

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ УКРАЇНИ  
"КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ  
ІМЕНІ ІГОРЯ СІКОРСЬКОГО"  
МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ  
МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Кваліфікаційна наукова  
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**КОРНЄВА ЗОЯ МИХАЙЛІВНА**

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**ДИСЕРТАЦІЯ**

СИСТЕМА ПРОФЕСІЙНО ОРІЄНТОВАНОГО АНГЛОМОВНОГО  
НАВЧАННЯ СТУДЕНТІВ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ У ВИЩИХ  
НАВЧАЛЬНИХ ЗАКЛАДАХ

**ДОДАТКИ**

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Галузь знань 01 – Освіта / Педагогіка (011 – Освітні, педагогічні науки)

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## Додаток А

### **Анкета для опитування викладачів англійської мови щодо стану проблеми навчання англійської мови професійного спрямування студентів технічних спеціальностей**

#### **Шановний респонденте!**

Анкета, запропонована Вам, має на меті виявлення Вашої думки щодо стану проблеми навчання англійської мови професійного спрямування студентів технічних спеціальностей. Просимо Вас ознайомитись з запропонованими запитаннями та відповісти на них. Ваші відповіді допоможуть нам у проведенні дослідження. Результати цього опитування будуть використані в узагальненому вигляді для подальшого опрацювання.

Ім'я (за бажанням) \_\_\_\_\_

Місце роботи, посада \_\_\_\_\_

1. Яким, на Вашу думку, є рівень володіння загальною англійською мовою студентів першого курсу?
  - Високий;
  - Середній;
  - Низький.
  
2. Наскільки важливим Ви вважаєте навчання студентів англійської мови професійного спрямування, починаючи з першого року навчання у ЗВО?
  - Дуже важливим;
  - Важливим;
  - Не важливим.
  
3. Скільки часу у процентному співвідношенні Ви приділяєте для навчання студентів таких аспектів?

- Предметний зміст виучуваною мовою \_\_\_\_\_ %;
- Соціокультурні аспекти професійного спілкування \_\_\_\_\_ %;
- Психологічні аспекти професійного спілкування \_\_\_\_\_ %;
- Питання суто мовного характеру (фонетика, лексика, граматики, стилістика тощо)
- Професійна англійська мовна комунікація (говоріння, читання, аудіювання, письмо). \_\_\_\_\_ %

4. На Вашу думку, чи доцільно включати соціокультурний складник у навчальний процес із оволодіння студентами технічних спеціальностей англійською мовою професійного спрямування на першому курсі?

- Так;
- Ні.

5. На яких навчальних аспектах доцільно, на Вашу думку, зосереджуватися на II-III курсах навчання?

- Предметний;
- Соціокультурний;
- Мовний;
- Психологічний;
- Комунікативний.

6. Чи вважаєте Ви достатнім наявний обсяг часу для успішного навчання студентів професійно орієнтованої англійської мови?

- Так;
- Ні.

7. Чи використовуєте Ви у своїй роботі експериментальні види навчальної діяльності?

- Так;
- Ні.

8. Які саме із вказаних експерієнційних видів навчальної діяльності та у якій послідовності Ви використовуєте?
- Мозковий штурм;
  - Інтернет-пошук;
  - Кейс-метод;
  - Рольова гра;
  - Проектна робота;
  - Дискусія;
  - Презентація.
9. Якими, на Вашу думку, є основні труднощі застосування експерієнційних прийомів навчання на заняттях?
- Брак часу;
  - Складність організації експерієнційної роботи в межах заняття;
  - Брак навчальних матеріалів;
  - Відсутність методичних розробок з даної тематики;
  - Інше (назвіть).
10. Чи відчуваєте Ви потребу у створенні нових методик та методичного забезпечення для викладання англійської мови професійного спрямування?
- Так;
  - Ні;
  - Важко відповісти.
11. Чи вважаєте Ви, що у межах аудиторного навчального процесу існує достатньо можливостей для застосування прийомів експерієнційного навчання?
- Так;
  - Ні;
  - Важко відповісти.

Дякуємо за співпрацю!

**Додаток Б****Зразок навчальних матеріалів заняття для студентів I курсу ЗВО  
технічного профілю  
(Книга для студента та робочий зошит)**

Student's Book

**UNIT 1  
TELEPHONING****Part 1. Functional and Content Focus**

1. Frequent topics of professional phone calls are connected with:

- a) getting in touch with the person you need;
- b) making appointments;
- c) leaving and taking a message;
- d) management on the phone;
- e) placing orders on the phone;
- f) business travel phone arrangements;
- g) handling phone complaints.

These are, certainly, not the only possible topics but they may serve as examples for telephone conversations on many other topics, so in this *Unit* we will focus on them.

Work in pairs and discuss what the contents of telephone conversations on one of the topics above may be (what will the people say?). Your teacher will tell you what particular topic every pair is supposed to discuss. Prepare an example of a telephone conversation on that particular topic. *You have 10 minutes for your pair discussion.*

2. Every pair is now supposed to report their conclusions to the whole class and reproduce the telephone conversation that they have prepared as an example. Other students from the group should comment on the work of every pair, say whether they agree or not, with what they agree or disagree and why (*3 minutes for every pair to speak, 30 minutes for the activity as a whole*).



3. Listen to seven telephone conversations (you will return to these conversations several times when working on this *Unit*) and individually mark which of them is devoted to:

- a) getting in touch with the person you need;
- b) making appointments;
- c) leaving and taking a message;
- d) management on the phone;
- e) placing orders on the phone;
- f) business travel phone arrangements;
- g) handling phone complaints.

Just indicate the number of the conversation heard and its topic. The first one has been done for you: *1-f*. You have *15 minutes for listening and doing the task*.



4. Listen to the telephone conversations again (one by one). After listening to each of the conversations, discuss in a whole-class discussion how different it was from

the example of the conversation on the same topic that you yourselves developed. Focus on the contents and structure differences. What other differences do you notice? Try to formulate your ideas as precisely as you can. You have time for listening and discussion until the end of the class.

5. **Home assignment:** Do both tasks from *Unit 1, Part 1* in your **Workbook** (reading the text given and writing its summary and preparing an oral presentation) – to be done before the next class. Work on the vocabulary from *Unit 1, Part 1* in the **Student's Book** and **Workbook**. Use the **Glossary** at the end of this textbook. Pay special attention to the **Glossary** of words and expressions from the audio texts that you were listening to during the class. Get ready to use the new vocabulary in the following classes.

## Part 2. Cultural Focus

1. Hand in your written summaries of the text read to your teacher for checking and grading.

2. Make three or four small groups with four students in each of the small groups. All students in every small group should deliver their 3-minute presentations prepared as your home assignments. After all the four presentations in the small group have been listened to, discuss which of them was the best one and the reasons why it can be considered as the best. *You have 15 minutes to do the task.*

3. *Project work (15 minutes for the entire task).* Now a representative of every small group is supposed to deliver for the benefit of the whole class the presentation that was decided to be the best in that small group (the presentation is to be delivered by the student who has prepared it). After all three or four of the best presentations have been listened to, the whole class votes the best of them. That best presentation will be used as the basis for the start of your project that you will be working on until the end of the academic year. The title of your project is “*A Guidebook of Useful English Skills for Professionals*”. The presentation that has been chosen as the best will be used for recording the first entry for the first chapter in your *Guidebook*. That chapter will be called “*Telephoning in English*” and the first entry will have a subtitle “*Telephone Skills*”. Appoint a task force of three students



(including the author of the best presentation) to write, type on the computer and print out for the teacher and all the other students in the group that first entry of 200-300 words. The members of the task force will have to bring their prepared print-outs to the next class.



4. Read the information below about the cultural norms of starting and ending telephone conversations in English-speaking countries. *You have two minutes for reading.*

Appropriate greetings and endings to calls help build a good rapport and avoid misunderstandings and wasting time. The three elements of an appropriate greeting are:

- identifying your company
- giving your name and job title/department
- asking how you can help the caller.

When you close the call you should:

- make sure that the caller has no more queries
- thank the caller
- let the caller put down the receiver first so they don't feel you have cut them off.

(The text is borrowed from: <http://www.enotes.com/business-finance-encyclopedia/telephone-skills> as of 29 January 2011)



5. Now listen again to the first of the telephone conversations out of seven that you were listening to in the last class and say (in a whole-class discussion) how the recommendations above were followed by Jenny Ross in her talk with Mr. Sakai. *You have 5 minutes for listening and discussion.*

6. Work in pairs. Role play a telephone conversation between a company's secretary and businessperson who is that company's business partner. The secretary is calling the business person to give details about his/her arrangements to travel home (see the details below). Pay special attention to using appropriate greetings and end of the conversation remarks. *You have 4 minutes for your role play.*

*Details of travel arrangements to be used in the role play:*

- 1) leaving New York City tomorrow at 9:30 a.m. by Delta Airlines from JFK airport, Terminal 2;
- 2) latest check-in at 8:30 a.m.;
- 3) flying by business class;
- 4) arrival at Amsterdam airport at 9:30 p.m. local time.



7. Read the information below about the cultural norms of holding telephone conversations in English-speaking countries. *You have five minutes for reading.*

Always remember to try and answer the phone promptly, before the third ring if possible: this will give the impression to the caller that their phone call is important.

When answering the phone, welcome callers courteously and identify yourself and your organization. Say, for instance, "Good morning. Cypress Technologies. Susan speaking. How may I help you?" No one should ever have to ask if they've reached such and such a business.

Before picking up the receiver, take a second to compose yourself, and discontinue any conversation or activity such as typing or chewing gum.

Keep the tone of the conversation light and speak clearly.

Always follow up bad news with good news. For example, if the person they are trying to reach is out, offer them a chance to leave a message with you or on their voicemail.

When transferring a call, be sure to explain to the caller what you are doing and where you are transferring them to.

Always have a pen and a pad of paper at hand to take down notes, as well as any contact details such as phone numbers and email addresses you can provide to the other person.

When the called party is not in or in a meeting, responses such as “I am sorry s/he has just stepped out of the office at the moment...” should be used, to protect the privacy of those in the office and to provide a tactful response.

Listen – Clarify – Confirm. You must listen attentively without interrupting, clarify everything – even the smallest details – and confirm back the understanding of the situation.

Take telephone messages completely and accurately. If there's something you don't understand or can't spell, such as a person's surname, ask the caller to repeat it or spell it for you. Then make sure the message gets to the intended recipient.

(The text is compiled and modified from two texts borrowed from:  
<http://www.frontofhousemagazine.co.uk/phoneetiquette.asp>,  
<http://sbinfocanada.about.com/cs/management/qt/telephonetips.htm> as of 29 January 2011)



8. Now listen again to telephone conversations 3, 6 and out of those seven conversations that you were listening to in the last class and say (in a whole-class discussion) how the recommendations above were followed in them. *You have 10 minutes for listening and discussion.*

9. Work in pairs. Role play two telephone conversations: 1) a telephone complaint to the company that sold your corporation mobile phones for your employees (the telephone batteries get uncharged too fast and need to be recharged every 12

hours); 2) a telephone conversation with a company's secretary (you want to speak to Mr. Robinson, the Sales Manager, but he is out of office, so you leave the message with the secretary with your phone number and a request to call you back when he returns). *You have 10 minutes for both role plays.*

10. Read the information below about the cultural norms concerning the etiquette of making your phone calls to an official person in an organization. *You have three minutes for reading.*

1. **Plan the call.** Always jot down key objectives before making a call.
2. **Know who you are calling.** When practicing telephone etiquette and manners, getting a person's name right is critical. Understand the person's position in the organization and acknowledge that in your greeting.
3. **Introduce yourself.** Make sure that your party knows who you are, what company you represent and the nature of your call.
4. **Get to the point.** Once you are successful in reaching your party and have introduced yourself, get to the point at once. One of the main phone etiquette tips is not to waste another's time.
5. **Listen.** Allow the person you are calling to ask questions and convey his or her point of view. Do not interrupt, and answer questions honestly and directly.
6. **Be patient.** Never try to rush a call, and allow the individual to fully express his or her opinions, reactions, etc.
7. **Know when to end the call.** There is generally a point at which it becomes clear that the call should be concluded. Use positive statements such as "I know you are busy, and want to thank you for your time," to politely signal the end of the conversation.

(The text is borrowed and modified from: <http://www.howtodothings.com/careers/a2495-how-to-practice-telephone-etiquette-and-manners.html> as of 29 January 2011)



11. Now listen again to telephone conversation 4 out of seven conversations that you were listening to in the last class and say (in a whole-class discussion) how the recommendations above were followed by the caller in the talk with Mr. Zain. Name the tips that were followed. *You have 4 minutes for listening and discussion.*

12. Work in pairs. Role play an appointment making telephone conversation. You represent Petrovsky Iron-and-Steel Works in Dnipropetrovsk, Ukraine and are calling Mr. Robinson, the Sales Manager of an engineering company in England. Your appointment on the issue of the equipment that your iron-and-steel works is purchasing from Mr. Robinson's company was for Monday at 2 p.m. You want it to be changed for Wednesday at 3 p.m. because of the problem with your flight to London. But you can also have it after 3 p.m. on Wednesday or any time on Thursday since your flight back is only on Friday morning. *You have time until the end of the class for your pair work.*

13. **Home assignment:** Do the three tasks from *Unit 1, Part 2* in your **Workbook** (reading the text given, doing the Internet search and writing an essay) – to be done before the next class. Work on the vocabulary from *Unit 1, Part 2* in the **Student's Book** and **Workbook**. Use the **Glossary** at the end of this textbook. Pay special attention to the **Glossary** of words and expressions from the audio texts that you were listening to during the class. Get ready to use the new vocabulary in the following classes.

### Part 3. Language Focus

1. Your teacher will hand out your summaries, checked and commented on by him/her. After you look through the comments made by the teacher in your own summary, ask him/her questions if you do not quite understand or have doubts about some comments (*5 minutes for this activity*).

2. Every pair, small group or individual students are now requested to report to the whole class the results of their Internet search done at home. Report only those cultural tips concerning successful telephone communication in English found by you during your Internet search that have not been mentioned in the preceding classes or the texts that you have all read. Every pair, small group or individual student have only *3 minutes* for their reports. After all the reports have been listened to, discuss and decide in a whole-class discussion which of those additional cultural tips are the most important and must be included into your project. *You have 20 minutes for all the activity.*

3. *Project work (10 minutes for the entire task)*. The task force of three students appointed in the last class to prepare the first entry with the subtitle “*Telephone Skills*” for the chapter “*Telephoning in English*” of your “*Guidebook of Useful English Skills for Professionals*” is now supposed to present that first entry to the whole class (3-4 minutes for the presentation). After they answer the questions from the other students, they should hand in their typed and printed out entry to the teacher for final checking. The teacher will instruct you, after checking it, what to do with it further.

Appoint a new task force of three other students. All the students from the group are requested to hand in their essays written at home to the members of the task force. The members of the task force are supposed to analyze those essays out of class, choose the one that they think to be the best and prepare on its basis the second entry to your chapter “*Telephoning in English*”. That second entry will have a subtitle “*Cultural Aspects of Holding Effective Professional Telephone Conversations in English-Speaking Countries*”. It should contain up to 200-300 words and be prepared, typed on the computer and printed out for the teacher and all the other students in the group. The members of the task force will have to bring their prepared print-outs to the next class.

4. Below you can see a number of telephoning expressions and phrases. Work in groups of three or four students in every group. Categorize those expressions and phrases into 10 categories:

1) opening a call,

2) closing a call,



3) giving a reason for calling,

4) complaining and handling complaints,

5) leaving and taking messages,

6) getting in touch with the person you need,

7) management on the phone,

8) making appointments,

9) placing orders on the phone,

## 10) business travel phone arrangements.

Place the expressions and phrases into proper columns in the table below. Number all the expressions and phrases that you place in every column as they are numbered in the list under the table (like 1 in *f* which has been done for you). Some expressions and phrases may go into more than one column. *You have 15 minutes for doing the task.*

a) opening a call	b) closing a call	c) giving a reason for calling	d) complaining and handling complaints	e) leaving and taking messages	f) getting in touch with a person	g) management on the phone	i) making appoint- ments	j) placing orders on the phone	k) business travel phone arrangements
					1. I'd like to speak to ...				

*Telephoning expressions and phrases:*

1. I'd like to speak to ...
2. There are three things I'd like to talk about.
3. Hello, my name is ...
4. Can I take a message?
5. Shall I deal with this?
6. I am calling about ...
7. This is Jenny Ross, the secretary of George Rutland, the Managing Director of R&B Industries.
8. May I speak to Mr. Mitchell?

9. Would you like to leave a message?
10. I'd like to place an order for ...
11. I'm not satisfied with ... . I'm having a lot of problems.
12. I was wondering if we could get together on (make an appointment for) ...
13. We're having a meeting tomorrow. Can you make it?
14. Is that extension 367?
15. How can I help you?
16. I am sorry. Mr. Toyama is out of the office at the moment.
17. Would you tell him that we need to reschedule our meeting for tomorrow?
18. And may I have your phone number, please?
19. Is there anything else I can help you with?
20. Could you put me through to ... ?
21. We're going to go over last quarter's sales figures.
22. Tuesday sounds fine to me. What time is good for you?
23. We're sorry that you've had a problem with ...
24. I am phoning about your travel plans.
25. How many were you interested in ordering for purchase?
26. But the troubleshooting section was no help.
27. We'll do our best to get your computer working as soon as possible.
28. I know you are busy, and want to thank you for your time.
29. OK. I think that's everything.
30. I'll get back to you next week.
31. I see. We are very sorry about that.
32. Then we have decided to ...
33. Frank is also going to make some suggestions on improving the bottom line.



34. We have arranged everything for you. You leave London at 14.55 tomorrow.
35. What does the estimate include?
36. Do you ship door-to-door? Certainly, all shipments are door-to-door.
37. Did you read the instructions that came with the ...?
38. Can we deal with that another time?
39. Delivery dates depend on your location.
40. That's perfect, see you then.
41. The reason for my call is ...



5. Now listen again to all seven telephone conversations that you were listening to in the first class. Mark all the expressions and phrases from your completed table that you hear in each of the conversations. You mark the number of the expression or phrase and the letter of the column in which you placed it: for example, in conversation 1 it is going to be *7a*). Mark not only the expressions and phrases that have the same wording as in your table but also those that are similar in meaning. For instance, *I would like to speak to ...* and *Could you put me through to ...?* are practically identical in meaning and are used in identical situations and for identical purposes. So you mark them both when you hear one of them. *You have 10 minutes for listening (once) and doing your markings.*

6. Pair work. Now practice in pairs all the seven telephone conversations that you were listening to and discussing during all the classes on telephoning that you have had. The topics of your seven telephone conversations are going to be:

- a) getting in touch with the person you need;
- b) making appointments;
- c) leaving and taking a message;

- d) management on the phone;
- e) placing orders on the phone;
- f) business travel phone arrangements;
- g) handling phone complaints.

You may use any contents you wish for every conversation (who is talking to whom, what the organizations are, what the complaint is about, what is being ordered, what the appointment time is, etc. But you should use as many expressions and phrases from the completed table as you can, you should keep to the structures of those conversations that you have listened to and you should not forget the cultural norms of telephoning in English-speaking countries. *You have 15 minutes for practicing all seven telephone conversations.*

7. Now return to the list of telephoning expressions and phrases in task 4. In whole-class discussion guided by your teacher decide what grammar is most frequently used when telephoning in English (e.g., *interrogative phrases with 'would'*, etc.). You will be revising some of that grammar when doing your home assignment. *Now you have time until the end of the class for your discussion of grammar.*

8. **Home assignment:** Do in writing all the *Vocabulary Reference* and *Grammar Reference* tasks from *Unit 1, Part 3* in your **Workbook** and at the beginning of the next class hand in your written works to your teacher for checking.

#### **Part 4. Psychological Focus**

1. Hand in your written *Vocabulary Reference* and *Grammar Reference* tasks from *Unit 1, Part 3* in your **Workbook** to your teacher for checking and grading.

2. *Project work (7 minutes for the entire task).* The task force of three students appointed in the last class to prepare the second entry with the subtitle "*Cultural Aspects of Holding Effective Professional Telephone Conversations in English-Speaking Countries*" for the chapter "*Telephoning in English*" of your "*Guidebook of*



*Useful English Skills for Professionals*” is now supposed to present that second entry to the whole class (4-5 minutes for the presentation). After they answer the questions from the other students, they should hand in their typed and printed out entry to the teacher for final checking. The teacher will instruct you, after checking it, what to do with it further.

3. The psychology of telephone communication is finding the ways of making your call psychologically effective so as to generate positive and not negative feelings and attitudes of the person you are talking to on the phone. That can really help to make the telephone communication successful. The psychology of telephone communication can be represented as a series of **DO's** (what you should do) and **DON'T's** (what you shouldn't do) when talking on the phone in professional situations. Read those principal **DO's** and **DON'T's** below and try to remember them for doing the following activities. *You have 10 minutes for reading and trying to understand well and remember the **DO's** and **DON'T's**.*

#### **DO's**

1. Use the phone only when it's really necessary.
2. Introduce your organization and yourself at the beginning of the call. Do that even if you are calling a person who knows you – he or she may have forgotten or not recognize the voice.
3. After introducing yourself, always ask the caller *'How can I help you?'* if you are called.
4. When you are calling a busy professional at work, always ask at the beginning whether it is a good time for him/her to talk (*'Can you talk now?'*, *'Is it convenient time for you to talk?'*, *'Can you spare me a moment, please?'*, etc.).
5. If you do not know how to answer you customer on the phone or are not sure whether your organization can do

#### **DON'T's**

1. Don't overuse the phone. Think first if you may avoid the call with no negative results.
2. Don't begin the call with *'Yes'*, *'Hello'*, etc., introduce your organization and yourself.
3. Don't let the phone ring too long before picking up the receiver. The best manner is to pick it up is after the second ring.
4. If a person you call asks you to call later or suggests calling you back, never insist on continuing the conversation (*'Oh, it won't take more than a minute'*), it will be counterproductive.
5. Never use the expressions *'I don't know'* or *'We cannot do that'* in your conversation with a customer if you do

what he/she wants, say *'Let me check this for you and call you back later'*.

6. If you want your customer to do something, use the formulas like: *'May I suggest that you ...'*, *'In such cases, we usually recommend that ...'*, etc.

7. If you need to interrupt the conversation for checking something, tell the person you are talking to the truth about the time he or she may need to wait, for instance: *'To check this, I am going to need at least 10 minutes. Can you hold the line or I will call you back when I am ready?'*

8. Always follow refusals with something positive, for instance: *'It is not the policy of our company to refund, but we are always ready to exchange faulty goods'*.

9. When you are called, always elicit information from the caller who he or she is and what organization he or she represents.

10. If you are going to have a serious professional telephone conversation, note down the principal points before you call.

11. Speak clearly, in a pleasant tone of voice and smile as often as possible – your interlocutor will feel your positive attitude.

12. Be as short and to the point as you can in the conversation; try to finish it in less than 10 minutes.

13. Show your interest in the conversation and demonstrate the desire to help.

14. The telephone conversations should be finished by the person who has called.

not want to lose his/her trust and make him/her turn somewhere else.

6. Never say *'You must ...'* to your customer on the phone – he or she owes you nothing.

7. Don't use phrases like *'I'll be back with you in a second'* and then disappear for 10 minutes.

8. Never say *'No'* at the beginning of a sentence.

9. Don't talk to a person before you know who he or she is or you can make serious mistakes in the conversation.

10. Don't improvise during a serious professional telephone conversation if you can avoid it by noting down the principal points before you call.

11. Never show irritation or impatience.

12. Don't make the conversation long.

13. Don't be too emotional in the conversation, stay calm, but never show your indifference.

14. If you are called, do not finish the telephone conversation first, let the caller do it.

15. Thank the caller for his or her call at the end of the conversation.

15. Never use interrogation-type questions in your telephone conversation. Use *'Would you be so kind as to introduce yourself?'* instead of *'Who am I talking to?'*, *'How can I help you?'* instead of *'What do you need?'*, etc.

