МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ УНІВЕРСИТЕТ «ЖИТОМИРСЬКА ПОЛІТЕХНІКА»

ЗАВДАННЯ ДО САМОСТІЙНОЇ РОБОТИ

з вибіркової дисципліни

«BUSINESS COMMUNICATION»

(для здобувачів вищої освіти денної та заочної форм навчання всіх спеціальностей)

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Вступ

Дисципліна «Business Communication» має на меті розвиток мовної, прагматичної та міжкультурної компетенції студентів в сфері ділового спілкування. Курс має практичне спрямування, яке здійснюється шляхом інтеграції мовленнєвих умінь та мовних знань в рамках тематичного та ситуативного контексту.

Методичні рекомендації з курсу «Business Communication» мають забезпечити послідовність вивчення матеріалу та допоможуть здобувачеві:

– оволодіти термінологією та знати ідіоматичні вирази мови ділового спілкування;

– розвинути та поглибити навички усного та писемного ділового мовлення;

– застосовувати здобуті у процесі вивчення англійської мови професійні та комунікативні навички для більш ефективного вирішення проблем ділового спілкування;

– засвоїти особливості письмового оформлення ділових документів англійською мовою.

Основними організаційними формами вивчення дисципліни «Business Communication» є: практичні заняття, виконання самостійної роботи, підсумкова контрольна робота, залік.

Практичні заняття мають на меті активізацію мовленнєвих умінь та навичок, їх практичне застосування під час виконання студентами комунікативних вправ та завдань за відповідними темами змістового модуля: «Влаштування на роботу», «Налагодження ділових контактів», «Світська бесіда», «Телефонні розмови», «Ділове листування», «Підоготовка та проведення презентацій», «Підготовка та проведення ділових зустрічей», «Підготовка та проведення перемовин».

Методичні рекомендації мають чітку структуру та складаються з адаптованих основних та додаткових текстів, лексико-граматичних вправ, завдань для виконання залікової контрольної роботи, словників-мінімумів, списку рекомендованої літератури.

Основні тексти охоплюють базові питання ділового спілкування та ведення

бізнесу.

Післятекстові питання та вправи зорієнтовано на контроль розуміння прочитаного і запропоновано для сприяння розвитку навичок усного мовлення. Додаткові тексти та дискусійні питання для формування комунікативних навичок допоможуть інтенсифікувати навчальний процес.

Для кращого засвоєння матеріалу ставиться вимога здебільшого письмового виконання лексико-граматичних вправ, ретельна підготовка до написання словникових диктантів тощо. Тренувальні вправи допоможуть активізувати вживання термінологічної лексики, граматично правильно будувати свої висловлювання. Для закріплення тематичного матеріалу подаються запитання, які виступають планом для обговорення певної теми та спонукають студентів до участі у дискусії.

Програмні компетентності

В процесі вивчення дисципліни здобувачі вищої освіти матимуть змогу набути наступні компетентності:

1. Здатність вільно, гнучко й ефективно використовувати англійську мову в усній та письмовій формі в офіційно-діловому стилі для розв’язання комунікативних завдань у бізнес-сфері;

2. Здатність вільно оперувати спеціальною термінологією для розв’язання завдань в процесі ділової комунікації;

3. Здатність створювати усні й письмові тексти офіційно-ділового стилю англійською мовою.

4. Здатність до організації усної і письмової ділової міжкультурної комунікації.

Програмні результати навчання

В результаті вивчення дисципліни здобувачі вищої освіти зможуть навчитися:

– вільно спілкуватися з професійних питань із фахівцями та нефахівцями англійською мовою усно та письмово, використовувати її для організації ефективної міжкультурної ділової комунікації;

– налагоджувати співпрацю з колегами, представниками інших культур та релігій, прибічниками різних політичних поглядів тощо;

– створювати усні й письмові тексти для ділової взаємодії англійською мовою;

– вміти застосовувати норми літературної англійської мови в процесі ділової комунікації.

Практичне заняття №1-2

Тема 1. Влаштування на роботу

Стислий зміст: Резюме. Види резюме. Основні вимоги до складання резюме

Мета практичного заняття: засвоїти методи створення ефективного резюме.

Задачі практичного заняття:

– розглянути поняття резюме та його особливості;

– розглянути існуючі типи резюме;

– розглянути методи створення ефективного резюме.

Завдання для самостійної роботи:

Ex 1. Read and retell the following text. Curriculum Vitae/CV (Résumé)

Résumé informs the employer about the experience and skills you have. The purpose of your résumé is to tell the employer why you should be hired. A good résumé is the first step to a job interview. Although a résumé should give a lot of information about you, you need to determine your main strengths and then select and order facts in a way that will impress your reader. Here are some guidelines:

A) match your skills and experience to the needs of the organization and present them clearly and concisely;

B) stress what sets you apart from the crowd;

C) remember that the primary aim is to rouse the employer's interest, not to provide a biography.

Your résumé should include enough information about you for the employer to feel that you are worth interviewing. Here is a list of the most common parts of résumé information. Be prepared to omit, add, or alter according to the job.

Name and Address. Usually this information is placed at the top of the page. Include the full mailing address with a postal code. You may also add a telephone number. If you are a student with a different mailing address for winter and summer months, give your both addresses and the dates when you will be at location.

Present Employment. This information helps the reader to grasp quickly the basis of your experience and the level of your responsibility.

Job Objective. This category is useful if you are a student trying to suggest that you have definite career goals. It may be useful if you want a specific job in a large organization with a number of vacancies. It is better to give not the position you would like (for example, a sales manager), but the area and the general level of responsibility (for example, "*a management position in marketing*" or "*management trainee*"). But if you are willing to try a variety of jobs, it's better not to include this category.

Summary of Qualifications. Some consultants recommend placing a capsule "Profile" of one or two sentences before the more detailed listing of your experience or qualifications. This summary is your chance to hit the reader directly with your most important attributes for the job, for example, "*an energetic and skilled communicator*", "*a specialist with the ability to analyze needs and implement solutions*", "*full of entrepreneurial spirit*".

Education. For students whose job experience is scanty or nonexistent, this section usually comes first. Educational qualifications are the most important point. Begin with your most recent educational attainment or your most advanced degree or diploma. If you have taken some courses, list those relevant to the job you are applying for. This is especially important for students seeking their first permanent job.

Work Experience. In most curriculum vitae this information is the major focus. In a standard résumé it is given in reverse chronological order. Students should include all volunteer and part-time jobs. However arrange this section, following this guide:

1. make the information action-oriented. For example write: ***reviewed*** *customer service procedures*; ***organized*** *employee training seminars;* ***prepared*** *budgets for the promotion department*;

2. instead of listing your duties for each job, tell what you have achieved; instead of "duties were to supervise customer accounts and keep the books" say that you "*supervised the customer accounts and kept the books*";

3. be honest; this advice does not mean that you should write about all your faults and draw attention to errors. But you should not misinform the reader.

Personal Information. Most personal information, other than your address and phone number, is unnecessary and should be left out. However, if you think that listing

some personal details will give you an advantage, by all means do it. For example, being single might be an advantage for a job requiring a lot of travelling.

References. You don't need to give the names of people who can supply references. Some applicants prefer to wait until the employer is seriously interested, especially if they are currently employed and don't want others to know they are looking around for a job. Omit this category or write: "References will be supplied on request". If you do include references, give a full name, title, company, and address. Telephone numbers may also be helpful.

Ex. 2. Answer the following questions.

1. What is the purpose of résumé?
2. What are the main guidelines to write a resume correctly?
3. What are the most common parts of résumé information?
4. Where is the information about your name and address usually placed?
5. When is "Job Objective" category useful?
6. What section in a resume comes first if you are a student and your job experience is scanty or nonexistent?
7. What is especially important for students seeking their first permanent job?
8. In a standard résumé the information about your work experience is given in reverse chronological order, isn't it?
9. What personal information shouldn't be left out as you write your resume?
10. What information should you give in references?

Ex. 3. Complete the sentences with the words from the text.

1. Résumé informs the employer about … .
2. In your resume you need to determine … and then select and order … that will impress your reader.
3. Your skills and experience must be presented clearly and … .
4. Your résumé should make the employer feel that you are ... .
5. Name and address are placed at the … .
6. It is better to give not the position you would like, but … .
7. For students whose … is scanty or nonexistent, section "Education" usually

comes first.

8. In a standard résumé “Work Experience” section is given in … .

9. Instead of listing your duties for each job, tell what … .

10. … might be an advantage for a job requiring a lot of travelling.

11. Some applicants don’t want others to know they … .

12. If you include references give …

Ex. 4. Write your own resume/CV. Use the information from the unit and the examples of the given letters. Remember that to strengthen your resume/CV you may use the following action verbs.

analyzed – аналізував, administered – вів справи, керував, completed – проводив (роботу), created – створював, evaluated – визначав (кількість, вартість); implemented – впроваджував, improved – удоскудосконалював, investigated – дослідив, вивчив, managed – вів справи, керував, organized – організував, participated – брав участь, performed – виконав, planned – планував, proposed – запропонував, provided – забезпечив, researched – досліджував, solved – вирішив (проблему, задачу), streamlined – модернізував, supervised – завідував, supported – підтримував.

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

2. Бессонова І. В. Англійська мова (за професійним спрямуванням). Частина ІІ: Навч. посіб. для дистанційного навчання. К.: Університет «Україна», 2005. 263 с.

Практичне заняття №3

Тема 1. Влаштування на роботу

Стислий зміст: Співбесіда з роботодавцем. Основні вимоги та норми етикету.

Мета практичного заняття: засвоїти особливості та методи ефективного пошуку роботи.

Задачі практичного заняття:

– уточнити поняття співбесіди;

– окреслити особливості співбесіди: чого чекає від вас роботодавець і що шукає кандидат;

– розглянути основні етапи та стратегії для покращення враження на роботодавця від співбесіди з кандидатом.

Завдання до самостійної роботи:

Ex. 1. Match the answers to the corresponding questions.

1. How has your college experience prepared you for a business career?

My background to date has been centered around preparing myself to become the very best financial consultant I can become. Let me tell you specifically how I've prepared myself. I am an undergraduate student in finance and accounting at ---------- University. My past experiences has been in retail and higher education. Both aspects have prepared me well for this career.

See also this page of our Job Interviewing Tutorial.

2. What influenced you to choose this career?

I want to be working for an excellent company like yours in a job in which I am managing information. I plan to contribute my leadership, interpersonal, and technical skills. My long-range career goal is to be the best information systems technician I can be for the company I work for.

See also this page of our Job Interviewing Tutorial.

3. How would you describe yourself?

I have prepared myself to transition into the the work force through real-world experience involving travel abroad, internship, and entrepreneurial opportunities. While interning with a private organization in Ecuador, I developed a 15-page marketing plan

composed in Spanish that recommended more effective ways the company could promote its services. I also traveled abroad on two other occasions in which I researched the indigenous culture of the Mayan Indians in Todos Santos, Guatemala, and participated in a total-language-immersion program in Costa Rica. As you can see from my academic, extracurricular, and experiential background, I have unconditionally committed myself to success as a marketing professional.

See also this page of our Job Interviewing Tutorial.

4. What specific goals have you established for your career?

My ideal job is one that incorporates both my education and practical work skills to be the best I can be. Namely combining my education in finance with my working knowledge of customer-service operations, entrepreneurial abilities, computer skills, and administrative skills. I want to utilize my analytical expertise to help people meet their financial goals. This is exactly why I am convinced that I would be a very valuable member of the Merrill Lynch team.

See also this page of our.

5. What specific goals, including those related to your occupation, have you established for your life?

My past experiences have shown me that I enjoy facing and overcoming the challenge of making a sale. Without a doubt, once I have practiced my presentation and prepared myself for objections, I feel very confident approaching people I don't know and convincing them that they need my product. Lastly, I like sales because my potential for success is limited only by how much of myself I dedicate toward my goal. If any profession is founded on self-determinism, it surely must be sales.

See also this page of our Job Interviewing Tutorial.

6. What will it take to attain your goals, and what steps have you taken toward attaining them?

I knew that I wanted to pursue information-systems technology about my sophomore year in college. It was then that I realized that my that my hobby (computers) was taking up most of my time. My favorite courses were IT courses. I also realized that I so enjoyed the computer-oriented work-study I was doing that I would

have done it for free.

7. At what point did you choose this career?

My goals include becoming a Certified Financial Advisor so I can obtain a better working knowledge of financial research analysis. That background would enable me contribute to my client base as a better financial consultant since I would have that extra insight into the companies they seek to invest in. I could then be a portfolio manager or even branch office manager.

8. Please describe the ideal job for you following graduation.

9. I've already done some research on other workers at Merrill Edge to see how they achieved similar goals. I know that Merrill Edge encourages the pursuit of a graduate degree and will reimburse for tuition. I plan to pursue an MBA to give me an even more extensive knowledge of business and financial analysis.

Ex. 2. Follow the link and listen to the interview: https://learnenglish.britishcouncil.org/skills/listening/c1-listening/job-interview

Before listening

A job interview

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the abbreviations (1-4) with the definitions (a-d).

Abbreviation

1. ..... B2B
2. ..... B2C
3. ..... L&D
4. ..... HR

Definition

a) learning and development

b) human resources

c) business to business

d) business to customer

Ex. 3. Circle the best answer.

1. Four years ago, Maria worked for a small HR services provider ...

A) in the B2B sector.

B) in the B2C sector.

C) in both B2B and B2C sectors.

2. Maria has been in her current job ...

A) for four years.

B) for three years.

C) for one year.

3. Maria's current role is focused ...

A) only on learning and development.

B) on a number of HR topics.

C) only on payroll and she wants to do L&D.

4. Maria ...

A) did a diploma in L&D two years ago.

B) is doing a diploma in psychology at the moment.

C) Both options are true.

5. Maria will need to ...

A) identify and devise an L&D strategy.

B) devise and implement an L&D strategy.

C) implement an L&D strategy that has already been devised.

6. Maria ...

A) will hear back from them next week.

B) has been invited to a second interview next week.

C) needs to call them next week to find out the next steps.

Ex. 4. Complete the sentences with words from the box.

personal	good fit	aligned	replicated
stability	measured	responsible	report

1. Maria feels her skills and experience are a ..... for the company.

2. Maria changed jobs because she was looking for more …… .

3. She was.....for learning and development.

4. She feels with the company's brand and values.

5. She's used to taking a ..... approach to L&D.

6. Her ideas can be on a larger scale.

7. She would..... to the HR manager.

8. Performance will be ..... in different ways.

Ex. 5. Write the words in the correct order to make sentences or questions someone could say during the job interview.

a. nice/ Good afternoon,/ to/ you./ meet/ Good afternoon, nice to meet you.

b. in touch./ Thank you/ We'll be/ for coming today.

c. got/ any questions?/ Have you

d. your/ tell us/ you/ previous work experience, /Can/ about/ please.

e. in a team?/ you/ Do / work well

f. start?/ could/ When / you

g. this job?/ you want/ Why/ do

h. a few questions./ would/ to ask/ We/ you/ like

i. have you got/ help you/ What skills/ that/ in this job?/ would

j. £10.50 per hour/ Sundays. / and work / Wednesdays to / You'll get

Ex. 6.

- **Complete the job interview conversation.**
- **Write the interviewer's questions from Worksheet 6 (a-i) in the correct places.**

Interviewer: Good afternoon, nice to meet you. Interviewee: Hello. Nice to meet you, too.

Interviewer:

.....

Interviewee: OK, great. I'll do my best to answer them. Interviewer:

.....

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a supermarket. I worked there for 18 months. Before that, I worked as a cleaner at a school.

