільки мені-відомо
A word may be said about	Перш ніж сказати
Basically speaking	Просто кажучи
To put it briefly	Коротше кажучи
I would say I shall avoid the subject of..., except to say that	Не порушуючи питання про..., скажу лише, що
As far as I remember	
I can only say	Відносно ... я можу тільки сказати, що
I would like to point out that	Мені хотілося б
I would like to mention that	Мені хотілося б нагадати, що

I should mention that	Необхідно нагадати
-----------------------	--------------------

Agreeing / disagreeing

I agree that	Я згоден, що
I quite agree I agree entirely with	Я повністю з вами згоден
I cannot agree that	Я не можу погодитися з тим,
We must come to an agreement	Ми повинні дійти згоди
I disagree with the statement that	Я не погоджуюсь із твердженням, що
I surely cannot agree with the statement	Я, звісно, не можу погодитися із твердженням
I am against this proposal	Я проти даної пропозиції
I must express some disagreements with	Я не зовсім згоден з
Not quite right	Не зовсім правильно
Oh, do you really think so!?	Невже ви дійсно так думаете?

It is a fact that	Це факт, що
Yes, I think so too	Так, і я так думаю
I don't think (suppose, believe, expect) so	Я так не вважаю
How does one know that?	Як це можна знати?
That's right! Quite right! That's it!	Правильно!

Answering / reply / response

In reply to your first question	У відповідь на ваше перше запитання
I would like to reply on the point about	Я хочу відповісти на запитання стосовно
In response to your interesting remarks	У відповідь на ваші цікаві зауваження
With regards to (your question)	Що стосується (вашого запитання)
In answer to your question I would like to say that	У відповідь на ваше запитання я хотіла(в) сказати, що
To come back to the question	Повертаючись до питання

I would like to raise a question about	Я хочу поставити запитання стосовно
It's difficult to give an answer to	Важко відповісти на питання
To answer the question	Щоб відповісти на запитання
To come back to the question	Повертаючись до питання
I will ask a question concerning	Я маю запитання стосовно
May I ask?	Чи можу я запитати?
I wonder whether (if)	Цікаво знати, чи
I have some questions	У мене є декілька запитань
Важко дати відповідь на	It's difficult to answer

Presenting an argument

What is more	Більше того
As far as this problem is concerned	Наскільки це стосується даної проблеми
I would like to begin with	Я хочу почати з
We well know that	Нам добро відомо, що

Taking into account	Беручи до уваги
It goes without saying	Немає сумніву, що
It is in this connection that	Саме у зв'язку з цим
That is why	Ось чому
Moreover / over and above	Більш того
Furthermore	Крім того
Within such a context	В такому контексті
The fact is	Той факт, що
To make it more clear	Щоб висловити це ясніше
This is proved by	Це доведено
I support the view of	Я підтримую точку зору

Doubt / certain

As far as I know	Наскільки мені відомо
As you know	Як вам відомо
I don't know whether	Я не знаю, чи
I don't know of	Я не знаю про
It is not known whether	Навряд чи ми знаємо

I doubt if we know	Я не впевнений, знаємо ми, що
I am afraid that I don't know	Боюсь, що я не знаю
It is well known that	Добре відомо, що
It would be helpful to know if	Було б корисно знати, чи
Since it is known	Наскільки це відомо
I am quite sure that	Я повністю впевнений, що
I am not quite sure that	Я не зовсім впевнений, що
As I am not sure many of you know	Я не сумніваюсь, що багато хто з вас знає
I cannot be sure	Я не можу бути впевненим
I am quite certain that	Я повністю впевнений, що

Thanks / advice

I am pleased with your answer today	Я задоволений вашою відповіддю сьогодні
I am most grateful for expert advice on	Я надзвичайно вдячний вам за вашу пораду стосовно