4. The teacher now will ask every student questions (whole-group work) as to what new, interesting and unexpected for themselves they have found in the psychological **DO's** and **DON'T's** above. Which of those **DO's** and **DON'T's** do you believe to be the most important? Why? Which of them do you believe to be less important? Why? *You have 13 minutes for the activity.*



5. Pair work. Divide into pairs. Every pair should first discuss *for two minutes* and then present to the whole class one telephone conversation in accordance with its topic given to every pair by the teacher. One pair will be having an appointment making telephone conversation, another pair will be talking about a complaint that is made by one of the participants, the third one – will be discussing some travel arrangements, so that if there are seven pairs in the group, they will cover all the seven telephone conversation topics that you have been discussing during the work on this *Unit*. Before you present your telephone conversation to the whole class, decide in your two-minute pair discussion what of the above 14 psychological **DON'T's** (at least one) will be represented in your conversation. After every pair finishes presenting their telephone conversation to the class, all the students discuss and say: 1) what psychological **DO's** were represented in that conversation; 2) what the psychological **DON'T's** (one or more) in it were. After that the conversation of the second pair is listened to and so on until all conversations of all pairs are discussed. *You have 20 minutes for the activity.*

6. Pair work. In the same pairs do the same task as before (see *activity 5*) only changing the topic of your telephone conversation in accordance with the topic that your teacher gives every pair now (for instance, those who were making an appointment on the phone will now be discussing an order, etc.). Also, change the

psychological **DON'T** that you have introduced into your preceding conversation for some other **DON'T** from the list that you have studied. In all the other aspects, the activity is to be done in the same manner as *activity 5* above during the following *15 minutes*.

7. Pair work. Now every pair (without preparation) should make a short presentation of *2 or 3 minutes* where they state their views on principal psychological rules of holding telephone communication in English (on the basis of what they have learned and done in this class). *The presentations of all pairs are supposed to be listened to until the end of the class.*

8. **Home assignment:** Do the three tasks from *Unit 1, Part 4* in your **Workbook** (reading the text given, doing the Internet search and writing an essay) – to be done before the next class. Work on the vocabulary from *Unit 1, Part 4* in the **Student's Book** and **Workbook**. Use the **Glossary** at the end of this textbook.

## Part 5. Communication Focus



1. Your teacher will hand out your written *Vocabulary Reference* and *Grammar Reference* tasks (exercises) from *Unit 1, Part 3* in your **Workbook** checked, corrected and graded by him/her. S/he will give general comments on the results of your home work. Analyze the corrections made by the teacher in your own work and ask questions if something is not clear to you. *You have 7 minutes for the activity.*

2. Every pair, small group or individual students are now requested to report to the whole class the results of their Internet search done at home. Report only those psychological tips concerning successful telephone communication in English found

by you during your Internet search that have not been mentioned in the preceding class or the text that you have all read. Every pair, small group or individual student have only *3 minutes* for their reports. After all the reports have been listened to, discuss and decide in a whole-class discussion which of those additional psychological tips are the most important and must be included into your project. *You have 20 minutes for all the activity.*

3. *Project work (8 minutes for the entire task).* Appoint a new task force of three students. All the students from the group are requested to hand in their essays written at home to the members of the task force. The members of the task force are supposed to analyze those essays out of class, choose the one that they think to be the best and prepare on its basis the third entry to your chapter "*Telephoning in English*". That third entry will have a subtitle "*Psychological Aspects of Holding Effective Professional Telephone Conversations in English-Speaking Countries*". It should contain up to 200-300 words and be prepared, typed on the computer and printed out for the teacher and all the other students in the group. The members of the task force will have to bring their prepared print-outs to the next class.



4. Listen to two telephone conversations. In those conversations one and the same caller is calling two different offices. After listening to the first conversation twice, write its summary by completing the following form:

*The caller is calling (what organization?):* \_\_\_\_\_

*The caller's name is:* \_\_\_\_\_

*He wants to talk to:* \_\_\_\_\_

*He is from (what company?):* \_\_\_\_\_

*The action taken by the receptionist:* \_\_\_\_\_

After listening to the second conversation twice, write its summary too by completing the form below:

The person who is called introduces himself by saying: \_\_\_\_\_

Don Bradley's request is: \_\_\_\_\_

The person who is called asks: \_\_\_\_\_

He informs Don Bradley that \_\_\_\_\_

and suggests that \_\_\_\_\_

or that \_\_\_\_\_

Don Bradley asks for \_\_\_\_\_

Phil Watson's mobile phone number is \_\_\_\_\_



After finishing the task, check (orally) your answers with your teacher. *You have 15 minutes for the work.*

5. Pair work. Below you can see the tasks for roleplaying five telephone conversations. Role play all these conversations in your pairs one by one. *You have 15 minutes for the task.*

1)

Student A	Student B
You are calling <i>Bibury Furniture</i> and want to talk to Don Bradley. You are John (or Joan) Green from <i>RUYJ Advertising</i> and you have an offer concerning advertising <i>Bibury Furniture's</i> products.	You are the receptionist at <i>Bibury Furniture</i> . Ask who the caller is and the purpose of his/her call and put him/her through to Don Bradley.



2)

Student A	Student B
<p>You are Peter (or Jane) Smith from <i>ASTRA Hotel</i> and you are calling <i>Bibury Furniture</i> to talk to the Sales Manager about an order for the furniture for your hotel. Specify what furniture you need and how many items, how and when you want it delivered. Ask about the price and the cost of delivery. You are going to pay by cheque on delivery but pre-payment of 50% is possible.</p>	<p>You are the Sales Manager at <i>Bibury Furniture</i>. Take a telephone order. Ask your caller what furniture he or she needs and how many items. Answer the questions about delivery and its terms (your company ships door-to-door within one week), the cost of delivery and the price of the furniture. Ask how they are going to pay and inform the caller that a 50% pre-payment by cheque is required.</p>

3)

Student A	Student B
<p>You are calling <i>Bibury Furniture</i> and want to talk to Don Bradley. You are John (or Joan) Green from <i>RUYJ Advertising</i>. Leave a message that you want Don Bradley to call you back tomorrow and give your telephone number. The purpose of your call is signing a contract on advertising <i>Bibury Furniture's</i> products.</p>	<p>You are the receptionist at <i>Bibury Furniture</i>. Ask who the caller is and the purpose of his/her call. Inform the caller that Mr. Bradley is not available now and suggest leaving a message, Take a message and ask the caller to repeat and confirm his/her phone number.</p>

4)

Student A	Student B
<p>You are Peter (or Jane) Smith from <i>ASTRA Hotel</i> and you are calling <i>Bibury Furniture</i> to change your appointment with the Sales Manager from Thursday to Friday. Explain the necessity of the change by a conflicting appointment. Suggest 2 p.m. for your appointment on Friday but agree to whatever other time.</p>	<p>You are the Sales Manager at <i>Bibury Furniture</i>. Talk to Peter (or Jane) Smith from <i>ASTRA Hotel</i> and agree to changing your appointment from Thursday to Friday. But you cannot make it at 2 p.m. since you have a meeting. Suggest some other time on Friday.</p>

5)

Student A	Student B
<p>You are the secretary of Don Bradley from <i>Bibury Furniture</i>. Call the partner</p>	<p>You are Rudolf (Marta) Muller from Frankfurt, Germany, the partner of</p>

<p>of your company Rudolf (Marta) Muller from Frankfurt, Germany about his/her travel arrangements for flight from London to Frankfurt. The ticket will be delivered to him/her at his/her hotel this evening. S/he is flying first class tomorrow at 9 a.m. The check-in begins two hours before the flight and ends 50 minutes before it. The arrival in Frankfurt is 12 p.m. local time.</p>	<p><i>Bibury Furniture</i> in London. Learn about the details of your flight from London to Frankfurt. Ask about the time of departure and arrival, what class you have, what is the check-in time, how your ticket will be delivered to you.</p>
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6. Whole-class discussion. Discuss, under the guidance of your teacher, what principal differences between professional telephoning in the English-speaking countries and in your home country you have noticed while working on this *Unit*. Speak about cultural, psychological and whatever other differences. Note down the differences that you will be discussing because you are going to need that information for writing your essays at home. *You have time until the end of the class.*

7. **Home assignment:** Do the two tasks from *Unit 1, Part 5* in your **Workbook** (reading the text given and writing an essay) – to be done before the next class.

## UNIT 1 TELEPHONING

### Part 1. Functional and Content Focus



1. Read the text about telephone skills below. After reading, write the summary of the text of no more than 150-200 words. Make sure that all three parts of the text are included in your summary. At the beginning of the next class, hand in your written summaries to your teacher for checking and grading.

### TELEPHONE SKILLS

#### *Parts of an Effective Telephone Call*

Telephone calls may be broken into three major parts—(1) the *introduction*, in which both parties establish their identity and the convenience of the call; (2) the *purpose*, which involves communicating needs by asking well constructed questions; and (3) the *conclusion*, whereby both parties reach a verbal agreement on the points made during the call and any specific action that needs to be taken.

#### *Handling Common Types of Specialized Telephone Calls*

Handling the wide variety of both incoming and outgoing specialized telephone calls requires in-depth skill. The following are some of the more common types of specialized calls:

- *Information calls*: Calls you make to gather information require careful thought to determine exactly *what* information you are trying to obtain.

- *Scheduling appointment calls:* Know exactly *when* you want an appointment *before* you place the call. Have all information in front of you when you place the call. Be certain you have carefully recorded on an appointment calendar the designated scheduled time as well as any special instructions.
- *Complaint calls:* Often a complaint call can become a negative experience by nature of the call's very existence. Be prepared to deal with emotions in as positive a fashion as possible. Let's assume your caller has a complaint about a product your company has sold them. You need to: 1) ascertain the nature of the problem; 2) verify that the product is one of yours and that warranty cover still applies; 3) discover how the caller has been using the product and what steps they have taken to rectify the problem.

### ***Management on the Phone. How to Save Time When Dealing with Phone Calls***

While talking on the phone with clients can be important, it can also waste your time if you don't know how to keep it under control. If you are doing something that is extremely important, you will want to politely tell the caller that you are handling an urgent issue, and will need to call them back. Ask them for their number and the best time to return their call.

By doing this, you will politely end the call quickly without damaging your relationship with a potential client. Under no circumstances should you ever give a potential client the impression that you are too busy to talk to them. This will make them feel insignificant, and they may take their business to your competitor. By quickly explaining the situation before getting their number, they will understand that you are in the middle of something that is important. The next technique you will want to use is called summarizing. It is always important to make sure the call stays on topic.

For example, if you are the owner of a business that sells snowboarding equipment, you may receive calls from people who will get off track telling you about the last snowboarding trip they took. If this starts to happen, you can politely respond by saying something like "so it sounds as if you are interested in....." and then get back to the main reason for them calling. By doing this, you will keep them on the subject of the call. The next time management technique you will want to use is called ending the phone call

with a summary. While this may take a bit of time, it will stop you from making mistakes. In addition to this, you won't need to double check what the client wants, and this will save you time as well. If you are wrong, the client will correct you, and this will allow you to get the correct information and end the call quickly. Another thing you will want to do when you take calls is to keep a notepad handy.

(The text is compiled and modified from three texts borrowed from: <http://www.enotes.com/business-finance-encyclopedia/telephone-skills>; <http://www.moneyinstructor.com/lesson/telephoneskills.asp>; <http://www.exforsys.com/career-center/time-management/how-to-save-time-when-dealing-with-phone-calls.html> as of 28 January 2011)

2. Prepare a three-minute oral presentation summarizing everything that you have learned about making professional phone calls from the last class and from the text that you have read.

## Part 2. Cultural Focus

1. Read the generalizing text about telephone manners and etiquette below. You should understand the text in all details for doing further tasks.



### TELEPHONE MANNERS AND ETIQUETTE

A good phone manner can leave a lasting impression on both you and your company.

From time to time we may forget the importance a kind tone and carefully worded phrases might have on an individual. This can leave a lasting impression on both you and the company that you work for, so it is imperative that one should carry themselves professionally while handling a conversation. Of course one of the most important areas of your business is

the way in which you hold yourself on the phone. In this area it is easy to disassociate the voice on the other end from an actual person, and this can promote apathy in your manner. Remember that you may be the first and only contact a person may have with your company, and first impressions always last. Here are a few initial tips to help you be efficient on the phone:

**1. LISTEN...**

- ***L = Let Others Speak***
- ***I = Intend to 'Hear" Them***
- ***S = Speak When It Is Your Turn***
- ***T = Talk With Them, Not At Them***
- ***E = Enthusiastically Respond***
- ***N = Never Speak When Others Are Talking.***

**2. BE POLITE.**

**3. BE FRIENDLY AND HELPFUL.**

**4. SPEAK CLEARLY AND WITH A SMILE** (yes, you can "hear" a smile!).

**5. BE AWARE OF HOW IMPORTANT YOUR VOICE IS IN CONVEYING A FRIENDLY PERSONALITY.**

**6. BE ENTHUSIASTIC AND SHOW AN INTEREST.**

**7. NEVER LOSE YOUR COOL.**

**8. DEAL WITH ANY PROBLEMS DIPLOMATICALLY.**

**9. DON'T INTERRUPT UNNECESSARILY.**

(The text is compiled and modified from two texts borrowed from:

<http://www.frontofhousemagazine.co.uk/phoneetiquette.asp>,

[http://www.kellyservices.co.nz/web/nz/services/en/pages/effective\\_phone\\_communication.html](http://www.kellyservices.co.nz/web/nz/services/en/pages/effective_phone_communication.html) as of 30

January 2011)



2. Do Internet search. Using the sites recommended by your teacher and the sites that you yourself can find, try to find some additional (not discussed in the last class or read about in the text above) cultural tips concerning successful telephone communication in English. The search should better be done not individually but in pairs or in small groups of 3 or 4 students. Get ready to report the additional tips found by you at the beginning of the next class.

3. Write a short 150-200 words essay summarizing all the information about cultural aspects of holding effective professional telephone conversations in English-speaking countries. The essay should summarize all the information: 1) discussed in your last class; 2) obtained from the text that you have read (*see task 1* above); 3) found during your Internet search. The essay may be written not individually but in the same pairs or small groups in which you were doing your Internet search (one essay per pair or small group). Your essay should contain the following parts:

*1. The INTRODUCTION of one paragraph stressing the importance of having good telephone manners (see the text in task 1 above);*

*2. The BODY of two or three paragraphs giving the most important tips about professional telephone manners in English-speaking countries (see the text in task 1 above, all the information that you received in the last class and the findings of your Internet search).*

*3. The CONCLUSION of one paragraph where you should emphasize the importance for a professional from your home country of gaining effective professional telephone manners characteristic of English-speaking countries.*

In the next class your essay will be used for continuing the work on your project started in the last class.

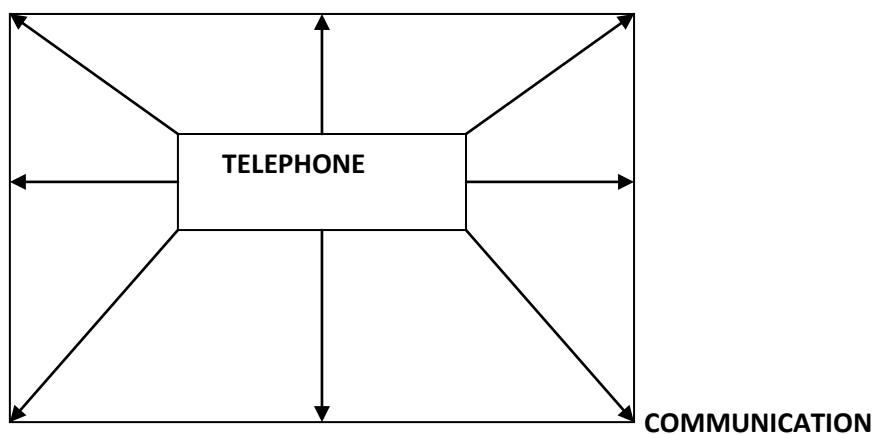
### Part 3. Language Focus



#### Vocabulary Reference Tasks (Exercises)

1.

**A.** Produce a cobweb of lexical associations with the key word “telephone”. One word has been written for you. Make up sentences with the words you have written.



**B.** Read the description and identify the types of specialized telephone calls in the left-hand column of the given table. Choose out of five alternatives suggested below:

*Collection call, Scheduling appointment call, Information call, Telemarketing call, Complaint call.*



	1. Calls you make to gather information require careful thought to determine exactly <i>what</i> information you are trying to obtain
	2. Know exactly <i>when</i> you want an appointment <i>before</i> you place the call. Have all information in front of you when you place the call. If you are making calls for another individual, notify that person of the scheduled appointment. Likewise, be certain you have carefully recorded on an appointment calendar the designated scheduled time as well as any special instructions
	3. Often a complaint call can become a negative experience by nature of the call's very existence. Be prepared to deal with emotions in as positive a fashion as possible.
	4. Collecting money over the telephone is a challenging experience. Good questioning skills are of paramount importance in handling a collection call
	5. Selling a product or service over the telephone is done by a skilled salesperson called a telemarketer. Generally, telemarketers have been trained to deal with a wide variety of responses and situations

2. Fill in the gaps. Choose the words from the alternatives suggested below:

*tool, harder, aspect, owner, prove, centre, agent, skills, find, maintain, service, agent, plenty.*

### ***The Importance of Telephone Skills***

Telephone skills are the most important \_\_\_\_\_ (A) of being successful in a call \_\_\_\_\_ (B) job. When you work on the phone all day as a customer \_\_\_\_\_ (C) representative, the telephone is the one and only \_\_\_\_\_ (D) that will make or break your success. Learning and phoning telephone and listening skills is the best possible thing a call center agent can do to \_\_\_\_\_ (E) themselves valuable to a company.

Great telephone skills do many good things to \_\_\_\_\_ (F) an excellent relationship with customers which in \_\_\_\_\_ (G) benefits every person involved from the \_\_\_\_\_ (H) of the company to the call centre employee, to the customer.

Some people will \_\_\_\_\_ (I) that they have a knack for these skills, and it will be easy to learn and implement the skills a company offers in training. Others may have to work at it a little \_\_\_\_\_ (J), but it is far from impossible if you are dedicated to being the best call center customer service \_\_\_\_\_ (K) you can be.

I was lucky to have a knack for these skills, but I've met \_\_\_\_\_ (L) of people and helped many people that had to work at it to truly grasp the whole concept of what good telephone \_\_\_\_\_ (M) were all about.

3. Which telephoning expressions would you use in each of the given situations? Exemplify each situation with at least three expressions.

SITUATION	EXAMPLES
Introducing yourself	
Answering the phone	
Connecting someone	
When you need to put somebody on hold	
When you don't understand the caller	
Clarifying what your caller says	
Taking a message for someone	
Leaving a message for someone	
Ending a conversation	



### ***Grammar Reference Tasks (Exercises)***

1. Look at the telephone conversation between Mr. Smith and the Secretary. Judging from Mr. Smith's answers, write down the Secretary's questions.

**Target grammar phenomenon:** *tense forms, types of questions.*

**S.:** *Good morning. It is CRH Ukraine. Can I help you?*

**Mr.S.:** *It is Paul Smith form HVW Engineering calling.*  
\_\_\_\_\_ **(A)?**

**S.:** *Unfortunately, Mr. Williams isn't at the office right now.*

**Mr.S.:** \_\_\_\_\_ **(B)?**

**S.:** *He left today, early in the morning.*

**Mr.S.:** \_\_\_\_\_ **(C)?**

**S.:** *Next Tuesday. He is at the exhibition in Munich at the moment.*

**Mr.S.:** \_\_\_\_\_  
**(D)?**

**S.:** *Yes, he has seen the contract. He has even managed to make several amendments in its clauses. He promised to call you as soon as he is back.*

**Mr.S.:** *I'm looking forward to his call. Thank you. Good buy.*

**S.:** *Good buy Mr. Smith.*

2. You are going to call your business partners in the UK and get the information about the product they are going to launch onto the Ukrainian market. Write down the list of questions you may ask.

These key words will help you: *start next summer, devices to sell, competitive advantages of the new PC model, advanced technical characteristics, delivery dates, type of transport, insurance.*

**Target grammar phenomenon:** *tense forms, types of questions.*

3. Make up your own list of "tense meanings" (at least five) and exemplify each meaning with a sentence from an imaginary telephone conversation. Write out an imaginary telephone conversation with your partner using your sentences. Write your list in the form of a table (see an example below).

*Example:*

Tense meaning	Sample sentence
1. Fact in the past	They called us last week
2. Action before the moment in the past	They had already made a trial order before they decided to work with us
3. Future-in-the-past	Our partners confirmed that they would have shipped the PCs by the end of the next month
4. Action in progress in the past	I called them when they were negotiating the contract

**Target grammar phenomenon:** tense forms.

## Part 4. Psychological Focus



1. Read the text about the psychological aspects of telephone communication in English below. You should understand the text in all details for doing further tasks.

We live in an era where the customer is king. Gone are the days when customers were thought of as an interruption or that answering their queries was doing them a favour. Nowadays good customer service provides an organization with its competitive edge and customers expect to be dealt with professionally and competently. Whether you are involved with customers on the telephone or deal with them direct, the following common sense guidelines will help you to make the right impression and give your customers what they are looking for.

### ***Image wreckers***

If you answer the telephone or if you greet visitors you need to beware of ruining professional images with comments that often give the wrong impression such as:

- They are still at lunch (they're taking a long break)
- They are not in yet (they're late)
- They have left already (they've slipped off early)
- She's at the dentist (this is too personal)
- He's just popped out (and does so all the time)
- I don't know where he is (internal communication is bad)
- They are tied up (they are too busy to talk to you)

It is far easier and much more professional to say ... *"She's not available at the moment – may I get her to call you back, etc."*

### ***Top six telephone frustrations!***

- Being cut off or put through to the wrong person
- Being left hanging on with no explanation
- Not knowing who you are talking to and if they can help
- Being asked lots of questions
- Not being given the chance to explain yourself
- Being called at an inconvenient time

(The text is borrowed from:

[http://www.kellyservices.co.nz/web/nz/services/en/pages/effective\\_phone\\_communication.html](http://www.kellyservices.co.nz/web/nz/services/en/pages/effective_phone_communication.html) as of 2 February 2011)



2. Do Internet search. Using the sites recommended by your teacher and the sites that you yourself can find, try to find some additional (not discussed in the last class or read about in the text above) psychological tips concerning successful telephone communication in English. The search should better be done not individually but in pairs or in small groups of 3 or 4 students. Get ready to report the additional tips found by you at the beginning of the next class.

3. Write a short 150-200 words essay summarizing all the information about psychological aspects of holding effective professional telephone conversations in English-speaking countries. The essay should summarize all the information: 1) discussed in your last class; 2) obtained from the text that you have read (see *task 1* above); 3) found during your Internet search. The essay may be written not individually but in the same pairs or small groups in which you were doing your Internet search (one essay per pair or small group). Every essay should contain the following parts:

*1. The INTRODUCTION of one paragraph stressing the importance of having good understanding of psychological aspects of telephone communication;*

*2. The BODY of two or three paragraphs giving the most important tips about psychological aspects of telephone communication (see the text in task 1 above, all the information that you received in the last class and the findings of your Internet search).*

3. The *CONCLUSION* of one paragraph where you should emphasize the importance for a professional from your home country of gaining effective command of psychological aspects of telephone communication in English.

In the next class your essay will be used for continuing the work on your project “A Guidebook of Useful English Skills for Professionals”.

## Part 5. Communication Focus

1. Read the text below. You should understand the text in all details for writing your essay.



Before you make a telephone call, consider *why* you are making the call. Calls could possibly be made to obtain information, return a call, schedule an appointment, or service a customer.

Be ready psychologically to make the call. Have a positive attitude toward making the call at the time you are making it. Place *all* necessary information before you when you make the call.

When making a call, be sure to do the following:

- Identify yourself immediately to get the call off to a positive start.
- Tell the person why you are calling. Be specific.
- Ask well-stated, appropriate questions to obtain the desired action.
- Close the call in a friendly tone with an understanding between both parties of the action(s) that need to be taken.

(The text is borrowed from: <http://www.enotes.com/business-finance-encyclopedia/telephone-skills> as of 3 February 2011)

2. Write (individually) a 150-200 words essay explaining the peculiarities of professional telephoning in English-speaking countries and its differences from professional telephoning in your home country. Your essay should contain the following parts:

1. The *INTRODUCTION* of one paragraph discussing what professional phone calls there may be (see the text in task 1 above) and indicating that there is a difference in professional telephoning in English-speaking countries and in your home country;

2. The *BODY* of two or three paragraphs where you write: 1) about the culture of telephoning in English-speaking countries and its differences from the culture of telephoning in your home country (one paragraph, see the materials in Part 2 of this Unit), 2) about the psychology of telephoning in English-speaking countries and its differences from the psychology of telephoning in your home country (one paragraph, see the text in task 1 above and the materials in Part 4 of this Unit), and 3) about any other differences that you have noticed (not more than one paragraph).
3. The *CONCLUSION* of one paragraph where you should summarize all the differences that you were speaking about in the *BODY*.

