

АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ  
ВЫСШЕГО ОБРАЗОВАНИЯ

**«УНИВЕРСИТЕТ при МЕЖПАРЛАМЕНТСКОЙ  
АССАМБЛЕЕ ЕврАзЭС»**

Кафедра социально-гуманитарных дисциплин

**М. В. ПРОЦУТО, Т. В. БАЙКОВСКАЯ**

# **WELCOME TO THE WORLD OF BUSINESS**

Учебное пособие

Санкт-Петербург

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Учебное пособие «Welcome to the world of business» представляет собой учебно-методический комплекс, авторы которого ставят перед собой цель помочь обучающимся приобрести общекультурные компетенции, необходимые будущему специалисту при осуществлении им профессиональной деятельности в сфере экономики, техники, юриспруденции, социокультурной работы, художественного проектирования, др. Знания и практические умения, которыми должен владеть такой работник, включены в содержание учебного пособия. Их усвоение способствует развитию коммуникативных умений различных видов речевой деятельности. Учебный материал предлагаемого пособия помогает усвоить навыки устного общения в монологической и диалогической формах, характерных для интервью. Пособие содержит также задания, выполнение которых стимулирует развитие у обучающихся различных форм письменного общения, прежде всего, таких, как резюме и сопроводительное письмо.

Учебное пособие по содержанию соответствует государственным образовательным стандартам и предназначено для обучающихся на ступенях бакалавриата и магистратуры по социальным и гуманитарным направлениям образовательной деятельности, но может быть использовано и для студентов других направлений и специальностей профессиональной подготовки.

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## В В Е Д Е Н И Е

Предлагаемое учебное пособие сформировано как учебно-методический комплекс, содержание его направлено на приобретение обучающимися общекультурных компетенций, развитие коммуникативных умений различных видов речевой деятельности, обучение устному общению в монологической и диалогической формах, характерных для интервью, а также таким формам письменного общения, как резюме и сопроводительное письмо.

Учебное пособие ставит своей целью обучить студентов основным навыкам англоязычной речевой деятельности (говорение, аудирование, чтение и письмо) в типичных ситуациях деловой коммуникации в рамках одного из направлений курса «Иностранный язык», а именно «Деловой иностранный язык». Активный словарь отражает наиболее важные понятия и явления, необходимые для осуществления делового общения. Терминологическая лексика закрепляется в разнообразных упражнениях, которые построены и расположены по принципу «от простого к сложному», они начинаются от уровня слов, словосочетания, предложения и доведены до уровня сверхфразового единства.

Предлагаемое учебное пособие делится на две части. Первая часть учебного пособия носит название «JOB HUNTING». Она состоит из разделов, посвящённых пошаговой подготовке претендента к трудовой деятельности, с момента прочтения информации о вакантном рабочем месте до успешного прохождения интервью с работодателем. Каждый раздел включает в себя текст (тексты) по изучаемой тематике, практические задания, коррелирующие с текстами, изучаемой терминологической и социально-бытовой лексикой, аудио и видео-материалами. В первую часть учебного пособия включен также краткий словарь терминов и список тематических фразеологических единиц.

Во второй части учебного пособия даются подробные теоретические рекомендации по составлению презентаций и предлагаются практические задания для тренировки соответствующих навыков. Разнообразные творческие тематические задания, представленные в учебном комплексе, позволят обучающимся глубже осваивать изучаемый материал.

Учебное пособие «Welcome to the world of business» предназначено для обучающихся в очной и заочной формах обучения на уровнях бакалавриата и магистратуры различных направлений и специальностей подготовки.

Тематические разделы могут изучаться в полном объёме или выборочно в зависимости от количества учебных часов аудиторных занятий и самостоятельной работы обучающихся с использованием платформы Moodle, а также от степени подготовленности учебной группы.

Авторы выражают искреннюю признательность рецензентам: Елене Ивановне Чирковой, профессору кафедры межкультурной коммуникации Санкт-Петербургского государственного архитектурно-строительного университета, доктору педагогических наук, профессору, и Елене Георгиевне Черновец, доценту кафедры иностранных языков Михайловской военной артиллерийской академии, кандидату педагогических наук, доценту, за анализ рукописи и ценные критические замечания.

**Part I.**  
**JOB HUNTING**

**UNIT 1**  
**CHOOSING A JOB**

**READING**

**Task 1. Read the text below and answer the following questions.**

**How to choose the right career**

Sooner or later all of us face the problem of choosing a career when we are to decide what we are going to be in future. Choosing a career is not a simple matter — in fact, it can be one of the most important in our life. You don't need to hurry making a decision. You should examine thoroughly your **abilities** and character, take a realistic view of your strengths and **weaknesses**, pay attention to your parents' and friends' advice and take into account your own preferences. The last point in the list is particularly important because there are many examples when people make great mistakes choosing their future profession. Sometimes they either simply follow in the footsteps of their parents or relatives or just blindly follow their advice. Your choice should be mostly based on your own opinion. Family traditions are good, but your turn of mind may be quite different. So, never base only on other people's opinion.

Having thought carefully about what sort of person you are, try to work out a list of your **occupation** requirements.

Nowadays there is a great variety of jobs to any taste. Choosing a future career, we should consider the following things.

- Pay. Is the size of your salary important? Generally speaking, it is important. Of course, there may be various situations, but if you are going to be independent, successful and wealthy, you have to find a well-paid job. Moreover, if you are going to have a family, you should be ready to support it, to be a **breadwinner**. Naturally, you'd like to live in good conditions, and your children to study at good schools, and then to enter prestigious universities, to travel all around the world and so on. Now you understand why you should take money into consideration when choosing a job.

- Further training, promotion prospects and job conditions should also be kept in mind. Just after graduating it is very difficult to find a plum job which will respond to all your preferences. It is usually a monotonous, tedious clerical job, but if you are a capable and hard-working person, you will certainly be offered an opportunity to climb the ladder.

- Place of work. You ought to decide whether you want to work indoors (cashier, chemist, librarian, secretary, etc.) or outdoors (driver, firefighter, estate agent, etc.). Your choice may be based on your lifestyle or health condition.

- Full-time, part-time, **flexitime** jobs. There is no set pattern to part-time working. It may involve a later start and earlier finish time than a full-time position, working mornings or afternoons only, fewer working days in a week for less salary. It is a perfect variant for students who want to juggle their studies and work, as well as flexitime jobs. **Employees** decide by themselves when to begin and end their working day.

- Communication with different people. Meeting and dealing with people don't appeal to every person. Some people are not very sociable; on the contrary, they are timid, shy and diffident. Frankly speaking, it is a great talent to have communication skills. If you think you have it, you may choose a profession involving close contacts with people, such as a doctor, a journalist, a lawyer, a guide, a teacher.

- Business trips. You should keep in mind that some professions imply travelling all over the world, such as tour guides, scientists, actors, journalists, pilots and so on. It's not always fun. Business trips may last a week, a month and even more. You may be sent to London for a few days, then you'll spend only a few hours in Paris, and right after that, without any rest, you'll have

to go to Berlin. Sometimes it turns out that you don't have even an hour for yourself just to relax and see the town you've come to. Such trips may be very exhausting and stressful. However, if you are young, ambitious and full of energy, you will be able not only to do your job successfully but also see the world.

- Aspiration for creative work. If you are a creative person, it's a must for you to find such job. It can be a job of an artist, a tailor, a designer or a stylist.

- Jobs connected with risk. Such jobs are usually well-paid, but very dangerous. A police officer, a fireman, a bodyguard, a lifeguard – these are the names of jobs which imply risk. Those, who want a rewarding but demanding job and who are ready to devote all their lives to it, may choose this kind of work.

Analyzing all these points will help you not to make a wrong choice.

In case you are an aspiring, responsible, creative, optimistic, reliable person, who is ready to learn and be laborious, who is not afraid of any difficulties of the future and ready to solve any problem with a smile, the world of jobs and careers will be open to you.

Choosing a career should not only be a matter of future prestige and wealth. Work should bring real satisfaction; otherwise your whole life will become dull and monotonous.

1. What points should you evaluate when you choose a future career?
2. Who can you ask for advice?
3. What is a good variant for students who study and work?
4. Why don't meeting and dealing with people appeal to every person?
5. How to avoid a dull and monotonous life?

### **Task 2. Match the words in bold to the definitions:**

1. \_\_\_\_\_ a person employed for wages or salary
2. \_\_\_\_\_ a person who earns money to support a family
3. \_\_\_\_\_ a person's job
4. \_\_\_\_\_ possession of the means or skill to do something
5. \_\_\_\_\_ a work arrangement that allows employees to choose the start and end time for their workday
6. \_\_\_\_\_ the state or condition of lacking strength

### **PRACTICAL TASKS**

#### **Task 3.**

**a) Which things in the following list are the most / the list important for you in choosing a job?**

- money
- good work – life balance
- professional and intellectual development
- recognition
- career growth
- job security
- variety
- communication
- training

**b) Discuss your answers with a partner.**

#### **Task 4.**

**a) A blogger Scott Adams gave his readers an assignment: “describe your own job in one sentence, preferably in a humorously way.” Here are the best replies from among the hundreds. Try to match the job with the definitions:**

## 10 Funniest Clever Short Job Descriptions

1 Help people hate each other:	<b>a) Student</b>
2 Stand on a field and get yelled at for hours:	<b>b) Mountain Landscape Photographer/Climber</b>
3 Talk in other people's sleep:	<b>c) Pilot</b>
4 Copy and paste the Internet:	<b>d) IT Specialist</b>
5 Show people how beautiful the Earth would be without them:	<b>e) Technical Writer</b>
6 Spend most of the day looking out the window:	<b>f) Fast Food Employer</b>
7 Repeatedly fix what you repeatedly break:	<b>g) Video Game Creator</b>
8 Write words that no one wants to read:	<b>h) College Professor</b>
9 Teach kids to be evil...or so they say:	<b>i) Football Referee</b>
10 Make food that is as healthy before it goes in your body as when it comes back out:	<b>j) Divorce Lawyer</b>

**b) Which of the mentioned jobs would you like to do? Do you find the descriptions motivating or demotivating? Why (not)?**

**c) Try to think of a similar description for your (future) jobs.**

**Task 5. Discuss the following questions with your partner:**

- When you were a child, what job did you dream about? Why?
- Which jobs were considered «fashionable» at that time?
- Have young people's preferences changed since then? Why (not)?

**Task 6.**

**a) Read the text describing an astronaut's work. What are the advantages and disadvantages of the job?**

### **A job among the stars**

Working on the International Space Station is every astronaut's dream. Life on the board may seem glamorous to some people, but in reality it's not so easy. Conditions can be uncomfortable and the schedule is very demanding – we work ten hours a day and have only one day off. Moreover as we live in our office, it's hard to separate on-duty and off-duty.

Our tasks are quite varied as we do a range of different scientific experiments. However we have to perform a lot of routine maintenance and regular safety checks as well. We also have to exercise twice a day otherwise the muscles just disappear in the weightless conditions.

Life is never dull, but you can feel lonely up here, away from your family and friends. The work can be stressful. Then I write emails and take photos of our beautiful planet.

**Task 7. Match the adjectives in the list to comments 1-9.**

<i>fun</i>	<i>varied</i>	<i>demanding</i>	<i>challenging</i>	<i>routine</i>
	<i>glamorous</i>	<i>depressing</i>	<i>stressful</i>	<i>dull</i>
	<i>worthwhile rewarding</i>			

- What I like best about my job is that no two days are the same, so I never get bored'.
- One of the great things about my job is that I meet famous people and stay in some expensive hotels.'
- My job keeps me fully occupied and I don't have time to think about anything else until it's time to go home.'
- Sometimes I think to myself – you'll never be able to do that, but then I find a way to succeed. It really is quite satisfying.'

5. Every morning, I arrive at the office, switch on the photocopier, and check the phone for messages. Then I start the coffee maker and open the mail.'
6. I spend all day in front of a computer screen'.
7. I get quite worried and anxious. So many people depend on me. Even at home, I keep thinking about my work – it stops me eating.'
8. I really enjoy going to work. We have a fantastic time and everyone gets on so well together. It doesn't feel like work at all'.
9. It's not the best paid job in the world, but I know that I make difference to people's lives. There is no greater satisfaction than seeing some one walk again after a terrible accident'.

**Task 8. Five people talk about their jobs. Match the jobs (1-5) to the people (a-e) and put the words in brackets into the correct grammatical forms.**

- 1) accountant
- 2) postwoman
- 3) flight attendant
- 4) software developer
- 5) teacher

- a) Obviously, my work involves \_\_\_\_\_ (travel) a lot. It can be quite physically \_\_\_\_\_ (tire), but I enjoy \_\_\_\_\_ (deal) with customers, except when they become violent. Luckily this doesn't happen often.
- b) I like \_\_\_\_\_ (work) with figures, but my job is much less \_\_\_\_\_ (bore) and routine than man think. The work \_\_\_\_\_ (involve) a lot of contact and teamwork, working with other managers.
- c) Of course, it involves getting up quite early in the morning. But I like \_\_\_\_\_ (be) out in the open air. And I get a lot of exercise!
- d) You've got to think in a very logical way. The work can be mentally \_\_\_\_\_ (tire) and \_\_\_\_\_ (challenge), but it's very \_\_\_\_\_ (satisfy) to write a program that works.
- e) I love my job. It's very \_\_\_\_\_ (reward) and not at all \_\_\_\_\_ (repeat): no two days are the same. It's good to see the children learn and develop.

**Task 9. Work with a partner. Describe these jobs using words and expressions from Ex.5 and 8. Your partner should try to guess the job.**



*Example: This job is quite challenging because you have to communicate with a lot of different people who have different abilities and background and you should make them trust and respect you. It's also rewarding because if you can see fruits of your labor in them you can't help feeling proud and happy. (teacher)*



**nurse**  
**bus driver**

**judge**      **plumber**      **electrician**  
**actor**      **priest**      **PA**

**pilot**

**UNIT 2**  
**JOB ADVERTISEMENTS**

**READING**

**Task 1. Read the text below and analyze job advertisements.**

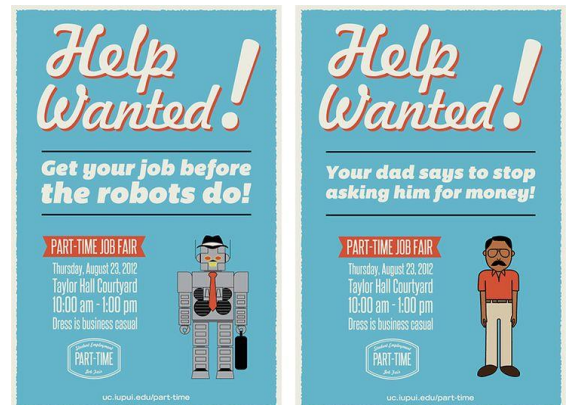
**WHAT MUST YOU BEGIN WITH?**

A civilized and active means of looking for a job is studying the market of the offered vacancies to get an idea of necessary demands and size up your own chances.

The best way of doing this is to use the help of employment agencies or to independently study the ads of job opportunities being published.

Announcements of job opportunities can be read in different printed publications or on the Internet. But which of them is worth reacting to?

Don't put much trust in ads in the yellow press. Solid companies place ads in prestigious expensive publications with a firm reputation. There are also plenty of job posting sites. These resources can also vary greatly and you should choose the most reliable ones.



Wherever you look for the job ads the structure of them is usually the same: the name of the vacant position, the list of the candidate's professional, duties, the demands made of the candidate, and the system of compensations and benefits. Ads

are often published by employment agencies on behalf of their clients. The address of the office is usually not given — it is suggested that the resume should be sent directly to the given email address of the company or to recruitment agencies.

 <p><b>ASTROS</b> shipping agency is looking for <b>WAREHOUSE MANAGER EXPORT OPERATIONS MANAGER</b></p> <p><b>Requirements:</b> English and German lang Organizational Skills</p> <p><b>Interested candidates should send their resume to <a href="mailto:newjob@mail.ru">newjob@mail.ru</a></b></p> <p><b>Relevant Experience</b></p>	<p>The American Consulate General is looking for a full-time</p> <p><b>AGRICULTURAL MARKETING ASSISTANT</b></p> <p>to serve as office manager for the Foreign Agricultural Service Office in St Petersburg</p> <p>UNIVERSITY DEGREE, NATIVE RUSSIAN, FLUENT ENGLISH, MINIMUM ONE YEAR EXPERIENCE IN MARKETING-RELATED ACTIVITIES REQUIRED</p> <p><i>For more information, please call 275-17-01, ext.226</i></p>
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**SWEDISH  
Branch Ltd.**



we are leading supplier  
of high quality office  
furniture and industry  
equipment.

Due to expansion we  
are looking, for  
**SALES REPRESENTATIVES**

with Sales Manager po-  
tential

**Requirements:**

- 25-30 years old
- enthusiastic and social
- personality
- good self-confidence
- fluent English

Please send your CV to:  
newjob@mail.ru

Due to planned expan-

**is seeking Young and  
Energetic  
RESTA MANAGERS**

**We require:**

Excellent English and Na-  
tive Russian

Higher Education De-  
grees

Permanent Residency in  
St Petersburg

No Prior Restaurant Ex-  
perience Necessary

**We offer:**

• 3 months of all expenses  
paid training abroad.

