

Міністерство освіти і науки України
Сумський державний педагогічний університет імені А. С. Макаренка
Факультет іноземної та слов'янської філології
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ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)
ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Методичні рекомендації до практичних занять

для магістрантів закладів вищої освіти 1 року навчання
денної форми навчання

галузі знань: 01 Освіта
02 Культура і мистецтво
22 Охорона здоров'я

Суми – 2021

УДК 811.111(075.8)

I 67

*Рекомендовано до друку рішенням вченої ради Сумського
державного педагогічного університету імені А. С. Макаренка
(протокол № 13 від 22.06.2021 р.)*

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I 67 Іноземна мова (англійська) за професійним спрямуванням: методичні рекомендації до практичних занять для магістрантів 1 року денної форми навчання. Суми: Видавництво СумДПУ імені А. С. Макаренка, 2021. 58 с.

Методичні рекомендації з іноземної мови (англійської) за професійним спрямуванням містять завдання та матеріали до практичних занять для магістрантів денної форми навчання, які вивчають англійську мову як обов'язковий компонент освітньо-професійної програми за спеціальностями галузей знань 01 Освіта, 02 Культура і мистецтво, 22 Охорона здоров'я.

Матеріали видання структуровані відповідно до робочої програми з навчальної дисципліни «Іноземна мова (англійська) за професійним спрямуванням» за трьома розділами: «Пошук роботи», «Особливості міжкультурних контактів», «Моя професія».

УДК 811.111(075.8)

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ПЕРЕДМОВА

Методичні рекомендації до практичних занять з англійської мови за професійним спрямуванням орієнтовано на магістрантів педагогічних університетів першого року денної форми навчання, які вивчають англійську мову як обов'язковий компонент освітньо-професійної програми за спеціальностями галузей знань 01 Освіта, 02 Культура і мистецтво, 22 Охорона здоров'я.

Основною метою курсу «Іноземна мова за професійним спрямуванням» є формування англомовної комунікативної компетентності в сфері професійного спілкування в усній і письмовій формах; формування та вдосконалення лінгвосоціокультурної та навчально-стратегічної компетентностей майбутніх фахівців у межах визначеної програмної тематики на засадах професійної орієнтації на заняттях з англійської мови.

Методичні рекомендації містять 3 розділи, які за тематико-ситуативним змістом, мовним і мовленнєвим матеріалом відповідають робочій програмі з навчальної дисципліни «Іноземна мова (англійська) за професійним спрямуванням» для магістрантів першого року денної форми навчання, а саме: «Пошук роботи», «Написання резюме», «Співбесіда з роботодавцем», «Телефонна розмова», «Ділова кореспонденція», «Використання Інтернету», «Навчання в університеті», «Майбутня професія та сьогоднішня зайнятість» та «Презентація результатів наукового дослідження».

Кожний розділ складається зі структурних частин, які спрямовані на формування певних компонентів професійної англомовної комунікативної компетентності магістрантів: переліку завдань до практичного заняття, тематичного мовного матеріалу для формування лексичної компетентності (Topical Vocabulary), текстів і завдань для формування компетентності у читанні й аудіюванні, завдань для формування компетентності у говорінні та писемному мовленні в сфері професійного спілкування, а також завдань для самостійної роботи.

Запропоновані навчальні матеріали розкривають актуальні проблеми професійної комунікації, надають необхідну інформацію у комунікативно зумовленому контексті, ґрунтовно знайомлять з іноземним досвідом ділового спілкування, сприяють подальшому використанню мовного / мовленнєвого матеріалу під час висловлення й аргументування своєї позиції, обміну думками у різних формах (дискусія, диспут, презентація тощо).

Професійно орієнтовані завдання посібника сприяють підвищенню ефективності підготовки як майбутніх учителів так і фахівців інших галузей, стимулюють розвиток їх пізнавальних інтересів, підтримують мотивацію до вивчення англійської мови з метою розширення контактів зі світовою академічною спільнотою, участі у міжнародних заходах, стажування закордоном.

Методичні вказівки також можна рекомендувати для самостійної роботи з формування професійної англомовної комунікативної компетентності магістрантів заочної форми навчання відповідно до вимог навчальних програм.

РОЗДІЛ 1. ПОШУК РОБОТИ

ТЕМА 1.1. ПОШУК РОБОТИ. ОГОЛОШЕННЯ ПРО ПОШУК РОБОТИ / ОГОЛОШЕННЯ ПРО ВАКАНСІЇ. ВИМОГИ ДО КВАЛІФІКАЦІЇ.

Практичне заняття 1, 2

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Study the Topical vocabulary. Read the text “THE KIND OF JOB YOU WANT” and answer the questions:

- 1) What is the first step in a successful search for a job?
- 2) What questions must you ask yourself when beginning to search for a job?
- 3) What methods of finding a job do you know?

Task 2. Answer the questions; try to identify your interests.

- 1) What are you looking for: money, power, prestige, security, travel opportunities, spare time?
- 2) How important are the salary, environment, benefits, and job stability?
- 3) Do you enjoy working with people, information, or things?
- 4) Is it important to be your own boss?
- 5) What is your idea of a perfect job? A perfect boss? A perfect colleague?

Task 3. Read and translate the text "Want Ads". Write out the unknown words.

Task 4. Answer the questions:

- 1) Why should you read the want ads?
- 2) What information can you find in a want ad?
- 3) Why isn't it easy to read ads?
- 4) What suggestions will help you to use want ads effectively?

Task 5. Read and translate the text from Ex. 10. Write out the unknown words.

Task 6. Ex.11. Write a letter of application, follow the example in Ex. 10.

UNIT 1. JOB SEARCH

Lesson 1, 2. Job Search. Job/Vacancy Adds. Professional / Qualification Requirements.

TOPICAL VOCABULARY

your job interests and concerns

job advertisements = want ads

to apply for a job

employer

required and preferred qualifications

job search

resume / curriculum vitae (CV)

chronological resume

accomplishment

cover letter

тут: робота, яка Вас цікавить

оголошення про прийом на роботу

звертатися про прийом на роботу

роботодавець

обов'язкові та бажані вимоги до кваліфікації

пошук роботи

резюме

хронологічне резюме

досягнення

супровідний лист

recruitment	набір
position	посада
vacancy, job opening	вакансія
application	заява
applicant, candidate	претендент, кандидат
career	кар'єра
experience	досвід
background	біографічні дані
reference	рекомендація
employ/recruit/hire	наймати на роботу
discharge/lay off /dismiss	звільняти
to earn	заробляти
term of probation	випробний термін
curriculum vitae (CV)	автобіографія
cover/accompanying letter	супровідний лист
marital status	сімейний стан
hunting for a job	пошук роботи
personnel department	відділ кадрів

1. Read and discuss the text.

THE KIND OF JOB YOU WANT

The first step in a successful search for a job is to decide on the kind of job you want and the kind you are qualified for. This means that first you should answer the questions "What can I do well?" and "What do I really want to do?" Begin with thinking about the work you can do. Include work you have been trained to do, work you have actually done, and work you enjoy doing. Therefore, you have to answer some questions: Do you like to work with your hands? Do you like to work outdoors? Do you like to work with others?

Next, talk to as many people as possible about your job interests and concerns. Talk to your friends, neighbours, and your family or relatives. These contacts may help you to get more information about different jobs; to form a "network" of people interested in helping you; to find people who work (or who know people who work) in the area of your interest; each discussion will give you additional practice in expressing yourself.

Now when you know the kind of job you want, the next question to answer is "Where can I find that job?"

People use many methods of finding a job. They answer job advertisements (want ads), or apply directly to employers. Of course, some methods are better than the others.

2. Read, translate and try to identify your interests.

1. What are you looking for: money, power, prestige, security, travel opportunities, spare time?
2. How important are the salary, environment, benefits, and job stability?
3. Do you enjoy working with people, information, or things?
4. Is it important to be your own boss?
5. What is your idea of a perfect job? A perfect boss? A perfect colleague?

3. Read and translate the text. Write out the unknown words.

"WANT ADS"

"Want ads" are job advertisements you can find in the classified advertising section of newspapers, professional or trade journals. You should read the want ads at least for two reasons:

- to learn more general information about jobs available;
- to learn specific information about a particular job that is of interest to you.

The ad may tell you about the education and work experience required for the job, the location of the job, the working hours, and the pay. It also tells you how to apply for that particular job.

Some want ads say that certain qualifications are required, while other qualifications are preferred or hoped for. The employer will try to find someone who has all of the required and preferred qualifications. However, if no one has all the qualifications that the employer requires and prefers, he may hire someone who has only some of those qualifications. It is usually best to apply only for jobs for which you have at least all the required qualifications. However, this is not always true.

Not all want ads are easy to read. The longer a want ad is, the more money it costs to print. In order to save money, employers leave unnecessary words out of the advertisement. They also use abbreviations.

There are many good reasons for using the want ads in your job search. The following suggestions will help you to use want ads effectively:

- a) Remember that want ads are only one of the methods you may use. Save time to use other methods.
- b) Reading all the want ads you will learn useful general information.
- c) Avoid ads that make unrealistic offers.
- d) Analyze ads, which are of interest to you.
- e) Determine your qualifications for that job.
- f) Act quickly, effectively and stay cheerful!

4. Read and discuss the samples of want ads. Compare the ordinary and abbreviated advertisements.

	Ordinary want ad	Abbreviated want ad
Type of job	AUTOMOTIVE PARTS COUNTER SALESPERSON	AUTO PARTS CTR SALES
Work experience	2 Years Experience	2 yrs exp. & H.S. req.
Education required	High School Graduate	
Working hours	5 days, Mon.-Fri.	M-F
Pay	\$9.00 hour	\$9/hr
How to apply	Apply in person, before 10:00 a.m. CARSONS SUPPLY 4396 Melrose Ave.	Apply before 10 am CARSONS 4396 Melrose

5. Let's speak about the personal features. Match the definitions in A with the correct adjectives or phrases in B. Try to describe your features of character for the future employer.

- | A | B |
|--|------------------------|
| 1. wants to get to the top | a. sensitive |
| 2. open and friendly | b. creative |
| 3. doesn't get tired easily | c. attentive to detail |
| 4. can change people's opinions | d. ambitious |
| 5. doesn't get angry or irritated quickly | e. adaptable |
| 6. can produce new ideas | f. independent |
| 7. thinks of other people's feelings | g. outgoing |
| 8. doesn't mind changing his/her habits | h. energetic |
| 9. can work alone | i. persuasive |
| 10. regularly checks the quality of his/her work | j. patient |

6. Write a short description of someone you like (or dislike) in your personal or professional life.

MODEL: My boss is very energetic. She works about 12 hours a day. She is a patient woman, and always has time to talk to us if we have a problem.

7. Read the text and try to retell it.

The United States leads the industrial nations in the proportion of its young people who receive higher education. For some careers – law, medicine, education, and engineering – a college education is a necessary first step. More than 60 percent of Americans now work in jobs that involve the handling of information, and a high school diploma is seldom adequate for such work. Other careers do not strictly require a college degree, but having one can often improve a person's chances of getting a job and can increase the salary he or she is paid.

8. Read and translate the part of the interview. Is it hard to find a good job nowadays?

A: That's great. You said that you did start working after your children grew up. Where did you work or what did you do?

B: Well, I had a hard time finding a job because jobs were very hard to find, but finally I had a job with the state and I worked for the state and I got a job there, but my experiences of getting a job after high school were terrible. It was so bad. It was terribly hard to get a job. And all I wanted to be at that particular time was a court stenographer. I loved shorthand and everything I heard I was taking it down, and I was so naive, I thought all I had to do was be smart and be ready, and I was.

9. Look and try to analyze these ads for job openings.

1) Dental Receptionist/Secretary: Part-time. Bilingual Spanish/English. Mature, bright. Respond with qualifications and salary requirements, Larkin Agency, 23rd Street. Pittsburgh, PA 15260.

