

Національний університет «Одеська політехніка».
Українсько-німецький інститут
Кафедра англійської філології та перекладу

Методичні вказівки
до практичних занять з дисципліни
«Іноземна мова»
для денної та заочної форми навчання

Рівень підготовки : другий (магістерський) рівень вищої освіти
Галузь знань – К «Безпека та оборона»
Спеціальність – К-10-ЦИВІЛЬНА БЕЗПЕКА
Освітня програма –«УПРАВЛІННЯ ТА НАГЛЯДОВА ДІЯЛЬНІСТЬ В СФЕРІ
ОХОРОНИ ПРАЦІ ТА ЦИВІЛЬНОЇ БЕЗПЕКИ»

Затверджено
на засіданні кафедри англійської філології та перекладу
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Методичні вказівки до практичних занять з дисципліни «**Іноземна мова**» для денної та заочної форми навчання, для здобувачів другого рівня вищої освіти за спеціальністю К-10-ЦИВІЛЬНА БЕЗПЕКА. Уклад.: Майстренко Л.В., Одеса: Національний університет «Одеська політехніка», 2025. 69с.

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У методичних вказівках представлені практичні завдання з дисципліни «**Іноземна мова**», які виконуються на практичних заняттях на денної та заочної форми навчання під керівництвом викладача. Рекомендується для здобувачів другого рівня вищої освіти за спеціальністю К-10 -ЦИВІЛЬНА БЕЗПЕКА

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Вступ

Методичні вказівки до практичних занять з дисципліни «Іноземна мова» складаються з спеціальних текстів за темами, відповідно основним темам теоретичного курсу та практичних завдань.

Для кожного практичного заняття запропоновано низку вправ, частину яких (у залежності від загального рівня фахової підготовки студентів) доцільно виконувати в аудиторії під керівництвом викладача. До комплексу вправ включено: репродуктивні вправи на рівні слова, словосполучення та речення; рецептивно-продуктивні вправи на рівні термінологічних відповідників, словосполучень та синтагм; рецептивно-продуктивні вправи на рівні текстів. Також запропонована велика кількість вправ, орієнтованих на переклад з іноземної мови на українську або з української на іноземну. Цілком доцільним є виконання вправ словотворчого характеру. Основною метою методичних вказівок є

- сформувані у студентів вміння та навички, необхідні для вільного орієнтування в основних поняттях та визначеннях, які застосовуються в термінології англійської мови;
- надати студентам знання що до основних типів способів творення, структурно-семантичних особливостей, стилістичних та соціо-лінгвістичних функцій сучасних термінів;
- навчити студентів користуватися основними прийомами перекладу термінів у фахових та нефахових текстах.

Практичні заняття

ПРАКТИЧНЕ ЗАНЯТТЯ № 1. MANAGING FIRST MEETINGS. SMALL TALK IN FIRST MEETINGS.

1. First meetings.
2. Breaking the ice.
3. Small talks.

Мета заняття: Розвиток навичок говоріння (фатична комунікація): навчити здобувачів встановлювати контакт та вести розмови на професійні теми у неофіційній ситуації

Література: (1; 2; 3; 4; 25; 26)

Watch the video “33 Conversation starters to break the ice” on http://youtube.com/watch?v=Qd3ghTFLV_w What phrases do you use to break the ice?

Exercise 1. Arrange the sentences in the correct order and reproduce the dialogue:

	How do you find things over here?
	How do you do?
	Don't worry, you'll be all right in a week or two.
	How do you do?
1	Mrs Stacey, I'd like to introduce my Greek friend, Milos.
	I'm still feeling pretty homesick.

Exercise 2. Read the text and state your own opinion about the best ways to break the ice.
HOW TO BREAK THE ICE



These 13 tips will help you make a good first impression and always be able to talk to someone you've just met.

- 1. Show your interest in the person you're talking to.** People just love to talk about themselves, so to break the ice, let them talk. Listen carefully, and try to look interested in what the other person says.
- 2. Avoid Yes/No questions.** When talking to someone, try to ask more open-ended questions. For example, instead of asking "Are you having a good time?" ask "How did you find out about this event?"
- 3. Let the other person explain things you don't know.** If the person you're talking to mentions something new to you, ask him or her to explain this thing to you. Thus, your conversation will last longer.
- 4. Read the news.** You may not like reading the latest news very much, but you'll find it very useful to revive a conversation that has come to an uncomfortable silence. Try a simple "Did you hear about what happened there?"
- 5. Share your experience.** If the other person mentions something familiar to you or you've also gone through the same situation, don't hesitate to share your experience. This way you two will become closer.
- 6. Use the F.O.R.D. technique.** Remember these letters. They'll come in very handy when you're making small talk.

- **F-amily:** How many children do you have? Have you been living here for a long time? What do you like most about this city?
- **O-ccupation:** What do you do for a living? What are you currently working on? What is the most difficult part of your profession?
- **R-ecreation:** What do you do in your free time? Where can I get the fabric you used to create this? How long have you been playing tennis?
- **D-reams:** What is your biggest dream? If you could travel anywhere, where would you visit? What have you always wanted to do?

7. Be honest. If you like having long pleasant conversations, just say so. Some personal questions are okay too, for example, "What are you afraid of?" or "What do you like most about your life?"

8. Learn from the best. Watch famous conversationalists on the TV, or follow their channels on the Internet. You'll learn how to ask questions, which questions to ask, how to use pauses, and which jokes are appropriate.

9. Feed their self-esteem. A compliment and a smile can go a long way. Compliments immediately draw people's attention and interest. But be honest, and don't exaggerate!

10. Practice makes perfect. Whether it's a person sitting next to you on the subway or the cleaning lady in your office, talk to them. Only practice will make you an expert conversationalist.

11. Remember the R.A.P.E. rule: never talk about religion, abortion, politics, or economics. Some people believe that "E" stands for exes. Yes, exes are also conversation stoppers.

12. Use a better version of the typical "What do you do?" For instance, you can ask "What keeps you busy these days?" This way the person you're talking to can focus on the sphere they're more comfortable with, be it family, work, studies, etc.

13. You aren't alone. Remember that you are not the only one who feels strange or shy in a situation where no one knows each other. Even those who look very confident may feel the same way you do. So be the first to break the ice. It's worth it!

/From: <https://brightside.me/inspiration-psychology/the-13-best-ways-to-break-the-ice-340210/>

Exercise 3. Match A and B parts:

A				B		
1. Hello. I'm George Beacon.				a. A bit of delay on the trains today.		
2. How is it going?				b. A bit. I met him in Paris a few months ago.		
3. Can I get you anything to drink?				c. Not bad. How about you?		
4. Everything's fine. Good trip?				d. Hi, George. Nice to meet you in person.		
5. So, first time in Shanghai?				e. Great! Can't wait!		
6. Let's meet the others.				f. A coffee, please.		
7. Do you know James?				g. No, I was here last year.		
1	2	3	4	5	6	7

(from *Business Partner B1+*, Pearson, 2018)

Exercise 4. Complete the conversation with the questions in the box. There are two extra sentences

do you report to Charu Patel; when did you join the company; can I take your coat; did you have a good trip; do you work with Beena; can I get you something to drink; where are you based; can I order you a taxi; are you free for dinner this evening; is it your first time in the Mexico office

A: Hello, nice to meet you.
 B: You too.
 A: (1) _____ ?
 B: That would be great, thanks.
 A: Please, sit down. (2) _____ ?
 B: A glass of water, please.
 A: So, (3) _____ ?
 B: No, I was here two years ago, actually.
 A: Really? (4) _____ ?
 B: About six years ago.
 A: (5) _____ ?
 B: In Delhi at the moment, but I was in Dubai for a long time.
 A: In Delhi? (6) _____ ?
 B: Yes, I do. Do you know her?
 A: Yes, we worked together on a project in Frankfurt. So, (7) _____ ?
 B: No, David Cope in Dubai is still my manager.
 A: OK. (8) _____ ?
 B: Not today. Are you free tomorrow?
 (from *Business Partner B1+*, Pearson, 2018)

Exercise 5. Read the text and answer the questions that follow it:

Making Small Talk in Business Settings

Instructor: Matthew Hamel

1. What's Small Talk?

When you're not a native English speaker, making small talk in a business setting can be difficult. The first step to understanding how to make small talk is to understand the definition of small talk. Basically, **small talk** is a short, friendly conversation about a common topic. Small talk can take place among friends, co-workers, or strangers. One reason why the ability to make small talk in business settings is so important is because small talk allows people to be friendly at work without getting too personal.

Many companies and business organizations have rules for employees about which types of behavior and conversations are acceptable. When small talk is used correctly, it can help people communicate well without breaking company guidelines or social rules.

2. Making Small Talk

When you have an opportunity to engage in small talk with other people, it's important to choose a good topic. Some of the most common small talk topics include:

- Sports/athletes
- Music/movies/books
- Weather
- Travel/tourism
- Hobbies
- Food/restaurants
- Technology

These topics are considered safe because even though people will have different opinions about them, the differences are unlikely to cause problems. For example, if you like Italian restaurants and your co-worker likes Mexican restaurants, this is just a matter of personal choice and not a major issue.

3. Small Talk Mistakes

When you make small talk, try to avoid topics that are personally sensitive, or that may cause someone to become upset. Some topics to avoid include:

- Religion and politics: These topics can be very personal and quickly lead to arguments if people disagree, so it's best to avoid them in a business setting.
- Family/relationship status: It's okay to ask about someone's family, but only if you already know them. If someone's relative just died or he or she just got a divorce, this topic can create bad feelings between you and the other person.
- Money: Telling others how much money you make or asking them how much money they make is very inappropriate and should be avoided. You should also avoid gossiping about the financial situations of co-workers or managers.
- Jokes: Some jokes may be okay if they're clean and inoffensive. However, don't tell potentially offensive jokes that involve racism, sexism, violence, and other inappropriate workplace topics.

People can sometimes have strong feelings about these topics. If the conversation goes badly, you may have an awkward relationship with that co-worker, manager, or client in the future.

4. Small Talk Tips

There are several phrases you can use to begin and keep a small talk conversation going. For instance:

- Do you like _____?
- Have you seen/heard _____?
- What did you think of _____?
- I really enjoyed _____.
- I've heard good things about _____.
- Have you ever been to _____.
- I thought that _____ was _____.
- Who/what is your favorite _____?

Remember, when you make small talk, you want to listen more than you speak; if you talk too much, the other person may become bored. One of the best ways to keep conversations going is to ask questions and listen carefully to the other person's answers.

/From: <https://study.com/academy/lesson/making-small-talk-in-business-settings.html/>

Answer the questions:

1. Is making small talk in business setting easy? Why not?
2. What is 'small talk'?
3. Why is it so important to know how to make small talk?
4. Name the most common small talk topics.
5. What are the topics you should avoid in small talk?
6. Is it OK to ask the person about his/her marital status?
7. What are the main tips for small talk?

Exercise 6. Watch the video “4 Easy Ways To Make Small Talk With Anyone” on

<https://www.youtube.com/watch?v=xmx07H3snlw>

and write the summary of it.

ПРАКТИЧНЕ ЗАНЯТТЯ № 2. TELEPHONE ETIQUETTE

1. Tips for telephone etiquette.
2. Proper telephone language.
3. Taking messages.

Мета заняття: Розвиток діалогічного мовлення: навчити здобувачів нормам і правилам телефонного етикету, навчити правильно вести телефонні переговори /розмови
Література: (2; 3; 4; 22)

Watch the video “Real English: Speaking on the phone”. Write down all new expressions.

<http://youtube.com/watch?v=OWDyWLhu0FY>

Exercise 1. Read and translate the text.

TIPS & TRICKS FOR TELEPHONE ETIQUETTE

The telephone is one of the most important and commonly used tools in business. Multitudes of businesses, companies, and departments use telephones in their work every day; however, most of us don't think of the telephone as a tool, and as a result, accidentally misuse it. The telephone is a link between us and the world outside our business or department. Unfortunately, sometimes we don't pay attention or make a conscious effort to monitor what kind of message we are sending to our callers and the outside world.

Some basic rules of telephone etiquette are. . .

- ✓ Speak directly into the mouthpiece of the phone or a headset while talking
- ✓ **DO NOT** eat or chew gum while talking on the telephone
- ✓ **DO NOT** cover the phone with your hand or put it against your chest to avoid the caller hearing you. Chances are, they will still be able to comprehend what you are saying.
- ✓ If you are interrupted or must talk to somebody else in your workplace while you are on the phone, simply ask the caller if they can hold and press the *HOLD* button.
- ✓ **DO NOT** place the handset in the cradle until you've pressed the *HOLD* button.
- ✓ **DO NOT** lay the receiver on the desk, without placing the caller on hold (the caller will hear everything being discussed in your office).
- ✓ Always be courteous

When answering the telephone. . .

- ✓ Always try to answer your own telephone whenever possible
- ✓ Always practice answering your telephone within 2-3 rings

To greet the caller. . .

- ✓ LARGER ORGANIZATIONS – “Thank you for calling (dept. name). How may I direct your call?”
- ✓ SMALLER ORGANIZATIONS – “Thank you for calling (dept. name). May I help you?”
- ✓ DEPARTMENTS – “(dept. name), Mary Smith,” OR “Mary Smith, may I help you?”

There has been a lot of discussion of using “good morning” or “good afternoon.” This is unnecessary if you use the right tone. Also, people tend to make mistakes when using these phrases (i.e., saying “good morning” when it's really afternoon and vice versa).



When placing a caller on *HOLD*. . .

Remember to ask your caller “Do you mind holding?” or “May I put you on hold?” before doing so.

- ✓ If you take the time to ask your caller to hold, be sure to listen to the response.
- ✓ After placing your caller on hold, check back periodically (between 30-45 seconds). Give them the option to continue to hold if it will take longer to find information OR offer to call them back.
- ✓ When returning to your caller, remember to thank them for waiting.
- ✓ If your caller cannot hold, offer to take a message; transfer to another party; or arrange for them to return the call at a specific time.

- ✓ If you are not in a position to ask your caller to hold, tell the caller, “Please Hold” before depressing the hold button. NOTE: When placing multiple calls on hold, remember to return to the first caller you placed on hold first!!

When you are transferring a phone call. . .

- 1) Make sure to explain to the caller the REASON why you are transferring their call
- 2) Verify that it is all with the caller for you to transfer them
- 3) Call the department or person where you are transferring a call to and make sure that they can take the call.

- ✓ If they are able to take the call, give them the person’s name, request, and any other relevant information.

- 4) Return to your caller and give them the name of the person they are being transferred to, the department and the telephone number (if possible).

*When you’re not sure to whom a call should be transferred to, take the caller’s name and telephone number and find out where the call needs to be transferred to. Also, give the caller your name and phone number as a reference in case the appropriate party does not contact them.

THE “IN CONFERENCE” TRAP

Phrases such as the two phrase, “He’s in conference” or “She’s in a meeting,” are greatly overused, so many people don’t believe you when you use this phrase. The most appropriate response you can give a caller is that someone is ***not available*** or ***unavailable***; however, it is crucial afterwards to indicate when the person will be available

Ex. *“She’s not available, but I do expect her back in the office at 3:00 p.m.”*

DO NOT use responses such as:

- ✓ He isn’t in yet
- ✓ She’s out for coffee
- ✓ He’s gone for the day (and its 3:00 p.m.)
- ✓ She’s in, but she’s busy

NOTE: If, on occasion, you say that an individual is “in a meeting,” ALWAYS include an approximate time when he or she will be available or out of that meeting.

When taking messages. . .

Always try to use telephone message forms, if available, to record messages. Telephone message forms practically guarantee for accurate, organized phone messages along with obtaining complete information.

A good phone message includes:

- ✓ Name of person for whom the message was left
- ✓ Caller’s name (get the correct spelling), company or dept. and number
- ✓ Date and time
- ✓ Message
- ✓ Action to be taken (i.e., “Please Call,” “Will call back,” or “URGENT”)

It is crucial to deliver the message to the person it is intended for as soon as possible and to maintain confidentiality with all messages. When delivering a written message, either turn the message over or fold it in half, as to not risk them being easily read by other staff members or visitors.

When returning a phone call. . .

Playing phone tag can be frustrating, so to avoid returning phone calls to a person who is unavailable, try establishing specific times to call-back or try asking, “When is the best time for me to call again?” or “When is the best time for them to call me back?”

*When taking calls for another individual, schedule return calls during specific blocks of time.

Ex. “I expect him to return by 2:00 p.m. You can reach him between 2 and 5”).

When placing Outbound Calls. . .

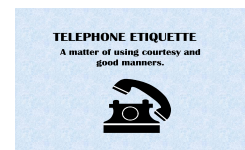
Be sure you have the right telephone number before you place an outbound call. Keeping a “frequently called numbers” list within reach could prove be very helpful. Try utilizing a few of these suggestions:

- ✓ Prepare yourself. Visualize your caller as a friendly, positive person
- ✓ Plan the objectives you want to accomplish by jotting them down ahead of time
- ✓ State your concerns up front to identify the information you need to obtain from the conversation
- ✓ Assume what questions or objections you may encounter prior to placing the call and devise answers to them to avoid making additional calls
- ✓ Take notes during the outbound call
- ✓ Specify any follow-up action to the caller, such as, when you plan to get back to him

When you are leaving a message. . .

When you reach an answering device, such as a voice mail or an answering machine, be sure to leave the following information:

- ✓ Your name and the correct of you name spelling (if necessary).
- ✓ Your department and telephone number
- ✓ The date and time you called
- ✓ Message
- ✓ When you are available to take calls



To conclude the conversation. . .

Many people dread bringing a telephone conversation to an end. Here are some tips to avoid any awkwardness and to close your conversation with professionalism:

- ✓ Talk in the past tense.
- ✓ Try utilizing a “closing” phrase, such as, “I’m really glad you called” or “I’m glad we resolved this concern.”
- ✓ State the action you will take.

Assert any follow-up actions, such as time frames or deadlines.

Thank them for calling and say “Good-bye”. Refrain from using slurs, slang, or phrases, such as, “bye-bye,” “Okie-dokie,” or, “Alrighty.”

PROPER TELEPHONE LANGUAGE

Although we express a lot to our callers through the sound and the tone of our voice, what words and phrases we use in a conversation can also convey a significant message. Sometimes people neglect this and end up delivering a negative message to the caller. Pay attention of what type of language you are using. For example, instead of beginning a sentence with phrases like, “You have to-,” “You need to-”, or, “Why didn’t you?” try starting with words like, “Will you please?” or, “Would you please?”