• Convenient work sched-  
ule

• Growth potential in a  
prestigious company

**For an interview  
please come to: Pizza**

**Hut, 71/16 Moika  
Nab., St Petersburg**

**Tuesday 21 and**

**Thursday 23,5 pm-  
7pm or call**

**Svetlana at 312-8135  
11am 5pm, Mon-Fri**

The St. Petersburg Times  
needs a

**SECRETARY**  
Requirements:

- Native Russian  
speaker
- Initiative
- Computer skills
- Able to work under  
pressure in a busy office

Send resumes to:

Yana@newjob.ru

No phone inquiries  
please.

**Task 2. Which of the job adverts do you find trustworthy and deserving your attention? Why? Discuss it with a partner.**

**PRACTICAL TASKS**

**Task 3. Ask a partner the following questions.**

- Have you ever looked for a job?
- Which position did you want to get?
- Did you use the help of employment agencies or look for job advertisements yourself?
- Did you look for the ads in printed publications? Which?
- Did you use recruitment sites? Which?
- How many job advertisements did you have to look through before you found a worthy one?
- Was the job description and information in the job ad honest?
- Will you ever use this source to look for a job ads again? Why (not)?
- Was your job search successful?



**Task 3. Match the adjectives to describe skills and personal characteristics to the definitions.**

- |  |  |
|--|--|
| <p>If you are</p> <ol style="list-style-type: none"> <li>1. analytical</li> <li>2. self-sufficient</li> <li>3. organized</li> <li>4. sensible</li> <li>5. computer literate</li> <li>6. efficient</li> <li>7. persuasive</li> <li>8. numerate</li> </ol> | <p>you are able to...</p> <ol style="list-style-type: none"> <li>a) convince other people to do things</li> <li>b) plan things carefully and keep things tidy</li> <li>c) have the necessary knowledge to use computers</li> <li>d) do things for yourself without the help of others</li> <li>e) examine things very carefully and logically</li> <li>f) do basic mathematics</li> <li>g) be practical and have good judgment</li> <li>h) work quickly and effectively</li> </ol> |
|--|--|

**Task 4. Tick the words below that employers would consider to be negative characteristics. Use a good dictionary to help you with the meaning of the words.**

responsible, hard-working, unreliable, resourceful, self-confident, messy, flexible, conscientious, motivated, bossy, unpunctual, friendly

**Task 5. Choose three skills from exercise 7 and personal characteristics from exercise 5 and 6 which you think a person needs to do these jobs.**

- |                   |               |        |                        |         |        |
|-------------------|---------------|--------|------------------------|---------|--------|
| flight attendant  | sales rep     | lawyer | chef                   | surgeon | dancer |
| software engineer | civil servant | waiter | air traffic controller |         |        |

**Task 6. Read the job advertisements below and write the letter (a-c) next to each sentence.**

- In which job(s) ...
- |  |       |
|--|-------|
| 1. do you have to be physically healthy?                                 | _____ |
| 2. can you decide when you want to work?                                 | _____ |
| 3. are the clothes you wear important?                                   | _____ |
| 4. do you have to be good at working in a team?                          | _____ |
| 5. do you have to be able to make quick decisions while you are working? | _____ |
| 6. do you have to be good with people?                                   | _____ |
| 7. can you expect to develop your career?                                | _____ |
| 8. .do you have to be able to start tomorrow>                            | _____ |
| 9 can you get perks?   | _____ |

Wanted: Fit person to deliver 'special offer' leaflets for Luigi's Restaurant.

\$5 for every 100 leaflets delivered. You decide how many hours you work! Be your own boss! Immediate start

**Smartly-dressed secretary needed.** Accounted department of Global Communications. Must be good at dealing with people. Ability to think on your feet is essential, promotion possible. Pension scheme. Free gym membership.

**Bouncer wanted for Club Tropicana**

Must be fit, smartly dressed, team player. Ability to deal with people and work in stressful conditions. Must be able to take criticism, and deal with people.

Good salary for the right person.

Must be available for immediate start.

Free meals and refreshments.

**Task 7. Think of a hypothetical job you need to be done. This job requires time or/and skills, which you don't have. You need an assistant to help you with it.**

**Write a well-structured and sufficient job advertisement for this position.**



EXTRACURRICULAR ACTIVITIES should be included in the next section. Student or professional organizations you belong to, travel, sports and hobbies should be listed here. Don't put many passive, solitary hobbies (reading, watching TV, stamp collecting) or you may be perceived as lacking people skills. Any interests relevant to the job are worth mentioning.

The last section of your resume is the REFERENCE section. List at least two people, not related to you, who can describe your qualification for the job. Their names, titles, places of work, and telephone numbers should be included.

The style and format of a resume are extremely important. Your resume must be typed on a computer in order to format it most effectively. A neat and well-written resume with no spelling mistakes will give an employer the impression that you are accurate and take care of details.

A resume will not get you a job. An interview with a company will get you a job. In order to have the opportunity of interviewing with a company you should send your CV with a cover letter.

Notes:

gloss over\* - to avoid talking about something unpleasant, or to say as little as possible about it

1. What is another name for a CV?
2. What is the difference between a CV and an application form?
3. How long should a CV be?
4. Which mistakes should you avoid?
5. Which information should a CV include?
6. How should the information about your education and experience be ordered?
7. Who can be your reference?
8. What should usually accompany your CV?

**Task 2. Look through sample CVs below, pay attention to the structure and vocabulary.**

CV	
Anna Smirnova 98, Chaikovskogo Street, apt. 85 St Petersburg, 191194, Russia Phone: +7 812 272 08 95	
OBJECTIVE:	Obtain employment in the field of public relations that will allow me to use my ability to work with people and take advantage of my knowledge of English.
EDUCATION:	St. Petersburg State University 1989-1996 Diploma in English and French. Qualified as English interpreter.
WORK EXPERIENCE:	Assistant, Interpreter of Director General Insurance Co. Rodin a Ros Company
April 1996- till now	Duties: schedules of meetings, appointments and recording of the personnel, interpreting and translation of documents.
January - March 1993	Office of Humanitarian assistance Personal assistant and secretary to Mr. Ron Black Duties: interviewing and screening Russian organization which applied for humanitarian assistance, arranging and supervising of deliveries goods, scheduling of the drivers and Russian personnel
LANGUAGES: ENGLISH Fluent reading, writing and speaking ability. Qualified as interpreter and translator,	
FRENCH Good reading and translating ability.	
GERMAN Rudimentary conversation German acquired during several visits to Germany.	
OTHER SKILLS:	COMPUTER Microsoft Word and Excel. Typing, fax, Xerox.
HOBBIES:	Theatre, music, tourism, sports.

**REFERENCES:**

Mrs. Elena Petrova, Associate professor St. Petersburg, • State University 11, Universitetskaya Nab. St. Petersburg, Phone: +7 812 218 95 65

Mr. Peter Bright, Manager Anglo-American School US Consulat General St. Petersburg, Phone:+7 812 325 62 47

**CV**

Cesar Villarraga

Address: Apt 7, 45 Calle Sur, Buenos Aires

Telephone: Home – 456789, Mobile 56789432

Email: cesar@mail.arg

DoB: 28/05/1985

Nationality: Argentinian

Objective: The position of Tour Guide

**Education and Qualifications**

2003 – date: Los Arboles University BA in Marketing (to be completed in 2007)

1998 – 2003: San Juan School High School Diploma (Distinction)

**Work Experience**

Jun-Sep 2004: Fort Lord Camp, USA

I worked as a camp leader with children aged 12-14

Jun-Sep 2003: McDonalds, San Juan

I was a general worker in the restaurant.

**Other skills**

I speak fluent Spanish and have a working knowledge of English (FCE level) and French.

I have a driving license and I am a computer literate.

**Personal Interests**

I do judo in my spare time and have won several competitions.

## PRACTICAL TASKS

### Task 1. Write your own CV. You might find the following tips useful.

- Give your personal information: *permanent address, temporary address, home telephone number, mobile telephone number, fax number, email address, nationality, visa status, DoB (Date of Birth), Marital Status (single or married)*
- Give information about your qualifications: *High school diploma; University Degree - BSc or BA, Masters Degree, PhD, Post graduate diploma;*
- Say what you specialized in: *Civil engineering, Management Accounts;*
- Give information about your final project: ***My final thesis was on sports injuries and alternative therapies. My final project was to design a Braille keyboard.***
- Give information about your responsibilities: ***I was responsible for checking monthly accounts. I managed a small team of 3 people.***
- Mention any special achievements. ***I succeeded in reducing costs by 20%. I achieved the highest level of sales while I was working there. I was promoted to the position of supervisor.***
- Mention any additional skills: ***I am computer literate. I have a working knowledge of German. I am fluent in English.***
- Give the details of two referees: ***The following people will be happy to provide a reference. The following people will be happy to testify my suitability to this post. Reference available on request.***

### Task 2. Read the text and the following sample letters. Pay attention to the structure and useful phrases of the letters.

#### Cover letter

When you send a CV to apply for a job, you also need a short cover letter. The cover letter should not simply repeat information given in the resume; instead, it should begin by identifying the job, which you are applying for and telling how you heard about it. You can then add any other information not included in the CV which might be important for this particular job. Finally, request an interview; include your phone number, and when you can be reached.

Address the letter to a specific individual whenever possible. Develop a bridge between yourself and employer at the very beginning - tell how you learned of the vacancy, show that you are aware of the company's affairs.

Give a brief statement, emphasizing your qualifications for this position. Use words directly from the job ad to describe what you can do. Emphasize what you can do for an employer rather than what he can do for you. Show enthusiasm throughout your letter.

#### Sample Cover Letters:

Dear Ms Brown

I am writing to apply for the position of Tour Guide with your company. I saw your advertisement in the Buenos Aires Daily Planet and I would like to be considered for the job.

I believe I'm suitable for this post as I already have experience working with young people. I worked at a summer camp in the United States last summer and greatly enjoyed supervising a group of six children. I was responsible for their behaviour and welfare, and my duties also included taking care of basic first aid. I found the job very rewarding and I would like to work with this age group again. I feel that my experience would be an asset as a tour group leader.

In addition, I am hard-working and responsible. I passed my high school diploma with a distinction, and have recently passed the Cambridge First Certificate, so you can see that I have the language skills needed for this job. I speak Spanish fluently and have a good working



knowledge of French. I have a clean driving license and have always be interested in British culture and history.

I would like to work for your company as it would give me an opportunity to develop my English skills further, as I am sure that it will be very enjoyable taking young people around the country.

I am enclosing a copy of my CV with this letter. I would be available for an interview here in Argentina at any time convenient to you. Please do not hesitate to contact me if you have any further questions.

I look forward to hearing from you.

Yours,

Cesar Villarraga

**Task 3. Put the parts below into the correct order to make a complete email for someone applying for a job.**

(a) the summer programme where I worked last year. I am available for interview in Naples any weekday afternoon, and you can email

(b) as a Word document. You will notice that I have supervised children on a range of sports and cultural activities as well as dealing

(c) Dear Sir/Madam // With reference to your advertisement on the JobFinders.com website, I am interested in applying

(d) as I enjoy working with young people. I have a lot of energy and enthusiasm and am also responsible and reliable. I have attached my CV

(e) First Certificate grade A. I would be grateful if you would consider my application You will see

(f) the travel industry. During the last few summer holidays I have

(g) for the post of tour leader for Italian school students. I am 26 years old and am currently studying

(h) me or telephone me on the number below. I look forward to hearing from you soon. Yours faithfully

(i) for a diploma in Tourism at Naples University. After that I hope to follow a career in

(j) in the job of tour leader, taking students to London. I feel that I would be well-suited for this job

(k) to do something more varied and challenging, and for this reason I am interested

(l) with transport arrangements and tickets. You will also notice that my English is good and I have

(m) from my attached CV that two people can be contacted as references, one is a university professor and the other is from

(n) worked as a youth leader in Italy, and I enjoyed the work very much. Next summer i would like

<b>1</b> <u>  c  </u>	<b>6</b> _____	<b>11</b> _____
<b>2</b> _____	<b>7</b> _____	<b>12</b> _____
<b>3</b> _____	<b>8</b> _____	<b>13</b> _____
<b>4</b> _____	<b>9</b> _____	<b>14</b> _____
<b>5</b> _____	<b>10</b> _____	

**Task 4. Write a cover letter for your CV. You might find the following phrases useful.**

1. Introduction: *I'm writing in response to the job which I saw advertised in... I would like to be considered for the position of...I heard about this position through...I'm writing to apply for... I believe that I have all necessary skills and qualifications for the post... I believe that I will be suitable for this post.*

2. Qualifications and experience: *I have two years' experience working in this field. I have had considerable experience working with... I am a fully qualified ... I have taken courses in... I graduated from University with a Grade Point Average of 4.5 (5.0 scale). I'm currently studying on a Master's Degree Programme at ... University.*

3. Personal qualities and additional skills: I enjoy working in a team. I enjoy the challenge of meeting targets. I'm patient and thorough in my work. I am able to carry out most day-to-day tasks in English. I'm fluent in... I am computer literate. I have a good working knowledge of....

4. Why you want the job: *I would like the opportunity to learn more about... This job would offer me more experience in my chosen professional field. I would like the opportunity to work for a large, international company like..., which is the leader in the field of..*

5. End of the letter: *You will find a copy of my CV enclosed. I would be happy to attend an interview at a time convenient to you. I can send you the names and addresses of people who would be happy to provide a reference on request. Please do not hesitate to contact me if you require any further information. I hope to hear from you in the near future. I look forward to hearing from you at your earliest convenience.*

## UNIT 4 GOING THROUGH AN INTERVIEW

### READING

#### **Task 1. Read the text. Then answer the questions.**

##### **An interview**

What is an interview? An interviewing is a mutual exchange of information. It is an opportunity to give an applicant as much information about the job as possible so that they can decide whether or not they want to take it if it is offered. An interview can be described as a planned discussion with a specific purpose. How does a selection interview differ from a conversation, a chat about a job?



A business manager needs to gather information that provides evidence about applicant's ability to do the job, and to fit in with the work team.

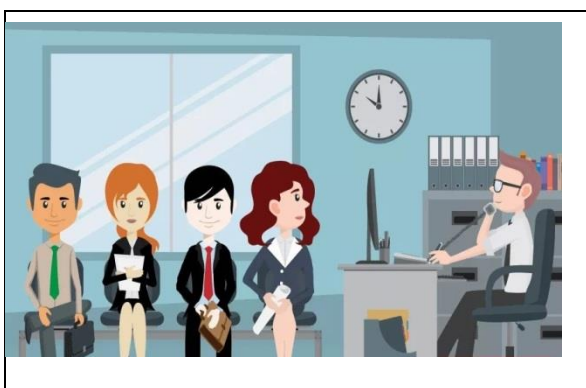
A company wants people who accept job to be motivated to work for the business. Treating them with respect is important. It is also important that all applicants see the process handled as legal, fair and just.

##### **Main types of interview**

There are two schools of thought about interview behaviour. One school assumes that adults' personalities have formed and stabilized, and that their future behaviour can be predicted from their past behaviour. People will respond honestly and openly if they are in a friendly atmosphere. The interviewers will seek to learn from the interviewee how she/he coped with a variety of situations by discussing past experience and behaviour. This, they believe, will provide some insight into how she or he may behave in the future.

The second school assumes that people will exaggerate their strengths, and minimize their weaknesses, even though this may be done unintentionally. In order to predict future behaviour, therefore, the only evidence is that interviewee shows during the interview. So the interviewers who hold this view will set up a variety of situations, which, they believe, will provoke the candidate to exhibit their true behaviour. This, they assume, is how the candidate will behave in a similar situation in the future.

1. In one-to-one interviews one trained specialist conducts all the interviews and selects the most appropriate applicant. The questions follow the most logical pattern.
2. Successive interviews - where more than one interviewer is used, successive interviews each with a different manager are conducted.



3. In tandem interviews a line manager with a personnel specialist conducts an interview. This is an economical and efficient use of time - only one interview is conducted.
4. Panel interviews are often used in the public sector. Up to 5 people will sit on a panel

and the candidate will be interviewed once only, but by the whole panel. It is more like a tribunal sitting in judgment than an interview.

Panel interviews have certain advantages:

- Each interviewer can specialize in asking different questions.
- All the interviewers take part in a joint assessment of the candidate reducing the risk of a personal bias.

However, there can be disadvantages:

- Questioning may be disorganized and repetitive.
- The candidate may look ill at ease.

5. Board interviews are conducted with many more representatives of the employer.

Boards of more than 20 employers may conduct selection for senior positions. In addition to the advantages of panel interviews, the board interview is useful to reveal the behaviour of the candidate under stress. Still, this procedure is not very effective. Large numbers of interviewers can make the final assessment of the candidate very difficult. Often some board members are not expert interviewers, and may be more interested in projecting their own image than gathering evidence about the candidates. Coordinated, logical questioning is unlikely, and control of proceedings is very difficult for a chairperson.