I am very grateful to you for coming and sharing in this discussion	Я вам дуже вдячний за те, що ви прийшли і взяли участь у дискусії
I am content with your answer	Я задоволений вашою відповіддю
I am pleased to hear your comments about	Мені приємно чути ваш коментар стосовно
We admire your presentation of this point	Ми вражені вашим викладенням даної проблеми
All your mistakes come through carelessness	Ви робите помилки через вашу неухважність
You are making good progress in	Ви робите успіхи в
In many instances you should have paid more attention to	В багатьох випадках вам необхідно звертати більше уваги
I should express my satisfaction at the work of your group, the excellent results achieved, the atmosphere of cordiality and mutual understanding	Я хочу висловити своє задоволення роботою вашої групи, досягнутим результатом, атмосферою ширості та взаєморозуміння
I'd like to express gratitude to	Я хочу висловити вдячність

In closing I should like to thank all for your participation in МЩ conference	На завершення меж хочеться подякувати усім вам за участь в
Good for you!	Молодець!
It is my belief that exchanges of views and comparison of experience which have taken place here have a stimulating effect on	Я вважаю, що обмін думками і досвідом, який відбувся, є стимулом для

GLOSSARY

UNIT 1

option	вибір; опція; право вибору
employee	службовець; працівник
to fail	тепіти невдачу; провалити
suitable	придатний; відповідний
applicant	претендент
valuable sources	важливі джерела
employment	робота; зайнятість (робочої сили)
to set objectives	встановити завдання (цілі)
consulting firm	консультаційна фірма
to advertise	рекламувати
to accept a position	прийняти позицію
vacant position	вакантна посада
personal	особистий; персональний
characteristics	характеристики
first impression	перше враження
directly impact	безпосередньо впливати
appearance	зовнішність; поява
excessive	надмірний
paper work	канцелярська робота; перевірка документації
artificial	штучний; синтетичний
appropriately dressed	відповідно вдягнений
to match	підходити (відповідати чомусь)
red tape	бюрократизм

UNIT 2

recruitment	набір; вербування
staff	штат службовців
relationship	відношення
to hold the position	утримувати позицію
salesman	продавець
direct authority	пряме джерело
chain of command	система влади
to take order	прийом замовлення
department	відділ
to give order	віддати наказ; розпорядитися
the Managing Director	керівник
the Chief Executive	виконавчий директор; адміністратор
Board of Directors	правління
finance department	фінансовий відділ
sales department	відділ збуту
marketing department	відділ по маркетингу
production department	виробничий відділ
research department	науково-дослідний відділ
to develop	розвивати
personnel department	відділ кадрів
tax department	податковий відділ
logistics department	відділ логістики
to forecast	прогнозувати; завбачати

UNIT 3

to manufacture	виготовляти
to lease	здавати в лізинг; відкупляти
to supply products and services	забезпечувати продукцію і послуги
data	дані; відомості
rapidly	швидко
to process data	обробити дані
preparation of payrolls	підготовка платіжних відомостей
warehousing	здавати на склад
distribution operation	розпоширення
customer	покупець; клієнт
software	програмне забезпечення
accounting billing	облік складання рахунків
to run the computer	управляти комп'ютером
word processing	обробка даних
database	база даних
management program	програма управління
accounting	бухгалтерський облік
hardware	апаратура; технічне забезпечення
computer industry	комп'ютерна промисловість
to manufacture computers	виготовляти комп'ютери
human operator	оператор

UNIT 4

on behalf	від імені будь-кого
honor	честь
annual congress	щорічний конгрес
to be held	проводити
interaction	взаємодія
numerous	багаточисленні
to be invited	бути запрошеним
to attend	відвідувати
host treating	гостинний прийом
conclusion	висновок
vocational training	програми відпочинку
computer programming	комп'ютерне програмування
exhibition	виставка
to submit	висилати
contribution	внесок
special emphasis	спеціальний наголос
on the identification	за визначенням
deadline	останній термін
to develop	розвивати
participant	учасник
application form	заява
objectives	завдання, цілі
abstracts	абзац