**Додаток Б1****Зразок навчальних матеріалів заняття для студентів I курсу ЗВО  
технічного профілю  
(Книга для викладача)**

Student's Book

**UNIT 1  
TELEPHONING****Part 1. Functional and Content Focus**

1. While working on task 1 the teacher is supposed to name all the topics of professional phone calls orally and tell every pair of students which particular topic (one out of seven) they are going to discuss. During the discussion, the teacher is supposed to circulate among students, listen to their discussions and give prompts if necessary. Students' attempts to 'slip' to their mother tongue in the process of discussion should be blocked by the teacher.

2. After listening to every pair's presentation, stimulate other students to comment on what they have heard and ask questions.

3. Students should listen to every audio text only once since the task is not difficult and full comprehension of each of the texts is not required. But if students totally fail to understand one of the texts, the second listening of just that text is possible (it may particularly concern audio texts 2 and 3 that are the most difficult for comprehension).

Correct answers: 1-f, 2-e, 3-g, 4-b, 5-d, 6-a, 7-c.

4. The discussion is to be organized by the teacher as a whole group one. Each of the telephone conversations is discussed separately after listening to it.

5. See below the instructions for explaining to students their home assignment connected with doing the activities from the **Workbook**. Explain to students how



they should work at home with the vocabulary introduced in class and in the **Workbook** text. Refer them to the **Glossary** at the end of the textbook and draw their attention to the separate *glossary* of words and expressions from the audio texts. Tell the students that they will be listening to those audio texts again, that is why they need to make efforts to memorize those words and expressions to be able to understand them when listening.

**Workbook**

## **UNIT 1**

### **TELEPHONING**

#### **Part 1. Functional and Content Focus**

1. When explaining to students how to work with the text at home, tell them that they need to understand it in all details. When reading, they may use the **Glossary** at the end of the textbook and a dictionary if the **Glossary** does not contain some words unknown to them. Explaining how to write their summaries, tell the students that the summary should not be a simple retelling of the text but it should summarize only the most important information from all three parts of it omitting the information of secondary importance. Tell them that there should not be any subheadings inside the summary but that it must have logical unity, coherence and cohesion making a short but full self-sufficient independent text.

2. Explain to students that their presentations should focus on:

- a) some frequent topics of professional telephone communication (in accordance with what was discussed in class);
- b) the general structure of telephone talks on such topics;
- c) some skills required to make such telephone talks efficient.

## UNIT 1

### TELEPHONING

#### Part 2. Cultural Focus

1. Having collected the summaries written by your students, check them before the next class. All your comments on every student's summary should be WRITTEN. Do not waste time in class on giving your comments orally. You should better not correct students' mistakes and errors but underline them and indicate the type of a mistake (e.g. sp – spelling, gr – grammar, v – vocabulary, wo – word order, st – style, etc.). Ask students to correct those mistakes and errors themselves and bring the revised and edited versions to their next class for handing them in to you again then for final grading. That will teach your students editing skills.

2. While the students are delivering their presentations in small groups, the teacher is supposed to circulate among them, listen to their presentations and give prompts if necessary.

3. The teacher should explain to the students the importance of doing their project work which will help them to summarize, reinforce and recapitulate everything that they have learned and get 'the material evidence' of their own achievements. In organizing the students' work follow exactly the instructions in the ***Student's Book***.

4, 7, 10. While the students are reading individually, the teacher is supposed to circulate among them and give prompts (explain unknown words – with translations if there are no other ways) if necessary.

5, 8, 11. Students should listen to every audio text only once since the texts have already been listened to before and were supposed to work with new vocabulary from them at home (see instruction 5 to Part 1 ***Student's Book*** above).

6, 9, 12. While the students are role playing in pairs, the teacher is supposed to circulate among them, listen to them speaking and give prompts if necessary.

13. See below the instructions for explaining to students their home assignment connected with doing the activities from the **Workbook**. Explain to students how they should work at home with the vocabulary introduced in class and in the **Workbook** text. Refer them to the **Glossary** at the end of the textbook.

Workbook

## UNIT 1 TELEPHONING

### Part 2. Cultural Focus

1. When explaining to students how to work with the text at home, tell them that they need to understand it in all details. When reading, they may use the **Glossary** at the end of the textbook and a dictionary if the **Glossary** does not contain some words unknown to them. Do not waste time in the next class on checking the students' comprehension of the text read – that comprehension will become clear from their using the materials from the text in their essays.

2. Divide the students into pairs or small groups of 3 or 4 students for doing the Internet search out of class (but some students may work individually if working with someone else is inconvenient for them). Warn the students that the Internet search is going to be a regular kind of their learning activities so that they have to be always ready for it. Supply every small group, pair or individual student with Internet sites for doing their search (it is better to give different sites to different small groups, pairs or individual students so that they obtain different information for discussion in the next class). Use your *Library of Internet Sites* (see the **INTRODUCTION** to the **Teacher's Book**) for providing students with the sites for their search but warn them that they should make efforts to find their own sites for Internet search and actively use them.

3. Explain to students that they may use team writing when preparing their essays so that one essay can be written by a pair or a small group of students (the same students who were doing their Internet search together). Emphasize that the essays are written as a part of students' project work.

## UNIT 1

### TELEPHONING

#### Part 3. Language Focus

1. If students ask you questions concerning your comments on their summaries and that require lengthy explanations, ask them to approach you individually after class. Do not exceed the 5-minute limit for the activity.
2. To be organized exactly as stated in the *Student's Book*.
3. To be organized exactly as stated in the *Student's Book*. Instruct the first task force of three students (who were presenting the entry “*Telephone Skills*” for the chapter “*Telephoning in English*”) that after you check – before the next class – their final version of that entry, they will need to correct it if there are mistakes which you will indicate (for the method of indicating mistakes see 1 in *Part 2 Student's Book* above). Then they will need to try and illustrate their entry to make it look livelier (e.g., with pictures of telephone conversations taken from the Internet) and place it in a special file titled “**Project:** “*A Guidebook of Useful English Skills for Professionals*”. All the other students in the group should have a copy of that file or should have free access to it to add further entries without any problems.
4. While the students are working on the task, circulate among them to give help and prompts if required. Instruct the students not just to write the numbers of expressions and phrases in relevant columns but always to write out an expression or phrase itself after its number for better memorization.

*Correct completion of the table (with numbers of expressions and phrases only but without the expressions or phrases themselves – see for them the **Student's Book**):*

a) opening a call	b) closing a call	c) giving a reason for calling	d) complaining and handling complaints	e) leaving and taking messages	f) getting in touch with a person	g) management on the phone	i) making appoint- ments	j) placing orders on the phone	k) business travel phone arrangements
3 7 14 15	19 28 29 30	6 41	11 23 26 27 31 37	4 9 17 18	1. I'd like to speak to ... 8 16 20	2 5 13 21 32 33 38	12 22 40	10 25 35 36 39	24 34

5. While the students are working on the task, circulate among them to give help and prompts if required. Make a pause after every telephone conversation that the students listen to so that they have enough time to mark the expressions or phrases heard in that conversation.

6. While the students are talking in pairs, circulate among them to give help and prompts if required.

7. You with your students should come to a conclusion that in telephoning in English the frequent grammar worms are:

1. Different question forms, especially with 'would', 'can' and other modal verbs;
2. Present Simple Tense;
3. Polite request forms;
4. Present Continuous Tense;
5. Present Perfect Tense;



B. centre	I. find
C. service	J. harder
D. tool	K. agent
E. prove	L. plenty
F. maintain	M. skills
G. turn	

### 3. Suggested answers:

SITUATION	EXAMPLES
<p><b>Introducing yourself.</b> Phrases to use when you place the call.</p>	<p><u>When calling a general number:</u></p> <ul style="list-style-type: none"> <li>- May I speak with Marina Smith?</li> <li>- Hello, this is John Block calling for Marina Smith.</li> <li>- Is Marina Smith in? (<i>informal</i>)</li> </ul> <p><u>When the person answers the call directly:</u></p> <ul style="list-style-type: none"> <li>- Hi Marina, it's John calling.</li> <li>- Good afternoon, Marina. This is John Block from ABC company calling.</li> </ul>
<p><b>Answering the phone.</b> There are many different ways to answer your phone.</p>	<p><u>For calls to your direct line:</u></p> <ul style="list-style-type: none"> <li>- Good morning, this is Marina.</li> <li>- Good afternoon, XYZ firm. How may I help you?</li> <li>- Marina speaking.</li> <li>- XYZ firm, Marina speaking.</li> </ul> <p><u>For calls to your direct line, when the person asks for you by name:</u></p> <ul style="list-style-type: none"> <li>- Speaking (caller says: "Is Marina there?" and Marina replies: "Speaking").</li> <li>- This is she / this is he (caller says: "Is Marina in?" and Marina replies "This is she").</li> </ul> <p><u>For calls to a general number:</u></p> <ul style="list-style-type: none"> <li>- Thank you for calling XYZ. How may I direct your call?</li> </ul>
<p><b>Connecting someone.</b> When you answer the phone and it is for somebody else.</p>	<ul style="list-style-type: none"> <li>- One minute, I'll transfer you now.</li> <li>- Please hold and I'll put you through.</li> <li>- Let me see if Jim is available.</li> <li>- One moment, please.</li> <li>- Hang on a minute. (<i>informal</i>)</li> </ul>

<b>When you need to put somebody on hold</b>	<ul style="list-style-type: none"> <li>- Jim is on another line at the moment. Would you like to hold?</li> <li>- I'm sorry; I have a call on my other line. Can you please hold?</li> </ul> <p><u>For customer service calls</u></p> <ul style="list-style-type: none"> <li>- All of our operators are currently busy. Please, stand by for the next available operator.</li> </ul>
<b>When you don't understand the caller</b>	<ul style="list-style-type: none"> <li>- Could you please repeat that?</li> <li>- I'm sorry; I didn't catch what you just said.</li> <li>- Can you please speak a little more slowly?</li> <li>- Can you please speak a little louder?</li> </ul>
<b>Clarifying what your caller says</b>	<ul style="list-style-type: none"> <li>- Can you please spell that for me?</li> <li>- How do you spell your last name?</li> <li>- And that company name again was, JAQ Industries?</li> <li>- Let me repeat your information to make sure I got it right.</li> </ul>
<b>Taking a message for someone</b>	<ul style="list-style-type: none"> <li>- I'm sorry, John's not here at the moment. Can I take a message?</li> <li>- John is in a meeting at the moment. May I ask who's calling?</li> <li>- John is at lunch. Would you like to leave a message?</li> <li>- John has left for the day. Would you like to be put through to his voice mail?</li> </ul>
<b>Leaving a message for someone</b>	<ul style="list-style-type: none"> <li>- Please tell him that Susan called and ask him to call me back. My number is 999-343-3423.</li> <li>- Please ask him to call Susan when he gets in.</li> <li>- He already has my number.</li> <li>- He's not in? Please, put me through to his voice mail.</li> <li>- When do you expect him back in the office?</li> <li>- I need to speak with him on an urgent matter. Please have him call me as soon as he gets in.</li> </ul>
<b>Ending a conversation</b>	<ul style="list-style-type: none"> <li>- It's been great talking with you. I've got a meeting now so I better run.</li> <li>- Thanks for calling. I'll speak with you again soon.</li> <li>- I've got another call coming in. Good talking to you.</li> <li>- I better let you go.</li> <li>- It's 5 o'clock already. I better let you go.</li> <li>- Let's touch base on this again in a few days.</li> </ul>

*Grammar Reference Exercises. Suggested Answers:*

1. A) *Is Mr. Williams at the office?*

B) *When did he leave?*

C) *When will he be back?*



D) *Has he already seen the contract I sent him last week?*

2. A) *When are you going to start?*

B) *Which devices will you sell in Ukraine?*

C) *Which competitive advantages has this PC model got?*

D) *What are the advanced technical characteristics of the devices that you are going to sell?*

E) *Are your delivery dates still the same?*

F) *Which type of transport do you usually use?*

G) *Who covers insurance expenses?*

3. Students own answers.

Student's Book

## UNIT 1

### TELEPHONING

#### Part 4. Psychological Focus

1. Check, correct and grade all students' written *Vocabulary Reference* and *Grammar Reference* tasks from *Unit 1, Part 3* in the **Workbook** before the next class.

2. To be organized exactly as stated in the **Student's Book**. Instruct the task force of three students (who were presenting the entry "*Cultural Aspects of Holding Effective Professional Telephone Conversations in English-Speaking Countries*" for the chapter "*Telephoning in English*") that after you check – before the next class – their final version of that entry, they will need to correct it if there are mistakes which you will indicate (for the method of indicating mistakes see 1 in *Part 2 Student's Book* above). Then they will need to try and illustrate their entry to make it look livelier (e.g., with pictures of telephone conversations taken from the Internet) and place it in a special file titled "**Project:** *"A Guidebook of Useful English Skills for Professionals"* that was created after the first entry had been completed.

3. While the students are working individually, circulate among them to give help and prompts if required (if they do not understand something).
4. Individual students' answers should be very short presentations concerning their own ideas on the subject matter under discussion. Try to involve as many students as possible in the question-and-answer work.
- 5, 6. To be done exactly as stated in the *Student's Book*. Try to involve as many students as possible in discussing every role play presented to find all possible psychological *DO's* and *DON'T's* in each of the presented role plays.
7. To be done exactly as stated in the *Student's Book*.
8. See below the instructions for explaining to students their home assignment connected with doing the activities from the *Workbook*. Explain to students how they should work at home with the vocabulary introduced in class and in the *Workbook* text. Refer them to the *Glossary* at the end of the textbook.

**Workbook**

## UNIT 1 TELEPHONING

### Part 4. Psychological Focus

1. When explaining to students how to work with the text at home, tell them that they need to understand it in all details. When reading, they may use the *Glossary* at the end of the textbook and a dictionary if the *Glossary* does not contain some words unknown to them. Do not waste time in the next class on checking the students' comprehension of the text read – that comprehension will become clear from their using the materials from the text in their essays.
2. Divide the students into pairs or small groups of 3 or 4 students for doing the Internet search out of class (but some students may work individually if working with someone else is inconvenient for them). Supply every small group, pair or

individual student with Internet sites for doing their search (it is better to give different sites to different small groups, pairs or individual students so that they obtain different information for discussion in the next class). Use your *Library of Internet Sites* (see the *INTRODUCTION* to the **Teacher's Book**) for providing students with the sites for their search but warn them that they should make efforts to find their own sites for Internet search and actively use them.

3. Explain to students that they may use team writing when preparing their essays so that one essay can be written by a pair or a small group of students (the same students who were doing their Internet search together). Emphasize that the essays are written as a part of students' project work.

**Student's Book**

## UNIT 1

### TELEPHONING

#### Part 5. Communication Focus

1. When handing out students' works, make general comments on the common mistakes and errors that a great number of students have made. Comment on individual mistakes only when/if answering individual students' questions.

2. To be organized exactly as stated in the **Student's Book**.

3. To be organized exactly as stated in the **Student's Book**.

4. *Correct summaries:*

#### *Conversation 1*

*The caller is calling (what organization?):* RUYJ Advertising

*The caller's name is:* Don Bradley

*He wants to talk to:* Phil Watson

*He is from (what company?):* Barnaby Systems

*The action taken by the receptionist:* putting the caller through

### Conversation 2

The person who is called introduces himself by saying: Phil Watson's phone

Don Bradley's request is: To speak to Phil Watson

The person who is called asks: What company the caller is from

He informs Don Bradley that Phil's not in the office at the moment

and suggests that The caller leaves a message

or that He rings Phil Watson on his mobile phone

Don Bradley asks for Phil Watson's mobile phone

Phil Watson's mobile phone number is 0802 54377

5. While the students are roleplaying in pairs, circulate among them to give help and prompts if required.

6. To be organized exactly as stated in the **Student's Book**. Give prompts to students if they are at loss when pinpointing some cultural, psychological or any other differences.

7. See below the instructions for explaining to students their home assignment connected with doing the activities from the **Workbook**.

**Workbook**

## UNIT 1 TELEPHONING

### Part 5. Communication Focus

1. When explaining to students how to work with the text at home, tell them that they need to understand it in all details. When reading, they may use the **Glossary** at the end of the textbook and a dictionary if the **Glossary** does not contain some

words unknown to them. Do not waste time in the next class on checking the students' comprehension of the text read – that comprehension will become clear from their using the materials from the text in their essays.

2. Explain to students that the essays must be written by them only individually and will be checked, corrected and graded by you. Since the essay is a kind of end-piece in the work on *Unit 1*, the corrections in the essays should be made by you at once in the process of checking. Do not leave those corrections to students to be done according to your indications (see above *1 in Part 2 Student's Book*). You need to be able to grade every essay immediately after checking.

## TAPESCRIPTS

**Note for the Teacher:** *if the teacher feels the need of supplying the Tapescripts of the most difficult audiomaterials to the students, he/she may do so by printing out separate Tapescripts as handouts for the learners.*

### Unit 1, Parts 1-3

1) ... ..

*Jenny Ross:* Good morning, Mr. Sakai. This is Jenny Ross, the secretary of George Rutland, the Managing Director of R&B Industries. I am phoning about your travel plans.

*Mr. Sakai:* Ah – thank you.

*Jenny Ross:* We have arranged everything for you. You leave London at 14.55 tomorrow. Latest check-in time is 13.55 at Terminal Two. You have been upgraded to First Class at no extra charge.

*Mr. Sakai:* That is very kind. Do you know what time I arrive at Frankfurt?

*Jenny Ross:* You arrive at Frankfurt at 17.30 local time and we have also arranged for a car to take you to your seven o'clock meeting. Your flight back to Japan is on Saturday at twenty twenty with a stopover in Dubai at the airline's expense. You need to re-confirm that leg of your journey forty-eight hours before you travel.

*Mr. Sakai:* Thank you very much, Jenny.

*Jenny Ross:* My pleasure, Sakai-san. Do you need any other help?

*Mr. Sakai:* No, thank you. Good bye.

*Jenny Ross:* Good bye, Sakai-san. I wish you a pleasant trip.

(The tapescript is borrowed and modified from: <http://englishon-line.narod.ru/audirovanie.html> as of 27 January 2011)

## 2) ... ..

*Jane Tegal:* Hello, this is Jane Tegal from Excellerator Co. calling. May I speak to Mr. Mitchell?

*Arthur Mitchell:* Hello Ms Tegal, this is Arthur Mitchell.

*Jane Tegal:* Hello, I'd like to place an order for a number of your Millennium desk units.

*Arthur Mitchell:* Certainly. How many are you interested in ordering?

*Jane Tegal:* Quite a few. Do you have many available in the warehouse?

*Arthur Mitchell:* We keep a large supply in stock. There's also a showroom with quite a few on hand. It shouldn't be a problem.

*Jane Tegal:* Well then. I'd like 75 units by the end of the month. Could I get a quote before I place an order?

*Arthur Mitchell:* Certainly, I'll have it for you by the end of the day.

*Jane Tegal:* What does the quote include?

*Arthur Mitchell:* Quotes include merchandise, packaging and shipping, duty if required, and any taxes and insurance.

*Jane Tegal:* Do you ship door-to-door?

*Arthur Mitchell:* Certainly, all shipments are door-to-door. Delivery dates depend on your location, but we can usually deliver within 14 business days.

*Jane Tegal:* Thank you for your help.

*Arthur Mitchell:* My pleasure. You can expect an e-mail by 5 this afternoon.

(The tapescript is borrowed from: [http://esl.about.com/od/businessreading/a/d\\_porder.htm](http://esl.about.com/od/businessreading/a/d_porder.htm) as of 27 January 2011)

## 3) ... ..

*Customer Care Representative:* Good morning. Rutland Electronics. Customer Service. Customer Care Representative Jane Grey speaking. How can I help you?

*Customer:* Good morning. I purchased a computer from your company last month. Unfortunately, I'm not satisfied with my new computer. I'm having a lot of problems.

*Customer Care Representative:* What seems to be the problem?

*Customer:* I'm having problems with my Internet connection, as well as repeated crashes when I try to run my word-processing software.

*Customer Care Representative:* Did you read the instructions that came with the computer?

*Customer:* Well, yes. But the troubleshooting section was no help.

*Customer Care Representative:* What happened exactly?

*Customer:* Well, the Internet connection doesn't work. I think the modem is broken. I'd like a replacement.

*Customer Care Representative:* How were you using the computer when you tried to connect to the Internet?

*Customer:* I was trying to connect to the Internet! What kind of question is that?!

*Customer Care Representative:* I understand you're upset, sir. I'm just trying to understand the problem. I'm afraid it's not our policy to replace computers because of glitches.

*Customer:* I bought this computer with the software pre-loaded. I haven't touched anything.

*Customer Care Representative:* We're sorry that you've had a problem with this computer. Could you bring in your computer? I promise you we'll check the settings and get back to you immediately.

*Customer:* OK, that will work for me.

*Customer Care Representative:* Is there anything else I need to know about this that I haven't thought to ask?

*Customer:* No, I'd just like to be able to use my computer to connect to the Internet.

*Customer Care Representative:* We'll do our best to get your computer working as soon as possible.

(The tapescript is borrowed and modified from:

[http://esl.about.com/od/businessspeakingkills/a/customer\\_ser.htm](http://esl.about.com/od/businessspeakingkills/a/customer_ser.htm) as of 27 January 2011)

4) ... ..

*A:* Hello, Mr. Zain? This is Henry Chu over at Hitachi.

*B:* Hello Henry, what can I do for you?

*A:* I was wondering if we could get together on Tuesday to talk about the relays you ordered.

*B:* Tuesday sounds fine to me, what time is good for you?

*A:* How about 2 p.m.?

*B:* I'm sorry, I've got to meet with Mr. al Ghazi then, but any other time is fine.

*A:* Can we try 3 p.m. then?

*B:* That's perfect, see you then.

*A:* Thank you, Mr. Zain. I know you are busy, and want to thank you for your time. I'll see you Tuesday then, at 3 p.m. Good bye.

5) ... ..

*Alice:* We're having a meeting tomorrow. Can you make it?

*Kevin:* When is it taking place?

*Alice:* We're planning on 10 o'clock. Is that OK?

*Kevin:* Yes, that'll be fine.

*Alice:* We're going to go over last quarter's sales figures.

*Kevin:* Good. I have some input I'd like to make.

*Alice:* Frank is also going to make some suggestions on improving the bottom line.

*Kevin:* That'll be interesting. He's got keen insights.

*Alice:* Yes, he's going to outline some new sales strategies.

*Kevin:* Is Alan attending?

*Alice:* No, he's flying to San Francisco and won't be able to make it.

*Kevin:* Oh well, maybe he'll phone in.

(The tapescript is borrowed from:

[http://esl.about.com/od/businessreading/a/d\\_mdirect.htm](http://esl.about.com/od/businessreading/a/d_mdirect.htm) as of 27 January 2011)

6) ... ..

*Derek Jones:* Hello. Johnson's Industries. Derek Jones, the Sales Manager speaking.

Can I help you?

*Caller:* Can I speak to Peter?

*Derek Jones:* Peter Hill?

*Caller:* Peter Toyama.

*Derek Jones:* There is no one here called Peter Toyama.

*Caller:* Is that extension 367?

*Derek Jones:* No, you've got the wrong number. This is 412.

*Caller:* I'm sorry. Could you put me back to the switchboard?

*Derek Jones:* Yes, hang on.

... ..

*Secretary:* Hello. Johnson's Industries. Secretary speaking. How can I help you?

*Caller:* Hello, this is Edward Green, I rang earlier. I would like to speak to Mr. Toyama, please.

*Secretary:* I am sorry. Mr. Toyama is out of the office at the moment.

*Edward Green:* I'll ring tomorrow.

*Smith's Secretary:* I am afraid Mr. Toyama isn't in the office tomorrow. But you may leave your phone number with me and he will call you back by all means.

(The tapescript is borrowed and modified from: <http://englishon-line.narod.ru/BusinessEnglish3.html> as of 27 January 2011)

7) ... ..

*A:* Good morning, Olympia Shipping. May I help you?

*B:* Yes, good morning. This is Alice Stillman, I need to speak with Sven Janssen, please.

*A:* One moment please . . . I am sorry, but Mr. Janssen is out of the office right now. Can I take a message?

*B:* Yes, please. Would you tell him that we need to reschedule our meeting for tomorrow? I have a prior appointment that I can't change.

*A:* Of course. I'll let him know that you have a prior appointment tomorrow that you cannot change, is that correct Ms. Stillman?



*B:* Yes, that is correct.

*A:* And may I have your number please, Ms. Stillman?

*B:* Yes, I am at 422-5692, that's Hanson Furniture Company.

*A:* That's 422-5692. Is there anything else I can help you with, Ms. Stillman?