*What are the types of the interview?*

*What are they used for?*

## PRACTICAL TASKS

**Task 2. Read the job interview below and fill the gaps from the list.**

<p><b>Mike has a job interview for a Saturday job.</b></p> <p><i>Interviewer:</i> So, you've applied for the Saturday ... (1), right?  <i>Mike:</i> Yes, I have.  <i>Interviewer:</i> Can you tell me what made you .... (2) to our advertisement?  <i>Mike:</i> Well, I was looking for a .... (3) job to help me through college. And I think that I'd be really good ... (4) this kind of work.  <i>Interviewer:</i> Do you know exactly what you would be ... (5) as a shop assistant?  <i>Mike:</i> Well I imagine I would be helping .... (6), keeping a check on the supplies in the store, and ... (7) the shop for business.  <i>Interviewer:</i> That about covers it, you would also be responsible for ... (8) the front of the store tidy. What sort of student do you .... (9) yourself as ... did you enjoy .... (10) while you were at school?  <i>Mike:</i> I .... (11) I'm a responsible student. I passed all my exams and I enjoy studying subjects that interest me.  <i>Interviewer:</i> Have you any previous work ... (12)?  <i>Mike:</i> Yes. I worked part-time at a ... (13) in the summer holidays.  <i>Interviewer:</i> Now, do you have any ... (14) you'd like to ask me about the position?  <i>Mike:</i> Yes. Could you tell me what ... (15) I'd have to work?  <i>Interviewer:</i> We open at 9.00, but you would be ... (16) to arrive at 8.30 and we ... (17) at 6.00 pm. You would be able to leave then. I think I have asked you everything I ... (18) to. Thank you for coming ... (19) to the interview.  <i>Mike:</i> Thank you. When will I know if I have been .... (20)?  <i>Interviewer:</i> We'll be making our ... (21) next Monday, we'll give you a ... (22).</p>	<p><i>along</i>  <i>at</i>  <i>call</i>  <i>close</i>  <i>customers</i>  <i>decision</i>  <i>doing</i>  <i>expected</i>  <i>experience</i>  <i>hours</i>  <i>keeping</i>  <i>part-time</i>  <i>position</i>  <i>preparing</i>  <i>questions</i>  <i>regard</i>  <i>reply</i>  <i>studying</i>  <i>successful</i>  <i>suppose</i>  <i>take-away</i>  <i>wanted</i></p>
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**Task 3. Choose the best answer to each question.**

1. On the day of the interview, you should be \_\_\_\_\_  
a. a little late so the person interviewing you won't be embarrassed if he\ she is late, too. \_\_\_\_\_  
b. punctual.  
c. a little early.
2. On the day of the interview, you should wear \_\_\_\_\_  
a. a party dress.  
b. smart clothes.  
c. smart-casual clothes.
3. On the day of the interview, you should eat \_\_\_\_\_  
a. nothing at all so you look thinner.  
b. a big, heavy meal.  
c. a light meal or snack.
4. On the day of the interview, you should drink \_\_\_\_\_  
a. some water to quench your thirst.  
b. a cup of coffee to perk you up.  
c. a glass of whisky, or two, to calm you down.
5. In the interview, you should \_\_\_\_\_  
a. ... walk into the room laughing to show you are a happy person.  
b. ... walk into the room and sit down.  
c. ... run into the room to show enthusiasm.
6. You should sit \_\_\_\_\_  
a. ... with your head down, to show you are humble.  
b. ... upright and alert.  
c. ... way back in your chair to show you are relaxed and easy going.
7. When the interview begins, you should \_\_\_\_\_  
a. ... smile at the most handsome / beautiful teacher – he/she looks so cute!  
b. ... tell the interviewers you are feeling very nervous.  
c. ... smile politely at all the people interviewing you.
8. When the interview begins, you should \_\_\_\_\_  
a. ... scratch your head.  
b. ... say 'What?' as loudly as possible.  
c. ... ask politely if the interviewer could repeat what he / she said.
9. When asked a question, you should \_\_\_\_\_  
a. ... answer as quickly as possible because 'time is money'.  
b. ... say 'Hmm' and 'Erm' to give yourself more time.  
c. ... listen carefully and then answer clearly.

**Task 4. Match the verbs to the definitions.**

1. dismiss	a. to employ or take on personnel in a company
2. fire	b. to leave a job voluntarily
3. hire	c. to employ or hire
4. make redundant	d. to avoid a job
5. recruit	e. to discharge from employment (to fire, to sack, to let go)
6. resign	f. to leave employment because of age
7. retire	g. to dismiss from a job
8. strike	h. to go on strike or to stop working in protest against something
9. take on	i. to dismiss for economic reasons
	j. to look for and hire personnel

**DISCUSSION**

**Task 5. Students ask interview questions until they find out the reason why they shouldn't give that person the job, using the correct tense to name the problem. The person answering the question can't lie about the thing on their card, but they can try to avoid the question.**

1. You want to be the model for the Marlboro Man but you've given up smoking. Don't tell your partner what your problem is until they ask the right question. For the answers to other questions, use your imagination.

2. You want a job as a heart surgeon but you've been working as a plastic surgeon, not a heart surgeon. Don't tell your partner what your problem is until they ask the right question. For the answers to other questions, use your imagination.

3. You want a job as a car salesman but you've only sold one car in two years. Don't tell your partner what your problem is until they ask the right question. For the answers to other questions, use your imagination.

## UNIT 5

### DOS AND DON'TS FOR JOB SEEKERS

#### READING

**Task 1. Read about Dos and Don'ts for job seekers and discuss with a partner how you can avoid mistakes and follow recommendations.**



It is often the simple and most obvious things, which can make the difference between securing or losing your ideal job offer. Before the interview there are several things that you can do to give you that leading edge over other applicants. A positive attitude is essential to convince the employer to offer you that lucrative position. Research the company in as much detail as you can. You can visit the company websites for more detailed information and request a copy of their Annual Report. You can also contact your consultant who will have expert knowledge of the client, the environment you'll be working in, the company culture as well as the employer's expectations and candidate requirements. Take advantage of their experience and they will help you secure your ideal role.

#### **It is important to find out specific facts about the company:**

- What are their products and services?
- What is their growth potential for the future?
- Who are their main competitors?
- How are they viewed in the market place?

There are a number of research applications providing this information. Among the most helpful are the Internet and company's websites. Ensure that you are also up to speed with the facts and figures of your present/former employer. You will be expected to know a lot of information about the company you have previously worked for. Ensure that you wear your smartest suit and act in a professional manner throughout the interview. A company is more likely to hire somebody who is well presented as they will be future representatives of their company. Ensure that you know the exact time and location of the interview. Your recruitment consultant will provide you with a contact name and also a map of how to get there if required. Allow plenty of time in case of travel delays.

Imagine that you are a successful and are invited to the interview.

- It gives a much better impression if the applicant is able to say "Good morning, Mr. Sergeev" rather than just "Good morning".
- Do not shake hands or bow until the interviewer does so.
- Do not sit down until you are asked to do so.
- Don't be nervous. Visualize your success.
- Don't speak badly of your present or former employer.
- Don't volunteer any negative information about yourself.
- Don't let the interview throw you into a tailspin.
- Don't discuss salary until it's brought up.
- Don't keep stressing your need for a job;
- Don't apologize for your age;
- Don't discuss past experience which has no application to the job situation;
- Don't be untidy in appearance;
- Don't display overconfidence;
- Don't cringe or beg for consideration;
- Don't speak with muffled voice or indistinctly;
- Don't hesitate to fill in applications, give references, take physical
- Don't examination or tests on request;

- Don't arrive late and breathless for an interview;
- Don't be a «know-all» or a person who can't take instructions;
- Don't feel that the world owes you for a living;
- Don't display a feeling of inferiority.

But you should remember the things that can help. So among the “do's” one can find quite useful pieces of advice.

- always prepare yourself for the interview;
- be enthusiastic about the interview and your future company;
- know as much about the company as any «outsider» can know;
- be sincere, honest and positive.
- stress things like your skills, abilities, training and work accomplishments.
- be on time.
- learn ahead of time about the company and its product;
- apply for a job in person;
- let as many people as possible know you are job hunting;
- stress your qualification for the job opening;
- recount experience you have had which would fit you for the job;
- talk and think as far as possible about future rather than the past;
- assume an air of confidence;
- try to overcome nervousness and shortness of breath;
- have a good resume;
- know the importance of getting along with people;
- make plenty of applications;
- indicate your flexibility and readiness to learn;
- be well-groomed and appropriately dressed.

## PRACTICAL TASKS

**Task 2. Dressing for Business – Dressing for Success; agree or disagree and give reasons of your choice. Compose your own the DOs and DON'Ts list of dressing business style.**



1. The way people dress at work usually indicates how competent they are at their jobs.
2. People should be allowed to wear exactly what they want at work.
3. Firms who want employees to wear particular clothes should pay for those clothes.
4. In most firms the way you dress will affect your chances of promotion.
5. People work best in the clothes they feel most comfortable in.
6. People wearing unusual clothes to work give a bad impression to customers.
7. As long as a person is good at his/her job it shouldn't matter what s/he wears.
8. I object to senior female staff wearing trousers.
9. Sloppy clothes mean sloppy work.
10. I wouldn't have faith in a businessperson who wore jeans at work.
11. Men shouldn't be allowed to take off their jackets at work even in summer.
12. Bosses always should be smartly dressed.

### Task 3.

## Men:



## Women:



**Task 4. Choose the best word to fit the gap.**

1. Nearly 300 people \_\_\_\_ for the job that was advertised in the local newspaper.  
A. applied B. hired C. accepted D. employed
2. Before you \_\_\_\_ the contract make sure you have read it through carefully.  
A. offered B. refuse C. sign D. receive
3. For many people job \_\_\_\_ is more important than a high salary.  
A. satisfaction B. expectation C. achievement D. acceptance
4. You should always \_\_\_\_ in the application form as honestly as possible.  
A. sign B. send C. treat D. fill
5. The company needed to make job cuts so they asked staff to \_\_\_\_ for redundancy.  
A. offer B. choose C. volunteer D. select
6. Do you know that I applied for a job? Well, I've been \_\_\_\_ for an interview.  
A. attended B. offered C. applied D. called
7. I've \_\_\_\_ five interviews so far and still haven't been offered a job.  
A. attended B. offered C. applied D. called
8. Employees are allowed up to three weeks unpaid \_\_\_\_ a year.  
A. absence B. vacation C. time D. leave
9. In the end I decided to \_\_\_\_ the job and started last week.  
A. accept B. quit C. offer D. attend
10. Carol's reliability and confidence make her an \_\_\_\_ employee.  
A. idealized B. ideal C. idyllic D. idealistic
11. This job looks interesting. I think I'll \_\_\_\_ off for more information.  
A. ask B. apply C. send D. call
12. The interview panel's \_\_\_\_ impression was that Sam was the most suitable candidate.  
A. overdone B. overall C. overbearing D. overblown
13. Many people would jump \_\_\_\_ the chance of working for a successful travel company.  
A. off B. in C. at D. over
14. Although I am a very junior member of staff, my \_\_\_\_ prospects are good.  
A. long-lived B. long-standing C. long-winded D. long-nosed
15. Unfortunately there is still a lot of \_\_\_\_ against older people in the workplace.  
A. distraction B. discrimination C. discretion D. distortion

**Task 5. Match the words to the definitions.**

1. assessment	a. a course of study to prepare for a job e.g. a computer course.
2. background	b. people who work for a firm or company, all employees.
3. bonus	c. summary of one's education and experience to date, resume.
4. curriculum vitae	d. a lack of ability or a shortcoming in character.
5. employee	e. a position to be filled.
6. employer	f. evaluation of one's abilities.
7. fringe benefits	g. advancement in rank or position in a company.
8. interview	h. absence because of illness.
9. maternity leave	i. advantages offered in addition to salary (life insurance, retirement scheme, company car, etc.). They are also called 'perks', abbreviation for 'perquisites'.
10. personnel	j. person who works for a firm or company.
11. personnel officer	k. education, qualifications and experience
12. notice	l. manager responsible for recruitment, training and welfare of personnel (employees).
13. sick leave	m. strong characteristic or particular ability.
14. strength	n. additional payment to an employee as an incentive or reward
15. training course	o. person or firm who employs people.

16. unemployment benefits	p. payments made by the state to an unemployed person.
17. vacancy	q. oral examination of a candidate for employment.
18. weakness	r. advance warning of intention to leave one's job - to give or hand in one's resignation.
19. promotion	s. period of absence for a female employee when having a baby.
20. prospects	t. a person who donates his time or efforts for a cause or organization without being paid.
	u. opportunities for success or promotion in a career.

**Task 6. Discuss the following topics.**

1. What are people seeking for when taking a job? (Security, appreciation, money, power, prestige or something else)
2. What hiring criteria are important and why? (Education, experience, intelligence, appearance, being a leader/a team player, marital status, modest payment expectations or something else)
3. What do you think advantages and disadvantages of working from home are? (Feeling isolated, less commuting, not being supervised or something else)
4. What can be the reasons for dismissal? (Personal reasons, being passive, being too initiative, being late or something else)
5. Do you think the saying "Appearances can be deceiving" makes sense for the employer?
6. Can you agree with the opinion that we live in a man's world and it's harder to get a job for a woman than for a man. Do employers favor men over women?
7. Is it a good chance for university graduates to get a worthy position in a well-known company in Russia or abroad?

## UNIT 6

### COMMON JOB INTERVIEW QUESTIONS

#### READING

**Task 1. Read the text and give your ideas on how you would answer the questions in bold.**

The interviewer's questions set out to get the candidates talking about their experiences and their lives in general. The answers can reveal whether they can do the job, plus their motivation and adjustment and give some indication of how they cope in a variety of situations -including those they are likely to be under pressure and stress. The questions that are most effective in this regard are «open ended» questions. What..., why..., when..., how..., where..., and who... words help to keep questions open. Phrases such as «How did you do the stock-taking? », «Tell me about...» or «Can you explain...» should give a great deal of useful information.

The interviewees are to reveal their ability, experience, motivation and adjustment, they, not the interviewer, must do most of the talking. Being interviewed you get a chance to prove

yourself. That is why it is necessary to be well prepared. Preparation increases your chances of being selected.

Be confident and positive. One of the best ways to get confidence before a job interview is to formulate answers to the common questions and practice many times before interview.

**Why have you applied for this job?**

Think carefully and mention

the positive aspects that have attracted you to joining the company. Tell them about your relevant qualifications and experiences you have already possessed for this job. You can also explain that how this position and company suit your needs and expectations. You could say: I am looking for a role that helps utilizing my skills, work experience and knowledge to make a difference".

**Can you talk through your resume?**

Use this opportunity to give your professional experience in detail. Grab the chance and present the employer list of your achievements, greatest talents and accomplishments. Remember: never say negative about your past companies or bosses.

**Where would you like to see yourself five years down the line?**

In this question the interviewer is looking to see how dedicated you are to the job and the company. Even if you really do not know where you would like to be in five years, never say, I don't know. You could say: "I exactly don't know but I hope that the skills and experience gained will help the company reach its goals."



## **What are your strengths?**



This is your chance to show yourself. Best stress on skills and experience that are relevant to the post. Tell them your ability to work under pressure, inquisitiveness to team new things, quick learning ability and good interpersonal skills, hard-working and responsible, quick learning abilities. Give examples to prove you are meticulous, cooperative and result oriented.

## **What is your weakness?**

This is a very popular question. Be confident while answering this question and turn your weakness into your strength. Pick a weakness that is harmless to your job. For example, emotional nature, never want to be a loser, highly ambitious, too slow sometimes, etc.

## **What do you look for in a job?**

You can frame your answer like:

I am looking for opportunities that help me to grow as a professional and enable me to serve the organization to enrich and improve my skills in necessary areas.

## **How would your coworkers describe you?**

This is a chance to use encouraging and praising words to describe you. Use words like a good team leader, excellent communication skills, truthful, decisive and sensible.

## **What are your salary requirements?**

Be careful to answer this question, you should know market value of the job you have applied for. You could also say that you are expecting a salary based on your job responsibilities, work experience, skills and market value. But if you have a specific salary package in your mind, go for it.

## **Why do you want to work for this company?**

Stress the positive aspects of the target company. It is always good to research the company in depth before interview. Talk about company turnover, products, policies, services, etc.

## **What do you know about this company?**

You would be surprised at the number of candidates who turn up for interviews with very less or no information about the company. It is important that you should gather information about the company. Collect all information on company's share, turnover, etc.

## **Can you tell me something about yourself?**

It is the most common question. Be prepared to answer this question in about two minutes. Stress on the relevant facts about your education, career, work experience, skills and personal and professional life. Don't forget to answer briefly and honestly.



### **Do you have any questions for me?**

Don't forget to ask a question because it shows that you are interested in this job. You may ask anything about company and job you are applying for. Prepare these questions beforehand.