Never refer to a matter or inquiry as, “Your problem” or “Your complaint.” Instead, try using better phrasing and identifying it as something along the lines of, “Your question,” “Your concern,” or, “This situation.” When you do not have the knowledge or expertise to handle a caller’s situation, never reply with remarks like, “I can’t do that” or, “that’s not my job.” Instead, try a more helpful approach by outlining what actions and steps you *are* capable of taking to aid their situation.

E.g.. “While I’m not able to establish policy on this matter, I will speak to my manager about your concern.”

Avoid coming off as abrupt and unprofessional by all means, and refrain from using expressions, such as:

- ✓ “Hang on.”
- ✓ “Hold on.”

- ✓ “Who’s calling?”
- ✓ “I can’t hear you, speak up!”
- ✓ “I can’t help you. You’ll have to speak to someone else.”

The following terminology would be more appropriate:

- ✓ “May I put you on hold?”
- ✓ “May I say who is calling please?”
- ✓ “I am having a little difficulty hearing you. Can you please speak up?”
- ✓ “I need to transfer your call to (dept.) so that they can answer your question. May I do so?”

Exercise 2. Work in pairs. Ask your partner to react in a polite way (the right-hand column). Change your parts.

Alternative Dialogue

Instead of	Say
“Hold on”	“Will you hold while I...” (and wait for the answer)
“Who is this?”	“May I have your name please?” or “Who is calling, please?” or “May I ask who’s calling?”
“Thank you for calling the office of the Director of Education, Finance and Everything Else, in the College of We Are the World. My name is Global Warming, how may I help you.”	“College of We Are the World, Global Warming.”
“We can’t do that.”	“I believe we can offer (alternative) ...will that work for you?”
“I can take a message.”	“I’ll be happy to take a message and be sure it gets to (the correct person) right away.”
“So and So is responsible for that.”	“I’m sorry you’re having this problem, what can I do to help?”
“Like I told you before...”	“I’m really sorry you’re having this problem. Let’s find a way to resolve this issue.”
“If you would just listen.”	“I understand you are upset, I apologize for the trouble you’re having with this.”
“No one here would have promised you anything like that.”	“If I understand you correctly, you were promised...” “Let’s figure out how we can resolve this.”
Sentences starting with YOU	Sentences starting with I

Exercise 3. Act the role play “Taking Messages”. Follow the instructions below:

When taking a message for someone else, be sure you get the following information recorded:

1. The caller’s name and company/department
2. The correct spelling of the caller’s name, date and time of the call
3. Complete telephone number
4. Brief explanation for call.

Be sure to verify this information with the caller to make sure you have taken the message correctly and give him/her the opportunity to check what they told you.

Exercise 4. Choose the most polite/proper option.

1. Answering a ringing phone:
 - ☐ Good morning, Zelig Industries.
 - ☐ Good morning, this is Jolene, secretary, may I help you?
 - ☐ Good morning, Zelig Industries, Jolene speaking. May I help you?
2. Identifying yourself:
 - ☐ I'm calling for Yougin Kim from Helping Hands.
 - ☐ This is Andy from Helping Hands, thanks.
 - ☐ This is Andy from Helping Hands. Is Yougin Kim available?
3. Postponing a phone conversation:
 - ☐ This isn't a good time for me, but can I call you back at three to talk?
 - ☐ I'm sorry, I'm really busy and I can't talk right now.
 - ☐ I'm so swamped. Let's talk later, OK?
4. Answering the phone in someone else's office:
 - ☐ Good morning, Wanda Kirwin's office. This is Sandy speaking. How may I help you?
 - ☐ Good morning, this is Sandy. May I help you? You've reached Wanda Kirwin's office.
 - ☐ This is Sandy, may I help you?
5. Leaving a voice mail:
 - ☐ Hi Wanda. Please call me back as soon as possible. I want to talk about the performance bonuses.
 - ☐ Hi Wanda, it's Ben. It's ten am on Friday, and I'd like to talk about the bonuses before the day's out. Please give me a call back on my direct line.
 - ☐ Good morning Wanda! How are you? I think we need to talk. Please give me a call back on my home phone.
6. Making an unexpected call:
 - ☐ Hi, Bob here. I'm sorry to trouble you. This will only take a minute.
 - ☐ Hi George. I really need to talk to you about the sales figures.
 - ☐ Hi George, it's Bob. Have you got a minute to talk about the sales figures?

Exercise 5. Translate the following into English:

1. – Доброго ранку. Я можу поговорити з паном Шевченком?
– Не кидайте слухавку. Я подивлюся, чи він на місці.
2. – Вибачте, що так пізно дзвоню. Але мені треба терміново поговорити з Сергієм.
– На жаль, він вже спить. Що йому передати?
3. Мені дуже шкода, проте Мартина немає в офісі. Він у відрядженні і повернеться тільки у середу. Ви можете залишити повідомлення для нього.
4. Попросіть його передзвонити мені, як тільки він повернеться, добре?
5. Передайте йому, що телефонував його давній друг. Я подзвоню йому пізніше.
6. Будь ласка, назвіть своє прізвище по літерам, щоб я правильно його записав.
7. Як англійською сказати «телефонний довідник»? – A telephone directory.

ПРАКТИЧНЕ ЗАНЯТТЯ № 3.

JOB INTERVIEW QUESTIONS. CV.

1. Top 10 interview questions
2. Covering letters.

Мета заняття: Розвиток монологічного та діалогічного мовлення за фахом: навчити здобувачів складати резюме, проводити переговори по працевлаштуванню тощо.

Література: (1; 2; 3; 4; 10; 11)

Watch the video “Job Interview” <http://youtube.com/watch?v=OVAMb6Kui6A> **What questions were asked?**

Exercise 1. Read and translate the following text. Prepare your answers to questions 1-5.

TOP 10 INTERVIEW QUESTIONS AND HOW TO ANSWER THEM

(by Jeff Gillis)

Part 1

I want to give you a quick and easy way to get started preparing for your job interview. Here are the interview questions that we are going to cover below:

1. **Tell Me About Yourself**
2. **Why Should We Hire You?**
3. **What Is Your Greatest Strength?**
4. **What Is Your Greatest Weakness?**
5. **Why Do You Want To Work For Us?**
6. **Why Did You Leave Your Last Job?**
7. **What Is Your Greatest Accomplishment?**
8. **Describe A Difficult Work Situation And What You Did To Overcome It**
9. **Where Do You See Yourself In 5 Years?**
10. **Do You Have Any Questions For Me (the interviewer)?**

Now granted some of these questions may seem tired and cliché, but I guarantee you they are still being asked in interview rooms consistently, around the world!

1. “Tell me about yourself...”

This classic opening question should probably be put out to pasture but it’s still one of THE most common interview questions you’ll face and it still seems to trip up a ton of job seekers every year. (Plus I doubt it’s going anywhere soon, so you need to prepare for it.)

DO: Keep your answer **to the point**. **Be work specific** and tell the hiring manager about where you are now professionally, what you have **learned from your past work experiences** and then talk about what makes you excited about this specific opportunity. Do your company research and find out exactly what **strengths** and **qualities** this specific company is looking for and in your answer try and show the hiring manager you possess them. You can discover these strengths or qualities in the job description or on their website.

DON’T: **Don’t dive into your life story.** Don’t go on about experience you may have that isn’t related to the job you’re interviewing for.

2. “Why should we hire you?”

This is another incredibly common question and it gives you a great opportunity to stand out from the crowd and really show the hiring manager how you can help the company.

DO: Show the hiring manager that you are **uniquely suited to filling this position**. Be the candidate that solves their “problems”. Show you know some significant details about the company and their general practices because you have researched the firm and are prepared.

DON’T: Don’t get discouraged if the hiring manager mentions that “they have lots of very well qualified candidates...” before they lead into this question. (It’s a common “lead

in”). Don’t be too modest. This is your chance to shine. Make it count. Don’t answer with “why” you want the job. Answer with **“why you are the perfect fit”** for the job.

3. **“What Is Your Greatest Strength?”**

This is a fairly straight forward question to handle. Talk about a “strength” that you know the company puts a lot of value in.

DO: **Grab hold of the opportunity this question gives you.** This question really lets you guide the interview where you want it to go. This your chance to relate your most impressive success story, so take advantage! Find out from your company research and from the job description what strengths the company puts a lot of stock into.

DON’T: Don’t make claims that you can’t illustrate with a brief example or fact. Don’t be overly modest but don’t claim to be Superman or Superwoman either. Don’t name a strength that is irrelevant to the job at hand.

4. **What Is Your Greatest Weakness?**

This classic question freaks people out but it shouldn’t. As long as you pick a weakness that **isn’t a key competency** for the job and you show that you have taken steps to “work on it”, you will be fine.

DO: Show that you are aware of your weakness and what you have done to overcome it. Show that you are “self-aware” and that you have the ability to take steps to improve yourself.

DON’T: Don’t highlight a weakness that is a core competency of the job. (Know the job description “inside and out”.)

5. **Why Do You Want To Work For Us?**

The hiring manager is trying to get at your underlying motivations for wanting this job. Are you here just for a paycheck or do you see yourself becoming an integral part of the company and growing along with it? **You need to show them that you want to become “part of the family”.** At the same time however, show how your “wants” coincide with their “needs”.

DO: Talk about specific things you like about the company. Do your homework before and find out the needs of the company and talk about how **you’re passionate about “fulfilling those needs”**.

DON’T: Don’t say “because I need the money.” (You’d be surprised how many job seekers think this is “cute” and actually answer this way. Don’t.)

Exercise 2. Read and translate the following text. Prepare your answers to questions 6-10. **TOP 10 INTERVIEW QUESTIONS AND HOW TO ANSWER THEM**

(by Jeff Gillis)

Part 2

6. **“Why did you leave your last job?”**

This question can really make a lot of job seekers nervous. If you were literally fired from your last job, you’re going to have to own up to it and show what you learned from the experience and what measures you have taken to address the reasons you were let go. If you left voluntarily be sure to explain why. For example: You wanted a different challenge.

DO: If it was because you left voluntarily then **reference a specific characteristic that the company you are interviewing for has** that you are attracted to. One that your previous employer didn’t have. If you were let go, be honest and explain the situation and own it. **Explain what you learned from the experience**, because the interviewer knows you’re human, you make mistakes, and just wants to see that you were able to do something about it

DON’T: Don’t say, “It’s time for a career switch and I’d like to try my hand at the job you are offering” or “I’m tired of doing the same old thing.” Give a pointed, Positive reason for why you want to head off in a new direction. Don’t lie if you were fired.

7. What Is Your Greatest Accomplishment?

This is somewhat similar to the “what is your greatest strength?” question and can be handled along the same lines. You want to **pick an accomplishment that shows you have the qualities that the company puts value in** and that are desirable for the position you’re interviewing for. The fact is you may have several accomplishments you could pick from. Pick one that will have the most impact.

DO: Talk about an accomplishment that exhibits how you will be a perfect fit for the company and for the position you’re interviewing for.

DON’T: Don’t fall into the trap of thinking your accomplishment is “too small”. The fact is, relating a small accomplishment that is in line with “what the company values” can be more powerful than an unrelated accomplishment. (**Remember:** “*It’s not about you, It’s about them.*”)

8. Describe A Difficult Work Situation And What You Did To Overcome It

This is one of those behavioral interview questions and is one of the most common. You need to have a “success story” ready to go for this. Relate a story where you dealt with a problem successfully. The key here is to pick a success story that shows you exhibiting the qualities/skills required at the job and company you are interviewing for.

DO: Pick an example that shows you tackling a problem that could arise at the new company you’re interviewing for. This shows your value. Be specific and fairly concise.

DON’T: Don’t bash anyone in your success story. (Co-worker, boss or customer!)

9. Where Do You See Yourself In 5 Years?

This question catches a lot of job seekers off guard because on the surface it seems simple enough but when you dig a little deeper you’ll see that there are a couple of traps you could fall into. You **DO** want to show that you are an ambitious person **BUT** you need to show that you don’t have your “head in the clouds” and are focused on the job at hand.

DO: Demonstrate when you answer the question your level of commitment to the position they are interviewing you for. After you have demonstrated your commitment to the role you are interviewing for, outline a realistic growth strategy that is **directly tied to the role you’re in and the needs and values of the company**. Stress your interest in a long-term career at the company.

DON’T: Don’t exhibit ambition to the point of seeming like this particular job is just a “brief stepping stone” for you. You need to show commitment.

10. Do You Have Any Questions For Me (the interviewer)?

Around 75 percent of job seekers will say “Nope, I think that’s everything” to this question. **Terrible response.** This question gives you a fantastic opportunity to stand out from the crowd and show your knowledge and passion for the company or organization you are interviewing for. Always have a few questions prepared and have one based around something you found during your company research phase.

DO: Focus your questions on the company and what you can do for them. Ask about something you’ve discovered in your company research. This will show your passion and knowledge of the company. Ask if there is any reason the hiring manager wouldn’t hire you. (This can be a little daunting to ask BUT can really pay off. It allows you to address something they may be thinking in their head but haven’t brought up.)

DON’T: Never say “No, I think I’m good.” **Always have questions ready!** Don’t focus your questions on yourself and what you can get from them. Don’t ask questions that you could easily find the answer to. Don’t ask about time off and benefits too early in the process.

The key thing to remember is to focus on the needs of the company instead of your own when answering any job interview question. As we always say every job interview and every one of

your answers to any job interview question should be “**tailored**” to the company you’re interviewing with.

Exercise 3. Transform the following direct questions into indirect ones. Follow the model:

MODEL: What is your name? – I’d like to know what your name is.

1. How old are you?
2. Where do you live?
3. Have you got a family?
4. What is your marital status?
5. Why would you like to work for us?
- 6. Why should we hire you?**
- 7. What is your greatest strength?**
- 8. What is your greatest weakness?**
- 9. Why did you leave your last job?**
- 10. What is your greatest accomplishment?**
11. Do you enjoy working in teams?
12. What do you enjoy most about working in teams?

Exercise 4. Match the two parts (From Business Partner B1+ © Pearson Education 2018):

A)

- | | | |
|--------------------------------|---|--------------------------------|
| 1 Thank you for | a | to answer your question. |
| 2 I’m interested in | b | good question. |
| 3 That’s a | c | a typical working day? |
| 4 There are two ways | d | talking to you about this job. |
| 5 Could you tell me more about | e | your time. |

B)

- | | | |
|----------------------------|---|--|
| 6 Could you tell me what a | f | expect to hear from you? |
| 7 Can I speak to some | g | next steps? |
| 8 I look forward | h | to hearing from you. |
| 9 When can I | i | of the people I would be working with? |
| 10 So, what are the | j | normal week in the job is like? |

1	2	3	4	5	6	7	8	9	10

Exercise 5. Covering letters. Match the sentence halves (From: Business Partner B1+ © Pearson Education 2018):

- | | | |
|----|--------------------------------------|--|
| 1 | Please find | |
| 2 | I am writing to apply for | |
| 3 | I have more than ten years’ | |
| 4 | I have proved to be a good manager, | |
| 5 | I am confident that | |
| 6 | I would very much appreciate | |
| 7 | I saw the vacancy | |
| 8 | My programming skills will allow me | |
| 9 | I would be grateful to | |
| 10 | I feel that my experience and skills | |
| | a | will be a valuable asset to the company. |
| | b | to help your company develop new products. |
| | c | the opportunity of an interview. |
| | d | have the opportunity of an interview. |

- e the vacancy of marketing executive.
- f experience in this field.
- g details of my work experience enclosed.
- h my skills will prove useful in this post.
- i often exceeding monthly targets.
- j advertised on your website.

1	2	3	4	5	6	7	8	9	10

Exercise 6. Choose the best response, a, b or c (From Business Partner B1+ © Pearson Education 2018).

- 1 Why are you leaving your current job?
 - a I don't like my manager.
 - b The work is too hard.
 - c I'm looking for something more challenging.
- 2 What are your weaknesses?
 - a I'm a perfectionist.
 - b I work too hard.
 - c I get nervous speaking in front of groups of people.
- 3 Where do you expect to be in five years?
 - a I'd like to be the head of the department.
 - b I'd like to be succeeding in this company and continuing to develop.
 - c I hope to own my own company.
- 4 How many hours a week do you usually work?
 - a I try to work efficiently, complete my duties and meet my targets while keeping a healthy work-life balance .
 - b I always work overtime. People who don't aren't working hard enough.
 - c Well, how many are in the contract?
- 5 Are you willing to travel in the job?
 - a Yes, as much as you need me to.
 - b Could you tell me more about what the expectations are?
 - c I don't really like travelling, but I will if I have to.
- 6 Do you prefer to work in a team or alone?
 - a I don't like to be alone. I like to talk to colleagues.
 - b I don't like mixing with colleagues and get my job done better if I'm alone.
 - c I'm comfortable in both environments.
- 7 Tell me about a difficult time in a past job and how you overcame it.
 - a I'd rather not talk about it. It was a very difficult time for me.
 - b I used my past experience to overcome the difficulties and also asked colleagues for help.
 - c I haven't had any.

Exercise 7. Put the sentences in the correct order to make a conversation. (From: Business Partner B1+ © Pearson Education 2018)

- a John: Our website is terrible.
- b John: Well, it's difficult to find information.
- c Bill: How would you make it more user-friendly?
- d Bill: What do you mean by 'terrible'?
- e John: Definitely! It's not at all user-friendly.
- f Bill: OK, that's very useful to know.
- g John: Well, it must be mobile-friendly for a start.
- h Bill: So, you would change the design.

1	2	3	4	5	6	7
a						g

EXERCISE 8. WRITE YOUR CV

ПРАКТИЧНЕ ЗАНЯТТЯ № 4. NEGOTIATIONS

1. Definition of the notion.
2. Qualities of effective negotiators.

Мета заняття: Розвиток монологічного та діалогічного мовлення за фахом: навчити здобувачів вести переговори / бесіди на професійні теми

Література: (1; 2; 3; 4; 17; 18; 20; 27)

Watch the video: How to Negotiate in English
<https://www.youtube.com/watch?v=-3mFnAk9sbw>



Exercise 1. NOTE the *prepositions* and the *structures* in which the word ‘negotiation’ is used. Translate the sentences:

1. The agreement was reached after a series of difficult negotiations.
2. The exact details of the agreement are still under negotiation.
3. Negotiation for the pay increase is likely to take several weeks.
4. The pending releases of prisoners are meant to create a climate for negotiation.
5. The president is predisposed towards negotiation and favours a peaceful way of resolving the crisis.
6. The pay negotiations have reached a delicate stage.
7. What sort of line do you think we should take in the negotiation?
8. A halt to the fighting is the precondition for negotiations.
9. The terms of the contract are still open to negotiation.
10. The revised contract has been under negotiation for several months.
11. The working world is one of constant *negotiation*, resistance and bargaining.
12. More work needs to be done on investigating the effect of different admission rules on the outcome of *negotiation*.
13. Journalists were among the key players, encouraging critical debate and public *negotiation*.
14. They provided results showing the complexity of solving this problem with *negotiation* frameworks using different domain languages.
15. There are a great number of complicated negotiations to go through.

