

Приложении №2  
К Приказу О утверждении программы обучения №300819  
от 30 августа 2019

Утверждена  
Директор НОЧУ ДО «Языковая школа Дениса Брусенского»



**Образовательная программа дополнительного образования**

**Деловой английский**

Для взрослых  
Срок реализации — 1 год

г. Москва  
2019.

## СОДЕРЖАНИЕ

Паспорт программного документа  
 Пояснительная записка  
 Цель и задачи программы  
 Планируемый результат образовательной программы  
 Организационно-педагогические условия  
 Формы аттестации  
 Календарный учебный график  
 Учебно-методический план  
 Рабочая программа  
 Оценочные материалы  
 Методические материалы, литература и средства обучения

## ПАСПОРТ ПРОГРАММНОГО ДОКУМЕНТА

Ф.И.О., руководителя объединения: контактный тел.	Брусенский Денис Борисович +7 (495) 739-94-57 +7 (963) 925-66-77.
Наименование языкового центра дополнительного образования	НОЧУ ДО «Языковая школа Дениса Брусенского».
Вид программного документа	Рабочая программа к образовательной программе дополнительного образования «Деловой английский»
Продолжительность программы (объем)	118 ак. часов
Возраст	взрослые
Уровень владения языком	От Pre-intermediate до Advanced
Направление деятельности (отметить нужное направление)	Дополнительное образование, социально-педагогическая
Предметная область	Английский язык
На базе образовательного учреждения	НОЧУ ДО «Языковая школа Дениса Брусенского».
Место проведения занятий:	Селезневская ул., 11А стр.2, 310, Москва, 127473

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Реализация программы осуществляется через систему лекций, практических занятий, в том числе семинаров и самостоятельной работы обучающихся.

Программа разработана с целью максимального внедрения навыков и знаний в непосредственную работу, текущие бизнес задачи каждого обучаемого. Каждый раздел программы завершается объемным практическим блоком, в котором обучающиеся готовят реальные презентации, деловые письма, готовятся к реальным переговорам в их повседневной рабочей практике.

Самостоятельная работа включает в себя работу с лексикой, написание писем, создание презентаций, выполнение грамматических заданий, составление диалогов, прослушивание аудиоматериалов, чтение на английском языке адаптированной и оригинальной литературы. Обучение осуществляется по учебнику – *International Negotiations, Mark Powell, Cambridge Business Skills, 2015; Email English, Paul Emmerson, Macmillan, 2013; Presentations in English, Erica J. Williams, Macmillan, 2015*

Формы контроля учебной работы обучающихся по английскому языку - текущий, промежуточный и итоговый. С помощью текущего контроля проверяется усвоение знаний, умений и навыков на каждом занятии. Форма рубежного контроля – тестирование после завершения нескольких разделов уровня. Форма итогового контроля - зачет после завершения каждого тематического блока обучения и всего курса. Срок реализации каждого уровня и программы в целом зависит от цели обучения, которую преследует для себя занимающийся и его лингвистической подготовленности.

Методы обучения: организации и осуществления учебно-познавательной деятельности (словесные; наглядные (просмотр фильмов, схем, таблиц); практические (выполнение грамматических упражнений; перевод с русского языка на английский и с английского на русский язык; диалоги; монологи; чтение книг, учебных пособий, периодической печати оригинальной и адаптированной; прослушивание аудиоматериалов); проблемно-поисковые); методы стимулирования учебной деятельности в процессе обучения (ролевые игры, инсценирование, дискуссии, стимулирование посредством анализа жизненных ситуаций, создание ситуации успеха в учении).

Форма проведения учебных аудиторных занятий (групповая 5-10 человек, мини-группа - 2-4 человека и индивидуальная). Занятия проводятся по расписанию и графику, согласованному с Заказчиком. Рекомендованная интенсивность занятий 2 раза в неделю по 2 академических часа. Курс-интенсив - 3-6 раз в неделю (в зависимости от цели обучения) по 3 акад. часа. Группы формируются по возрастным категориям и уровню обученности. Объем учебного времени, предусмотренный учебным планом НОЧУ ДО «Языковая школа Дениса Брусенского» на реализацию программы составляет 6 месяцев. Курс-интенсив предполагает изучение одного уровня за 1- 2 месяца при максимальной нагрузке.