### **Why do you want to leave your current job?**

Be very careful to answer this tricky question. Don't mention anything negative about your current company or employer and not to sound angry or rude.

For example instead of saying "I do get more challenges in my current job" respond: "I am keen to get more challenges and chances to prove myself."

## **PRACTICAL TASKS**

**Task 2. Once the pleasant beginnings have finished, it's time to begin the real interview. Here are a number of the most common questions that are asked during the interview. There are some examples of excellent replies given for each question. Following the examples, you will find a comment describing the type of question and important things to remember when answering that type of question.**

1. **Interviewer:** What type of position are you looking for?

**Candidate:** I'm interested in an entry level (beginning) position. **Candidate:** I'm looking for a position in which I can utilize my experience. **Candidate:** I would like any position for which I qualify.

**Comment:** You should be willing to take an entry level position in an English speaking company as most of these companies expect non-nationals to begin with such a position. In the United States, most companies provide many opportunities for growth, so don't be afraid to start from the beginning!

2. **Interviewer:** Are you interested in a full-time or part-time position?

**Candidate:** I am more interested in a full-time position. However, I would also consider a part-time position.

**Comment:** Make sure to leave open as many possibilities as possible. Say you are willing to take any job, once the job has been offered you can always refuse if the job does not appeal (not interest) to you.

3. **Interviewer:** Can you tell me about your responsibilities at your last job?

**Candidate:** I advised customers on financial matters. After I consulted the customer, I completed a customer inquiry form and catalogued the information in our database. I then collaborated with colleagues to prepare the best possible package for the client. The clients were then

presented with a summarized report on their financial activities that I formulated on a quarterly basis.

**Comment:** Notice the amount of detail necessary when you are talking about your experience. One of the most common mistakes made by foreigners when discussing their former employment is to speak too generally. The employer wants to know exactly what you did and how you did it; the more detail you can give, the more the interviewer knows that you understand the type of work. Remember to vary your vocabulary when talking about your responsibilities. Also do not begin every sentence with "I". Use the passive voice, or an introductory clause to help you add variety to your presentation.

4. **Interviewer:** When can you begin?

**Candidate:** Immediately.

**Candidate:** As soon as you would like me to begin.

**Comment:** Show your willingness to work!

The above questions represent some of the most basic questions asked on any job interview in English. Probably the most important aspect of interviewing in English is giving detail. As a speaker of English as a second language, you might be shy about saying complicated things. However, this is absolutely necessary as the employer is looking for an employee who knows his or her job. If you provide detail, the interviewer will know that you feel comfortable in that job. Don't worry about making mistakes in English. It is much better to make simple grammar mistakes and provide detailed information about your experience than to say grammatically perfect sentences without any real content.

**Task 3. The interview is a two-way process. As well as the employer interviewing you, you are also interviewing your prospective employer. Remember, employers ask questions to get information out of you - but it is a two way process - make sure you tell them the information you want them to hear. Prepare questions prior to the interview. Read the questions given below and say what other questions you would ask.**

#### Questions to employers:

What would my responsibilities be?	What is the salary range?
training?	Are there any benefits? (insurance, pension plan, vacation, holidays)?
When does the work day begin and end?	Are there opportunities for advancement?
May I call you on ... and ask about the availability of the position?	How has this position become vacant?
What will my role entail?	What will my daily routine involve?
How does my role fit into the structure of the overall department?	How will my performance be monitored?
Who will I report to? Who will report to me?	What are the opportunities for further training?
Will this position involve travelling?	What sort of person does well here?
How might I influence my own future in the company?	Which of my skills are required to do this job?
How will this role satisfy my drives for success/progression/travel?	

Do your employees receive



What sort of person does well here?

Which of my skills are

required to do this job?

How will this role satisfy my drives for success/progression/travel?

**Task 4. Change these questions to a polite form according to the model:  
You can start your sentences like this:**

**I was wondering + if/when/ + sentence**  
**Could you tell me + how/what/ + sentence**

1. Is there any overtime?
2. When would I start?
3. Is there any training?
4. Are there any benefits?
5. How often do you give raises?
6. Is there a probation period?
7. Is there medical insurance?

**Task 5. Read the text and summarize it in 5-6 sentences.**

**FUNNY INTERVIEW QUESTIONS**

Job interview questions differ according to the work structure of a company. But most of the job interview questions asked by the companies are related to the three categories. In the first set, the interviewer asks about the candidate's family background, education, and interests. The second set comes with questions meant to assess the technical knowledge of the candidate. While the last is to judge the candidate's personality – his/her nature, decision making capacity, ideology, and ability to solve problems.

But some interview boards also ask a few funny interview questions to the candidate. This is a tricky method to check the candidate's reaction. Many candidates don't know how to answer a funny interview question. Hearing a funny interview question some candidates get irritated. What is there in getting irritated hearing a funny interview question? The candidates have to know that these questions are meant to check the psychological structure of the candidate. There is nothing to get panic or irritated hearing funny interview questions. Just answer the funny inter-



view questions as other technical questions in a simple way.

By asking funny interview questions the interviewer is trying to test the nerve of the candidate. Just relax and show enthusiasm to answer the funny interview question as the other interview questions. The interviewer is trying to check what type of person you are. That is whether you have enough humor

sense. Funny interview questions are asked to put the candidate at ease. By asking funny interview questions, the interviewer is also trying to make you relaxed and enthusiastic. The interviewer also needs to remove the tension in you and make the interview process very informal. This is done so as to smoothen the interview process.

**Task 6. Read the text and answer the questions.**

1. *What are the ways to answer any interview questions?*
2. *Do you agree with the author in everything?*
3. *Are there any other ideas how to be successful at interviews?*
4. *Do you really believe that an interview is an important step in selecting a prospective employee?*
5. *Are you ready to take an interview for the job you would like to apply for? What do you still need to work at?*

**Task 7. Rewrite the sentences so that they mean the opposite, using the collocations you have learnt.**

1. In his work Charles failed to do what he wanted and tried to do.
2. The work gave Claudia no pleasure or feelings of achievement.
3. He doesn't have a job that he can rely on to earn him a regular income.
4. It's a job with great chances of success in the future.
5. He does unimportant low-paid work.
6. Daniel decided not to continue his job as a lawyer.
7. It's easy work that requires no skill and little effort.
8. She doesn't have much to do in her new job.
9. He doesn't have any of the skills and knowledge gained from doing a similar job.
10. Maria had not been especially successful in her work.

**RACTICAL TASKS**

**Task 1. Choose the best word to fit the gap.**

1. Of course, college education is important but it is essential that all our employees undergo a period of intensive \_\_\_\_\_.  
A. preparation B. training C. concentration D. learning
2. The situation in the industry is changing so fast that it is hard for our staff to \_\_\_\_\_ the latest developments.  
A. hold on to B. hold up with C. keep on to D. keep up with
3. For the first year of your employment with our firm you will be under the care of a \_\_\_\_\_.  
A. minor B. monitor C. mender D. mentor
4. Our company will have a stand at the jobs and career exhibition with a view to \_\_\_\_\_ interest among potential employees in our company.  
A. generalizing B. looking C. generating D. focusing
5. Part of the ongoing training is to ensure that a regular time and place are \_\_\_\_\_ for department heads to meet their staff.  
A. set off B. set up C. placed by D. put on
6. Although I was very tempted to accept the job the company offered, I had to \_\_\_\_\_ the offer because the salary would have been insufficient.  
A. repeat B. reject C. refuse D. deny
7. A newsletter is sent out every ten days to all the staff so that they receive a regular \_\_\_\_\_ on recent appointments.  
A. update B. dates C. dating D. dated
8. In view of the excessive workload Bill has at the moment, the department head won't expect him to keep \_\_\_\_\_ during the next few weeks.  
A. on line B. on track C. on road D. on path
9. The vice president acknowledged that the \_\_\_\_\_ of the project was largely due to high quality support staff.  
A. success B. business C. progress D. future
10. It is the policy of the company to \_\_\_\_\_ all interviews for new recruits with a member of the trade union present.  
A. control B. attend C. conduct D. confirm

**Task 2. Read the job interview below and choose the most appropriate options.**

- Good morning! Have a seat. We liked your resume and we have some questions about your work \_\_\_\_\_ (**experience, results, skills**). Could you tell us a little bit more about yourself?
- I am 27 years old, I have been working for my company as a certified public accountant for 5 years and I believe my \_\_\_\_\_ (**job with a future, reappointment, professional skills**) would allow me to move to another company.
- You wrote in your \_\_\_\_\_ (**application, complaint, statement**) that you would be interested in working here. Why?

- I hope to acquire new skills and the \_\_\_\_\_ (**background, job profile, agreement in principle**) in your advertisement sparked my interest.
- What interests you about this job?
- To be honest, in addition to \_\_\_\_\_ (**career perspectives, full-time equivalent, minimum perks**) you wrote 'attractive \_\_\_\_\_ (**penalties, paid, salary**)' and I wish to do my best \_\_\_\_\_ (**to abide by the terms, to appoint myself to a position, to go ahead**) in your company in order to get a \_\_\_\_\_ (**holiday allowance, net annual salary, paid leave**) higher than in my current job.
- All right, but what are your expectations in terms of income?
- I wouldn't \_\_\_\_\_ (**accept, agree, refuse**) less than \$50,000 per year.
- Ok, and would you be willing to move for your job?
- Yes I'm open-minded about \_\_\_\_\_ (**career path, flexitime, geographical mobility**), I'm single with a driving license.
- Great! With the \_\_\_\_\_ (**career interview, evaluation criterion, mobility allowance**) you may reach your target salary. Thank you for this interview. You'll get an answer within a couple of weeks. Goodbye.

**Task 3. Interview a classmate.** After you have interviewed a classmate write a paragraph about him or her.

1. Tell me about yourself.
2. What are your strengths? Best skills?
3. What is your major weakness?
4. What are your career goals? Future plans?
5. What things are most important to you in a work situation?
6. If you had a choice, would you prefer to work alone or as part of a team? Why?
7. What are your hobbies?
8. What salary are you expecting?

**EXAMPLE:**

*I interviewed Sasha. (1) She is 21 years old and lives in Saint-Petersburg. (2) She is responsible and hard-working. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. (3) Her weakness: she is talkative and likes to gossip. (4) In the future she wants to study for a Master's degree. She plans to start her own business selling clothes. (5) She wants a job near her home. And she wants to work with friendly people. (6) She likes to work alone because she works harder alone. (7) Her hobby is cheerleading. (8) She expects a salary between 70,000 and 100,000 rubles per month.*

**Task 4. Match the formal words in sentences 1–10 with the informal words in the box.**

*answer begin buy check fill in finish follow say see show*

1. My colleague was dismissed because she didn't **adhere to** the terms of her contract.
2. Please **state** your preference for a telephone or face-to-face interview.
3. The next training course will **commence** on 1st June.
4. The receptionist asked me to **complete** an application form.
5. These figures **demonstrate** the problems facing the company.
6. Customers are advised to retain their receipt when they **purchase** an item.
7. The candidate made no **response** when he was asked about his experience.
8. My contract will **terminate** at the end of the year.
9. They called the candidate's referee to **verify** his story.
10. We **view** your prospects of promotion as very high.

**Task 5. Check the reason for leaving your previous job that an interviewer would like better. Why?**

- The pay was too low.
- I wanted to work indoors. I didn't like the hours.
- There were family problems, but they are straightened out. I was fired for missing work.
- They wouldn't give me a raise. I got hurt at the job.
- I spend too much time getting to my office. I wish more prestigious job.
- I want to be a leader.
- I wanted to improve my skills. I needed more hours.
- I had a car problem but now I have a new car. I was ready for more responsibility.

**Task 6. Interview chart. What should you do in a job interview? Check the answers you think are right.**

Always	Sometimes	Never

1. Smile all the time.
2. Ask the permission to smoke.
3. Chew gum if you are nervous.
4. Wear a suit and tie (men) or a dress (women).
5. Keep quiet if you don't understand a question.
6. Feel nervous.
7. Ask a lot about money.
8. Come on time.
9. Refuse to answer a question you don't like.
10. Come the last moment.
11. Ask about future holidays.
12. Think about questions before the interview.
13. Ask questions.
14. Dress neatly.
15. Speak softly.

**UNIT 7**  
**SOME CAREER ADVICE**  
**CARRER BLOCKERS AND JOB SUCCESS**

**READING**

**Task 1. Read the text and make a short summary of it.**

**CAREER**

Sandeep, a credit analyst for a bank, got such glowing performance reports that he was sure the next promotion would be his - but instead it went to a less qualified co-worker. "When I asked my boss "why" he recalls, "he just pointed at my shoes and said, 'this is a bank Sandeep, we do not want corporate clients wondering why a credit supervisor is dressed like a sports teacher!'" Sandeep got his well-deserved promotion eventually - after he started coming to work in more ...business-like clothes.

Is something standing in your path to advancement? Obviously if you constantly come in late or are absent dozens of days in a year, you are not going to move up and may even have trouble keeping your job. Let us look at the most common stumbling blocks, ways to manoeuvre around them and ways to make ourselves more visible.

**DOING MORE THAN EXPECTED**

Be at your desk when the boss arrives in the morning. Stay there instead of visiting around, and skip your tea break occasionally. Take «regulation» lunch hours. Once a week or so, eat a sandwich at your desk.

Besides looking busy, you should actually be busy. Sometimes this can be a problem. If you are a race-horse type who plunges in and dispatches chores quickly and efficiently, you probably gallop through your work-load faster than your turtle-like co-workers. Then too, some jobs are cyclical - instead of a steady flow of tasks, there is a burst of activity followed by a lull. In any case, having company time on your hands is certainly not a signal to start doing a crossword puzzle or reading the latest best-seller. Create work for yourself, ask your supervisor for additional assignments and projects. Or, if possible, within the framework of your job, volunteer to help someone else who seems snowed under.

On the other hand, if everything senior department members do not want to do gets dumped on your desk, you may have to put in overtime or take work home. Do it cheerfully and do not expect (or ask) to be paid for your extra effort.

**INITIATIVE**

One of the best ways to improve your chances for promotion is to seek extra work and more responsibility. Say: "I will do this," or "you can count on me," but do not take extra work unless it demonstrates that you are good at the job. The right kind of initiative can sometimes get you a better job even when the position does not yet exist. Understand where the business is going, and if you foresee an expanding area, say "I think we should put more emphasis on such and such, and I would like to be the one to do it." This is better than asking for a promotion.

**SELF-CONFIDENCE**

Often people have the skills for a better job but cannot convince others because they do not really believe in themselves. Or, they may be reluctant to appear too forward. It may seem unbelievable, but it is a fact that many people fear they will lose friends, that people on their current level will not like them if they get promoted. Employers looking to promote someone want to see self-assurance and confidence. One must learn to radiate an inner belief in oneself.

**ORAL SKILLS**

Clumsy communication, not being able to express oneself is a major handicap. Your boss may feel that your poor speech does not meet his standards. Good oral skills are especially crucial if the job you want is supervisory. Leading, directing and motivating people requires a command of the language beyond the level that is good enough for most lower-level jobs. Being able to draft

reports and letters is also vital.

### **BEING POSITIVE**

Every company has policies its employees think are dumb. Do not join in bad-mouthing these. Maybe it is common office knowledge that Junior, the Vice President's son is a bumbling ninny. As far as you are concerned, though, whenever Junior's name comes up it is wiser not to make any comment rather than a negative one. Though a Junior may be a bit dense, there is nothing wrong with his hearing and it may surprise you at how much he knows of what is said behind his back.

When you speak to an audience, your positive attitude should be unmistakable. Present your own ideas in a way that builds on rather than tears down.

Sounding even mildly critical is to be avoided at all costs. When promotion time comes around you want to be remembered as someone who always has something positive and useful to say.

### **GETTING ALONG WITH PEOPLE**

The hostile abrasive person or the one who loses his/her temper easily will have difficulty moving up no matter how good his/her skills are. Fitting in well with your colleagues requires more than just being pleasant, you have to adapt yourself to their habits and procedures.

Being remained a researcher at a television network for four years, while others who had started with her won promotions. She recalls: "the executive producer told me I had been held back, because I did not seem willing to work within the system. I was so intent on being unconventional, that the writers and producers felt I was interfering more than helping."

Some people are more comfortable with machines, numbers and computers than with people. They get very confused if they have to deal with the ambivalence and emotions of their coworkers. These people should seek technical jobs, where they should do very well.

### **AT THE CLOSE OF INTERVIEW**

Seldom will you be offered the position you want at the end of an interview. An employer will need some time to consider you for the position. The employer may have other applicants scheduled for interviews. You may be the best applicant so far. Still the employer must check other options if the position need not to be filled immediately.

Usually an interviewer will conclude with the employer saying «I'll be contacting you soon to let you know my decision». Whatever date the interviewer gives, respond with: Then if I have not heard from you for 4-5 days is it all right for me to call you? Most interviewers will say «Of course».