2) Matsuda of Tokyo: Opportunities available for salesperson in Philadelphia boutique. Send resume with salary requirement and references to Nicole. 109 Broad St., Philadelphia, PA 19105.

10. If you want to get a job about which you've read in the want ads, you have to send a letter of application. Read the instructions how to write it better.

1. Remember that the first impression is very important.
2. Type the letter neatly on good stationery.
3. Check for spelling mistakes. Use a dictionary if you are not sure of a word. Retype the letter if necessary.
4. Describe yourself, your qualifications, and your experience clearly.
5. If the ad tells you to write for an application form you do not need to give detailed information in your letter.
6. Follow standard business letter format. Address the letter and envelope clearly.

A LETTER

421 Lafayette Drive, Apt. 317
St. Paul, Minnesota 56106
April 4, 2020

Personnel Department
Continental Computer Corp.
935 Watson Ave
St. Paul, MN 55101

Dear Sir or Madam!

In reference to your ad in today's "Standard" I am interested in the opening for a trainee computer programmer. Please send me an application form and any further details. Thank you for your attention to this matter.

Yours truly,
Ashley Smith

11. Write a letter of application.

ТЕМА 1.2 РЕЗЮМЕ. ВИДИ РЕЗЮМЕ.
ОСНОВНІ ВИМОГИ ДО СКЛАДАННЯ РЕЗЮМЕ.
Практичне заняття 3

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Read the text “THE RESUME” and answer the questions in written form:

1. What is a resume? What are the basic requirements for a good resume?
2. How many types of resumes do you know? What do they differ in?
3. What type of resume is the most popular with the recruiters?

Task 2. Read and translate the text from Ex. 3. Write out the unknown words.

Task 3. Answer the questions in written form:

1. What information is recommended to exclude from your resume?
2. Which of special suggestions that can help you write a perfect resume do you think are the most important?

Task 4. Look through the sample of a resume in Ex. 4. Write out and translate the unknown words.

Task 5. Write your resume (see Appendix).

Task 6. Ex. 5, answer the questions which can be asked during the interview.

UNIT 1. JOB SEARCH

Lesson 3. Resume. Kinds of Resume. Basic Requirements for Writing a Resume.

1. Read and translate the texts. Write out the unknown words.

THE RESUME

A Resume or Curriculum Vitae (CV) is an objective written summary of your personal, educational, and experience qualifications. It packages your assets in the form of a convincing advertisement, which sells you for a specific job. A resume is a kind of written sales presentation. An effective resume creates a favorable impression of you while presenting your abilities and experience. The basic requirements for a good resume are:

- brevity: one page is preferable, but not more than two pages;
- top quality paper;
- perfect spelling and grammar;
- no typographical errors;
- attractive layout.

Your personal data sheet contains most of the information you need, to prepare resume. Now you have to select and arrange that information in the way that best relates your background to the work you seek. Every resume is an individualized presentation of your qualifications for a particular job. It means that you may prepare a few different resumes, depending on the types of jobs you are applying for. You can choose from among four types of resumes:

✓ Chronological resume lists work experience or education in reverse chronological order. It describes responsibilities and accomplishments associated with each job or educational experiences.

✓ Functional resume lists functional skills and experience separately from employment history.

✓ Combination (functional/chronological) resume draws on the best features of the chronological and functional resumes. It highlights applicant's capabilities and includes a complete job history.

✓ Targeted resume emphasizes capabilities and accomplishments relating to the specific job applied for. Work experience is briefly listed in a separate section.

The Requirements for a Resume

A resume should show an applicant's qualification for a specific job. It should include your name, address, and telephone number; an employment objective; educational and training data; a list of previous work experience. The list should start with your present or with your last job that shows qualifications for the work you want now.

All this data should be listed in an easy-to-read form. If possible, all of the information should be on one page. Type your resume on standard size business stationery.

The interviewer usually sees the resume before he sees the applicant. The resume gives the first impression of the applicant to the employer. It should be neat and well organized.

2. To strengthen your resume you may use action verbs like (try to learn them by heart):

Analyzed – аналізував

Administered, managed – вів справи, керував

Completed – проводив (роботу)

Created – створював

Evaluated – визначав (кількість, вартість);
підраховував

Implemented – впроваджував

Improved – удосконалював

Investigated – дослідив, вивчив

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

3. Knowing what to exclude from your resume is as important as knowing what to include. Here is a list of details to exclude from your resume:

✓ Height, weight, hair or eye colour;

✓ Comments about your family, spouse, or children;

✓ Your photograph (unless you are applying for modeling or acting job);

- ✓ Travel restrictions;
- ✓ Preferences for work schedule, days off, or overtime;
- ✓ Salary demands or expectations.

Very few people have good resumes. If English is not your native language or if you come from another country, it can be even more difficult to know the right things to do. Some special suggestions will help you write a perfect resume:

1. Adapt your resume to the information you have gathered about the employer and the job you want.
2. Use action verbs, they will bring your resume to life.
3. Avoid the pronoun "I". Describe your skills and capabilities by using as many specific words as possible.
4. Highlight your accomplishments and achievements.
5. Keep it simple and clear: two pages at most.
6. Be truthful, don't exaggerate or misrepresent yourself. Remember that employers check the information.
7. Don't mention salary.
8. Avoid long sentences. Use the minimum number of words and phrases but avoid abbreviations.
9. Place headings at the left side of the page, and the details relating to them on the right side. Looks are important. The resume should be typed with plenty of white space and wide margins.
10. Make sure there are no errors in spelling, punctuation, or typing.
11. Don't sign or date the resume.
12. Always send an original of your resume. Don't send a photocopy.
13. Keep copies of resumes on file for future reference. Once you have a job, update your resume on a regular basis.

4. Look through the sample of a resume. Write your resume.

OLEKSANDR KOVALENKO

Dimitrov Street 17, Kiev, Ukraine

Phone: (044) 333-33-33 E-mail: petro20@ukr.net

PERSONAL INFORMATION

Date of birth: 6 February, 1989

Place of birth: Ukraine, Kiev

Marital status: married (single)

OBJECTIVE

Getting the sales manager position (to improve the professional skills, to have an opportunity for growth...)

EDUCATION

<u>September 2020 – to present</u>	Sumy Makarenko State Teachers' Training University; Master's program student, Department of Physics and Mathematics
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<u>September 2016- June 2020</u>	Sumy Makarenko State Teachers' Training University; undergraduate student, Department of Physics and Mathematics
<u>2005-2016</u>	Sumy comprehensive school #9

EXPERIENCE

<u>July 2019</u>	Summer camp "Chaika"; counselor Responsible for up-bringing work in the detachment.
<u>June 2020-August 2020</u>	Supermarket "Oscar"; assistant of sales manager Answered telephone calls, filed documents, business letters writing.

ADDITIONAL SKILLS

Computer literate: IBM PC user: MS Office; Windows 7, Vista, XP; Microsoft Word, Microsoft Excel; Adobe Acrobat; proficient Internet user.

Languages: Ukrainian – mother tongue, English – free speaking, German – beginning, good working language of Poland.

Driver's license.

Excellent interpersonal and communication skills.

INTERESTS

Computers, football, reading (drawing, embroidery, hiking, running, amateur painting etc.)

ACTIVITIES

Member of Student's Committee (group leader, vice-leader of the group, etc).

5. Interview another student. Write down his /her answers:

1. What kind of job are you looking for?
2. Are you working now? What do you do?
4. How long have you been working there?
5. What jobs have you had? And exactly what did you do?
6. Tell me about education and any special training you have had.
7. What other skills do you have?
8. What hours can you work?
9. Why do you want to change your job?
10. Do you have any questions about the job?

ТЕМА 1.2 ОСНОВНІ ВИМОГИ ДО СКЛАДАННЯ РЕЗЮМЕ.

Практичне заняття 4

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Revise the Vocabulary of Lessons 1-3.

Ex.1. Fill in the gaps with the suitable word.

Task 2. Study the Topical vocabulary. Read and translate the text “BEFORE YOU START: FIVE BASIC PRINCIPLES FOR A GOOD CV”. Write out and translate the unknown words.

Task 3. Answer the questions!

Task 4. Read and translate the example of European CV. Write out and translate the unknown words. (see Appendix: ECV template)

Task 5. Write your own European CV according to the example.

UNIT 1. JOB SEARCH

Lesson 4. Basic Requirements for Writing a Resume.

1. Fill in the gaps with a suitable word.

- The company usually advertises the _____ in a newspaper.
a) job interview b) job title c) job requirements d) job vacancy
- Find as much as possible about the company you are going to for a _____.
a) job advertisement b) job title c) job interview d) job vacancy
- If you want to write a good resume you must know the _____.
a) chronological resume b) covering letter c) basic requirements d) job interview
- Job advertisement usually gives the description of the _____.
a) targeted resume b) business letter c) working conditions d) applicant's needs
- At first a company chooses the best candidate and then makes an _____.
a) appointment b) salary c) experience d) qualifications
- _____ emphasizes capabilities and accomplishments relating to the specific job applied for.
a) combination resume b) functional resume
c) chronological resume d) targeted resume
- It's better to highlight your skills, _____ in your resume.
a) travel restrictions b) job vacancy c) letter of application d) professional experience
- When you write a business letter try to use _____ sentences.
a) narrow b) wide c) short d) long
- A machine which can send a duplicate of message, document, design or photo is _____.
a) fax b) telex c) e-mail d) personal computer
- The _____ is a vast global network of networks connecting computers across the world.

- a) laptop b) Internet c) e-mail d) PC
11. Spam are usually unsolicited _____ which are unwanted by the user.
a) e-mail messages b) fax transfers c) business negotiations d) telephone conversations
12. Secretary is usually responsible for doing _____ for the boss.
a) application form b) curriculum vitae c) paper work d) job vacancy
13. _____ mail is much faster than traditional mail.
a) electronics b) electric c) electricity d) electronic
14. Telex messages have their own _____.
a) addressee b) language c) number d) operator
15. We give the _____ a few catalogues of our products.
a) customers b) applicants c) vacancies d) addressers
16. Business-to-business letters are intended for company to _____ communication.
a) client b) company c) applicant d) co-worker
17. Most business _____ are arranged by telephone.
a) telexes b) partners c) letters d) appointments
18. An _____ is used to take calls when the individual is out.
a) electronic mail b) extended number c) answering machine d) urgent call
19. Requires for special training are normally included in the _____.
a) want ad b) targeted resume c) invitation letter d) job interview
20. _____ are usually excluded from the resume.
a) work objectives b) salary demands c) personal interests d) special skills
21. Make sure message can be understood _____.
a) like b) more c) clearly d) sure
22. Ask caller to hold _____.
a) the line b) PC c) letters d) appointments
23. The ad may tell you about _____ for the job.
a) resume b) the Internet
c) business letter requirements d) the education and work experience
24. Before the job interview find out all you can about _____.
a) means of telecommunication b) telephone units c) company d) dress
25. E-mail is a way of sending a message from one computer to _____.
a) electronic mail b) one or more other computers c) letters d) urgent call
26. Don't mention _____ in your resume.
a) telephone number b) education experience c) work experience d) salary
27. There are _____ types of a resume.
a) 4 b) 3 c) 2 d) 6
28. The company makes a short list of the most suitable candidates and invites them for an _____.
a) education b) experience c) interview d) appointment
29. Can you put me _____?
a) away b) thought c) though d) through
30. A resume is a kind of written sales _____.

a) presentation

b) license

c) requirement

d) schedules

TOPICAL VOCABULARY

Reject to shortlist comply with exceed highlight placements traineeships Quantify relevant information	
--	--

2. Read and translate the text “Before you start: Five basic principles for a good CV”. Write out and translate the unknown words.