Обучение инвалидов и лиц с ограниченными возможностями здоровья может осуществляться как в общих группах, так и по индивидуальной программе. Во время проведения обучения в группах, где обучаются инвалиды и лица с ограниченными возможностями здоровья, возможно использование звукоусиливающей аппаратуры и иных средств, способствующих повышению уровня восприятия учебного материала.

## ЦЕЛЬ И ЗАДАЧИ ПРОГРАММЫ

**Цель** программы «Деловой английский» - развитие устной и письменной коммуникации обучающихся в деловой сфере за счет реализации следующих **задач**:

- развитие навыка деловой переписки на английском языке;
- подготовка к проведению переговоров на английском языке;
- развитие навыка составления бизнес-презентаций;
- развитие навыка чтения профессиональной литературы и документации;
- расширение словарного запаса в области деловой лексики различных отраслей, например: менеджмент, медицина, финансы или IT-сфера;
- формирование экономического кругозора и экономической культуры обучающихся, способствующих пониманию сущности современных экономических явлений;
- развитие речемыслительной деятельности и экономического стиля мышления, опирающегося на умение оперировать необходимыми экономическими понятиями и суждениями;
- эффективное использование иностранного языка в ситуациях, типичных для делового общения.

Программа ставит перед собой решение двух главных задач:

- активное и свободное владение языком в предложенных ситуациях.
- обеспечение языковым материалом, необходимым для осуществления реальной коммуникации

## ПЛАНИРУЕМЫЙ РЕЗУЛЬТАТ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Содержание программы заключается в развитии у обучающихся нижеперечисленных компетенций.

**Языковая компетенция** предусматривает овладение обучающимися следующими языковыми действиями:

- принять участие в дискуссии в различных ситуациях делового общения (*общее для всех тематических блоков языковое действие*);
- подготовиться к переговорам с внешними партнерами/потенциальными клиентами/коллегами и т.д.
- умение представлять свои доводы, аргументировать позицию, отстаивать свое мнение;
- конструктивно вести дискуссию по спорным вопросам и разногласиям;
- написать рекламацию на товар/услугу.
- вступить в контакт с потенциальным деловым партнёром;
- поддерживать деловые контакты;
- вести деловую и/или электронную переписку;
- обладать знаниями о структуре делового письма;
- знать специфическую лексику делового письма;
- владеть стилями делового письма;
- заказать по телефону гостиницу/билет на самолёт, обговорить условия участия в выставке.
- комментировать графики, таблицы и статистические данные;
- заполнить чек на оплату товара/услуги;
- составить Mind-Map по заданной теме;
- подготовить презентацию своей фирмы/своего предприятия/товара;

- выступление с презентацией на английском языке перед аудиторией;
- участие в обсуждении презентации, ответы на вопросы аудитории;
- подготовить пакет документов для трудоустройства;
- представиться в качестве соискателя рабочего места;
- подготовиться в качестве соискателя к интервью с потенциальным работодателем.

**Социальная компетенция** включает:

- умение общаться в заданной ситуации, т.е. определять стратегию общения и выбрать адекватные методы её воплощения;
- осознание и умение учитывать в процессе общения национальные межкультурные различия в поведении и коммуникации.

## **ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ**

**Кадровое обеспечение**

Согласно штатному расписанию образовательное учреждение укомплектовано кадрами, имеющими необходимую квалификацию для выполнения задач в рамках данной программы.

**Материально – техническое обеспечение:**

Материально-техническая база образовательного учреждения позволяет реализовать цели и задачи данной программы в полном объеме, имеет необходимое учебно-материальное оснащение образовательного процесса, создает соответствующую образовательную и социальную среду.

**В образовательном учреждении:**

- оборудованы помещения для проведения занятий;
- имеются места для отдыха и приема пищи.

Учебные помещения оборудованы необходимой мебелью (столы и стулья), офисным оснащением, необходимым инвентарем и оборудованием

**Информационное обеспечение**

Информационно-методические условия реализации программы обеспечиваются современной информационно-образовательной средой.

Предусмотрено регулярное использование аудиоаппаратуры (магнитофонов и CD/DVD проигрывателей), а также использование видеоаппаратуры (телевизора и видеоманитона), ноутбука и проектора для демонстрации учебных фильмов и проведения презентаций, а также учебной доски.

**Методическое обеспечение программы** осуществляется за счет:

- различной печатной продукции (учебники, словари, художественная и научно-познавательная литература, периодические издания, журналы, газеты и т.п.);
- информационных ресурсов сети Интернет;
- иных информационных носителей (CD/DVD, мобильные приложения и т.п.)