*B:* No, thank you. That's all I needed. Bye bye.

*A:* Goodbye, Ms. Stillman.

(The tapescript is borrowed from: <http://www.businessenglishebook.com/Business-English-Taking-Messages.htm> as of 27 January 2011)

### Unit 1, Part 5

1) ... ..

*Receptionist:* Good morning, RUYJ Advertising.

*Don Bradley:* Good morning. This is Don Bradley. Can I speak to Phil Watson, please?

*Receptionist:* What company are you from, please?

*Don Bradley:* Barnaby Systems.

*Receptionist:* I'll put you through.

2) ... ..

*Dave:* Phil Watson's phone.

*Don Bradley:* Good morning. Can I talk to Phil, please?

*Dave:* Can I ask who is calling?

*Don Bradley:* Don Bradley from Barnaby Systems.

*Dave:* Well, Mr. Bradley. I'm afraid Phil's not in the office at the moment. Can I take a message or would you like to ring him on his mobile?

*Don Bradley:* I'll try his mobile. Can I have the number please?

*Dave:* 0802 54377.

*Don Bradley:* Just let me check that. Zero eight zero two five four three double seven.

*Dave:* That's it.

*Don Bradley:* Thanks.

(The tapescript is borrowed and modified from: <http://englishon-line.narod.ru/BusinessEnglish3.html> as of 3 February 2011)

## Додаток В

Зразок навчальних матеріалів заняття  
для студентів II курсу ЗВО технічного профілю  
(Книга для студента та робочий зошит)

# **MODULE 1. COMPUTER SYSTEMS**

**At the end of this module Students will know:**



- notions of Computer Hardware and Software, Programming and Expert Systems;
- basic parts of a computer;
- types of programming languages;
- principles of Expert System work.

**At the end of this module Students will understand:**

- the way computer helps to solve complicated problems;
- how programming languages have changed overtime;
- how Expert Systems can be applied in our lives.



**At the end of this module Students will  
be able to:**



- explain the structure of a typical computer;
- define the functions of computer parts;
- give instructions connected with computer operation;
- write simple user guide, test case and CV.

**Unit 1.**

**Computer Hardware and Software**

## Lesson 1

### Whole-Class Activity

#### Task 1. Pre-Assessment

You are going to read questions about computer hardware and software. Use your background knowledge to answer them. You may turn to Activity Pack if you need any scaffolds. You have 5 minutes to complete this task.

Древницкая, Н. Л. (2003). *Педагогические условия индивидуализации обучения учащихся профильных классов общеобразовательного лицея*

#### RATIONAL CONCERN

1. computer?
2. What software is the most useful?

#### Creative Concern

1. Why the “mouse” is called that way?
2. How can computer help to create original things?
3. How can we use a keyboard in an unusual way?

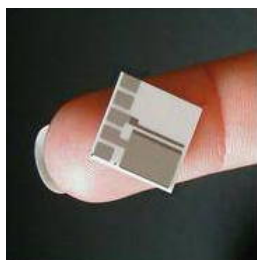
#### Task 2. Reading

Read the text about computer hardware and software. Explain the meaning of the key words in bold. You have 20 minutes for this activity.

### Computer and Its Components

It was probably the worst prediction in history. Back in the 1940s, Thomas Watson, boss of the giant IBM Corporation, forecast that the world would need no more than “about five computers”. Six decades later and the global population of computers has now risen to something like one billion machines! To be fair to Watson, computers have changed enormously in that time. In the 1940s, they were giant scientific and military devices and cost millions of dollars apiece; today, most computers can be found in everything from microwave ovens to cellphones.

**A computer** is an electronic machine that processes information – in other words, an information processor: it takes in raw information (or data), **stores** it until it's ready to work on it, processes it and then gives out the results. Different parts of a computer are designed to fulfil these functions.



**A keyboard** and a mouse are examples of **input units** – ways of getting information into your computer. A microphone and voice recognition software may also be used as another form of input. All the documents and files are stored on a **hard-drive** – a huge

storage (memory) device. Smaller, computer-based devices like digital cameras and cellphones use other kinds of storage such as **flash memory cards**. Computer's processor (sometimes known as **the central processing unit** or CPU) is a microchip which works amazingly hard and gets incredibly hot in the process. That's why a computer has a fan to stop it from overheating. Finally, computer output devices may include **LCD screen** capable of displaying **high-resolution** graphics, stereo loudspeakers and an inkjet printer to make a more permanent form of output.

All the physical equipment used in a computer system together with **peripherals** you plug into it make up **computer hardware**. By contrast, computer programs are called software because ability **to run** different software is what makes a computer flexible.

The first computers were gigantic calculating machines made to deal with numbers and solve difficult mathematical problems. Today, computers work on a much wider variety of problems – but they are all still, essentially, **calculations**. Suppose you're looking at a digital photo in a **photo-editing program** and you decide you want a mirror image of it (in other words, flip it from left to right). The photo is made up of millions of **pixels** arranged in a grid pattern. The computer stores each pixel as a number, so to flip a digital photo it simply reverses the sequence of numbers so they run from right to left instead of left to right.

What makes a computer different from a calculator is that it can work all by itself. You just give it your **instructions** and it performs long and complex series of operations all by itself. Back in the 1970s and 1980s, if you wanted a home computer to do something, you had to write your own little program to do it. For example, before you could write a letter on a computer, you had to write a program that would read the letters you **typed** on the keyboard, store them in the memory, and display them on the screen. Writing the program usually took more time than doing whatever it was that you had originally wanted to do (writing the letter). Pretty soon, people started selling programs like word processors to save you the need to write programs yourself.

Today, most computer users buy, **download**, or share programs like Microsoft Word and Excel. Hardly anyone writes programs any more. Most people see their computers as tools that help them do jobs, rather than complex electronic machines they have to pre-program – and that's just as well, because most of us have better things to do than computer programming.

(The text is borrowed and modified from <http://www.explainthatstuff.com/howcomputerswork.html> as of 18<sup>th</sup> December 2012)

### Task 3. Vocabulary Practice

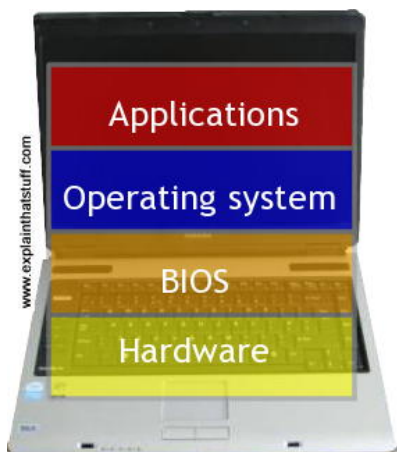
Match the words (1-7) with their definitions (a-g). You have 5 minutes for this task.

1. Computer	a. a peripheral device that accepts data and feeds it into a computer
2. Input device	b. the physical equipment used in a computer system
3. Output device	c. the programs that can be used with a particular computer system
4. CPU	d. a device that processes data according to a set of instructions
5. Hardware	e. devices or units that operate separately from the CPU but are connected to it
6. Software	f. any piece of <a href="#">computer hardware</a> equipment used to communicate the results of <a href="#">data processing</a>
7. Peripherals	g. the part of a computer that performs logical and arithmetical operations on the data

### Task 4. Vocabulary Practice

Read the text and fill in the gaps with the words from the list. You should use the scheme below. You have 10 minutes to complete this task.

manufacturer      output      hardware      processing      BIOS  
chips      computer      programs      operating system



An (1) ..... is the core software in a computer that controls the basic operations of input, (2)....., storage, and (3) ..... You can think of an operating system as the "foundations" of the software in a computer: other (4) ..... (called applications) are built on top of it. The operating system relies on an even more fundamental piece of programming called the (5) .....(Basic Input Output System), which is the link between the operating system software and the (6) ..... Unlike the operating system, which is the same from one (7) ..... to another, the BIOS vary from machine to machine according to the precise hardware configuration and is usually written by the hardware (8) ..... The BIOS is not, strictly speaking, software: it's a program semi-permanently stored into one of the computer's main (9) .....

## Task 5. Language in Use

In your profession and everyday life you often feel the need to give instructions. Especially this skill is useful when writing manuals or user guides. Study the box explaining the ways of giving instructions. After that, match purposes of actions with the instructions using the information from the box. You have 10 minutes for this task.

### Giving Instructions

1. We make simple instructions using the **infinitive**:  
e.g. Open the file.
2. We express the purpose of an action using **“To”, “In order to”**:  
e.g. To open the file, double-click the icon.  
Double click the icon in order to open the file.
3. We can explain how to perform an action using **“by + V”**:  
e.g. Open the file by double-clicking the icon.
4. When we have several instructions, we can put them into order using **“First”, “Then”, “Finally”**:  
e.g. First, open the file. Then, copy the text. Finally, insert the text into the address line.
5. We can show that one action follows another using **“Having done”**:  
e.g. Having opened the file, copy the text.
6. We can express warnings by using **“Do not + Infinitive”**:  
e.g. Do not open the file until the installation is over.

1.	Open a file	a)	double-click on the icon
2.	Select a file	b)	press TAB
3.	Drag an object	c)	click the Start button, then click Power
4.	Type all letters as uppercase	d)	point to the object on the screen, press and hold the primary button, move the object to a new location
5.	Move the cursor several spaces forward	e)	press F1
6.	Display Help for a program or Windows	f)	click its Maximize button or double-click the window's title bar
7.	Make a window fill the entire screen	g)	left-click the icon
8.	Turn off the computer	h)	press CAPS LOCK

## Differentiated Activity

### Task 6. Group activity

You are going to be divided into several groups to work out topical content of the text from Task 2. After that you will have to report your findings to the class. You have 10 minutes for this task.

**Group 1.** Your task is to track historical information in the text and fill in the gaps.

Back in 1940 ... predicted that...

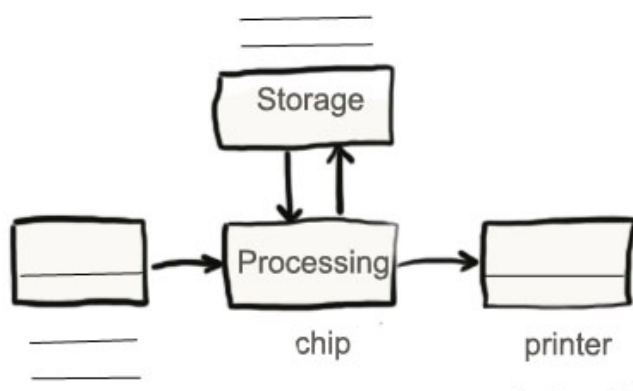
In 1940<sup>ies</sup> computers were ...

The main task of the first computers was ...

Back in 1970s and 1980s you had to ...

Today, computers are ...

**Group 2.** Your task is to complete a chart and give commentaries on it using the following expressions:



A computer works in such a way:

at first ...

Then...

Finally...

An example of storage devices are...

Another examples are..

**Group 3.** Inside your group, discuss the following questions:

Why did Thomas Watson think that the world would need only five computers?

How have computers changed over time?

What is the difference between software and hardware?

### Task 7. 🗣️ Listening

You are going to watch a video about an operating system. Choose whatever part you feel confident to complete or do them all. You have 10 minutes for the task. Use the following link to watch the video: <http://www.youtube.com/watch?v=76J0dNZ0MZc>.

**Part 1. Fill in the gaps:**

An operating system is composed of (1) ..... that is necessary to run your computer. Operating system software (2) ..... your computer`s hardware components and all other software being used on your computer.

Traditional operating systems were (3) ....., and usually consisted of (4) ..... and computer responses. Most modern operating systems, such as Windows Vista and Windows XP, have a (5) ..... graphical user interface, or GUI.

When you (6) ..... a piece of application software on your computer, it usually uses the element of the GUI. Elements of a GUI include such things as: windows, (7) ..... , buttons, scroll bars etc. GUIs are easier to use, faster, and accommodate better organization of your (8) ..... and files than traditional operating systems.

**Part 2. Decide whether the following statements are true or false. Justify your answer.**

1. Operating system software controls peripheral hardware.
2. Traditional operating systems, such as DOS, had graphical user interface.
3. When you install a piece of application software on your computer, it usually uses the element of the GUI.
4. Windows, menus, buttons and screen are the elements of a GUI.
5. GUI`s are easier to use.

**Part 3. Retell the text giving as many details as possible. You may use the text from Part 1 or statements from Part 2 as scaffolds.****Task 8. Pair work**

In pairs, give each other instructions on how to perform the following actions using the help box from Task 5:

Start your computer

Turn off your computer

Drag a file

Copy a file

Delete a folder

Uninstall a program

View the list of all programs

Find a file

Create a System Image

Restore files



You may refer to the following site for information:

<http://windows.microsoft.com/en-us/windows-vista/windows-basics-all-topics>.

You have 10 minutes for this task.

### **Task 9. Role-play. Pair Work**

**Student 1.** Imagine that you have one of the following problems with your computer:

- *PC is running slowly*
- *Internet is slow or not loading*

You have decided to telephone the support service and ask a specialist for help. Describe your problem, give details and answer the questions you may be asked.

**Student 2.** Imagine that you work in a technical support call centre. You have been asked to help with a particular PC problem. Ask questions about the problem and give instructions on how to solve it. The possible solutions are:

*Check Task Manager*

*Uninstall unnecessary applications*

*Scan for Viruses*

*Clean up a PC*

*Disable and re-enable connection*

*Change wireless channel*

*Reset the settings of your browser*

*Install another browser*

After you have done the task, switch the roles and act out the dialogue about the second problem. You have time until the end of the class.

### **Home Assignment**

Do Tasks 1-4 from Workbook section.

## Optional Activity

### Task 10. Facilitated Task

a) Read an extract from the text. Note, that Present Simple tense is often used in descriptions of objects. Analyse the underlined grammatical forms and deduce the rules of Present Simple formation in singular and plural.

b) Make up your own sentences in Present Simple tense using the words / phrases in bold.

A computer is an electronic machine that processes information. Taking in information is called **input**, storing information is known as memory (or storage), chewing information is also known as **processing**, and giving out results is called **output**.

Keyboard and mouse are input **units** – ways of getting information into your computer that it can process. Computer stores all documents and files on a **hard-drive**: a huge magnetic memory. But smaller **devices** like digital cameras and cellphones use other kinds of storage such as **flash memory cards**. The main part of a computer is a processor. It is also known as **the central processing unit** or CPU. Computer usually has an **LCD screen** capable of displaying high-**resolution** (very detailed) graphics. It may also have other peripheral devices such as stereo **loudspeakers** or an **inkjet printer**.

What makes a computer different from a calculator is that it can work all by itself. You just give it **instructions** (called a program) and it performs a long and complex series of operations all by itself. Today, most computer users buy, **download**, or share programs like Microsoft Word and Excel.

### Task 11. Complex Task

Read the article about 3-D printing technology from 'The Economist'. Answer the following questions:

1. What does the author mean by saying that 3-D printing technology 'does the opposite' in the first paragraph?
2. How does the 3-D printer work?
3. What are the advantages and disadvantages of this technology?
4. What historical parallels does the author draw in the article?
5. How do you see the future of 3-D printing? Who will benefit and loose from the new technology?

## **Print Me a Stradivarius: How a New Manufacturing Technology Will Change The World**

The industrial revolution of the late 18th century made possible the mass production of goods, thereby creating economies of scale which changed the economy – and society – in ways that nobody could have imagined at the time. Now a new manufacturing technology has emerged which does the opposite. Three-dimensional printing makes it very cheap to create single items, which may have as profound an impact on the world as the coming of the factory did.

It works like this. First you call up a blueprint on your computer screen and tinker with its shape and colour where necessary. Then you press print. A machine nearby whirrs into life and builds up the object gradually, either by depositing material from a nozzle, or by selectively solidifying a thin layer of plastic or metal dust using tiny drops of glue or a tightly focused beam.

Eventually the object in question – a spare part for your car, a lampshade, a violin—pops out. The beauty of the technology is that it does not need to happen in a factory. Small items can be made by a machine like a desktop printer, in the corner of an office, a shop or even a house; big items – bicycle frames, panels for cars, aircraft parts – need a larger machine, and a bit more space.

At the moment the process is possible only with certain materials (plastics, resins and metals) and with a precision of around a tenth of a millimetre. But 3D printing is spreading fast as the technology improves and costs fall. A basic 3D printer, also known as a fabricator or “fabber”, now costs less than a laser printer did in 1985.

This technological change will reset the economics of manufacturing. Some believe there will be no need for factories when every village has a fabricator that can produce items when needed. Others maintain that even if 3D printing does bring manufacturing back to developed countries, it may not create many jobs, since it is less labour-intensive than standard manufacturing.

The technology will have implications not just for the distribution of capital and jobs, but also for intellectual-property (IP) rules. When objects can be described in a digital file, they become much easier to copy and distribute – and, of course, to pirate. There are sure to be calls for restrictions on the use of 3D printers, and lawsuits about how existing IP laws should be applied. It is unclear whether 3D printing requires existing rules to be tightened (which could hamper innovation) or loosened (which could encourage piracy).

Just as nobody could have predicted the impact of the steam engine in 1750 – or the printing press in 1450, or the transistor in 1950 – it is impossible to foresee the long-term impact of 3D printing. But the technology is coming, and it is likely to disrupt every field it touches.

## Lesson 2

### Whole-Class Activity

**Task 12.** Check the results of Tasks 1-2 from your home assignment (10 minutes).

**Task 13.** Work in pairs. Be ready to report the results of your Internet search to the class. Ask each other questions about the functions of computer systems (10 minutes).

**Task 14.** Discuss the following questions for 5 minutes. Turn to the help box if necessary:

1. What do you think a manual is?
2. What is the difference between a user guide and a manual?
3. What is the aim of a manual?
4. In what spheres are manuals often used?
5. What sections does a manual usually include?
6. How many languages are manuals written in?
7. How many pages should a manual contain?
8. Does a manual typically include illustrations or screenshots?



A **user guide** or **user's guide**, also commonly known as a **manual**, is a technical communication document

intended to give assistance to people through a set of instructions.

User guides are most commonly associated with electronic goods, computer hardware and software.

The **sections** of a user guide often include:

- A title page
- A preface, containing general description of a product
- A contents page
- A guide on how to use at least the main functions of the system
- A troubleshooting section detailing possible errors or problems that may occur, along with how to fix them
- Warnings
- A FAQ (Frequently Asked Questions)
- Where to find further help, and contact details
- A glossary and, for larger documents, an index

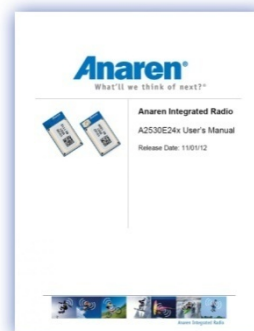
**Task 15.** Look through the following elements (A-I) and decide which sections of a manual they belong to. Consult the previous exercise if necessary. You have 5 minutes for this task.

A.

Contents		Sony Ericsson W300c	
<b>Getting Started</b> .....	4	<b>Connectivity</b> .....	51
Assembly, SIM card, battery, turning on, startup menu.		Internet and email settings, synchronizing, Bluetooth, infrared, USB cable, update service.	
<b>Getting to know your phone</b> .....	9	<b>More features</b> .....	57
Phone overview, icons, menu overview, entering letters, file manager.		Alarm clock, calendar, tasks, profiles, time and date, SIM card lock, etc.	
<b>Calling</b> .....	22	<b>Troubleshooting</b> .....	62
Calls, contacts, voice control, call options.		Why doesn't the phone work the way I want?	
<b>Messaging</b> .....	35	<b>Important information</b> .....	64
Text messaging, picture messaging, voice messaging, email, My Friends.		Sony Ericsson Consumer Web site, service and support, safe and efficient use, warranty, declaration of conformity.	
<b>Imaging</b> .....	40	<b>Index</b> .....	73
Camera, video recorder, pictures.			
<b>Entertainment</b> .....	43		
WALKMANS®, radios, PlayNow™, ringtones, MusicD™, VideoD™, games and more.			

This is the internet version of the user's guide. © Print only for private use. 1

B.



- C. • Do not use this product near water.  
• Do not place this product on an unstable cart, stand or table.
- D. For technical assistance, contact your local dealer or distributor. You may also access our website for information on how and where to contact the service centres available in your area.
- E. If the computer won't respond or the pointer won't move
- First, make sure the mouse and keyboard are connected.
  - Unplug and then plug in the connectors and make sure they are secure.
- F. To use a USB device with your computer, simply connect the device to the computer. Your computer automatically accesses the necessary software whenever you connect a new device.
- G. hard disks 26  
Headphone Out/Optical Audio Out Port 32  
headphones, speakers 15
- H. Welcome to the new ProQuest search experience. ProQuest is all-new, powerful, comprehensive, and easy-to-navigate search environment. It's a better way to search, find, use, and share information.
- I. **How do I create a new page?**

There are several ways to create a new page:

- Create a link to the page on another page, then click on the red link which appears.

## Task 16. Manual: Writing Techniques

Read the text about writing a manual. Decide which steps of writing you find the most or the least important and why (15 minutes).

## Writing a Manual: Steps to follow

In your day-to-day work, you might find that there are times when you need to provide a client with documentation that walks them through a process or instructs them how to do something they may be unfamiliar with. Writing a manual on an important function at work can demonstrate your abilities to your superiors. It demonstrates your ability to complete a project on your own. A **manual**, also commonly known as a **user guide** or **user's guide**, is a technical communication document intended to give assistance to people using a particular system.

User manuals have a bad reputation. In a recent USA Today poll that asked readers "Which technological things have the ability to confuse you?" user manuals came out top! Increasingly companies are rethinking the way they approach user manuals. Here are some steps to help you create a comprehensive instruction manual.

1. **Decide on your subject.** Be specific in scope and range.
2. **Decide what audience you are writing for.**
  - Are you writing a manual for beginners or experts (or somewhere in between)?
3. **Define exactly what you are going to talk about in the manual.**
  - Example: You are writing a manual "How to Install an Operating System". One section might be about Windows 7. Another section might be about Mac OS. Still another section might be about Linux.
4. **Decide upon a logical order to present your manual.** This is not only about a logical order of actions. Some subject may need to be presented first. For example, tasks that will be included in all parts of the manual should probably be discussed first.
5. **If the manual is going to use technical terminology prepare a glossary.** If it is unlikely the reader will already know the terms, place the glossary immediately after the table of contents.
  - Definitions of terms in the glossary need to be as exact as possible. If the term is an acronym, like "GUI", then fully explain that it means "Graphical User Interface" in the definition.
6. **Decide on an organization for each section you are going to write.**
  - Example: You are writing a manual about a computer. You have a section called "Troubleshooting". You might write part of it about disk space issues. You might write another part about an excessive memory usage.
7. **Organize each section and subsection in a logical order, narrowing the range of the topic.** Use your organization as a guide, but alter it if it doesn't work.
  - Write descriptions of different tasks.
  - Write examples that the reader can follow to gain instruction.
  - Prepare appropriate illustrations.
8. **Proofread, Proofread and proofread again.**

Proofreading should be ongoing. Make notes of errors or omissions. Correct them. Make notes of passages others find confusing. Rewrite the passage to make it easier to read. Have a variety of people read your manual to insure the best possible result.

**Task 17.** You have found out that someone has been using your computer manual and several pages have dropped and mixed. Read the following extracts from the manual and put them in the correct order (5 minutes).

## Setting up your computer

**a. Opening the package**

Open the package carefully and ensure that all items are present and in good condition. If any of the items are missing or appear damaged, contact your dealer immediately.

**b. Starting your computer**

After connecting all the peripheral equipment, start your computer according to the steps below:

1. Turn on all peripheral equipment, such as the monitor, printer, speakers, etc.
2. Turn on the system. Once the start up process is complete, you can begin to use your computer.

**c. Connecting peripherals**

After everything is connected, plug the power cord into the system and insert the other end into a power outlet.

Note: Don't connect the system power cord before connecting all peripherals to the system.

**d. Selecting a location**

Selecting the optimum location for your computer:

- Do not place the system too close to other electrical equipment.
- Do not place the system in areas where the power cord or other cords may be stepped on.
- Avoid placing the system in any location that is excessively dusty or damp.

### Differentiated Activity

**Task 18. Tiered task**

You are going to watch a video about the ways of creating a table in Word. You have 10 minutes to do and check the tasks after watching it.

Use the following link to watch the video:

<http://www.youtube.com/watch?v=Jwbl4Zzd4r8>

**Part 1.** Fill in the missing information.

You can (1) ..... a spreadsheet in a Word document in a couple of different ways. You can go to (2) ....., 'Insert Table', select the number of (3) ..... and select the number of rows you wish. Click (4) ..... and it will automatically create a table or a spreadsheet inside the Word (5) ..... for you.