16. The working world is one of constant negotiation, resistance and bargaining.
17. However, some trade disputes occasionally become folded into the multilateral negotiation agenda.
18. The process of creating a classroom intercultural involves a delicate negotiation among students and the teacher.

/From the Cambridge English Corpus/

Exercise 2. Read the text by choosing the appropriate word from the brackets. Account for your choice. Retell the text.

NEGOTIATIONS

In an increasingly globalised world, policy-making is a matter of (*nation /national*) and regional as well as international significance. Negotiations are a (*car /vehicle*) of communication and stakeholder management. As such, they can play a vital (*role/ roles*) in assisting policy-makers to obtain a (*best/ better*) grasp of the complex issues, factors and human dynamics behind important policy issues.

In summary, negotiation processes are critical for policy-making in democratic societies, a factor with the potential to shape policy outcomes and to influence which policies (*are /can*) implemented and how. This has gained increasing recognition, in recent decades.

Negotiations begin to take shape in the agenda setting phase in as far as the choice of items (*placed/ placing*) on the table can set the tone and framework for the outcomes that are reached. Setting the agenda can (*help/ have helped*) to either inform or restrict policy-makers thinking about a given area in accordance with the issues recognized as pertinent for discussion and parties selected for (*to provide /providing*) input and so on. Stakeholders often view agenda-setting as vital to the essence of the policy-making process. Stakes can even be so high as to induce parties break-off discussions over disagreements related to agenda setting alone. At this stage, skilled (*negotiations/ negotiators*) can make a difference in shaping the process and overcoming any communication hurdles that might stand in the way of an agreement.

In the analysis phase, policy makers (*must / have*) navigate through a complex array of issue areas where actors often comprise an increasingly diverse mix of influential parties. This is a process explained by interactions that take (*parts /place*) between decision makers, affected bureaucracies, political parties, (*interest / interesting*) groups and “deeper forces” – such as the business ethos, the dynamics of inequality, or limitations in analytical capabilities.

Exercise 3. Look at the list of qualities of an international negotiator. Which two qualities do you think are the most important? Why?

The Expert Negotiator ...

- | | |
|--------------------------------------|-------------------------------------|
| ▪ can build excellent relationships; | is structured and analytical |
| ▪ understands other cultures; | can influence others |
| ▪ is competent with the content; | speaks excellent English |
| ▪ is a good listener; | has the authority to take decisions |
| ▪ is flexible; | can be direct and firm |

How good are you at negotiating? What makes you a good (or bad) negotiator?

Exercise 4. Listen to some tips on negotiation:

Negotiation should always be win-win, where agreements are created by taking care of the interests of both the sides. Negotiation requires interpersonal skills, communication skills as well as problem solving skills.

Types of negotiation

There are broadly two types of negotiation namely distributive negotiation and integrative negotiation.

In distributive negotiation, the parties are only looking for their gain. It leads to a win-lose kind of outcome. In distributive negotiation, negotiation is carried out more as an one time transaction, not keeping in mind any kind of long term relationship.

While in integrative negotiation, the negotiators look for long term relationships and they try to ensure value for both sides. It leads to a win-win outcome.

Approach for negotiation

Negotiation can always be sensitive and should be carried out in a planned manner keeping in mind the end goals to be achieved. We should take care to ensure that negotiation does not get into an argumentative situation.

The negotiations process is made up of five stages:

1. *Preparation and planning* → 2. *Definition of ground rules* → 3. *Clarification and justification* → 4. *Bargaining and problem solving* → 5. *Closure and implementation*

In order to achieve the desired outcomes from negotiation, it will be extremely important to do the initial homework. We must identify what we are looking at achieving from the negotiation. What are our best alternatives to a negotiated agreement (BATNA). It is also important for us to understand about the expectations of the other party and more information about their BATNA.

It is important to lay down the procedures for carrying out the negotiation, such as who will be part of negotiation, where the negotiation will happen and some basic ground rules to be followed.

Then the actual information and offers must be exchanged between the parties. Arguments and confrontations must be avoided in the process. At this stage the required bargaining should be done keeping good faith. Negotiation should always be done as a win-win outcome for both sides.

Once agreement is reached, the same should be implemented.

Skills in Negotiation

An effective negotiator will be using some of the below skills during the process of negotiation.

1. Active listening
2. Asking good questions
3. Communication skills (Specially verbal communication)
4. Decision making ability
5. Emotional control
6. Interpersonal skills
7. Preparing BATNA (Best alternative to a negotiated agreement, your alternatives)
8. Problem solving
9. Smart trade-off development
10. Ethics and collaboration

Conclusion. Negotiation skill is one of the most important skills. It is through effective negotiation we are able to eliminate differences and we arrive at common agreements. While we can adopt a structured approach for negotiation, but negotiation is an art which one can master only with time and experience.

/From:

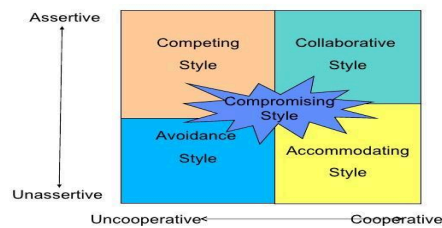
<https://www.knowledgehut.com/tutorials/project-management/negotiation-skills#:~:text=There%20are%20broadly%20two%20types,win%20lose%20kind%20of%20outcome./>

Now answer the questions:

1. According to the author, what are the two types of negotiation?
2. Characterize each of the two types of negotiation.
3. Name the main stages of the negotiation process.
4. What does the abbreviation “BATNA” stand for?
5. What skills does one need to be an effective negotiator?

Exercise 5. Look at the graphs below. What can you tell about the negotiating style?

Negotiating Style



Exercise 6. Look at some more examples of bargaining to find an agreement. Match the negotiation proposals (1–6) with the correct response (a–f).

a	What do you mean by (increasing)?
b	I'm happy to (link price and payment terms).
c	I think we'd find (price reduction) difficult.
d	I think that's quite reasonable for (the U.S. side of the business).
e	But (volume) is very important to us.
f	What did you have in mind?

1	How would you feel if we (reduced the price)?	
2	Could you accept (a smaller volume)?	
3	We can't agree to (lower prices) unless (you're flexible on payment).	
4	What if we tried (a different approach to this)?	
5	Can we look at (increasing the discount)?	
6	Would you be prepared to (change to invoicing in dollars)?	

Exercise 7. Complete the dialogue using the words below.

Agree, confirm, include, need, prefer, suggest

- Jo:** Thanks for coming today. As you can see from the agenda, the main objective is to (1) _____ a pricing level for next year. I know you've prepared some ideas, so would you like to start?
- Sam:** My proposal is quite simple. I would (2) _____ that we reduce prices by 5 percent across all products and services, which should give you a significant saving. How does that sound?
- Jo:** When you specify all products, does that also (3) _____ the technical support that we buy from you?
- Sam:** No, technical support is a separate area. It requires more expertise, which is more expensive for us to supply.
- Jo:** OK, I would (4) _____ to include all services, including support.

Sam: Well, as I say, this form of consultancy is very expensive.
Jo: OK, can we agree to reduce technical support by 2 percent?
 I (5) _____ some movement on this.
Sam: OK, 2 percent sounds fair.
Jo: Good. Then we agree 5 percent on products and 2 percent on support.
 I will (6) _____ this in an email and send out new contracts to sign.
Sam: Very good.
Jo: Thanks, Sam. I appreciate your flexibility here.

Exercise 8. Read the dialogue in ex.7 again and find the phrases which correspond to each of the following steps (a–g) in the negotiating process.

- A Welcome
- B Invite the other party to present
- C Request feedback on own ideas
- D Give negative feedback on a proposal
- E Give positive feedback on a proposal
- F Summarise the agreement reached
- G Close positively

/From: <https://english-dashboard.pearson.com/toc/business-partner-B1P/lessons/business-partner-B1P%7C1.2.6%7Cu-05%7Cu-05-l-BusinessSkills/plan?lessonUid=business-partner-B1/>

ПРАКТИЧНЕ ЗАНЯТТЯ № 5.

DESCRIBING AN OBJECT / EVENT /PROCESS.

1. Describing objects
2. Describing events/ processes

Мета заняття: Розвиток монологічного мовлення за фахом: навчити здобувачів описувати ситуації / події

Література: (7; 8; 13; 14; 18; 28; 29)

Watch on <http://youtube.com/watch?v=fuDFz8AijfM> the video “Describing Objects and Things .

Exercise 1. Answer the questions:

1. Where can we find descriptions of objects? Tick (✓) the appropriate answer:

catalogues		advertisements	
leaflets		reports	
stories		articles	
letters		conversations	

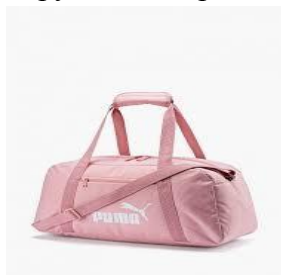
2. When you describe an object, you should give an accurate picture of it. Which of the following would you include in your description? Tick (✓) the appropriate answer:

Size		Origin	
Shape		Material	
Colour		Age	
Special features		Pattern decoration	

Exercise 2. Fill in the table below with the words from the list:

Size	
Weight	
Age	
Shape	
Pattern decoration	
Colour	
Origin	
Material	<i>Plastic,</i>
Special features	

Plastic, long, straps, rust-coloured, stone, round, green, triangular, Chinese, dark brown, striped, heavy, 20th century, crystal, light, paper, rectangular, royal blue, ancient, purple, marble, Irish, square, metal, sea green, carved, spherical, stickers, modern, velvet, red, Indian, nylon, polka-dot, handmade, smokey-grey, ceramic, curved, crooked, cotton, large, giant-sized, pyramid-shaped, inch-thick, conical, lemon-yellow, shoulder strap, rubber, wavy, dazzling white, smooth, suede, cylindrical, normal-sized, gigantic, a foot in length, tiny, log-shaped, rough, side pockets, leather, gold, violet, zips.



Exercise 3. Complete the letter describing the lost bag.

Dear Sir/ Madam,

I am writing to inquire about a bag that I left at your hotel on the evening of Saturday, 27th November. I think I may have left it at the gym. It is a sports bag. _____

I would be grateful if you could inform me at your earliest convenience whether the bag has been found. I can be contacted on 095 0123456.

Yours faithfully,
Jane Winner

Exercise 4. Form adjectives from the words below and complete the table. Mind the spelling of the words. Sometimes it is possible to form more than one word.

-ful	-ous	-al	-ing	-ed
<i>beautiful</i>			<i>embarrassing</i>	<i>embarrassed</i>

Beauty – joy – glory – colour – nation – marvel – magic – wonder – origin – tradition – excite – entertain – stir – luxury – glitter – sparkle – plenty – respect – fascinate – frighten – interest – surprise – disappoint – tire – shock – annoy – confuse – exhaust – embarrass.

Exercise 5. During the CORONAVIRUS pandemic, many people have discovered home working. It's proved what can be achieved without being in the office and this has led to a discussion about blended working. What is it and why is Rob so keen to do it? Find out in the dialogue. Act the dialogue.

WHAT DOES 'BLENDED WORKING' MEAN?

Feifei: Hello everyone! Welcome to The English We Speak with me, Feifei...

Rob: And hello, it's me, Rob.

Feifei: So Rob, I see you're working from home again today?

Rob: Well, there's not much choice under the current circumstances.

Feifei: That's true but what do you prefer? Do you like working at home or working in the office?

Rob: Hmmm, that's a difficult question to answer. I mean, I like being in the office. I get to see everyone, it's very sociable and we get to work together, Feifei!

Feifei: Yes but, surely you enjoy working at home too – it's quiet and you don't get those annoying interruptions.

Rob: Errr, that's true – and I can eat as many biscuits as I like – without people complaining!

Feifei: Well, I think 'blended working' is the way forward for you.

Rob: Ooo, 'blended working' - what's that?

Feifei: 'Blended working' is a new expression that describes a mix of working at home and working in the office. It's another way of describing flexible working. Let's hear some examples...

Examples

New technology has helped me with blended working. I can now do many of my tasks at home.

Our company is introducing blended working – it will help with my work-life balance and provide more desk space in the office.

I've asked my boss for a more blended approach to working – let's hope he agrees!

Feifei: This is The English We Speak from BBC Learning English and we're learning about the phrase 'blended working', which describes a mix of working from home and your place of work. So how do you like the idea of this, Rob?

Rob: It sounds great. So how many days can I work at home?

Feifei: Well, 'blended working' means being flexible so it benefits you and the business. It's happening more and more but it doesn't work if you're not self-motivated.

Rob: Self-motivated? I certainly am and working at home is great – I could work in my pyjamas!

Feifei: Hmmm, just make sure you don't wear them to the office.

Rob: I won't. Bye.

Feifei: Bye, Rob.

/From:

<https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak/ep-200629/>

Exercise 6. Describe your typical day at university / at home / during the 2020 quarantine.

Exercise 7. The coronavirus pandemic has seen many people temporarily not working. Learn an English expression that describes about this leave of absence.

WHAT DOES 'FURLOUGH' /'fə:ləʊ/ MEAN?

Feifei: Hello and welcome to The English We Speak with me, Feifei...

Roy: ...and me, Roy.

Feifei: We may sound a little different – that's because we are not able to record in our normal studios during the coronavirus outbreak. Roy, why have you shaved off your beard? I don't think I've seen your chin before.

Roy: Well, I got your message – you told me to trim my beard. You said it's sad, but necessary to keep my fur low during the coronavirus. I thought it was a bit weird as my beard is made of hair – not fur. I'm not a dog, Feifei.

Feifei: That's debatable – I saw you run after a ball Neil threw for you. Anyway, I wasn't talking about your beard. I said it's very sad at the moment that some workers have been furloughed, but it's necessary for some businesses to do it. 'To furlough someone' is when workers are put on a leave of absence, for example due to an economic problem the business is going through.

Roy: Ahhh yeah – that actually makes more sense. I was so confused about why you were talking about my beard. I agree, it is really sad that some people have been furloughed. That's our word for this programme, isn't it?

Feifei: It is, and it's not a new word, but it's certainly more commonly used recently due to the coronavirus crisis. We'll talk about it more after these examples...

Examples

Vlad is worried about being furloughed, but it looks inevitable.

The company decided to furlough workers while the business wasn't operating.

After Mandy was furloughed, she decided to devote her free time to painting.

Feifei: This is The English We Speak from BBC Learning English and we're talking about the word 'furlough', which describes when workers are put on a leave of absence, for example due to an economic issue that a company is facing.

Roy: Yes, sadly, a lot of workers are being furloughed at the moment due to the coronavirus crisis. It's different to being sacked or made redundant, isn't it?

Feifei: That's right – it's a temporary situation, so workers stay on the payroll, but they're not working.

Roy: Well, hopefully everyone will be able to get back to their jobs soon and not be furloughed any more.

Feifei: Yes, and next time I send you a voice message you should listen more carefully. You're so silly, Roy.

Roy: Should I grow my beard back?

Feifei: Definitely. It suits you.

Roy: Thanks for the advice – I will.

Feifei: Bye, Roy.

Roy: Bye, Feifei.

From:

<https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak/ep-200615>

Exercise 8. Describe the furlough situation as a temporary working absence.

Exercise 9. Read the text. Give your opinion as to the problem raised in the text.

THE REASON ZOOM CALLS DRAIN YOUR ENERGY

By Manyu Jiang (22nd April 2020)

From:

<https://www.bbc.com/worklife/article/20200421-why-zoom-video-chats-are-so-exhausting>

Video chat is helping us stay employed and connected. But what makes it so tiring - and how can we reduce 'Zoom fatigue'? Your screen freezes. There's a weird echo. A dozen heads stare at you. There are the work huddles, the one-on-one meetings and then, once you're done for the day, the hangouts with friends and family.

Since the Covid-19 pandemic hit, we're on video calls more than ever before – and many are finding it exhausting.

But what, exactly, is tiring us out? BBC Worklife spoke to Gianpiero Petriglieri, an associate professor at Insead, who explores sustainable learning and development in the workplace, and Marissa Shuffler, an associate professor at Clemson University, who studies workplace wellbeing and teamwork effectiveness, to hear their views.



Is video chat harder? What's different compared to face-to-face communication?

Being on a video call requires more focus than a face-to-face chat, says Petriglieri. Video chats mean we need to work harder to process non-verbal cues like facial expressions, the tone and pitch of the voice, and body language; paying more attention to these consumes a lot of energy. "Our minds are together when our bodies feel we're not. That dissonance, which causes people to have conflicting feelings, is exhausting. You cannot relax into the conversation naturally," he says.

Silence is another challenge, he adds. "Silence creates a natural rhythm in a real-life conversation. However, when it happens in a video call, you become anxious about the technology." It also makes people uncomfortable. One 2014 study by German academics showed that delays on phone or conferencing systems shaped our views of people negatively: even delays of 1.2 seconds made people perceive the responder as less friendly or focused.

An added factor, says Shuffler, is that if we are physically on camera, we are very aware of being watched. "When you're on a video conference, you know everybody's looking at you; you are on stage, so there comes the social pressure and feeling like you need to perform. Being performative is nerve-wracking and more stressful." It's also very hard for people not to look at their own face if they can see it on screen, or not to be conscious of how they behave in front of the camera.

How are the current circumstances contributing?

Yet if video chats come with extra stressors, our Zoom fatigue can't be attributed solely to that. Our current circumstances – whether lockdown, quarantine, working from home or otherwise – are also feeding in.

Petriglieri believes that fact we feel forced into these calls may be a contributory factor. "The video call is our reminder of the people we have lost temporarily. It is the distress that every time you see someone online, such as your colleagues, that reminds you we should really be in the workplace together," he says. "What I'm finding is, we're all exhausted; It doesn't matter whether they are introverts or extroverts. We are experiencing the same disruption of the familiar context during the pandemic."

Then there's the fact that aspects of our lives that used to be separate – work, friends, family – are all now happening in the same space.

"Most of our social roles happen in different places, but now the context has collapsed," says Petriglieri. "Imagine if you go to a bar, and in the same bar you talk with your professors, meet your parents or date someone, isn't it weird? That's what we're doing now... We are confined in our own space, in the context of a very anxiety-provoking crisis, and our only space for interaction is a computer window."