**Финансовое обеспечение**

Реализация программы осуществляется за счет средств физических лиц, оплативших обучение, а также за счет средств юридических лиц в случае, если работодатель оплачивает обучение своих сотрудников («корпоративное обучение»).

Количество человек в группе и формы работы

групповая 5-10 человек, мини-группа - 2-4 человека и индивидуальная

Режим и продолжительность занятий (Календарный учебный график)

Занятия проводятся 2 раза в неделю, по 2 академических часа в вечернее или утреннее время

Формы и методы работы в рамках программы:

Предлагаемые ниже формы и методы проведения курса способствуют углублению и расширению знаний учащихся по английскому языку, формированию коммуникативной и языковой компетенций.

1. Ознакомление с новой темой и проблемами, с ней связанными, с новыми лексическими единицами

-объяснение;

-прослушивание и запись материала занятий;

-самостоятельное чтение материала и его изучение;

-работа с лексикой.

2. Тренинг

-ответы на вопросы;

-поиск ответов на вопросы в тексте;

-чтение и перевод текстов;

-выполнение упражнений на закрепление грамматики;

-работа в минигруппах, парах, тройках и т.п..

3. Практическое применение

-обсуждение темы/проблемы в парах, группе; -выполнение тестов (устно, письменно);

-рефераты

-проекты

## ФОРМЫ АТТЕСТАЦИИ

Для отслеживания результативности данной программы используются следующие способы проверки и формы подведения итогов:

Оценка качества освоения дисциплины включает **текущий** контроль успеваемости (задания в тестовой форме, контрольные работы, типовые задания для практических занятий) и итоговые тесты в конце полугодий.

Текущий контроль предполагает оценку работы обучающихся на практических занятиях во всех видах иноязычной коммуникативной деятельности (аудировании, говорении, чтении, и письменной речи).

Самостоятельная работа обучающегося оценивается либо на занятии (это касается устной речи) в виде прослушивания подготовленных монологов и диалогов, либо во внеучебное время (письменные работы).

Для инвалидов и лиц с ограниченными возможностями здоровья возможно предоставление дополнительного времени на подготовку и выполнение тестового задания.

Оценка проводится по 10-ти балльной шкале

До начала участия в программе проводятся **диагностические занятия** в форме собеседования и анкетирования, творческих заданий, в результате которых определяется уровень мотивации слушателей к занятиям, их культурный кругозор, уровень их речевого иноязычного развития, направленность интересов.

В течение участия в программе осуществляется **промежуточный** и контроль в форме тестовых заданий, аудирований, что позволяет исследовать уровень приобретенных знаний, умений и навыков в области развития языковых компетенций обучающихся.

**Итоговый** контроль проводится в тестовой форме, а также в форме ответов на вопросы и групповой работе

Для всех видов контроля возможно использование формы оценки в виде ответов на вопросы в виде экзамена.

### КАЛЕНДАРНЫЙ УЧЕБНЫЙ ГРАФИК

Кол-во занятий в неделю	2						
продолжи-ть 1 занятия, 2 ак. Часа	2						
I год обучения							
	I полугодие						
Месяц	сент	окт	нояб	дек	январь	фев	
Кол-во недель	4	4	4	2	2	3	
Кол-во часов	16	16	16	8	8	12	
Итого за полугодие							76
	II полугодие						
Месяц	мар	апр	май	июн	июл	авг	
Кол-во недель	4	4	2,5	0	0	0	
Кол-во часов	16	16	10	0	0	0	
Итого за полугодие							42
Итого за учебный год, час							118

**УЧЕБНО-МЕТОДИЧЕСКИЙ ПЛАН**

#	Наименования раздела, темы	Макс. учебная нагрузка	Теорет. занятия	Практ. занятия	Самост. работа
		академ. часов			
	<b>NEGOTIATIONS</b>				
1	Powers of persuasion. Part 1.	10	4	4	2
2	Powers of persuasion. Part 2.	12	4	6	2
3	Powers of persuasion. Part 3.	12	4	6	2
4	Powers of persuasion. Part 4.	12	4	6	2
5	Промежуточный тест	2		2	
6	Итоговый тест	2		2	
7	Экзамен	2		2	
	<b>BUSINESS PRESENTATIONS</b>				
8	Business Presentations. Part 1.	10	4	4	2
9	Business Presentations. Part 2.	12	4	6	2
10	Business Presentations. Part 3.	10	2	6	2
11	Промежуточный тест	2		2	
12	Итоговый тест	2		2	
	<b>BUSINESS LETTERS</b>				
13	Business Letters. Part 1.	12	4	6	2
14	Business Letters. Part 2.	14	4	8	2
15	Промежуточный тест	2		2	
16	Итоговый тест	2		2	
	<b>Всего ак. часов</b>	<b>118</b>	<b>33</b>	<b>67</b>	<b>18</b>