The other way to create an Excel (6) ..... in a Word document is by opening up Excel, starting a new (7) ..... and typing your data. Then you can select the (8) ..... of your spreadsheet, right-click, select '(9) ..... , open up Word, create a new blank document and then right-click and (10)..... And your spreadsheet will appear in your Word document.

**Part 2.** Match the actions with the way of inserting a table in a Word document. Put the actions in the correct order. Give your answer using such words as "to", "so that", "in order to" etc.

1.	To create a table in Word	a.	Go to 'Table', 'Insert table'
		b.	Click 'Ok'
		c.	Open up Word
		d.	Select the cells
		e.	Open up Excel
2.	To insert a spreadsheet from Excel	f.	Right-click and paste
		g.	Go to 'File', 'New blank document'
		h.	Start a new Workbook and type data
		i.	Select the number of columns and rows
		j.	Right-click and copy

**Part 3.** Explain the difference between the mentioned two ways of creating a table. What is the difference between a table and a spreadsheet?





## How to give instructions

Many user manuals have instructions that are incomplete or incorrect. Here are some guidelines to help make instructions easy on the user.

1. Provide step-by-step sequences in the correct order.
2. Follow the timing and sequencing of the actual operations.
3. Provide visual stepping stones (e.g. Step 1, Step 2 etc.)
4. Avoid lengthy paragraphs.
5. Use everyday words and terms: avoid jargon.
6. Explain what a function or feature is for (in basic practical terms) as well as "How to" instructions.
7. Do not assume the user has prior experience or product knowledge.
8. Write in the present tense and the active voice.

### Task 19. Tiered Task

Style of writing is very important when creating a user manual. Read the tips in the box on how to write appropriate instructions. Then, compare two extracts from a printer user manual and do the following tasks within 10 minutes:

**Part 1.** Decide which extract is better and why. Point any mistakes that you can find in the extract.

*e.g. I think, that Extract ... is better, because it is... It has many mistakes, for example, in step 1 the paragraph is too long and contains unnecessary information...*

**Part 2.** Find mistakes in steps 1-4 and propose your own variant of writing instructions.

*e.g. In step 1 the paragraph is too long and contains unnecessary information... It would be better to...*

**Part 3.** Find mistakes in steps 5-8 and propose your variant on how to correct them.

#### Extract 1.

**To install the printer driver from the Software and Documentation CD-ROM:**

1. Insert the CD-ROM into the computer's CD-ROM drive. If the installer does not launch, do the following:
  - a. Click Start, and then click Run.
  - b. In the Run window, type: <CD drive>:\INSTALL.EXE.
2. Select your desired language from the list.
3. Select Install Printer Driver.
4. Select the installation method you want to use, and then follow the onscreen instructions.

## **Extract 2.**

### **To print a borderless document:**

1. Load the appropriate paper. This could be matte paper, glossy paper or even gloss laminated paper which can be used in cards production.
2. The file that you want to print should be opened.
3. So, you have clicked File, and now all you have to do is just click Print.
4. After having selected the previous options, click Properties, and then click Setup to get into Feature tab.
5. Select the media size from Size drop-down list after the Feature tab has been selected.
6. Borderless check box should be selected.
7. If you are printing photos, select Best from the Print Quality list. Alternatively, select Maximum dpi, which provides up to 4800 x 1200 optimized dpi for optimum print quality. This setting might temporarily use a large amount of hard disc space (400 MB or more) and will print more slowly. To avoid this, you may change other print settings (for more information, see Settings).
8. Initialize document printing procedure.

## **Task 20. Practical Concern**

Work in groups. Look through the manuals / user guides you have brought to the lesson as your home assignment. Do they have the same structure and features as was described in the previous exercises? Analyse your manuals in terms of:

1. Aim of the manual;
2. Contents;
3. Layout;
4. Visual aids;
5. Peculiarities.

You have 5 minutes for this task.

## Task 21. Project work

Work in teams. Imagine that your company is going to release a line of peripheral devices. You have been given the task to prepare a manual for one of the following items:

**Team 1.** Prepare a user manual for an optical mouse.

**Team 2.** Prepare a user manual for a portative loudspeaker.

**Team 3.** Prepare a user manual for a USB web camera.

Divide responsibilities inside your team so that one person prepares one part of the manual. Remember that your manual should have the following parts:

- *Preface, where you present the device, give its name and purpose*
- *Guide on how to use the device*
- *Warnings about where and how the device should not be used*
- *Troubleshooting section, where you give possible problems with device and explain how to fix them*
- *FAQ, where you give answers to the questions which may occur while using the device*
- *Section, where you give contact details.*

After completing the manual, discuss it in a whole-group meeting, and choose the best one. You have 20 minutes to perform and check the task.

## Home Assignment

Do Task 5 from Workbook section.

## Optional Activity

### Task 21. Facilitated Task

Read the following extracts from the manual. Choose the correct form out of three written in bold. After doing this, write your own steps to complete the instructions.

1. **Click/ Clicking / Clicks** Start button.
2. **Selecting/ Select/ Selected** the Control panel.
3. **Click/ Clicking / Clicked** Date and Time settings.
4. ....
5. ....

1. **Shut / Shuts/ Shutting** down the computer completely.
2. **Unplugged/ Unplug/ Unplugs** the power adapter from the main unit.
3. **Opens/ Opening/ Open** the case of a computer.
4. ....
5. ....

## Task 22. Complex Task

Analyse the following extract from the manual. What is the purpose of the manual? What software is described? How can the Java Control Panel be accessed? Write your own manual for any action in GUI environment.

1. a. **For Windows 7, Vista**
  - 1.1. Click on the **Start** button and then click on the **Control Panel** option.
  - 1.2. In the **Control Panel Search** enter **Java Control Panel**.
  - 1.3. Click on the Java icon to open the Java Control Panel.
1. b. **For Mac OS X 10.7.3 and above**
  - 1.1. Click on **Apple** icon on upper left of screen.
  - 1.2. Go to **System Preferences**
  - 1.3. Click on the Java icon to access the Java Control Panel.
2. In the Java Control Panel, under the **General** tab, click **Settings** under the Temporary Internet Files section.  
The **Temporary Files Settings** dialog box appears.
3. Click **Delete Files** on the Temporary Files Settings dialog.  
The **Delete Files and Applications** dialog box appears.
4. Click **OK** on the **Delete Files and Applications** dialog. This deletes all the Downloaded Applications and Applets from the cache.
5. Click **OK** on the **Temporary Files Settings** dialog. If you want to delete a specific application and applet from the cache, click on View Application and View Applet options respectively.

## WORKBOOK

### Task 1. Tiered Task

**Part 1.** Insert the following words in the gaps. Translate the sentences into your native language.

Pixels	photo-editing program	Stored	flash memory
Upload	word-processing program	LCD screens	unit

1. Data is ..... on the disk until it is ready to use.

2. Nowadays we use ..... instead of CDs.
3. Choose the photo which you want to .....
4. .... allows you to create and modify text documents.
5. You can make your photo brighter using .....
6. The processing ..... carries out arithmetic and logic operations.
7. .... are used in a wide range of applications.
8. Resolution is the number of distinct ..... in each dimension that can be displayed.

**Part 2.** Fill in the gaps with one to three words from the unit.

The operating system is the most important program that (1) ..... on a computer. Every general-purpose computer must have an operating system to run other programs. Operating systems (2) ..... basic tasks, such as recognizing (3) ..... from the keyboard, sending (4) ..... to the display screen, keeping track of (5) ..... and directories on the disk, and controlling (6) ..... devices such as disk drives and printers. As a user, you normally (7) ..... with the operating system through a set of (7) ... . For example, the DOS operating system contains commands such as COPY and RENAME. (8) ..... allow you to enter commands by pointing and clicking at objects that appear on the (9) .....

(The text is borrowed and modified from [http://www.webopedia.com/TERM/O/operating\\_system.html](http://www.webopedia.com/TERM/O/operating_system.html) as of 28th December 2012)

**Part 3.** Imagine that you work in a technical support office. You have been asked to give written instructions on how to solve problems from Task 9 of the Coursebook (PC is running slowly / Internet is slow or not loading). Write instructions using 100 words.

## Task 2. Tiered Task

Read the text about three most popular operating systems and complete any part of the task after reading.

### *Linux*

The Linux operating system is developed on a kernel based on Unix. It is known as one of the most secure platforms, yet Linux is often viewed as more complex. Linux is the result of an open-source project, allowing users and developers to access the source code for free. Because it requires less hardware, Linux is capable of providing exceptional performance even on a smaller hard disk. Large communities of users exist for this system, constantly contributing to the code and making improvements. The server-based concept of Linux has resulted in fewer home users and a lack of multimedia support for the system.

### *Mac OS X*

Mac OS X is Apple's trademark operating system software for their line of Macintosh computers. The system was based in part on Unix and mimics its format with the administrative controls. Mac OS X software requires a low level of maintenance with fewer occurrences of computers worms, viruses and spyware. The Apple operating system does have some disadvantages, primarily in regard to software and hardware compatibility.

### *Windows*

The Microsoft Windows operating system is the most popular choice and currently has a stronghold over the market. This platform has made significant advancements from version 1.0 all the way to the new Windows 8 system. The Windows system is highly compatible, feature-rich and has a much larger selection of software applications. Unlike the Linux kernel, Windows is proprietary software and tends to be more expensive than others. Despite widespread usage, Windows has been heavily associated with the term "insecure" as a number of security vulnerabilities have made it the most targeted system. Frequently exploited by hackers and malicious code writers, it is recommended that any Windows operating system with internet access be protected by some form of security software.

(The text is borrowed and modified from <http://www.spamlaws.com/operating-system-comparison.html> as of 28th December 2012)

**Part 1.** Decide whether the following statements are true (T) or false (F). Justify your answer.

1. Linux and Mac OS X are both developed on the basis of Unix.
2. Linux is free of charge.
3. Everyone can make improvements to the Linux OS.
4. Most programs are compatible with Mac OS X.
5. Windows OS has the largest number of software applications.
6. Windows OS is the most vulnerable system.

**Part 2.** Fill in the table with the advantages and disadvantages of the systems.

	<b>Advantages</b>	<b>Disadvantages</b>
<b>Linux</b>	1. <i>One of the most secure platforms</i> 2. ...	1. <i>More complex OS</i> 2. ...
<b>Mac OS X</b>		
<b>Windows</b>		

**Part 3.** In writing, compare two of the operating systems in terms of:

- popularity;
- complexity;
- price;
- security;
- compatibility;
- software.

You may use the following expressions:

*On the one hand...*

*On the other hand ...*

*In comparison with ...*

*Unlike ... ,*

*Similar to ... ,*

*What makes ... different, ...*

### **Task 3. Internet Search**

Using the sites recommended by your teacher and any sites that you can find yourself, try to find some additional information about computer systems in English. The search should be done in pairs. Be ready to report your findings to the class.

**Task 4.** Find a user guide for any of your home devices and bring it to the next class.

### **Task 5. Writing**

Having revised the material which you learned during the lesson, complete one of the following parts:

**Part 1.** Write a short manual (80-100 words) for a wireless optical mouse. You may use the materials which you worked out during the class as an example. Follow the plan:

- *Preface, where you present the device, give its name and purpose*
- *Guide on how to connect the mouse to the computer*
- *Warnings about where and how the device should not be used*
- *Section, where you give contact details.*

**Part 2.** Write a manual (100-120 words) for an inkjet printer. Use the following plan:

- *Preface*
- *Guide on how to connect the device*
- *Guide on how to install the drivers*
- *Warnings about where and how the device should not be used*
- *Troubleshooting section, where you give possible problems with device and explain how to fix them*
- *Section, where you give contact details.*

**Part 3.** Write a user guide for an MP3 player, using the following plan.

- *Preface*
- *Guide on how to use the device*
- *Guide on the main functions of a device*
- *Warnings about where and how the device should not be used*
- *Troubleshooting section, where you give possible problems with device and explain how to fix them*
- *FAQ, where you give answers to the questions which may occur while using the device*
- *Section, where you give contact details.*



**Додаток В1**  
**Зразок навчальних матеріалів заняття**  
**для студентів II курсу ЗВО технічного профілю**  
**(Книга для викладача)**

**UNIT 1. Computer Hardware and Software**

**Task 3.**

1 – d, 2 – a, 3 – f, 4 – g, 5 – b, 6 – c, 7 – e.

**Task 4.**

1 – operating system, 2 – output, 3 – processing, 4 – programs, 5 – BIOS, 6 – hardware, 7 – computer, 8 – manufacturer, 9 – chips.

**Task 5.**

1 – a, 2 – g, 3 – d, 4 – h, 5 – b, 6 – e, 7 – f, 8 – c.

**Task 7.**

**Part 1.** 1 – software, 2 – controls, 3 – text-based, 4 – commands, 5 – user-friendly, 6 – install, 7 – menus, 8 – applications.

**Part 2.** 1 – T, 2 – F, 3 – T, 4 – T, 5 – T.

**Part 3.** See tapescript.

**Task 8.**

1. To start your computer, push the Power button.
2. To turn off your computer, click the Power button on the Start menu.
3. To drag a file, point to the file on the screen, press and hold the primary button, move the file to the new location.
4. In order to copy a file, right-click the file and select Copy option from the pop-up menu.
5. To delete a folder, right click the folder and select Delete from the menu.
6. To uninstall the program, click the Start button, then click Control Panel, select Programs and Components and then select the program that you want to uninstall.
7. To view a complete list of your programs, click the Start button, and then click All Programs.
8. To find a file use the Search box at the top of every folder.
9. To create a System Image, open Backup and Restore by clicking the Start button, clicking Control Panel, clicking System and Maintenance, and then clicking Backup and Restore. In the left pane, click Create a system image, and then follow the steps in the wizard.
10. To restore files, open Backup and Restore by clicking the Start button, clicking Control Panel, clicking System and Maintenance, and then clicking Backup and Restore and then click Restore my files.

**Task 15.**

A – Contents page, B – Title page, C – Warnings, D – Contact details, E – Troubleshooting, F – Functions, G – Index, H – Preface, I – FAQ.

**Task 17.**

1 – d, 2 – a, 3 – c, 4 – b.

**Task 18.**

**Part 1.** 1 – create, 2 – ‘Table’, 3 – columns, 4 – ‘ok’, 5 – document, 6 – spreadsheet, 7 workbook, 8 – cells, 9 – ‘copy’, 10 – ‘paste’.

**Part 2.** 1 – c, g, a, i, b; 2 – e, h, d, j, f.

**Part 3.** In the first case, a table is created in a document. On the other hand, a spreadsheet is inserted in a document in the second case. A table is a list of items, organized in several columns and rows. A spreadsheet is a tool, where the cells can interact and which can contain formulae causing the displayed value to change because of a change in some other cell.

**Task 19.**

**Part 1.** See Parts 2-3.

**Part 2.** 1 – Includes unnecessary information; 2 – Use of Passive Voice is not appropriate; 3 – Informal style; 4 – The order of actions is not obvious.

**Part 3.**

5 – Incorrect order of actions; 6 – Inappropriate use of Passive Voice; 7 – Paragraph is too long; 8 – Use of professionalisms.

**Correct variant:**

1. Load the appropriate paper
2. Open the file that you want to print.
3. Click File, and then click Print.
4. Click Properties, then click Setup to get into Feature tab.
5. Select the Feature tab, then click Select the media size from Size drop-down list.
6. Select Borderless check box.
7. If you are printing photos, select Best from the Print Quality list. Alternatively, select Maximum dpi, which provides up to 4800 x 1200 optimized dpi for optimum print quality.  
Note: This setting might temporarily use a large amount of hard disc space (400 MB or more) and will print more slowly. To avoid this, you may change other print settings (for more information, see Settings).
8. Start printing.

**Task 21.**

- A. 1 – Click, 2 – Select, 3 – Click.
- B. 1 – Shut, 2 – Unplug, 3 – Open.

**Task 22.**

The manual explains how to clean Java cash and is developed for Java software. The Java Control Panel can be accessed from Windows Control Panel.

**WORKBOOK****Task 1.**

**Part 1.** 1 – stored, 2 – flash memory, 3 – upload, 4 – word-processing program, 5 – photo-editing program, 6 – unit, 7 – LCD screens, 8 – pixels.

**Part 2.** 1 – runs, 2 – perform, 3 – input, 4 – output, 5 – files, 6 – peripheral, 7 – interact, 8 – commands, 9 – graphical user interfaces, 10 – screen.

**Part 3.** Open task.

**Task 2.**

**Part 1.** 1 – T, 2 – T, 3 – F, 4 – F, 5 – T, 6 – T.

**Part 2.***Linux OS*

Advantages: one of the most secure systems, free of charge, provides exceptional performance even on a small hard disk.

Disadvantages: complex OS, lack of multimedia support, small amount of users.

*Mac OS*

Advantages: requires low level of maintenance, fewer occurrences of computer viruses.

Disadvantages: low compatibility with hardware and software

*Windows*

Advantages: highly compatible, feature-rich, wide selection of software, widespread usage

Disadvantages: expensive, vulnerable, most targeted system.

**Part 3.** Open task.

# **TAPESCRIPTS**

## **UNIT 1. COMPUTER HARDWARE AND SOFTWARE**

### **Task 6.**

Source: <http://www.youtube.com/watch?v=76J0dNZ0MZc>

An operating system is composed of software that is necessary to run your computer. Operating system software controls your computer's hardware components, including peripheral hardware attached to your computer, and all other software being used on your computer.

Traditional operating systems, such as disk operating system, or DOS, were text-based, and usually consisted of commands you had to remember, and computer responses that were very brief. Most modern operating systems, such as Windows Vista and Windows XP, have a user-friendly graphical user interface, or GUI.

When you install a piece of application software on your computer, it usually uses the element of the GUI that come with the operating system, and adds it own graphical user interface elements. A GUI sometimes uses metaphors for objects familiar in real life, such as the desktop, or the view through a window. Elements of a GUI include such things as: windows, menus, buttons, scroll bars, icons, and wizards. With the increasing use of multimedia as part of the GUI, sound, voice, motion video, and virtual reality interfaces seem likely to become part of the GUI for many applications. GUIs are easier to use, faster, and accommodate better organization of your applications and files than traditional operating systems.

### **Task 18.**

Source: <http://www.youtube.com/watch?v=JwbI4Zzd4r8>

My name is Stephaney and I work with CMAT solutions. Today I am going to show you how to create a spreadsheet in Microsoft Word. In order to create a spreadsheet in Word, simply open up Word, go to 'File', 'New blank document'. You can create a spreadsheet in a couple of different ways. You can go to 'Table', 'Insert Table', select the number of columns and select the number of rows you wish. In this case we are going to have 5 columns with 2 rows in our spreadsheet. Click 'Ok' and it will automatically create a table or a spreadsheet inside the Word document for you.

The other way to create an Excel spreadsheet in a Word document is by opening up Excel, starting a new Workbook, typing your data; you can select the cells of your spreadsheet, right-click, select 'Copy', open up Word, create a new blank document and then right-click and paste. And your spreadsheet will paste in your Word document.

And it's as easy as that. In order to create a spreadsheet in Word, you can simply do an 'Insert table' and select the number of columns and rows you wish or you can create a spreadsheet in Excel and copy and paste.

## Додаток Д

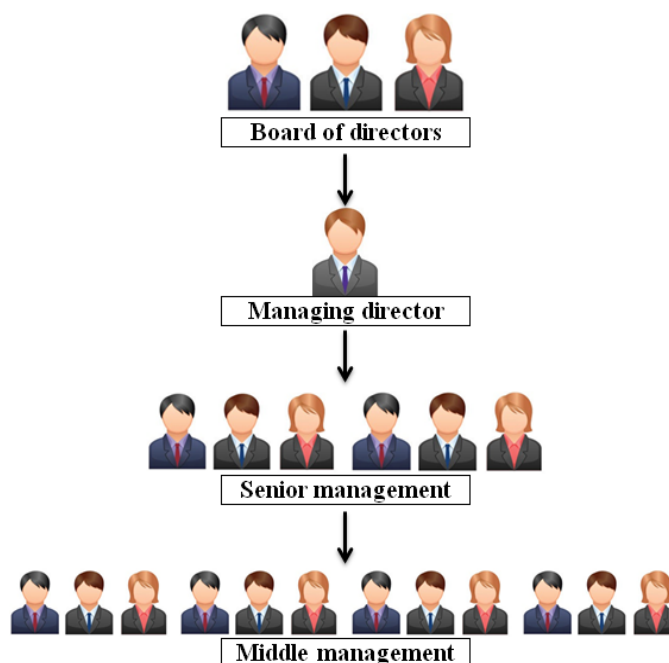
Зразок навчальних матеріалів заняття для студентів III курсу ЗВО  
технічного профілю  
(Книга для студента та робочий зошит)

UNIT 1. PRINTING PRODUCTION AND PUBLISHING  
COMPANIES MANAGEMENT  
STUDENT'S BOOK

## LESSON 1

## Content Focus

**Task 1. Company structure.** The organizational structure of a typical company is shown on the below given chart. Your task is to look through the chart attentively and say whether you think the structure of a printing production or publishing company would be the same or similar. Which other departments do you think a publishing company may have? Explain your answer (*You have 10 minutes for the entire task*).



Organizational structure – is a scheme consisting of units and individual officers of the company, located by levels of importance and responsibility, which contains the relationship between them and the chain of command.

At the top of the company hierarchy is the **Board of Directors**, headed by the **Chairperson** or **President**. The board is responsible for policy decisions and strategy making. It will usually appoint a **Managing Director** or **Chief Executive Officer**, who are responsible for running of the business. **Senior managers** or **company officers** head the various departments or functions within the company.

(The text is borrowed and modified from “New Insights into Business” by Graham Tullis and Susan Power as of 27 December 2011)

**Task 2.** Publishing companies have their own organizational peculiarities. Read the text about a publishing house departments. After reading you will understand whether your answers to **Task 1** were correct (*You have 15 minutes for this task*).

### Publishing House Departments

Like any business, a publishing house driven by supply and demand. Whether it's a traditional publishing entity, a university press or an e-book distributor, the structure of publishing company is essentially the same.



is

a

Taking a manuscript from concept to production, however, is either the collaborative task of multiple departments or the job of a single individual, depending on the available resources and the volume and diversity of titles being offered.

The **acquisitions component** of a publishing house is responsible for seeking out commercially viable projects to develop and produce that are consistent with the company's vision. Although this generally focuses on reviewing proposals and manuscripts submitted by authors or literary representatives, an acquisitions editor may also work with ghost-writing agencies as well as actively seek out marketable talents through referrals, social networking, contests and newsworthy stories. Acquisitions editors work closely with the publisher's legal staff to draft contracts related to payment and delivery schedules, project parameters and subsidiary rights and licensing.

Once a book has been accepted for publication, the company's **editorial department** works with authors to ensure their material is brought to the highest level of polish and professionalism. The editor assigned to each project engages in line-editing, copy-editing and fact-checking in addition to making recommendations to the writer on issues such as context, consistency and tightening chapters that meander. Editorial staff members work closely with the company's production department to make sure that revisions are processed in a timely manner that will not jeopardize the release date of the book.

Whether a project is ready for release in hardcover, paperback or an electronic medium, its "look" must conform to the standards and specifications that have been set by the company for its existing titles. In an earlier era, this involved complex typesetting equipment and printing presses. Today, the **production division** of a publishing company performs the layout, pagination and graphic design tasks on computer monitors and often works from text files submitted electronically by the authors themselves. Depending on the size of the publishing house, production is either done in-house or outsourced to printing companies. Cover designers often work with freelance graphic artists, photographers and modelling studios.

Like many industries in a troubled economy, publishing houses have been forced to downsize and trim their expenses. **Marketing departments** – even at prominent venues – have been the hardest hit by these decisions. In turn, publishers have begun placing a greater burden on authors to promote their own books and, in some cases, base the award of their publishing contracts on whether a writer is already a well-known commodity or has created an aggressive marketing platform. Where marketing divisions still exist, their function is to generate press releases, purchase advertising in relevant media, and assist authors in arranging book tours.

(The text is borrowed and modified from [http://www.ehow.com/info\\_8059597\\_structure-publishing-company.html](http://www.ehow.com/info_8059597_structure-publishing-company.html): as of 27 December 2011)

**Task 3.** Match the words with their definitions (*You have 5 minutes for this task*).

1. demand	a) a range of different people, things, or ideas
2. manuscript	b) food, clothes, and things necessary for daily life or for a particular purpose, especially for a group of people over a period of time
3. newsworthy	c) something that exists as a single and complete unit
4. diversity	d) the need or desire that people have for particular goods and services
5. supply	e) important or interesting enough to be reported in newspapers, on the radio, or on television
6. entity	f) the act of getting land, power, money etc.
7. acquisition	g) a book or piece of writing before it is printed

**Task 4.** Look through the text (**Task 2**) once. Give your own interpretation of the underlined phrases (*You have 5 minutes for this task*).