UNIT 5

difficult expression	неприємні враження
to state purpose	встановлювати цілі
incoming calls	вхідні дзвінки
return calls	вихідні дзвінки
key words	ключові слова
to respond	відповідати
to confirm	підтвердити
to appreciate	оцінювати
to speak over the telephone	розмовляти по телефону
to make a call	зробити дзвінок
to call somebody up	Зателефонувати комусь
to lift (to take up, to pick up) the receiver	підняти слухавку
to dial	набирати номер
the line is free	лінія не зайнята
to put a call through	дотелефонуватися
the telephone is quite dead	телефон не відповідає
to connect	з'єднувати
to replace the receiver	перекласти слухавку
to get somebody on the phone	додзвонитися комусь

UNIT 6

to get familiar	бути знайомим із будь-чим
appropriate	відповідний
payment, wages	заробітна плата
remuneration	компенсація
labor	робота
starting salary	початкова заробітна плата
commensurate	відповідний
by agreement	за згодою
to be negotiable	бути відповідним
a minimum gross salary	мінімальна заробітна плата
deduction	утримання із заробітної плати
salary	заробітна плата
to earn/ get/ make dollars	заробляти
cash award	премія
on cash	готівкою
overtime pay	плата за понаднормові години
regular pay	регулярна заробітна плата
to be award	бути нагородженим
for petty cash	премія, бонуси
to be underplayed	бути низькосплачуваним
financial report	фінансовий звіт

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CURRICULUM VITAE

Name: Sergey Kovalyov
Date of Birth: December 2, 1978
Citizenship: Ukraine
Home Address: 10/15 Zarechny Block, Lugansk, 91000,
 Ukraine

Telephone
number: 38 (0642) 320718
E-mail: sergeyk@mail.com

Marital status: Married

Education:
 1985-1994 Secondary School #57, Lugansk
 1998-2003 National Taras Shevchenko University,
 Luhansk
Qualification: Bachelor Diploma, 2008.
 Computer Engineer Programmer

Work experience:

2000-2005 Computer Shop Manager
 Type of organization: Computer company
 Intercomp
 Position: computer operator
 Responsibilities: assembling of computer,
 installation of pc software, dealing with
 computer failures, providing information
 on pc hardware and software.

2005 – present Manager of the Software Sale Department
 Type of organization: Software
 Development Company Voshod
 Position: manager.
 Responsibilities: finding customers,
 advertisement, Web design, data bases.

Interests: Internet, programming.

References	Mr. Vitaliy Bilaz, director of Computer Company Intercomp, 5 Sovetskaya Street, Lugansk, Ukraine. Mr. Bill Gates, president of Microsoft Company, 15 Microsoft Street, San-Francisco, Ca, USA.
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COVERING LETTER FOR THE CURRICULUM VITAE

15/132 Shevchenko block,
10/15 Zarechny Block,
Lugansk,
91000, Ukraine

February 1st, 2010

The Personnel Officer,
Computer Company Proton
88 Sovetskaya Street,
Lugansk, Ukraine.

Dear Sir,

I am writing to you with reference to your advertisement for computer manager, which appeared in the local newspaper “Lugansk” last week. After talking to Mr. Andrew Dubinin on the phone, I feel I have the right sort of qualifications for the job, and I would therefore like to make a formal application for an interview.

As you will see from my c.v., which I attach, I have had previous experience with a computer work and have had contact with technical documentation, equipment and computers since I began my Engineer Programmer course six years ago. In addition, I would like to mention that I have taken part in Computer Hardware Conference in Kiev. I am good at

Web design and data base writing. Also I know English well, as I often communicate to foreigners.

I am very interested in the possibility of working for you, above all because I would be able to use my technical abilities as well as my computer knowledge.

I look forward to hearing from you.

Yours faithfully,
Sergey Kovalyov

RÉSUMÉ

Maria H. Dzhmil
1725 Brooke Street
Miami, FL 32701-2121
(305)437-3276

Career objective

Full-time position assisting dentist in providing dental health care and counseling and performing preventative dental treatments; especially interested in learning more about pedodontics.

Education

August 1997-
May 1999

**Miami-Dade Community College,
Miami, Florida**

Will receive A.S. degree in dental hygiene in May. Have completed nine courses in oral pathology, dental materials and specialties, peridontics, and community dental health. Currently enrolled in clinical dental hygiene program. Am familiar with procedures and instruments used with oral

prophylaxis techniques. Subject of major project was proper nutrition for preschoolers. Minor area of interest is psychology (twelve hours completed). Received excellent evaluations in business writing course. GPA is 3.2. Plan to take American Dental Assistants Examination on June 2.