So how can we alleviate (/ə'li:vɪet/ reduce, relieve, ease) Zoom fatigue?

Both experts suggest limiting video calls to those that are necessary. Turning on the camera should be optional and in general there should be more understanding that cameras do not always have to be on throughout each meeting. Having your screen off to the side, instead of straight ahead, could also help your concentration, particularly in group meetings, says Petriglieri. It makes you feel like you're in an adjoining room, so may be less tiring.

In some cases it's worth considering if video chats are really the most efficient option. When it comes to work, Shuffler suggests shared files with clear notes can be a better option that avoids information overload. She also suggests taking time during meetings to catch up before

diving into business. “Spend some time to actually check into people's wellbeing,” she urges. “It’s a way to reconnect us with the world, and to maintain trust and reduce fatigue and concern.”

Answer the questions:

1. What is good about video chat?
2. What makes video chat tiring?
3. Do you find video calls exhausting?
4. Why is silence a challenge?
5. What did the 2014 study by German academics show?
6. Do you agree with the statement that ‘Being performative is nerve-wracking and more stressful’?
7. Name other current circumstances that contribute to our fatigue.
8. What does professor Petriglieri mean by saying: “We are confined in our own space”?
9. How can we make the problem less severe?
10. What does Shuffler suggest doing?

ПРАКТИЧНЕ ЗАНЯТТЯ № 6.

WRITING FORMAL AND INFORMAL EMAILS

1. Informal VS Formal: differences in style
2. Formal emails.
3. Informal emails.

Мета заняття: Розвиток навичок письмової комунікації за фахом: навчити здобувачів писати офіційні і неофіційні електронні листи

Література: (1; 2; 3; 4; 13; 14)

Exercise 1. Study the table below. Spot the difference between informal and formal emails:

Parts of an email	Informal	Formal
Greeting	<i>Dear Kim / Aunt Joan/ etc.</i>	<i>Dear Sir/Madam (when you do not know the person's name)/ Dear Ms Green, etc.</i>
Introduction	<i>Hi! How are you? How's everything going? I thought I'd write and let you know that....You'll never guess what.../ I'm writing to invite you to.../ Thanks a lot for the invitation. I'd love to come.../ I've got a problem, and I think you can help. /I wondered if you could help me out.</i>	<i>I am writing to apply for the position... / I am writing in connection with.../I am writing to inform you of... / We would be honoured if you could attend.../ Thank you for your kind invitation. We would be delighted to attend.../ I am writing to request some advice concerning..../ I would greatly appreciate it if you could provide me with some information on.../</i>
Main body	(here you write about the main subjects of the letter in detail, starting a new paragraph for each topic)	(here you write about the main subjects of the letter in detail, starting a new paragraph for each topic)
Conclusion	<i>That's my news for now. Well, I'd better go and do some work.</i>	<i>I look forward to hearing from you as soon as possible...</i>

	<i>What do you think I should do? Once again, well done! Let's hope that things get better! Let me know what happens. Sorry again, maybe next time. Write back soon.</i>	<i>I would appreciate your thoughts on this matter. We would be grateful if you could notify us regarding whether... I will be available for interview in September. I enclose ...</i>
Ending	<i>Lots of love / Best wishes/ Yours sincerely, etc. + your first name.</i>	<i>Yours faithfully (when you do not know the person's name) / Yours sincerely (when you know the person's name) + your full name</i>

Exercise 2. Mark the phrases as F (for Formal) or I (for Informal):

1. I would also appreciate some information about	F or I?
2. Well, I must go now...	
3. Please accept my sincere apologies.	
4. You are cordially invited to attend...	
5. I am writing in response to your advertisement....	
6. Thanks for the invitation to your dinner party...	
7. I am writing to express my strong dissatisfaction with...	
8. I look forward to meeting you in person.	
9. Just a quick note to tell you...	
10. I am writing to bring to your attention...	
11. Please do not hesitate to contact me...	
12. I'm so sorry to hear you're having problems with...	
13. Write back soon...	
14. We regret to inform you that ...	
15. I won't take no for an answer...	

Exercise 3. Read the email and underline the correct tenses. Which paragraph contains opening remarks? reasons for writing? the writer's feelings? closing remarks?

Dear Sharon,

How are you? Sorry 1) *I'm taking/I've taken* so long to write, but *I've been busy settling in*. Anyway, *I thought* 2) *I'd drop/I've dropped* you a line to let you know how *I'm getting on here*.

Birmingham is a really exciting city with millions of things to do. There's so much to choose from, *I sometimes find it hard to make up my mind where to go!* Although *I still* 3) *didn't get/haven't got* used to the traffic, the noise and the huge crowds, *I think it's a great city*.

I like living here now, but I sometimes feel homesick as I miss lots of things about Gowrie. 4) *I'll never/I don't* forget the beautiful countryside and the old stone cottages. Living in the city means *I can't go for long walks by the sea, either*. Most of all, *I miss my friends – especially you, of course! We always* 5) *had/were having* such a great time together, 6) *haven't/ didn't* we?

Well, that's all my news for now. Please write back and let me know what 7) *you were/you've been* up to since *I* 8) *heard/have heard* from you last. Say "hi" to Tom and Joanna, too. *I promise I'll come back and visit all of you as soon as I can*.

Lots of love,
Angela

Exercise 4. Read Pam's reply and replace phrases 1-6 with phrases A-F.

1	A	I'd be happy		D	how things go
---	---	--------------	--	---	---------------

	B	Don't let it get you down		E	if I were you, I'd
	C	How about		F	Perhaps you could also

Dear Mary,

Thanks very much for your letter, and of course **1) I'm only too glad** to help. Here are a few things you can try to earn all the money you need.

First of all, **2) I think you should** get a Saturday job. **3) Have you thought of** trying to get one in a local shop so that you can be close to home? This will mean that you won't have to travel so far on Saturdays.

4) Another good idea is to get a job babysitting. Why don't you ask your neighbours? My only advice is not to get very young children, because they need all your attention.

I hope my advice helps. **5) Don't give up** if you can't find a job immediately. Write and let me know **6) what happens**.

Yours,

Pam

Exercise 5. Read the email of complaint. How many complaints are stated and what reasons are given? Is it a mild or strong email of complaint? Justify your answer.

Dear Sir/Madam,

I am writing to express my strong dissatisfaction with the holiday my wife and I had at your hotel in June.

Having paid for your all-inclusive package, we were upset, to say the least, when your coach did not come on time to take us to the hotel. However, to make matters worse, our room did not have a nice view at all. In fact, there was only a small window, which looked out onto filthy rubbish bins at the back of the hotel.

In addition, the food was tasteless and the service extremely slow. What is more, the noise from the bar kept us awake until 6am every morning, as the bar did not close at two as stated in the advertisement. The last straw was when my wife went down for a swim on our second day, only to find that she could not swim as the pool was being cleaned. It remained closed for the rest of our holiday.

We feel that we should be fully compensated for our great disappointment with this holiday. We look forward to a reply at your earliest convenience.

Yours faithfully,

Alan Parker

Exercise 6. Mark the statements True / False justifying your answers:

F	1	Letters/Emails are always formal in style.
	2	A letter/An email beginning "Dear Sir" must be signed "Yours faithfully".
	3	Letters/Emails of application should include information about qualifications and experience.
	4	The first paragraph of a letter/email usually states the reason for writing.
	5	Emails of complaint are always strong.
	6	An email of apology should not include explanations and reasons.
	7	An email beginning "Dear Mrs Perkins" is normally signed "Yours sincerely".

	8	Emails asking for advice should include reference to problems faced by the sender.
	9	Emails refusing an invitation need no reference to reasons why the sender cannot attend the event.
	10	The style of an application letter / email should correspond to the style of the job advertisement.

Exercise 7. Read the following topics. Then, say:

a) what type and style of letter/email each one requires and

b) which plan each letter/email should follow.

How would you start and end each letter/email?

- 1 You had an unpleasant experience while travelling abroad. Write a letter to a friend describing your experience and explaining why you will think twice before going abroad alone again.
- 2 Write an email to a friend telling him/her about a party you have recently been to, describing an interesting person that you met there.
- 3 You are in Paris and want to hire a car when you realise you have left your driving licence at home. Write a letter to your brother or sister asking for it to be sent to you by post. You should explain in your email where it can be found and why you need it.
- 4 You have to leave your present job due to family problems. Write a letter to your boss explaining why you have to leave the job, expressing regret and asking for a reference.
- 5 While your next-door neighbour is away on holiday, burglars broke into his/her house. Write an email to him/her saying what happened and giving advice on what he/she should do.
- 6 You and your friends have recently had a meal in an expensive restaurant. Write a letter to the manager of the restaurant expressing your satisfaction with the food but complaining about the service.
- 7 Write a letter to a member of your family inviting him/her to a family celebration, giving details of the event.
- 8 You have lost an important certificate which you need in order to apply for a job. Write a letter to the organisation from which the original certificate was issued, giving enough information about it so that you can be sent a copy.

ПРАКТИЧНЕ ЗАНЯТТЯ № 7. WRITING FORMAL AND INFORMAL LETTERS

1. Informal VS Formal: differences in style
2. Formal letters.
3. Informal letters.

Мета заняття: Розвиток навичок письмової комунікації за фахом: навчити здобувачів писати офіційні та неофіційні листи до компаній.

Література: (1; 2; 3; 4; 13; 14)

Exercise 1. LETTERS ASKING FOR OR GIVING ADVICE can be formal, informal or semi-formal depending on the situation. A letter asking for advice can be sent to a friend, a consultant or an advice column in a magazine. Details of the problem should be mentioned. A letter giving advice should contain suggestions introduced with appropriate language. Study the following phrases and learn them by heart.

Useful Language for Letters Asking for Advice

Opening Remarks: (Formal) I am writing to ask if you could help me with /I would appreciate it if you could give me some advice about /I am writing to ask for your advice /I would be grateful if you could offer your advice / Could you possibly offer your advice / I wonder if you could help me with a problem, etc.

(Informal) I'm writing to ask for your advice / Can you give me your advice / I've got a problem and I need your advice, etc.

Closing Remarks: (Formal) I would appreciate it if you could give me your advice as soon as possible / I look forward to receiving your advice / It would be of great help if you could advise me, etc.

(Informal) What do you think I should do? / Please let me know what you think I should do. / Please tell me what to do, etc.

Useful Language for Letters Giving Advice

Opening Remarks: (Formal) Thank you for your letter/email requesting / I am writing in reply to your letter asking for advice about / I hope the following advice will be of some help to you, etc.

(Informal) I just got your letter and I think I can help you / I was sorry to hear about your problem. Here's what I think you should do, etc.

Suggestions can be introduced with expressions such as: (Formal) I strongly recommend that / I would suggest that / I believe the best course of action is / I would advise you to / You should / You ought to / If I were you I would

(Informal) Why don't you / You should / You ought to / It would be a good idea to / What you should do is ... / How about... / I think you should ... / The best advice I can give you is..., etc.

Closing Remarks: (Formal) I trust you will accept this advice / I hope this will be of help / I would very much like to know if this was helpful

(Informal) Hope this has helped / Let me know what happens, etc.

Exercise 2. Read the letter and underline the phrases Mary uses to ask for advice:

Dear Pam,
Sorry that I haven't written for ages, but I've been very busy studying. I'm writing because I'd really like your advice about a problem I have.
My friends and I have decided to go away on holiday in the summer, but I don't have enough money. I was wondering if you had any ideas about earning some extra cash. If I don't save up enough money by August, I won't be able to join my friends. Can you think of anything that would help me to make some money quickly?
I know that you always have lots of great ideas! What would you advise me to do? Please write back as soon as you can.

Lots of love,
Mary

Exercise 3. Study the useful phrases for LETTERS OF COMPLAINT.

Useful Language for Letters of Complaint

Opening Remarks: (Mild) I am writing to complain about/ regarding/on account of/because of/on the subject of .../ I am writing to draw your attention to .../ I am writing to you in connection with ... etc.

(Strong) I was appalled at/ I want to express my strong dissatisfaction with/ I feel I must protest/complain about, etc.

Closing Remarks: (Mild) I hope/assume you will replace/ I trust the situation will improve/ I hope the matter will be resolved/ I hope we can sort this matter out amicably, etc.

(Strong) I insist you replace the item at once/ I demand a full refund/ I hope that I will not be forced to take further action, etc.

Exercise 4. Read the letter and state the topic of each paragraph. Is it a mild or strong letter of complaint?

Dear Sir/Madam,

I want to express my strong dissatisfaction with the service I received during a visit to your restaurant on December 12th. Firstly, I had booked a table for my wife and myself for 8:30, but it was 9 o'clock before we were seated. Such a delay seems to me inexcusable.

Then, in spite of the fact that I had repeated our order to check that the waiter had heard me correctly, he proceeded to bring us the wrong starters. Such careless service should not be tolerated in a restaurant which charges such high prices.

To make matters worse, the chocolate gateau we were served for dessert was quite stale. The menu claimed, though, that all desserts were freshly prepared that day.

My wife and I will not be dining in your restaurant again; however, as manager, you would be wise to guard against such appalling treatment of your customers in future.

Yours faithfully,

Larry Dunman

Exercise 5. Study the phrases to be used in LETTERS OF APOLOGY:

Useful Language for Letters of Apology

Opening Remarks: (Formal) I am writing to apologise for/I must apologise for/Please accept my sincerest apologies for/How can I apologise enough for/I must apologise profusely for, etc.

(Informal) I hope you will understand when I say that/What can I say, except I'm sorry that/I'm sorry for/I owe you an apology/I'm so sorry if I upset you in any way/I can't describe how sorry I am and how guilty I feel, etc.

Closing Remarks: (Formal) Once again, sincerest apologies for/I hope you will accept my apologies/I hope my apologies will be/are accepted, etc.

(Informal) I hope you believe me when I say how sorry I am/I can't tell you how sorry I am/ I beg you to forgive me for/There is no excuse for ... and I....

Exercise 6. Read the letter below and complete it with appropriate expressions from the box. Choose the appropriate style. Mark the sentences as F (formal) or I (informal)

1. To apologise	F	To say how sorry I am	I
2. Disgraceful conduct	F	Bad behavior	
3. I know		I realize	
4. Sort of the problem		Resolve the matter	
5. Due to my absence		Because I wasn't there	
6. but		However	
7. severely reprimanded		Properly told off	
8. be sure		Rest assured	
9. what happened		This incident	
10. put you off		Deter you	

Dear **Mr** Johnson,

I **am** writing to you 1)for the 2)..... of a **member** of our staff towards you on Saturday April 23rd. 3)..... how much this must have upset you, and I hope that we can 4)agreeably.

5)..... at the time, I was unable to apologise to you in **person**.
 6)....., I always take such incidents extremely seriously and, following your letter of complaint, the **member** of staff has been 7)..... You can
 8)..... that he will be treating our customers quite differently in future.
 I hope that 9) will not 10) from using our store in future. In an attempt to make up for the **inconvenience caused**, we are sending you a complimentary gift.

Yours sincerely,
 Peter Brown (**Manager**)

Exercise 7. LETTERS OF INVITATION can be formal or informal depending on the situation and who we are writing to. They usually contain some additional information, for example: latest news, description of the event (party, wedding, etc.) place (hotel, house, etc.) and/or directions to the place.

Useful Language for Letters of Invitation

Opening Remarks: (Formal) We would be honoured if you / I cordially invite you to / Your presence would be appreciated at / You are invited to attend, etc.

(Informal) I'm writing to invite you to .../ I'd love it if you could come to / We're organising a ... and would love it if you could come, etc.

Closing Remarks: (Formal) We would be grateful if you could / Please indicate whether you will be able to attend, etc.

(Informal) I hope you'll be able to make it / Hope you can come / Looking forward to seeing you then / Please let me know as soon as possible, etc.

Directions can be introduced by using some of the following expressions: In case you don't know the way, I'll give you some directions / I have included some directions / Here are a few directions so you don't get lost / In case you do not know the exact location of the...(etc.)

Exercise 8. Read the letter below and answer the following questions.

Who is going to read this letter?

Is it formal or informal?

What is the topic of each paragraph?

Dear Ann and David,
We're writing to invite you to our house-warming party on May 26th. Our new house is wonderful; it's a semi-detached town house with three bedrooms and a small back garden. The kitchen is huge, and is fitted with wooden cupboards that make you feel as if you are in a country kitchen. All three bedrooms are rather small but very cosy. The living room is quite big and has lovely French windows which open onto a terrace.

You shouldn't have too much trouble finding the house, but here are a few directions so you don't get lost. Take the A27 road for Lewes and turn right at the roundabout where there is a signpost for Hawkstead. Drive through the town until you get to the post office, then turn left into Potter's Lane. Our house is number 23, on the right-hand side. We hope you'll be able to make it to our party. Looking forward to seeing you then.

*Love,
Bill and Laura*

Read the letter again and underline the opening and closing remarks, then replace them with other appropriate expressions.

Exercise 9. LETTERS ACCEPTING/REFUSING AN INVITATION can be formal or informal. In letters accepting an invitation, we begin by expressing thanks for the invitation. Further comments can be included such as asking the person whether there is anything we can do, or asking for more information concerning the invitation. In letters refusing an invitation, we begin by expressing thanks for the invitation, and we go on to give reasons why we are unable to accept it.

Useful Language for Letters Accepting an Invitation

Opening Remarks: (Formal) I am writing to thank you for the kind invitation/ Thank you for the kind invitation which I would be honoured to accept, etc.

(Informal) Thanks for the invitation to ... sounds lovely etc.

Closing Remarks: (Formal) I look forward to seeing you / We await the event with great anticipation, etc.

(Informal) See you then/ We're really looking forward to it, etc.

Useful Language for Letters Refusing an Invitation

Opening Remarks: (Formal) We thank you for your recent invitation to ... but etc.

(Informal) Thanks for the invitation, but/ Thanks for inviting me to but I'm afraid I can't come.

Closing Remarks: (Formal) I am sorry to miss the opportunity of/ Thank you again for the invitation / I hope we will have the opportunity to meet, etc.

(Informal) I hope we can get together some other time / I'm really sorry we'll have to miss it, etc.

Exercise 10. Read the letter below and answer the following questions.

Who is going to read this letter?

Is it formal or informal?

What is the topic of each paragraph?

Dear Laura and Bill,

Thanks for the invitation to your Christmas party on December 18th.

John and I were really pleased to receive it and we'd love to come. It's lucky for us that you chose the 18th, actually, as it's the only day of that week that we're free. It's been such a long time since we've seen each other so it will be great to get together and catch up on all the news.