## РАБОЧАЯ ПРОГРАММА

## NEGOTIATIONS

**Powers of persuasion. Part 1.**

**1. Read:** *What I want to share with you are seven words that change minds. There's a lot of words we say every day that don't mean a whole lot, but there are seven words that you can use that have been shown to actually impact on other people's minds to get them to say yes when they otherwise would have said no. (Dr Kevin Hogan, internet marketing expert)*

**2. Answer the following questions:**

- 1 Do you think some words really do have a special persuasive power?
- 2 Can you guess some of the words Kevin Hogan is going to talk about? Explain your guesses.

**Then turn to page 73 to check your answers.**

**3. Listening • 2.11**

Make the negotiation extracts below more persuasive by using one or more of Hogan's 'mind-changers'. Then listen and compare your answers with those on the CD. Ian is buying a security system from Sonia. **a** Ian: We really need to finalise the terms of this deal today.

**b** Sonia: Understand that we don't normally offer free maintenance.

**c** Ian: Could you extend the credit period to ninety days? That would really help our cash flow.

**d** Sonia: You can have whichever option you prefer.

**e** Ian: OK, so you're giving us the ninety days' credit. Can we look at installation?

**f** Sonia: What you'll be getting with this system is complete peace of mind.

**4. Vocabulary.**

When it comes to persuasion, there are really just four basic approaches. Match each to what they really mean!

1 Threat	a Please do it - just think how good it will make you look!
2 Flattery	b Please do it - I'd do the same for you if you were in my position.
3 Pressure	c Please do it - I'm going to make your life so miserable if you don't!
4 Motivation	d Please do it - you're so much better at this than anyone else!

**5. Which approach(es) do you think would work best on:**

the boss?	a peer?
a subordinate?	a key customer?
	you?

**6. What's the power-balance in the negotiations you take part in? Compare with a partner.****Individual practical task.**

Each student should prepare to his/her own negotiation related to his /her current job tasks and with the use of vocabular and theoretical information of Part 1.

Each student conduct negotiation with other participants of the group in role game. Then the students work in mini-groups by 2 or 3 people, give each other feedback on the negotiation process and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** each student is ready to his/her own real negotiation in their

real work-life

**Powers of persuasion. Part 2.**

**7. Read.** *There's a great advantage to be gotten for both sides in creating an environment in which both sides feel powerful. (Professor Kathleen McGinn, Harvard Business School)*

Do you agree with Harvard professor Kathleen McGinn? How can you increase your power in a negotiation?

**8. Grammar.** Remember, you can add extra force to what you say:

by stressing auxiliary verbs	by adding intensifying adjectives	by adding intensifying adverbs
------------------------------	-----------------------------------	--------------------------------

Make the statements below more forceful by adding the intensifiers in brackets and adding and/or stressing the auxiliaries. You may need to make some grammatical changes. The first two have been done for you.

- a I think this is going to be difficult to agree to. (extremely)  
I do think this is going to be extremely difficult to agree to.
- b We've made some progress this morning. (real)  
We have made some real progress this morning.
- c It's crucial that we reach some kind of agreement on this today. (absolutely)
- d I have some concerns about meeting these deadlines. (serious)
- e We can't afford to have any more delays. (simply)
- f We're hoping for some movement on price. (significant)
- g I'm in a position to make you a better offer. (substantially)
- h We expected more flexibility on this. (really, much)  
I just wanted to give you a breakdown of the figures. (thorough, key)

**9. Listening. •2.12**

Now listen and check your answers in 8. Which words are emphasised? Practise delivering each statement in the same forceful, persuasive way.

**10. Listening. •2.13** Another way to make suggestions and concerns sound less direct but more persuasive is to phrase them as negative questions. Phrase the following in this way. The first one has been done for you as an example. Then listen and check your answers.