BEFORE YOU START: FIVE BASIC PRINCIPLES FOR A GOOD CV

1. Concentrate on the essentials

✓ Employers generally spend less than one minute reading a CV before deciding to reject it, or to shortlist it for detailed consideration. If you fail to make the right impact, you missed your chance.

✓ If applying for an advertised vacancy, always ensure that you comply with any application process entirely. The vacancy notice might specify: how to apply (CV, application form, online application), the length and/or format of the CV, whether a covering letter is required, etc.

✓ Be brief: two A4 pages are usually more than enough, irrespective of your education or experience. Do not exceed three pages. If you hold a degree, include your secondary school qualifications only if relevant to the job in question.

✓ Is your work experience limited? Describe your education and training first; highlight volunteering activities and placements or traineeships.

2. Be clear and concise

✓ Use short sentences. Avoid clichés. Concentrate on the relevant aspects of your training and work experience.

✓ Give specific examples. Quantify your achievements.

✓ Update your CV as your experience develops. Don't hesitate to remove old information if it does not add value for the position.

3. Always adapt your CV to suit the post you are applying for

✓ Highlight your strengths according to the needs of the employer and focus on the skills that match the job.

✓ Do not include work experience or training which is not relevant to the application.

✓ Explain any breaks in your studies or career giving examples of any transferable skills you might have learned during your break.

✓ Before sending your CV to an employer, check again that it corresponds to the required profile.

✓ Do not artificially inflate your CV; if you do, you are likely to be found out at the interview.

4. Pay attention to the presentation of your CV

✓ Present your skills and competences clearly and logically, so that your advantages stand out.

✓ Put the most relevant information first.

✓ Pay attention to spelling and punctuation.

✓ Print your CV on white paper (unless you are asked to send it electronically).

✓ Retain the suggested font and layout.

5. Check your CV once you have filled it in

✓ Correct any spelling mistakes, and ensure the layout is clear and logical.

✓ Have someone else re-read your CV so that you are sure the content is clear and easy to understand.

✓ Do not forget to write a cover letter.

3. Make up 10 questions to the text and ask your groupmates.

4. Choose a sample 1) ECV template or 2) Resume/CV (see Appendix or use QR Code)

Write a CV according to the chosen sample.

ТЕМА 1.3. СПІВБЕСІДА З РОБОТОДАВЦЕМ.
ОСНОВНІ ВИМОГИ ТА НОРМИ ЕТИКЕТУ.
РЕКОМЕНДАЦІЇ ЩОДО УСПІШНОГО ПРОХОДЖЕННЯ СПІВБЕСІДИ.
Практичне заняття 5

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Read the text “The Job Interview” Write out the unknown words.

Task 2. Answer the questions in written form – Ex.2.

Task 3. Read and translate the text – Ex. 3. Write out the unknown words.

Task 4. Give your advice to a candidate.

Task 5. Answer the questions in written form – Ex. 4

UNIT 1. JOB SEARCH

Lesson 5. An Interview with an Employer. Basic Etiquette Requirements and Rules. Guidelines for a Successful Job Interview.

1. Read the text “The Job Interview”. Write out the unknown words. Make up a plan of preparing to your future job interview.

THE JOB INTERVIEW

A job interview is your opportunity to present your talents to a prospective employer. During the interview, the employer judges your qualifications, appearance, and general fitness for the job. Equally important, the interview gives you a chance to evaluate the job, the employer, and the company. The interview helps you decide if the job meets your career needs and interests and whether the employer is the kind you want to work for.

To present your qualifications most advantageously, you have to prepare for the interview: you should know how to act to make the interview an opportunity to "sell" your skills.

Well, what makes a good interview? First, good preparation before the interview. Three simple guidelines will help you. Guideline number **one** is – find out as much as possible about the company where you are going for an interview. For example, you can get a lot of useful information from the company's brochures, annual reports, and catalogues.

Two, find out if the interview is with one person or with a group of people, and what their jobs are. It's very useful to know something about the interviewers before you meet them. And **three**, make a checklist of the questions you want to ask at the interview. Remember an interview is two-way process. The company finds out as much as possible about you, and you find as much as possible about the company.

So, that's what you need to do before the interview.

Now the interview itself. There are seven more guidelines to remember here.

Guideline number **four**: dress smartly. A suit or something formal is best.

Five, arrive in good time. Arriving late for the interview is the worst thing you can do.

Rule number **six**: create a good first impression. First impressions are very important. Start the interview with a smile, a firm handshake, and a friendly manner.

Guideline number **seven**: try to stay positive and relaxed during the interview. I know that's difficult. As a rule, people don't feel relaxed, but your body language gives the interviewer a lot of information about you. You want that information to be positive.

Number **eight**: don't give only "Yes" or "No" answers. Talk freely about yourself, give reasons for your opinions, and explain why you're interested in the job.

Nine: ask questions. Remember the checklist of questions you prepared before the interview. Show you're interested!

Finally, guideline number **ten**: learn from the interview. Analyze your performance afterwards and think how you can improve the next time!

2. Answer the questions:

1. How do you understand the meaning of the word "the job interview"? 2. What does the employer judge during the interview? 3. What makes a good interview? 4. Which guidelines do you think are the most important? Why? 5. Can you give any other advice to a candidate?

3. Look through the plan of the job interview. Can you give any other advice to a candidate?

Before the interview:

1. Find out all you can about the company.
2. Find out the interviewer's name and office phone number.
3. Find out where the interview is held.
4. Find out how to get there and how long it will take you to get there.
5. Make sure you know what the job involves.
6. Dress to look clean and neat.

During the interview:

1. Arrive early. Call ahead if you're delayed.
2. Try to smile and show confidence.
3. Ask questions and show interest in the job.
4. Be polite, listen carefully, and speak clearly.

"Don'ts":

1. Don't panic, even if faced by more than one person. (Breathe deeply and remember all your good points.)
2. Don't slouch or look bored. (Stand and sit straight, make eye contact.)
3. Don't smoke or chew gum.
4. Don't give one-word answer or say you don't care what you do.

4. Answer the questions.

1. What is your future profession? / What is your profession /occupation? 2. Had you a dilemma in choosing your profession /occupation? 3. What subjects have you always given your preference to? 4. Did your parents (friends) impose their views, likes and dislikes on you? 5. When did you make a choice to become a teacher (a musician, a designer, etc.)?

ТЕМА 1.3. РЕКОМЕНДАЦІЇ ЩОДО УСПІШНОГО ПРОХОДЖЕННЯ СПІВБЕСІДИ.

Практичне заняття 6

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Watch the video with the Example of Good Answers during the interview. Write out and translate the unknown words from the screen.

Task 2. Study the List of Active Vocabulary and Useful Collocations.

Task 3. Read and translate the List of 10 questions with useful tips. Write out and translate the unknown words.

Task 4. Answer these 10 questions in written form. Use the List of Active Vocabulary and Useful Collocations.

UNIT 1. JOB SEARCH

Lesson 6. Guidelines for a Successful Job Interview.

1. The Example of Good Answers during the interview. Write out and translate the unknown words from the screen. Use the link or QR Code:
<http://www.youtube.com/watch?v=qR-lhZJOq3U>



2. Study the List of Active Vocabulary and Useful Collocations.

Active vocabulary: About yourself

1. accurate	точний
2. active	активний
3. adaptable	той, що здатен адаптуватися
4. broad-minded	із широким світоглядом
5. competent	компетентний
6. conscientious	сумлінний
7. determined	рішучий
8. honest	чесний
9. outgoing	той, що вміє добре спілкуватися
10. reliable	надійний
11. self disciplined	дисциплінований
12. sense of humor	почуття гумору
13. successful	успішний
14. tactful	тактовний
15. trustworthy	той, що заслуговує на довіру

Useful collocations

1. to be good in figures – добре працювати з цифрами/вміти рахувати
2. to be a people person – бути відкритою, готовою до спілкування людиною
3. to be a good listener – вміти слухати
4. to have a “can do” attitude – мати життєву позицію «зможу!»
5. to work well in team – добре працювати у команді
6. to have an eye for detail – бути уважним до деталей
7. to get the best out of other people – отримувати краще від інших людей
8. to be good at using your own initiative – вміти використовувати власну ініціативу
9. to meet tight deadlines – дотримуватися щільного графіку
10. to keep calm under pressure – бути спокійним під час пресингу

3. Read the List of 10 questions with useful tips. Translate it.

THE LIST OF 10 QUESTIONS WITH USEFUL TIPS

1. Tell me about yourself

The most often asked question in interviews. You must prepare this answer beforehand and think about everything that can be helpful. Talk about things you have done and jobs you have had. Start with the first important information up to the present.

2. Are you a team player?

You are, of course, a team player. Be sure to have examples ready. Here should be the information that shows your work for the good of the team rather than for yourself. This is a good example of your team work.

3. Why should we hire you?

Show how you meet what the organization needs. Do not mention any other candidates to make a comparison.

4. What irritates you about co-workers?

This is a trap question. Think very hard but do not mention anything that irritates you. A short statement that you seem to get on with different people is great.

5. What is your greatest strength?

Numerous answers are good, just stay positive. A few good examples: Your ability to find key points, Your problem-solving skills, Your ability to work under pressure, Your ability to focus on projects, Your professional qualities, Your leadership skills, Your positive attitude .

6. What kind of person would you refuse to work with?

Do not be trivial. You should mention disloyalty to the organization, violence or lawbreaking to answer this question.

7. Tell me about your ability to work under pressure.

You may say that you never panic and do everything to solve a problem. Give an example that relates to the type of position applied for.

8. What motivates you to do your best on the job?

This is a personal feature that only you can say, but good examples are: Challenge, Achievement, and Recognition.

9. Do you have any blind spots? (негативні характеристики)

Trick question. If you know about your blind spots, they are no longer blind spots. Do not think about real negative sides. Say that you are too hardworking and responsible.

10. Are you an ambitious person? In what way?

Here you need to tell about your goals that you've already achieved and that you would like to achieve in future. Think about it and talk about real tasks that can improve you like a person and good employee.

4. Answer these 10 questions in written form. Use the *List of Active Vocabulary and Useful Collocations*.

1. Tell me about yourself.

2. Are you a team player?

3. Why should we hire you?

4. What irritates you about co-workers?

5. What is your greatest strength?

6. What kind of person would you refuse to work with?

7. Tell me about your ability to work under pressure.

8. What motivates you to do your best on the job?

9. Do you have any blind spots?

10. Are you an ambitious person? In what way?

РОЗДІЛ 2. ОСОБЛИВОСТІ МІЖКУЛЬТУРНИХ КОНТАКТІВ

ТЕМА 2.1. ДІЛОВА ТЕЛЕФОННА РОЗМОВА. ДОМОВЛЕНІСТЬ ПРО ЗУСТРІЧ.

Практичне заняття 7

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Study the Topical vocabulary.

Task 2. Read and translate the text “TELEPHONE ETIQUETTE”. Write out the unknown words.

Task 3. Answer the questions in written form – Ex.2.

UNIT 2. CROSS-CULTURAL COMMUNICATION

Lesson 7. Business Telephone Conversation. Making an Appointment.

1. Read and translate the text “TELEPHONE ETIQUETTE”. Pay attention to the topical vocabulary. Write out the unknown words.

TOPICAL VOCABULARY

to dial	набирати номер
to ring/ to call smb up	дзвонити по телефону до когось-небудь
long distance/ international call	міжнародна розмова
to call back	передзвонювати
schedule	розклад
May/ Can I speak to...	Можна мені поговорити з ...
Any message?	Щось передати?
The line is busy / engaged	Лінія зайнята
Don't hang up. Hold on.	Не кладіть трубку
You are wanted on the phone	Вас до телефону
You have the wrong number	Ви помилились номером
Can you put me through?	Чи можете ви мене з'єднати?