Please let me know if there's anything I can bring or anything I can do to help.

Oh, one other thing. Will it be all right to bring Samantha? I'm not sure if we can get a babysitter on that day. Thanks again, and see you on the 18th.

*Love,
Ann*

ПРАКТИЧНЕ ЗАНЯТТЯ № 8.

WRITING AN ARTICLE OUTLINING PROBLEMS AND POSSIBLE WAYS OF THEIR SOLVING

1. Defining an article /essay
2. Defining an essay.
3. Steps to a good article / essay.

Мета заняття: Розвиток навичок письмової комунікації за фахом: навчити здобувачів правилам оформлення статті за фахом

Література: (1; 2; 3; 4; 13; 14)

Exercise 1. Read the following steps to a good article.

DEFINITION: An article is an integral part of written communication. It is a piece of writing written for a large audience. It can be published in either newspapers or magazines or scientific journals. Articles can be either formal or informal depending on the audience they are addressed to and the topic they deal with. Also, an article mostly contains the opinions and thoughts of the writer, backed by facts and evidence. Lastly, an article can describe events, occurrences, persons, places, experiences, etc.

OBJECTIVES OF ARTICLE WRITING

An article is written with the following objectives

- It brings out the topics or the matter of interest in the limelight
- The article provides information on the topics
- It offers suggestions and pieces of advice
- It influences the readers and urges them to think
- The article discusses various stories, persons, locations, rising-issues, and technical developments

STEPS FOR ARTICLE WRITING:

- Think of the topic you want to write an article about.
- Identify the concerning reading group
- Find the aim of writing the article
- Gather as much information as possible
- Identify the most significant details
- Arrange the information and the facts in a logical way

POINTS TO CONSIDER:

- Decide on the style of the article before you start writing.
- Always think of a short, clear, appropriate headline which attracts the reader's interest.
- The introduction should be interesting.
- The main body should consist of two or more paragraphs in which the topic is presented in detail.
- Each paragraph should deal with one aspect of the topic.
- The conclusion should give an appropriate ending to the article.

Exercise 2. Classify the following into Do's and Don'ts of article writing

Add the writer's name	Do's
Write very lengthy articles	Don'ts
The title should be lengthy and clear	
The heading of the article should be short, clear and informative	
Only the introduction and the conclusion should be attractive and attention seeking	
Target the audience	

One can advise, suggest and give the solutions to a problem in any paragraph other than the starting one	
The language and the style of writing should be according to the concerning readers	
There must be only three paragraphs in an article – introduction, middle one, and conclusion	
Use proper punctuation	
Use any tense, person, voice, as many abbreviations, and self-made words while writing an article	
The article has to be easy to read	

Exercise 3. Read about essays. In what ways do essays differ from articles?

ESSAYS

Did you know the word ‘essay’ is derived from a Latin word ‘exagium’, which roughly translates to presenting one’s case? So essays are a short piece of writing representing one’s side of the argument or one’s experiences, stories, etc. Essays are very personalized.

An essay is generally a short piece of writing outlining the writer’s perspective. It is often considered synonymous with a story or a paper or an article. Essays can be formal as well as informal. Formal essays are generally academic in nature and tackle serious topics. Informal essays are more personal and often have humorous elements.

Types of Essays

The type of essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays:

1. **Narrative Essays:** This is when the writer is narrating an incident or story through the essay. So these are in the first person. The aim when writing narrative essays is to involve the reader in them as if they were right there when it was happening. So make them as vivid and real as possible. One way to make this possible is to follow the principle of ‘show, don’t tell’. So you must involve the reader in the story.
2. **Descriptive Essays:** Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other senses of smell, touch, sound etc. A descriptive essay when done well will make the reader feel the emotions the writer was feeling at the moment.
3. **Expository Essays:** In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer’s feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect essays etc.
4. **Persuasive Essays:** Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer’s point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer’s argument carries more weight.

Exercise 4. Read the following article and replace the words in bold with adjectives from the list below. What headline would you suggest for the article?

confident – depressing – dramatic – enormous – enthusiastic – gleaming – inadequate – inspiring – magnificent – wonderful

The Queen Mother officially opened the 1) **nice** new £200m Children's Wing of St Bernadette's Hospital in London yesterday, to the 2) **happy** cheers of medical staff and representatives of the charity which raised the money for the project.

Gone is the 3) **sad** old Children's Wing, built in 1820, with its 4) **bad** facilities and ugly brick walls; in its place is a(n) 5) **clean** new structure with 500 beds, 4 operating theatres and state-of-the-art equipment.

This 6) **big** change is thanks to the efforts of the Children's Hospital Fund, a charity organisation which raised the £200m needed to build the new wing when spending cuts made it necessary to close the old block. A hospital spokesman thanked the charity on behalf of sick

children everywhere and said he was 7) **sure** that St. Bernadette's could now offer medical treatment "to rival that of any hospital in the world."

In her speech, the Queen Mother said, "The 8) **great** efforts of the Children's Hospital Fund are a (n) 9) **good** example to us all and will make a(n) 10) **big** difference to the lives of thousands of children, now and for generations to come."

Exercise 5. Read the article below. Then read the topic sentences and put them in the right box. Where do you think this article is taken from?

JOIN IN RECYCLING SCHEMES

Have you ever really stopped to think about how much rubbish you and your family throw away? Every day we produce incredible amounts of waste. If we don't do something about it, we are in danger of turning this whole planet into a gigantic rubbish dump. Throwing away rubbish also means we are throwing away our planet's precious resources.

1	
---	--

Aluminium cans are the perfect example. It costs less to recycle an aluminium can than to make a new one, and **one** person recycling **one** can a day would save 50 litres of petrol every year.

2	
---	--

Take advantage of recycling facilities in your city. You can divide your rubbish into different bags for glass, metal, plastics and paper, so these can be handled separately.

3	
---	--

After all, it's true what they say: "If you're not part of the solution, you're part of the problem."

Topic sentences:

- Recycling is easy, but we all have to play a part instead of leaving it to someone else.
- So what can be done? Recycling is the answer.
- There's no excuse for just throwing away your rubbish

Exercise 6. Read the following opening paragraphs and decide which are formal and which are informal, then write an appropriate headline. Finally, give the paragraph plan and complete the articles.

- Want to escape from the monotony of daily life? Go to Monaco, with its luxurious hotels, 16th century palace and magnificent cathedral. Have cash to spare? Go to one of the famous casinos and try your luck. But don't overdo it.



- b. At a time when pollution is at its worst, governments are working on plans to find ways to reduce the problem. One suggestion being considered is to introduce free public transport in major European cities. This would certainly be one way of tackling the pollution which is slowly choking city dwellers.
- c. Twenty-three football supporters were seriously injured at yesterday's Cup Final as a security fence collapsed on spectators in the west stand. Overcrowding and lack of police control were blamed for the tragedy.

Exercise 7. Read the following topics, identify the style they require and suggest an appropriate headline and a paragraph plan. Write any two of them (120-180 words).

- 1 Your university magazine has asked students to give their opinion on whether computers should be used in the classroom.
- 2 A young people's magazine has asked its readers to write an article promoting the most famous holiday resort in their country.
- 1 The newspaper you are working for has asked you to write an article on a recent disaster which hit the capital of your country.
- 1 A health and diet magazine has asked its readers to write an article giving their opinion on junk food.

ПРАКТИЧНЕ ЗАНЯТТЯ № 9.

WRITING A SUMMARY / AN ABSTRACT

- 1. Writing a summary.
- 2. Writing an abstract

Мета заняття: Розвиток навичок письмової комунікації за фахом : навчити здобувачів складати анотацію до своєї наукової статті

Література: (1; 2; 3; 4; 13; 14; 30; 31)

Exercise 1. A) Read recommendations from “Udemy Editor” how to write a summary of an article.

/From: https://blog.udemy.com/how-to-write-a-summary-of-an-article/?utm_source=adwords&utm_

Creating a summary of an article means quickly telling the reader what the article is about. This summarization can be a few words or it can be an entire paragraph dedicated to the article.

How you summarize an article is dependent on a few factors. If the article is important to what you're writing, you may want to summarize it with a bit more detail. If the article has a small connection to your work though, you can get away with summarizing a small piece of it.

Knowing how to summarize an article is an important aspect of writing. Being able to summarize an article is important, especially when you're in college. It's a part of college writing that practically every student will have to learn.

Reading the Article

When you want to summarize an article, of course you will have to read it. Before you actually read the article entire though, you should scan through it. Highlight some of the important points of the article. Make sure that you identify the thesis statement and the supporting points throughout. Try to get a good understanding of what the article is discussing.

After you've scanned through it and made your marks, read the article and look for the more specific details. If you find a particular section that looks important or is more difficult than the others, then you should read it over a few more times and note of there is anything there that you should put in your summary.

Ask yourself a few questions about the article. Make sure that you believe the article makes sense and that it seems credible. Even if you write a great summary about an article, it does no good as a reference if it isn't written properly.

Writing in Your Own Words

As you read through the article and write down certain facts and pieces of information, try to put it in your own words. Don't just change a few words around or rearrange them either. Use entirely new text to write what you're reading. It's important to keep things in your own words in order to prevent yourself from plagiarizing. In the world of writing, plagiarizing is unacceptable. Plagiarism is defined as directly copying the work of another without giving them credit.

If you have trouble putting things into your own words, don't worry. You can use dictionaries to help you come up with synonymous terms. You can also try to write a small phrase or two instead of a complete sentence. Writing things in your own words is a key tool.

Properly Summarize Each Section of the Article

As you go through the article, you may notice it is broken up into different sections. Take the time to summarize each of these sections before moving on to summarize the next. Also keep in mind as you are summarizing that you should try to include as much information as possible about the content through paraphrasing without actively copying the work. This will ensure that you are giving credit to the original author while still actively avoiding plagiarizing the article.

Important Things to Remember

As you continue to write the summary of your work, you should try to remind the reader that what you're writing comes from a different source. One way to do this is to refer to the author and say certain phrases, such as "the author believed this" or "The author concluded..." to emphasize the fact that this isn't your own words.

Another thing to avoid is making direct quotes. A summary should be in your own words. You should never use quotes in a summary unless you are unable to rephrase the work in any other way.

B) Answer the following questions:

1. What is the aim of a summary of an article?
2. What factors determine the style of the summary?
3. What do you have to start with before writing a summary?
4. What are the two stages in reading the article?
5. What's the difference between scanning and reading?
6. Why is writing things in your own words a key tool?
7. Name important things to remember while writing a summary.

Exercise 2. A) Read recommendations on writing abstracts from University of Southern California Libraries. /From: <https://libguides.usc.edu/writingguide/abstract#/>

An abstract summarizes, usually in one paragraph of 300 words or less, the major aspects of the entire paper in a prescribed sequence that includes: 1) the overall purpose of the study and the research problem(s) you investigated; 2) the basic design of the study; 3) major findings or trends found as a result of your analysis; and, 4) a brief summary of your interpretations and conclusions.

The abstract allows you to elaborate upon each major aspect of the paper and helps readers decide whether they want to read the rest of the paper. Therefore, enough key information [e.g., summary results, observations, trends, etc.] must be included to make the abstract useful to someone who may want to examine your work.

How do you know when you have enough information in your abstract? A simple rule-of-thumb is to imagine that you are another researcher doing a similar study. Then ask yourself: if your abstract was the only part of the paper you could access, would you be happy with the amount of information presented there? Does it tell the whole story about your study? If the answer is "no" then the abstract likely needs to be revised.

Types of Abstracts

There are four general types.

Critical Abstract

A critical abstract provides, in addition to describing main findings and information, a judgment or comment about the study's validity, reliability, or completeness. The researcher evaluates the paper and often compares it with other works on the same subject. Critical abstracts are generally 400-500 words in length due to the additional interpretive commentary. These types of abstracts are used infrequently.

Descriptive Abstract

A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract only describes the work being summarized. Some researchers consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short, 100 words or less.

Informative Abstract

The majority of abstracts are informative. While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself. That is, the researcher presents and explains all the main arguments and the important results and evidence in the paper. An informative abstract includes the information that can be found in a descriptive abstract [purpose, methods, scope] but it also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is usually no more than 300 words in length.

Highlight Abstract

A highlight abstract is specifically written to attract the reader's attention to the study. No pretense is made of there being either a balanced or complete picture of the paper and, in fact, incomplete and leading remarks may be used to spark the reader's interest. In that a highlight abstract cannot stand independent of its associated article, it is not a true abstract and, therefore, rarely used in academic writing.

Writing Style

Use the active voice when possible, but note that much of your abstract may require passive sentence constructions. Regardless, write your abstract using concise, but complete, sentences. Get to the point quickly and **always use the past tense** because you are reporting on a study that has been completed.

Formatting

Abstracts should be formatted as a single paragraph in a block format and with no paragraph indentations. In most cases, the abstract page immediately follows the title page. The final sentences of an abstract concisely summarize your study's conclusions, implications, or applications to practice and, if appropriate, can be followed by a statement about the need for additional research revealed from the findings.

Composing Your Abstract: Although it is the first section of your paper, the abstract should be written last since it will summarize the contents of your entire paper. A good strategy to begin composing your abstract is to take whole sentences or key phrases from each section of the paper and put them in a sequence that summarizes the contents. Then revise or add connecting phrases or words to make the narrative flow clearly and smoothly. Note that statistical findings should be reported parenthetically [i.e., written in parentheses].

Before handing in your final paper, check to make sure that the information in the abstract completely agrees with what you have written in the paper. Think of the abstract as a sequential set of complete sentences describing the most crucial information using the fewest necessary words.

The abstract SHOULD NOT contain:

- Lengthy background or contextual information,
- Redundant phrases, unnecessary adverbs and adjectives, and repetitive information;

- Acronyms or abbreviations,
- References to other literature [say something like, "current research shows that..." or "studies have indicated..."],
- Using ellipticals [i.e., ending with "..."] or incomplete sentences,
- Jargon or terms that may be confusing to the reader,
- Citations to other works, and
- Any sort of image, illustration, figure, or table, or references to them.

B) Answer the questions:

1. What is an abstract?
2. What does any abstract include?
3. In what style (formal or informal) should an abstract be written? Why?
4. Is there any difference between a summary and an abstract?
5. How do you know when you have enough information in your abstract?
6. Name main types of abstracts.
7. How should abstracts be formatted?
8. What is a good strategy to begin composing your abstract?
9. What should you check before handing in your final paper?
10. Name the things a good abstract should not contain.

Exercise 3. Match the questions and the recommendations below:

Writing an Abstract				
	questions			recommendations
1	What is the problem?		a	Explain your method.
2	What has been done?		b	Summarize the key findings and conclusions.
3	What did you discover?		c	Summarize the discussion and recommendations.
4	What do the findings mean?		d	Outline the objective, problem statement, research questions and hypotheses.
	1	2	3	4

Exercise 4. Read the sample of an abstract and choose appropriate subheadings from below to fill in the blanks.

<i>Purpose</i>	<i>Methods</i>	<i>Results</i>	<i>Implications</i>
1. _____	This paper analyzes how novices and experts can safely adapt and transfer their skills to new technology in the medical domain.		
2. _____	To answer this question, we compared the performance of 12 novices (medical students) with the performance of 12 laparoscopic surgeons (using a 2D view) and 4 robotic surgeons, using a new robotic system that allows 2D and 3D view.		
3. _____	Our results showed a trivial effect of expertise (surgeons generally performed better than novices). Results also revealed that experts have adaptive transfer capacities and are able to transfer their skills independently of the human-machine system. However, the		

	expert's performance may be disturbed by changes in their usual environment.
4. _____	From a safety perspective, this study emphasizes the need to take into account the impact of these environmental changes along with the expert's adaptive capacities.

Exercise 5. Since you are to state the methods employed in the research, here is some useful information on the latter from <https://www.scribbr.com/category/methodology/>

(A) An introduction to research methods

Research methods are specific procedures for collecting and analyzing data. Developing your research methods is an integral part of your research design. When planning your methods, there are two key decisions you will make.

First, decide how you will **collect data**. Your methods depend on what type of data you need to answer your research question:

- **Qualitative vs. quantitative:** Will your data take the form of words or numbers?
- **Primary vs. secondary:** Will you collect original data yourself, or will you use data that has already been collected by someone else?
- **Descriptive vs. experimental:** Will you take measurements of something as it is, or will you perform an experiment?

Second, decide how you will **analyze the data**.

- For quantitative data, you can use statistical analysis methods to test relationships between variables.
- For qualitative data, you can use methods such as thematic analysis to interpret patterns and meanings in the data.

(B) Methods for collecting data

Data is the information that you collect for the purposes of answering your research question. The data collection methods you use depend on the type of data you need.

Qualitative vs. quantitative data

Your choice of qualitative or quantitative data collection depends on the type of knowledge you want to develop.

For questions about ideas, experiences and meanings, or to study something that can't be described numerically, collect qualitative data.

If you want to develop a more mechanistic understanding of a topic, or your research involves hypothesis testing, collect quantitative data.

You can also take a mixed methods approach, where you use both qualitative and quantitative research methods.

Primary vs. secondary data

Primary data is any original information that you collect for the purposes of answering your research question (e.g. through surveys, observations and experiments). Secondary data is information that has already been collected by other researchers (e.g. in a government census or previous scientific studies).

If you are exploring a novel research question, you'll probably need to collect primary data. But if you want to synthesize existing knowledge, analyze historical trends, or identify patterns on a large scale, secondary data might be a better choice.

Descriptive vs. experimental data

In descriptive research, you collect data about your study subject without intervening. The validity of your research will depend on your sampling method.

In experimental research, you systematically intervene in a process and measure the outcome. The validity of your research will depend on your experimental design.

To conduct an experiment, you need to be able to vary your independent variable, precisely measure your dependent variable, and control for confounding variable. If it's practically and ethically possible, this method is the best choice for answering questions about cause and effect.

Exercise 6. Complete the following table using information from Exercise 5.

Research methods for collecting data			
<i>Research method</i>	<i>Primary or secondary?</i>	<i>Qualitative or quantitative?</i>	<i>When to use</i>
Experiment	?	?	To test cause-and-effect relationships.
Survey	?	?	To understand general characteristics of a population.
Interview/ focus group	?	?	To gain more in-depth understanding of a topic.
Observation	?	?	To understand how something occurs in its natural setting.
Literature Review	?	?	To situate your research in an existing body of work, or to evaluate trends within a research topic.
Case Study	?	?	To gain an in-depth understanding of a specific group or context, or when you don't have the resources for a large study.