**Task 5.** Now when you are familiar with the functions of all the publishing company departments, taking into consideration the above given information, fill in the table below. Name all the responsibilities you learned about from the text. Column 1 was filled in as an example for you (*You have 10 minutes for this task till 5 minutes brake*).

Acquisitions component	Editorial department	Production division	Marketing departments
<ul style="list-style-type: none"> <li>is responsible for seeking out commercially viable projects;</li> <li>reviewing proposals and</li> </ul>			



manuscripts submitted by authors or literary representatives;

- may also work with ghost-writing agencies
- actively seek out marketable talents;
- works closely with the publisher's legal staff to draft contracts.

**Task 6.** Look at the pictures below. You can see Managing Directors from different publishing companies. The pictures are placed at the websites of their companies. Answer the following questions:

- ✓ Which picture is the best in your opinion? Give your reasons.
- ✓ Which of them do you consider to be inappropriate? Give your reasons.
- ✓ Look at each picture and guess what each person wanted to point out.

For example, in picture D the directors may have chosen this picture to show that their company has awards and in such a way is the best one.

- ✓ If you were a Managing Director which kind of picture would you choose?

- ✓ Is there any difference between such pictures for men and women?

Explain your answers (*You have 10 minutes for this task*).



A



B



C

**D****E****F**

**Task 7.** Publishing is one of today's leading creative industries. Publishing companies may vary in the forms of ownership. There are several most common forms of ownership in the industry:

- Sole Proprietorships;
- Partnerships;
- Corporations;
- Limited Liability Companies (LLC).



Now let's examine some of them. Read the information below about advantages and disadvantages of such forms of ownership as sole proprietorship and partnership.

After reading the text answer the following questions (*You have 20 minutes for reading and 5 minutes for answering the questions*):

1. Which form of business is the easiest and least expensive form of ownership to organize?
2. Which of these two forms of business has unlimited liability?
3. Which form of business provides moral support and allows for more creative brainstorming?
4. In which form of business would you have complete control and make decisions on your own?
5. Which of these two forms of business requires sharing with others?

**1. Sole Proprietorship**

The simplest form of business is the sole proprietorship, a business owned and operated by one individual.

<i>Sole Proprietorship Advantages:</i>	<i>Sole Proprietorship Disadvantages</i>
<ul style="list-style-type: none"> <li>✓ Easiest and least expensive form of ownership to organize.</li> <li>✓ Sole proprietors are in complete control, and within the parameters of the law, may make decisions as they see fit.</li> <li>✓ Sole proprietors receive all income generated by the business to keep or reinvest.</li> <li>✓ Profits from the business flow-through directly to the owner's personal tax return.</li> <li>✓ The business is easy to dissolve, if desired.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sole proprietors have unlimited liability and are legally responsible for all debt against the business. Their business and personal assets are at risk.</li> <li>✓ May be at a disadvantage in raising funds and are often limited to using funds from personal savings or consumer loans.</li> <li>✓ May have a hard time attracting high-calibre employees, or those that are motivated by the opportunity to own a part of the business.</li> </ul> <p>Some employee benefits such as owner's medical insurance premiums are not directly deductible from business income (only partially deductible as an adjustment to income).</p>

**2. General Partnerships**

Partners divide responsibility for management and liability, as well as the shares of profit or loss according to their internal agreement. Equal shares are assumed unless there is a written agreement that states differently.

<i>General Partnership Advantages:</i>	<i>General Partnership Disadvantages:</i>
<ul style="list-style-type: none"> <li>✓ Partnerships are relatively easy to establish.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Business partners are jointly and individually liable for the actions of the</li> </ul>

<p>✓ With more than one owner, the ability to raise funds may be increased, both because two or more partners may be able to contribute more funds and because their borrowing capacity may be greater.</p> <p>✓ Prospective employees may be attracted to the business if given the incentive to become a partner.</p> <p>✓ A partnership may benefit from the combination of complementary skills of two or more people. There is a wider pool of knowledge, skills and contacts.</p> <p>✓ Partnerships can be cost-effective as each partner specializes in certain aspects of their business.</p> <p>✓ Partnerships provide moral support and will allow for more creative brainstorming.</p>	<p>other partners.</p> <p>✓ Profits must be shared with others</p> <p>✓ Since decisions are shared, disagreements can occur.</p> <p>✓ The partnership may have a limited life; it may end upon the withdrawal or death of a partner.</p> <p>✓ A partnership usually has limitations that keep it from becoming a large business.</p> <p>✓ You have to consult your partner and negotiate more as you cannot make decisions by yourself.</p> <p>✓ A major disadvantage of a partnership is unlimited liability. General partners are liable without limit for all debts contracted and errors made by the partnership.</p>
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(The text is borrowed and modified from <http://www.how-to-start-a-business-guide.com/partnership-advantages.html>: as of 27 December 2011)

**Task 8. Project work.** Imagine that you just won 100 000\$ in the lottery. Your lifetime dream was to open your own publishing company. Now you have everything for doing this. Which form of business would you choose: sole proprietorship or partnership? Explain your choice. You can use the information from **Task 8** (You have 10 minutes for this task).



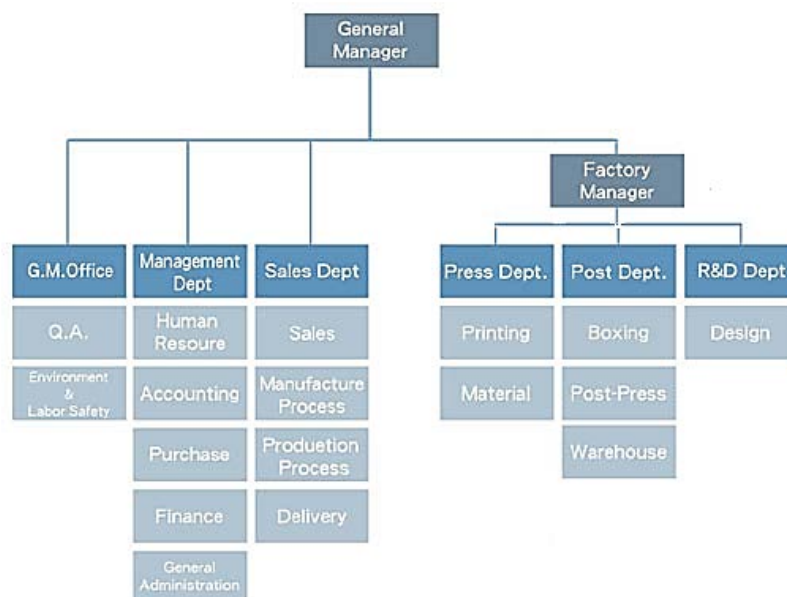
**Home task**

1. **Written task.** Below you can see the organisational structure chart of a company. Your task is to give this company a name and to describe the functions of each department (around 100-150 words). Make use of the verbs below for describing the company's structure and organisation). You may use the Internet if the work of any department is unknown to you.



The most common verbs for describing structure and company organisation are:

- is composed of*                      *includes*                      *is made up of*
- consist of*                              *contains*                      *is divided into*
- to be in charge of*                      *to be responsible for*
- to support*                                      *to assist*



2. Use the Internet to find the information about such a form of business as Limited Liability Company. You will be divided into two groups. The first group makes an oral report presentation about the advantages of such a form of business at the next lesson. The second group makes an oral report presentation about the disadvantages of Limited Liability Company.

3. Do **Tasks 1-4** from your **Workbook**.

4. **Long-term project.** Work in groups of three or four and prepare a PowerPoint presentation on one of the following topics:

- Your tips on how to become a good manager of a publishing company.
- Your views/ideas on the brand name of the company. The approaches to choosing the name of a company.

Deliver your presentations at the last class of Unit 1. You have two weeks for creating the presentation that should not exceed 5-minutes limit.

## LESSON 2

### Communicative Focus

**Task 9.** Hand in the chart descriptions of your organizational written as a home assignment after the last class on Unit 1 to your teacher for checking and grading.

Your teacher will hand out your versions of organizational structure chart descriptions performed as a home assignment on the next lesson, checked and commented on. After you look through the comments made by the teacher on your own summary, ask him/her questions if you do not quite understand or have doubts about some comments.

**Task 10.** Below you can see four different newspaper headings in publishing and printing industry. Read them and guess what these articles are about. Think of any phrases that might appear in these articles (*You have 10 minutes for this task*).

A. *Publishing Company*

Owner: 'It's fantastic—  
unbelievable!'

B. *New People at Perekhid  
Publishing House*

C. *Jobs Go as Island Printing Press  
Closes*

*New factory speeds up ID  
card printing*

**Task 11. Project work.** Work in pairs of three or four. Imagine you are working for the Publishing House “Vandenhoeck&Ruprecht” as an intern. Organising excursions for schoolchildren is one of your internship obligations. You are given the following information about the Publishing House for making these excursions:

*“Vandenhoeck&Ruprecht” has been an academic publishing house for more than 275 years. V&R offers not only a wide range of scholarly works in various academic disciplines but also specialised publications on teaching instructions and on the professional practice. The Publishing House has the following divisions:*

- *Production*
- *Advertising / PR / Schoolbook Marketing*
- *Distribution / Customer Service*
- *Logistics / IT*
- *Financial Management*
- *Human Resources*

*You also know that the head of the Publishing House is the Managing Director Carola Müller.*

During one of such excursions schoolchildren started to ask you questions about the responsibilities of the Publishing House departments. Answer their question and explain the matter. Discuss your answers in groups. After the group discussion one of the students from each of the groups will be requested to make a short presentation (*You have 10 minutes for discussion*).

**Task 12.** The company “Conduit” has created the network that engages a cross-section of the web's largest and smallest publishers. It also develops different applications for publishers. Here you can see the milestones of this company. Read them attentively and retell the history of this company. You should also express your opinion as for the company’s activities. Say whether they were successful, well-timed, considered (*You have 10 minutes for this task*).

	2005	“Conduit” is founded and seed-funded by Ronen Shilo, DrorErez and Gaby Bilezyk.
Adoption of the technology expands to publishers from different countries and industries including academic, non-profit, travel, sports and more. During 2006, more than 100 new publishers sign up to use the platform every day, with over 25,000 new users daily and over 5,000,000 active users.	2006	
	2007	Conduit forms a strategic product partnership with Google to integrate Google-powered search as part of Conduit's core technology.
Support for desktop apps is added, as well as the ability to subscribe to multiple publishers and aggregate apps from various brands.	2008	
	2009	Conduit is granted a United States technology patent for its core technology and recognized as a leader by additional publications and strategic partners.



<p>The Conduit Mobile platform is launched, enabling any publisher to easily create mobile and tablet apps at no cost.</p>	<p>2010</p>
	<p>2011 The Conduit Network expands to comprise 250 million users.</p>

(The text is borrowed and modified from <http://www.conduit.com/AboutUs/Milestones.aspx>: as of 29 December 2011)

**Task 13.** Present your reports prepared as a home task on such a form of business as Limited Liability Company. Presenters should be asked additional questions by the students and the teacher when their presentations are over (*Each group has 5 minutes for their presentation*).

**Task 14. Role play.** At home you analysed the problem connected with the number of women in senior managerial positions. Now work in groups of four or five. Make the list of advantages and disadvantages that a larger proportion of women in senior managerial positions will bring to the business in general? *You have 7 minutes to make your lists* and after that present them in front of the class. The team whose list is the biggest and most reasonable wins.



**Task 15. Role play.** Imagine that you are the owner of a huge world known publishing company and all of you are in the board of directors. Your company has a matrix management system (You have read about it in your Workbook). It also has a lot of subsidiary companies all over the world. So the structure of your company has become increasingly complex. That's why your Managing Director organises a meeting and invites the company "HumanConcepts" to present Organizational Planning Suite. It is a programme that will help you to visualize matrix reporting relationships. Now watch the presentation of this company

and decide whether to buy this programme or not. The cost of it is half a million dollars. After watching video for the first time you have 5 minutes to discuss the matter. After that, watch the video for the second time. Then vote and give the explanation of your choice.

### Home task

1. Use *Task 12* as an example and create a milestone list of any Ukrainian publishing company. Be ready to tell your group mates about this company.
2. With the help of the Internet find the difference between Publishing Company and Imprint Company if there is any. Make a short report on this matter (around 100 words).
3. Do *Tasks 5-7* from your *Workbook*.

## UNIT 1. PRINTING PRODUCTION AND PUBLISHING COMPANIES MANAGEMENT WORKBOOK

*Task 1.* Fill in the gaps in the sentences below using the words from the box. You can use each word only once.

payment, viable, demand, schedule, supplies, manuscript

1. \_\_\_\_\_ were brought in by air.
2. Production is still increasing faster than \_\_\_\_\_.
3. Unfortunately, parts of the original \_\_\_\_\_ have been lost.
4. The committee came forward with one \_\_\_\_\_ solution.
5. Meg's new book is still well ahead of \_\_\_\_\_.
6. You can make a \_\_\_\_\_ in any bank.

*Task 2.* Read the text about the Advantages of forming a corporation. Fill in the gaps in the passage that follows with derivatives of the words in capitals.

### Advantages of forming a corporation

<ul style="list-style-type: none"> <li>• 1) <u>Owners</u> have limited liability. A corporation is considered by law as a separate and distinct legal entity. Thus, owners of corporation or shareholders are only indebted to the extent of their interest in the corporation.</li> </ul>	OWN
<ul style="list-style-type: none"> <li>Corporations have limited liability. This means that their 2) _____ can only run after the assets of the corporation and not the on the personal assets of the stockholders in the 3) _____ of the corporation's debts or liabilities.</li> </ul>	CREDIT SETTLE
<ul style="list-style-type: none"> <li>• It can exist with 4) _____. The power of succession gives a corporation continuous 5) _____. The shares of ownership or interest of a corporation can be transferred from one owner to another owner. A corporation continues to exist until the shareholders decide to dissolve it or merge with another business.</li> </ul>	CONTINUE EXIST
<ul style="list-style-type: none"> <li>• Shares of ownership are 6) _____. The shares of stock or interest of a publicly traded corporation can be traded easily through a stockbroker.</li> </ul>	TRANSFER
<ul style="list-style-type: none"> <li>• It attracts more 7) _____. Corporations attract investors because of its stock structure, perpetual existence, ownership transferability, and limited liability. Attracting more investors allows a corporation to raise more capital or equity to manage and expand their operations.</li> </ul>	INVEST
<ul style="list-style-type: none"> <li>• You can be an 8) _____ of your own corporation. Since the corporation is a distinct entity from its owners or shareholders, they can become the corporation's employees or officers. Thus, they can receive salaries or 9) _____ income aside from the dividends they may receive from the corporation.</li> </ul>	EMPLOY COMPENSA TE
<ul style="list-style-type: none"> <li>• The corporation pays its own tax. As a separate legal entity, a corporation is also a separate taxpayer from it</li> </ul>	

<p>10) _____. It has its own Taxpayer Identification Number, and it pays its own taxes, such as corporate income tax, business taxes and withholding taxes. The owners or stockholders pay their own taxes on the compensation and or dividend income they receive from the corporation.</p>	<p>OWN</p>
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**Task 3.** Decide which of the motivations below is of greater or lesser importance when you start a business. Number the factors from 1-7 (1 = most important; 7 = least important).

- Having total personal control;
- The freedom of being your own boss;
- The ability to work at home;
- Setting up a business for your children;
- The satisfaction of providing quality goods and services;
- The excitement of taking risks;
- Making money quickly so that you can sell the business.

**Task 4.** Think of other factors that can motivate to start a business. Write them down taking into account the degree of their importance. Start from the most important and then list the less important ones.

**Task 5.** Decide whether these statements are true or false?

1. A business executive will feel worried if the company experiences a decline in demand for its products.
2. Marketing and sales staff will promote their products' unique selling points.
3. A company is likely to feel more secure if it has narrow profit margins.
4. A hike in the price of raw materials is likely to present a difficult challenge for a business that uses those materials.

5. A business CEO is pleased if the company does not meet its quarterly sales targets.

**Task 6.** Put the verbs in the correct forms using present tenses, paying special attention at the ones used in Passive Voice.

Matrix management 1) \_\_\_\_\_ (to be) a technique of managing an organization through a series of dual-reporting relationships instead of a more traditional linear management structure. In contrast to most other organizational structures, which arrange managers and employees by function or product, matrix management 2) \_\_\_\_\_ (combine) functional and product departments in a dual authority system. In its simplest form, a matrix configuration may be known as a cross-functional work team, which brings together individuals who report to different parts of the company in order to complete a particular project or task.

Even when a company 3) \_\_\_\_\_ (not to label) its structure a matrix system or represent it as such on an organization chart, there may be an implicit matrix structure any time employees 4) \_\_\_\_\_ (to be) grouped into work teams that are headed by someone other than their primary supervisor.

Matrix structures are flatter and more responsive than other types of structures because they permit more efficient exchanges of information. Because people from different departments 5) \_\_\_\_\_ (to cooperate) so closely, they are eager to share data that will help them achieve common goals. In effect, the entire organization 6) \_\_\_\_\_ (to become) an information web.

In addition to speed and flexibility, matrix organization may result in a more efficient use of resources than other organic structures.

Despite their many theoretical advantages, matrix management structures 7) \_\_\_\_\_ (to be criticised) as having a number of weaknesses. For instance, they 8) \_\_\_\_\_ (to be) typically expensive to maintain, partly because of more complex reporting requirements. In addition, many workers become disturbed by the lack of a chain of command and a seeming inability to perceive who is in charge.

In general, matrix structures 9) \_\_\_\_\_ (to be assumed) to be most appropriate for larger corporations that operate in unique or fast-paced environments. Matrix management also works best for organizations that are managed and staffed mostly by professionals or semi-professionals, e.g., engineers and scientists. Matrix management further 10) \_\_\_\_\_ (to require) a workforce that has a diverse set of skills and employees that have strong interpersonal abilities.

(The text is borrowed and modified from <http://www.referenceforbusiness.com/encyclopedia/Man-Mix/Matrix-Management-and-Structure.html#b>: as of 29 December 2011)

**Task 7. Writing task.** You work in a company as a consultant on managing strategies. This company wants to become multinational and it can either attempt to use similar management methods in all their foreign subsidiaries, or adapt their methods to the local culture in each country or continent. Decide which procedure is the most efficient and write a report to your supervisor on this question with your explanations. Use the Internet resources to study the matter before writing the report.

## Додаток Д1

**Зразок навчальних матеріалів заняття  
для студентів III курсу ЗВО технічного профілю  
(Книга для викладача)**

UNIT 1. PRINTING PRODUCTION AND PUBLISHING

COMPANIES MANAGEMENT

STUDENT'S BOOK

LESSON 1

**Content Focus**

**Task 1.** While the students are reading, the teacher is supposed to circulate among them and give prompts (explain unknown words – with translations if there are no other ways) if necessary.

Teacher should realize that understanding the fact how companies are organized is the core matter in further understanding of the Unit 1 content.

**Task 2.** To be organized exactly as stated in the *Student's Book*.

**Task 3.**

1-d,

2-g,

3-e,

4-a,

5-b,

6-c,

7-f.

**Task 4. Suggested answers:**

...are consistent with... – to be similar with, to match.

ghost-writing agencies... – A ghost-writer is a writer who writes books, articles, stories, reports, or other texts that are officially credited to another person. Celebrities, executives, and political leaders often hire ghost-writers to draft or edit autobiographies, magazine articles, or other written material.

....have been forced to downsize and trim their expenses. – had to decrease (reduce) the expenses of the company.

**Task 5.** To be organized exactly as stated in the *Student's Book*.

*Suggested answers:*

#### **Acquisitions component**

- is responsible for seeking out commercially viable projects;
- reviewing proposals and manuscripts submitted by authors or literary representatives;

- may also work with ghost-writing agencies
- actively seek out marketable talents;
- works closely with the publisher's legal staff to draft contracts.

### **Editorial department**

- Once a book has been accepted for publication, the company's editorial department works with authors to ensure their material is brought to the highest level of polish and professionalism.

- The editor assigned to each project engages in line-editing, copy-editing and fact-checking in addition to making recommendations to the writer on issues such as context, consistency and tightening chapters that meander.

- Editorial staff members work closely with the company's production department to make sure that revisions are processed in a timely manner that will not jeopardize the release date of the book.

### **Production division**

- performs the layout, pagination and graphic design tasks on computer monitors

- often works from text files submitted electronically by the authors themselves. production is either done in-house or outsourced to printing companies

### **Marketing department's functions are**

- to generate press releases,
- purchase advertising in relevant media,
- assist authors in arranging book tours.

**Task 6.** To be organized exactly as stated in the *Student's Book*.

**Task 7.** *Suggested answers:*

1. Sole Proprietorship;
2. General Partnerships;



3. General Partnerships;
4. Sole Proprietorship;
5. General Partnerships.

**Task 8.** To be organized exactly as stated in the *Student's Book*.

**Extra task (Internet search)**

Write your comments to the following questions using your own ideas and the information you can find in the Internet:

*“Why, in your opinion, are there so few women in senior managerial positions? Should this situation change? If so, do you think it will change? How? When?”*

Explain to the students that you will read these comments and may ask them other questions connected with their comments.

## LESSON 2

### Communicative Focus

**Task 9.** Collect students' organizational structure chart descriptions written as a home assignment for checking and grading.

A teacher should hand out the organizational structure chart descriptions written by students as a home assignment at the beginning of the next lesson, checked and commented on by him/her.

**Task 10. Suggested answers:**

- A. The owner maybe talking about new contract, new perspective for his company.
- B. About new employees or promotions.
- C. Due to fact that Printing Press at Isle of Man is closing, seven people will lose their jobs.
- D. With the help of new equipment at the new factory the ID card printing speeds up, the number of printed ID cards is higher.

**Task 11.** To be organized exactly as stated in the *Student's Book*. Presenters should be asked additional questions by the students and the teacher when their presentation is over. Students' presentations should not exceed 10 minutes period.

**Task 12.** To be organized exactly as stated in the *Student's Book*.

**Task 13.** To be organized exactly as stated in the *Student's Book*. Each group has 5 minutes for presentation. After the first group presentation the teacher should make a 5 minutes brake. After the presentations students will have 5 minutes for questions and discussion. The teacher should also ask students the following question "Are there more advantages or disadvantages in such form of business as Limited Liability Company".

**Task 14.** To be organized exactly as stated in the *Student's Book*. Students' presentations should not exceed 13 minutes period. 20 minutes for the whole activity.



**Task 15.** To be organized exactly as stated in the *Student's Book*. Teacher should emphasise that all the members of board of directors have the same rights in the company, their votes are equal. After watching video for the first time let the students discuss the matter. Then they should watch the video the second time. After that they should vote and give the explanation about their choice. (The whole activity should not exceed 15 minutes).

**Extra task (Internet search)**

Surf the Internet to find the answers to the following questions:

- *What is management? Is it an art or a science? An instinct or a set of skills and techniques that can be taught?*
- *What do you think makes a good manager?*

**Home task**

1. To be organized exactly as stated in the Student's Book.

2. *Suggested answer:*

On the one hand, a publishing company is a business establishment that primarily issues or publishes printed materials for the main purpose of distribution and sales of available information.

An imprint company, on the other hand, is commonly known as a publishing company's brand name or trade name. By fact, a single publishing company may comprise of several imprint companies that are utilized by the publisher to promote, advertise, and sell printed works that caters specific customers based on social classes and interests.

While somewhat bigger and larger, a publishing company normally works as a faceless business establishment. Imprint companies, in contrast, have definite names that are known and recognized by the consumers. Because of this, imprint companies are more popular than that of publishing companies.

Publishing companies normally prints under specialized contexts that includes newspapers, periodicals, books, directories, academics, and tie-in which may involve printing for radio and television promos, games, music systems, DVDs, and much more. In the same way, imprint companies follow specific missions and publishes only one kind of reading material, depending in genre or niches.

As a whole, both publishing companies and imprint companies are form of businesses that mainly works for the transmission of information. The latter however functions under the management of the bigger but commonly faceless publishing companies.

## UNIT 1. PRINTING PRODUCTION AND PUBLISHING COMPANIES

### MANAGEMENT

### WORKBOOK

***Task1. Suggested answers:***

1. Supplies,
2. demand,
3. manuscript,

4. viable,
5. schedule,
6. Payment.