Interviewer:

.....

Interviewee: I'm very organised and always on time. I have good people skills and I am polite. I can cook and I have a certificate in food safety.

Interviewer:

.....

Interviewee: I would like the job because this is a good organisation to work for. I like meeting people and talking to customers. Also, I can work at lunch times and in the evenings – the hours are good for me.

Interviewer:

.....

Interviewee: Yes. I like working together with other people. Interviewer:

.....

Interviewee: Straight away! Interviewer:

.....

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

Interviewer:

.....

Interviewee: Thank you very much. I look forward to hearing from you. Interviewer:

.....

Ex. 7. Discuss the following questions in pairs.

1) What was your first job? What is the worst job you have ever had?

2) Do humans need to work? If you were rich and didn't work at all, could you be happy?

3) What questions are inappropriate for an interviewer to ask in an interview?

4) Brainstorm: Take two minutes to make a list of things you should and shouldn't do before, in, and after an interview. When finished, share your list with the class.

Ex. 8. Role-Play a job interview in pairs.

1) You and your partner will take turns interviewing. First, decide who will be the first job seeker. Next, choose one of the below jobs to apply for. When you've chosen, read your role below.

Project Manager, IBM

Duties: Manage projects on time and on budget. Responsible for risk management, project tracking & contingency planning.

Required: Bachelors degree, experience in project mgmt, and expertise in MS Office. Must have excellent leadership & interpersonal skills.

English Instructor, ABC Learning.

Duties: Conducting group & private classes in businesses

Requirements: university degree in related field, fluency in English, and teaching experience.

Must be: well-organized, energetic, professional, and legally qualified to work.

Head Chef, Antonio's

Duties: delivery of food services

Requirements: Certificate III in Hospitality or similar, and exp. with food prep. and delivery.

Must be: able to work autonomously, well-organized, & knowledgeable about food safety (note: each student reads his/her role only)

Student A (Interviewee)

You will be interviewed. This is a role-play so you may pretend to have the appropriate background for the position. Take a minute to prepare. Soon, the interview still start.

Student B (Interviewer)

Decide how you want to structure the interview and what questions to ask (optional: include an inappropriate question). Also, try to think of a scenario related to

the job and ask the interviewee how he/she'd behave in that situation. Take a few minutes to prepare. When ready, begin the interview.

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

2. Гужва Т. М. Reasons to Speak. Сучасні розмовні теми. Харків: Торсінг Плюс, 2006. 304 с.

Практичне заняття №4-5

Тема 2. Налагодження ділових контактів

Стислий зміст: Вміння застосовувати основні принципи та прийоми для знайомства, налагодження ділових стосунків

Мета практичного заняття: розглянути і засвоїти основні особливості і стратегії налагодження ділових контактів.

Задачі практичного заняття:

– уточнити сутність поняття «ділові контакти»;

– навчитись свідомо керувати процесом налагодження ділових контактів;

– розглянути найкращі стратегії для налагодження ділових контактів.

Завдання до самостійної роботи:

Ex. 1. Quiz: Breaking the ice

1. You decide to attend an international conference. You have never attended such an event before. What is your main reason for attending?

Choose one option.

A) I'm going to attend lots of presentations so I can keep up-to-date with developments in my industry.

B) I'm hoping to meet lots of interesting people – maybe some of them will be useful for my future career.

C) I have a target of twenty people that I want to meet, so I can persuade them to buy our products.

2. On the first evening, you attend a 'welcome party'. You arrive in a large hall filled with about 500 people. They all seem to be talking to each other in groups. There's nobody that you recognise. What do you do?

A) Go up to one of the groups, introduce yourself and ask if you can join them.

B) Go up to one of the groups and listen to the conversation. Maybe you can join in later.

C) Find where the food is being served and try to start a conversation with someone in the queue.

D) Walk around the hall, pretending to be looking for someone. Avoid eye contact

with other people.

E) Turn around and go home.

3. At the conference party, which of these problems would be worse for you?

A) No-one wants to talk to you.

B) A really boring person wants to talk to you … and you can't escape from him/her.

4. Where is the best place to stand if you want people to talk to you?

A) In the middle of the hall.

B) By the wall.

C) Outside.

D) By the buffet / bar.

5. Which topics of conversation could you use to break the ice with someone?

A) How much you hate parties like this.

B) The conference.

C) Your work.

D) Sport.

E) The weather.

F) Politics.

G) How bad the food is.

H) Where are you from.

Ex. 2. Read the text, underline and translate 10 new words and word-combinations from the text, and make up 10 questions to it.

Everyone knows that conferences are great for networking. Of course, you might also learn some new things at the presentations and workshops, but it's what happens during the coffee breaks and the evening events that make conferences such a good use of your time and money. Conferences are all about meeting people and, yes, making friends. Of course, some of those new contacts may become customers for your company too, but don't try to sell to them at the conference unless you really have to. Most of the people you meet won't want to buy from you – but they might be able to point you in the direction of some potential customers that they know. In other words,

relax – don’t try too hard. Just be yourself, and allow any business partnerships to appear naturally.

The most difficult part of networking is always breaking the ice: starting a conversation with a stranger and then keeping it going for those important first five minutes. It can be incredibly daunting to walk into a room full of people, all of whom seem to know each other and are involved in deep conversations. How on earth do you join in? Well, the most important thing to remember is that most of those people are in the same position as you. Half the people in the group conversations also don’t know anybody and are nervously trying to get involved. The busy-looking people who are walking around the hall are probably just pretending to be busy so they don’t have to admit that they’re alone.

The best thing to do is to try to get involved in one of the conversations. It’s polite to introduce yourself and ask if you can join the group, but there’s nothing wrong with standing and listening for a few minutes first. Don’t worry that the group are discussing top-secret business deals: they almost certainly aren’t! And if they are, they should expect people to interrupt them from time to time – it’s a networking event, after all.

The worst thing to do – apart from standing in the middle of the hall by yourself – is to walk around looking busy. This is like holding up a sign saying «Please don’t talk to me». If you really feel too embarrassed to talk to strangers, perhaps you should go home and try to network at the conference tomorrow, where it should be much easier. A much better solution, though, is to move slowly around the room, make eye contact with people, smile and say «hello». That way, even if you’re too nervous to start a conversation, other people will understand that they can start a conversation with you.

Sometimes, we’re our own worst enemies: we feel bad when no-one wants to talk to us, but then when someone tries to engage us in conversation, we can’t wait to get away. If someone has made the effort to come up to you, they deserve at least five minutes of your time, no matter how boring that person seems. Even if you decide at the end of that time that the person is too boring to talk to, perhaps they can introduce you to someone else who you can talk to. And if you’re lucky, perhaps more people will join your conversation group, and suddenly you’ll find yourself in the middle of the action.

I don’t smoke, and I don’t intend to start, but I’ve noticed that smokers seem to have a natural advantage at networking events: they hang around outside, where it’s quieter, there are fewer people and it’s easier to talk, and they have an easy way to start a conversation («Do you have a light? It’s cold out here, isn’t it?»). Of course, you don’t have to smoke to get these advantages: you could simply step outside for some fresh air and try to strike up a conversation with someone who is standing alone out there. You may find that half of the ‘smokers’ aren’t actually smoking, just taking advantage of the natural opportunity to start conversations.

Another natural place for starting conversations is the buffet or bar, even if the conversations are very superficial: Do you know where I can find the spoons? Could you pass me the milk? Of course, you need to be ready to follow up these ice-breakers with something much more engaging.

So what can you talk about? The obvious thing to mention is the party itself – but whatever you do, don’t start moaning about how much you hate parties. Nobody likes listening to moaners. Why not ask if the other person knows a lot of people at the party, or if they are enjoying the party. Another great topic is the conference: did you attend any good presentations today? Are you giving a presentation yourself? Have you traveled a long way to get here? Topics like sport and the weather are fine for keeping a conversation going, but might not be suitable as an opening discussion. The same goes for work: by all means find out what the other person does for a living, but perhaps try a little small talk about the party, the conference or the food first.

Finally, you may think that socializing in a foreign language would be harder than in your first language. In fact, in many ways it’s easier. You’ve got a great topic of conversation which other people will always find interesting: where you’re from. Many people will also treat you with more patience when they know you are a foreigner, and you are having problems with the language.

Of course, you can’t just walk up to someone and say «Hi, I’m from Brazil». It’s always better to start with a question about the other person, rather than a statement about yourself. But by choosing the topic, you’re making it much easier for the other person to follow up with a question about you: «And what about you?»

So don’t hide, don’t walk around looking busy, and don’t try to escape from the first boring person who tries to talk to you. If you make an effort, you’ll find the experience a lot more enjoyable – and successful for your professional career.

Ex. 4. Look at the typical sequence of conversation and match from 1-7 to a-g (appropriate statements).

1. Opening question
2. Immediate answer
3. Follow-up question
4. Immediate answer
5. Additional comment
6. Next question
7. Establishing topic of common interest'

A) Yes, it is

B) Is this your first trip to ...? How was your trip?

C) Are you staying long? Business or pleasure?

D) No. Business.

E) Have you found time to see much? Really? Where is your company based?

F) Are you interested in gardens? Oh, I visited Detroit a couple of years ago. That's a coincidence. My wife is in fashion, too.

G) But hopefully not my last. Unfortunately only a couple of weeks. Business, I'm afraid. My company is setting up an office here in Tokyo.

Ex. 5. Imagine that you were speaking to a businessman from ABC Company. Try to put appropriate sentences from the dialogue in the following categories.

GREETINGS WEATHER SPORTS (MEN) WORK

Robert: Hello, I'm Robert Norts. I'm from the Sales and Marketing Department of ABC company.

You: Hello, I'm I have just arrived from Ukraine.

Robert: How are you? Welcome to our company.

You: How are you? Nice to meet you.

Robert: How was your flight?

You: A little bumpy, but I am glad to be here.

Robert: Good. Did you have a chance to rest?

You: Yes. I had a good night's sleep last night.

Robert: Well, fortunately we have nice weather today.

You: Yes, it's beautiful. When I left, it was snowing in Chernihiv.

Robert: So, Mr. (Miss)..., where are you staying?

You: I'm at the Victoria Hotel.

Robert: Very nice. Have you seen any sights yet?

You: Not yet, but Saturday I plan to tour the city and see everything. Maybe you could recommend a tour.

Robert: Well, there are some bus tours of the city. Or you might try just a tour on foot.

You: Sounds good.

Robert: I understand you are in advertising. Do you have any new ideas for our company?

You: Yes I do. I hope we will have time to discuss them all at the meeting,

Robert: Fine! Then let's go, I think we are in the conference room over there.

You: Well, I shall follow you.

Ex. 6. Watch the video about 10 icebreakers and write them down: https://www.youtube.com/watch?v=xPxaUdGxGuQ

Ex. 7. The following four dialogues are in the wrong order. Rearrange them to make a natural flow of conversation.

Dialogue 1

- Really? What did you expect?
- No, I've been to the States before, but this is the first time in Atlanta.
- So, what do you think of Atlanta?
- Fine, I'll see what I can arrange.
- Well, it's not what I expected.
- There is a part like that. You must let me show you around.

- Well, I suppose I thought it would be more traditional.
- That would be interesting.
- Is this your first trip over here?

Dialogue 2

- I'm sure. I hope to get back here again.
- That's a pity. There's a lot to see.
- Good. Are you here on business then?
- Are you staying long?
- Really? That's interesting. What line are you in?
- No, just a couple of days.
- Yes, we're thinking of setting up an office here.

Dialogue 3

- That would be nice.
- That's interesting. My son is an editor on the local paper.
- I believe you're in journalism.
- Really? I expect I'll meet him.
- Yes, that's right. On the editorial side
- Yes, what about corning round for a drink? I could introduce you to him.

Dialogue 4

- Scotland. This time of year it's pretty cold.
- A bit warmer than back home
- Well, if you do come across, you must visit us
- Oh, so where do you come from?
- Yes, that's right. The best time to visit is in the summer.
- I can imagine. I've never been but people tell me it's very beautiful.
- How do you find the weather here?
- Maybe I'll get across next year.

Ex. 8. Imagine that you are having dinner with Mr. Liders, a client from New Zealand who get on with very well. He is visiting your country for the first time. Write down ten questions you could ask (about his country, firm, impression of

your country, etc). Begin each question differently, like this:

Did...? Are..? Is..? Do...? Does...? Have...? Has...? Who...? When...? Where...? What...? What kind of... ? How many...? How much...? How long...? Why...?

Ex. 9. Read the following dialogue and put appropriate questions into it.

- And where will the lectures be read?
- Have got any comments on the topics of the lectures?
- How long will they stay?
- What would you like to start with?
- Shall we get down to business?
- Is it in the center of London?

Robert: Good morning, David, i hope you had a good sleep and liked the hotel.

David: Thank you. The hotel and the restaurant are all right. We had a very nice evening at the restaurant. Everything was fine.

Robert: I also enjoyed last night. Now, 1_____?

David: Yes, certainly. There are a few points to discuss 2_____?

Robert: If you do not mind, let's start with the time of the Programme. We are planning to send a group of ten persons not later than on the 10th of March.

David: 3_____?

Robert: They prefer to be in London for seven or six nights.

David: Well 4_____?

Robert: On the whole the participants are quite satisfied with your choice. But if you could add "Accounting in companies and banks" it will be very good.

David: No problem. I am making a note of that. We have got a very good lecturer.

Robert: 5_____?

David: In one of the conference rooms of the hotel, where they will stay. I mean the Sherlock Holmes Hotel in Baker Street.

Robert: But 6_____?

David: Oh yes. It is very close to Oxford Street and Madam Tussaud's. Robert: Very good. Then let's make a break for lunch.

David: Not a bad idea!

Ex. 10. Underline the sentences true to the text above:

1. Nick is ten minutes late for the meeting. David is ten minutes late for the meeting. The businessmen meet on time.

2. Robert joins the businessmen in the lounge at 10 sharp. Nick takes David to Robert's office. David goes to Robert's office by himself.

3. Before the businessmen get down to business they speak about the weather. Before the businessmen get down to business they speak about their families.

Before the businessmen get down to business they speak about hotel and the dinner at the restaurant.

4. During their business talk the businessmen discuss only one point. They discuss two points.

They discuss a few points.

5. They start their talk with discussing the hotel accommodation. They start their talk with discussing the topics of the lectures. They start their talk with discussing the time of the Programme.

6. They make a break for dinner. They make a break for lunch.

They make a break for having a small talk.

Ex. 11. After having lunch at the canteen of the company the businessmen resume their talk. Read the following talk and choose appropriate words in it.

Robert: There are a few more things I would like to discuss with you. David: Well, I am at your (help, service, charity), sir.

Robert: In your offer you proposed a few external business visits for the group. David: Yes, I proposed (meetings, conference, visits) to the Bank of England, Metal Exchange, a lawyers' company and a small producing company.

Robert: That's right. Could you (make, settle, cut) a visit to the Metal Exchange? A few participants would like to have some time for a visit or two of their own interest.

David: Fine. We shall have lectures in the mornings and business visits in the afternoon. Two afternoons are free. And the participants may easily pay their own visits. If they need my help I am always very glad (to help, to receive, to get).

Robert: Very well. It's settled then. And one more thing. What cultural

(excursions, meetings, competition) will the group make?

David: I propose visits to Windsor and Oxford.

Robert: Fine. Now comes the most important question. I mean the Programme fee.

David: Let me make some (calculations, counts, expenses) first... Taking into consideration all the changes we made the programme the fee comes to ten thousand pounds.