Exercise 7. Read the final part of the description of methods and complete the table that follows the text:

(C)Methods for analyzing data

Your data analysis methods will depend on the type of data you collect and how you prepare it for analysis.

Data can often be analyzed both quantitatively and qualitatively. For example, survey responses could be analyzed qualitatively by studying the meanings of responses or quantitatively by studying the frequencies of responses.

Qualitative analysis methods

Qualitative analysis is used to understand words, ideas, and experiences. You can use it to interpret data that was collected from open-ended survey and interview questions, literature reviews, case studies, and other sources that use text rather than numbers. Qualitative analysis tends to be quite flexible and relies on the researcher's judgement, so you have to reflect carefully on your choices and assumptions.

Quantitative analysis methods

Quantitative analysis uses numbers and statistics to understand frequencies, averages and correlations (in descriptive studies) or cause-and-effect relationships (in experiments).

You can use quantitative analysis to interpret data that was collected during an experiment.

Because the data is collected and analyzed in a statistically valid way, the results of quantitative analysis can be easily standardized and shared among researchers.

Research methods for analyzing data		
<i>Research method</i>	<i>Qualitative or quantitative?</i>	<i>When to use</i>
Statistical analysis	?	To analyze data collected in a statistically valid manner (e.g. from experiments, surveys, and observations).

Research methods for analyzing data		
Research method	Qualitative or quantitative?	When to use
Meta-analysis	?	To statistically analyze the results of a large collection of studies. Can only be applied to studies that collected data in a statistically valid manner.
Thematic analysis	?	To analyze data collected from interviews, focus groups or textual sources. To understand general themes in the data and how they are communicated.
Content analysis	?	To analyze large volumes of textual or visual data collected from surveys, literature reviews, or other sources. Can be quantitative (i.e. frequencies of words) or qualitative (i.e. meanings of words).

ПРАКТИЧНЕ ЗАНЯТТЯ № 10.

WRITING A REPORT

1. Types of reports.
2. Phrases to start /end the report
3. Samples of reports

Мета заняття: Розвиток навичок письмової комунікації за фахом: навчити здобувачів скласти звіт

Література: (1; 2; 3; 4; 13; 14)

Exercise 1. Read about the types of reports.

REPORTS

Reports are normally written for someone in authority (e.g. your employer, the local council, the head of a committee, etc) and contain factual information. **Assessment reports** present and evaluate the positive and negative qualities of a person (i.e. an employee) or a building/place (i.e. a hotel, a restaurant, a shop, a cinema complex, etc) in order to make a judgement or recommendation about them. **Proposal reports** present suggestions, plans or decisions about future actions. An informative report is a formal piece of writing, usually to one's superiors, colleagues or members of a committee. It presents information concerning the progress which **has been made** on a project, a meeting that **has taken place** or decisions which **have been made** concerning future action. A survey report is a formal piece of writing presenting and analysing the results/findings of research concerning reactions to a product, plan, etc, including general assessment, conclusions and/or recommendation(s).

Reports should consist of:

- a) an **introduction** in which you state the purpose and content of the report;
- b) a **main body** in which you present each topic in detail under suitable subheadings, (these headings introduce the topic of the paragraphs, so you do not need to start each paragraph with a topic sentence);
- c) a **conclusion** which summarises the information from the main body and states your general assessment and/or recommendation.

Reports are written in a formal, impersonal style. You should use factual language, passive voice and full verb forms. You should also write fairly short sentences to help your reader pick out the Information easily. Present tenses are normally used for **assessment reports**. Past tenses can be used for reports related to past events. Modals, conditionals or would are normally used for **proposal reports**.

You should always begin your report by stating who the report is addressed to and what their position is, the writer's name and position, what the report is about and the date, e.g.

To: Thomas Prescott, Chairman of Council
From: Mary Scott, Senior Manager
Subject: Big Screen Cinema Complex
Date: 3rd June, 20...

Useful Language	
To begin reports:	To end reports:
The purpose/aim/intention of this report is to outline/present/discuss the meeting held on .../the progress of .../the decision of the committee ... As requested, this is a report concerning/regarding the matter/subject of... This report contains the (relevant) information/details of/concerning ... which you requested/asked for... This report outlines recent investments in .../changes made to club rules and procedures/the company's achievements in ... /concerning ... The information below summarises the events which took place ...	To conclude/To sum up/In conclusion, the current state of affairs is that... On the whole, it would be fair to conclude that... I am pleased, etc to announce/inform members (that) arrangements are progressing smoothly/according to schedule/faster than anticipated... /ahead of schedule ... Unfortunately, progress has not been as fast as expected/a number of difficulties have been encountered/the issue has not been resolved ...

Exercise 2. Read the report below and underline the correct word(s) in bold. Then, use the subheadings from the list to fill in the blanks.

Food *Atmosphere* *Recommendation*
Service *Introduction* *Prices*

To: Mr A J Williams, Manager, Burton Publishing
From: Milton Briggs, Assistant Manager
Subject: Gaslights Restaurant
Date: 21st July, 20....

- A).....
- The aim of this report is to assess the suitability of Gaslights Restaurant for tourists on a tight budget.
- B)
- Gaslights serves good quality meals. It has a wide variety of delicious local and international dishes
- 1) **as well as/but** an excellent choice of starters and desserts. The menu 2) **and/also** includes a number of French specialties.
- C)
- 3) **Nevertheless/Despite** the fact that the staff at Gaslights Restaurant are well-trained and polite, the service can sometimes be slow. This can be a problem when the restaurant is full.
- D)
- The prices are quite reasonable. 4) **Although/However**, some dishes, such as the French specialties, are rather expensive.
- E)
- Gaslights has a charming and relaxing atmosphere. The background music is pleasant 5) **and/too** the soft lighting creates a cosy atmosphere. These elements, combined with the modern decor, appeal to customers of all ages.
- F)

- 6) **All in all/Even though** the service can sometimes be slow, Gaslights offers first-class food at reasonable prices. 7) **Therefore/ However**, I highly recommend this centrally-located restaurant for tourists on a tight budget.

Exercise 3. Read the report and choose appropriate subheadings from below to fill in the blanks.

<i>Location</i>	<i>purpose</i>	<i>service</i>
<i>conclusion</i>	<i>shop interior</i>	<i>other items on sale</i>
<i>types of books</i>	<i>discounts</i>	

To: Elizabeth Jones, Owner, Bookworms Bookshop
From: Sarah Thompson, Shop assistant
Subject: Attracting young customers
Date: 4th May, 20...

A)

The purpose of this report is to suggest ways to attract more young customers to the bookshop.

B)

Most of the books currently available are quite academic and therefore appeal to older customers. In order to encourage more young people to buy books, the shop should offer magazines and books on topics such as music, fashion and computers.

C)

At present the shop sells traditional stationery and calendars. It would be a good idea to stock items designed for young people, such as school equipment, posters, stickers, school bags and games.

D)

Discounts would encourage local students to buy their textbooks at the bookshop. In addition, leaflets should be given to schools and colleges to make students aware of these discounts.

E)

The inside of the shop is very plain and rather old-fashioned. Young people would be more likely to come in if the decor was modernised and the interior was painted in bright colours.

F)

In conclusion, the bookshop would attract younger customers if a wider range of goods were stocked, the interior was made more attractive and special . prices were offered to students.

Answer these questions:

What type of report is this?

In which paragraph(s) does the writer mention her suggestions?

What are these suggestions?

Underline the modals used in the report.

Can you think of another way to state the purpose of the report?

Exercise 4. A manufacturing company has commissioned its employee to conduct a survey to determine consumer awareness and opinion concerning some of its products. Read his report on the findings.

TO: RJ Barnes, Marketing Director, MacRae Cosmetics Ltd
FROM: Jane Simmons, Excalibur Consumer Research
SUBJECT: Consumer Survey: "Healthy Shine" Products
DATE: 14th October 20...

Purpose

The aim of this report is to present the findings of a survey carried out to determine consumer awareness and opinion of the "Healthy Shine" range of hair-care products. The data included in this report was obtained from a random sample of 1,500 men and women, aged 18-40, who responded to a questionnaire survey on 16th and 17th September.

Consumer Awareness of Product Range

Of the 1,500 respondents surveyed, forty per cent reported that they knew of one or more of the products in the range. Of these, sixty-five per cent had seen the products advertised on television or in magazines and twenty-five per cent had seen the products displayed in stores. The remaining ten per cent of those surveyed were unaware of the product range. The fact that consumer awareness is less than a half suggests that television and magazine advertising has failed to attract the desired level of consumer attention.

Packaging

A large number of those aware of the products were of the opinion that the packaging is unattractive. This is highlighted by the fact that fifty-eight per cent (almost 3 out of 5 customers) stated that they had not sampled the product line, preferring instead to purchase competitors' products with more attractive packaging.

Quality and Price

Of the forty-two per cent of consumers who had sampled at least one product in the range, only fifteen per cent reported that they had not repurchased the product and/or purchased other products in the range. This indicates that eighty-five per cent of consumers are satisfied with quality and price.

Conclusion

On the basis of the findings above, it would seem that although the quality and retail prices of "Healthy Shine" products are competitive, a large percentage of consumers are not aware of the product range. Furthermore, many of those who are aware of the range do not find the packaging sufficiently attractive to induce them to purchase any of the products. Our recommendation, therefore, is that your company launch a new advertising campaign to increase consumer awareness, in addition to altering the packaging of the entire range so as to make the products more appealing to consumers.

Think of other words and phrases which could be used to replace those underlined in the model.

Exercise 5. You have decided to expand your company and need a loan from your bank. Write a proposal in support of your request for the loan. Outline details of why you need the loan and what you intend to do with it. Expand the notes given under each sub-heading into a full paragraph.

TO: The Manager

FROM: Mrs D McLachlan

SUBJECT: Loan for the expansion of "Veggies and Stuff"

DATE: June 10th, 1997

PURPOSE

- in support of request/or loan to allow /or expansion of "Veggies and Stuff" vegetarian catering company

REASONS FOR EXPANSION

- currently home-based business catering for small private functions
- have had to turn down recent requests to cater for *larger* functions (inadequate working space/equipment, insufficient staff)
- no other exclusively vegetarian catering companies in the area, there/ore gap in market

NEW PREMISES

- current premises not adequate **for** catering **for** large functions
- **£50,000** will be spent on down payment **for** purchase of old bakery and new kitchen equipment

VEHICLES

- company presently has only one car, resulting in several journeys having to be made to deal with one/unction
- **£40,000** will cover cost of two refrigerated vans *for* transportation of food

STAFF

- need to *increase* kitchen staff from 2 to 5 and delivery **staff** from 1 to 2
- **£15,000** will cover wages of new **staff** until company starts making a profit

CONCLUSION

- hope plans outlined are clear and meet with approval
- accountant agrees that company should have made a pro/it (even) by January '98 and be able to start repaying loan by July '98 at latest

Exercise 6. Read the following report and fill in suitable headings. What style is it written in?

To: Paul Barnes
From: Carol Sullivan
Subject: Children's Toys

.....
The aim of this report is to outline the results of a survey which was carried out to assess the popularity of the various types of toys sold at Toy City. Five hundred children aged between five and fourteen were questioned.

.....
Currently only twenty per cent of stock consists of computer and electronic games; however, the survey indicated that these were by far the most popular purchases. This is shown by the fact that over forty per cent of those questioned were buying such items.

.....
Traditional toys aimed specifically at boys or girls make up fifty per cent of stock at the moment, but our survey suggests a fairly significant decrease in the popularity of such toys. This is demonstrated by the fact that only thirty per cent of those surveyed were buying these kinds of toys.

.....
A further thirty per cent of those surveyed were purchasing miscellaneous items ranging from board games to rubber snakes. The fact that such toys constitute approximately thirty per cent of stock suggests that there has been little change in their popularity.

.....
To sum up, it seems that the most popular items in Toy City are computer and electronic games. For this reason, it is suggested that we increase our stock of these games while reducing the percentage of traditional toys aimed specifically at boys or girls.

Exercise 7. Write one of the topics below in the appropriate style using 120-180 words.

- 1 Your teacher has asked you to conduct a survey into the reasons why people decide to learn a foreign language. Write a report analysing the results of the survey.
- 2 You work for a fitness magazine which has recently conducted a survey into the popularity of various forms of exercise. Write a report analysing the results of the survey.
- 3 Your pen-friend has asked you to write a short report on the eating habits of young people in your country to include in his report for his school project. Write a report for your pen-friend.

ПРАКТИЧНЕ ЗАНЯТТЯ № 11.

MAKING A PRESENTATION

1. Presentation: definition
2. Key components of a presentation
3. Presentation for a conference

Мета заняття: Розвиток навичок усної та письмової комунікації за фахом: навчити здобувачів готувати презентацію та виступати з нею

Література: (2; 3; 4; 11; 12; 13; 14; 32)

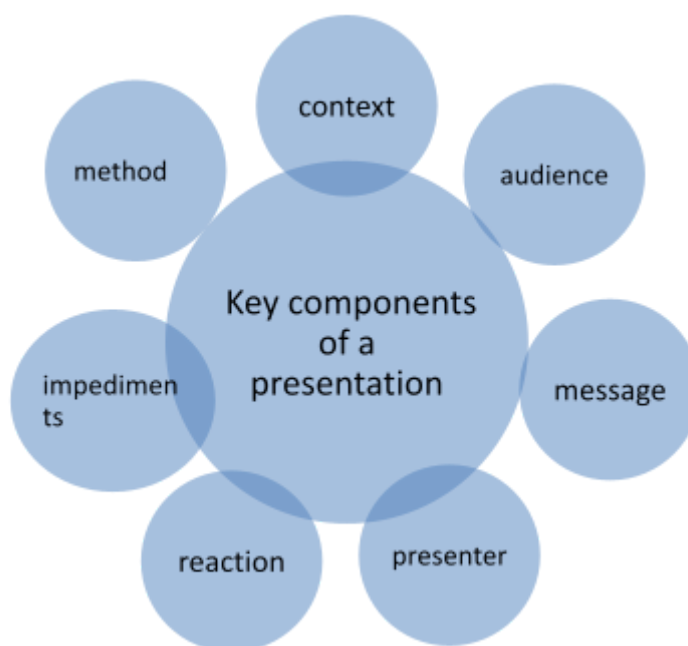
Definition: A **presentation** is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.

A presentation can also be used as a broad term that encompasses other 'speaking engagements' such as making a speech at a wedding, or getting a point across in a video conference.

To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.

Exercise 1. Read about the key components of a presentation. What are they?

KEY COMPONENTS OF A PRESENTATION:



Look at the diagram again and answer the following questions:

1. How many key components are there in the diagram?

2. What is 'context'? Why do you think it is one of principal components of a presentation?
3. What is the role of audience in one's presentation?
4. Who is presenter? What can you advise a presenter to make his/her presentation successful?
5. With what of the components is 'reaction' connected? Why do you think so?
6. What is message? Why is it important?
7. What impediments can cause difficulties in presenting one's ideas?

Exercise 2. Study the table below to learn more about the key components of a presentation:

The Context of the Presentation

Questions to answer	Tips
When and where will you deliver your presentation?	<i>There is a world of difference between a small room with natural light and an informal setting, and a huge lecture room, lit with stage lights. The two require quite different presentations, and different techniques.</i>
Will it be in a setting you are familiar with, or somewhere new?	<i>If somewhere new, it would be worth trying to visit it in advance, or at least arriving early, to familiarise yourself with the room.</i>
Will the presentation be within a formal or less formal setting?	<i>A work setting will, more or less by definition, be more formal, but there are also various degrees of formality within that.</i>
Will the presentation be to a small group or a large crowd? Are you already familiar with the audience?	<i>With a new audience, you will have to build a connection or relationship quickly and effectively, to get them on your side.</i>
What equipment and technology will be available to you, and what will you be expected to use?	<i>In particular, you will need to ask about microphones and whether you will be expected to stand in one place, or move around.</i>
What is the audience expecting to learn from you and your presentation?	

Exercise 3. Match the words with their definitions and / or interpretation:

1	presenter	a	This receives the presenter's message(s).
2	audience	b	This is delivered by the presenter to the audience
3	message	c	The one who communicates with the audience and controls the presentation
4	verbal communication	d	The way (direct or from a distance over the Internet using video conferencing systems) you deliver the presentation
5	non-verbal communication	e	This is realized by the spoken word
6	method	f	These are the factors or barriers that can influence the effectiveness of communication
7	impediments	g	This is realized through voice projection, body language, gestures, eye contact

Exercise 4. How to prepare conference presentations? Below are a few pieces of advice on how to make your presentation stand out from the crowd:

From: <https://24slides.com/presentbetter/preparing-conference-presentation/>

The best way to prepare yourself to speak at a conference is to prepare well in advance. As soon as you confirm your spot, then you start preparing. You prepare your outline, a draft of your speech, maybe even have an idea on how your presentation slides are going to look like. You need to work on your confidence. And, of course, you need to look the part of a convincing, persuasive, and engaging presenter!

So, here's what you need to do to prepare yourself for your presentation.

1. Know your topic inside and out

There's nothing more embarrassing than talking about a topic you know nothing about. If you've succeeded 'winging' your academic presentations at school, then you better think again if you're planning on doing the same thing in your conference presentation! Chances are, your conference audience won't be as forgiving as your high school and college classmates.

There's a lot of benefits to presenting at a conference. You can establish your credibility in your industry, you can network with all the movers and shakers in your field, you can help others know more about what you do, etc. But if you manage to botch your presentation – by not fully researching your topic – then you'd be better off **not** presenting in the first place!

It's okay to be nervous on stage. Everyone gets nervous. But if you know your topic very well, your audience can disregard your nervousness and focus on your message.

It's a different story though if you're nervous AND your presentation has very little substance! You'll be hurting your credibility, you'll become the laughingstock in your industry.

Word will get around about you (*hint*: it won't be the kind of 'word' you'll be happy with). You can hurt your career if you're not careful. No one would be willing to hire you or work with you simply because you weren't professional enough to conduct thorough research for your presentation.

2. Know your audience

It's easy enough to find out who's going to be occupying those seats in your conference. For one, many conferences have a criteria of eligible participants. If your conference doesn't have a specific criteria, you can still deduce who the attendees are just by learning more about the conference itself.

For instance, if the conference is about technology, then it's safe to assume that only those who are interested in technology is going to attend. A marketing conference will attract people with marketing jobs or those who want to know the latest marketing techniques.

If you really can't figure out who your audience is, then you may want to look up the conference organizer's contact details and ask them for their attendees' demographics.