TELEPHONE ETIQUETTE

Everybody has tough days. Before picking up the telephone, smile. It will help a voice sound pleasant even if not feeling pleasant. Here are some tips:

- ✓ Be kind, polite, direct, enthusiastic, and speak with a strong voice.
- ✓ Try to find a quiet room where there is no background noise (i.e. television, radio).
- ✓ Do not yell at children or talk to others in the room while on the telephone.
- ✓ Do not eat, drink, or chew gum while talking on the telephone.
- ✓ Always have paper and pen by the telephone as well as resume, references, work

history, questions.

- ✓ Make sure the other people in household are prepared to take messages.
- ✓ Do not let children answer the telephone.
- ✓ Never put an employer on hold to answer call.
- ✓ When a person in household answers the telephone, tell them not to ask who it is

before they say if applicant is home.

- ✓ Make sure the telephone is answered by saying, "Hello", **NOT** "Speak" or "Yeah"
- ✓ When answering the telephone and the caller says, "Is _____ home?" **DO NOT** respond with: "Yes". This is confusing to the caller. Instead, answer by saying, "This is he/she" or "Speaking".

An answering machine/voice mail is used to take calls when an individual is out. If the individual does not have an answering machine, purchase one **NOW** so that calls from potential employers are not missed. If the individual has an answering machine, now is the time to update the "unusual" or "unique" greeting. Ask: "What will the future employer think of my message and how that message represents me?" Some tips:

- ✓ Make sure the message is polite, direct, and businesslike.
- ✓ Make sure the message can be understood clearly. *EXAMPLE: "Hello, this is (phone number). I am sorry I am not available to take your call right now. Please, leave your name, telephone number, a brief message, and the best time to reach you. I will get back to you as soon as possible".*
- ✓ Return telephone calls promptly.

DO NOT:

✓ Make crude comments or mention social references in message (i.e. I'm unable to answer my phone because I'm out partying).

- ✓ Have music playing in the background, do not let children record the greeting.
- ✓ Use multiple people when recording the greeting, do not preach.

When leaving a message for someone to return telephone call, try to have the correct pronunciation of their name and make sure the following is clearly stated:

- ✓ Name, Telephone number
- ✓ Message, The best time to call back
- ✓ Name once again, Telephone number once again
- ✓ Then hang up gently.

2. Answer the questions in written form, using topical words.

1. Are there any differences between formal and informal telephone conversations?
2. What are the main rules of a business call?
3. What are the rules of recording your voice for the answering machine greeting?

ТЕМА 2.1. ДІЛОВА ТЕЛЕФОННА РОЗМОВА. ДОМОВЛЕНІСТЬ ПРО ЗУСТРІЧ.

Практичне заняття 8

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Revise the Topical vocabulary of Lesson 7.

Task 2. Read and translate the text “**MAKING AN APPOINTMENT**”. Write out the unknown words.

Task 3. Read and translate the dialogues – Ex. 2. Write out the unknown words.

Task 4. Answer the questions in written form – Ex. 3. Use the ideas from Ex. 1 and 2.

Task 5. Answer the questions in written form – Ex. 4. Use the ideas from Ex. 1 and 2.

UNIT 2. CROSS-CULTURAL COMMUNICATION

Lesson 8. Business Telephone Conversation. Making an Appointment.

1. Read and translate the text. Write out the unknown words.

MAKING AN APPOINTMENT

“*TechImport*” has done a lot of business with “*Goodman & Co.*” for the last four years.

Before Mr. Protsenko went to London, he and his experts had gone through the latest catalogues of the firm. They found that compressors *Model AC-30* could meet the requirements of their customers. When Mr. Protsenko arrived in London, he phoned Mr. Mel’nyk from the *Ukrainian Trade Delegation* and asked him to make an appointment with Mr. Lipmann of “*Goodman & Co.*”.

Mel’nyk: Ukrainian Trade Delegation here. Good morning.

Secretary: Good morning.

Mel’nyk: I wonder if Mr. Lipmann is available.

Secretary: Yes, he is. Hold on, please. I’ll put you through.

Lipmann: Lipmann is speaking.

Mel’nyk: Good morning, Mr. Lipmann. Mel’nyk is speaking. I’m glad I’ve got you on the phone. I hope you are well.

Lipmann: Yes, thank you. And how are you getting on?

Mel’nyk: Quite all right, thank you. The fact is Mr. Protsenko, President of *TechImport*, has come to London today. He’d like to talk to you.

Lipmann: I’ll be glad to see Mr. Protsenko. We haven’t met since my last visit to Kyiv. I wonder if he will be able to come and see me this afternoon.

Mel’nyk: I’m afraid this time won’t be quite convenient to him. Could you give an alternative date, please?

Lipmann: Yes, certainly. Tomorrow morning then.

Mel’nyk: Very good. I’ll pass it on to Mr. Protsenko. Good-bye.

Lipmann: Good-bye.

2. Read and translate the dialogues, use the phrases from them in Ex. 3.

Dialogue 1. Making an Appointment with a Secretary

Secretary: Two-four-nine; double eight-double two.

Mr. Shevchenko: I would like to make an appointment with Mr. Jeffries. This is Shevchenko speaking.

Secretary: Oh, yes, Mr. Shevchenko. Good morning. I'll get his schedule. Are you there?

Mr. Shevchenko: Yes.

Secretary: When would you like to come, Mr. Shevchenko?

Mr. Shevchenko: Tomorrow, if possible.

Secretary: I'm afraid he's tied up tomorrow. Is it urgent? If it is, perhaps we could fit you in somewhere.

Mr. Shevchenko: No, it isn't that urgent. Is the day after tomorrow possible?

Secretary: What time would you like to come?

Mr. Shevchenko: As late as possible in the afternoon.

Secretary: I'm sorry, the afternoon's full too. How is Friday afternoon at five?

Mr. Shevchenko: Yes, that's perfect, thank you. Good-bye.

Dialogue 2. Making an Appointment

Mr. Petrenko: Hello. May I speak to Mr. Ward, please?

Mr. Ward: Speaking. Who is it, please?

Mr. Petrenko: Good morning, Mr. Ward. This is Petrenko, Mr. Gromov's assistant. Mr. Gromov had to fly to Chicago on urgent business last night. He could not see you personally and so he asked me to get in touch with you instead and settle the matter you discussed.

Mr. Ward: Sure, Mr. Petrenko. Could you come over to my office, say, about 4 o'clock?

Mr. Petrenko: Yes, that's fine for me, Mr. Ward. I'll be there.

Mr. Ward: O.K., I'll be expecting you.

Dialogue 3. Appointment with a Doctor

Mr. Smith: Is that Dr. Morton's office?

Secretary: Yes, sir.

Mr. Smith: This is Smith speaking. Could I have an appointment with the doctor in the middle of next week, please?

Secretary: Just a minute, sir I'll check his schedule. Will Wednesday be all right?

Mr. Smith: Yes, it's fine. What time, please?

Secretary: Wednesday, at 6 p.m.

Mr. Smith: Thank you. Good-bye.

Secretary: Thank you, sir. Good-bye.

Dialogue 4. Appointment with a Dentist

Mr. Smith: Good morning. Could I speak to Dr. Williams's secretary, please?

Secretary: Speaking.

Mr. Smith: My name is Smith. I would like to have an appointment with the doctor.

Secretary: Is it something urgent, sir?

Mr. Smith: Yes, rather. My son needs a dentist.

Secretary: I see. How old is he?

Mr. Smith: He is about eight.

Secretary: Can you bring him tomorrow at eleven?

Mr. Smith: That's Thursday, isn't it?

Secretary: Yes, sir.

Mr. Smith: That's fine. Thank you very much.

3. Answer the questions in written form. Use the ideas from the text and dialogues above. What would you say in reply to these remarks?

1. This is Mr. Slow speaking. I would like to make an appointment with Mr. Groom.
2. I'm afraid I'll be tied up tomorrow. Could you suggest an alternative date?
3. There's something I'd like to talk to you about. When can we meet?
4. I'm afraid we cannot fit you in today but we could recommend you another dentist.
5. This is Mr. Fray's secretary. I'm calling to confirm your appointment with Mr. Fray for tomorrow, at 10 a.m.
6. I'm calling to let you know that Mr. Bell will not be able to keep the appointment. He is away from London and won't be back until after Wednesday. We are sorry about this.

4. Answer the questions in written form. Use the ideas from the text and dialogues above. In what situations would you say the following? Write one question or phrase which came first.

1. Sorry, we cannot fit you in today.
2. Let me consult my schedule.
3. Could you give me an alternative date?
4. I'm afraid Mr. Smith will not be able to keep the appointment.
5. Could I make an appointment with the dentist?
6. I can give you a lift afterwards.
7. We've made an appointment for Wednesday tentatively.
8. I'm calling to confirm your appointment with my colleagues.
9. We're looking forward to seeing you next Sunday.
10. I'd like to report the fault of my phone.
11. The line is completely dead.

ТЕМА 2.2. ДІЛОВА КОРЕСПОНДЕНЦІЯ. СТРУКТУРА, ЗМІСТОВІ ЧАСТИНИ ТА
ОФОРМЛЕННЯ ДІЛОВОГО ЛИСТА. ЛИСТ-ЗАПИТ. ВИДИ ДІЛОВИХ ЛИСТІВ.

Практичне заняття 9, 10

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Read the texts “GOLDEN RULES” FOR WRITING BUSINESS LETTERS”, “STRUCTURE OF A BUSINESS LETTER” (Ex. 2). Write out the unknown words.

Task 2. Answer the questions in written form – Ex.3.

Task 3. Read and study Ex. 4 and Ex. 5, 6. Write out the unknown words.

Task 4. Answer the questions in written form – Ex. 7.

Task 5. Translate into English. Ex. 8.

Task 6. Grammar revision. Ex. 9.

Task 7. Read the text “THE TYPES OF BUSINESS LETTERS”. Write out the unknown words.

Task 8. Answer the questions in written form – Ex.10.

Task 9. Ex. 11. Fill in the missing words.

UNIT 2. CROSS-CULTURAL CONTACTS.

Lesson 9, 10. Business Correspondence. Structure of a Business Letter.

A Letter of Enquiry. Types of Business Letters.

1. Read and discuss the texts with the help of topical words. Write out the unknown words.

TOPICAL WORDS

heading	заголовок
irrelevant	недоречний
draft	чернетка
to include	містити (в собі)
essential	необхідний, обов'язковий
concise	короткий, стислий
courteous	ввічливий, чемний
addressee	адресат
to enclose	вкладати (в пакет), прикладати до листа
up-to-date	сучасний
p.p. ("per procurationem")	за дорученням
enc. ("enclosure")	вкладка, додаток
advertisement	оголошення, реклама
to cancel	анулювати, скасувати
quality	якість
commodity	товар

on the average	у середньому
to reduce	зменшувати, знижувати
concession	поступка
letter of intent	лист-зобов'язання
execution	виконання
exclusive right	виключне право

"GOLDEN RULES" FOR WRITING BUSINESS LETTERS

1. Give your letter a heading if it helps the reader to see at a glance what you are writing about.
2. Decide what you are going to say before you start to write.
3. Use short sentences. Use short words that everyone can understand.
4. Put each separate idea in a separate paragraph.
5. Think about your reader. Your reader ...
 - ... must be able to see exactly what you mean: your letters should be **CLEAR**;
 - ... must be given all necessary information: your letters should be **COMPLETE**;
 - ... is a busy person with no time to waste: your letters should be **CONCISE**;
 - ... must be addressed to in a polite tone: your letters should be **COURTEOUS**;
 - ... may get a bad impression if there are mistakes in grammar: your letters should be **CORRECT**.