Robert: In other words one thousand per (people, members, person)... I suppose I can agree to that. It seems to me we have discussed all the points and can sign the Contract.

David: When we meet tomorrow afternoon the Contract will be ready and we shall (sign, write, copy) it.

Robert: See you at 3, if it is (comfortable, convenient, suitable) for you. David: All right. See you tomorrow then. Good-bye.

Ex. 12. Underline the sentences true to the text above.

1. After having some coffee at the canteen of the company the businessmen resume their talk.

After having a cold drink at the canteen of the company the businessmen resume their talk.

They resume the talk after having lunch at the canteen.

2. In his offer David proposed one external visit. In his offer David proposed no external visit. Introduction and greetings at the first meetings 73 In his offer David proposed a few external visits.

3. Robert asks David to cut a visit to the London Metal Exchange. Robert asks David to cut a visit to a lawyer's company.

Robert asks David to cut a visit to a producing company.

4. The Programme fee is ten thousand dollars per person. The Programme fee is ten thousand pounds per person. The Programme fee is one thousand pounds per person.

5. The businessmen agree to meet tomorrow to discuss some other details. The businessmen agree to meet to sign a Contract.

The businessmen agree to sign a Protocol.

Ex. 13. You have just been introduced to a business colleague, and need to make him or her feel at home. What kinds of questions could you ask? Discuss in pairs and make up five questions.

Ex. 14. Try to answer the following questions:

1. In your own workplace or place of study, who do you call by their first names, and who by their surnames?

2. Who do you address at work using the formal or polite forms of you in your language?

3. Are there people who use your first name but who you are expected to call by their surnames?

4. Would this be any different with British or American people you work with? Or with other nationalities than your own?

5. Who do you talk to at work about your family and after-work activities? Who do you meet socially outside work?

Ex. 15. Quiz. Underline your variant

1. Which is the best definition of a good conversationalist?

A) Someone who always has plenty to say.

B) Someone who has plenty of amusing stories to tell.

C) Someone who will listen carefully to what you have to say,

D) None of these (give your own definition).

2. If someone just says «What?» after you've carefully explained something, do you...

A) go through the explanation again using different words?

B) feel that you have been wasting your time?

C) feel that you have not been believed?

D) none of these (give your own definition).

3. What impression do you try to give to the people you deal with in business?

A) pleasant

B) sincere

C) efficient

D) tactful

4. What impression do you try not to give?

A) aggressive

B) shy

C) nasty

D) clumsy

5. What impression may you give to a stranger by:

A) yawning

B) talking in a loud voice

C) sniffing

D) tapping fingers

6. If a man wearing jeans and no tie comes into your office, do you think he...

A) isn't correctly dressed?

B) can not be important?

C) is quiet normal

D) someone who has come to fix the electricity or something?

7. If someone shakes your hand very hard and long, this means ...

A) he is very pleased to see you

B) he is trying to show you that they are sincere

C) he is waiting for you to say something

D) he is reliable and friendly

8. If a Canadian businessman keeps stepping backwards while he is talking to a Mexican businessman, this means...

A) he does not like Mexicans

B) the Mexican is trying to be too friendly

C) Northern people do not feel comfortable standing as close to another person as Southern people normally do

D) Canadians are less friendly than Mexicans.

9. If you are receiving a business card from a Japanese person, it is more polite to

take it with ...

A) your left hand

B) your right hand

C) both hands

D) one hand and present your own card with the other

10. If you are meeting an Arab client it is polite to ...

A) get straight down to business

B) wait until he raises the topic of business

C) stick to small talk for the first few minutes

D) ask him to close the door of his office to prevent interruptions.

Ex. 16. Discuss the following questions with a partner.

A. What exactly is networking? What's the difference between networking and social networking?

B. Which social networking sites / tools have you heard of? Which have you used? Which would you recommend?

C. What is the relationship between social networking and face-to-face socializing?

D. Do you see social networking as something you do for work or for pleasure?

E. What can you do to get the most out of social networking for work?

Ex. 17. Watch the video about the power of relationship building. https://www.youtube.com/watch?v=O5vU8oWNdE0. What are the main principles of networking?

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

Практичне заняття №6-7

Тема 3. Світська бесіда

Стислий зміст: Вміння вести світську бесіду, підтримувати діалог (small talk)

Мета практичного заняття: навчитись вести світську бесіду.

Задачі практичного заняття:

– уточнити поняття «світська бесіда» («small talk»);

– розглянути основні теми та завдання світської бесіди;

– розглянути стратегії, що використовуються задля підвищення результативності світської бесіди.

Завдання до самостійної роботи:

Ex. 1. Read these quotes carefully to make sure you understand all the words. Can you guess the missing word in each quote? Comment on the meaning of each quote.

1. «When people talk, listen completely. Most people never_____». (Ernest Hemingway)

2. «To listen closely and_____well is the highest perfection we are able to attain in the art of conversation». (Francois de La Rochefoucauld)

3. «I only wish I could find an institute that teaches people how to listen. Business people need to listen at least as much as they need to talk. Too many people fail to realise that real_____goes in both directions». (Lee Iacocca, Former CEO Chrysler Corporation)

4. «Seek first to_____, then to be understood». (Stephen R. Covey, 7 Habits of Highly Effective People)

5. «I would say that listening to the other person's_____may be the most important thing I've learned in twenty years of business». (Heath Herber, Herber Company)

6. «When I left the dining room after sitting next to Mr. Gladstone, I thought he was the cleverest man in England. But after sitting next to Mr. Disraeli, I thought _____ was the cleverest woman in England». (A woman when asked her impression

of the two English statesmen Benjamin Disraeli and William Gladstone after dining with them).

7. «How can you have charisma? Be more concerned about making others feel good about___than you are making them feel good about you». (Dan Reiland)

8. «____». On my television show, I probably use this word more than any other. It's the greatest question ever asked and it always will be. And it is certainly the surest way of keeping a conversation lively and interesting. (Larry King. How to Talk to Anyone, Anytime, Anywhere)

Ex. 2. The Power of Active Listening.

Student A

You are going to talk for two minutes about a time when you didn't know anybody and had to try to build relationships with strangers. Your story could be a success (i.e. how you managed to build relationships) or a failure (i.e. how you failed). If you can't think of a true story, use your imagination to invent one.

Use some of the following ideas to help you plan your story. Remember: you will need to speak for two minutes.

1. Where were you? Why were you there?
2. Who were the other people?
3. Why didn't you know anyone?
4. What did you do? Did it work?
5. How did you feel?
6. What did you learn?

Student B

Student A is going to tell you a story for two minutes. You are going to try to change student A's mood just by the way you listen to the story. Here's how you're going to do it:

7. For the first minute, listen to student A's story, but don't react in any way. Just look at student A with a neutral expression on your face.

8. For the second minute, gradually start to appear more interested in student A's story, so that by the end of the second minute you seem to be fascinated.

Student C

Your job is simply to watch your classmates as they take part in an experiment. You have to work out what the experiment is, and how effective it is. Be ready to report back to the class on what you observed.

Ex. 3. Active listening quiz

1. What are the differences between the ways you listen and respond in the following situations?

A) You have met someone for the first time, and are finding it difficult to keep the conversation going.

B) You are engaged in a good conversation with someone you've just met.

C) A friend is telling you a personal story, such as a sad or unpleasant experience.

D) A boring person is telling you a dull story, and showing no interest in giving you the chance to speak.

2. Imagine you are a counselor or therapist. When one of your clients is telling you a personal story, what is the best and the worst thing to do with …

A) … your face?

B) … your head?

C) … your hands?

3. What "listening noises" can you use to encourage the other person to keep talking? Are there any dangers with these listening noises?

A) Really?

B) Mmm

C) Wow!

D) OK

E) Right

F) I see

G) Go on

H) Oh dear

I) Uh-huh

K) A-ha

L) Oh no!

4. Imagine you are a counsellor or therapist. Your client has just finished telling you about a problem they have had. What is the best way to respond?

A) Explain what the person did wrong, e. g. Do you know what you did wrong?

B) Suggest a solution to the problem, e. g. I think you should …

C) Tell a story about a similar problem you once had, e. g. A similar thing happened to me a few years ago. I was at the …

D) Comment on the story, e. g. That must have been really disappointing.

E) Ask for more details, e. g. Where did this happen?

F) Summarise the story in your own words, e. g. So, in other words, …?

G) Ask about the underlying reasons for someone's behaviour, e. g. Why do you think she behaved like that?

H) Ask about the speaker's emotional reaction, e. g. How did that make you feel?

I) Explain that you know how the other person feels, e. g. I know exactly how you feel.

Active listening quiz – Commentary

1. In situation (a), you will probably need to ask as many questions as possible in order to encourage the other person to talk. You should resist the temptation to fill the conversation with your own monologue. In situation (b), you can relax, and bring in more of your own stories. A nice strategy is to find things that you have in common with the other person. This is very different from situation (c), where you should listen and encourage the other person to speak, and keep the conversation focused on that person for as long as he/she feels the need to speak. Of course, listening to another person speaking for too long can be very boring, so if you find yourself in situation (d), you'll need to find a way out, either by turning the monologue into a dialogue, or simply by making an excuse to walk away. Just make sure you do it in a way that doesn't upset the other person.

2. a. Eye contact is very important – if you start looking around the room, it's a clear sign that you're not really listening. You can also show that you are concentrating on the other person's story by furrowing your brow, i.e. tightening the muscles above

your nose.

b. Nod your head slowly to show that you are listening. Don't nod too fast – it makes you look impatient for the other person to finish. You can also try tilting your head at an angle to show that you are curious.

c. Keep your hands still while you are listening – it might help if you're holding something like a cup of tea. And whatever you do, don't fold your arms – it shows that you are closed to what the other person has to say.

3. All of these listening noises can be good or bad, depending on how you say them (your intonation or tone of voice) and the situation. Neutral sounds such as mmm and uh-huh are safest, as they show you are listening without expressing an opinion. Go on is useful for encouraging the other person to continue. Most of the other listening noises can be said in at least two ways: an emotional way to express surprise (e. g. Really?, Wow!, A-ha!) or disappointment (e. g. Oh dear, Oh, Oh no!) or in a neutral way, expressing understanding without an emotional judgement. In general, this neutral way is better if you want to encourage the other person to speak. OK, right and I see can show that you're listening, but they are also often used to show that you want to move the conversation forward, i. e. that you have heard enough, so be careful with your intonation.

4. Of course, the 'best way to respond' will depend on lots of factors, such as the personality of the other person and the type of story they have told. But for many people, it can be very annoying to receive advice (a) or, even worse, criticism (b), when in fact all they really wanted was someone who would listen to their story. The best way to show that you've really been listening is to paraphrase the most important parts (f). Another very common mistake is to turn the other person's story into a story about yourself (c). As discussed in question 1, there's a time for finding things in common, and a time for staying quiet and listening. It's better to show that you are trying to understand the other person's feelings (d) rather than relating everything to yourself (i). Questions are a good way of showing you've been listening, but the speaker may be frustrated if you only ask fact-based questions (e). It's better to ask about emotions (h) or, to encourage the speaker to think about the reasons for what happened.

Ex. 4. Social networking game

1. Write a short blog post about your experiences of social networking: what you've used, what you've learned, and what you'd recommend. If you have never tried social networking, you could explain why. If you have had a bad experience, you could describe that. Be quick – you'veonly got five minutes. But make sure other people will be able to read your handwriting.

2. Make sure you've included a name for your blog (e. g. Kim's Blog) and a title for the blog post (e. g. What I learned through social networking). Display your blog post somewhere in the classroom, for example on a wall or a desk.

3. Go around and read other people's blog posts. Add a short comment at the bottom. Try to be positive, but at the same time try to bring in some new ideas you can. Make sure you include your name.

4. There is also a separate sheet of paper, called *The Social Network*, which represents sites like Twitter and Facebook. Use this sheet of paper to recommend the blog posts you have read. Remember to include the name of the blog and its location (e.g. on the wall by the door).

5. Monitor your own blog, so you can respond to other people's comments, as well as the Social Network site, to thank people for their recommendations, and other blogs you have commented on.

Ex. 5. Think about the following situations and your rules of etiquette:

Table manners in a restaurant

Entertaining in the home

Dress for all occasions

Dating

Gift giving

How to act at a party

Ex. 6. Discuss these questions with your partner.

1. Every organization has its own distinctive culture, and this can vary enormously from company to company. To an outsider, corporate culture differences are usually reflected in external symbols or characteristics, such as advertising and design.

Other characteristics of corporate culture are only observable when you get inside the company as an employee or a supplier, such as the kind of dress worn by staff or the use of first names. Try to think of some other characteristics of corporate culture based on companies that you know.

2. Think of some large supermarket groups you know. What kind of image do they project to their customers, e. g. friendly, giving best value?

Ex. 7. Read the following text and say if these statements are true or false.

1. In France you are expected to shake hands with everyone you meet.
2. People in Britain shake hands just as much as people in Germany.
3. In France people prefer talking about business during meals.
4. It is not polite to insist on paying for a meal if you are in Italy.
5. Visitors to Germany never get taken out for meals.
6. A humorous remark always goes down well all over the world.

Good Manners. How not to behave badly abroad (by Norman Ramshaw)

Traveling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they will be bang on time. If they are American, they will probably be 15 minutes early. If they are British, they will be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is time to relax and get to know one another, and they rarely drink at lunchtime.

The Germans like to talk business before dinner; the French like to eat first and

talk afterwards. They have to be well fed and watered before they discuss anything. Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy. American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is so essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should not expect the

Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather - unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

'When in Rome, do as the Romans do'. Here are some final tips for travellers.

– In France you should not sit down in a cafe until you've shaken hands with everyone you know.

– In Afghanistan you should spend at least five minutes saying 'Hello!'.

– In Pakistan you mustn't wink. It is offensive.

– In the Middle East you must never use the left hand for greeting, eating, drinking, or mocking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.

– In Thailand you should clap your hands together and lower your head and your eyes when you greet someone.

– In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

Ex. 4. Try this quiz dealing with «good manners». Underline your correct variant.

1. When an American client arrives do you ...

A) shake her hand;

B) smile and say «Hello!»

C) kiss her on the cheek;

D) say «Good evening!» and bow.

2. Mr. Manual Fernandez Garcia does not reply when you say «Good morning, Mr. Garcia!» to him. This is probably because ...

A) he didn't hear you;

B) you didn't look at him when you spoke;

C) he's rudely ignoring you;

D) you've called him by the wrong name.

3. A German is talking to a Brazilian. The German keeps taking a step backwards each time the Brazilian steps forward. This is probably because ...

A) the Brazilian wants to be too friendly;

B) they're both trying to be friendly;

C) the German is being unfriendly;

D) they don't like each other.

4. You are talking to a visitor from Britain. Which of these questions do you ask him or her?

A) How old are you?

B) How much do you earn?

C) Are you married?

D) What part of Britain do you come from?

5. If someone looks you straight in the eye, this means that they are ...

A) not honest;

B) rude;

C) trying to frighten you

D) being friendly.

6. If someone smiles while you're explaining something, this means they are...

A) not sincere;

B) happy;

C) not listening;

D) crazy.

7. If someone frowns whilst you're explaining something, this means they...

A) are angry;

B) don't understand;

C) are concentrating;

D) have a headache.

8. If someone sighs while you're explaining something, this means that they are:

A) bored;

B) impatient:

C) unhappy;

D) suffering from indigestion.

Ex. 6. Write 1 or 2 sentences based on the situation.

1. Compliment a coworker who received a promotion.

2. Use «excuse me» to tell someone to stop being rude. Offer assistance to someone.

Ex. 7. Use the phrases below to make a list of dos and don'ts for a visitor to your country and then prepare a short report on Ukrainian business and social etiquette.