Knowing your audience is important. It will allow you to present your content in a manner your audience can relate to. If you're speaking in a venue not local to you, then knowing more about the local culture will help a lot. You can avoid committing a gigantic faux pas which can potentially alienate your audience (the exact opposite of what you want to happen)!

3. First impressions matter

Yes, they do. So, before you even create your speech and your presentation slides, you may want to think about your presentation wardrobe. If you think it's too early, well, just remember you've only got a few seconds to make a good impression on your audience.

If you wear something unprofessional and sloppy, then your audience is not going to think very highly of you. You don't need to buy expensive clothes, but it's best if you plan your wardrobe well in advance. You wouldn't want to wear something you'll regret later on!

4. Create a draft of your speech and your presentation slides

During the course of your research (point #1), you should already have formed a rough idea of how your presentation is going to flow. You want it to flow smoothly – from one point to the next, from the introduction to the conclusion. Your presentation should make sense, and the audience should be able to follow you easily.

Create your presentation outline first so you can make sure your message has a good flow (worry about your slides later – it's important to get the message straightened out first).

Start with your **introduction** – how are you going to hook people into your presentation? What can you possibly say or do that will blow their minds and keep them glued to your presentation instead of their phones?

Depending on your time limit, you may wish to cover only the most important points of your topic. If you've got a hundred important points, but you've only got 15 minutes, then you need to come to a decision (*no one's going to remember a hundred points, but they may remember 3 or 5!*). For each point that makes it to your list, write only the most important and interesting things about it (*again, no one's going to remember all the details!*).

To wrap up your presentation, think of a way you can help people remember what you've just presented. And don't forget to include your call to action – what do you want people to do after watching your presentation? Nothing? Well, you should think about why you're presenting in the first place. You want people to do something, anything. Think about it carefully, and then make sure you ask your audience to follow your call to action.

Once you've got your outline written down, then you should start working on your presentation slides. Since there are a lot of things that go into designing conference slides, I've dedicated a whole section just for this very topic (*scroll down the page if you want to read the design pointers right away!*).

5. Practice and get feedback from your peers

Practice your speech well in advance. Learn how to not read from your notes or your slides. Practice till you've practically memorized every line of your speech. Practice till you feel comfortable delivering your presentation in front of an audience.

In the beginning, it's fine practicing on your own. You can record yourself on camera or practice in front of a mirror, so you can see what you're doing and make the necessary adjustments. However, if you want to get as close to the real thing as possible, then you need to practice in front of an audience. This can be your family, friends, co-workers, etc.

Ask them for a few minutes of their time and ask them to give you pointers on how you can improve. Of course, you wouldn't want to waste their time, so you should only ask them to sit down when you've actually 'mastered' or at least be close to mastering your presentation! Pretend like it's the actual presentation day. Practice your pauses, your jokes, and icebreakers. Practice making eye contact.

When you've got your presentation down pat, then try and see if you can practice at the actual conference venue. This will help you get to know the place better, and you'll feel a bit more comfortable when presentation day comes!

6. Make final tweaks to your slides and your entire presentation

Based on the feedback you've gotten from your practice sessions, it's now time to make the final tweaks to your slides and your entire presentation. When you finish your changes, make sure everything is done according to your satisfaction. Then do a final practice to ensure everything flows smoothly. That's it! You're ready to give your conference presentation!

Exercise 5. Read the text. Ask ten questions about the text.

HOW TO DESIGN A PRESENTATION FOR AN ACADEMIC CONFERENCE

Presenting at an academic conference will be different from presenting in non-academic ones. Academic conferences tend to be more serious, and well, more academic, in nature. You need to invest considerable time crafting your speech, designing the slides and making sure you've covered all the most important points about your topic.

Remember, a visually attractive and compelling slide deck can help emphasize your message. It will make it easier for people to remember what your presentation is all about, so take note of these tips:

1. Use one slide for each idea or point

You don't want to cram entire paragraphs on your slides. Your audience won't appreciate being tasked to read your presentation. They're there to listen to you, so make sure you deliver. Use your slides like they're supposed to be used – as visual aids.

2. Make your slides easy to read

Use large fonts. If you're presenting in a large room, then you need to make sure people at the back can still make out the text on your screen. This is where writing down only one idea per slide really shines.

3. Use simple transitions

Sure, there are tons of fun transitions and animations on PowerPoint, but you don't want to use all of those, no matter how 'cool' it may seem. It will only make you look unprofessional and will divert your audience's attention from your message to your animations. Choose something simple.

4. Use high-quality images and graphics

Since you're not going to be using much text in your slides, you need to somehow fill out that empty blank space on your slides. The best way to go about this is by using high-quality images and graphics. Just make sure these are relevant to the topic at hand, and that they add to the message, not take away from it.

Exercise 6. A) Look at the following linking words and phrases commonly used during presentations. Complete the table below arranging them according to their function:

What is more, ...; To put it another way,...; That is to say,...; Furthermore, ...; Finally, ...; After that...; Now, turning to...; Now, let's look at...; I am inclined to believe that...; So, to conclude...; The graph shows...; In addition to this, ...; To my way of thinking, ...; The aim of this presentation is...; First, ...; I am going to talk about...; Besides this, ...; I feel very strongly that...; In conclusion we can say...; The next...; With reference to...; In reference to...; As you can see...; What I'd like to talk about is...; Personally I believe that...; Secondly, ...; ...not to mention the fact that...; Because of...; Due to the fact that...; As a result,...; On the grounds that...; In the first place, ...; Last but not least, ...; To begin with, ...; As a consequence,...; For this reason, ...; To start with...; Owing to ...; In other words,...; To put it differently, ...; Regarding...; To my mind, ...;Concerning...; With regard to...; Taking everything into account, ...; In my opinion, ...; All things considered,...; To sum up,... .

Meaning	Linking words/ phrases
Personal opinion	<i>In my view...;</i>
To list points	<i>First of all, ...;</i>
To add more points on the same topic	<i>Apart from this, ...;</i>
To express cause	<i>As...;</i>
To express effect	<i>Therefore, ...;</i>
To clarify / rephrase	<i>To put it another way, ...;</i>
To conclude	<i>As was previously said, ...;</i>
To make reference	<i>Concerning...;</i>

Exercise 7. Prepare a short presentation on one of the topics below:

1. Fire prevention and fire safety
2. Natural and man-made threats, risk assessment
3. Electrical safety and accident prevention
4. Safety of buildings and structures exploitation
5. Smoke control systems: principles and basic elements
6. Martial law and Emergency state
7. My scientific research

ПРАКТИЧНЕ ЗАНЯТТЯ № 12. PROFESSIONAL NETWORKING

1. Definition of professional network
2. Secrets of teamwork

Мета заняття: Розвиток монологічного та діалогічного мовлення за фахом: навчити здобувачів використовувати стратегії і тактики командної гри

Література: (2; 3; 4; 6; 7;26;33)

Exercise 1. Watch the video “Professional networking”
<http://youtube.com/watch?v=6M7ahzk0dGU> and share your thoughts.

A **professional network** is a group of people who have connected with one another for career or business-related reasons. Members, who are called contacts or connections, can share information which may include, but is not limited to, job leads. A **professional network** service is **used** by business individuals to establish and maintain **professional** contacts and a way to either find work or get ahead in career as well as gain resources and opportunities for **networking**.

Exercise 2. Read the text and answer the question:

Why is networking so important?

(by Jordan Stern)

Networking becomes a little clearer if we give it a different name: professional relationship building. It's all about getting out there (both on and offline), meeting people who work in your profession or your industry, and building a relationship with them.

The goal of networking is to create a professional network. That means a group of professional contacts you know well enough to call in a favour from and for whom you wouldn't object doing a favour. It's as simple as that.

Since the launch of professional social networks like LinkedIn, networking has become a whole lot easier. The ease with which these sites allow you to connect with others can be deceiving, though. Whenever you can, look for face-to-face networking opportunities. By all means, connect online after meeting people, but you'll develop stronger bonds with people you've met in person.

Five reasons networking is crucial — whatever your career stage

#1. You might find a mentor

Network in the right places and the chances are that you'll meet a lot of experienced professionals and experts in your sector. If you're at the beginning of your career, getting tips and insights from those who've been there and done it all before can be priceless.

If you have a great chat with someone at, for example, an event don't be afraid to ask to exchange contact details or to connect on LinkedIn and to ask if you can follow up with them later.

#2. You may hear about opportunities that aren't public yet

Many jobs aren't advertised. So, if you want to be in with a chance of getting that sought after internal promotion, or moving to a more interesting or challenging role with a new company, you'll need to network to find out about them. The fact is that people recommend people they know and that they like. So, even if you're not networking directly with a group directly responsible for hiring, there's still a good chance that someone in your network will have the opportunity to make a recommendation.

#3. Considering moving? You may know an insider who can give you information

Perhaps you've seen a job advertised that looks perfect for you, but you don't know much about the company. Or you've heard there may be an opportunity opening up, but you've also heard that the company culture might not be all that great.

You could just hope for the best, or you could reach out to your network to see if anyone can give you an insider's view. A quick cup of coffee with someone who knows what life is really like at the company you're considering can be invaluable.

#4. You'll learn more about your industry, its future, and its challenges

While you shouldn't limit your networking to a single industry, the chances are that most of the people you meet with will work in the same sector as you. This means it can be a great opportunity to learn about the latest moves in your industry and stay abreast of major developments.

#5. You'll learn about new trends and best practices

Networking can be a great source of fresh ideas, new perspectives, and ideas to help you in your day-to-day job.

This sort of networking is easy online. Join relevant LinkedIn groups or look out for specialist professional forums (often hosted by professional bodies) where you can ask and answer work-related questions.

Embrace the possibilities

When it's done properly, professional networking can open all sorts of doors. The key is reciprocity: if you're open to helping others, then there's a strong chance they'll help you right back. Embrace this philosophy and your networking could lead to, well, pretty much anything!

Exercise 3. Watch the video “How to keep your team motivated” on <http://youtube.com/watch?v=H9LSopkLbpw> and share your thoughts on the matter.

Exercise 4. Listen to the text below. Ask your partner questions on the text.

The Secrets of Great Teamwork

(by Martine Haas and Mark Mortensen)

Today's teams are different from the teams of the past: They're far more diverse, dispersed, digital, and dynamic (with frequent changes in membership). But while teams face new hurdles, their success still hinges on a core set of fundamentals for group collaboration.

The basics of team effectiveness were identified by J. Richard Hackman, a pioneer in the field of organizational behavior who began studying teams in the 1970s. In more than 40 years of research, he uncovered a groundbreaking insight: What matters most to collaboration is not the personalities, attitudes, or behavioral styles of team members. Instead, what teams need to thrive are certain “enabling conditions.” In our own studies, we've found that three of Hackman's conditions—a compelling direction, a strong structure, and a supportive context—continue to be particularly critical to team success. In fact, today those three requirements demand more attention than ever. But we've also seen that modern teams are vulnerable to two corrosive problems—“us versus them” thinking and incomplete information. Overcoming those pitfalls requires a fourth critical condition: a shared mindset.

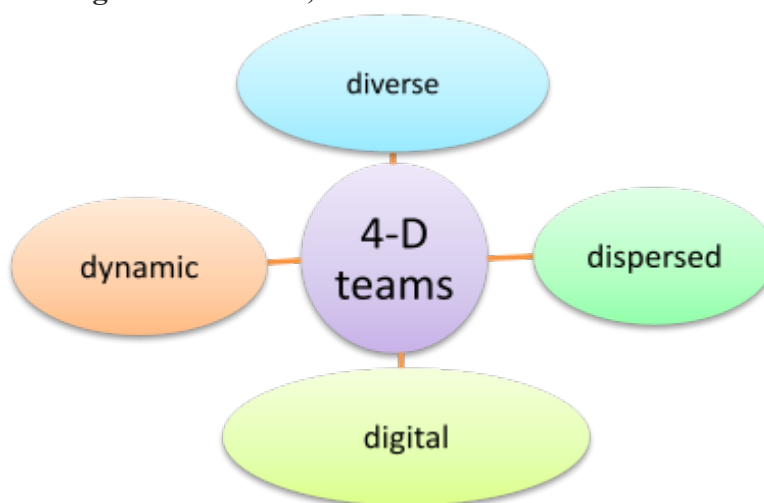
Compelling direction. The foundation of every great team is a direction that energizes, orients, and engages its members. Teams cannot be inspired if they don't know what they're working toward and don't have explicit goals. Those goals should be challenging (modest ones don't motivate) but not so difficult that the team becomes dispirited. They also must be consequential: People have to care about achieving a goal, whether because they stand to gain extrinsic rewards, like recognition, pay, and promotions; or intrinsic rewards, such as satisfaction and a sense of meaning.

Strong structure. Teams also need the right mix and number of members, optimally designed tasks and processes, and norms that discourage destructive behavior and promote positive dynamics. High-performing teams include members with a balance of skills. Every individual doesn't have to possess superlative technical and social skills, but the team overall needs a healthy dose of both. Diversity in knowledge, views, and perspectives, as well as in age, gender, and race, can help teams be more creative and avoid groupthink.

Supportive context. Having the right support is the third condition that enables team effectiveness. This includes maintaining a reward system that reinforces good performance, an information system that provides access to the data needed for the work, and an educational system that offers training, and last—but not least—securing the material resources required to do the job, such as funding and technological assistance. While no team ever gets everything it wants, leaders can head off a lot of problems by taking the time to get the essential pieces in place from the start.

<https://hbr.org/2016/06/the-secrets-of-great-teamwork>

Exercise 5. According to the authors, 4-D teams are:



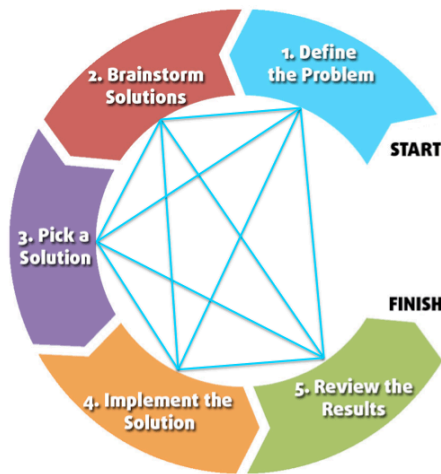
ПРАКТИЧНЕ ЗАНЯТТЯ № 13.

LEADING AND PARTICIPATING IN PROBLEM-SOLVING MEETINGS

1. A problem-solving strategy.
2. Running a meeting

Мета заняття: Розвиток аудіювання та діалогічного мовлення за фахом: навчити здобувачів працювати в команді, висловлювати своє бачення проблеми і шляхів її вирішення.

Література: (1; 2; 3; 4; 6; 7;20;33; 34)



Exercise 1. Watch the video “7 step Problem Solving”.
Name **the** **7** **steps.** **Access:**
<https://www.youtube.com/watch?v=bZXDGQSuF9I>

Exercise 2. Listen to the text. Express your own point of view of an effective strategy to solve problems.

“The genius of the future will be the creative mind adapting itself to the shape of things to come.”

Dr E. Paul Torrance

A **problem-solving strategy** is a plan of action used to find a solution. Different **strategies** have different action plans associated with them. For example, a well-known **strategy** is trial and error. When using trial and error, you would continue to try different solutions until you **solved** your **problem**.

Another type of strategy is an **algorithm**. An algorithm is a problem-solving formula that provides you with step-by-step instructions used to achieve a desired outcome. You can think of an algorithm as a recipe with highly detailed instructions that produce the same result every time they are performed. Algorithms are used frequently in our everyday lives, especially in computer science. A **heuristic** is another type of problem solving strategy. While an algorithm must be followed exactly to produce a correct result, a heuristic is a general problem-solving framework.

Obstacles in Problem-Solving

Of course, problem-solving is not a flawless process. There are a number of different obstacles that can interfere with our ability to solve a problem quickly and efficiently. Researchers have described a number of these mental obstacles, which include functional fixedness, irrelevant information, and assumptions.

- **Functional Fixedness:** This term refers to the tendency to view problems only in their customary manner. Functional fixedness prevents people from fully seeing all of the different options that might be available to find a solution.
- **Irrelevant or Misleading Information:** When you are trying to solve a problem, it is important to distinguish between information that is relevant to the issue and irrelevant data that can lead to faulty solutions. When a problem is very complex, the easier it becomes to focus on misleading or irrelevant information.
- **Assumptions:** When dealing with a problem, people often make assumptions about the constraints and obstacles that prevent certain solutions.
- **Mental Set:** Another common problem-solving obstacle is known as a mental set, which is the tendency people have to only use solutions that have worked in the past rather than looking for alternative ideas.

Exercise 3. Read the following recommendations how to run a meeting:

RUNNING A MEETING

Meetings are central to most organisations; people need to know what their colleagues are doing and then take decisions based on shared information and opinions. How well you present yourself and your ideas, and how well you work with other people, is crucial to your career.

Make a meeting work for you.

Only call a meeting if you (and your colleagues) are quite clear about its purpose. Once you are certain of your objective, ask yourself whether it could be better achieved through alternative means, such as a memo.

Meetings called on a routine basis tend to lose their point. It's better to wait until a situation or problem requires a meeting. If in doubt, don't waste time having one.

If you're sure a meeting is the solution, circulate a memo several days in advance specifying the time and place, objectives, issues to be discussed, other participants and preparation expected. It is helpful in both formal and informal meetings to have an agenda listing the points that are to be discussed. If there are too many items on the agenda, it is inevitable that the meeting will be over-long and so less effective.

If you cannot attend a meeting, it is customary to send your apologies to the chairperson, who reads out the names of any absentees at the beginning of the meeting. After naming absentees, the chairperson may ask if there are any matters arising out of the minutes of the last meeting.

Meetings should be held in the morning, if possible, when people are usually more alert, and should last no more than an hour. Six is the optimum number of participants for a good working meeting. Inviting the whole department (more than 10) increases emotional undercurrents such as, "Will my suggestions be taken seriously?" Larger meetings can be productive as brainstorming sessions for ideas, provided participants can speak freely without feeling they will be judged.

A successful meeting always leads to action. Decisions should take up the bulk of the meeting minutes, including the name of the person delegated to each task, and a deadline for its completion. Circulate the minutes after the meeting and again just before the next one.

Draw out quieter members of the group. Encouragement helps create a relaxed and productive atmosphere. Do not single out any individual for personal criticism – they will either silently withdraw, upset and be humiliated, or try to come up with excuses rather than focus on the problems in hand. Save critical comments for a private occasion.

If you're talking for more than 50 per cent of the time, you're dominating the meeting.