Seven Steps in Planning a Business Letter

1. Write down your aim: Why are you writing this letter?
2. Assemble all the relevant information and documents.
3. Arrange the points in order of importance. Make rough notes.
4. Write an outline and check it through, considering these questions:
 - Have you left any important points out?
 - Can the order of presentation be made clear?
 - Have you included anything that is not relevant?
5. Write a first draft, leaving space for additions and changes.
6. Revise your first draft by considering these questions:
 - a) Information: Does it cover all the essential points?
Is it correct, relevant and complete?
 - b) English: Are the grammar, spelling and punctuation correct?
 - c) Style: Does it look attractive?
Does it sound natural and sincere?
Is it the kind of letter you would like to receive yourself?
Is it clear, concise and courteous?
Will it give the right impression?
7. Write or type your final version.

2. Look through the structure of a business letter. Translate it.

Structure of the Letter

1. Sender's address / Date.
2. Inside address (receiver's address).
3. Attention line.
4. Salutation.
5. Body of the letter.
6. Complimentary close.
7. Signature.

3. Answer the questions:

1. What “golden rules” is the person to be guided by before starting to write a business letter?
2. What kinds of sentences are used in a business letter?
3. What characteristics of a letter make it easy to read and to understand?
4. What are the seven steps in planning a business letter?
5. What are the structural components of it? Enumerate them.

4. Analyze the following letter according to its structural points.

GIMBEL& CO Ltd 21 High Street, Blackheath, London SE3B 5HY Tel: 01-564-8843 7th May 2002	<i>The address of the firm sending the letter (the letterhead) is often printed on the paper</i>
M.Lawson Esq, Manager, Filbury & Johns, 20 Shaftsbury Avenue, London W1A 4WW	<i>The name, position, firm and address of the addressee</i>
Ourref: DM/SK Dear Mr Lawson,	<i>The reference (the initials of the person writing the letter and the person who types it)</i>
Thank you for your letter of 4th May enquiring about our range of office equipment.	<i>The first paragraph says why you are writing</i>
I enclose an up-to-date price list and our latest catalogue which I hope includes something of interest to you. You will notice that we offer very favourable terms of payment.	<i>The second paragraph says what you want or what you are doing (the real reason for writing the letter)</i>
I look forward to hearing from you again.	<i>The final paragraph is a polite ending</i>

Yours sincerely	<i>You write "Yours sincerely", if you know the name of the addressee and "Yours faithfully" if you don't</i>
David Eipley Sales Manager	<i>The signature The person writing the letter His position in the firm</i>
Encs	<i>Here the enclosures are the catalogue and price list</i>

5. Study the words and use the given phrases in the business letter of your own.

OPENING PHRASES:

- | | |
|---|---|
| • Dear Madam | - Шановна пані |
| • Dear Sir | - Шановний добродію |
| • Dear Mister Malfor | - Шановний пане Малфорн |
| • Dear Sirs | - Шановні панове |
| • We have received your letter of... | - Ми отримали Вашого листа від ... |
| • We thank you for your letter of... | - Дякуємо за лист від ... |
| • We have the pleasure to inform you | - Ми раді повідомити Вас |
| • In reply to your letter of... | - У відповідь на ваш лист від... |
| • To inform you... | - Повідомляємо вас... |
| • We apologize for the delay
in answering your letter. | - Просимо пробачення за затримку з
відповіддю на ваш лист. |

LINKING PHRASES:

- | | |
|---|---|
| • There is no doubt that... | - Безперечно... |
| • It is necessary to note... | - Необхідно відзначити, що... |
| • We'd like to draw your attention to the fact... | - Звертаємо Вашу увагу на той факт... |
| • Considering the above said... | - Беручи до уваги сказане... |
| • In this connection... | - У цьому зв'язку... |
| • In connection with your request... | - У зв'язку з вашим проханням... |
| • Otherwise we shall have... | - В протилежному разі ми будемо
змушені... |
| • As regards your request... | - Щодо вашого прохання... |
| • Up till now we have received no reply. | - Дотепер ми не отримали
відповіді. |
| • In case of delay... | - У випадку затримки... |
| • In case of your refusal... | - У випадку вашої відмови... |
| • In case you fail to make payments... | - У випадку несплати... |

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
- Чекаємо вашої згоди/схвалення/ підтвердження.
 - Будемо вам вдячні за швидке виконання нашого замовлення.
 - Сподіваємося підтримувати співробітництво.
 - Будемо вам вдячні за швидку відповідь.
 - Сподіваємося отримати від Вас відповідь найближчим часом.
 - Просимо звертатися до нас, якщо потребуєте допомоги.
 - З повагою

6. Read and answer the questions about the structure of the following letter according to the given statements and rules.

D. Clark,
Sales Manager,
Priston & Co Ltd,
28 Kolas Court,
North Middletown, NJ
07734 USA
5th March 2001
Our ref: MP/NK

Dear Mr. Clark,
Thank you for your offer of 3rd March.

We are favourably impressed by the quality of your commodity, but feel that the price is rather high. The prices quoted by other suppliers are, on the average, 10% lower. However, in view of the high quality of your commodity, we are ready to make a deal with you if you re-examine your prices. If you reduce your price by 5% we will place an order for some 10.000 items. We trust that in view of the size of the order you will see your way of making this concession.

Your early reply will be appreciated.

Yours sincerely,

Mike Parson
Sales Manager

7. Answer the questions.

1. Who is sending the letter?
2. Who is receiving it?
3. What is the opening phrase?
4. The company is ready to purchase the commodity, isn't it?
5. What is its requirement?
6. What quantity is it ready to buy?
7. Do you think it is worth to make this concession?
8. What is the closing phrase?

8. Translate into English.

1. Ми отримали вашого листа від 13 вересня 2020. 2. Дякуємо за лист-зобов'язання від 1 березня. 3. Я надсилаю вам цей лист з проханням надіслати каталог вашої продукції. 4. Ми готові співпрацювати з вами. 5. Ми хочемо закупити таку продукцію. 6. Компанія має виключне право на виготовлення цих товарів.

9. Fill in the missing pronouns: somebody, anybody, nobody, everybody, anything, something, nothing, everything

1. The question is not difficult and ... can answer it. 2. ... called yesterday but he left no message. 3. Can ... help me? 4. It is too late. I think there is ... in the office now. 5. There is ... interesting in this letter. 6. Is there ... here who knows English? 7. You must find ... who can offer it to you. 8. ... knew the time of briefing. 9. Please, write to us if you want to order ... else. 10. There is ... in the office. I don't know him. 11. Please, tell us ... about your obligations. 12. Is there ... you want to offer me? 13. We have ... new in our catalogue. 14. There is ... interesting in this offer.

Read and translate the texts with the help of topical words.

TOPICAL WORDS

firm offer	кінцева пропозиція
regarding	що стосується
with regard to	відносно
size	розмір
to require	вимагати
quantity	кількість
to deliver	поставляти
to receive	отримувати
to prefer	надавати перевагу
air freight	перевезення повітряним шляхом
shipment	відвантаження
to charge	назначати ціну
cost	вартість, витрати
extra at cost	за додаткову сплату

THE TYPES OF BUSINESS LETTERS

There are different kinds of business letters, used for different purposes.

They are divided into two types: *the business-to-business* type and *the business-to-client* type.

BUSINESS-TO-BUSINESS TYPES are intended for company to company communication. Examples are:

- Appreciation letter – a letter of gratitude and appreciation for help extended, or a good business deal.
- Thank you – is a letter of gratitude.
- Congratulations – is a letter that praises the recipient for a job well done.
- Letter of recognition – a written statement of recognized efforts similar to an appreciation letter.
- Letter of reference – is a character reference letter. It is a letter building up the character of a person to be accepted in a job.
- Recommendation – is an endorsement letter to hire a certain person.
- Sympathy letter – is a letter of condolences to a person or family.
- Invitation letter – is a letter persuading a person or a company to join an event or an occasion.
- Letter of credit – is a way of endorsing a certain business to be considered a credit loan.
- Letter of interest – a reply to an invitation that confirms presence on the event/occasion.
- Business memorandum – notices that are distributed to the staff. They are reminders of company activities, or imminent changes in the company.
- Business introduction – is done to introduce a new business to the readers.
- Business letter – a letter that talks about the plans for the business.
- Donation letter – a letter asking for donations.
- Termination letter – more popularly known as a resignation letter. It signifies someone's desire to leave a job permanently.

BUSINESS-TO-CLIENT LETTERS are:

- Welcome letter – welcomes the client and thanks him for choosing the company.
 - Letter of appreciation – thanks the client for having business with the company.
 - Apology letter – asks the client for reconsideration, and apologizes for failing to deliver.
 - Collection letter – notices outstanding payments due.
 - Invoice letter template – this is asking the clients to state the invoice number of their transactions.
 - Letter of invitation – invites a client to join a certain gathering.
 - Marketing letter – is stating the newest products that the company will provide soon or is presently providing.
 - Rejection letter – is stating the rejection of the client's request.
- Business letters are more formal in writing. Follow the formats strictly. Be concise, clear and direct to the point.

AN OFFER. KINDS OF OFFERS

An offer (a quotation) is a statement by the Sellers usually in written form expressing their wish to sell the goods. Offers as a rule include the following information:

- ✓ the description of the goods offered (their quality, quantity);
- ✓ detailed prices, discounts and terms of payment;
- ✓ the date or the time and place of delivery.

There are two kinds of offers.

A free offer is made when Seller offers goods to regular customers without waiting for an enquiry and sends quotation to those who may be interested in the goods. These offers were formerly called offers without obligation. There must be an indication in such an offer that it is made subject to the goods being available when the order is received. The opening phrases in free offers may be: "We think you will be interested in our quotation for the goods" or "We have pleasure in enclosing our latest catalogue (or the price-list of our products)".

A firm offer is a promise to supply goods on the terms stated (i.e. at a stated price and within a stated period of time). This promise may be expressed in a letter in the following words: "We make you a firm offer for delivery by the middle of May at the price quoted" or in some other words like: "The offer is subject to acceptance within fourteen days", or "The offer is open for acceptance until the fifteenth of January".

The Sellers making a firm offer have the right to withdraw it at any time before it has been accepted. In practice, however, no seller will risk his reputation by withdrawing his offer before the stated time.

10. Answer the questions:

1. What types of business letter do you know? 2. What letters of two types are often used? 3. What is the main aim of an offer? 4. What information do the offers usually include? 5. What are the types of the quotation? 6. What phrases do usually open a free offer? 7. How do a free and a firm offers differ from each other?

11. Exercise your grammar. Fill in the missing pronouns: much, many, little, few, a little, a few.

1. Will it take ... time to answer this letter? 2. We give the customers ... catalogues of our products. 3. We had ... time, so we couldn't prepare the goods for shipping. 4. Your order will receive ... attention. I like it here. 5. Let's stay here ... longer. 6. She wrote us ... letters from abroad. 7. There was ... sugar in the bowl, and we had to put ... sugar there. 8. I know French ... and I can help you with the translation of this text. 9. Thank you very ...! 10. I want to say ... words about my travelling. 11. Please don't ask me ... questions. 12. How ... money have you got? 13. We usually spend ... money on advertising. 14. ... in this work was too difficult for me. 15. There were ... new orders and we spent ... time executing them.

ТЕМА 2.3. ІНТЕРНЕТ. ЕЛЕКТРОННА ПОШТА.

Практичне заняття 11, 12

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Read the text “INTERNET”. Write out the unknown words.

Task 2. Answer the questions in written form – Ex. 2, 3.

Task 3. Read and study text “E-MAIL” Ex. 4. Write out the unknown words.

Task 4. Answer the questions in written form – Ex. 5.

Task 5. Do Ex. 6, 7, 8 in written form.

UNIT 2. CROSS-CULTURAL CONTACTS.

Lesson 11, 12. Internet. E-Mail.