You should Never ...

It’s not OK to ...

It’s not a good idea to...

It’s quite common to ... It’s polite to ... It’s perfectly normal... It’s usual...

Don’t be surprised if... People expect you to ... Most (young)people ... It’s important not to ...

It’s rude to ...

It’s not acceptable ... It’s not respectful... People tend not to ...

It might seem strange if you... These days, nobody ... Nobody cares about…

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

Практичне заняття №8-9

Тема 4. Телефонні розмови

Стислий зміст: Вміння вести телефонні переговори, приймати і залишати повідомлення

Мета практичного заняття: навчитися ефективно вести ділові телефонні розмови.

Задачі практичного заняття:

– розглянути різницю між неформальними та формальними телефонними розмовами;

– розглянути основні особливості та правила ділових телефонних розмов;

– розглянути правила етикету ділової телефонної розмови;

– навчитись призначати зустрічі в ході телефонних перемовин.

Завдання до самостійної роботи:

Ex. 1. Work in groups of three or four. Dictate things from the list below to your partner(s), speaking as quickly as possible at first. Your partner(s) can interrupt, ask you to speak differently and check what you said as many times as they like, then they should show you what they have written to check. You might want to (secretly) write down the thing that you will dictate before you start speaking, and/or check with your business card, the internet etc. See the next page for useful language for these tasks.

– Home phone, including area code

– Office phone, including extension number if you have one

– Mobile phone, including instructions for international dialing

– Email address

– Website or particular web-page

– Postal address

– Search terms that they should put into Google etc

– Directions to get somewhere

– Some amounts of money (prices etc, including foreign currencies)

– Some product or service names and/ or numbers

– An order and/ or delivery reference number

– A reservation reference number (e. g. for a flight)

– Some large numbers

– Some small numbers, including decimals and/ or fractions

– Some dimensions

– Some dates and times

– Some difficult to spell words, e. g. foreign town names

– Instructions on how to use something with several steps, e. g. how to delete a programme from their computer

– Some financial data, e. g. profit margins, interest rates or exchange rates

– Two or more sentences with (lots of) punctuation

Useful language

Can I (double) check…?/ Just to (double) check,…

Can I check that back/ read that back?/ Let me read that back (to check). Can you repeat the first part/ middle part/ last part/ whole thing/ from…/…? Can you say it again/ one more time (more slowly)?

Can you spell that/…?/ How do you spell…? Could you speak (a little) slower, please?

Did you mean (to say)…? Did you say… or…?

Do I need any punctuation (in that email address)? Do you mean… or…? I didn't (quite) catch… I guess you mean…

I understood up to… I'm not familiar with…

Is that (one word/ B for Bobby/ one five…) (or two words/ V for Virgin/ five oh/…)?

Is that spelt with a… (or a…)? Is that… as in…?

So, that's…, right? What does… mean?

Ex. 2. Read four telephone calls and match them to their description.

Call 1 – a The caller is kept waiting.

Call 2 – b A business contact calls to ask a favour.

Call 3 – c A sales executive calls with a quote.

Call 4 – d There is a communication breakdown.

CALL 1

A: Allo!

B: Oh, hello. Do you speak English?

A: Er,... yes, a little. Can I help you?

B: This is Anne Cook from What Car? magazine.

A: I'm sorry?

B: Anne Cook. What Car?

A: What car?

B: Yes, that's right.

A: You want a car?

B: No, no, sorry. I work for What Car? I'm a journalist. Er, can you put me through to Yves Dupont?

A: I'm afraid I don't understand. Can you speak more slowly, please?

B: Yes, I'd like to speak to Yves Dupont, if he's available.

A: Ah ... One moment, please. I'll get someone who speaks better English.

B: Thank you!

CALL 2

A: Hoia...

B: Hello. Is that Joaquin Fuentes?

A: Er ...Yes, speaking.

B: Joaquin. It's Geoff White. On the phone 51

A: Geoff White?

B: NetWorth Systems? We spoke last week.

A: Oh, yes. I'm sorry. Geoff, of course.

B: Er, yes. Anyway, I'm calling about those prices you wanted,...

A: Oh, yes... Listen, Geoff, I'm afraid I can't talk right now. I'm in a meeting.

B: Oh, I see.

A: Yeah. Can I call you back - say, in an hour?

B: Erm, yeah, sure ... No problem.

A: OK, I'll speak to you later... Or better still, could you e-mail me the figures?

B: Erm, yeah, yeah, sure.

A: Thanks a lot.

B: I'll do that right away.

A: Great. Thanks for calling.

B: Yeah, bye.

A: Bye.

CALL 3

C: Jim, can you get that?

A: Uh? Oh, OK..... Yeah?

B: Hello? Is that Western Securities?

A: Uh-huh. What can I do for you?

B; This is Laura Como from Tricolor. I'd like to speak to Karl Lesonsky, please. It's about a pension fund.

A: Just a minute. Anybody seen Karl? .....He's not here.

B: Do you know when he'll be back?

A: No idea. He's usually in by now. Probably taken a long lunch.

B: Oh, I see. Well, perhaps you can help. Who am I speaking to?

A: Er, Jim Savage. But, er,... Oh, just a minute..... (puts her on hold)

B: Oh, come on!

A: Er, hello Ms. Como?

B:Yes!

A: Look, I don't normally deal with pensions. I think you'd better wait till Karl gets back.

B: Well, when will that be?

A: I really don't know.

B: Well, that's helpful.

A: OK. Look, give me ten minutes. I'll see if I can reach him on his cellphone.

B: No, don't bother. I'll call back later.

CALL 4

A: Jose Senna.

B: Ah, Mr. Senna. Hello. I'm sorry to bother you. Your secretary gave me your mobile number.

A: Er, that's OK ..... Can I ask who's calling?

B: Oh, I'm sorry. This is Nigel Waters. We met at the «Expo» in San Paolo last year.

A: Oh, yes, Mr Waters. How are you?

B: Fine, fine. You said if 1 was ever in Rio you'd introduce me to your boss? Remember?

A: Oh... Yes. Um, so you're here in Rio?

B: That's right.

A: Erm, well, it's a bit difficult right now. I'm on my way to a meeting. But... er, leave it with me. I'll see what I can do.

B: Right.

A: Can you give me a contact number?

B: Oh, yes, I'm staying ...

A: Just a minute, where's my organiser? ...OK.

B: Yes, I'm staying at the Mirador in Copacabana. It's 548 8950, er, room 314.

A: 3-1 -4.... OK. I'll try to make the arrangements. Don't worry, I'll sort something out.

B: Great!

Ex. 4. Watch the video about business calls in English https://www.youtube.com/watch?v=6F5WwPKY8G4. Write down all the phrases for using in telephone calls and learn them by heart.

Ex. 5. a) You are Mr. Taller. You call Mr. Fleet's office and ask to speak to Mr. Fleet. Make up the following dialogue using the plan below.

A) Mr. Fleet's secretary:

You:

Mr. Fleet's secretary:

You:

Mr. Fleet's secretary answers

1) The secretary answers «no»

2) The secretary answers «yes»: Introduce yourself. Give your company's name

3) Ask for Mr. Fleet

Say you will ring back

B) Phone Mr. Fleet to ask him if they have received your messages about the special orders and if your goods meet their requirements.

Ex. 6. Work together and brainstorm at least three things for each gap below. Try to make the examples you make up as different as possible, and try to make them specific to telephoning. You may be able to use the same phrases in more than one place below.

1. _____. Can I take a message?
2. _____. Can I call you back later?
3. Can I call you back_____?
4. She's away from her desk, but_____.
5. She isn't _____.
6. Can you call_____?
7. Can you hold_____?
8. Just a moment while I_____.
9. I'll_____and get back to you.
10. I'll get back to you_____.
11. Are you_____?
12. Do you have_____?
13. Do you know_____?
14. Can I have_____?
15. Can I just check_____?
16. Can you repeat_____?

17. Is that_____?

18. I'm afraid I have to_____.

19. Sorry for_____.

20. Thank you for_____.

21. I've just_____.

22. If you give me your email address_____.

23. This is (name)_____.

24. Who_____?

25. Would you like_____?

26. You need_____in the address.

Ex. 7. Watch the video about Telephone Etiquette for Successful Business Calls: https://www.youtube.com/watch?v=UWqTSYg8blQ and write down all the tips the speaker mentions.

Ex. 8. Videoconferencing. What would your tips be for good teleconferences?

Choose your top seven tips from the list below:

1. Be sure to specify which time zone the time of the meeting is given in

2. Send out the agenda well in advance and ask for feedback

3. Meet up five or ten minutes before the scheduled time to have a chat with the people at your end of the teleconference

4. Prepare small talk topics in case you have to kill time

5. Start with a roll call

6. Have some periods where people are asked to all speak one at a time

7. Hold votes halfway through the discussion to check progress towards agreement and keep people involved

8. Ban emailing and texting during the teleconference

9. Summarize and confirm the discussion every so often

10. Schedule some people to join the conference call only when the points that are relevant to them are scheduled to come up

11. Use names as much as possible

12. Keep teleconferences short

13. Stop people interrupting each other

14. Introduce everyone at the beginning of the meeting

15. Ask everyone to introduce themselves at the start of the teleconference

16. Very clearly mark when you are moving to a different stage of the meeting

17. Go through the agenda in detail at the start

18. Summarize all discussion and decisions at the end of the teleconference in the same order as the agenda

19. Don't be shy about asking people to speak up or repeat

20. Give a preview of what you are going to say

21. Explain anything happening your end that the other side can't see

22. Clearly explain if the people taking part are different from those written on the agenda

23. Mention at the beginning if anyone will arrive or leave during the teleconference

24. Explain exactly what parts of documents you are talking about

25. Check if everyone has the documents you are talking about and has found the right place

26. Explain any silences on your end

27. Politely explain if there is bad sound quality or other technical problems that will make understanding difficult

28. Chat about differences in time of day

Ex. 9. Video conference role-play and useful phrases.

Work in pairs. One team produce a product in the UK. The other side have an exclusive agreement to sell that product to retailers in Japan. (Decide what kind of product it is before you start). The UK side are not very happy with the present arrangement, even though the contract they have signed runs until the end of next year. Hold a teleconference to discuss what to do.

Ex. 10. Role-play the situations below in the order given.

1. Phone someone you know and have a quick conversation.

2. Phone someone you know and have a longer conversation.

3. Phone someone you know. One of you wants to end the conversation quickly but the other person keeps extending it.

4. Phone someone you don't know to ask for some information.

5. Phone reception and ask to be put through to someone you know.

6. Phone reception and ask to be put through to someone you don't know.

7. Phone reception and ask to be put through to Mr Smith. Several Mr Smiths work there.

8. Phone reception and ask to be put through to someone. You are not sure exactly who you need to speak to (=You don't have a name).

9. Phone reception and ask to be put through to someone. You have their name ("Mr Rousseau") but you're not sure how to pronounce it.

10. Phone reception and ask to be put through to someone. They are not available so phone again. You get through the second time.

11. Phone reception and ask to be put through to someone. They are not available so phone again. They are also not available the second time.

12. Phone reception and ask to be put through to someone. They are not available, so ask them to phone you back. They then do so.

13. Phone reception and ask to be put through to someone. They are not available, so leave a message including a phone number.

14. Phone reception and ask to be put through to someone. They are not available, so leave a message including an email address.

15. Phone reception and ask to be put through to someone. They are not available, so leave a message including a website address.

16. Phone reception and ask to be put through to someone. They are not available, so leave a message including a postal address.

17. Phone someone. They are not available, so leave a message on their answerphone including some complex numbers (e.g. very large numbers, decimals or fractions). They then phone you back to double check.

18. Phone someone. They are not available, so leave a message on their answerphone including instructions of how to get somewhere. They then phone you

back to double check.

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

Практичне заняття №10-11

Тема 5. Ділове листування

Стислий зміст: Вміння складати ділові листи для різних потреб

Мета практичного заняття: засвоїти особливості ведення ділового листування.

Задачі практичного заняття:

– розглянути призначення ділових листів;

– розглянути сім етапів планування листів;

– засвоїти «золоті правила» написання ділових листів;

– розглянути структуру і складові ділового листа;

– розглянути види і завдання ділових листів;

– розглянути особливості композиції ділових листів різних видів.

Завдання до самостійної роботи:

Ex. 1. Match the terms with their definitions.

1. Letter of application
2. Letter of request
3. Sales letter
4. Letter of complaint
5. Social-business letter
6. Adjustment letter
7. Credit letter

A) letter written to explain how a problem with a product or service may (or may not) be resolved

B) a letter sent by a customer to a business or agency to identify a problem with a product or service

C) a letter issued by bank at the request of the customer to pay for goods or services

D) a letter providing detailed information about a person while applying for a job

E) a letter written to convince the recipient to purchase a certain product

F) a letter which is business-related but social in nature

G) a letter written when you need certain information, permission, favour, service or any other matter which requires a polite and humble request

Ex. 2. Complete the sentences with the appropriate words.

1. The employee in business writes many types of letters to ask for … .
2. There is a type of … written to order merchandise or services.
3. … are used if the reply does not require a personal message.
4. The person who has been inconvenienced or offended writes … .
5. … must be written in response to requests for credit.
6. A sales letter automatically becomes … for the writers and their firms.
7. … covers many different of employment-related letters.
8. Many letters of a social-business nature are written to ... .

Ex. 3. Read and analyze the following text. Answer the questions

ELEMENTS OF A BUSINESS LETTER

(1) Letterhead (Sender's address). In correspondence that does not have a printed letterhead, the sender's address is mostly written on the top right-hand side of the page. In the UK, in contrast to some countries, it is not usual to write the sender's name before the sender's address. A printed letterhead of a company gives a great deal of information about the type of a company. The names of the Chairman and the Directors may be given as well as telephone, telex, fax numbers and E-mail address.

(2) References. References are quoted to indicate what the letter refers to (Your Ref.) and the correspondence to refer to when replying (Our Ref.). References may appear in figures (e. g. 661/17, where 661 may be the chronological number of the letter and 17 may be the number of the department) or, as in the Example 1.2, in letters (e. g. DS/MR, where DS stands for Donald Sampson, the writer, and MR for his secretary, Mary Rayon). Note that the 'Your Ref.' given in the Example 1.2 is a date, because B. Kaasen had not mentioned any reference in the original letter.

(3) Date. The date is written below the sender's address, sometimes separated from it by a space. The month in the date should not be written in figures as they can be confusing; for example, 11.1.93 means 11th January 1993 in the UK but 1st

November 1993 in the USA. Don’t abbreviate the month (e. g. Nov. for November), as it looks untidy. Such variants as 24 October, 24th October, October 24 are matter of preference, but whichever you choose you should be consistent throughout your correspondence.