### **PRACTICAL TASKS**

**Task 2. Read the article below offering advice to job-seekers. Choose the correct word to fill each gap.**

#### **BEING THE BEST**

Each time you try for a more **(1)**.....position, the selection process gets **(2)**..... Your abilities, personality traits, your lifestyle, values and aspirations will all be vigorously **(3)** .....by your prospective colleagues and also your bosses. Do you know how to **(4)** .....yourself when you are under the microscope? If you are to **(5)**..... your ambitions, now is the time to learn how to do **(6)**..... to yourself and prepare for formal selection processes.

Learn about the various methods you can employ to find your way into a different institution, gain a more sophisticated **(7)**..... of how headhunters work and learn to position yourself so that you can be found easily. Taking **(8)** .....of any situation to maximize your visibility is very useful.

Even when you are not offered a particular job for which you have been considered, do leave an impression which will remain in the mind of the headhunter should other possibilities **(9)**..... . You **(10)**..... it to yourself to do the best you can. Make sure you perform in such a way that you can be satisfied that the decision about you has been made with the **(11)**.....amount of up-to-date

and accurate information about your capabilities. Do you know what they are and do you have some stories prepared which will illustrate them well?

*BEC materials*

1.	<b>A</b> responsible	<b>B</b> authoritative	<b>C</b> liable	<b>D</b> commanding
2.	<b>A</b> stronger	<b>B</b> tougher	<b>C</b> sharper	<b>D</b> firmer
3.	<b>A</b> contemplated	<b>B</b> reflected	<b>C</b> regarded	<b>D</b> scrutinised
4.	<b>A</b> treat	<b>B</b> deal	<b>C</b> cope	<b>D</b> handle
5.	<b>A</b> realise	<b>B</b> succeed	<b>C</b> obtain	<b>D</b> capture
6.	<b>A</b> right	<b>B</b> virtue	<b>C</b> justice	<b>D</b> fairness
7.	<b>A</b> intelligence	<b>B</b> information	<b>C</b> understanding	<b>D</b> comprehension
8.	<b>A</b> benefit	<b>B</b> advantage	<b>C</b> profit	<b>D</b> gain
9.	<b>A</b> arise	<b>B</b> open	<b>C</b> enter	<b>D</b> arrive
10.	<b>A</b> deserve	<b>B</b> require	<b>C</b> merit	<b>D</b> owe
11.	<b>A</b> biggest	<b>B</b> fullest	<b>C</b> greatest	<b>D</b> widest

**Task 3. Read the paragraph and choose the correct words.**

Dear Alan,

A new job (1) **chance / opportunity** has just come up that we feel is ideal for you. The (2) **employee / employer** is opening new offices in the north-east, which could mean fast growth and rapid (3) **promotion / qualification** for someone willing to work hard. Please note, however, that this is an entry-level (4) **position / location** and as such you should not expect to be offered a very high (5) **post / salary**. Have

a closer look at the advertisement online at [www.starrecruitment.co.uk](http://www.starrecruitment.co.uk) and, if you are interested, send me an up-to-date (6) **CV / PS** and a covering letter explaining why you are suitable for the job.

With best wishes,  
Deborah Willis  
Star Recruitment

**Task 4. Match each sentence with a supporting detail.**

<p>1. Very few people in a new job could carry out their duties perfectly from the start.</p> <p>2. It is worth doing a course, if that skill is in great demand at present.</p> <p>3. Latest figures show record unemployment for 16-year-old school leavers.</p> <p>4. This particular recruitment agency has a remarkable record of filling job vacancies.</p> <p>5. There are lists of standard interview questions on the internet.</p>	<p>a. This has been put down to the current economic climate, which shows no sign of improving.</p> <p>b. The main reason for this is that they make sure their recommended candidates are suitable.</p> <p>c. Employers understand that there is a learning curve in every position.</p> <p>d. An obvious example is computer literacy, which is a must in every office nowadays.</p> <p>e. These include classics like ‘What’s your greatest weakness?’ and candidates should have an answer prepared.</p>
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**Task 5. Read the article. Then write a word or phrase from the article in each gap to complete the sentences.**



UK companies are complaining that more and more school leavers that apply to them for jobs lack the basics in education. ‘I need security guards who can write short reports,’ said Tina Hutton, personnel manager at Failsafe Security. ‘When some of them try to spell, they come up with words that not even a computer spellchecker would recognize!’ Young people today rely on word processor programs that autocorrect and cannot even do simple arithmetic without a calculator to help them. Many teachers blame this dependency on modern technology for falling standards among school leavers. As a result, many firms are putting potential interviewees through a series of tests before they even talk to them.

1. The article is about young people who apply for jobs without having a basic .....
2. Many of them can’t ..... or do .....
3. The reason given is that they depend too much on .....
4. Because of this, companies sometimes only interview candidates after they have sat some .....

**Task 6. You are going to read an article about a graduate looking for her first job. For questions 1–6, choose the answer (A, B, C or D) which you think best fits according to the text.**

### **Out into the big wide world**

Today’s graduates are entering one of the toughest job markets in decades. Sylvia Morgan writes about how she finally landed that crucial first post. I was by no means typical among my peers, but I feel I was well organized in my approach to job hunting. Even before graduation, when many of my friends were enjoying what they termed their ‘final year of freedom’, I was attending career fairs and getting an idea of which companies were hiring in my chosen field – publishing. I had some sit-down meetings with representatives at the fairs and distributed my CV, but even then there was a feeling of ‘let’s wait and see’. Nobody wanted to commit and none of the companies seemed sure they would even have jobs to offer in the summer, assuming I graduated with the degree my lecturers expected from me. I did, but found myself back home in July feeling I was starting again from square one. Although I had taken a short holiday straight after leaving university, I had spent it looking through newspaper job advertisements and online job sites. There had been very little movement in the publishing field and when I got home and found that none of the companies I had contacted before graduating were prepared to make a job offer, I made the pragmatic decision to widen my focus considerably.

I approached job hunting, as much as possible, as a job in itself. Monday to Friday, I put in nine-to-five days (with a break for lunch) filling out online application forms, sending out CVs and following leads. If something looked promising, I was prepared to work overtime in order to

exploit the opportunity fully. When I got an interview, I did my homework as a sales representative on a business trip would: researching the company, plotting a sales strategy and trying to put myself in the potential employer's shoes by asking myself questions such as 'What are they looking for?'

So the interviews did start coming. There would have been many more, however, if I hadn't had a strict rule; I refused any that even hinted at working as an unpaid intern. These positions are becoming more and more common in the UK, which I think is an extremely damaging trend. Not only do young people nowadays get into debt to obtain a degree, but they also have to be prepared to work for six months or a year without remittance, in the hope of a position with a salary at the end of it. Certainly, you gain experience in the good positions of this kind, but in many you may end up as a glorified coffee maker. Rejection is something you have to prepare yourself for mentally. First of all, because you will, in all likelihood, receive many of those dreaded emails (or letters, occasionally) before you get the break you are looking for. Secondly, because no matter how strong your selfconfidence is, those brief polite sentences will eventually dent it. I strongly advise you not to walk that path alone.

Compare notes with university friends and you will find many are going through the same thing. Without my friends, I would have felt like a failure and then I'd never have got a job.

Because I did, eventually, find someone who was prepared to overlook my lack of experience and appreciate my qualifications, I was offered a job and I accepted it. It was after 139 applications – I kept careful count. The starting salary isn't wonderful, but it's a young, fast-moving company with good opportunities for promotion.

Three months on, I could look back at my six months of unemployment as a waste of time, but I prefer to see it as a learning curve and a growth experience. This is the real world and the more leisurely life of academic development, careers counselling and self-discovery at university is over.

1. From the first paragraph, we understand that ....
  - A. Sylvia feels like she missed out on a lot of opportunities at university.
  - B. many of Sylvia's fellow students didn't focus on job-hunting before graduation.
  - C. the job fairs Sylvia attended led to some promising possibilities.
  - D. Sylvia wishes she had done more to obtain a job pre-graduation.
  
2. After returning home from her holiday, Sylvia ....
  - A. decided to start applying to publishing companies from the beginning.
  - B. realized that she had been applying for jobs that she wasn't qualified for.
  - C. immediately began searching newspapers and websites for jobs.
  - D. switched to a more realistic approach to job-hunting.
  
3. What point is Sylvia making in the third paragraph?
  - A. Sales jobs are very often the hardest ones to get.
  - B. Your approach to finding a job must be professional.
  - C. You should be prepared to do overtime even when unpaid.
  - D. How you find a job shows how well you will do in it.
  
4. What does the word 'remittance' mean in the fourth paragraph?
  - A. qualifications
  - B. experience
  - C. pay
  - D. duties
  
5. When a job application ends in rejection, Sylvia believes you should
  - A. share the experience with people who can empathize.
  - B. not allow it to do the slightest damage to your self-image.
  - C. treat it as a valuable lesson in self-reliance.
  - D. be prepared to examine your preconceptions about yourself.

6. How does Sylvia feel about the time she spent looking for work?
- A. nostalgic about her university days
  - B. determined never to let it happen again
  - C. disappointed it didn't lead to a better job
  - D. positive that it taught her a valuable lesson

## Part II

### MAKING PRESENTATIONS

#### I. Introduction

The study of speech communication will engage you in one of the oldest academic subjects known “Rhetoric”, as the ancient Greeks called it.

Rhetoric – or the art of speaking persuasively – has been one of the most important subjects on the Western European school curriculum from classical times. Classical rhetoric covers all aspects of speaking in public – choice and arrangement of material, style and delivery. In modern usage the term is now often used to describe practical skills and strategies that public speakers and presenters use.

Success in many careers depends on good speech communication skills. These include careers in administration, government, public relations, politics, education, sales, and private industry.

Very often in business we find ourselves presenting at conferences and meetings. Some estimates say that over 30 million presentations are given every day. Many of these presentations are given in English by non-native speakers. Many are given badly as presenters often don’t know how to go about structuring a presentation or how to use English to maximum effect during a presentation. However, presentations are more important than ever in the present market-oriented climate and are an essential tool for anyone who needs to sell a business proposal, an idea, or even themselves. In business the language is used as a vehicle for the exchange of information and you need to develop certain basic skills to participate successfully in this exchange.

The dictionary definition of presentation is “an event at which a new product or idea is described and explained”.

Presentations are high-risk, high-visibility activities. Success and failure, can have a significant effect on your career.

The ability to speak English is no guarantee that you can present in English.

Presenters need presentation skills and a level of professionalism. There are many similarities between written and spoken presentations: both are designed to communicate in an ordered way. But spoken presentations carry additional risks, because speaking to an audience takes place in real time. You cannot try different versions or go back and correct something you do not like. You cannot afford to go blank. And you have an audience there who will let you know if they do not like what you are saying.

The common factors contributing to an unsatisfactory presentation (presentational problems) are the following:

- Content inappropriate to audience (the audience know the content already; the audience don’t want to know the content; the content is so muddled that it is impossible to follow);
- Poor delivery (the speaker is inaudible; the speaker’s voice is a hypnotic monotone);
- Poor visibility of visual aids (Power Point projections are illegible; half the slides are upside down or out of order; the slides are overloading).

The possible list is almost endless, but the above are common faults.

This course is devoted to showing you what is necessary if you are to avoid the risks presentations involve, and make the most of the opportunities that they offer. Although bad presentations abound, and you will doubtless have sat through many, the basic principles of effective presentation (presentational strengths) are remarkably simple:

- Clear structure
- Appropriate content
- Interesting delivery
- Good illustrations of points
- Audibility and visibility
- Keeping to time

By following these principles, you should be able to create a professional impression that will serve you well on your course and in your future job.

## **Vocabulary**

*go blank* = be suddenly unable to remember something;

*muddled* = not clear or effective;

*pace* = the speed at which something happens or is done;

*inaudible* = you cannot hear;

*be within the reach* = used for saying that someone can do something.

## **Analyzing your Audience**

You should start preparing for your speech by looking at your future audience. Your job is to get as much information about your audience as you can. This information will help you to prepare a speech which is relevant and interesting to your listeners.

Thinking about your audience is the key to good public speaking. If you are preparing a presentation, start with the question: Who are these people? It's the key to success. Whether they are strangers or colleagues, they have one thing in common: they expect you to impress them for the next 15-20 minutes. And the best way to do so is to focus on their favourite subject – themselves. So begin by defining who these people are and what they expect. Here are ten questions to ask yourself.

### *1. What kind of language do these people use?*

If your audience is from a particular industry, what terminology does it understand best? The audience dictates your choice of words, but, remember, you should always make your language clear and concise, especially if the language is not your mother tongue.

### *2. Can people hear you?*

Speak loudly enough to make your voice carry to the furthest listener. No one wants to listen to someone who mumbles and who does not speak with conviction. You will be more effective if you are in control of your voice by your use of stress, pausing, intonation, volume, and silence.

### *3. How should you look at the audience?*

Make direct eye contact. Try to convince your audience talking to them personally. It also makes you feel that you have made contact with them as individuals.

### *4. Should you use notes?*

Yes, make an outline, perhaps on small cards, and consult them as you speak. This forces you to organize your presentation in a logical, coherent way and not wander off the points.

### *5. Does the audience appreciate humour?*

Don't make a special effort to be funny. If you make a joke, don't stop and wait for laughs. What is funny in one culture may not be in another. The subject of your presentation is probably serious and for some people, humour may be out of place. A light touch here and there is all right but humour cannot replace good ideas.

### *6. Should you use any visual aids?*

If they make your speech easier to understand, yes. But make them clear and simple. Don't laboriously read out loud what is written on your visuals. Make sure that everyone can see them, even from the back of the room.

### *7. How long should the presentation be?*

The best thing is to take only as much time as is necessary. The only thing worse than being long and boring is being too short and not fully understood.

## **Vocabulary**

*coherent* = clear and sensible;

*wander off* = move a way;

*laborious* = long, difficult and boring;

*valid* = reasonable and generally accepted.

## **Presentation Structure**

Every public speech (presentation) needs a subject and a purpose. Before you can begin gathering and organizing information for your speech, you must select a topic and clearly understand its purpose. For example, your purpose might be to inform people about an unfamiliar subject, or to persuade them to change their opinion about an issue. The main purpose of speaking to inform is to present information to an audience so that they will understand and remember it.

Your goal in making an informative talk is to state your ideas as simply and as clearly as possible. The major purpose of a persuasive speech is to get others to change their feelings, beliefs, or behavior. Your goal in making a persuasive speech is to convince your listeners to do what you want them to do or to change their opinion about something to agree with yours.

Presentations need to be very logical. It is important that you avoid complex structures and focus on the need to explain and discuss your work clearly. Think about how you will organize your content. Your presentation should have a clear, coherent structure and cover the points you wish to make in a logical order. Because an audience cannot turn back the page and check what you wrote, it is very easy for them to lose the thread of your spoken argument. Structure is therefore even more important in presentations than it is in written reports, and needs to be emphasized at frequent intervals.

An ideal structure for a presentation includes:

- a welcoming and informative introduction;
- a coherent series of main points presented in a logical sequence;
- a lucid and purposeful conclusion.

It is possible to break these three broad sections down further.

### **1. Introductory Section**

The introduction is the point at which the presenter explains the content and purpose of the presentation. This is vitally important part of your talk as you will need to gain the audience's interest and confidence. Use the introduction to welcome your audience, explain your objectives, introduce your topic/subject, indicate the main points you will be making and how you will structure these, provide guidelines on questions, say how long you will be talking for.

Key elements of an effective introduction include:

- a positive start: "Good afternoon, my name is ..." (who)
- a statement of what will be discussed: "I'm going to explore ..." (why)
- a statement of the treatment to be applied to the topic (e.g. to compare, contrast, evaluate, describe): "I'll be comparing the four main principles of ..." (what)
- a statement of the outcomes of the presentation: "I hope this will provide us with ..." (why)
- a statement of what the audience will need to do (e.g. when they can ask questions or whether or not they will need to take notes): "I'll pass round a handout that summarizes my presentation before taking questions at the end". (how)

Experts in communication say that the first three minutes of a presentation are the most important. They talk about "hooks" – simple techniques for getting the immediate attention of the audience. Here's how the experts suggest you get the immediate attention of the audience:

1. Give them a problem to think about.
2. Begin your speech with some amazing facts.
3. Give them a story or personal anecdote.
4. Begin your speech with a well-known quotation.
5. Address the audience's needs and concerns by telling them what benefits they will gain from listening to you.
6. Ask something and then go on to answer it yourself.

### **2. Main section (the body of your presentation)**

Now that your listeners know exactly what you are going to talk about or what your specific persuasive topic is it is time to present your information or present support and evidence which will convince them to agree with you. Be sure to present the main parts of your speech just the way you said you would. The sequence of your main points should be directly influenced by the

purpose of your presentation.

After you have identified your main points, you should embellish them with supporting information. For example, add clarity to your argument through the use of diagrams, illustrate a link between theory and practice, or substantiate your claims with appropriate data.

Use the supporting information to add colour and interest to your talk, but avoid detracting from the clarity of your main points by overburdening them with details. Make your presentation easy to comprehend by using sequence words (firstly, finally, etc.) Use them to connect your ideas and give structure to the whole argument.