1990-1994

Miami North High School, Miami, Florida

Took electives in electronics and secretarial science.

Experience

April 1995 -
July 1997

St. Francis Hospital, Miami Beach, Florida

Full-time unit clerk on the pediatric floor. Duties included ordering supplies, maintaining records, transcribing orders, and greeting and assisting visitors.

June 1994 –
April 1995

Murphy Construction Company, Miami, Florida

Secretary-receptionist. Did light typing, filing, and mailing in small office (four employees).

Summers 1992-
1993

City of Hialeah, Florida
Water meter reader.

Personal

Health: Excellent; Bilingual: Spanish/English

Hobbies and
Interests

Swimming, reading (especially applied psychology), and Interests tennis. Have done volunteer work for church day-care center.

References

The following individuals have written letters of recommendation for my placement file, available from the Placement Center.

Sister Mary James Head Nurse, Pediatric Unit St. Francis Hospital 10003 Collins Avenue Miami Beach, FL 33141-4041	Professor Mitchell Pellborne Department of Dental Hygiene Miami-Dade Community College, Medical Center Campus, Miami, FL 33127-2225.
Mildred Pecos, D.D.S. 9800 Exchange Avenue Miami, FL 33167- 6028 (305) 421-1039	

RESUME

Olena Popovich
1554 Westside Drive
Saint John, NB E2L 4J5
(506)638-2176

Age: 22
Marital Status: Single
Languages: Fluent in
Ukrainian, French, English
and
Russian

AVAILABLE: July 1,1997

OBJECTIVE: Responsible entry-level position in computer programming. Willing to relocate.

EDUCATION:

- June 1997
(Expected) Diploma in Computer Programming Technology,
New Brunswick Community College, Saint John Campus.
Concentration in Computer Analysis and Design. Course work included Computer Design, Computer Programming.
- June 1995 Graduated from Southwest High School,
Dartmouth, N.S.

WORK EXPERIENCE

- September 1996 – Part-time Computer Programmer,
to present New Brunswick Community College Computer Centre, Saint John.
Responsibilities include programming, checking system malfunctions, assisting students with computer jobs, keeping time-sharing records on all users.
- Summers and Salesperson. Annette's Dress Shop,
Christmases Saint John. Responsibilities included
1993-1995 assisting customers, stocking 1993-1995 merchandise, creating displays, and taking inventory. Trained replacement at the end of summer 1995.

- INTERESTS: Computers, writing, tennis, singing

RESUME

ANTHONY H. KRYVONIS

73 Allenwood Boulevard

Santa Rosa, California 95401-1074 (707)464-6390

Career Objective: Full-time position as a layout artist with a commercial publishing house.

Education:

1990-1996 Will receive A.S. degree in June from Santa Rosa Junior College, majoring in industrial graphics illustration with a specialty in layout design. Completed more than forty hours of classwork in design principles, layout and lettering, graphic communications, and photography. Am very familiar with both layout techniques and electromechanical illustration. Major projects included assisting layout editors at McAdam Publishers during an apprenticeship program completed in May 1995 and writing a detailed report on the kinds of designs, photography, and artwork used in two local magazines — Living in Sonoma County and Real Estate in Sonoma County. Made Dean's List in 1991 with a GPA of 3.4.

1988-90 Attended Santa Rosa High School. Took electives in drawing, photography, and industrial arts. Provided major artwork for student magazine, Thunder.

Experience:

1990-1996 Worked part-time as salesperson at Buchman's Department Store while attending Santa Rosa Junior College full-time. Duties included assisting

customers in sporting goods and appliance departments. Also assisted sport shop manager with displaying merchandise.

Personal: Volunteer work for Santa Rose Humane Society – designed posters for 1989 fund drive.