1. Read and translate the text, do the tasks that follow. Write out the unknown words.

INTERNET

The best way to think of the Internet, or Net as it is often called, is a vast global network of networks connecting computers across the world. At present, more than 33 million people use Internet and over three million computers worldwide are linked in. They use the Net for transferring data, playing games, socializing with other computer users, and sending e-mail.

The Net was dreamt up in the late 1960s by the US Defense Department's Advanced Research Projects Agency which decided that it needed a means by which messages could be sent and received even if phone lines were inoperative. In 1969, there was a network of just four computers. By 1972 the number had risen to 40. About this time the idea of electronic mailbox was born. By 1984 the Internet began to develop into the form we know it today.

The Internet can be divided into *five broad areas*.

Electronic mail, which is much faster than traditional mail. Anything that can be digitized (converted into digital form) – pictures, sound, video – can be sent, retrieved, and printed at the other end.

Information sites. This is perhaps the fastest growing area of the Internet as more and more people put their own information pages on line. Computers process vast amounts of information very fast, by specifying a key word or phrase. The computer can then search around the Net until it finds some matches. These information sites are usually stored on big computers that exist all over the world. The beauty of the Net is that you can access all of them from your home, using your own PC.

The World Wide Web, usually referred to as WWW or 3W, is a vast network of information databases that feature text, sound, and video clips. On the WWW you can go on

a tour of a museum or exhibition, see the latest images from outer space, go shopping, and get travel information on hotels and holidays.

Usenet is a collection of newsgroups covering any topic. Each newsgroup consists of messages and information posted by other users. There are more than 10,000 newsgroups and they are popular with universities and businesses.

Telnet programs allow you to use your personal computer to access a powerful mainframe computer.

2. Answer the questions:

1. Tell the story of creating the Internet.
2. What is the purpose of using the Internet?
3. Which main spheres/branches of using the Internet do you know?

3. Make the following sentences complete.

1. More than 33 million people use the Net for.....
2. It was in the late 1960s when
3. By 1984
4. five broad areas.
5. Anything that can be digitized, can
6. One thing that computers do very well is
7. On WWW you can
8. More than 10,000.....

4. Read and translate the text, do the tasks that follow. Write out the unknown words.

TOPICAL WORDS

To Retrieve	отримувати; знайти
Password	пароль
User ID	ідентифікація користувача; ім'я або псевдонім
Personal Handle	приватне користування, особистий код
Domain	домен (місцезнаходження або сфера діяльності адресанта)
Server	сервер, накопичувач
Login	логін (комп'ютерне ім'я)
Inbox	вхідні
Sent Items	відправлені
Outbox	вихідні
Deleted Items	видалені
Empty Deleted Items Folder	очистити папку «Видалені»
Tools/Check for New Mail	сервіс / перевірити пошту
Insert (Attach) File	прикріпити файл

View/Current View	вид / поточний вид
Messages with AutoPreview	повідомлення з автопереглядом
Mark as Read	позначити як прочитане
Reply	відповісти
Reply All	відповісти всім
IP address	цифрова адреса комп'ютера (напр., 104.55.66.78)
URL	текстова адреса в Інтернеті, зручна для запам'ятовування (www.business.com)

E-MAIL

The electronic mail (e-mail) was started in the late 60s by the U.S. military that were searching for a way of communication in the event of a large-scale nuclear war. They needed a system that would be decentralized, reliable, and fast in case the central institutions were destroyed. They came up with e-mail.

In the early 70s, e-mail was limited to the U.S. military, defense contractors, and universities doing defense research. By the 70s it had begun to spread more broadly within university communities. By the 80s, academics in a number of fields were using e-mail for professional collaboration. The 90s saw an explosion of the use of e-mail and other computing networking. It is estimated that more than 25 million people throughout the world were using it in the mid-90s.

E-mail is a way of sending a message from one computer to one or more other computers around the world. A subscriber to e-mail needs a terminal, such as a PC, a telephone line, and a modem, which is a device of converting signals into text. E-mail users must also have access to a mailbox, which they can call from anywhere in the world to retrieve messages. They receive a mailbox number and a password for confidentiality.

E-mail is fast, cheap, and relatively reliable. It permits to send large amounts of information to different addressees and allows people to retrieve messages at any time.

A typical e-mail address is: direct@askbooks.kiev.ua (the e-mail address of the A.S.K. Publishers House). The part to the left of the @ sign, called user ID, has been chosen as a personal handle. The part to the right is called the domain and represents the particular computer that receives and delivers the message.

E-mail message usually comes into two parts: the heading and the body. The heading includes: the date, the writer's name, the addressee's name, which is to receive a copy (c.c.), if any, and the subject. The body of the message bears an ordinary content of a letter but a bit shorter.

The golden rule for writing e-mail messages is KISS (keep it short and simple). Use short phrases instead of long, active voice instead of passive; avoid foreign words, metaphors, and scientific terms.

There's no bold in e-mail, so use capitals or asterisks. Among the abbreviations used in e-mail there are: BTW – by the way; IMHO – in my humble opinion; CONT – container; SHPT – shipment; RQST – request; BUZ – business; MESS – message.

5. Answer the questions:

1. What is e-mail?
2. How does a typical e-mail address look like? Give examples.
3. What does an e-mail message consist of?
4. Name abbreviations used when writing an e-mail message.

6. Complete the sentences with the enlisted words.

- | | |
|---------------------------------|---------------------------|
| a. Inbox | f. Forward |
| b. Outbox | g. Address Book |
| c. Sent Items | h. Send/Recv/Send&Receive |
| d. New Msg/New/New Mail/Compose | i. Capital/Small/At/Dot |
| e. Reply | j. Drafts |

- 1) My address is HollyWoods@hotmail.com, that's _____ H _____ o-l-l-y _____ W _____ o-o-d-s _____ hotmail _____ com.
- 2) I need my _____ to add/remove/amend e-mail addresses.
- 3) My _____ is where my incoming messages are stored.
- 4) If I _____ a message it goes on to another person.
- 5) With “_____” I can write a new letter.
- 6) If I press _____ I connect with Internet.
- 7) I look at _____ to see what messages I have sent.
- 8) Before being sent across Internet, my messages are stored in the _____ .
- 9) I need to send an answer to that message, I'll use _____ .
- 10) I'll have to finish that e-mail later, I'll store it in _____ .

7. A “smiley” is a symbol in the Internet to express your emotions. What is the meaning of the following symbols? Match the symbols with their meaning.

	The user:
1. :-)	a) will not say anything
2. :-(or :-<	b) is cross
3. :-#	c) has a moustache
4. .-)	d) is undecided
5. :-=	e) is tongue-tied
6. :-o	f) is winking at you
7. :-t	g) is surprised/ shocked
8. :-/	h) is sad
9. l-l	i) is happy
10. :-&	j) is asleep

7. There are a lot of words/phrases for the Internet. Match the following terms and phrases with their explanations.

- | | |
|-------------------|---|
| 1. attachment | a) where you incoming messages are stored. |
| 2. bandwidth | b) pass along an e-mail to another address. |
| 3. bcc | c) the speaker is considered incompetent or ignorant. |
| 4. bounce message | d) a quotation added to a signature. |
| 5. forward | e) error message returned by an e-mail system. |
| 6. mailbox | f) an emotional and often angry or rude message. |
| 7. sig quote | g) blind courtesy copy. |
| 8. spam | h) a measure of how much information can be sent. |
| 9. a flam | i) unsolicited e-mail messages (usually unwanted). |
| 10. burble | j) a file linked to an e-mail message. |

РОЗДІЛ 3. МОЯ ПРОФЕСІЯ

ТЕМА 3.1. НАВЧАННЯ В СУМСЬКОМУ ДЕРЖАВНОМУ ПЕДАГОГІЧНОМУ УНІВЕРСИТЕТІ ІМ. А. С. МАКАРЕНКА

Практичне заняття 13

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Study the Topical vocabulary. Read and translate the text “STUDYING AT UNIVERSITY” and “EXAMS AND QUALIFICATIONS”. Write out the unknown words.

Task 2. Answer the questions in written form – Ex. 2, 3, 4.

Task 3. Read and study the text “SUMY A.S. MAKARENKO STATE TEACHERS’ TRAINING UNIVERSITY” – Ex. 5. Write out the unknown words.

Task 4. Answer the questions in written form – Ex. 6.

Task 5. Revise the Topical Vocabulary and the new words from Ex. 1-5. Translate the following words from Ukrainian into English. Make up your own sentences with them.

UNIT 3. MY PROFESSION.

Lesson 13. Studying at Sumy A.S. Makarenko State Pedagogical University.

TOPICAL VOCABULARY

1. tuition	1. навчання
2. to get a grant	2. отримати стипендію
3. to do research	3. проводити дослідження
4. undergraduate	4. студент 1-4 курсу
5. to give a lecture	5. проводити лекцію
6. further education	6. подальша освіта
7. to take/do/sit/ an exam	7. скласти іспит
8. to resit an exam	8. перескласти іспит
9. to pass / do well in (an exam)	9. скласти іспит
10. to fail / do badly in (an exam)	10. не скласти / погано скласти іспит
11. thesis	11. дисертація; дипломна робота

1. Read and translate the text. Write out the unknown words.

STUDYING AT UNIVERSITY IN GREAT BRITAIN

If you want to **go to** university, you must first **pass examinations** that most students take at the age of eighteen (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to **get** a place at university because the places are limited.

If you get a place at university, the **tuition** is free, and some students also **get a grant** as well. Students are called **undergraduates** while they are studying for their first degree.

Most university courses **last** three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing/studying** history, or **doing / studying for** a degree in history, for example.

When people study one subject in great detail (often to find new information), we say they are **doing research**; e.g. *I'm doing some research into/on the languages of different African tribes.*

School vs. university: At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**. When a lecturer **gives** a lecture, the students listen and **take notes**, but do not usually say much, except to ask occasional questions.

Note: A **professor** is a senior university academic, not an ordinary teacher. University and college teachers are usually called **lecturers** or **tutors**.

Further education (FE) usually means going to a college to do a vocational course or degree.

Higher education (HE) usually means doing a degree at a university.

EXAMS AND QUALIFICATIONS

Before an exam it's a good idea to **revise** for it.

If you **miss classes/lectures**, you'll probably do badly in the exam.

When students finish the course and pass their examinations, they receive a degree (the qualification when you complete a university course successfully). This can be a **BA** (Bachelor of Arts) or a **BSc** (Bachelor of Science), e.g. *I have a friend who has a BA in history, and another who has a BSc in chemistry.*

In Britain if you do post-graduate study, you may get an **MA** (Master of Arts) or an **MSc** (Master of Science). After several years' original research and publishing a **thesis**, you can get a **PhD** (Doctor of Philosophy). Undergraduates usually write **essay**; a long essay is called a **dissertation**. A thesis is longer still and contains original research.

2. Find the answers to the questions in the Text from Ex. 1.

What do you call:

1. the money some students receive if they get a place at university?

2. the qualification you get at the end of university?

3. students studying for their first degree at university?

4. teachers at university?

5. students when they have completed their first degree?

6. the study of one subject in great depth and detail, often to get new information?

7. the talks that students go to while they are at university?

3. Fill in the gaps with the suitable words and translate the sentences: *enter, giving, take, goes on, studying, receive, obtain, carrying out.*

1. Who is _____ the lecture today?
2. Did she _____ a grant for her course?
3. Is it more difficult to _____ a place at university?
4. You have to pass the exams before you can _____ university.
5. He's _____ physics, I think.
6. I think they're _____ some research into the cause of asthma.
7. I didn't _____ any notes in the lecture yesterday.
8. The course _____ for three years.

4. Read these sentences spoken by university students. What is each person studying?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
3. The way we use fertilizers is much more precise than twenty years ago.
4. We're going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really a reaction to the work of the Impressionists.
7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case – it's one of the most famous in legal history.