(4) Special mailing indication. If you send a letter not by an ordinary way, a special note may be written below the date, e. g.: January 10, 2001 EXPRESS AIR

(5) Confidential. This note means that a letter can be unpacked by an addressee or an agent only. It is written below the date or the address and on the envelope: January 21, 2001 CONFIDENTIAL

(6) Inside address (Receiver’s address). This is written below the sender’s address and on the opposite side of the page. 6.1. If you know the surname of the person you are writing to, you write this on the first line of the address, preceded by a courtesy title and the person’s initial(s) or his/her first given name, e. g. Mr. J. E. Smith or Mr. John Smith, not Mr. Smith. Courtesy titles used in addresses are as follows: Mr. ['mistə] is the usual courtesy title for a man. Mrs. ['misiz] is used for a married woman. Mx. (alt.) is a title that indicates neither marital status or gender. Miss. [mis] is used for an unmarried woman. Ms. [miz]/[məz] is used for both married and unmarried woman. Messrs. ['mesəz] is used for two or more men (Messrs. P. Jones and B. L. Parker) Courtesy titles are used with or without a full stop. 6.2. If you do not know the name of the person you are writing to, you may know or be able to assume his/her title or position in the company (The Sales Manager, The Finance Director), in which case you can use it in the address, e. g.: The Sales Manager Glaston Potteries Ltd. Clayfield Burney BB10 1RQ 6.3. You can address your letter to a particular department of the company (The Sales Department, The Account Department), e. g.: The Sales Dept. R. G. Electronics AG Havmart 601 D-5000 Koln 1 6.4. If you know nothing about the company and do not want to make any assumptions about the person or department your letter should go to, you can simply address it to the company itself (Soundtronic Ltd., Messrs Collier & Clerke & Co.). The order and the style of addresses in the UK are as follows: Industrial House (name of house or building) 34-41 Craig Road (number of building and name of street, road, avenue, etc.) Bolton BL4 8TF (name of town/city and

postcode) UNITED KINGDOM (name of country) Some European addresses may place the numbers of the building after the name of the street, e. g.: Agentura Carolina Albertov, 128 Prague 2 CZECH REPUBLIC; Kyiv National University of Technologies and Design, Nemirovicha-Danchenko str., 2-a Kyiv 01011 UKRAINE.

(7) Attention line. It is used to draw attention of a certain person to a letter,

e. g. For the attention of the Production Manager; Attn. Mr. D. Causio.

(8) Salutation. Salutation opens a letter written: – to a man whose name you do not know – to a company – to a company in the USA – to a woman, whether single or married – to a person of whom you know neither the name nor the sex: Dear Sir, Dear Sirs, Gentlemen, Dear Madam, Dear Sir or Madam. If you know the name of the person you are writing to, the salutation takes the form of: Dear Mr. Smith (not Dear Mr. J. Smith or Dear Mr. John Smith).

(9) Subject (Re.:). Some firms open their letters with a subject title. This provides a further reference, saves introducing the subject in the first paragraph and immediately draws attention to the topic of the letter. It is not necessary to begin the subject title with Re: e. g. Re: Application for post of engineer; Non-payment of invoice 322/17.

(10) Body of the letter. It may be indented (Example 1.1) or blocked (Example 1.2). It is a matter of choice. Whichever style you use, you must be consistent and use that style throughout a letter. It is usual to leave a line between paragraphs in a body of a letter; if the blocked style is used, this is essential.

(11) Complimentary close. If the letter begins Dear Sir, Dear Sirs, Dear Madam or Dear Sir or Madam, it will close with Yours faithfully. If the letter begins with a personal name – Dear Mr. James, Dear Mrs. Robinson, Dear Ms. Jasmin – it will close with Yours sincerely, Sincerely. A letter to a friend or acquaintance may end with Yours truly, Best regards or Best wishes. The position of the complimentary close – on the left, right or in the center of the page – is a matter of choice.

(12) Signature. Always type your name after your handwritten signature and your position in the firm after your typed signature), e. g.: Yours faithfully, John Brown; John Brown Sales Manager. It is a matter of choice whether you sign with your

initial(s) (D. Jenkins) or your given name (David Jenkins), and whether you include a courtesy title (Mr, Mrs, Miss, Ms). But in order to avoid misunderstanding concerning your sex it is recommended to use these options in your signature block, as in these two examples:

Yours faithfully,

Shurgold (Miss) T. Shurgold

Yours sincerely,

Howatt J. Howatt (Mr.)

(12a) Sometimes there is the term per pro (p. p.) in signatures. It means for and on behalf of. Secretaries use p. p. when signing letters on behalf of their bosses:

Yours faithfully, (Mrs) Rosemary Phipps p. p. J. Mane Managing Director

(13) Enclosures. If there are any enclosures, e. g. leaflets, prospectuses, etc., with the letter, these may be mentioned as Enc. or Encl. on the bottom left-hand side of the letter. If there are a number of documents, these are listed: Enc. Bill of landing (5 copies) Insurance certificate (1 copy) Certificate of origin (1 copy) Copies. c. c. (carbon copies) is written, usually at the end of the letter, when copies are sent to people other than the named recipient (See Business Letter 2 in Appendix 1).

(14) Post Script (P. S.). Post Script is used at the end of the letter to emphasize the most important option of the letter.

Example of an official letter:

Compuvision Ltd Warwick House
Warwick Street
Forest Hill London SE 23 1JF

21 September 2014

Ms. B. Kaasen
Bredgade 51
DK 1260
Copenhagen K DENMARK

Private and confidential

Dear Ms. Kaasen

Non-payment of invoice 322/17

It appears from our records that, despite several reminders, the above invoice remains unpaid. Unless the account is cleared within 14 days from the date of this letter, we shall take legal action.

Yours sincerely, Donald Sampson

Donald Sampson Sales Manager

Questions:

1. Where is the sender's address placed?
2. Where is the inside address placed?
3. What is the subject title of the letter?
4. Where is the letterhead «Compuvision Ltd» situated?
5. What position does the sender hold within the company?

Ex. 4. Watch the video about writing formal and informal letters. Note down all the differences: https://www.youtube.com/watch?v=w9ddKTChI78

Ex. 5. Write a business letter of your own. Use the information from the lesson and the example. The following phrases may be useful as well. Learn them by heart.

Opening phrases

We have received your letter of... We thank you for your letter of... We have the pleasure to inform you In reply to your letter of…

To inform you…

We apologize for the delay in answering your letter

Linking Phrases

There is no doubt that… It is necessary to note…

We'd like to draw your attention to the fact... Considering the above said…

In this connection…

In connection with your request… Otherwise we shall have……

As regards your request…

Up till now we have received no reply In case of delay…

In case of your refusal…

In case you fail to make payments…

Closing Phrases

We are looking forward to receiving your consent/approval/confirmation

Your prompt execution of our order would be appreciated

We wish to maintain cooperation with you Your early reply will be appreciated

We are looking forward to hearing from you

If we can be of any assistance, please do not hesitate to contact us Yours faithfully/sincerely

Ex. 6. Check yourself:

1. Before you seal and send your letter, make sure to a) indent b) justify c) proofread it.

2. You will be notified as soon as your registered letter reaches the a) sender b) recipient c) enclosure and is signed for.

3. Memos are usually used for a) internal b) Internet c) public communications.

4. Set off the list of «Do's and Don'ts» by using a) postage b) indent c) bullet points.

5. The envelope indicated that there was a) a logo b) a margin c) an enclosure but in fact there was only the letter inside.

6. The a) tone b) body c) format of the first paragraph was optimistic, so I wasn't expecting the bad news in the middle.

7. I decided not to interview her because the a) tone b) heading c) grammar in her cover letter was very poor.

8. The a) memo b) email c) receipt about the meeting was posted on the bulletin board for everyone to read.

9. Our address and phone number are printed on our a) emails b) memos c) letterhead and envelope.

10. In block format, you do not need to a) indent b) proofread c) punctuate each paragraph.

Ex 7. Read the letter and the e-mail. Find the differences.

From: María (maria@terra.es)
To: Alice (alice@hotmail.com)
CC:
Subject: My family

Hi Alice,
How are you? I hope you're well. Thanks for your last e-mail. This time I'm writing to tell you about my family.

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.
I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He is 8 years old. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.
We have one dog called Bobbi. He is always happy.

Well, that's all for now. I hope to hear from you soon.

Love,
María xxxxxx

41 46th Street
New York
11104

February 12

Dear Miguel,

How are you? I'm fine. Here's a letter in English. It's good practice for you and me! I'm writing to tell you about my school, the girls I live with and New York.

I have classes in English at La Guardia Community College. I'm in a class with eight students. They're all from different countries: Japan, Brazil, Switzerland, Poland, and Italy. Our teacher's name is Isabel. She's very nice and a very good teacher.

I live in an apartment with two American girls, Annie and Marnie Kass. They are sisters. Annie's twenty years old and a dancer. Marnie's eighteen years old and a student. They're very friendly, but it isn't easy to understand them. They speak very fast!

New York is very big, very exciting but very expensive! The subway isn't difficult to use and it's cheap. It's very cold now but Central Park is lovely in the snow. I'm very happy here.

That's all my news. Write to me soon.
Best wishes,
Dorita

Ex. 8. Email addresses are essential in business – do you know how to say them correctly?

Every email address contains this sign: @ . Here are some email addresses:

bob@yahoo.bh

jeffery.amherst@britishcouncil.org

reservations@beachhotelbern.com

As you can see, Bob uses his first name only in his email address:

bob@yahoo.bh. Jeffery Amherst uses his first name and surname in his email address: **jeffery.amherst@britishcouncil.org**. The address **reservations@beachhotelbern.com** gives the name of the department (Reservations), but not the name of the person.

Saying email addresses

When you say an email address:

- remember that **@** is pronounced ‘at’ and **.** is pronounced 'dot'. **reservations@beachhotelbern.com** is ‘reservations at beach hotel bern dot com’
- Sometimes there is a **.** in the person’s name. **jeffery.amherst@britishcouncil.org** is ‘jeffery dot amherst at british council dot org’
- **_** in an email address is called ‘underscore’. **teaching_ job@english_academy.id** is ‘teaching underscore job at English underscore academy dot ID’.

Note that it is not necessary to use capital **J** and **A** in Jeffery Amherst's email address. People sometimes write email addresses with capital initial letters (Jeffery.Amherst@britishcouncil.org). Sometimes it is all in capitals (JEFFERY.AMHERST@BRITISHCOUNCIL.ORG). However, most people write email addresses without capital letters (jeffery.amherst@britishcouncil.org).

Which e-mail address would you use to…

1. … organise a conference at the Beach Hotel in Bern?

A) vacancies@beachhotelbern.com

B) conferencecentre@beachhotelbern.com

C) hr@beachhotelbern.com

2. … reserve a room at the Beach Hotel?

A) restaurant@beachhotelbern.com

B) bookings@beachhotelbern.com

C) IT@beachhotelbern.com

3. … apply for a job at the Beach Hotel?

A) IT@beachhotelbern.com

B) conferencecentre@beachhotelbern.com

C) vacancies@beachhotelbern.com

4. … reserve a table for 12 people to have lunch at the Beach Hotel?

A) manager@beachhotelbern.com

B) restaurant@beachhotelbern.com

C) gym@beachhotelbern.com

5. … contact the Human Resources department at the Beach Hotel?

A) hr@beachhotelbern.com

B) gym@beachhotelbern.com

C) IT@beachhotelbern.com

Ex. 9. Study email dos and don’ts

A lot of people still have problems writing emails. I should know – I receive badly written emails every day! So I hope these suggestions will help.

Rule 1:

Always check you've got the right name in the 'To' box. And make sure your email only goes to the people who need to read it. Remember that if you reply to all, then everyone will get your email. Does the whole sales team really need to read your email to one person about something unimportant?

Rule 2:

This sounds obvious, but don't forget to attach them! A word of advice – attach the file you want to send before you start writing. That way, you can't forget to attach it!

Rule 3:

No. If you write 'CAN YOU LET ME KNOW THIS WEEK?' you are basically shouting at your reader. They will think you are very rude. So just don’t do it.

Rule 4:

Short emails sometimes sound rude. People won’t read very long emails. Keep emails short, but remember to be polite and friendly, too.

Rule 5:

This is important, especially if it's a work email. If you make mistakes in your email, people will think you also make mistakes in your work. So always check everything carefully. Ask a colleague to read and check it before you hit 'Send'.

Ex. 10. Read the replies Ivan has received to emails he sent yesterday.

Which rules from the article did he remember or forget?

1. From: Yoko (yoko.nakahata@aecel.biz)

To: Ivan (ivan.dunski@aecel.biz)

Subject: RE: Ivan's new proposal

Hello Ivan,

Thanks for your email asking for my thoughts about your proposal. Unfortunately, I can't comment, as you hadn't sent the proposal with your email.

Regards, Yoko

a) Ivan forgot rule 1

b) Ivan forgot rule 2

c) Ivan forgot rule 3

d) Ivan forgot rule 4

e) Ivan forgot rule 5

2. From: Jackie Brown (jackie.brown@aecel.biz)

To: Ivan (ivan.dunski@aecel.biz)

Subject: RE: IT request Dear Ivan,

You sent me an IT request. However, I don't work in IT. I think you meant to write to Jack Browning, not me. We both have similar names!

Best wishes, Jackie Brown

a) Ivan forgot rule 1

b) Ivan forgot rule 2

c) Ivan forgot rule 3

d) Ivan forgot rule 4

e) Ivan forgot rule 5

3. From: Zhu Wan (zhu.wan@aecel.biz)

To: Ivan (ivan.dunski@aecel.biz)

Subject: RE: Could you check my English? Dear Ivan,

Thank you for your email asking me to check the English in your report before you send it to the Sales Team in our Europe offices.

I'll be glad to check it for you. When can you send it to me?

Best wishes, Zhu Wan

a) Ivan remembered rule 1

b) Ivan remembered rule 2

c) Ivan remembered rule 3

d) Ivan remembered rule 4

e) Ivan remembered rule 5

4. From: Cory Bohol (cory.bohol@aecel.biz)

To: Ivan (ivan.dunski@aecel.biz)

Subject: RE: Business plan Hello Ivan,

Thanks for your long email about your business plan. Unfortunately, it's very long (3 pages of A4) so the director has asked for a short summary. Could you send a shorter version (150-200 words)?

With thanks, Cory Bohol

a) Ivan forgot rule 1

b) Ivan forgot rule 2

c) Ivan forgot rule 3

d) Ivan forgot rule 4

e) Ivan forgot rule 5

Ex. 11. Choose one of the types of letter from Lesson 10 and write a business e-mail (100-150 words).

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

Практичне заняття №12-13

Тема 6. Підготовка та проведення презентацій

Стислий зміст: Підготовка до проведення презентації

Мета практичного заняття: навчитися готувати матеріали до презентації відповідно до цілей, структури та вимог.

Задачі практичного заняття:

– навчитися готувати матеріали до презентації відповідно до цілей, структури та вимог;

– навчитися ефективно проводити презентацію з урахуванням специфіки та розміру вашої аудиторії.

Завдання до самостійної роботи:

Ex. 1. Discuss the following questions with your partner.

1) How do you feel one minute before you have to make a presentation?

2) Will your next presentation be good? Why do you think so?

3) What is the most difficult thing about making a presentation?

4) What advice would you give to people making a presentation?

5) How many slides should a good presentation have? Why?

6) How scary is making a presentation? Why?

7) Do you like people looking at you when you make a presentation?

8) How rude is it to talk during presentations?

9) What do you think when people talk during your presentation?

10) How do you feel when your presentation is over? Why?

Ex. 2. Watch a presentation about how to make a good speech. While watching, make notes of all the aspects they think are important that are covered in the video: https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Ex. 3. Read the text about making a presentation and answer the comprehension questions follow each of its part

Culturally Speaking

A presentation is a report one gives to others. Typically, it is an oral report given in a meeting or to an audience. It can be a short report, a long analysis, a narrative of any length, formal, or informal. Whether oral or written, the presentation format should be clear and organized.

In many countries, a business executive is expected to use sophisticated language, maybe even an elaborate style, but the American workplace prizes simplicity, clarity, and brevity. The most powerful language is clear and easy to remember.