References:

- Mr. Alberta Kim

Art Department
Santa Rosa Junior College
Santa Rosa, CA 95401-1099
(707)464-6300

- Dr Gloria Cernek-Willis

Art Department
Santa Rosa Junior College
Santa Rosa, CA 95401-1099
(707)464-6300

A LETTER OF APPLICATION

1725 Brooke Street
Miami, FL 32701-2121
May 14, 1997
Dr. David Crosh
Suite 34
Medical/Dental Plaza
839 Causeway Drive
Miami, FL 32706-2468

Dear Dr. Crosh:

Mr. Mitchell Pellborne, my clinical instructor at Miami-Dade Community College, informs me that you are looking for a dental hygienist to work in your northside office. I am writing to apply for that position. This month, I will graduate with an A.S. degree in the dental hygienist program at Miami-Dade Community College, and I will take the American Dental Assistants Examination in early June.

I have successfully completed all course work and clerical programs in oral hygiene, anatomy, and prophylaxis techniques. During my clinical training, I received intensive practical instruction from a number of local dentists, including Dr. Mildred Pecos. Since your northside office specializes in pedodontal care, you might find the subject of my major project ~ proper nutrition for preschoolers — especially relevant. I have also had some related job experience in working with children in a health care setting. For a year and a half, I was employed as a ward clerk on the pediatric unit at St. Francis Hospital, and my experience in greeting patients, filling out forms, and assisting the nursing staff would be valuable to you in running your office. You will find more detailed information about me and my experience in the enclosed resume.

LETTER OF RECOMMENDATION

CALGARY DENTAL GROUP,
7335 – S. LEWIS-SUITE 206
CALGARY, ALBERTA TZN IX5
(403)497-5555
May 10, XXXX

Harold Rawden, DMD
Rawden dental Clinic
913 E. Carlson Street
Holbrook, CA 90311

Dear Dr Rawden:

I heartily recommend Jessica Wyke as a dental hygienist.

She started working for us three years ago, soon after receiving her B.S. degree and her R.D.H. certificate. By the following standards, she has been an outstanding member of our periodontal team:

1. Proficiency. Her scaling and root planning are always thorough. She manages to maintain a tight schedule while sharing with patients some techniques of self-care in preventing periodical diseases.

2. Versatility. Holding certificates in nitrous oxide, local anesthesia, and analgesia, she frequently assists in procedures many hygienists are not certified to perform.

3. Congeniality. Her patient empathy is natural. Cheerful and friendly with patients and staff members, she has a very positive influence on our office atmosphere.

4. Professionalism. As a registered Dental Hygienist, she is active in local, state and national organizations. Last year she was responsible for editing the Calgary Dental Hygienists' Quarterly Bulletin.

If Jessica should ever come back to live in the Calgary area, I would welcome an opportunity to reemploy her.

Sincerely,
Stephen Foley.

A LETTER OF RECOMMENDATION

September 17, XXXX

Barbara North

Section Head, English Department

Grant MacEwan Community College

Seventh Street Plaza Campus

Dear Barbara:

RE: Christopher Coy

With pleasure, I recommend Christopher for a teaching position with Academic Services.

I have known Chris since 1982 and most particularly during the three terms we studied creative writing together under Rudy Wiebe at the University of Alberta. As a teacher myself, I recognized then the excellence of Chris' writing, both technically and stylistically. He also showed an ability to communicate well with our classmates and to give and take criticism in a sensitive and intelligent manner.

I can further speak, I feel, for the excellence of Chris, the person. He is gentle, polite and considerate, a good listener and a thoughtful speaker. I believe him, above all, to possess a high degree of integrity in everything he does.

Christopher wants to be a teacher. His academic achievements, character and personality will surely combine to make him a good one.

Sincerely,

Laurie Morison

A LETTER OF RECOMMENDATION

March 24, XXXX

Mr. Dana Wagg

The Edmonton Examiner

17533- 106 Avenue Edmonton, Alberta T5S 1E7

Dear Mr. Wagg:

Reference for Ross DeLuca

I am pleased to respond to Ross' request for a reference regarding his application for the position of writer with The Edmonton Examiner.