When presenting orally, you will need to give additional pointers to internal structure within your main body. When you have finished dealing with one point, signal this by a brief summary of the point just made, and then a short statement of the point you are about to start. You can do this easily and effectively, using simple phrases as “signposts” to help the audience find their way through your presentation. They can help divide information up into subsections, link different aspects of your talk and show progression through your topic. Importantly, transitions draw the audience’s attention to the process of the presentation as well as the content.

### **3. Conclusion**

The conclusion is an essential though frequently underdeveloped section of a presentation. This is the stage at which you summarize your key points and purpose of your talk, again using visual aids if appropriate, emphasize your recommendations or conclusion, thank your audience, and invite questions. The summary should not be too long as you will lose your audience’s attention, but detailed enough to cover your points. A good summary reminds your audience about what you said and helps them to remember your information. After a summary, you are ready to conclude with a statement that will leave your audience thinking about what you said. Never end abruptly or by saying “That’s all”. The final words of your speech are the ones your audience will remember. Important elements of a conclusion are:

- A review of the topic and purpose of your presentation: “In this presentation I wanted to explore ....”
- A statement of the conclusions or recommendations to be drawn from your work: “I hope to have been able to show that the effect of ...”
- An indication of the next stages (what might be done to take this work further?): “This highlights the need for further research in the area of ...”
- An instruction as to what happens next (questions, discussion or group work): “I would now like to give you the opportunity to ask questions ...”
- A thank-you to the audience for their attention and participation: “Thank you very much for listening”.

The techniques for concluding speeches are the same as those for beginning speeches.

### **4. Putting your speech together**

The question is “which part of a speech do you prepare first?” You should begin with the body of your speech. After the body is prepared, you should write the conclusion, and finally the introduction.

#### *Step one: Preparing the Body of Your Speech*

The body of your speech will contain the outline of the major ideas you want to present. It will also have the evidence or information that supports and clarifies your ideas.

*First:* List the main headings or subtopics related to your subject.

Write down the main headings which might be included in your speech. Write them as you think of them.

*Second:* Narrow down your list of main headings.

Your goal should be to come up with three or four main headings that will develop the subject and purpose of your speech.

*Third:* Order your main headings logically.

Try to organize your main headings so that each major point leads naturally into the next one.

*Fourth: Develop Your Main Headings.*

The main headings are the skeleton upon which your speech will be built. If the main headings are properly supported by factual information, logical proof, and visuals, your audience will understand and remember your speech.

*Step Two: Preparing the Conclusion of Your Speech.*

When you have finished dealing with the main body, signal clearly that you are now ready to finish your presentation. Make sure you give a clear logical finish making your summary, giving your conclusion and making your closing remarks. Your conclusion section should follow naturally from your main body.

*Step Three: Preparing the Introduction to Your Speech.*

This is a crucial part of your presentation. It serves as a useful orientation to the reader.

## **5. Outlining**

When you have gathered enough information to prepare the introduction, body and conclusion of your presentation, you are ready to organize it through the use of an outline – that is, a detailed plan of your presentation.

### **Preparing an outline**

When you write an outline, you list very briefly and in the proper order the ideas you wish to include in your presentation. Then, you write the presentation following the outline. If your outline is well arranged, your presentation will be well arranged.

The key to outlining is to identify main topics and break them down into subtopics. A good outline meets three basic requirements:

- Each idea must relate to and help prove the main point.
- Each unit of the outline should contain only one idea.

Ideas should not be repeated or overlap each other (express the same ideas). For topic division, use Roman numerals (I, II, III, and so forth). For subdividing a topic, use capital letters, (A, B, C, and so forth, indenting them evenly. If you want to subdivide still more, use Arabic numerals (1, 2, 3, and so forth) and indent again. For even more subdivision, indent again and use lower-case letters (a, b, c, and so forth). Place a period after each number of a letter.

The form for an outline is as follows:

I \_\_\_\_\_  
A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
    1. \_\_\_\_\_  
      a \_\_\_\_\_  
      b \_\_\_\_\_  
      c \_\_\_\_\_

### **Vocabulary**

*coherent* = clear and sensible;

*break down* = become ineffective;

*handout* = a document that is given out at a meeting or other event;

*embellish* = make something more interesting by adding things to it;

*signpost* = indicate direction to;

*lucid* = describing things in a clear and simple way.

## II. Exploiting Visual Aids

If you have a lot of complex information to explain, think about using some charts, diagrams, graphs on an overhead projector.

There are some things that can be conveyed far better visually than by words alone. Relationships can be more clearly diagrammed, trends clearly shown via graphs. If your presentation is a lengthy one, it is worth varying your aids. Handouts that you want people to look at while you talk, such as a detailed table that you wish to discuss at length, can usually be distributed as people take their seats. When you give a presentation in a foreign language, visuals are essential for effective communication. It is therefore important for students if they wish to succeed in their careers to develop skills in interpreting information presented in visual aids.

### 1. *Reasons to use Visuals*

- Present specific information that can be readily understood and remembered.
- Emphasize important facts and figures.
- Present supporting data that are helpful in making analysis and drawing conclusions.
- Reduce the amount of talking you have to do.
- Add interest to the material.

### 2. *Guidelines about using visual aids to maximum effect.*

- Your visual aids must be large enough for everyone to see.
  - Do not pass out objects or papers during your speech. If people are looking at objects or reading papers, they will not be listening to what you are saying.
  - When describing very detailed visual aids don't quote precise figures. Give approximate figures and point out the overall trends and developments. Include precise figures and detailed descriptions in a handout or report given out before or after your talk.
  - Look at your audience – not at your visual aids. When you are showing a picture, graph, etc., be sure to maintain eye contact with your listeners.
  - Never compete with your visuals. When showing a visual, keep quiet and give people time to take it in, then make brief comments only.
  - When you've finished using your visual aids, put them away or switch off your projector.
  - If you are giving a presentation with Power Point or something of that nature, make the information on your screen very simple. The rules of presentation are the same all the time. ***Five words per line, five lines per slide, five slides per presentation is the target.***

### 3. *Using PowerPoint*

Computers make it remarkably easy to produce impressive overheads, usually using PowerPoint. It offers a number of significant advantages, particularly professional appearance, and flexibility. You can revise your presentation at the last minute, and easily tailor it to a particular audience. You can incorporate relevant tables and graphics.

### 4. *Comprehension of Visual presentations*

Here we will consider tables and four different kinds of diagram: pie charts, bar charts, Gantt charts and graphs.

#### a. **Tables**

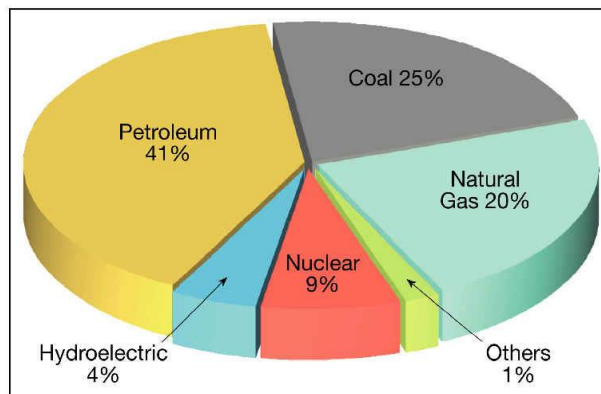
A collection of figures can often best be communicated by means of tables.

The table below shows the results of a survey to find out what members of a city sports club think about the club's activities, facilities and opening hours.

<b>Range of activities</b>	Very satisfied	Satisfied	Not satisfied
Female members	35%	35%	30%
Male members	55%	40%	5%
<b>Club facilities</b>			
Female members	64%	22%	14%
Male members	63%	27%	10%
<b>Opening hours</b>			
Female members	72%	25%	3%
Male members	44%	19%	37%

**b. Pie charts**

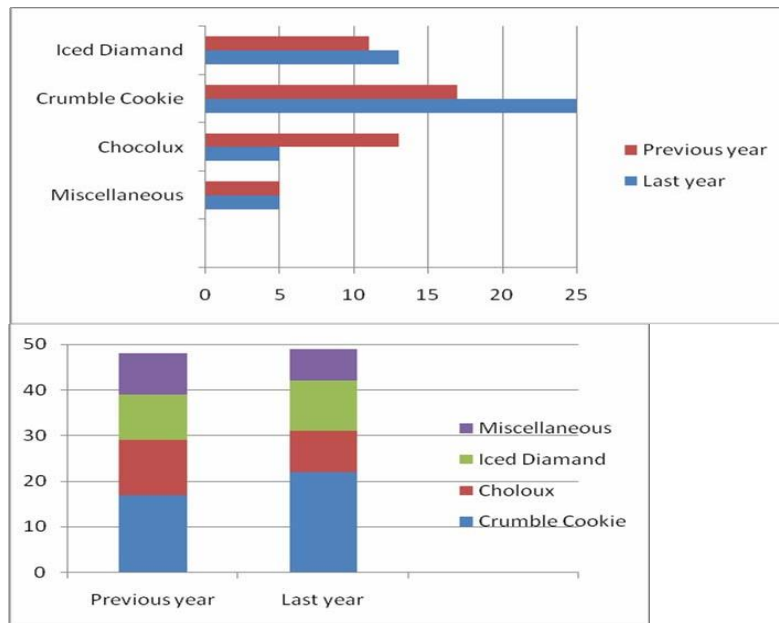
Statistics that are reported in percentages are often presented in what is called a pie chart, in which the complete “pie” represents 100 percent. The distinctions can be heightened by shading or colouring the different segments of the pie. The pie chart shown below indicates Energy Consumption (%).



**Bar charts**

Another way of expressing data visually is by means of bar charts. To show data in the form of bar charts, the bar charts are drawn to scale and measured from the base line which may be horizontal or perpendicular. The following bar charts show the sales of the different product lines of the company (Delta Food Products) over the past year.

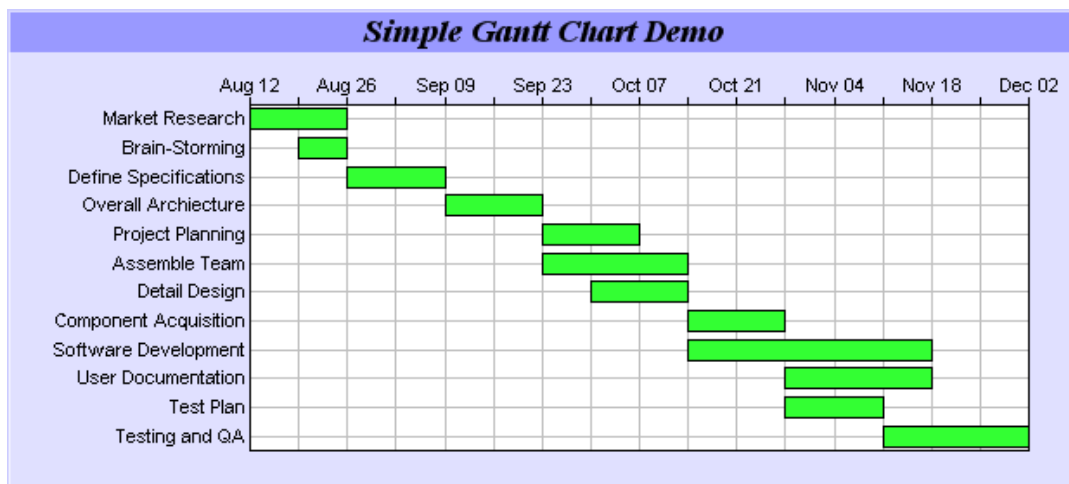
Horizontal bars:



The perpendicular bar chart is also a “composite” bar chart because it includes a breakdown of the individual products in each bar.

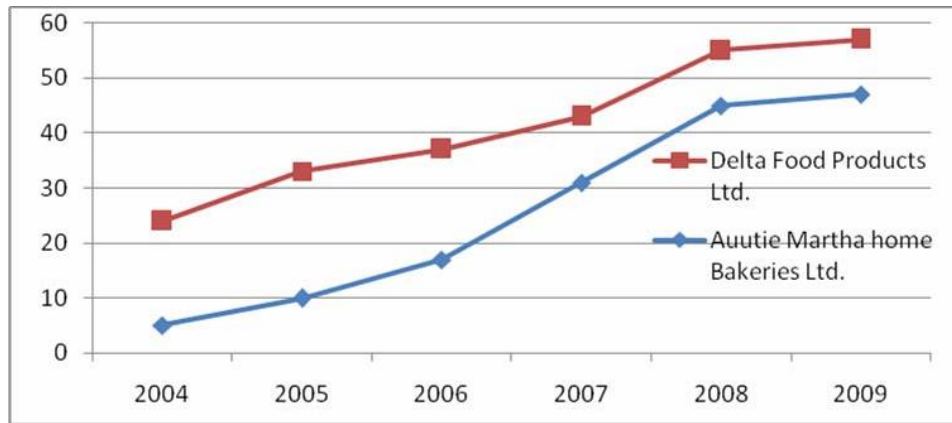
**c. Gantt charts**

A variation of the bar chart is the Gantt chart, used in connection with the process of control in a business. It gives an instant visual comparison between expected and actual performance. Gantt charts can be used for scheduling generic resources as well as for their use in project management. They can also be used for scheduling production processes and employee rostering. In the latter context, they may also be known as timebar schedules. Gantt charts can be used to track shifts or tasks and also vacations or other types of out-of-office time. Specialized employee scheduling software may output schedules as a Gantt chart, or they may be created through popular desktop publishing software.



**d. Graphs**

The most common form of visual presentation is the graph. Graphs are two-dimensional. The x-axis records one dimension, usually the time dimension. The y-axis records another range of data which changes in relation to the time (or other) series. The unbroken line in the graph below shows the sales of Delta Food Products over the past six years. The broken line shows the sales of one of Delta’s major competitors.



The benefit of all these diagrammatic representations is that they present the data in an easily assimilable form. Those who are involved in the business need to be able to interpret data presented to them in whatever form.

**Vocabulary**

*tailor* = change or make something for a particular purpose  
*incorporate* = to add or include

**III. Practice Section**

**Exercise 1.**

**Speech Preparation Worksheet**

Use the following worksheet in preparation of your speech.

The purpose of the above worksheet is to start you thinking about the kind of information you will need and how you will organize material for your speech. We expect that you will change the information on your worksheet several times. That’s natural. After you are really pleased with it, you are ready to prepare your working outline.

1. Decide on a possible topic that is relevant to your work, company, research or interests.

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2. Divide your topic into two or three important points to discuss in the main body of your speech.

Point 1:

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Point 2:

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3. Prepare your interesting attention-getting opening.

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4. Prepare a preview of the main points you will talk about.

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Point 1.

*(write your supporting information for Point 1 below)*

Point 2:

*(write your supporting information for Point 2 below)*

Point 3:

*(write your supporting information for Point 3 below)*

5. Describe possible visual aids you could use to help the audience see and experience what you are talking about.

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6. Prepare a summary of the main points in the body of your speech.

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7. Prepare a conclusion.

**Exercise 2.**

**a) Read the advice about speaking in public given by Carol Stewart from the communications training company Speakwell.**

**b) Write down key words.**

**c) What do you think is the most useful advice?**

**Tips for speaking in public**

The key to being a good speaker

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The presentation itself

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

How to cope with nerves

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Telling jokes

The most important moment/ main advice

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First I'd say that the key to being a successful public speaker is to put yourself in the position of the audience. When a presentation fails, it's often because the person speaking is thinking too much about him or herself, not about the audience.

My main tips about the presentation itself would be: first, don't make your presentation too long. And keep to the agreed time: if it is supposed to be 20 minutes, make sure it doesn't go on for half an hour. Secondly, don't have more than four or five main points. People can't usually remember more than that anyway, so make four or five your maximum.

Thirdly, try to only use your normal vocabulary, words which come naturally to you; don't experiment with new words – you'll probably mispronounce them.

And finally, write your notes out in very big writing so you can see each page or paragraph at a glance.

Well, it's impossible to completely overcome nerves when you are speaking in public, but you can learn to cope with their effects. Remember the audience want you to succeed. They haven't come to see you fail.

As far as telling jokes is concerned. I'd say definitely use funny anecdotes from your personal experience, stories, and things like that. But be careful, for example, about making jokes about other people or other nationalities. That can be offensive.

Moving on to the most important moment in a presentation, I'd say the beginning is the most important. If you start badly the audience may go to sleep, or even leave, so try to start your presentation strongly with your main point, the main message you want to get across, and then give specific examples.

**Exercise 3. Compare the following presentations, discuss**

- a) what is wrong with the first one
- b) in what ways the second one is better

*Presentation 1.*

Right. Good. Well, perhaps I'll start, shall I? Can you hear me all right? Good. Now ... erm ... probably the most important thing I've got to say is that ... well, the company's results are looking pretty good this year. Have you all seen the graph of sales figures? No? Well, I've got one here. There you are. Can you see this all right at the back? No? Well, you'll have to take my word for it, then. Results are good. Yes. Very good, actually. But, anyway, I'll tell you a bit more about that in a minute. Now, where was I? Um ... let's start with what's happening at the moment. Would that be a good idea?