**Task 2.**

- 1) Owners,
- 2) creditors,
- 3) settlement,
- 4) continuity,
- 5) existence,
- 6) transferable,
- 7) investors,
- 8) employee,
- 9) compensation,
- 10) owners.

**Task 3.** To be organized exactly as stated in the *Workbook*.

**Task 4.** To be organized exactly as stated in the *Workbook*.

**Task 5.**

- 1-True.
- 2 – True.
3. – False. A company will feel more secure with wider profit margins.
- 4 – True.
- 5 – False. A company wants to meet its targets.

**Task 6.**

1. is,
2. combines,
3. does not label,
4. are,
5. are cooperating,
6. becomes

7. have been criticised
8. are,
9. are assumed,
10. requires.

**Task 7.** To be organized exactly as stated in the *Workbook*.

## TAPESCRIPT

### Unit 1

#### *Task 15*

Hello! And welcome to the HumanConcepts video series. In this video we will show you how HumanConcepts Organizational Planning Suite allows you to easily visualize matrix reporting relationships. In today's global economy, the structure of many organizations has become increasingly complex. People are frequently given multiple, cross-functional roles and responsibilities, and it's often difficult to represent matrix management in an org chart. In this example, Adele Miller holds the position of HR Business Partner. Adele's primary manager is Patricia Parker, the VP of Human Resources. One of Adele's many roles is to provide HR services to both the Sales and Operations departments in her company. In this role Adele has a secondary reporting relationship to each of the department heads – George Davis, the VP of Sales and Glen Finley, the VP of operations. Clicking on George Davis takes us to the Sales work chart. Notice that Adele is also included in George's chart. This allows George to easily communicate the structure of his organization to new team members. George can also change the view so that Adele's box is highlighted to indicate her dotted line relationship. Notice that Adele's box is excluded from headcount calculations since she is not included in George's cost centre. For example, the span of Control field indicates that George has three direct reports instead of four. Adele can also be excluded from any salary or budgetary role-up calculations within George's organization. George can simplify the chart so that Adele's other managers are no longer displayed in her box. In this mode the arrow button in the corner of the box allows you to quickly view and navigate matrix

manages. The box border makes it easier to distinguish between indirect and direct reporting relationships. Indirect reports can also be included in charts that are printed or published in PDF and PowerPoint. As you can see it is easy to use Human Concepts Organizational Planning Suite to visualize matrix reporting relationships. To view more videos or to learn more about HumanConcepts please visit our website.

## Додаток Е

Таблиця Е.1

**Показники коефіцієнтів навченості за результатами  
передекспериментального та післяекспериментального зрізів (група ЕГ-1)**

№	ПІБ	Коефіцієнт навченості (перед-експеримент. зріз)	Показник «Є ефект» (+) – «нема ефекту» (-)	Коефіцієнт навченості (після-експеримент. зріз)	Показник «Є ефект» (+) – «нема ефекту» (-)	Приріст коефіц. навчен.
1.	Бон-ко М.	<b>0,67</b>	-	<b>0,9</b>	+	<b>0,23</b>
2.	Вор-ва А.	<b>0,73</b>	+	<b>0,93</b>	+	<b>0,20</b>
3.	Кир-ко В.	<b>0,63</b>	-	<b>0,93</b>	+	<b>0,30</b>
4.	Клим-ко С.	<b>0,52</b>	-	<b>0,90</b>	+	<b>0,38</b>
5.	Ком-ко В.	<b>0,75</b>	+	<b>0,87</b>	+	<b>0,12</b>
6.	Кул-к О.	<b>0,68</b>	-	<b>0,90</b>	+	<b>0,22</b>
7.	Кур-н І.	<b>0,78</b>	+	<b>0,90</b>	+	<b>0,12</b>
8.	Лог-н А.	<b>0,80</b>	+	<b>0,88</b>	+	<b>0,08</b>
9.	Лук-ич Я.	<b>0,75</b>	+	<b>0,90</b>	+	<b>0,15</b>
10.	Лу-а А.	<b>0,73</b>	+	<b>0,92</b>	+	<b>0,19</b>
11.	Мир-ко О.	<b>0,70</b>	+	<b>0,98</b>	+	<b>0,28</b>
12.	Мул-ва Г.	<b>0,82</b>	+	<b>0,93</b>	+	<b>0,11</b>
13.	Мул-ва О.	<b>0,78</b>	+	<b>0,88</b>	+	<b>0,10</b>
14.	Нес-ко В.	<b>0,62</b>	-	<b>0,78</b>	+	<b>0,16</b>
15.	Об-ов В.	<b>0,65</b>	-	<b>0,88</b>	+	<b>0,23</b>
16.	Сер-ик Є.	<b>0,48</b>	-	<b>0,83</b>	+	<b>0,35</b>
17.	Ск-яр А.	<b>0,87</b>	+	<b>0,98</b>	+	<b>0,11</b>
18.	Тар-н Д.	<b>0,62</b>	-	<b>0,83</b>	+	<b>0,21</b>
19.	Тер-ко В.	<b>0,55</b>	-	<b>0,88</b>	+	<b>0,33</b>
20.	Як-ич В.	<b>0,73</b>	+	<b>0,88</b>	+	<b>0,15</b>

**Показники коефіцієнтів навченості за результатами  
передекспериментального та післяекспериментального зрізів (група ЕГ-2)**

№	ПІБ	Коефіцієнт навченості (перед-експеримент. зріз)	Показник «Є ефект» (+) – «немає ефекту» (-)	Коефіцієнт навченості (після-експеримент. зріз)	Показник «Є ефект» (+) – «немає ефекту» (-)	Приріст коефіц. навчен.
1.	Бой-к А.	<b>0,38</b>	-	<b>0,72</b>	+	<b>0,34</b>
2.	Бон-ар Б.	<b>0,53</b>	-	<b>0,87</b>	+	<b>0,34</b>
3.	Ков-ко Д.	<b>0,45</b>	-	<b>0,77</b>	+	<b>0,32</b>
4.	Коз-ва М.	<b>0,57</b>	-	<b>0,90</b>	+	<b>0,33</b>
5.	Кол-ік О.	<b>0,55</b>	-	<b>0,83</b>	+	<b>0,28</b>
6.	Краш-ов А.	<b>0,78</b>	+	<b>0,95</b>	+	<b>0,17</b>
7.	Кр-ть В.	<b>0,62</b>	-	<b>0,85</b>	+	<b>0,23</b>
8.	Куз-ка О.	<b>0,81</b>	+	<b>0,95</b>	+	<b>0,14</b>
9.	Мат-їв К.	<b>0,55</b>	-	<b>0,93</b>	+	<b>0,38</b>
10.	Мел-ник Ю.	<b>0,73</b>	+	<b>0,90</b>	+	<b>0,17</b>
11.	Мор-з М.	<b>0,10</b>	-	<b>0,73</b>	+	<b>0,63</b>
12.	Наз-ов І.	<b>0,52</b>	-	<b>0,85</b>	+	<b>0,33</b>
13.	Нов-ов В.	<b>0,65</b>	-	<b>0,80</b>	+	<b>0,15</b>
14.	Он-ук Н.	<b>0,57</b>	-	<b>0,87</b>	+	<b>0,30</b>
15.	Пус-іт Д.	<b>0,72</b>	+	<b>0,93</b>	+	<b>0,21</b>
16.	Рем-ов О.	<b>0,67</b>	-	<b>0,85</b>	+	<b>0,18</b>
17.	Ром-ко І.	<b>0,60</b>	-	<b>0,80</b>	+	<b>0,20</b>
18.	Ром-ка С.	<b>0,70</b>	+	<b>0,93</b>	+	<b>0,23</b>
19.	Ряб-кий В.	<b>0,23</b>	-	<b>0,62</b>	-	<b>0,39</b>
20.	Тар-ко С.	<b>0,43</b>	-	<b>0,72</b>	+	<b>0,29</b>
21.	Цис-кий А.	<b>0,52</b>	-	<b>0,77</b>	+	<b>0,25</b>
22.	Як-ко А.	<b>0,38</b>	-	<b>0,75</b>	+	<b>0,37</b>



**Показники коефіцієнтів навченості за результатами  
передекспериментального та післяекспериментального зрізів (група ЕГ-3)**

№	ПІБ	Коефіцієнт навченості (перед-експеримент. зріз)	Показник «Є ефект» (+) – «нема ефекту» (-)	Коефіцієнт навченості (після-експеримент. зріз)	Показник «Є ефект» (+) – «нема ефекту» (-)	Приріст коефіц. навчен.
1.	Бай-ак О.	<b>0,77</b>	+	<b>0,92</b>	+	<b>0,15</b>
2.	Бли-ов С.	<b>0,73</b>	+	<b>0,89</b>	+	<b>0,16</b>
3.	Вед-ко О.	<b>0,75</b>	+	<b>0,90</b>	+	<b>0,15</b>
4.	Дем-ук О.	<b>0,75</b>	+	<b>0,93</b>	+	<b>0,18</b>
5.	Дер-ач М.	<b>0,78</b>	+	<b>0,92</b>	+	<b>0,14</b>
6.	Дор-ук А.	<b>0,62</b>	-	<b>0,88</b>	+	<b>0,26</b>
7.	Кор-на К.	<b>0,85</b>	+	<b>0,95</b>	+	<b>0,10</b>
8.	Лєд-ва А.	<b>0,73</b>	+	<b>0,92</b>	+	<b>0,19</b>
9.	Луб-ець Ю.	<b>0,73</b>	+	<b>0,92</b>	+	<b>0,19</b>
10.	Луц-ко М.	<b>0,63</b>	-	<b>0,88</b>	+	<b>0,25</b>
11.	Мер-ов О.	<b>0,80</b>	+	<b>0,95</b>	+	<b>0,15</b>
12.	Нім-ць А.	<b>0,72</b>	+	<b>0,95</b>	+	<b>0,23</b>
13.	Ног-ль О.	<b>0,68</b>	-	<b>0,93</b>	+	<b>0,25</b>
14.	Пол-ва А.	<b>0,63</b>	-	<b>0,85</b>	+	<b>0,22</b>
15.	Фед-ов В.	<b>0,58</b>	-	<b>0,83</b>	+	<b>0,25</b>
16.	Шир-єв А.	<b>0,67</b>	-	<b>0,95</b>	+	<b>0,28</b>
17.	Яр-ва М.	<b>0,48</b>	-	<b>0,87</b>	+	<b>0,39</b>
18.	Яр-кий В.	<b>0,70</b>	+	<b>0,88</b>	+	<b>0,18</b>

**Показники коефіцієнтів навченості за результатами  
передекспериментального та післяекспериментального зрізів (група ЕГ-4)**

№	ПІБ	Коефіцієнт навченості (перед-експеримент. зріз)	Показник «Є ефект» (+) – «немає ефекту» (-)	Коефіцієнт навченості (після-експеримент. зріз)	Показник «Є ефект» (+) – «немає ефекту» (-)	Приріст коефіц. навчен.
1.	Ал-єв Н.	<b>0,55</b>	-	<b>0,92</b>	+	<b>0,37</b>
2.	Бал-с О.	<b>0,60</b>	-	<b>0,82</b>	+	<b>0,22</b>
3.	Вис-кий С.	<b>0,57</b>	-	<b>0,90</b>	+	<b>0,33</b>
4.	Він-юк А.	<b>0,47</b>	-	<b>0,77</b>	+	<b>0,30</b>
5.	Войт-ко А.	<b>0,48</b>	-	<b>0,72</b>	+	<b>0,24</b>
6.	Гор-ін В.	<b>0,40</b>	-	<b>0,83</b>	+	<b>0,43</b>
7.	Зак-кий В.	<b>0,72</b>	+	<b>0,87</b>	+	<b>0,15</b>
8.	Кор-ль О.	<b>0,72</b>	+	<b>0,85</b>	+	<b>0,13</b>
9.	Куд-єв А.	<b>0,68</b>	-	<b>0,85</b>	+	<b>0,17</b>
10.	Мат-ич В.	<b>0,45</b>	-	<b>0,85</b>	+	<b>0,40</b>
11.	Мол-ов В.	<b>0,70</b>	+	<b>0,82</b>	+	<b>0,12</b>
12.	По-їк Ю.	<b>0,52</b>	-	<b>0,75</b>	+	<b>0,23</b>
13.	Поп-ич Б.	<b>0,33</b>	-	<b>0,77</b>	+	<b>0,44</b>
14.	Ра-єв А.	<b>0,80</b>	+	<b>0,97</b>	+	<b>0,17</b>
15.	Сав-ов Ю.	<b>0,73</b>	+	<b>0,92</b>	+	<b>0,19</b>
16.	Сав-ко А.	<b>0,78</b>	+	<b>0,82</b>	+	<b>0,04</b>
17.	Сар-ов С.	<b>0,32</b>	-	<b>0,62</b>	-	<b>0,30</b>
18.	Чу-ак А.	<b>0,68</b>	-	<b>0,78</b>	+	<b>0,10</b>
19.	Шар-ва М.	<b>0,75</b>	+	<b>0,77</b>	+	<b>0,02</b>
20.	Ши-ин Є.	<b>0,37</b>	-	<b>0,82</b>	+	<b>0,45</b>

**Показники коефіцієнтів навченості за результатами  
передекспериментального та післяекспериментального зрізів (група ЕГ-5)**

№	ПІБ	Коефіцієнт навченості (перед-експеримент. зріз)	Показник «Є ефект» (+) – «нема ефекту» (-)	Коефіцієнт навченості (після-експеримент. зріз)	Показник «Є ефект» (+) – «нема ефекту» (-)	Приріст коефіц. навчен.
1.	Бар-аш І.	<b>0,25</b>	-	<b>0,80</b>	+	<b>0,55</b>
2.	Вой-ко Д.	<b>0,72</b>	+	<b>0,90</b>	+	<b>0,18</b>
3.	Вол-ов С.	<b>0,85</b>	+	<b>0,90</b>	+	<b>0,05</b>
4.	Гал-кий В.	<b>0,42</b>	-	<b>0,60</b>	-	<b>0,18</b>
5.	Гол-ін І.	<b>0,42</b>	-	<b>0,77</b>	+	<b>0,35</b>
6.	Жук-в Є.	<b>0,22</b>	-	<b>0,70</b>	+	<b>0,48</b>
7.	Зел-ка М.	<b>0,50</b>	-	<b>0,82</b>	+	<b>0,32</b>
8.	Крас-к К.	<b>0,50</b>	-	<b>0,78</b>	+	<b>0,28</b>
9.	Лев-ук Л.	<b>0,45</b>	-	<b>0,83</b>	+	<b>0,38</b>
10.	Ляш-ко Н.	<b>0,22</b>	-	<b>0,72</b>	+	<b>0,50</b>
11.	Мат-ич З.	<b>0,80</b>	+	<b>0,82</b>	+	<b>0,02</b>
12.	Неч-ва А.	<b>0,38</b>	-	<b>0,47</b>	-	<b>0,09</b>
13.	Пол-ок А.	<b>0,70</b>	+	<b>0,85</b>	+	<b>0,15</b>
14.	Сич-в С.	<b>0,57</b>	-	<b>0,68</b>	-	<b>0,11</b>
15.	Чер-ес М.	<b>0,48</b>	-	<b>0,65</b>	-	<b>0,17</b>
16.	Як-ук А.	<b>0,47</b>	-	<b>0,73</b>	+	<b>0,26</b>

**Додаток Ж****Зразок післяекспериментального тесту для студентів другого курсу****Listening**

*Task 1. You will hear five different students talking about their first year at university. For questions A-C, choose the right answer.*

1. Who does Speaker 1 want to become in future?
  - A. Researcher
  - B. Historian
  - C. Lecturer
2. According to Speaker 2, Sheffield Hallam College...
  - A. had only 20 places.
  - B. has many connections with variety of hospitals.
  - C. is too far from Speaker`s home.
3. Why does Speaker 3 studies part-time?
  - A. Because he works at school.
  - B. Because he thought it was easier.
  - C. Because students organize great parties.
4. Why did parents of Speaker 4 try to change her mind about profession?
  - A. They thought it was stressful.
  - B. They thought she wouldn`t be able to earn money.
  - C. They thought she should enter another university.
5. What does Speaker 5 especially like about his department?
  - A. There is a possibility to work part-time.
  - B. The university is close to his home.
  - C. Every weekend there is a chance for students to go out.

**Reading**

*Task 2. You are going to read an article about the Iditarod Trail in Alaska. Read the text and decide whether the following sentences are true (T) or false (F).*

6. The population of Alaska remained the same throughout the 1880s.
7. For a short time, more people lived in Iditarod than in any other city in Alaska.
8. After 1910, it became possible to deliver letters in winter as well as summer.
9. When travelling on the Iditarod Trail, drivers had to take food for the dogs with them.
10. In the 1920s, aeroplanes were used more often than boats and dogs.
11. Doctors in Nome had a good supply of medicine to cure diphtheria.
12. The pilot Carl Eielson refused to fly his plane because of the cold weather.
13. Leonhard Seppala`s dog was able to lead him safely to his destination.
14. Balto fell into some icy water but managed to save himself.
15. The Iditarod race takes a different route every year.

### **THE HISTORY OF THE IDITAROD – THE LAST GREAT RACE ON EARTH**

In the 1880s, gold was discovered in what is now the most northern state of the USA, Alaska. Many people came to the area hoping to get rich. New towns were built and grew quickly. One such town was called Iditarod, which means ‘far, distant place’. This town grew so quickly during 1909 that it briefly became the largest city in Alaska. In the summer months, essential supplies could be delivered to these towns by boat, but in the winter the rivers and the ocean froze and there was no way to get to them. So, in 1910, a winter track was built which would be used by teams of dogs pulling sleds. They would take mail, food and clothes to the gold miners.

The track became known as the Iditarod Trail. It took a team of dogs about three weeks to travel across Alaska. They stopped at ‘roadhouses’ where the drivers could get a warm bed for the night and something to eat for both themselves and their dogs. The trail was used every winter until the 1920s when aeroplanes replaced steam boats and dog teams as the main form of transport.

However, the dogs had one last taste of fame in 1925, when a disease called

diphtheria hit the city of Nome. The disease could be cured, but, unfortunately, the closest medicine that could be found was in Anchorage, right on the other side of Alaska. Aeroplanes were still quite new, so no-one knew if they could fly in such cold weather. Also, Carl Eielson, the only pilot considered skilled enough to manage flight, was away on a trip at the time. It was therefore agreed that the medicine would be transported using teams of dogs instead.

The trip covered over 1,000 kilometres, most of it along the Iditarod trail. It took twenty teams just six days to complete the journey. Leonhard Seppala, a Norwegian who had come to Alaska looking for gold, travelled the first 400 of those kilometres. He had to trust his dog Togo's ability to find his way in the blinding snow and Togo turned out to be a reliable guide. The last part of the journey was done by Gunnar Kaasen who had driven dog teams in Alaska for 21 years. His lead dog was Balto. At one point Balto refused to go any further, and saved the team from falling into icy water. The diphtheria was stopped and Balto became a hero.

Nowadays a dog sled race is held every year from Anchorage to Nome, following the route of that famous journey in 1925. It is called the Iditarod and has become known as 'The Last Great Race on Earth'.

*Task 3. Read the text below and choose the correct word for each space. For each question, put the correct letter A, B, C or D on your answer sheet.*

*Example:*

0	<b>A. keep</b>	<i>B. stay</i>	<i>C. hold</i>	<i>D. rest</i>
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## **ZOOS**

People began to (0) .....A..... animals in zoos (16) ..... 3,000 years ago, when the rulers of china opened an enormous zoo called the Gardens of Intelligence.

In many of the early zoos, animals (17) .....taught to perform for the visitors. This no longer (18) ..... and it is accepted that the purpose of zoos is for people to see animals behaving naturally.

Today, most cities have a zoo or wildlife park. However, not (19) ..... approves of zoos. People who think that zoos are a good idea say they (20)..... us with the opportunity to (21)..... about the natural world and be close to wild animals. Both of (22) .....would not be possible (23)..... zoos. On the other hand, some people disapprove of zoos because they (24)..... it is wrong to put animals in cages, and argue that in zoos which are not (25) ..... properly, animals live in dirty conditions and eat unsuitable food.

16	A. above	B. over	C. more	D. beyond
17	A. are	B. have	C. were	D. had
18	A. appears	B. becomes	C. develops	D. happens
19	A. somebody	B. everybody	C. nobody	D. anybody
20	A. produce	B. bring	C. provide	D. make
21	A. discover	B. learn	C. find	D. realise
22	A. that	B. what	C. whose	D. these
23	A. without	B. instead	C. except	D. unless
24	A. hope	B. expect	C. imagine	D. believe
25	A. ordered	B. managed	C. decided	D. aimed

## Writing

*Task 5. Read the sentences about a swimming pool. For each question, complete the second sentence so that it means the same as the first. Use no more than three words. Write only missing words on your answer sheet.*

*Example:*

0 *There is a new swimming pool in our town.*

***Our town ..... a new swimming pool.***

*Answer: 0 has got*

1. It's six months since I last went swimming.

**I ..... been swimming for six months.**

2. The new pool is near my house.

• **It's not ..... the new pool to my home.**

3. If you can't swim, you're not allowed in the deep end.

**You're not allowed in the deep end ..... you can swim.**

4. My friend Sam wanted me to go swimming with him.

**'Why ..... come swimming with me?' suggested Sam.**

5. I didn't go swimming with Sam because I was very busy.

**I was ..... busy to go swimming with Sam.**

*Task 6. A TV company came to your school yesterday to make a film. Write an email to your English friend Alice. In your email, you should*

- *Explain why the TV company chose your school*
- *Tell her who or what they filmed*
- *Say when the programme will be shown on television.*

*Write 35-45 words on your answer sheet.*

*Task 7. Write a piece of writing to one of the topics. Write your answer in about 100 words on your answer sheet. Mark the topic number in the line on your answer sheet.*

*Topic 1. This is part of a letter you receive from an English friend.*

My parents want me to go on holiday with them this summer but I'd prefer to go somewhere with my friends. I have to choose. What do you think I should do?

Now write a letter, giving your friend some advice. Write your letter on your answer sheet.



*Topic 2.* Write a story which must begin with this sentence:

*As soon as I saw the handwriting on the envelope I smiled.*

Write your story on your answer sheet.

### **Speaking**

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make notes to help you if you wish.

Explain why you have chosen your speciality and university.

You should say:

- When you started to think about your future profession
- Who you wanted to become in childhood and how your desire has changed
- Who influenced your decision about the speciality and profession
- What you want to achieve during your study.

### Додаток 3

#### Зразок післяекспериментального тесту для студентів третього курсу

##### Listening

*Task 1. You will listen to a record about online-banking. For questions 1-5, choose the right answer.*

2. What is online-banking?
  - D. Performing actions on-line
  - E. Performing payments through a bank`s website
  - F. Making transactions and payments
2. What is the greatest advantage of online banking?
  - D. Convenience
  - E. Security
  - F. Authentication
3. What does “TAN” stand for?
  - D. Transaction authentication number
  - E. Transforming authentication number
  - F. Transaction authorisation number
4. What is phishing?
  - D. E-mails from your bank
  - E. Fake e-mails aiming at stealing personal information
  - F. E-mails containing your account details
5. What precautions are recommended to prevent cybercrime?
  - D. Writing down your PIN
  - E. Providing sensitive information by request
  - F. Investing in anti-spy software

##### Reading

*Task2. You are going to read an article about the use of computers in business. Read the text and decide whether the following sentences are true (T) or false (F).*

6. Computers facilitate business operations in many areas.
7. Only personal computers are used in business.
8. Computerized phone systems can be used during off hours.
9. Marketing videos can be edited with the help of a third party only.
10. Computer accounting can be risky for human.
11. Accounting software allows businesses to have accurate and quick reports.
12. Encryption and replace keys endanger data storage.
13. Central storage allows multiple computers to access data.
14. Spreadsheet applications can manage either numeric or alphabetic data.
15. Online webinars can fit the busy schedules of businesses.

## **COMPUTERS IN BUSINESS**

Almost every business uses computers to complete daily tasks. From making contact with clients to inputting data for reports, computers allow businesses a more efficient way to manage affairs when compared to traditional paper and folders. Businesses use a variety of different types of computers such as desktops, laptops, servers and tablets, depending on their needs. The basic reasons for the use of IT in business are as follows:

### ***Communication***

Communication is key when gaining and maintaining clients and other important contacts. Computers give businesses access to email, instant messaging and customer contact systems. Computerized phone systems allow for automated support during off hours and a virtual operator can quickly direct callers to the correct department for faster support.