Now complete the following chart:

DOs at the meeting	DONTs at the meeting
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

/From: Pilucka S. Business English. Daugavpils Pedagogiska Universitate, 1998./

Exercise 4. Read an extract from a talk about the importance of books in our life. Complete the text with the sentences in the box stating the reasons for reading books:

*To expose yourself to new thing; To improve oneself;
 To improve your memory; To reduce stress; To improve your understanding;
 To improve your imagination; To entertain oneself*

Books are packed with knowledge, insights into a happy life, life lessons, love, fear, prayer and helpful advice. One can read about anything under the sun. Books have been here for centuries and without them today's knowledge of our past ancestors, cultures and civilizations would have been impossible. Have you ever thought what would have happened if intellectuals never documented their studies?

On the 23rd of April the world celebrates the World Book Day. This day is a celebration of authors, illustrators, books and most importantly reading. The main aim of the World Book Day is to encourage children to the pleasures of books and reading. The reason for choosing this particular date is interesting. The 23rd of April is a symbolic date for world literature because it is

the date of death for many great authors and poets such as William Shakespeare, Miguel de Cervantes, William Wordsworth and many others.

In my opinion reading is the perfect hobby and I am sure that a lot of people would agree. There are a lot of wonderful reasons why reading is important. Here are a few reasons why you should consider reading a book:

- o **(1) _____**: Through reading, you expose yourself to new things, new information, new ideas, new ways to solve a problem, and new ways to achieve a goal. Reading might help you discover hobbies or exploring things you didn't know you like. Exploration begins from reading and understanding.
- o **(2) _____**: Reading helps you understand the world more. Through it, you begin to have a better understanding on a topic that interest you. Self-improvement start from reading, through reading you have a better understanding and better decisions to take in the future.
- o **(3) _____**: The more you read the more you understand things completely and helps you find the truth about something. Through reading you learn more about society and how to adapt in it.
- o **(4) _____**: You are limited by what you can imagine, all the worlds described in books as well as views and opinions by other people, will help you expand your understanding of what is possible.
- o **(5) _____**: Studies show that reading reduces stress. The participants in this study only needed to read silently for a few minutes to slow down the heart and ease tension in the muscles.
- o **(6) _____**: When you read you have more to think. Reading gives you a unique pause button for understanding and insight. The benefits of this increased activity helps to keep the memory sharp and the learning capacity agile.
- o **(7) _____**: Reading has an entertainment value. Reading is not only fun, but it has all the added benefits that we discussed so far. A good book can keep you entertained while developing life skills.

A book communicates knowledge, and not only knowledge but wisdom of all kinds. I believe that my personality, behaviour, ideas and knowledge are all built on the books I have read. Nothing can add to our intellect more than reading a book.

/From: <http://mcxl.se/thoughts/>

Think of the answer to the question from the text. Give at least five suggestions using the Conditional Mood:

What would have happened if intellectuals never documented their studies?

Exercise 5. Comment in writing on the following inspirational teamwork quotes:



Great things are rarely achieved by just one person. Usually, they are accomplished by a group of people, and when everyone is committed to the overall goal, teams move faster, are more innovative and more successful. Successful teamwork is essential for anyone attempting complete projects successfully.

“Teamwork makes the dream work.”	“A leader must inspire or his team will expire”
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Bang Gae	Orrin Woodward
“Talent wins games, but teamwork and intelligence win championships.” Michael Jordan	“Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilisation work.” Vince Lombardi
“Coming together is a beginning. Keeping together is progress. Working together is success.” Henry Ford	“Alone we can do so little, together we can do so much.” Helen Keller
“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.” Andrew Carnegie	“Remember, teamwork begins by building trust. And the only way to do that is to overcome our need for invulnerability.” Patrick Lencioni “Politeness is the poison of collaboration.” Edwin Land
“None of us is as smart as all of us.” Ken Blanchard	“If everyone is moving forward together, then success takes care of itself.” Henry Ford
“The strength of the team is each individual member. The strength of each member is the team.” Phil Jackson	“The best teamwork comes from men who are working independently toward one goal in unison.” James Cash Penney
“Focus on being productive instead of busy.” Tim Ferriss	“Bad attitudes will ruin your team.” Terry Bradshaw
“None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful.” Mother Teresa	“No one can whistle a symphony. It takes a whole orchestra to play it.” H.E. Luccock
“The strength of the team is each individual member. The strength of each member is the team.” Phil Jackson	“Effectively, change is almost impossible without industry-wide collaboration, cooperation, and consensus.” Simon Mainwaring
If you can laugh together, you can work together.” Robert Orben	“Together, ordinary people can achieve extraordinary results.” Becka Schoettle
“Good management consists in showing average people how to do the work of superior people.” John Rockefeller	It is the long history of humankind (and animal kind, too) that those who learned to collaborate and improvise most effectively have prevailed.” Charles Darwin

ПРАКТИЧНЕ ЗАНЯТТЯ № 14. DISCUSSING PREFERENCES AND REACHING AGREEMENT

1. Talking about likes and dislikes.
2. Electric circuits: types
3. Integrated circuit (IC)

Мета заняття: Розвиток навичок аудіювання та письмової комунікації за фахом: навчити здобувачів досягати компромісу у вирішенні професійних питань

Література: (1; 2; 3; 4; 6; 7; 33; 34; 35)

Exercise 1. Watch the video “Talking About Likes and Dislikes in English - Spoken English Lesson” <https://www.youtube.com/watch?v=Da6MVHpabQY> and list the most common expressions to express likes and dislikes.

Exercise 2. Put the phrases into the correct category in the table:

Direct agreement	Expressing doubt	Direct disagreement
<i>I completely agree with you.</i>	<i>That might work.</i>	<i>That's nonsense!</i>
.....	<i>That might not work.</i>	

I know they're right but...
That would be a good solution.
I'm not sure that's the best solution.
That's one way of looking at it, but...
I don't agree at all.
I couldn't agree with you more.
Let's agree to disagree.
That seems reasonable.

It is good, yes, but...
That makes sense.
That's rubbish!
Good thinking.
I'm afraid I disagree.
You're right!
I'm not quite sure.
That must work.

NOTE: Direct disagreement might cause offence in formal situations and with people we do not know well. It's a common communication strategy to express disagreement as doubt, at least at first. This allows people to explain an alternative point of view and explore the disagreement further.

Exercise 3. Expressing ‘echo-‘(dis)agreement. Match the parts:

1.	I like this idea.	a	Neither can they.
2	He does not support her plan.	b	Neither did he.
3	We can't agree to lower prices.	c	So do we.
4	We are happy to see you.	d	So did we.
5	She didn't have the authority to take decisions.	e	Neither do they.
6	He isn't a good listener.	f	Neither are you.
7	He wanted to negotiate new terms and conditions.	g	So am I.

Exercise 4. Read the text

Prepare for Disasters

Not if, but when: Every U.S. state and territory is at risk of disasters.

Disasters disrupt thousands of lives every year, leaving behind lasting effects on people and property. After a disaster, many others in your community need help as well. For this reason, local first responders and other assistance may not be able to reach you right away. You and your family can take simple steps now to prepare for emergencies. By doing so, you take back

control—even in the uncertainty of disaster. This comprehensive guide will provide you with detailed information on how best to prepare for disasters within your family and in your community. In this document you will learn general disaster preparedness tips for before, during, and after disasters, as well as best practices to inform your preparedness decisions about specific disasters, such as hurricanes, earthquakes, and active shooters. Benefits of Planning Ahead There are many benefits to planning ahead for disasters. The most important benefits are staying safe and helping yourself and your community recover.

2 People and families that plan for emergencies will:

- Help keep people safe;
- Limit property damage;
- Know what to do during and after a disaster;
- Better manage their savings;
- Support community preparedness; and
- Help their community get back up and running after a disaster. Taking simple actions to protect against disaster helps you, your family, your community, and your country in important ways.

How to Prepare for Disasters

To prepare yourself and your family for a disaster, you should:

1) Know Your Risks; 2) Make a Plan; and 3) Take Action. 1. Know Your Risks Understand the risks you and your family may face. Most communities face many types of hazards. It is important to learn the risks specific to your home and the ways to assess your risks if you are away from home. Know how and when to take action before, during, and after different hazards.

2. Make a Plan

Make a communications plan and prepare for both evacuating and sheltering. Prepare for your family's unique needs with customized plans and supplies. In addition, use your social networks to help friends and family members prepare and participate in community-wide disaster preparedness activities. Moreover, you should gather emergency supplies and secure the information and important documents you will need to start your recovery

2. Take Action

Put your plan into action. Be ready and able to face disasters, no matter where you are and when they occur. It is important to get the insurance you need and understand your coverage options. Moreover, you should make a list of your personal property and its condition and protect your property by considering how to minimize damage. Practice your disaster plans, take advantage of existing alert and warning systems, and explore ways to

From: <https://www.ready.gov/sites/default/files/2021-11/are-you-ready-guide.pdf>

Exercise 5: Match the terms with their definitions

1. Evacuation
2. First aid
3. Disaster response
4. Hazard
5. Emergency services
6. Security measures
7. Risk assessment
8. Fire drill
9. Surveillance
10. Crisis management

Definitions:

- A procedure for assessing and managing danger in an emergency.
- Medical treatment provided to someone injured or ill before professional help arrives.
- A systematic approach to managing and minimizing potential risks.

- A planned exercise or action to prepare for fire-related emergencies.
- A system of observing and monitoring activities or people for safety and security purposes.
- The process of helping people leave an area of danger.
- A group of services that respond to emergencies, such as police, fire departments, and medical teams.
- A plan for responding to natural or man-made disasters.
- A potential source of harm or danger.
- Steps taken to ensure safety in a given environment.

Exercise 6: Fill in the blanks with the correct word

1. The police conducted a thorough _____ of the area after the explosion.
2. In case of a _____ such as a flood, it's essential to have an evacuation plan.
3. Everyone must know basic _____ skills to assist others during emergencies.
4. The government has implemented stricter _____ at airports after the security breach.
5. A _____ drill is conducted every year to ensure readiness for fire emergencies.
6. The _____ system helped track the movement of dangerous individuals in the area.
7. _____ of potential hazards is crucial for preventing accidents in public spaces.
8. The mayor held a _____ meeting to discuss the city's response to the earthquake.
9. The hospital is equipped to handle all types of _____ situations.
10. The _____ of the building is scheduled to take place next month.

Exercise 7: Choose the correct word

1. **Risk / Threat** assessment is an important part of civil security.
2. Firefighters are trained in both **first aid / disaster response** techniques.
3. **Hazardous / Safe** areas should be marked with clear signs.
4. **Evacuations / Surveillance** can be life-saving during natural disasters.
5. The **emergency services / security measures** include police, ambulance, and firefighting teams.
6. Civil security officials conduct regular **fire drills / safety reports** to ensure readiness.
7. **Security / Emergency** measures must be strengthened in high-risk zones.
8. **Evacuation / Crisis management** plans are essential for large public events.
9. A comprehensive **surveillance / disaster response** system is necessary to monitor threats.
10. The **emergency services / security drills** team responded quickly to the bomb threat.

Exercise 8: Translate the following words into English

1. цивільна оборона
2. техногенний ризик
3. надзвичайна ситуація
4. реагування на катастрофу
5. пожежна безпека
6. охорона громадського порядку
7. евакуація населення
8. медична допомога
9. оцінка ризиків
10. інцидент безпеки

Exercise 9: Form sentences using the following words

1. Evacuation
2. First aid
3. Surveillance

4. Hazard
5. Disaster
6. Crisis
7. Risk
8. Security
9. Response
10. Emergency

Exercise 10: Fill in the gaps with the correct form of the word

1. The civil defense team is responsible for ensuring public _____ (secure) during a disaster.
2. _____ (disaster) training is essential for everyone working in emergency services.
3. The hospital provided _____ (emergency) medical care to the victims.
4. Proper _____ (evacuate) procedures can save lives during fires or other emergencies.
5. The government implemented _____ (secure) protocols after the terrorist attack.

Exercise 11: Complete the table

Noun	Verb	Adjective
Risk	_____	_____
Disaster	_____	_____
Security	_____	_____
Emergency	_____	_____
Evacuation	_____	_____

Exercise 12: Answer the questions using appropriate vocabulary

1. What should you do during an evacuation?
2. What type of training is important for first responders?
3. Why is risk assessment important in civil security?
4. How can surveillance help prevent disasters?
5. What are the main duties of emergency services?

Exercise 13: Identify the mistakes in these sentences

1. The security measures were not enough to prevent a hazard.
2. The first aid team started evacuating victims before the disaster.
3. During the crisis, the fire department was handling all emergency services.
4. Surveillance procedures help to prepare for risk.
5. The response time during the evacuation was excellent.

Exercise 14: Write a paragraph explaining the role of civil security in your country, using at least five vocabulary words related to civil security.

Exercise 15: Create a crossword puzzle with the following words: evacuation, risk, security, disaster, response, hazard, surveillance, crisis.

Exercise 16: True or False?

1. Evacuation is not necessary during every disaster. (True/False)
2. Emergency services include police, medical teams, and firefighters. (True/False)
3. Security measures only focus on protecting buildings. (True/False)
4. A hazard can be something that causes injury or damage. (True/False)
5. Risk assessment helps to prevent disasters. (True/False)

Exercise 17: Fill in the blanks with the correct word from the list

(hazard, response, evacuation, disaster, emergency services) The local authorities started the _____ as soon as the _____ struck.
People were advised to prepare for a quick _____.

Exercise 18: Create a checklist for emergency preparedness at home or at work, using at least 10 related words.

Exercise 19: Match the words with their related terms:

- Hazard - _____
- Evacuation - _____
- First aid - _____
- Surveillance - _____
- Disaster - _____

Exercise 20: Multiple Choice

1. Which of the following is not part of emergency services?
 - a) Police
 - b) Firefighters
 - c) Cleaners
 - d) Paramedics
2. Which activity is part of risk assessment?
 - a) Preparing an evacuation plan
 - b) Monitoring weather conditions
 - c) Inspecting a building for fire hazards
 - d) All of the above

Exercise 21: Word Definition Matching

Match the word with its definition:

1. Surveillance
2. Crisis
3. Response
4. Risk
5. Evacuation

Definitions:

- A serious situation that requires immediate attention.
- The process of moving people to safety during an emergency.
- The process of assessing potential threats.
- The act of monitoring or watching an area for security purposes.
- The actions taken after an emergency occurs.

Exercise 22: Fill in the correct word

During a [crisis/disaster], it's important to have a good [response/evacuation] plan. First responders, like the [firefighters/police], play a key role in [disaster/security] management.

Exercise 23: Translate the following sentences into English

1. Оцінка ризиків є важливим етапом планування цивільної безпеки.
2. Під час евакуації важливо діяти швидко і без паніки.
3. Надзвичайні служби повинні бути готові до будь-якої ситуації.

Exercise 24: Scenario Discussion

Imagine a natural disaster occurs in your area (e.g., an earthquake or flood). Discuss what steps you would take for evacuation, managing hazards, and coordinating with emergency services.

Практичне заняття № 15. The context of civil security

Мета заняття: розвиток навичок магістрантів з аналізу та обговорення питань цивільної безпеки англійською мовою, з акцентом на використання спеціалізованої лексики, формулювання аргументів та участь у професійному дискурсі в контексті глобальних викликів безпеки.

These tasks are designed to challenge students' proficiency in both understanding and applying the relevant vocabulary and concepts in the context of civil security. Choose two points and write.

Task 1: Risk Assessment Report

Task Description:

You are working for a civil security agency tasked with assessing the risks in a major city. Based on a given scenario (e.g., an earthquake-prone region or a high-risk industrial area), write a **risk assessment report** that includes:

- Identification of key hazards
- Potential risks to public safety
- Recommendations for emergency responses
- Suggestions for security measures to mitigate the risks

Requirements:

- Use formal language and structure (introduction, body, conclusion).
- Apply relevant civil security vocabulary (e.g., hazard, risk, emergency response, mitigation).
- Provide a logical flow of information, from risk identification to proposed solutions.

Word Limit: 300-400 words.

Task 2: Emergency Response Plan Simulation

Task Description:

You are part of a team that is developing an **emergency response plan** for a large-scale disaster in an urban area. The disaster could be a terrorist attack, a large fire, or a natural disaster (e.g., flooding). In groups, create a detailed action plan that includes:

- Evacuation procedures
- Roles and responsibilities of emergency services (e.g., fire, medical, police)
- Communication strategies
- Evacuation routes and shelter locations

Requirements:

- Write a plan that is concise but detailed enough to guide real-time actions.
- Ensure the plan addresses both immediate and long-term responses.
- Use professional civil security terminology and include both preventative and reactive measures.

Word Limit: 500-600 words.

Task 3: Crisis Management Debate

Task Description:

In this task, you will participate in a **debate** on the following issue:

"Are the current civil security measures sufficient to handle the rising threat of cyberterrorism?"

- Prepare both arguments for and against this statement.

- Present the arguments logically, supporting them with facts, statistics, and examples of past incidents.
- After presenting your arguments, engage in a group discussion to respond to counterarguments.

Requirements:

- Use formal language and include relevant civil security vocabulary (e.g., threat, mitigation, cyberterrorism, security breach).
- Provide evidence and examples where applicable.
- Stay objective and professional in tone, considering various perspectives.

Word Limit: 300 words for argument preparation.

Task 4: Crisis Communication Strategy

Task Description:

Imagine a natural disaster (such as a major flood) has struck a region, and there is widespread panic among the population. As part of the **civil security communication team**, you are tasked with drafting a **public communication strategy**. Your strategy should include:

- Key messages for the public (e.g., safety instructions, evacuation guidance)
- Channels for communication (e.g., social media, TV, radio)
- Timing of updates
- Handling misinformation or rumors

Requirements:

- Write clear, concise, and professional messages aimed at different groups (e.g., affected individuals, first responders, local authorities).
- Use persuasive and reassuring language to maintain public trust and order.
- Incorporate relevant civil security terms (e.g., evacuation, shelter, public safety).

Word Limit: 400-500 words.

Task 5: Civil Security Case Study Analysis

Task Description:

You have been given a **case study** about a recent disaster (e.g., a large-scale fire, terrorist attack, or public health emergency) that affected a city or region. Your task is to:

- Analyze the civil security measures taken before, during, and after the disaster.
- Identify strengths and weaknesses in the response.
- Suggest improvements for future disaster management, focusing on risk prevention, security measures, and crisis communication.

Requirements:

- Provide a detailed analysis using a mix of descriptive and evaluative language.
- Suggest realistic, actionable improvements based on your knowledge of civil security.
- Use appropriate civil security vocabulary (e.g., preparedness, disaster response, mitigation strategies).

Word Limit: 500-600 words.

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