5. Read and translate the text. Write out the unknown words. Find the answers for the questions after the text.

SUMY A.S. MAKARENKO STATE TEACHERS' TRAINING UNIVERSITY

The University has a long history. In 2014 it celebrated its 90-th anniversary. At the early days of its history the Sumy Teachers' Training Institute was housed in a small building in Dzerzhinsky Street.

The University trains full-time and part-time students in 39 specialities. There are 4 Institutes here (the Institute of History and Philosophy, the Institute of Physical Training

and Sports, the Institute of Culture and Arts and the Institute of Pedagogy and Psychology), 3 Departments (the Department of Foreign and Slavonic Philology, the Department of Physics and Mathematics and the Natural Sciences and Geography Department) and 33 Chairs.

Our University has 14 buildings, including 5 teaching and laboratory buildings, specialized classrooms, 3 dormitories, a Sport complex with two swimming pools, gyms and a stadium with 3 thousand seats, a ski base, a Training and Rehabilitation center, a library, 5 museums, 2 concert halls and a botanical garden. A great number of laboratories with up-to-date equipment improve the conditions of learning and research.

For young men and women the University opens the road to the latest achievements in Pedagogy. It is a recognized teacher training center in Ukraine. Serious researches are conducted by its teaching staff and students. Our University is steadily widening its contacts with the leading teacher training centers in Ukraine and abroad.

I am a full-time student of the Department of Foreign and Slavonic Philology. I believe that after graduating from the University I'll become a good specialist and have a very interesting job.

6. Answer the questions in written form.

1. How old is the University?
2. How many institutes and departments are there in the University? What are they?
3. Whom does the University train?
4. What facilities does the University have?
5. What improves the conditions of learning and research?
6. Why is the University a recognized teacher training center in Ukraine?

7. Revise the Topical Vocabulary and the new words from Ex. 1, 2. Translate the following words from Ukrainian into English. Make your own sentences with them.

Навчальний заклад, абітурієнт, вступати до університету, студент денного відділення, готувати вчителів для початкових та середніх шкіл, спеціалізуватися з предмету, іноземна мова, студент заочного відділення, закінчувати університет, отримувати вищу освіту, програма містить, відомий учений, відвідувати лекції, отримувати стипендію, складати іспит з історії, пропускати лекції, залік з англійської мови, на заняттях, провалюватися на вступних іспитах, бути студентом 1 курсу, нагороджувати.

ТЕМА 3.2. МОЯ СЬОГОДНІШНЯ ЗАЙНЯТІСТЬ ТА МАЙБУТНЯ КАР'ЄРА

Практичне заняття 14

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Study the Topical vocabulary. Read and translate the text “LIFE AT SCHOOL”.

Write out the unknown words.

Task 2. Answer the questions in written form – Ex. 2, 3.

Task 3. Answer the questions from “PSYCHOLOGICAL TEST A MAP OF INTERESTS” – Ex. 4. Write out the unknown words.

Task 4. Write a few sentences about your interests, using the words and phrases from the psychological test – Ex. 5.

Task 5. Be ready to speak on the topic: My Future Profession and Current Occupation. Use the texts “LIFE AT SCHOOL” and “MY FUTURE PROFESSION”.

UNIT 3. MY PROFESSION.

Lesson 14. My Future Profession and Current Occupation.

TOPICAL VOCABULARY

- | | |
|----------------------------------|---------------------------------|
| 1. heavy load | 1. велике навантаження |
| 2. mixed responsibilities | 2. змішані обов'язки |
| 3. carefully prepared lessons | 3. ретельно підготовлені уроки |
| 4. to make an effort | 4. докласти зусиль |
| 5. to get into the child's shoes | 5. потрапити на місце дитини |
| 6. lack of understanding | 6. відсутність розуміння |
| 7. unique educational task | 7. унікальне навчальне завдання |
| 8. poor behaviour in class | 8. погана поведінка в класі |
| 9. truancy | 9. прогули |
| 10. to be dissatisfied | 10. бути незадоволеним |
| 11. involvement of parents | 11. залучення батьків |
| 12. to tell off | 12. лаяти, сварити |

1. Read and translate the text. Write out the unknown words.

LIFE AT SCHOOL

John Smith works as a teacher of foreign languages at a comprehensive school. He carries a **heavy load of mixed responsibilities**. John has some timetabled periods and remedial classes five days a week. He teaches **carefully prepared lessons**. Once a month they have parents' evenings. John talks about the children's progress and the course of study.

The beginning of term is hectic. But class work often drags towards the end of term. Sometimes John has **to make an effort** to get up an appetite for teaching every day. But he realizes that one of the advantages of teaching is that it's so **rewarding** to work with children.

Education consists first of all of continuous contact between teachers and pupils. One of the marks of a fine teacher is his affection for children. Sometimes the teacher doesn't try mentally to **get into the child's shoes**. It's one of the main reasons for **lack of understanding** and accord between instructors and pupils. Only the person who never forgets that he or she was once a child can become a real teacher.

John is in the habit of saying that studying cannot possibly be an easy, pleasant game which brings only delight and pleasure. If everything the child does at school is easy for him, his mental processes will become lazy in time. It seems strange, but lazy thinking occurs most frequently in talented children if the process of studying isn't challenging to them. Not to allow the pupils to be idle is also a **unique educational task**.

John is sure that one can scarcely get on without some knowledge of a foreign language. He uses videos, recordings, and other learning aids alongside the books. His pupils are well-disposed towards his methods of teaching.

But education does not mean merely feeding facts to pupils. It should be geared to the children's needs and abilities. Most pupils are bitter about the way unpopular subjects **are being forced down their throats**.

The common **problems which affect** the smooth running of the school are: failure with work, **poor behaviour** in class, attendance (**truancy**, unpunctuality, lateness), pupils who are **dissatisfied** with school. There is a wide range of responses: detention, **involvement of parents**, a **telling off**, a word of advice. All pupils are expected to wear the school uniform and take pride in their personal appearance.

The most difficult task of education is to teach feelings. Emotional closeness is unthinkable if the teacher meets with his pupils only in class and if it is only there that his influence is felt.

2. Answer the questions using the topical words and phrases (words in bold type) from the Topical Vocabulary and the text above.

1. Where does John Smith work?
2. What kind of responsibilities does he carry?
3. What makes the beginning of term different from the end of term?
4. What is one of the main marks of a good teacher?
5. Why does lazy thinking occur most frequently in talented children?
6. Why is it important to know foreign languages?
7. Why do John's pupils like his lessons?
8. What are the common problems which affect the smooth running of the school?
9. What is the most difficult task of education?

3. Agree or disagree with the statements. Explain your opinion.

1. One of the advantages of teaching is that it's so rewarding to work with children.
2. Only a person who never forgets that he or she was once a child can become a real teacher.
3. Studying cannot possibly be an easy, pleasant game which brings only delight.
4. One can easily do without knowledge of a foreign language.

4. Answer the following questions by writing «Yes» or «No» next to each of them. Then write out the numbers of your «Yes» answers and look in the KEY to find out what profession you are cut out for.

A MAP OF INTERESTS

Psychological test

1. Are you interested in the causes of different diseases and their cure?
2. Do you like to read critical articles after you've read a book?
3. Do you like to take responsibility in organizing things (e.g. parties)?
4. Do you like to read historical novels?
5. Do you ever go to listen to symphonies?
6. Do you like to explain to your classmates how to do a sum or write a grammatically correct sentence?
7. Can you say that your first impulse when you see somebody hurt is to give first aid?
8. Do you like to write poetry and prose?
9. Do you like to observe people's behaviour?
10. Would you like to find out about the history of your family, the street you live in, your city?
11. Are you fond of singing reciting poetry, dancing etc. in front of the audience?
12. Do you enjoy spending time with kids, reading books to them, playing with them, helping them?
13. Are you irritated when your sick relatives ask you to help them?
14. Do you soon get tired when you work with dictionaries or reference books?
15. Can you quickly switch from one job to another?
16. Do you like to make reports on history?
17. Do your hobbies include playing musical instruments, drawing or wood carving?
18. Have you ever wanted to give a class instead of your teacher?
19. Are you interested in people's anatomy?
20. Do you like to discuss books with your friends?
21. Do you like to analyse the events that have happened in your or your friend's and relative's lives?
22. Are you interested in your country's past?
23. Do you enjoy reading about the history of arts?

24. Can you say that you find more positive than negative sides in the work of a teacher?
25. Have you ever wanted to work as a nurse during your summer holidays?
26. Are you interested in word origin?
27. Do you keep diary?
28. Are you interested in the past of other countries?
29. Do you like to watch one and the same film or play several times?
30. Have you ever tried to teach your younger brothers (sisters, cousins, etc.)?

KEY:

1. If you positively answered questions No. 1,7,19 and 25, and negatively No.13- we would recommend you to think of choosing a medical profession.
2. If you have written out No.2, 8,14,20,26 – your special field is literature and languages.
3. If you have marked No. 9, 19, 21, 27 -your vacation is journalism.
4. If you have chosen No. 4, 10, 16, 22, 28 -you are mostly interested in history.
5. If your answers include No. 5, 11, 17, 23, 29 -you'd better choose arts as your future profession.
6. If your choice is No. 3, 6, 12, 18, 24, 30 -you are a born teacher and you'll regret it all your life if you don't follow your vocation.

5. Say if you agree or disagree with the results and recommendations of the test. Write a few sentences about your interests, using the words and phrases from the psychological test.

6. Read and translate the text. Write out the unknown words.

MY FUTURE PROFESSION: SOCIAL WORKER.

There are many interesting and useful professions and it is really not an easy task to choose the right one. In early childhood children tell their parents whom they would like to be when they grow up. In school pupils think of their future profession. There are lots of professions in the world, and all of them are interesting and exciting. So it's very important to discover your vocation in life.

The choice of profession depends on your abilities. If you are good at humanities you should choose something in this field. And if you are good at natural sciences you should choose something closely connected with them.

To begin with, I would like to say, that I always wanted to help people. There are so many problems in our society. Social workers can help to solve them. I have a strong desire to help people improve their lives, that's why I chose this profession.

It is known that social workers specialize in fields such as family, youth and child welfare services, medical and health services, disability services, psychiatric and general mental health services, juvenile and family law courts, aged care and disabilities, income support and mediation. So we need to get a lot of information about our future clients, how

to deal with them, how to help people to live more successfully within their local communities and find solutions to their problems.

Also we have to practice a lot. I like studying at this university, because in first months of our studies we visited places where we could work and meet people, so that we could understand our future work.

Moreover, some social workers travel to visit clients or run group meetings. In country areas they may travel long distances. They may also be involved in private practice, research or teaching. I would like to have such work conditions because it is also interesting for a social worker.

In my opinion, not all people can work as social workers. This profession requires such personal characteristics: emotional maturity, analytical abilities, good organizational and communication skills.

I think that I have all these characteristics and I will be a good social worker!

7. Be ready to speak on the topic: My Future Profession and Current Occupation. Use the words and phrases from the texts above.

ТЕМА 3.3. МОЯ НАУКОВА (МАГІСТЕРСЬКА) РОБОТА. ПРЕЗЕНТАЦІЯ
РЕЗУЛЬТАТІВ НАУКОВОГО ДОСЛІДЖЕННЯ ІНОЗЕМНОЮ МОВОЮ

Практичне заняття 15

ЗАВДАННЯ ДО ПРАКТИЧНОЇ РОБОТИ:

Task 1. Study the Topical vocabulary.

Task 2. Read and translate the text “HOW TO SPEAK ABOUT YOUR RESEARCH WORK”. Write out the unknown words.

Task 3. Answer the questions after the text.

Task 4. Be ready to present the research results connected with your MASTER’S DEGREE PAPER.