It may be difficult for the nonnative speaker of English to use a simple style and not feel that something is missing. Not true! A perfect presentation does not have to be complicated, as long as the words are well chosen. Do not try to find the complex word if a simple one is available.

If you wish to make a perfect presentation, organize your thoughts.

1. What is a perfect presentation in your opinion?

2. What types of presentation do you know?

3. What can you say about language of presentation?

4. Does speaker's appearance influence the audience's attitudes to him/her?

5. Have you wade any presentation in you life? If so, how did you feel, before, during and after the presentation?

Easy Organization

* The Introduction: You should state plainly what you are going to talk about and the order you will follow.

* The Body: This is the main part of your talk and should be divided up into ideas and examples or explanations:

Idea 1 (plus example or explanation)

Idea 2, 3, 4, and so on (with examples or explanations, if appropriate)

* The Conclusion: This is your summary and conclusion. You may refer to the points or ideas you discussed, or summarize with a new idea or opinion

1. Give an example of how you could open an oral presentation.

2. How might you close a presentation?

3. Give an expression of contrast.

4. Give two connectors used for comparison?

5. What expression could you use to emphasize something?

Ex. 4. Read the presentation speech made at the International Exhibition «Playthings Expo-2001» by a top executive of a Bacardian toy manufacturing firm, «Playciko»

Ladies and gentlemen!

First. I would like to thank you all for coming to this presentation, for demonstrating your interest. I hope we will not disappoint you. After my short presentation speech, you will be able to ask me or my assistants any question you like, and then our stand attendants will demonstrate our products to you if you wish. They will answer all your questions on any particular product.

Let's begin with a bit of history. Our company, Playciko, was founded more than a century ago. In fact it was in the turn of the century that we were founded – 1898. Playciko was established as a family business, and it remains a family business even now. You can see the portrait of our founder, Jonathan Ciko, on the wall behind me. Now the firm is owned by the heirs of Jonathan Ciko.

We started as quite a small business, employing only ten people. But the business was quite successful, and by the 1920s it occupied the leading position in the toy industry in Bacardia. This position is firmly held by our firm even now, so that two out of every three toys sold in Bacardia are manufactured by Playciko. It was in the 1920's that the firm's products began to be sold in international markets. It's quite probable that, in their childhood, some of your grandparents were plying with the toys produced by us.

Nowadays, Playciko mostly specializes in mechanized and educational toys. Our aim is not only to amuse and entertain children, but to make them learn while playing. And children love our toys! For every Bacardian child the name Playciko means high quality, fun, a good time, and development. Yes, quality is our password. We are ready to sacrifice everything for quality, and never agree to lower our standards.

And it shows. Here in the graph you can see the growth of our sales in the last ten years. As you can see, they have been steadily growing in the domestic market from year to year, and the general tendency is non-stop growth. The production graph, which is also shown, demonstrates slower growth than the sales graph. This is our policy. We prefer to manufacture even less than he existing demand, so as not to sacrifice quality. We believe that sacrificing quality can hardly be avoided if production grows too quickly.

On the other hand, our sales on the international markets are much lower than on the domestic market. You can see that demonstrated in the third graph. We believe that the quality of our goods deserves much more attention. Maybe that is because we are not known enough outside Bacardia. That is the reason for our participation in this International Exhibition – to make ourselves better known. And I hope today's presentation will help us. That's all I wanted to say. I would like to thank you again for coming, and for listening to me so patiently. Our team is ready to answer all your questions and to show you everything that we have. Feel free to see and try out everything on display.

And oh yes – we would like you to enjoy yourselves while you are here. Please help yourselves to the food and drinks that you see.

Ex. 5. Evaluate the presentation speech

1. What parts does it consist of? Define the topic of each part.

2. Make a plan of the presentation speech.

3. Orally summarize the content of each part.

4. What does the last sentence of the presentation speech mean (about food and drinks)? What does it show about how to organize presentations?

5. In your opinion, what strong points does the presentation speech have?

6. Does it have any weak points? What are they?

7. Would this presentation give a strong or weak impression of the company? Why?

Ex. 6. Read the tips for preparing a presentation

Communication Skills – making oral presentations

The material of your presentation should be concise to the point and tell an interesting story. In addition to the obvious things like content and visual aids, the following are just as important as the audience will be subconsciously taking them in:

* Your voice – how you say it is as important as what you say.

* Body language – a subject in its own right and something about which much has been written and said. In essence, your body movements express what your attitudes and thoughts really are.

* Appearance – first impressions influence the audience's attitudes to you. Dress appropriately for the occasion.

As with most personal skills oral communication cannot be taught. So as always, practice is essential, both to improve your skills generally and also to make the best of each individual presentation you make.

Preparation

Prepare the structure of the talk carefully and logically, just as you would for a written report. What are:

* the objectives of the talk?

* the main points you want to make?

Make a list of these two things as your starting point

Write out the presentation in rough, just like a first draft of a written report. Review the draft. You will find things that are irrelevant or superfluous – delete them. Check the story is consistent and flows smoothly. If there are things you cannot easily express, possibly because of doubt about your understanding, it is better to leave them unsaid.

Never read from a script. It is also unwise to have the talk written out in detail as a prompt sheet - the chances are you will not locate the thing you want to say among all the other text. You should know most of what you want to say – if you don’t then you should not be giving the talk! So prepare cue cards which have key words and phrases (and possibly sketches) on them. Postcards are ideal for this. Don't forget to number the cards in case you drop them.

Remember to mark on your cards the visual aids that go with them so that the

right OHP (overhead projector) or slide is shown at the right time.

Rehearse your presentation – to yourself at first and then in front of some colleagues. The initial rehearsal should consider how the words and the sequence of visual aids go together. How will you make effective use of your visual aids?

Making the presentation

Greet the audience and tell them who you are. Good presentations then follow this formula:

* tell the audience what you are going to tell them,

* then tell them,

* at the end tell them what you have told them.

Keep to the time allowed. If you can, keep it short. It's better to under-run than over-run. As a rule of thumb, allow 2 minutes for each general overhead transparency or Powerpoint slide you use, but longer for any that you want to use for developing specific points. 35 mm slides are generally used more sparingly and stay on the screen longer. However, the audience will get bored with something on the screen for more than 5 minutes, especially if you are not actively talking about it. So switch the display off, or replace the slide with some form of «wallpaper» such as a company logo.

Stick to the plan for the presentation, don't be tempted to digress – you will eat up time and could end up in a dead-end with no escape!

Unless explicitly told not to, leave time for discussion – 5 minutes is sufficient to allow clarification of points. The session chairman may extend this if the questioning becomes interesting.

At the end of your presentation ask if there are any questions – avoid being terse when you do this as the audience may find it intimidating (i. e. it may come across as any questions? – if there are, it shows you were not paying attention). If questions are slow in coming, you can start things off by asking a question of the audience – so have one prepared.

Delivery

Speak clearly. Don’t shout or whisper – judge the acoustics of the room. Don’t rush, or talk deliberately slowly. Be natural – although not conversational. Deliberately

pause at key points – this has the effect of emphasizing the importance of a particular point you are making. Avoid jokes – always disastrous unless you are a natural expert. To make the presentation interesting, change your delivery, but not to obviously, e. g.: speed, pitch of voice.

Use your hands to emphasize points but don't indulge in to much hand waving. People can, over time, develop irritating habits. Ask colleagues occasionally what they think of your style.

Look at the audience as much as possible, but don't fix on an individual – it can be intimidating. Pitch your presentation towards the back of the audience, especially in larger rooms.

Don't face the display screen behind you and talk to it Other annoying habits include:

A) Standing in a position where you obscure the screen. In fact, positively check for anyone in the audience who may be disadvantaged and try to accommodate them.

B) Muttering over a transparency on the OHP projector plate an not realizing that you are blocking the projection of the image. It is preferable to point to the screen than the foil on the OHP (apart from the fact that you will probably dazzle yourself with the brightness of the projector).

C) Avoid moving about too much. Pacing up and down can unnerve the audience, although some animation is desirable.

D) Keep an eye on the audience's body language. Know when to stop and also when to cut out a piece of the presentation.

Visual Aids

Visual aids significantly improve the interest of a presentation. However, they must be relevant to what you want to say. A careless design or use of a slide can simply get in the way of the presentation. What you use depends on the type of talk you are giving. Here are some possibilities:

– Overhead projection transparencies (OHPs)

– 35 mm slides

– Computer projection (Powerpoint, applications such as Excel, etc)

– Video, and film,

– Real objects – either handled from the speaker's bench or passed around.

– Flipchart or blackboard – possibly used as a 'scratch-pad' to expand on a point.

Keep it simple though – a complex set of hardware can result in confusion for speaker and audience. Make sure you know in advance how to operate equipment and also when you want particular displays to appear. Sometimes a technician will operate the equipment. Arrange beforehand what is to happen and when and what signals you will use. Edit your slides as carefully as your talk – if a slide is superfluous then leave it out. If you need to use a slide twice, duplicate it.

Slides and OHPs should contain the minimum information necessary. To do otherwise risks making the slide unreadable or will divert your audience's attention so that they spend time reading the slide rather than listening to you.

Try to limit words per slide to a maximum of ten. Use a reasonable size font and a typeface which will enlarge well. Typically use a minimum 18pt Times Roman on OHPs, and preferably larger. A guideline is: if you can read the OHP from a distance of 2 metres (without projection) then it's probably OK.

Avoid using a diagram prepared for a technical report in your talk. It will be too detailed and difficult to read.

Use colour on your slides but avoid orange and yellow which do not show up very well when projected. For text only, white or yellow on blue is pleasant to look at and easy to read. Books on presentation techniques often have quite detailed advice on the design of slides. If possible consult an expert such as the Audio Visual Centre.

Avoid adding to OHPs with a pen during the talk – it's messy and the audience will be fascinated by your shaking hand! On this point, this is another good reason for pointing to the screen when explaining a slide rather than pointing to the OHP transparency.

Room lighting should be considered. Too much light near the screen will make it difficult to see the detail. On the other hand, a completely darkened room can send the audience to sleep. Try to avoid having to keep switching lights on and off, but if you do have to do this, know where the light switches are and how to use them.

Ex. 7. Discuss the questions with your classmate:

1. Do you often give presentations? Explain.

2. Describe a time when you needed to speak in public (e. g. a project in school, a presentation at work, a wedding, teaching a class, performing)

3. In the US, 73% of people have a fear of public speaking. In your opinion, why are so many people afraid of it?

4. Try to remember a really good/bad presentation you have seen (e. g. at at university, online). What made it so good/bad?

Ex. 8. Abby works in the television-marketing sector. Today, she is giving a presentation about the reasons for the success of the popular Netflix series Stranger Things.

A. Before you read Abby's presentation, discuss the questions below with your classmates:

– Do you know anything about the series Stranger Things? If so, explain the basic story.

– The series is set in the 1980s. What movies and TV series were popular at that time?

– What do you understand by the word «nostalgia»?

B. To help her remember her presentation, Abby has prepared a short list of the items that she wants to include (below). Read the script of the presentation on the next page and put the items in the list into the order in which Abby mentions them.

– Go through the four main points of the presentation

– Tell a short anecdote

– Introduce myself

– Invite the audience to ask questions

– Give a statistic to catch people's attention

– Give a concluding summary of the main ideas

– Include the audience by asking them a question

Ex. 9. Read Abby's presentation

«Hi everybody. My name is Abby and I'm the Head of Marketing at Fortin Film Studios. Thanks for coming along to my talk. Today I'm going to talk about some of the reasons behind the success of the TV series «Stranger Things». As many of you know, it's a very popular series. In summer 2019, the third season of the series was released, and an estimated 40 million people watched it in just the first weekend.

Before we begin, can I just get a show of hands for all the people here who actually watch «Stranger Things»? (audience raise hands) Oh, wow! That's a lot of people! OK, well I hope you enjoy the talk.

I'm going to begin with a short story from my own life. I'm a child of the 80s and one of my clearest memories is from one night when I was about 9 years old, cycling along a road with my friends. Basically, we all thought that we saw an alien! We had recently been watching «E. T.», the famous movie about some kids who discover a friendly extra-terrestrial. Of course, I'm sure that what we actually saw that night was just some strange dog. But the memory has always stayed with me.

When I first watched «Stranger Things», it took me right back to that memory. And that's the first point that I'm going to talk about today: nostalgia. The series is set in the 80s and it's about a group of kids who live in a town where lots of supernatural things happen. But here's the surprising thing: most of the people who watch the series aren't kids, they're middle-aged adults. The series has many references to 80s movies, music and styles, and adult viewers are keen to talk about these references, often on Facebook or X. From a marketing perspective, this «word-of-mouth» effect is a dream come true!

Moving on to the next point, it's important to mention how the international success of «Stranger Things» might be related to translation. The show's language experts pay a lot of attention to detail. To give you an example, in each country, they make sure to use the original translations for the titles of 80s songs or movies. And if they need to translate words which the series has invented, they do it in a way that sounds like language that was used in that country during the 80s.

Turning now to technology itself, another reason for the success of the series could be that it first appeared in 2016, at a time when Netflix began to allow users to

download series instead of watching them online. This meant that in countries or regions with a slow internet connection, it was suddenly possible to watch online TV series.

As a final point to add, the success of the series is also financial. Because of its enormous popularity, lots of brands want to have their product in «Stranger Things». We see characters drinking Coca-Cola, eating Burger King, or wearing clothes from H&M. The third season of the show included products from dozens of brands, generating millions of dollars for the series.

So, to sum up, «Stranger Things» is one of the most popular TV series of the 21st century. And it owes its success to many factors, from its production to its context. The series sets a perfect example for anybody working in TV marketing these days.

That concludes my points for today. If anybody has any questions, feel free to ask now».

Ex. 10. Read the script again and decide if the following statements are True or False:

1. Abby is not surprised by how many people in the audience know «Stranger Things».

2. Abby mentions «E. T.» to give an example of a movie with very good marketing.

3. She says that marketing departments should spend more money on social media.

4. She believes that «Stranger Things» uses very authentic language.

5. Before 2016, internet users were not able to download TV series from Netflix.

6. Abby concludes that it would be difficult for a different TV series to follow the example of «Stranger Things».

Ex. 11. Below are some useful expressions for giving a presentation. The highlighted expressions have been taken directly from Abby's talk, but some words are missing. Without looking back at Abby's talk, try to remember the missing words.

Starting the presentation

Thanks for coming (1) to my talk.

Today I'm going to talk (2) some of the reasons behind …

My talk today is concerned with …

I'd like to start by saying … Including the audience

As many of you know, it's a very popular TV series.

… can I just get a (3) of hands for all the people here who actually watch «Stranger Things»?

If anybody has any questions, feel (4) to ask now. Does anyone have any comments or questions?

Giving statistics

… (5) estimated 40 million people watched it in just the first weekend. To put a number on it, 80% of the population watch television daily.

In real terms, my company spends $3 million a year on TV advertising. Telling an anecdote

I'm going to begin (6) a short story from my own life. I'm just going to illustrate my point with a short story.

If you'll allow me to tell you a short story as an example.

Going through the main points

And that's the first point that I'm going to talk about today: nostalgia.

Moving (7) to the next point, it's important to mention how

(8) now to technology itself, another reason for the success of the series could be that it first appeared in 2016

As a final point to add, the success of the series is also financial.

Linking expressions

But here's the surprising (9): most of the people who watch the series aren't kids …

The information may seem obvious, but let's look in more detail.

The show's language experts pay a lot of attention to detail. To (10) you an example, in each country, they make sure to …

A good example of a «nostalgia» TV series is «Sabrina, The Teenage Witch».

Finishing up

So, to sum (11), «Stranger Things» is one of the most popular TV series of the 21st century.