*Presentation 2.*

Good morning, ladies and gentlemen. I'm here today to tell you about our company's financial position. I've divided my presentation into four parts. Firstly, I want to talk about the current financial situation. Secondly, I'd like to examine our performance over the past year. Thirdly, I'll look at our prospects for the next twelve months. Finally, I'll make some recommendations. I'll be happy to answer questions at the end of my presentation.

Right. I'd like you to look at this graph ...

**Exercise 5. Read the second presentation again and answer these questions:**

- 1. What is the purpose of the presentation?
- 2. When will the presenter answer the questions?
- 3. Which of the phrases below does the presenter use to ...
  - a) explain the purpose of the presentation (Why?)
  - b) describe the structure of the presentation (What?)
  - c) say when he'll answer questions (How?)

**Exercise 6. Write down a possible phrase or sentence for each of the following. Use the words provided in brackets.**

*Example: You are a sales manager from the St. Petersburg office. Not everyone knows you. How do you introduce yourself at the beginning of a presentation? (I'm ...) Hello. I'm Sergey Ivanov from the St. Petersburg office.*

1. How can you greet the audience? (coming) ... ..
  2. You want to get everyone's attention so that you can start your meeting. What can you say? (here/begin) ... ..
  3. You have handouts that you want to give people. What can you say? (take) ... ..
- ...
4. In your presentation, you plan to explain the problems of the old process and then present the new process. How can you explain what you are going to do? (First/After that) ... ..
- ... ..
5. How can you tell your listeners that there will be time for questions at the end? (plan/leave) ... ..

**Exercise 7. Fill the gaps in the sentences below with a preposition: on, at, on, by, for, in, into, through.**

1. Thank you ... coming.
2. I'd like to start ... outlining the changes.
3. Then I'll go ... to highlight what I see as the main points.
4. I've tried to put our recent difficulties ... some kind of perspective.
5. We can discuss any questions ... the end.
6. I want to focus ... the five-year-plan.
7. I'll go ... the main points on the handout.

**Exercise 8. Rearrange these sentences to make a complete presentation. The first one has been done for you.**

1. *Now about our overseas stores. We have 4 large stores in France and another 10 in other European countries.*
2. And finally I'll mention our future plans. I'll be pleased to answer any questions at the end of my talk.
3. I'm going to talk to you today about our company. First, I'll give you some basic information about Tara Fashions.
4. As far as career opportunities are concerned, we have opportunities in all areas of our business.
5. Then I'll talk about our overseas stores.
6. Let me start with some basic facts about Tara. We sell clothes for men and women. We have 15 stores in Spain. All of the stores are very profitable.
7. Good morning, everyone. Thanks for coming to my presentation. My name's Marta Rodriguez. I'm Personnel Director of Tara Fashions.
8. Next I'll talk about career opportunities with Tara.
9. Finally, a few words about our new project. We are planning to open a new store in New York next year.
10. Well, thanks very much for listening to my talk. Are there any questions?

**Exercise 9. Use some of the phrases from the exercises to practice starting two presentations, based on the notes below.**

Presentation 1.	Presentation 2.
1. Greet audience	1. Greet audience
2. Purpose: talk about new working practices	2. Purpose: talk about a new product
3. Four parts:	3. Three parts:
a) Health and safety procedures b) Security measures c) The launch d) Pay and conditions	a) The product b) Advertising and promotion c) Management meetings
4. Questions during the presentation	4. Questions after the presentation

**Exercise 10. Complete the following introduction with appropriate words from the box.**

**present/outline, let's, glad/happy/pleased, have, finally, like, First, know, here/ready, take, then/next/after that, from, know, here**

**S:** Well, if everyone's (1) ... (2) ... start. It's great to have Liu Wei here (3) ... the office in Beijing. As you (4) ..., he is the Director of Marketing and has achieved excellent results.

**L.W.:** Good afternoon. Thank you Sam. I'm (5) ... to be here today. Ok, today. I'd (6) ... to talk about the developments in the Beijing office. In my presentation this afternoon I'd like to (7) ... three main points. (8) ..., I'll briefly outline our small beginnings two years ago; (9) ... I'll explain how we adapted the RB 409 range to suit our local market and (10) ... I'll show our success. If you have any questions, there'll be (11) ... at the end. Before I start, I (12) ... a handout for you. Would you like to (13) ... one? Here you are.

## II. Main Body

### 1. Signposting (transitions)

**Exercise 11. Match the words and phrases with the different stages of a presentation.**

<ol style="list-style-type: none"> <li>1. If you look at the pie chart ...</li> <li>2. Secondly, I'd like to look at...</li> <li>3. I'd like now sum up the main points ...</li> <li>4. I'm going to talk about ...</li> <li>5. Let's now move on to a separate issue which is ...</li> <li>6. First of all, let me welcome you to Digital Enterprises ...</li> </ol>	<ol style="list-style-type: none"> <li>a) Greeting the audience</li> <li>b) Introducing the subject</li> <li>c) Sequencing</li> <li>d) Introducing a visual aid</li> <li>e) Concluding</li> <li>f) Digression</li> </ol>
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**Exercise 12. Match the different parts of the presentation with the phrases.**

<ol style="list-style-type: none"> <li>1. I'd like to give you an example ...</li> <li>2. To move off the point for a moment ...</li> <li>3. Let's have a look at this chart which</li> <li>4. What I want to make clear is this ...</li> <li>5. I'd just like to give you an overview of... What I really want to stress is this ...</li> </ol>	<ol style="list-style-type: none"> <li>a) a general idea</li> <li>b) a visual aid</li> <li>c) an example</li> <li>d) digression represents</li> <li>e) an important idea</li> <li>f) a point of clarification</li> </ol>
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**Exercise 13. Match the sentences with the different parts of the presentation.**

<ol style="list-style-type: none"> <li>1. a visual aid</li> <li>2. a digression</li> <li>3. an example</li> <li>4. an important opinion</li> </ol>	<ol style="list-style-type: none"> <li>a) I'd like to give you an example.</li> <li>b) What I'm getting at is this.</li> <li>c) Let's have a look at this. To move off the point for a moment ...</li> </ol>
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**Exercise 14. Which of the above phrases would you use to introduce each of the following four extracts?**

Extract 1.

This is a graph of the company's turn over during the past three months. As you can see, sales rose slightly in April and May before falling sharply in June.

Extract 2.

The company's sales of traditional English sausage have fallen by over 37% in its three largest supermarkets in the north of England during the past six months.

Extract 3.

The company must change its product range and improve its image if it wants to survive – that is why the right advertising targeted at the right customer is so important.

Extract 4.

Frankly, the company's attitude reminds me of something a journalist once said to me, "You can never underestimate the intelligence of the general public".

Well, in this case, I think that's what the company has done. But let me get back to my main point.

**Exercise 15. Complete the following signpost phrases and sentences.**

1. Moving on/ question/ the US market.
2. Expand/ the figures/ last year.
3. Going back/ a moment/ the situation last year.
4. Let's turn now/ our targets/ the next five year.
5. Go back/ the main reasons/ our collaboration/ the Germans.
6. I'd like/ conclude/ I may/ repeating what I said/ the beginning/ this presentation.
7. I'd like/ turn now/ our projections/ year 2005.
8. Let me expand/ some/ the main points/ our proposal.
9. Digress/ a moment, let's consider/ alternatives.
10. I'd like/ recap/ the main points.

**2. Developing an Argument**

**Exercise 16. Read the text of the presentation below and predict where the speaker uses the linking words and expressions:**

*by            and            therefore            although*  
*whereas            however            in my opinion*

Total Quality Assurance means meeting customer needs without error, on time, every time. Our experience so far has ... (1) been good ... (2), the message has not yet reached everybody in the company. ... (3) the number of projects and people involved has grown, they have not got as fast as we would like. ... (4) one of the key problems is how to express the benefits of this programme in money terms. ... (5) this problem is particularly acute when accounting for the less tangible benefits of the programme. At the shop floor level, people will tend to talk the language of things, ... (6) at the upper management, people talk the language of money. Middle management, ... (7) need to be bilingual to translate between the two.

**Exercise 17. Which of the linking expressions actually used in the speech could be replaced by those below?**

- a) consequently
- b) to my mind
- c) now
- d) even so
- e) on the whole

**Exercise 18. Complete the text below using the correct form of the words in brackets.**

### **The effect of tourism**

The explosion in the tourist industry can **1** ... (*explain*) by more affordable transport and greater wealth among some of the world's population. It is true that tourism sometimes **2** ... (*result*) in an improvement in the standard of living of local people, as well as **3** ... (*contribute*) to increased understanding of other cultures. However, many of the **4** ... (*effect*) of tourism are negative. Atmospheric pollution **5** ... (*cause*) by air travel, while the building of hotels **6** ... (*lead*) to shortage of resources such as water. So tourism sometimes **7** ... (*cause*) the destruction of the very places that people want to visit.

**Exercise 19. The following is an extract from a presentation given by the Marketing Director of a company launching a new product. Complete the extract using the following words and expressions:**

*furthermore, however, as far as, is concerned,  
last but not least, to begin, with, for example, apart from this,  
on the other hand, I'd like to start*

1. ... by outlining some of the advantages of our new product.
2. ... it is the most advanced product of its type currently on the market.
3. ... it is equipped with a number of features that are not to be found in similar devices produced by our competitors.
4. ..., it is guaranteed 100% waterproof.
5. Equivalent products produced by our competitors, ... are water-resistant, not waterproof.
6. ... obvious advantage, it is also shock-resistant and dust-proof.
7. ... price ..., I am sure that our product is the most competitive on the market.
8. It is not only price that makes this product attractive, ... . It is also guaranteed for no less than 20 years.
9. ... we can offer retailers a substantial discount on bulk orders purchased direct from the factory.

### **3. Preparing Visual Aids**

**Exercise 20. Compare these two visual aids. Which do you think would be more effective on a screen during a presentation? Think about these points.**

1. Which has more visual impact?
2. Which is easier to read?
3. Do you want people to read or to listen to you?

### Audience

1. It is important that you know as much as possible about your audience.
2. You should try to find out who will be in the audience before the presentation starts (Phone the organizer or speak to the boss).
3. You should also try to find out whatever you can about their interest. (You don't want to make jokes about soccer in a room full of Americans!)
4. Make sure that you don't give them too much information or much too long on a subject which they find boring.

### AUDIENCE

Who are they?  
What are they interested in?  
What do they want to know?

**Exercise 21. a) Decide how you would present this as a visual aid in a presentation. Write your own version.**

When giving presentations it is important to keep things as simple as possible. If you have got lots of detailed information, it is probably best to put it in print and allow people to read it either before or after the presentation. Presentations work best when they talk about ideas rather than facts. They can also be good for motivating and inspiring people. But, of course that very much depends on your personal qualities.

**b) Compare your visual aid with those of others in the class.**

**Exercise 22. Put the following mini-presentations into correct order by putting a number in the space on the left.**

a.

- ... The next is shopping.
- ... The third most popular is playing computer games.
- ... The pie chart presents the most popular activities for young people.
- ... As you can see, the most popular is going to nightclubs and bars.
- ... Therefore you can see that our product is well placed in the market.

b.

- ... In the first quarter, sales of the Aztec range rose sharply.
- ... In the third quarter, sales leveled out.
- ... Let's look at the figures more closely.
- ... But then sales took a dip in the second quarter.

c.

- ... You can see that the departments are listed across the top in the first row.
- ... If you look closely you'll see that office staff did much better this year.
- ... It shows the results of the company language test.
- ... Take a look at this table.
- ... and the names of those who took the test are listed on the left in the first column.

**Exercise 23. Underline the correct words.**

1. There was a *slightly/ slight rise* in profits last month.
2. We *rose /increased* our profits slightly last month.
3. There was a sharp fall *in/ of* our sales last quarter.
4. Our sales fell *by/ of* 6% last quarter.
5. Our share price *hit/ beat* a low last month.

6. Inflation is increasing *slow/ slowly* at the moment, in/by about 1% a year.
7. Operating profits went from 5 m *to/ until* 6 m.
8. This year we *raised/ rose* dividends to shareholders.

**Exercise 24. Complete the following sentences using an appropriate form of the given verb.**

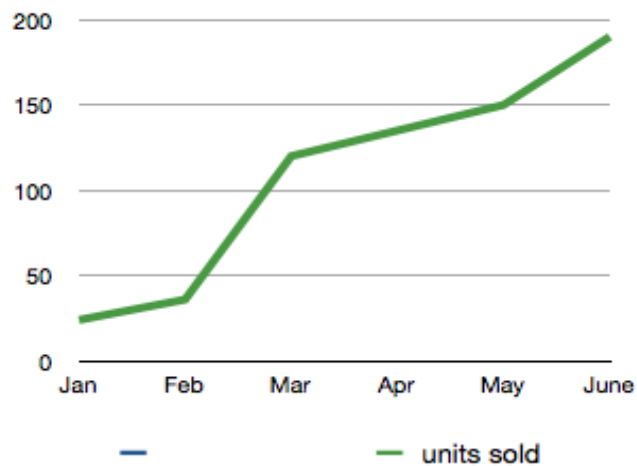
1. Exports ... significantly between 2010-2012 (fall).
2. Since 2007 they ... steadily, however (rise).
3. Overheads ... sharply since last year (rise).
4. There ... a gradual fall in the price of raw material between 2005-2008 (be).
5. Domestic sales ... steadily over the past 4 years (increase).
6. The workforce ... by 10% last year (grow).
7. Salary costs ... sharply over the last few years (go up).
8. The price ... considerably in 2002 (rise).
9. The workforce ... by 25% since 2000 (go down).
10. There ... a slight fall in domestic sales this year (be).

**Exercise 25. Fill in the gaps.**

**1. Upward trends**

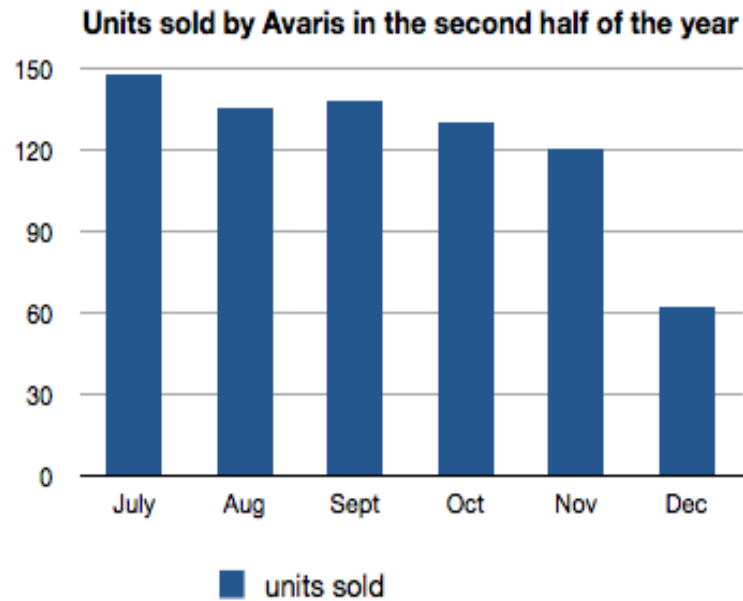
*climb, modest, overall, rocketed, steadily upwards*

**Units sold by Avaris in the first six months of the year**



It is of note that the 1) ... trend for the first six months of the year was 2) ... . After a 3) ... increase of 10 units sold in February, this figure 4) ... to approximately 125 in March, and then continued to 5) ... until it reached nearly 200 by the end of June.

**2. Downward trends**  
*downward, dropped, slightly, slipping, spectacular*



After starting the period at almost 150 units, sales 1) ... to around 130 in August. They then rose 2) ... to 135 in September before 3) ... back to 130 in October, a 4) ... trend that continued in November. The period ended with a 5) ... fall to 60 units sold.

## IV. TEST

**I. These are some expressions used in the presentation. Put them in a logical order.**

- a) There will be time at the end for questions.
- b) I will then look at some of the challenges
- c) I'm here to talk about the "twines" market.
- d) I'll finish by looking at some case studies.
- e) I will begin by outlining an overall profile.
- f) To start off, let me ask you ...
- g) Good morning, everyone.
- h) I guess the best way to answer that question is ...
- i) If you look at this graph, you'll notice ...
- j) My name is Janet Wilkins.

**II Complete the following expressions using the correct preposition.**

**a) to b) on c) of d) off e) for f) back g) about h) up**

- a) To start ... , then, ...
- b) To move ... to my next point, ... .
- c) To go ... to what I was saying, ... .
- d) To turn now ... a different matter, ... .
- e) To say a bit more ... that, ... .
- f) To give you an example ... what I mean, ... .
- g) To digress ... a moment, ... .
- h) To sum ... , then, ... .