UNIT 3. MY PROFESSION.

Lesson 15. My Master’s Degree Paper.

TOPICAL VOCABULARY

a special subject	спеціальність, основний предмет
practical work	практична робота
scientific research	наукове дослідження
a doctoral candidate	здобувач
branch of knowledge	сфера, галузь знань
the obtained results	отримані результати
to find wide application in	знайти широке застосування у
to be interested in	цікавитися чимось
to work at the problem	працювати над проблемою
the theme of the dissertation	тема дисертації
the subject of the thesis	предмет дисертації
to be both of theoretical and practical importance	мати як теоретичну, так і практичну цінність
to be based on theory	ґрунтуватися на теорії
to develop a theory	розробити теорію
a research adviser	науковий керівник, консультант
to consult sb.	консультуватися, радитися з кимось
to encounter difficulties	відчувати труднощі
the collected data	зібрані дані
to enable sb	уможливити, давати комусь можливість
to define a theoretical model	визначити теоретичну модель

to complete the experimental part	закінчити експериментальну частину
to be through with smth.	закінчити, завершити щось
a theoretical part	теоретична частина
a scientific paper	наукова публікація
to have smth. published	опублікувати щось
to take part in various scientific conferences	брати участь в різних наукових конференціях
to make reports on my subject	виступати з доповідями з теми дослідження
to participate in scientific discussions	брати участь у наукових диспутах, обговоренні
to prove a dissertation	захистити дисертацію
the Scientific Council	Вчена рада
a Ph. D.	ступінь доктора філософії
to get a Ph. D. in smth.	отримати ступінь доктора філософії з (спеціальності, галузі науки)

HOW TO SPEAK ABOUT YOUR RESEARCH WORK

1. Read the text and remember words and expressions to speak about your research:

I am an economist in one of the auditing firms. My **special subject** is accounting. I combine **practical work** with **scientific research**, so I'm a **doctoral candidate** (здобувач). I'm doing research in auditing which is now widely accepted in all fields of economy. This **branch of knowledge** has been rapidly developing in the last two decades. **The obtained results** have already **found wide application in** various spheres of national economy.

I'm **interested in** that part of auditing which includes its internal quality control. I have been **working at the problem** for two years. I got interested in it when a student.

The **theme of the dissertation** is "Internal quality control of audit services". The **subject of my thesis** is the development of an effective internal quality control system for audit firm services. I think this problem is very important nowadays as a major portion of public accounting practice is involved with auditing. In making decisions it is necessary for the investors, creditors and other interested parties to know whether the financial statements may be relied on. Hence there should be an internal control of auditing operations for presentation. My work is **both of theoretical and practical importance**. It is **based on the theory developed** by my **research adviser**, professor S. He is head of the department at Sumy State University. I always **consult him** when I **encounter difficulties** in my research. We often discuss **the collected data**. These data **enable me to define** more precisely **the theoretical model** of the audit internal quality system. I have not **completed the experimental part** of my thesis yet, but I'm **through with the theoretical part**. For the moment I **have 4 scientific papers published**. One of them was published in the US journal.

I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates. I'm planning to finish writing the dissertation by the end of the next year and prove it in the Scientific Council of Sumy State University. I hope to get a Ph. D. in Economics.

2. Read the text again to find the answer to the following questions:

1. What are you?
2. What is your special subject?
3. What field of knowledge are you doing research in?
4. How long have you been working in the field?
5. Is your work of practical or theoretical importance?
6. Who do you collaborate with?
7. How often do you consult your scientific adviser?
8. Have you completed the experimental part of your dissertation?
9. How many scientific papers have you published?
10. Do you take part in the work of scientific conferences?
11. Where and when are you going to get Ph. D. degree?

3. Remember the following words and do more practice in speaking about your research:

to do/to carry on/to carry out/to conduct research

to contribute to/to make a contribution to

to influence/to affect/ to have an effect on, upon/

to study/to make studies/to investigate/to explore

to put forward an idea/to suggest an idea/a theory/a hypothesis

to advance/ to develop/ to modify a theory

to predict/ to forecast/ to foresee/to

to accumulate knowledge

field of science/research

a new area of research/current branch/ field of research

the latest recent achievements/developments/ advances

a (n) outstanding/prominent/ world-know scientist/researcher

4. Answer the questions:

1. What is your field of science/research?
2. What are the current issues in your field of science/research?
3. Have new areas of research appeared in recent years?
4. What is your particular area of research?
5. What are the latest achievements in your field of science/research?
6. Have any fundamental discoveries been made in your field of science/research in recent years?

7. Can you name some outstanding researchers in your field of science? What contribution have they made?
8. Do achievements in your field of science influence everyday life? In what way?
9. What further developments can you predict in your field of research?

5. Complete the sentences below. Speak about your field of science research:

1. I do research in the field of
2. It is the science/ a comparatively new branch of science that studies....
3. The field of science/research that I'm concerned with gathers knowledge about
4. Major developments include advances in ...
5. Remarkable advances have been made in ...
6. The branches of science contributing a lot to progress in my field of research are ...
7. My current field of science/ research is ...
8. It's difficult/not difficult to foresee/ forecast / predict ...

6. Work in pairs. Ask for and give information on your field of science and research.

Answer the questions:

1. What is the subject of your current research?
2. What is the purpose of your current research?
3. What methods do you employ? Why?
4. What are the advantages of the methods and techniques you use in your research?
5. Is this method only now coming into use? Is it new?
6. What operations does it include?
7. Do you find the method reliable/precise? Why?
8. How long has your current research been under way?
9. How much time will it take you to complete your research successfully?
10. Have you already obtained any research results?
11. What are the main results of your current research?
12. Has your research been a success?
13. Have you succeeded in receiving extensive data?
14. Do your research data agree with the theory you follow?
15. Do your results coincide with those obtained by other researchers?
16. Are the results you have obtained of purely theoretical or practical interest?
17. Do your research results appear to be of both theoretical and practical interest?
18. Are the data/observations you have obtained sufficient to formulate your final conclusions?
19. What part of your research remains still unfinished?
20. Do the data/results/ observations/ findings allow you to come to any definite conclusion(s)?
21. What conclusion(s) have you come to?
22. How long will it take you to complete your research?

7. Complete the sentences below. Speak about your research problems.

1. At present/now/ currently I am studying the problem of ...
2. The problem I am studying is concerned with ...
3. There are a lot of /few/ no publications on the problem of ...
4. The literature available on the problem of my research inly outlines/ mentions in passing/ thoroughly/ extensively describes such aspects as ...
5. We have taken up the problem of ... to prove/ investigate...
6. In solving our problem we follow the hypothesis that ...

8. Complete the sentences below. Speak about the purpose of your current research and the methods used.

1. Currently I am ...
2. I am making a set of experiments/ analyses in order to ...
3. The experiment/ analysis is performed with a view to ...
4. The purpose of my experiments/ analyses is to
5. We undertake a set/ a series of experiments hoping to ...
6. In our current research we ... the method of ...
7. The method / technique allows /permits ... to

9. Complete the sentences below. Speak about the results and conclusions of your research.

1. The research has been under way for a year and I've got ...
2. At present a lot of work is being done to ...
3. The results we have ... so far from cannot be used to ...
4. Unfortunately, we have failed to ... but succeeded in ...
5. The findings prove to ...
6. The evidence appears to
7. As a result of numerous experiments performed we have obtained sufficient data to ...
8. Most of our research findings are consistent with ...

ДОДАТКИ

CURRICULUM VITAE

**a brief biographical résumé of your career and training,
as prepared by a person applying for a job or a college**

First name(s) Surname(s) _____

House number, street name, city, postcode, country _____

Mobile number _____

E-mail address _____

Personal website _____

Sex _____ | Date of birth _____ | Nationality _____

JOB/POSITION APPLIED FOR _____

STUDIES APPLIED FOR _____

PERSONAL STATEMENT _____

WORK EXPERIENCE

EDUCATION AND TRAINING

PERSONAL SKILLS

Mother tongue(s) _____

Other language(s) _____

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user

Common European Framework of Reference for Languages

Communication skills - _____

Organisational / managerial skills - _____

Job-related skills - _____

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving

Levels: Basic user - Independent user - Proficient user

Other skills _____

Driving licence: _____

ADDITIONAL INFORMATION

Publications – _____

Presentations – _____

Projects – _____

Conferences – _____

Seminars – _____

Honours and awards – _____

Memberships – _____

References – _____

Citations – _____

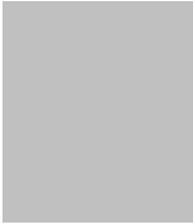
Courses – _____

Certifications - _____

ANNEXES

Task 3. Read a sample of a CV (ECV template). Write out new topical words.

PERSONAL INFORMATION



Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]

📍 Replace with house number, street name, city, postcode, country

☎️ Replace with telephone number 📱 Replace with mobile number

✉️ State e-mail address

🌐 State personal website(s)

💬 Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR
POSITION
PREFERRED JOB
STUDIES APPLIED FOR
PERSONAL STATEMENT

Replace with job applied for / position / preferred job / studies applied for / personal statement (delete non relevant headings in left column)

WORK EXPERIENCE

[Add separate entries for each experience. Start from the most recent.]

Replace with dates (from - to)

Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

▪ Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

EDUCATION AND TRAINING

[Add separate entries for each course. Start from the most recent.]

Replace with dates (from - to)

Replace with qualification awarded

Replace with EQF (or other) level if relevant

Replace with education or training organisation's name and locality (if relevant, country)

▪ Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS

[Remove any headings left empty.]

Mother tongue(s)

Replace with mother tongue(s)

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
	Replace with name of language certificate. Enter level if known.				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
[Common European Framework of Reference for Languages](#)

Communication skills

Replace with your communication skills. Specify in what context they were acquired. Example:

▪ good communication skills gained through my experience as sales manager

Organisational / managerial skills Replace with your organisational / managerial skills. Specify in what context they were acquired.
Example:
▪ leadership (currently responsible for a team of 10 people)

Job-related skills Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired.
Example:
▪ good command of quality control processes (currently responsible for quality audit)

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Enter level	Enter level	Enter level	Enter level	Enter level

Levels: Basic user - Independent user - Proficient user
[Digital competences - Self-assessment grid](#)

Replace with name of ICT-certificate(s)

Replace with your other computer skills. Specify in what context they were acquired. Example:

- good command of office suite (word processor, spread sheet, presentation software)
- good command of photo editing software gained as an amateur photographer

Other skills Replace with other relevant skills not already mentioned. Specify in what context they were acquired.
Example:

- carpentry

Driving licence Replace with driving licence category/-ies. Example:
B

ADDITIONAL INFORMATION

Publications Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.
Presentations
Projects Example of publication:
Conferences ▪ How to write a successful CV, New Associated Publishers, London, 2002.
Seminars Example of project:
Honours and awards ▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).
Memberships
References
Citations
Courses
Certifications

ANNEXES

Replace with list of documents annexed to your CV. Examples:

- copies of degrees and qualifications;
- testimonial of employment or work placement;
- publications or research.

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Навчальне видання

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*Іноземна мова (англійська)
за професійним спрямуванням
методичні рекомендації до практичних занять
для магістрантів закладів вищої освіти I року навчання
денної форми навчання
галузі знань: 01 Освіта
02 Культура і мистецтво
22 Охорона здоров'я*

Англійською мовою

Відповідальний за випуск: *О. Ю. Кудріна*
Комп'ютерний набір: *Ю.В. Коробова, І.Л. Гуменюк*
Верстка: *Ю.В. Коробова*

Підписано до друку _____2021.
Формат 60x84x16. Гарн. Times New Roman. Папір офсет.
Умовн. друк. арк. ____ Обл.-вид. арк. ____ . Тираж 100
серія ДК, № 5050 від 23.02.2016.