That (12) my points for today. Just to recap the main points …

In my talk today, we've looked at the following things …

Ex. 12. Each of the sentences below contains a mistake with ONE word. Find and correct each mistake.

1. I'd like to start for saying thank you to the organizers of today's event.
2. If you have any questions, feel yourself free to ask now.
3. To put number on it, $20 million was spent last year on cinema tickets.
4. In true terms, cinema profits have increased by 2%.
5. I'm just going to draw my point with a short story.
6. Turning on to the next point, let's look at the financial aspect of the issue.
7. The same trend can be seen in many countries. To put you an example, let's look at the Mexican market.
8. Just to recapitulate the main ideas from my talk today …

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

Практичне заняття №14-15

Тема 7. Підготовка та проведення ділових зустрічей

Стислий зміст: Вміння організовувати і проводити ділові зустрічі, координувати їхній хід

Мета практичного заняття: засвоїти особливості передачі англійських артиклів, фразеологізмів та слів-реалій у перекладі.

Задачі практичного заняття:

– розглянути шляхи передачі артиклів українською мовою;

– розглянути особливості перекладу усталених словосполучень та фразеологізмів;

– розглянути приклади слів-реалій, і варіанти їх передачі українською та англійською.

Завдання до самостійної роботи:

Ex. 1. Complete this questionnaire about meetings in English and keep a record of your answers. Explain your answers to your partner, using examples where possible. Be honest!

1. You're at a brainstorming meeting where everyone is speaking English. The other participants seem to speak much better English than you. You have lots of ideas and opinions about their ideas. What do you usually do?

A. I interrupt others frequently in order to express my opinions, even though I know I make lots of basic mistakes with my English.

B. I wait for my turn to present my opinions, and then try to express myself as clearly as I can.

C. I only speak if someone asks me for my opinion, and keep my answers short to avoid mistakes.

2. You're at a meeting in English where several participants are sitting silently and just listening. What do you do?

A. I ignore them – if they have nothing to say, they shouldn't be there.

B. I feel sorry for them – perhaps they are having problems with the language.

C. I do everything I can to involve them, by inviting them to speak and preventing others from interrupting them.

3. You're at a meeting where a junior colleague clearly can't speak English properly, and they keep making really basic mistakes like "it don't work".

How do you feel?

A. Superior. My English is much better, and I'm glad I don't sound so stupid when I speak.

B. Irritated. If they can't speak English, they shouldn't be at this meeting.

C. Impressed. My colleague is demonstrating excellent self-confidence and determination to overcome a language barrier. And they're making lots of useful contributions to the meeting.

4. At your meeting, everyone is talking at the same time in English. You can follow their conversations, but you're a few seconds behind. By the time you've thought of something to say, and planned how to say it, the conversation has moved on. How often do you experience this feeling?

A. All the time.

B. Quite often.

C. Rarely or never.

5. You are at a meeting in English where you understand about 60–80% of what you hear. What do you do?

A. Keep interrupting to check what's going on. It's a bit embarrassing and frustrating for others, but it's important that I understand.

B. Participate actively in the meeting. From time to time I'll misunderstand the topic and my contributions will sound a bit stupid, but I'm prepared to take the risk.

C. Sit quietly and listen so as to avoid sounding stupid by talking about the wrong topic.

6. Who is responsible for overcoming your problems with English?

A. Nobody. I make mistakes but it's not a problem. I'm paid for my professional skills, not for being an expert in English.

B. My employer. They should provide more English lessons and give me time to study. My teacher could also do more to improve my English. Also, the other people at meetings should try to help me more.

C. Me.

Analysis

Check your score and read the analysis. Discuss with a partner whether you agree. Try to come up with some good advice for the three types of person.

Score key:

Q1: a: 10 b: 0 c: -10 Q2: a: 10 b: 0 c: -10 Q3: a: -5 b: -10 c: 10

Q4: a: -10 b: -5 c: 10 Q5: a: 5 b: 10 c: -10 Q6: a: 10 b: -10 c: 0

If you scored between -60 and -30, you are too much of a perfectionist to participate actively in meetings in English. This is completely normal – most people hate making mistakes and looking stupid in front of their colleagues. But your colleagues may think even worse of you if you say nothing at all. You should …

If you scored between -25 and 25, you are a fairly typical user of English, with some good strategies for getting involved. However, there's always room for improvement. You could …

If you scored between 30 and 60, you are a risk-taker. You have a lot of self-confidence, which means you can function effectively in English at work despite problems with the language. However, you may be rather dominant in group discussions. Also, some people may see your care-free attitude to English as a reflection of your care-free attitude to work. You should …

Ex. 2. Now match these strategies with the type of person who needs them most, perfectionists or risk-takers. (Typical users would benefit from all of the strategies).

A. Record yourself speaking at a meeting in English (e. g. using a Dictaphone). Later, listen to your «performance» (e. g. while traveling home from work) and try to correct some of the mistakes you hear.

B. Learn a few «interrupting phrases» like «Can I just say something?» or «Sorry to interrupt, but ….» These phrases will give you time to plan what you're going to say. The best one-word interrupting phrase is «But …», or you could simply say the person's name.

C. Learn hundreds of new words. Be systematic and organized – if you learn 10 new words per day for a year, you can increase your vocabulary by 3650 words! Think what that would do for your fluency and confidence.

D. Actively try to involve less confident colleagues by asking their opinions frequently and listening patiently while they speak.

E. Instead of simply presenting your opinions (I think …), use questions What about if we …?; Do you think …?) and question tags (That would work, wouldn't it?) to involve others.

F. Go for it! Speaking English in public is like learning to ride a bike. If you analyze it too much, you'll convince yourself it's impossible. But once you've done it a few times, it'll feel more natural.

G. Ask a colleague what bad habits you have with English grammar or pronunciation. Then try to correct yourself when you're speaking fluently. It'll slow you down a bit, but soon you'll notice it gets easier and faster to be accurate.

H. Learn some phrases for checking understanding (e. g. What exactly do you mean by X?; Sorry – I didn't catch that last word) and make sure you use them. Remember, there's no point in going to a meeting if you don't understand. It may feel embarrassing to keep asking for clarification, but it's worse to sit in silence, and worst of all if your misunderstanding leads to professional mistakes.

I. If somebody interrupts you, give them a chance to speak, especially if you know that person isn't very confident about using English in meetings. If they hesitate, encourage them with phrases like «Go on» or «After you».

K. Don't let other people interrupt you too easily. Hold the floor with phrases like: «Can I just finish my point?» or «I'll let you speak in a second».

Ex. 3. Read the article from the magazine «The Economist» about meeting techniques and do the tasks that follow it.

WHAT do corporate leaders do all day? Much of their time is spent in meetings. No wonder: the rules of team-working are established in meetings, which in turn are the basic building blocks of corporate existence. However, meetings might not always be the best use of the team's time.

Meetings, like teams, do not necessarily achieve what they set out to do. One recent study in America by consultants Synectics found that senior and middle managers spent more than three-quarters of their time in meetings. On average, only 12 per cent of managers thought their meetings were productive. In high-performing companies, that figure rose to 25 per cent and in the lower performers it dropped to 2 per cent

«Despite IT, we all go to more and more of them», reflects Jonathan Day of McKinsey. But there must be a way to таке them work. They can't all be a waste of time. Perhaps team leaders should do everything they can to make sure they organize them properly. Indeed, running meetings well is clearly an art, and a growing number of companies (including Synectics, which modestly claims to run the best meetings in the world) are offering help. Lots of meetings, of course, happen in the corridor or around the coffee machine, and those are probably the most efficient sort, because they tend to be spontaneous, small and quick. Bigger ones are usually more problematic, and team members have to put up with meetings where too little thought goes into the agenda, the location, the people asked to attend and the outcome, say those who try to improve them. That allows unimportant ideas or tedious individuals to hog the floor, with the result that a lot of team members find it hard to look forward to the next meeting.

Meetings tend to be held either to share information or to solve problems. For the first sort, Roger Neill of Synectics advocates asking all the participants to say at the end what they think they have heard, and correcting their accounts if they are wrong. With problem-solving, the aim ought not to be just brainstorming and coming up with ideas but also paying proper attention to putting solutions into practice. He also thinks it is wise to ask people what they liked about the things they heard; criticism usually comes unasked. Pessimism, scepticism and challenge all cause trouble.

What makes meetings especially important to companies, though, is that this is where teams are molded. That is why companies must learn how to run them. David Bradford, a professor at Stanford Business School, who specializes in studying teams, argues that meetings often waste huge amounts of time: in one business, the executive team spent three meetings designing business cards. Of course, one person should have

done this before the team started working together. The way to get a good decision is to frame the question carefully. If you want to invest in China, do not announce that you are planning to do this, or ask the meeting whether you should. Instead, enlist your colleagues' help by saying: «We want to be in the Chinese market: how do we get there?»

Answer the questions:

1. Why are corridor and coffee machine meetings often efficient?
2. What are the two main reasons for holding meetings?
3. What kind of feedback do people give easily?
4. Why do companies consider meetings to be very important?
5. What happens when meetings are not properly organized?
6. Can teams be molded in meetings?
7. Some companies organize other team-molding activities like sports or away days. How do you feel about these activities?
8. What other activities can help to build a team?

B. Find in the text the phrasal verbs or idiomatic expressions which mean the following:

1. plan to do
2. tolerate
3. dominate the discussion
4. be excited about
5. think of to
6. engage or secure someone’s support

Ex. 4. Read the information about the tool created by Edward de Bono in his book «Six Thinking Hats». It is a good technique for looking at the effects of a decision from a number of different points of view. What do you think of this technique? Can you think of any disadvantages of «Six Thinking Hats» technique?

«Six Thinking Hats»

Many successful people think from a very rational, positive viewpoint. This is part of the reason that they are successful. Often, though, they may fail to look at a

problem from an emotional, intuitive, creative or negative viewpoint. This can mean that they underestimate resistance to plans, fail to make creative leaps and do not make essential contingency plans.

Similarly, pessimists may be excessively defensive, and more emotional people may fail to look at decisions calmly and rationally.

If you look at a problem with the «Six Thinking Hats» technique, then you will solve it using all approaches. Your decisions and plans will mix ambition, skill in execution, public sensitivity, creativity and good contingency planning.

You can use Six Thinking Hats in meetings or on your own. In meetings it has the benefit of blacking the confrontations that happen when people with different thinking styles discuss the same problem. Each «Thinking Hat» is a different style of thinking.

White Hat:

With this thinking hat you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data.

Red Hat:

«Wearing» the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.

Black Hat:

Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them. Black Hat thinking helps to make your plans «tougher» and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. Black Hat thinking is one of the real benefits of this technique, as many successful people get so used to thinking positively that often they cannot see problems in advance. This leaves them under-prepared for difficulties.

Yellow Hat:

The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

Green Hat:

The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.

Blue Hat:

The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, etc.

A variant of this technique is to look at problems from the point of view of different professionals (e. g. doctors, architects, sales directors, etc.) or different customers.

Example:

The directors of a property company are looking at whether they should construct a new office building. The economy is doing well, and the amount of vacant office space is reducing sharply. As part of their decision they decide to use the 6 Thinking Hats technique during a planning meeting.

Looking at the problem with the White Hat, they analyze the data they have. They examine the trend in vacant office space, which shows a sharp reduction. They anticipate that by the time the office block would be completed, that there will be a severe shortage of office space. Current government projections show steady economic growth for at least the construction period.

With Red Hat thinking, some of the directors think the proposed building looks quite ugly. While it would be highly cost-effective, they worry that people would not like to work in it.

When they think with the Black Hat, they worry that government projections may be wrong. The economy may be about to enter a «cyclical downturn», in which case the

office building may be empty for a long time. If the building is not attractive, then companies will choose to work in another better-looking building at the same rent.

With the Yellow Hat, however, if the economy holds up and their projections are correct, the company stands to make a great deal of money. If they are lucky, maybe they could sell the building before the next downturn, or rent to tenants on long-term leases that will last through any recession.

With Green Hat thinking they consider whether they should change the design to make the building more pleasant. Perhaps they could build prestige offices that people would want to rent in any economic climate. Alternatively, maybe they should invest the money in the short term to buy up property at a low cost when a recession comes.

The Blue Hat has been used by the meeting's Chair to move between the different thinking styles. He or she may have needed to keep other members of the team from switching styles, or from criticizing other peoples' points.

The advantages of «Six Thinking Hats» technique:

A) It allows necessary emotion and skepticism to be brought into what would otherwise be purely rational decisions.

B) It opens up the opportunity for creativity within decision making.

C) It helps persistently pessimistic people to be positive and creative.

D) Plans developed using this technique will be sounder and more resilient than would otherwise be the case.

E) It may also help you to avoid public relations mistakes.

F) It helps you spot good reasons not to follow a course of action before you have committed to it.

Ex. 5. Getting the meeting started. Look at this introduction to a meeting. What does the chairwoman mean by the phrases in bold?

1. Right … I think we should start now. Robert, Alice … could you …? Robert…? Thanks.

2. OK, so, is everybody here? Who are we waiting for? Hmmm … well, I think we'll have **to make a start without them**. We've got **a lot to get through** this afternoon.

3. Right, well, as you know, the purpose of today's meeting is to **see where we are** with the marketing plan, and to **work out what we still need to do** before the launch, which is now just six weeks away.

4. By the end of the meeting, we need to have a list of firm action points for the next month. Hopefully we'll then need only one more meeting next month to **tie up any remaining loose ends.**

5. Did everyone get a copy of the agenda I **sent round**? OK, good.

6. As I say, we've got a lot to get through, so please let's **stick to the agenda**. I've **set aside** two hours for this meeting, and we really can't afford to **run over**. Ideally, we can **cover everything** in an hour and a half. Does that sound reasonable?

7. Ah, Helena, come and take a seat. We started without you.

8. So perhaps we can **get the ball rolling** by **going through the list of action points** from the last meeting.

9. Borys, you were going to **look into** the costs of the various options that **came up** last time. Could you tell us what you **found out**?

Ex. 6. Now match the nine steps in the meeting introduction (1-9) to the descriptions (a-i). Can you think of other phrases for the nine steps?

A. Stating the desired outcome.

B. Introducing the first point on the agenda.

C. Getting people's attention, interrupting small talk

D. Handing over to the first speaker.

E. Dealing with non-attendees.

F. Dealing with a late arrival.

G. Explaining time limits and procedures.

H. Stating the purpose

I. Checking people have seen the agenda.

Ex. 7. Discuss these questions with a partner.

1. What body language do you think the chairwoman used to interrupt the small talk? Why didn't she finish her request?

2. Why do you think the chairwoman decided not to criticise people for being

late? Do you agree with her decision?

3. The chairwoman referred to action points for the next month and a meeting next month. What's the difference between the next month and next month?

4. Why didn't the chairwoman go through the agenda step-by-step? Do you agree with her decision?

5. Why did the chairwoman set both a maximum time limit and an ideal time limit?

6. What verb form did the chairwoman use to refer to an action point from the last meeting?

7. Do you think the chairwoman's language was too idiomatic at times?

Ex. 8. Take turns to practice starting your own meeting. You could use one of the topics below or your own ideas.

1. A new Health and Safety Procedure
2. How to deal with our recent Public Relations crisis
3. Finding new sources of income for our business

Рекомендована література:

1. Буданов С. І., Борисова А. О. Business English. Business Communication. 3-е вид. Харків: Торсінг, 2011. 288 с.