**III. Which of the expressions above are used to:**

- |  |                                |
|--|--------------------------------|
| a) ... return to an important point?     | d) ... begin the presentation? |
| b) ... repeat the main points?           | e) ... expand a point?         |
| c) ... talk about something unconnected? | f) ... change the subject?     |

**IV. Underline the correct words.**

1. *First of all/ after all*, I'd like to thank you for inviting me here to speak to you this morning.
2. I'll be talking today about robotics, and *anyway/ in particular* their commercial exploitation.
3. *Especially/ Clearly* there's huge interest in the subject.
4. As far as the general public is *concerned/ concerning* the general public, Sony Corporation thinks that the best way place to launch the robot revolution is home entertainment.
5. *Especially/ Furthermore* home entertainment is likely to be the biggest market eventually/at last.
6. *As a matter of fact/ Moving on to* all the leading players are investing tens of millions of dollars in the development of personal robots.
7. *I mean/ As a result* progress has been rapid.
8. *On the other hand/ At the end*, it's clear that the development of "robo sapiens" will take longer, a lot longer.
9. *Nevertheless/ In general* it's clear that in terms of competition between countries Japan leads in robotics at the moment.
10. So, *in fact/ to sum up*, I've tried to show you how I believe we're entering a new age, the age of the robot, and it's an age that's full of business opportunities.

## **Checklists for Preparation and Presentation**

### Presentation

#### *Checklist for Introduction*

1. Welcome audience.
2. Introduce yourself (name, position/function).
3. State your topic.
4. Say why your topic is important for the audience.
5. Describe the structure of your talk (the main points and when you will be cleaning with them).
6. Say how long the talk will be.
7. Say when you will answer questions.
8. Say whether there are handouts.

#### *Checklist for the main part of a presentation*

1. Briefly state your topic and objective(s).
2. Signal the beginning of each part.
3. Talk about your topic.
4. Signal the end of each part.
5. Highlight the main points.
6. Outline the main points. (Summarize the main ideas)
7. Signal the end of the main part.

#### *Checklist for Conclusions*

1. Signal the end of your talk.
2. Summarize the key points.
3. Highlight one important point.
4. Explain the significance.
5. Make your final statement.
6. Invite questions.

#### *Checklist for using visuals*

1. Start by telling your audience what the visual illustrates.
2. Explain it if necessary.
3. Highlight the key points.
4. Say why these points are important (and explain the cause and effect).
5. Use different verbs to express movement/development.

## Phrase Bank

This Phrase Bank provides key expressions for structuring presentations effectively. These are organized by topic and purpose, reflecting the syllabus of the course. The phrase bank can be used as a study resource and as a handy reference when making real presentations.

### Getting Started

Introductory Section	Formal/Neutral	Informal
Welcoming a speaker	<ul style="list-style-type: none"> <li>- I'd like to introduce ...</li> <li>- I'd like to welcome ...</li> <li>- It's a pleasure to welcome ...</li> <li>- On behalf of ..., may I welcome to ...</li> </ul>	<ul style="list-style-type: none"> <li>- It's good to have ... here</li> </ul>
Thanking someone	<ul style="list-style-type: none"> <li>- Thank you for giving me this opportunity to speak to you today.</li> <li>- Thank you. I'm glad to be here.</li> </ul>	<ul style="list-style-type: none"> <li>- Thanks. It's great to be here.</li> </ul>
Greeting people	<ul style="list-style-type: none"> <li>- Good evening, ladies and gentlemen.</li> <li>- Hello. Thank you all for coming.</li> </ul>	<ul style="list-style-type: none"> <li>- Morning everyone. Welcome.</li> <li>- Hello. It's good to see you all here.</li> <li>- Thanks for coming.</li> </ul>
Getting people's attention	<ul style="list-style-type: none"> <li>- Perhaps we should begin. Fine. If we are all here, I'll begin.</li> <li>- Right. If everyone's ready, let's start.</li> </ul>	<ul style="list-style-type: none"> <li>- Ok, let's get started.</li> <li>- Ok, let's make a start.</li> </ul>
Introducing yourself	<ul style="list-style-type: none"> <li>- Let me introduce myself. I'm ...</li> <li>- Before I continue, let me tell you something about myself.</li> <li>- My name is ...</li> <li>- For those who don't know me, my name is ... and I'm the managing director.</li> <li>- I'm responsible for ...</li> </ul>	<ul style="list-style-type: none"> <li>- As you know, I'm ...</li> <li>- I'm in charge of ...</li> <li>- I'm Senior Sales Executive.</li> </ul>
Effective Openings	<ul style="list-style-type: none"> <li>- Suppose ...</li> <li>- How would you...</li> <li>- Statistics show that ...</li> <li>- According to the latest study,</li> <li>- I noticed in the news last week</li> </ul>	<ul style="list-style-type: none"> <li>- On the way here, I saw ...</li> <li>- A funny thing happened to me the other day ...</li> <li>- You know, ...</li> <li>- When I think about ... I'm reminded of ...</li> <li>- Did you know that ...</li> <li>- How many of you hate ...? Raise you hands. Thanks.</li> </ul>

<p>Explaining why you are talking. Stating your purpose.</p>	<ul style="list-style-type: none"> <li>- I've been asked to speak to you about ...</li> <li>- My purpose today is to ...</li> <li>- My objective today is to ...</li> <li>- Sam ... asked me to present my ideas ...</li> <li>- I promised to report the results of our survey to you.</li> <li>- Today I'd like to talk about ...</li> <li>- This morning I'm going to be talking to you about ...</li> </ul>	<ul style="list-style-type: none"> <li>- What I want to do this morning is ...</li> <li>- The reason we are here today is to ...</li> <li>- What I am going to do today is to review ...</li> <li>- There are some important issues I want to go through this morning ...</li> </ul>
	<ul style="list-style-type: none"> <li>- Today I would like to give you a general overview of ...</li> <li>- Today I'm going to report on the results of ...</li> <li>- Today I'll be showing you how to deal with ...</li> <li>- This afternoon we will be exploring ...</li> <li>- In my presentation today I'll be outlining ...</li> </ul>	
<p>Outlining presentation</p>	<ul style="list-style-type: none"> <li>- So, I'll begin by filling you in on the background to (the project).</li> <li>- ... and then I'll go on to highlight what I see as the main ...</li> <li>- I'm going to develop three main points.</li> <li>- First, ... Second, ...Third, ...</li> <li>- I've divided my presentation into three main points. I would like to begin with ...</li> <li>- I would like to start by bringing you up-to-date on (with) the latest findings of the study and then I'll go on to discuss in more depth the implications of ...</li> <li>- So, I'll be addressing three main points and the first point is going to be...</li> <li>- The second point will be ...</li> <li>- And finally the last point is</li> </ul>	<ul style="list-style-type: none"> <li>- I want to start with ...</li> <li>- And then ... lastly ...</li> <li>- First, I want to focus on ...</li> <li>- After that I ...</li> <li>- Finally, I want to outline ...</li> </ul>
<p>Stating what the audience need to do</p>	<ul style="list-style-type: none"> <li>- If you have any questions, I'd be grateful if you could leave them until the end.</li> </ul>	<ul style="list-style-type: none"> <li>- I'm happy to take any questions after that ...</li> <li>- Please feel free to ask questions as we go along ...</li> </ul>

<p>Questions</p>	<ul style="list-style-type: none"> <li>- Perhaps we can leave any questions you may have until the end of the presentation.</li> <li>- If you have any questions you'd like to ask, I'll be happy to answer them.</li> <li>- Please feel free to interrupt me at any time if you have a question...</li> </ul>	<ul style="list-style-type: none"> <li>- Please save any questions for the end of the talk.</li> <li>- I'm happy to answer any questions as I talk.</li> <li>- Don't worry, there'll be plenty of time left over the questions at the end.</li> <li>- If you have any questions, please feel free to stop me.</li> </ul>
<p>Handouts</p>	<ul style="list-style-type: none"> <li>- I'll pass round copies of my slides so you can make notes as I go through the presentation ...</li> <li>- You don't need to take notes as we'll be handing out presentation booklets.</li> <li>- I have copies of the statistics and tables. I'll give these to you later.</li> <li>- The figures are on a sheet which you can have later.</li> </ul>	<ul style="list-style-type: none"> <li>- Don't worry about taking notes while I talk. I have a handout with the main points of my presentation, which I'll give you after end.</li> <li>- Before I start, I have a handout for you.</li> </ul>
		<ul style="list-style-type: none"> <li>- Would you like to take one? Here you are.</li> <li>- Please feel free to give me your feedback.</li> </ul>
<p>Timing</p>	<ul style="list-style-type: none"> <li>- You all have a copy of the handout with the graphs and statistics.</li> <li>- Here are some tables which illustrate what I'm saying.</li> <li>- I have copies of these and the statistics I've mentioned on this handout. Here you are.</li> <li>- Please take one each and pass them round.</li> <li>- Did everyone get a copy?</li> <li>- Would you like one of these?</li> <li>- Would you like to take one of these as I pass them round?</li> <li>- Please take a leaflet.</li> <li>- Help yourselves to a brochure.</li> <li>- Please make comments as I talk.</li> <li>- The presentation should last about five minutes.</li> <li>- It will take about 20 minutes to cover these issues.</li> <li>- My presentation will take about 30 minutes.</li> <li>- This will take about thirty to forty minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- This won't take me more than ...</li> </ul>

## Main Section

Linking words	
Sequence	Firstly, ... Secondly, ... Finally, ... First (of all) ... Then ... Next ... Finally/Lastly ...
Generalizing	In general, ... On the whole, ... Usually, ... As a rule, ... Typically, ... Basically, ... Broadly speaking, ... Briefly, ... To put it briefly, ...
Contrast	But, ... However, ... Nevertheless, ... On the other hand, ... Still, ... Yet, ... Even so, ... Although, ... Even though, ... Though, ... In spite of the fact that, ... Despite the fact that, ... While, ...
Adding another point	In addition, ... Moreover, ... What is more, ... Furthermore, ... Apart from this/that, ... In addition (to this), ... Besides (this), ...
Examples	For example, ... For instance, ... Such as, ... Like, ... Particularly, ... In particular, ... Especially, ...
Alternatives	Either ... or... Alternatively, ... Instead of ...
Real (surprising) situation	In fact, ... Actually, ... As a matter of fact, ... In practice, ... Indeed, ...
Something is obvious	Clearly, ... Obviously, ... Of course, ... Naturally, ... Needless to say, ...
Clarifying /rephrasing	In other words, ... That is today, ... To put it another way, ...
Advantages and disadvantages	One advantage of ... Another advantage of ... A further advantage of ... The main advantage of ... The greatest advantage of ... The benefits of ... One disadvantage of ... Another disadvantage of ... One of the drawbacks of ... Pros and cons of ... The advantages and disadvantages of ...
Expressing cause	Because of ... Owing to (the fact that) ... Due to (the fact that) ... Since ... As ... For this reason ...
Expressing effect/result	Thus, ... Therefore, ... So, ... As a result, ... As a consequence, ... Consequently, ...
Purpose	With the purpose/intention of ... In order to ... So that ...
Personal opinion	In my opinion/view ... As far as I am concerned ... I think that ... To my mind ...
Partially true statements	Up to a point, ... To some extent, ... To some degree, ... In a sense, ... In a way, ...
Expressing limited knowledge	As far as I know ... To the best of my knowledge ...
Referring to some sources	According to ... With reference to ...
Similarity	Similarly, ... In the same way ...
Summarizing	Briefly, ... To put it briefly, ... In short, ...
Concluding	On balance, ... For the above mentioned reasons, ... To sum up, ... All things considered, ... Taking everything into account/consideration, ... In conclusion, ... Taking all the above points into consideration

## Signposting (transitions)

Making your next point (changing from one subjects to another)	<ul style="list-style-type: none"> <li>- Moving on to the question of ...</li> <li>- Let me move on to the next question/issue</li> <li>- My next point is ...</li> <li>- As far as ... is /are concerned ...</li> <li>- Now that we have explored the ...</li> <li>- I'd like to move on to ...</li> <li>- Let's turn to the advantage of ...</li> <li>- I'd now like to change direction and talk about ...</li> <li>- I'd like to turn to ...</li> <li>- Now, turning to ...</li> </ul>
Referring to an earlier point	<ul style="list-style-type: none"> <li>- Let's go back to the question of ...</li> <li>- Going back for a moment to the situation ...</li> <li>- To go back to the main reasons for ...</li> <li>- Let's go back for a moment to what we were discussing earlier ...</li> <li>- I said earlier that ...</li> <li>- In my last point, I mentioned that ...</li> <li>- As I've already explained ...</li> <li>- At the beginning of the talk I said ...</li> </ul>
Repeating the main point	<ul style="list-style-type: none"> <li>- I'd like to recap on the main points ...</li> <li>- So, let's recap on that ...</li> <li>- Let me just recap what's been said so far ...</li> </ul>
Giving a wider perspective (more details, new information)	<ul style="list-style-type: none"> <li>- I'd like to expand on that a little before we move on.</li> <li>- Let me expand on some of the main points ...</li> <li>- To elaborate on that a little for those who aren't familiar with ...</li> </ul>
Moving away from the main subject	<ul style="list-style-type: none"> <li>- To digress for a moment, let's consider ...</li> <li>- To move off the point for a moment ...</li> </ul>
Emphasizing your points	<ul style="list-style-type: none"> <li>- What's especially important is ...</li> <li>- I'd like to emphasize (stress)</li> <li>- The main thing is ...</li> <li>- What I really want to stress is ...</li> </ul>
Explaining the meaning of abbreviations	<ul style="list-style-type: none"> <li>- WTO stands for World Trade Organization</li> </ul>

## Exploiting visuals

<p>Asking listeners to look at your visuals</p>	<ul style="list-style-type: none"> <li>- Have/take a look at this graph.</li> <li>- The vertical axis shows ... and the horizontal axis represents ...</li> <li>- As you can see from the slide/graph/chart</li> <li>- You can see from this slide that I'm going to cover three main points.</li> <li>- I'll leave this up as I talk so that you can follow the points.</li> <li>- This slide shows ...</li> <li>- From this graph you can see ...</li> <li>- Each line indicates ...</li> <li>- You can see from the key which line represents ...</li> <li>- For example, the dotted line shows ...</li> <li>- This table shows ...</li> <li>- The unbroken line shows ...</li> <li>- The broken line represents ...</li> <li>- The bar charts shown here indicate ...</li> </ul>
<p>Commenting on the content of a visual</p>	<ul style="list-style-type: none"> <li>- Look at the following pie-charts showing ...</li> <li>- I'd like to focus our attention on ...</li> <li>- This chart compares ...</li> <li>- I would like to concentrate on this green column ...</li> <li>- I'd like to draw your attention to ...</li> <li>- Looking at this graph it is interesting to note ...</li> <li>- As you may have noticed ...</li> <li>- Looking at the trend in sales during that time, you can see ...</li> <li>- The two diagrams give figures ...</li> <li>- If you look at it more closely, you'll notice ...</li> <li>- I'd like us to look at ... in more detail.</li> <li>-</li> </ul>
	<ul style="list-style-type: none"> <li>- Let's move on now and look at the figures for ...</li> <li>- Let's move on to the statistics.</li> <li>- I'd like to point out that ...</li> <li>- What is interesting/ important/ warring/ surprising/ of concern here is ...</li> </ul>

## Concluding

<p>Making a final point (signal)</p>	<ul style="list-style-type: none"> <li>- As a final point, let me raise a general issue.</li> <li>- As a final point, I'd like ...</li> <li>- So, that brings me to the end of my presentation ...</li> <li>- So, that completes our presentation.</li> <li>- Well, that covers everything I want to say.</li> <li>- To conclude, I'd like to introduce one final point.</li> </ul>
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Summarizing main points	<ul style="list-style-type: none"> <li>- So, to sum up, first I outlined the problem that we face and I gave three reasons for this problem. I then presented ...</li> <li>- Let me summarize what we've looked at.</li> <li>- I'll briefly summarize the main issues.</li> <li>- I'd like to summarize.</li> <li>- Let me just go over the key points again.</li> <li>- To sum up ...</li> <li>- In this presentation I wanted to explore ...</li> <li>- To summarize, I'll run through my three topics.</li> <li>- I'll briefly summarize the main issues.</li> <li>- I'd like to conclude by strongly recommending ...</li> <li>- Following what I have said today, I recommend that ...</li> <li>- To quote a well-known business leader, ...</li> <li>- As Bill Gates once said, ...</li> </ul>
	<ul style="list-style-type: none"> <li>- I hope to have been able to show that the effect of ...</li> <li>- This does of course highlight the need for further research in the area of ...</li> </ul>
Closing remarks	<ul style="list-style-type: none"> <li>- Thank you for your attention.</li> <li>- Thank you for listening.</li> <li>- Many thanks for coming.</li> <li>- If you have any questions, I'd be happy to answer them.</li> <li>- Are there any questions or comments?</li> <li>- I'd welcome your comments.</li> <li>- I'll now hand out ...</li> </ul>
Telling people how to contact you.	<ul style="list-style-type: none"> <li>- If you need to contact me, my email address and work number are on the screen.</li> <li>- Please feel free to contact me.</li> <li>- It would be useful to have your feedback.</li> <li>- You are welcome to get in touch.</li> <li>- Please email me if you have any questions.</li> </ul>

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