### ***Marketing***

Computers allow businesses to create websites, stunning ads and complete marketing campaigns. Marketing videos can be edited and custom ads created in-house with the use of specialized software. Businesses can completely develop and manage websites with their own servers or connect remotely to a third-party business to upload their latest content such as articles, product images and blog posts.

### ***Accounting***

Accounting without computers presents a high risk for human error. Accounting software allows businesses to simply input their financial data and instantly see gains and losses. All necessary tax reports are available the moment the data is entered. Using computers for managing expenses and calculating profit is vital for ensuring financial data is as accurate as possible.

### ***Storage***

Instead of filing cabinets, businesses are able to store millions of files using computers and servers. Data can be stored centrally for easy access from multiple computers or stored locally for individual use. Computerized storage saves space and provides a far more efficient organization strategy. With encryption, passwords and replace keys, data remains secure.

### ***Documents and Reports***

Most businesses have some sort of productivity software which typically includes a word processor and spreadsheet application. These two programs allow businesses to create reports, memos, tutorials and even colorful ads for company events. Spreadsheet applications give businesses the chance to organize, manage and calculate both numeric and alphabetic data. With charts and graphs, reporting becomes visual instead of text-based.

### ***Education***

Businesses use computers to help educate employees on software, company policy, standard procedures and safety. Instead of hiring teachers, computers can be used to educate employees at their own pace or through an online webinar with live questions and answers. This form of education fits the busy schedules of businesses without sacrificing the quality of the education.

*Task 3. Read the text below and choose the correct word for each space. For each question, put the correct letter A, B, C or D on your answer sheet.*

*Example:*

0	<b><i>B. world`s</i></b>	<i>B. planet`s</i>	<i>C. city`s</i>	<i>D. country`s</i>
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## HISTORY OF PERSONAL COMPUTER INDUSTRY

IBM, the (0) .....A..... dominant computer (16) ..... entered the computer market in 1981, when it introduced the IBM Personal Computer. The IBM PC was significantly (17) ..... than rival machines, had about 10 times their memory (18) ..... The IBM PC became the world's most popular personal computer, and both its microprocessor, the Intel 8088, and its (19) ..... system became industry standards. Rival machines that used Intel microprocessors and MS-DOS became known as "IBM clones" and (20) ..... simply on the basis of low price.

In 1983 Apple introduced Lisa, a personal computer with a (21) ..... user interface. A GUI is a display format that allows the user to select (22) ....., start programs, and do other routine tasks by using a (23) ..... called a mouse to point to pictorial symbols – (24) ....., or lists of menu choices on the (25) ..... The Lisa's GUI became the basis of Apple's Macintosh personal computer, which was introduced in 1984 and proved extremely successful.

16	B. customer	B. manufacturer	C. consumer	D. buyer
17	B. fastest	B. fast	C. faster	D. more fast
18	B. capacity	B. ability	C. possibility	D. volume
19	B. ultimate	B. operation	C. operative	D. operating
20	B. struggled	B. competed	C. fought	D. combated
21	B. graffiti	B. graphical	C. graphic	D. ground
22	B. commands	B. directions	C. orders	D. asks
23	B. application	B. software	C. device	D. machine
24	B. windows	B. screens	C. images	D. icons
25	B. workplace	B. desk	C. screen	D. light

## Writing

*Task 4. Read the following sentences. For each question, complete the second sentence so that it means the same as the first. Use the given word in bold. Write only missing words on your answer sheet.*

*Example: 0. There is a new swimming pool in our town.*

**has**                      *Our town ..... a new swimming pool.*

*Answer: 0. has got*

6. The employees are obliged to follow safety rules at the workplace.

**to**                      *The employees..... safety rules at the workplace.*

7. The function of CPU is to interpret codes.

**responsible**                      *The CPU ..... interpreting codes.*

8. Developers created an expert system to translate natural languages.

**was**                      *An expert system ..... translate natural languages.*

9. The company expanded, but it didn't analyze the risks.

**without**                      *The company expanded ..... the risks.*

10. I couldn't make a transaction because the bank was closed.

**as**                      *I couldn't make a transaction ..... closed.*

*Task 5. You work as Human Resources Manager at ABC Company. Your CEO has asked you to inform Mary Ann Stevenson, Research & Development Manager about a meeting which will be held on December 20 at Meeting Hall#3. The topic of the meeting is discussion of a company's strategy for the next year.*

*Write an e-mail of 40-60 words on your answer sheet.*

*Task 6. Write a piece of writing to one of the topics. Write your answer in about 120-150 words. Mark the topic number on your answer sheet.*

*Topic 1. This is a letter you have received from your customer.*

Dear Sir or Madam,

I'm afraid that the enclosed CD with your program Easy View doesn't work. It is the third one I've had to return this month (see attached correspondence).

I bought the disk from ABC stores at Newtown, Big County on 5<sup>th</sup> of December. I was careful to follow the instructions for use, nevertheless, the disk failed to run. Other than the three I've had to return recently, I've always found your products to be excellent.

I'd be grateful if you could send a replacement and refund my postage of £10.

I really appreciate your help.

Yours faithfully

Joan Smith

Now write a response to the letter, in which you apologize for the inconvenience and assure your customer that she will receive a replacement and a refund. Write your letter on your answer sheet.

*Topic 2.* Mr. John Crain, the owner of a university cybercafé, has asked you to make a questionnaire among customers about their satisfaction with service and prepare a report on its results. After questioning 50 visitors you have received the following results:

	<i>Positive answers</i>	<i>Negative answers</i>
<i>Atmosphere</i>	45	5
<i>Food</i>	23	27
<i>Personnel</i>	14	36
<i>Internet facilities</i>	35	15

Write a report in which you outline the situation and provide your recommendations.

### **Speaking**

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make notes to help you if you wish.

Explain how the computer has changed the way students study at universities.

You should say:

- What was the study like before PC became widespread
- What are the advantages of computer use in the study
- What are the disadvantages of computer use in the study
- How you use a computer in your own learning process





8. Чи відчували Ви, що Ваше володіння англійською мовою для професійного спілкування зростає від заняття до заняття, коли Ви використовували дані навчальні матеріали і навчалися за запропонованою в них методикою?

так? ні?

9. Чи допомагали Вам навчальні матеріали і та методика, на основі якої вони розроблені, відчувати на заняттях відсутність тривожності, зацікавленість, стан високої навчальної активності?

так? ні?

10. Які з наведених нижче мовленнєвих умінь у Вас розвинулися найкраще під час роботи із даними навчальними матеріалами?

аудіювання? говоріння? читання? письмо?

11. Які з наведених нижче мовленнєвих умінь у Вас розвинулися недостатньо час роботи з даними навчальними матеріалами?

аудіювання? говоріння? читання? письмо?

12. Якими недоліками володіють навчальні матеріали, за яким Ви займалися? одноманітність завдань? нецікаві теми? не стимулює творчість? інше (вказати, що саме)?

13. Яке, на Вашу думку, оптимальна кількість аудиторних годин на тиждень необхідно для успішного навчання з використанням даних навчальних матеріалів?

2 години? 4 години? 6 годин? 8 годин?

14. Що Вам найбільше сподобалося під час навчання з використанням даних навчальних матеріалів?

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робота в групах над проектами, презентаціями тощо?

робота з автентичними текстами?

робота над граматичними і лексичними вправами?

обговорення питань в групах або з викладачем?

інше (вказати, що саме)?

15. Ваші пропозиції та побажання щодо вдосконалення навчальних матеріалів і методики, за якою Ви навчалися.

Дякуємо Вам за допомогу!

## Додаток Л

СПИСОК ПУБЛІКАЦІЙ ЗА ТЕМОЮ ДИСЕРТАЦІЇ ТА ВІДОМОСТІ  
ПРО АПРОБАЦІЮ РЕЗУЛЬТАТІВ ДИСЕРТАЦІЇ

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44. Корнєва, З. М. (2017b). Формування соціокультурної компетентності студентів технічних спеціальностей у курсі англійської мови професійного спрямування. В С. М. Іваненко, О. В. Холоденко, К. М. Павицька і О. Г. Смольнікова (Уклад.), *Нові концепції викладання у світлі інноваційних досягнень європейської дидактики вищої школи*. Матеріали міжнародної науково-методичної конференції, 30-31 жовтня 2017 р. (сс. 145-147). Київ, Україна: НПУ імені М. П. Драгоманова.

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### **Відомості про апробацію результатів дисертації**

*міжнародних:*

– "Вища освіта України у контексті інтеграції до європейського освітнього простору" (Київський національний університет імені Тараса Шевченка, 27-29 листопада 2008 р., форма участі – очна);

– "Мови і світ: дослідження та викладання" (Кіровоградський державний педагогічний університет ім. В. Винниченка, 19-20 березня 2009 р., форма участі – очна),

– "Навчання загальнонавчальної та ділової англійської мови у східній Європі: для чого та як?" (Дніпропетровський університет економіки і права, 15-16 травня 2009 р., форма участі – очна);

– 22<sup>nd</sup> Annual BESIG Conference (The Poznan University of Economics, 20-22 November 2009, форма участі – очна);



- "Пріоритетні напрями підготовки вчителя іноземної мови у контексті вимог Болонського процесу" (Ніжинський державний університет імені Миколи Гоголя, 20-21 травня 2011 р., форма участі – очна);
- "Викладання мов у вищих навчальних закладах освіти на сучасному етапі. Міжпредметні зв'язки" (Харківський національний університет імені В. Н. Каразіна, 2-4 червня 2011 р., форма участі – очна);
- "Теория и технология иноязычного образования" (Национальный педагогический университет имени М. П. Драгоманова, 27-28 октября 2011 г., форма участі – очна);
- "Лингвокультурное образование в системе вузовской подготовки специалиста" (Учреждение образования "Брестский государственный университет имени А. С. Пушкина", 17-18 ноября 2011 г., форма участі – очна);
- "Лінгвістичні проблеми та інноваційні підходи до викладання чужоземних мов у вищих навчальних закладах" (Львівський державний університет безпеки життєдіяльності, 19-21 квітня 2012 р., форма участі – очна);
- "Інноваційні технології в процесі викладання іноземної мови професійного спрямування" (Дипломатична академія України при МЗС України, 23 травня 2012 р., форма участі – очна);
- "Иностранные языки: лингвистические и методические аспекты" (Тверской государственной университет, 7-22 марта 2013 г., форма участі – очна);
- "Іноземна мова професійного спрямування як складова підготовки дипломатів та фахівців у сфері зовнішніх зносин" (Дипломатична академія України при МЗС України, 31 травня 2013 р., форма участі – очна);
- International Journal of Arts and Sciences Multidisciplinary Conference (Bad Hofgastein, 17-21 June 2013, форма участі – очна);
- Международном крымском лингвистическом конгрессе "Язык и мир" (г. Ялта, 30 сентября – 4 октября 2013 г., форма участі – очна);
- "Мови у відкритому суспільстві: проблеми міжнародного спілкування" (Чернігівський національний педагогічний університет імені Т.Г. Шевченка, 18-19 жовтня 2013 р., форма участі – очна);

- "Современные проблемы гуманитарных и естественных наук" (г. Москва, 25-26 июня 2013 г. , форма участі – заочна);
- "Мови професійної комунікації: лінгвокультурний, когнітивно-дискурсивний, перекладознавчий та методичний аспекти" (Національний технічний університет України "Київський політехнічний інститут" 17 квітня 2014 р., форма участі – очна);
- "Мови професійної комунікації: лінгвокультурний, когнітивно-дискурсивний, перекладознавчий та методичний аспекти" (Національний технічний університет України "Київський політехнічний інститут", 16 квітня 2015 р. , форма участі – очна);
- "Мова. Культура. Комунікація : дослідження мови та літератури в глобалізованому світі" (Чернігівський національний педагогічний університет імені Т.Г.Шевченка, 24-25 квітня 2015 р.);
- "Проблеми педагогіки та психології - 2015" (Товариство культурного та наукового прогресу у Центральній та Східній Європі, м. Будапешт, 19 липня 2015 р. , форма участі – заочна);
- "Linguistics Beyond and Within 2015" (John Paul II Catholic University of Lublin, 22-23 October 2015, форма участі – очна);
- "Стратегії міжкультурної комунікації в мовній освіті сучасного ЗВО" (Київський національний економічний університет, 15 березня 2016 р., форма участі – очна);
- "Мова. Культура. Комунікація: дослідження мови та літератури в глобалізованому світі" (Чернігівський національний педагогічний університет імені Т. Г. Шевченка, 22-23 квітня 2016 р., форма участі – очна);
- "Взаємодія одиниць мови і мовлення : комунікативно-когнітивний, соціокультурний, перекладознавчий та методичний аспекти" (м. Київ, НТУУ "КПІ", 22 квітня 2016 р., форма участі – очна);
- "Мови професійної комунікації : лінгвокультурний, когнітивно-дискурсивний, перекладознавчий та методичний аспекти" (Національний технічний університет України "Київський політехнічний інститут", 21 квітня 2016 р., форма участі – очна);

– "Проблеми іншомовної освіти в епоху глобалізації" (Чернігівський національний педагогічний університет імені Т. Г. Шевченка, 28-29 жовтня 2016 р., форма участі – очна);

– "Стратегії міжкультурної комунікації в мовній освіті сучасного ЗВО" (Київський національний економічний університет, 21 березня 2017 р., форма участі – очна);

– "Лінгвістика фахових мов, термінознавство, переклад" (Київський національний університет імені Тараса Шевченка, 11-12 травня 2017 р., форма участі – очна);

– "Нові концепції викладання у світлі інноваційних досягнень європейської дидактики вищої школи" (НПУ імені М.П.Драгоманова, 30-31 жовтня 2017 р., форма участі – очна);

– "Стратегії міжкультурної комунікації в мовній освіті сучасного ВНЗ" (ДВНЗ "Київський національний економічний університет імені Вадима Гетьмана", 15 березня 2018 р., форма участі – очна);


– "Контроль та оцінювання як засоби оптимізації навчання мов" (Київський національний університет імені Тараса Шевченка, 25-27 квітня 2018 р., форма участі – очна);

*всеукраїнських:*

– "Актуальні проблеми викладання іноземних мов у вищій школі" (Донецький національний університет, 10-11 червня 2008 р., форма участі – очна), "Комунікативно-когнітивний підхід до викладання філологічних і психолого-педагогічних дисциплін" (Республіканський вищий навчальний заклад "Кримський гуманітарний університет" та Євпаторійський інститут соціальних наук, 20 квітня 2012 р., форма участі – очна; 19-20 квітня 2013 р., форма участі – очна), "Кіберагресія: психолого-педагогічні та кібернетичні проблеми безпеки" (Луганський національний університет ім. Тараса Шевченка, 11-13 листопада 2013 р., форма участі – очна).

## Додаток М

### Акти впровадження пропонованої методики у навчальний процес вищих навчальних закладів



**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ДНІПРОВСЬКИЙ ДЕРЖАВНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ**  
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19.04.2018 № 108-08.14/104 На № \_\_\_\_\_ від \_\_\_\_\_

**АКТ ПРО ВПРОВАДЖЕННЯ**  
результатів дисертаційного дослідження  
**Корнсої Зої Михайлівни**  
з теми “ Система професійно орієнтованого англomовного навчання студентів технічних спеціальностей у вищих навчальних закладах ”  
на здобуття наукового ступеня доктора педагогічних наук  
зі спеціальності 13.00.02 – теорія і методика навчання (германські мови)

Систему професійно орієнтованого англomовного навчання студентів технічних спеціальностей було впроваджено в навчальний процес в Дніпровському державному технічному університеті в 2017-2018 навчальному році. Запропонований здобувачем кафедри теорії, практики та перекладу англійської мови Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського» З. М. Корневою метод конструктивістського комбінованого навчання фахівців із інформаційних технологій реалізується у парадигмі особистісно-орієнтованого та професійно орієнтованого підходів до навчання іноземних мов професійного спрямування.

Розроблені вправи та завдання для навчання англійського професійно орієнтованого мовлення спрямовані на розвиток у студентів міжкультурної професійно орієнтованої англomовної комунікативної компетентності. До складу запропонованої системи вправ та завдань, втіленої у навчальному посібнику «Analytical Outlines», увійшли групи загальних та індивідуалізованих вправ, що мають на меті розвиток професійно орієнтованих умінь студентів у всіх видах мовленнєвої діяльності.


Впровадження зазначеної методики у навчальний процес відбувалося згідно із методичними рекомендаціями, у яких сформульовано послідовність та особливості організації навчання на основі авторської методики. Її впровадження сприяло вдосконаленню формування у майбутніх аналітиків систем міжкультурної професійно орієнтованої англomовної комунікативної компетентності, що підтверджує її ефективність та доцільність використання в навчальному процесі

Запропонована методика впроваджувалася серед 57 студентів другого курсу механічного факультету (кафедри технології машинобудування, металургійного обладнання та автомобільного господарства).

Акт про впровадження результатів дослідження розглянуто й ухвалено на засіданні кафедри перекладу (протокол № 4 від 18.04.2018 року)

Ректор О. М. Коробочка

Завідувач кафедри перекладу З. Ю. Воронова







**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ТАВРІЙСЬКИЙ ДЕРЖАВНИЙ АГРОТЕХНОЛОГІЧНИЙ**  
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23.04.2018 № 56/2-843

на № \_\_\_\_\_ від \_\_\_\_\_

**АКТ ПРО ВПРОВАДЖЕННЯ**  
**РЕЗУЛЬТАТІВ ДИСЕРТАЦІЙНОГО ДОСЛІДЖЕННЯ**

Корневої Зої Михайлівни

з теми "Система професійно орієнтованого англомовного навчання студентів технічних спеціальностей у вищих навчальних закладах" на здобуття наукового ступеня доктора педагогічних наук зі спеціальності 13.00.02 – теорія і методика навчання (германські мови)

Метод конструктивістського комбінованого навчання англійського професійно орієнтованого мовлення майбутніх ІТ-фахівців розроблений здобувачем кафедри теорії, практики та перекладу англійської мови Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського» З.М.Корневою, було впроваджено у навчальний процес у Таврійському державному агротехнологічному університеті у 2017-2018 навчальному році на матеріалі системи вправ і завдань, підручника "Professional Basics" та методичних рекомендацій. Актуальність створеної методики зумовлена особливостями організації навчального процесу із оволодіння професійно - орієнтованої іноземної мови в умовах немовних ЗВО України та потребою у розробці та впровадженні новітніх методик її викладання.

Розроблена автором нестандартна побудова навчального процесу із оволодіння іноземною мовою дозволяє інтегрувати викладання англійської мови та майбутньої спеціальності студентів з перших занять мовного курсу на першому та другому роках навчання у немовному ЗВО. Авторський метод базується на конструктивістському комбінованому навчанні, який реалізується через експериментальні види навчальної діяльності, що забезпечує оволодіння іноземною мовою у практичній діяльності, яка моделює професійну діяльність і здійснюється на основі змісту фахових дисциплін. Експериментальні види навчальної діяльності, через які формується міжкультурна професійно орієнтована іншомовна комунікативна компетентність, включають: творчі (ділові або рольові) ігри, проектну роботу, мозковий штурм, кейс-метод, дискусію та презентацію.

Запропонована методика впроваджувалася серед 55 студентів першого та другого років навчання факультету інженерії та комп'ютерних технологій. Застосування запропонованої методики сприяло оптимізації процесу формування міжкультурної професійно орієнтованої англомовної комунікативної компетентності у майбутніх ІТ-фахівців та підвищенню їхньої мотивації до вивчення англійської мови професійного спрямування. Вищевказане доводить ефективність розробленої методики.

Акт про впровадження результатів дослідження розглянуто й ухвалено на засіданні кафедри іноземних мов (протокол № 2 від 26.09.2017).

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УКРАЇНА

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**Державний вищий навчальний заклад**  
**«КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ**  
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На № \_\_\_\_\_

**АКТ ПРО ВПРОВАДЖЕННЯ**

результатів дисертаційного дослідження

**Корнєвої Зої Михайлівни**

з теми **“Система професійно орієнтованого англомовного навчання студентів технічних спеціальностей у вищих навчальних закладах”**

на здобуття наукового ступеня доктора педагогічних наук

зі спеціальності 13.00.02 – теорія і методика навчання (германські мови)

Методику формування міжкультурної професійно орієнтованої комунікативної компетентності студентів немовних спеціальностей було впроваджено в навчальний процес в ДВНЗ «Київський національний економічний університет імені Вадима Гетьмана» в 2017-2018 навчальному році. Запропонована методика впроваджувалася серед 38 студентів третього курсу факультету міжнародної економіки і менеджменту у курсі ділової іноземної мови спеціальності. Акт про впровадження результатів дослідження розглянуто й ухвалено на засіданні кафедри іноземних мов і міжкультурної комунікації (протокол № 8 від 24.04.2018)

Створена здобувачем кафедри теорії, практики та перекладу англійської мови Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського» З. М. Корнєвою система формування міжкультурної професійно орієнтованої іншомовної комунікативної компетентності базується на принципах практичної реалізації комунікативної компетентності у навчанні, забезпечення мотиваційної достатності у навчанні, автономії навчальної діяльності. Розроблений метод конструктивістського комбінованого навчання, який реалізується через експерієнційні види навчальної діяльності, забезпечує оволодіння діловою іноземною мовою в практичній діяльності, яка моделює діяльність професійну і здійснюється на основі змісту фахових дисциплін. Експерієнційні види навчальної діяльності, через які формується вищезазначена компетентність, включають: творчі (ділові або рольові) ігри, проектну роботу, мозковий штурм, кейс-метод, дискусію та презентацію. Усі експерієнційні види навчальної діяльності передбачають постійний Інтернет-пошук інформації в англомовних джерелах, а також практику в усіх видах мовленнєвої діяльності. Методичні рекомендації щодо організації навчання на основі авторської методики містять чіткі інструкції та доцільні поради.

Впровадження запропонованої методики сприяло оптимізації процесу навчання англійського професійно орієнтованого мовлення студентів третього курсу, що доводить її ефективність та доцільність застосування в навчальному процесі.

Проректор з наукової роботи

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# БІЛОЦЕРКІВСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ УНІВЕРСИТЕТ

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## АКТ ПРО ВПРОВАДЖЕННЯ результатів дисертаційного дослідження

**Корнєвої Зої Михайлівни**

з теми **“Система професійно орієнтованого англомовного навчання студентів технічних спеціальностей у вищих навчальних закладах”**

на здобуття наукового ступеня доктора педагогічних наук  
зі спеціальності 13.00.02 – теорія і методика навчання (германські мови)

Розроблену здобувачем методику формування міжкультурної професійно орієнтованої іншомовної комунікативної компетентності було впроваджено в навчальний процес в Білоцерківському національному аграрному університеті в 2017-2018 навчальному році.

Запропонована здобувачем кафедри теорії, практики та перекладу англійської мови Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського» З. М. Корнєвою система професійно орієнтованого англомовного навчання студентів немовних спеціальностей створена у межах когнітивно-дискурсивної парадигми має на меті формування у студентів міжкультурної професійно орієнтованої іншомовної комунікативної компетентності, яка складається з таких компонентів-компетентностей: лінгвістичної компетентності (фонетичної, лексичної, граматичної), соціокультурної компетентності (у єдності соціального та культурного складників), психологічної (породження та сприйняття мовлення), предметної (загальнопредметної та професійної предметної) та комунікативної (аудіювання, говоріння, читання, письмо) компетентностей. Дві з цих компетентностей, лінгвістична та соціокультурна, включають у себе специфічні аспекти. Такими аспектами лінгвістичної компетентності є формально-логічний та прагматичний, а у складі соціокультурної компетентності – формально-логічний, прагматичний та паралінгвістичний.

Розроблений метод базується на конструктивістському комбінованому навчанні, який реалізується через експерієнційні види навчальної діяльності, що забезпечує оволодіння іноземною мовою в практичній діяльності, яка моделює діяльність професійну і здійснюється на основі змісту фахових дисциплін.

Впровадження зазначеної методики у навчальний процес відбувалося на основі навчально-методичного комплексу “Professional Basics” згідно із методичними рекомендаціями, у яких сформульовано послідовність та особливості організації навчання на основі авторського методу. Впровадження запропонованої методики сприяло вдосконаленню формування у майбутніх фахівців із біржової діяльності компетентності у професійно орієнтованому мовленні, що підтверджує її ефективність та доцільність використання в навчальному процесі.

Запропонована методика впроваджувалася серед 32 студентів першого курсу економічного факультету Білоцерківського НАУ. Акт про впровадження результатів дослідження розглянуто й ухвалено на засіданні кафедри романо-германської філології та перекладу (протокол № 9 від 23 квітня 2018 р.)

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