Практичне заняття №16-17

Тема 8. Підготовка та проведення перемовин

Стислий зміст: Вміння організовувати і проводити перемовини; стежити та координувати їхній процес

Мета практичного заняття: навчитися організовувати та контролювати хід ділових перемовин.

Задачі практичного заняття:

– уточнити поняття перемовин та ділових перемовин;

– розглянути особливості ділових перемовин;

– розглянути основні філософії та стратегії ведення успішних ділових перемовин.

Завдання до самостійної роботи:

Ex. 1. Read the text and answer the questions.

Most *managers* are involved in negotiating. If you are a *skilled* manager, you are probably a skilled negotiator. Successful negotiating is where you get what you want. A better deal is always possible for both parties if both *approach* the *negotiations* as a *cooperative enterprise.* There are a number of factors that affect the negotiating process. Your attitude is one. The higher your *aspirations* are, the better your results are. The more committed and *determined* you are, the better you will perform. The attitude of the other party is important too. It is up to you to *alter* his expectations, to encourage him to be satisfied with less than he originally hoped for. *Take into account* the personal needs of the other *party* – not just what he wants to gain in the issues you are negotiating about, but his *underlying needs.* Most people want to have a good image of them; they want to be liked; they want to impress their boss. Give attention to such needs and you will find people *are* more *willing* to go along with you.

At the centre of all negotiating is the question of power – and it comes from a variety of sources. It comes from knowledge – the more you know about the other party, the more power you will have. It comes from time – the more time you have to negotiate, the more power you have. But most of all power is in the mind. You need to know that you have it, and you need to know what it is based on. All of these factors –

attitudes, personal needs, and sources of power – should be considered before you sit down at the *negotiating table.* When the negotiations actually begin, it is often a good tactics to start with a firm *demand*.

Do not *bargain* unless you have to. This approach needs to be taken carefully though. Present it in a way that does not rouse *hostility*. There is a variety of ways of doing this. You can refer to the policy of your company. Your company has always done things this way. You can refer to *regulations* to your published price lists. Moreover, allow him to save face, give him time to express his views. Negotiation, however, usually involves making *concessions*. Nevertheless, before you start making concessions, find out what the other party wants. Do not let him know what you will be satisfied with, until you've found out what he'll be satisfied with.

Encourage him to represent all his demands first, and try not to *reveal* yours. Then try to *secure* his *agreement* to each of your demands, starting with the most important. Do not give concessions easily. The longer you hold out, the more likely you are to get something *in exchange*. Do not be afraid of *reaching a deadlock.*

Be prepared to stop the negotiations and to start again. A deadlock can be a useful tactics but if you decide, it is up to you to get the negotiations going again, do it in a way that does not reduce your *credibility.* Say that you want to consult your boss, then come back and say that your boss has suggested a different approach.

Or suggest that you both approach the problem from a different *angle*, and get his agreement that you both do this, so that he sees this as a point effort to get things moving, rather than a concession on your part. Throughout the negotiations, try to keep the relationship friendly. It is easier to get the agreement you want when the other party is *well-disposed* towards you. Negotiation is about rational choices and logical decisions, but it helps if he likes you. Maintain your *integrity.* You may often hide things from the other party, and you may allow him to form wrong impressions, but it is essential that trust is maintained.

Questions:

1. Explain the general principles of the negotiations.
2. What factors affect the negotiating process?

3. Why is the question of power at the centre of all negotiating?

4. Is it necessary to take into account the personal needs of the other party?

5. How can you keep the relationship friendly throughout the negotiations?

6. What ways of avoiding hostility do you know?

7. Why is it sometimes useful to stop the negotiations and to start again?

8. How can you strengthen your position and weaken the other party's one?

9. How do you understand the successful negotiations?

10. What is the best result you could hope for in the talks?

Ex. 2. Match each word in the left-hand column with its meaning in the right- hand column.

1) negotiator	a) the head of a department in a company
2) manager	b) a spoken or written contract between people or groups which explains how they will act
3) deal	c) a person who discusses a problem with the aim of achieving agreement between different people or groups of people
4) deadlock	d) a person or organisation involved in a legal dispute or legal agreement
5) party	e) a course of action or set of principles determining the general way of doing something
6) trust	f) a business agreement, affair or contract
7) policy	g) an agreement on the price of something
8) enterprise	h) a law or rule
9) regulation	i) the fact of being confident that something is correct or will work
10) agreement	j) a system of carrying a business
11) bargain	k) a point where two sides in a dispute cannot agree

Ex. 3. Discuss the following questions with your partner.

1. In what situations do you negotiate? Who do you negotiate with? Think about

both your work and your private life.

2. What's the difference between sales techniques and negotiation techniques?

3. What makes a good negotiator?

4. How important are trust and liking in negotiations?

5. Is there an important difference between the way you might approach one-off negotiations (e. g. selling your car) and negotiations as part of a long-term business relationship?

6. How can you avoid being manipulated in a negotiation with a more experienced negotiator?

Ex. 4. Fiona Jackson is in Munich to negotiate the sale of up to five large industrial packaging machines to a large manufacturing company. Read these three extracts from her conversation with Hans Braun, the Director of Operations. Answer the questions for each extract.

Extract 1

1. How do Hans and Fiona flatter each other? What adjectives do they use?

2. How do they respond to each other's flattery? What grammatical structure do they both use?

3. Why do you think they focused on flattering each other's companies?

H: Ah, hello. Ms Jackson? I'm Hans, Hans Braun.

F: Good to meet you at last, Hans, after all those emails. And please call me Fiona.

H: OK, welcome to Munich, Fiona. Sorry to keep you waiting, by the way. I had an urgent phone call and couldn't get away.

F: No problem. I was just admiring your brochure. It's really impressive. I didn't know you had so many famous clients!

H: Thanks. Yes, well, we've got a great sales team, and we really go for quality in a big way here, much more than some of our cheaper competitors.

F: Well, it certainly seems to be an effective strategy, judging by these recommendations.

H: Thank you. Yes, they're very positive, aren't they? We've also heard some great things about your company. I was looking at your website yesterday, and I thought it was really interesting. I loved the «Our story» section, you know, the story about how your founder started the business from nothing. Fascinating.

F: Yes, it's amazing, isn't it? I'm glad you read that – it means you've got a better idea about our approach to business.

Extract 2

1. What do you think of Hans's opening question? How else could he start a conversation to find things in common?

2. How many things in common did they find?

3. What phrases do they use to show interest?

4. What techniques did they use to echo what the other person said?

5. What example of generosity and gratitude is in the conversation?

6. How easy would it be for Hans and Fiona to continue this conversation?

H: So, is this your first time in Munich, Fiona?

F: Well, yes and no. I came with my family when I was about 14, but … well, that was a very long time ago. I don't remember much about it … just museums and football.

H: Football? Are you a fan?

F: Not really. But my dad was … I mean he still is, obsessed with it. So he took us to matches all over Europe.

H: Wow. That's really interesting! I'm also a little obsessed with football, but I don't drag my kids around to watch matches!

F: No, it wasn't so bad. It meant we got to see lots of interesting places. How many kids have you got?

H: Three: two girls and a boy. They're growing up fast. My eldest daughter is at university already.

F: Really? You must be very proud. My kids are still very small, so I've got all that to look forward to. What does your daughter study?

H: English, would you believe? She wants to study in Bristol next year.

F: Bristol? That's interesting. My brother studied there. He had a wonderful time. It's a really nice city. I could ask him if he's got any advice, you know, where to go, where to avoid.

H: Well, that would be excellent. I'd really appreciate that. You know what it's like to be a parent – you never stop worrying about your kids.

F: Absolutely. My son's going on karate camp next week, his first time away from mum and dad, and I'm really stressed about it. He's only nine.

H: Karate camp? Sounds interesting. I used to do a bit of karate myself, many years ago. Is he good at it?

Extract 3

1. What is the main example of generosity in this conversation?

2. How does Hans add a personal touch?

3. How does Fiona express gratitude? What do you think of the two techniques she uses?

H: So I thought we'd start with a tour of our factory, so you get a really good sense of what we do here and what we need. I'd also like to introduce you to a few of our key people here, if that's OK.

F: That's great. It all helps me to get a better picture of how we can help you.

H: That's what I thought. And then for lunch, I'd like to take you to one of my favourite restaurants … a short drive out of the city.

F: Oh … that would be lovely, but please don't go to any trouble. I'd be happy with a sandwich!

H: No, I wouldn't dream of it. This project is very important to us, so we want to treat you well! It's a lovely restaurant, and I've booked my favourite table. So I hope you're hungry!

F: Well, that's very kind of you. In that case, you must let me return the favour if ever you visit our factory in Edinburgh.

H: OK, that sounds nice. Thank you.

Ex. 5. Work in pairs. Use these ideas to role-play similar conversations. Invent any details you need (e. g. the name of the city). Try to use the six relationship-building techniques as often as you can – but make sure you don't sound artificial! Try to keep each conversation going for at least two minutes. When you've finished, swap roles and repeat the role-plays.

Conversation 1:

A: Greet the other person. Apologize for being late.

B: Say something nice about the brochure / the office / something you can see (e.g. a diploma on the wall)

A: Say something nice about the other person's organisation.

B: Continue the conversation.

Conversation 2:

A: So, is this your first time in …?

B: Yes→Explain what happened. No, but I have been to …

No, but I've heard a lot about it. Isn't there a …?

A: Continue the conversation.

Conversation 3:

A: Explain your plans for the day's events. Offer something generous (e. g. a nice meal, some evening entertainment, a symbolic present).

B: Express gratitude.

A: Make person B feel special.

B: Try to return the favour.

A: Continue the conversation.

Ex. 6. Match the words and phrases on the left with the explanations on the right.

1. Position
2. Interest
3. Variable

4. Opening point

5. Target point

6. Reservation point

7. BATNA

8. Deadlock

9. Split the difference

10. Giveaway

A. This is the figure for a particular variable that you would find satisfactory.

B. This is something that doesn't really matter to you, but which you include in your opening position statement because you may be able to trade it for something from the other party.

C. This is your best alternative to a negotiated agreement. In other words, it is what you will still have if the negotiation fails.

D. A situation where there is no solution, because neither side can move.

E. This is your limit for a particular variable. You cannot go beyond this point.

F. This is the figure you give for a particular variable when you first state your position.

G. This is what you really need out of the negotiation.

H. To agree to a compromise half-way between person A's figure and person B's figure.

I. This is what you say you want out of the negotiation.

K. This is one of the things that can be negotiated, such as the unit price, guarantees or the delivery date.

Ex. 7. Write one of the words/phrases from Exercise 2 in each space. Some words need to be in the plural form.

Positions and interests

They say that negotiating is like mind-reading but the most important mind to read is your own. If you don't fully understand your own needs and wants from the negotiation, there's no point in trying to read the other person's mind!

The mistake most inexperienced negotiators make is that they focus too much on

positions and not enough on interests. Almost by definition, 1)_____ are incompatible: I want to pay £500 for your printer, but you want to receive £1000; I want the printer tomorrow, but you want to deliver next month; I want you to install the printer, but you want me to do it. We can't both get what we want.

Even if we 2)_____on price and delivery date, neither of us will be happy. That's why it's so important to be aware of our interests, the reasons behind our positions. Let's look again at the three 3)_____in our example. I want the machine quickly so I can complete a big order for a client worth £10,000. You can't deliver quickly because you don't have that particular model in stock. I can't pay

£1000 because I've got a cash flow crisis – that's why the big order from my client is so important. You won't accept £500 because the printer will cost you £600 from your supplier. I want you to install the machine because I don't think I could do it properly. You want me to do it because it costs you £50 to send out an engineer.

When we start thinking in terms of 4)_____, creative solutions become possible. Maybe there's a way for me to borrow a different machine to complete the big order, and to pay the full price, plus the £50 cost of installation, in two months, when the right machine's in stock and my cash flow crisis is over.

In other words, instead of treating the negotiation like a game of poker, we can both benefit from being honest and open about what we really need and why we need it. Of course openness and honesty carry their own risks: a completely open and honest negotiator can easily be manipulated by a more cynical adversary.

Revealing your interests can be a great way of breaking a 5)_____, but there's no need to reveal too much if there's no deadlock to break. At the end of the day, you've got a duty to get the best possible deal for yourself or your organisation.

That's why, for each variable, it's essential to plan three points. Start by working out your 6)_____. If you're the seller, this might be the price you need simply to cover your costs. Below this price, you're better off walking away from the negotiation. You can then decide what you actually want from each variable – the figure that would make you feel satisfied. This is your 7)_____.
Finally, plan your 8)_____some way beyond that target point. This means you can

show some flexibility in the negotiation and still come away with what you want – and you may even get more than you want!

Once you've worked out these three points for every variable (and of course, how they relate to each other), there's still one vital piece of information you need: your BATNA, or best alternative to negotiated agreement. For example, if you're trying to sell your car to person A, it's useful to know how much person B would be prepared to pay. If A can't match B's price, walk away from the negotiation.

Even if there's no person B, you can work out the probability of finding another buyer, and making a realistic calculation of how much you could expect that buyer to pay. Of course, real person A's concrete offer of £1000 may be worth more to you than hypothetical person B's potential offer of £1200, but these are things you can calculate or at least estimate. And even if there's no hope of finding a person B, you've still got a 9)_____: you get to keep your car.

Finally, professional negotiators always plan a few 10)_____: things that cost them nothing, but which they can exchange for something of value from the other side. For example, one variable might be delivery time. The supplier has actually got the goods in stock, and is desperate to get them out of the warehouse.

But he still asks for a four-week delivery period. The customer needs

the goods as soon as possible, and accepts a higher price in exchange for quicker delivery. Of course, this can be a risky strategy – deceiving the other person is in direct conflict with your aim of building long-term trust! But if used in moderation, this technique can be good for breaking deadlocks.

Ex. 8. Discuss these questions in groups.

1. Do you think the stages of the negotiation should be kept separate in this way, or is it better just to keep things flexible?

2. Is it better to present your position first or second?

3. What is the simple reason for asking lots of questions?

4. What is a more strategic reason for questioning?

5. Are there any dangers connected with questioning?

6. What do you think is involved in responding to the other party's position?

Ex. 9. Put the stages of a formal negotiation into the most logical order.

There may be more than one possible order.

A. Party B states initial position and responds to party A's position

B. Tying up loose ends

C. Party A states initial position

D. Trading concessions

E. Relationship-building

F. Party A asks questions to clarify party B's position

G. Establishing a procedure

H. Clinching the deal

I. Party B asks questions to clarify party A's position

K. Party A responds to party B's position

Ex. 2. Match these types of question with the examples in bold. Write numbers (1-10) in the boxes. Some examples may go with more than one type of question. Which of these questions might be dangerous?

Echo questions. Checking questions. Probing questions. Hypothetical questions

1. A: We were thinking in terms of six months. B: Six months?

A: Well, er, maybe we could manage five months.

2. So let me check I've understood you correctly. Are you saying that would be impossible, or just difficult?

3. You mentioned an exclusivity clause. Can you expand on that? What exactly did you have in mind?

4. You said you don't manufacture in batches of less than 10. Just thinking aloud now, what if there was a way for us to guarantee to buy, say, 20 units over the next three years? Would that work for you?

5. Sorry, was that €13 or €30?

6. So when you say you're looking for a price of around $200, am I right in assuming there's some room for manoeuvre there?

7. Can I ask how you arrived at that figure?

8. You're offering us 10% now and the remaining 10% on completion. Is that

right?

9. A: We need to allow at least a week for unexpected delays. B: Unexpected delays?

A: Yes, you know, like illnesses, accidents, that kind of thing.

10. I’m a little confused about the after-sales support you mentioned. What exactly would that involve?

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