Ross has been a student at Grant MacEwan Community College for the past two years and will graduate this spring with a Management Studies diploma. I was his instructor for the required Communications course and found him to be an intelligent, responsive student, and a positive influence in the classroom. His writing developed well during the term and he received an 'A' in the course. I expect his overall academic performance has been considerably above average.

In addition to his scholastic ability, Ross has a most pleasant personality. He is polite, tactful, and friendly - a genuinely nice young man. In my opinion, he would be asset to your paper, and I therefore recommend him for the job.

Sincerely,

Laurie Morison, Instructor
English Department

LETTER OF RECOMMENDATION

To whom it may concern

I highly recommend Vladimir Smirnoff as a candidate for the Government Fellowship Program.

As Manager, I have had the opportunity to work directly with Vladimir for well over two years. Vladimir is an extremely dedicated and hard working individual with an abundance of talent. His language capabilities include English, Chinese and, of course, Russian.

His original assignment with our firm was as a key sales representative in the city of St. Petersburg. And he was very successful in it. This was due, in large part, to his ability to provide the highest standards of professionalism in all of his business undertakings.

Vladimir was promoted at the beginning of this year to the position of St. Petersburg Manager (Direct Sales Channel Manager). He is now building an entire Direct Sales Channel for a region of over 10 million people and has already made significant progress.

He would be a tremendous asset to the program.

Manager

LETTER OF INTEREST

Mr. Paul Green
February, 3, 2010

4 Oboronnaya St., Lugansk, 91000 Ukraine
Phone 65-32-81
Fax 553829

EDUCATION	Lugansk National Pedagogical University, Faculty of Foreign Languages (1995). Lugansk National Pedagogical University Post-graduate course (1999).
EXPERIENCE	Lugansk National Pedagogical University. Faculty of Foreign Languages. Lecturer on English literature of the 19-20 th centuries (1997-2000). Department of English. Teacher of English (2000-2004).
PUBLICATIONS	I am the author of 4 articles published in different editions of collections of articles. The topic of these articles is related to methodology of teaching English, the latter being the subject of my candidate thesis which I am going to defend this year.
LANGUAGES	Ukrainian (native language), English, Russian.
TRAVEL HISTORY	Russia, England.
PROFOUND COMPUTER SKILLS	Word, Excel, Windows programmes

SOLICITED APPLICATION LETTER

7797 Melville Road
Midpines, CA 35941

May 30, XXXX

Ms. Greta Bourgh
Director of Administration
Nobbs Inc.
770 Midhill Drive
Fairfax, VA 29514

Dear Ms. Bourgh:

Your advertisement in the January 31 issue of the Mariposa Post attracted my attention because I believe that I have the “proven skills” you are looking for in an administrative assistant. In addition to having previous experience in a variety of office settings, I am familiar with the computer system that you use in your office.

I recently completed a three-course sequence at Hamilton College on operation of the Beta computer system. I learned how to apply this technology to speed up letter-writing and report-writing tasks. A workshop on “Writing and Editing with the Beta Processor” gave me experience with other valuable applications.

As a result of this training, I am able to compose many types of finished documents, including sales letters, financial reports, and presentation slides.

These specialized skills have proven valuable in my work for the past eight months as assistant to the chief nutritionist at the University of California campus cafeteria. As my resume indicates, my duties include drafting letters, typing finished

correspondence, and handling phone calls. I'm particularly proud of the order-confirmation system I designed which has sharply reduced the problem of late shipments and depleted inventories.

Because "proven skills" are best explained in person, I would appreciate an interview with you. Please phone me any afternoon between 3 and 5 p.m. at (919) 220-6139 to let me know the day and time most convenient for you.

Sincerely,
Bohdan Syn'ko
Enclosure

Навчальне видання

**Шехавцова Світлана Олександрівна
Отравенко Ольга Вікторівна**

**АНГЛІЙСЬКА МОВА ДЛЯ БІЗНЕС ДІЯЛЬНОСТІ
ДЛЯ СТУДЕНТІВ МАГІСТРАТУРИ
НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ**

**ENGLISH FOR BUSINESS ACTIVITIES
FOR NON-LANGUAGE MASTER
DEGREE STUDY**

*Навчальний посібник для студентів
вищих навчальних закладів*

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