- a We should try to agree on a basic price first.  
*Shouldn't we try to agree on a basic price first?*
- b It'd be a good idea to come back to this later.
- c We could be missing a real opportunity here.
- d You'd be better opting for deferred payment.
- e There's an enormous amount of risk involved.
- f We have to meet each other halfway on this.

**g** It'd be a shame if we couldn't find a compromise.

**11. Speaking.** How many of your meetings at work are informal? Do you ever find yourself negotiating in the corridor, by the coffee machine or at the water-cooler? Turn to page 97 to practise influencing bosses and colleagues in the office. You can use the online feedback form to evaluate each other's skills.

**Individual practical task.**

Each student should prepare to his/her own negotiation related to his /her current job tasks and with the use of vocabular and theoretical information of Part 2.

Each student conduct negotiation with other participants of the group in role game. Then the students work in mini-groups by 2 or 3 people, give each other feedback on the negotiation process and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** each student is ready to his/her own real negotiation in their real work-life

**Powers of persuasion. Part 3.**

**12. Read.** *What is it that causes people to say 'Yes' to the requests of some and at the same time say 'No' to the same request made by others? Do the successful influencers have some invisible power that makes it possible for them to get what they want? And do those of us who are less successful at convincing and persuading others have to resign ourselves to the fact that it will always be the case? (Steve Martin. Managing Director. INFLUENCE AT WORK UK LTD)*

**13. Answer the following questions:**

**a** Do you think powerful persuaders are born or made? How much do you know about the psychology of influence?

**b** Robert Cialdini is the author of Influence: Science and Practice, and the world's leading expert on persuasion. Look at his list of the six Principles of Persuasion below. How do you think they might operate? Compare ideas with a partner.

1 Reciprocity   2 Scarcity   3 Authority   4 Consistency   5 Consensus   6 Liking

**14. Listening. • 2.14** Work with a partner. Listen to a sales coach talking about Cialdini's six Principles of Persuasion. One of you should take notes on Principles 1, 3 and 5 and the other on Principles 2, 4 and 6.

**15. Answer the following questions:**

Compare notes with your partner. Have you used any of these persuasive tactics yourself or had them used on you? Share a few examples. Is there one master principle which is even more effective than the others?

**16. Number the statements below according to which of Cialdini's Principles of Persuasion you think is being applied.**

**a** OK, look, the thing is this. I'm really sorry, but I can only hold the offer open until the end of the month.

**b** I see you've already been using our gold service for some years now. Have you considered the benefits of upgrading to platinum?

**c** Perhaps you'd like a copy of this independent industry report in which we actually came out top in all three product categories?

**d** Oh, by the way, here's that contact list you asked me for the other day. Hope it's some use. Now, where were we? Oh, yes. It would be really helpful if you could extend our credit period a little. Would that be possible?

**e** OK, this is how the offer works: basically, the first three clients who sign up get the extra ten percent discount. So it's sort of first come, first served.

**f** Actually, this particular model you're considering at the moment is a very popular choice. In fact, it's already outsold just about every other model we make.

**g** OK, well, I'm not really supposed to do this, but how about I give you a three-month trial period - with no obligation?

**h** Well now, when I spoke to the rest of your team, they all seemed very keen to go ahead with this. So I guess it's up to you to make the final decision.

**i** Yes, this is our most comprehensive insurance policy. But let me be honest with you. I've been in this business over twenty-five years and, in my professional opinion, you really don't need this much cover. How about this policy instead?

**j** How long have we been doing business together now? Six years, is it? I like to look after my best customers. So you know I'm always going to offer you my very best rates. Have another look at what's on the table and I think you'll agree these are very favourable terms.

**17. Go back and underline any phrases and expressions in 6 you might like to use yourself.**

**18. Listening. • 2.15-2.24** Work in groups and turn to page 98. You are going to hear ten different negotiation scenarios. For each scenario, decide in your group what your most persuasive course of action would be.

**Individual practical task.**

Each student should prepare to his/her own negotiation related to his /her current job tasks and with the use of vocabular and theoretical information of Part 3.

Each student conduct negotiation with other participants of the group in role game. Then the students work in mini-groups by 2 or 3 people, give each other feedback on the negotiation process and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** each student is ready to his/her own real negotiation in their real work-life

**Powers of persuasion. Part 4.**

**19. Read.** *Is it unethical to lie during contract negotiations? How about deceptive negotiating tactics? Are they unethical? Business people do it all the time - they hide their true intentions or stretch the truth in order to win. For example, the seller might impose some form of deadline in order to attempt to pressure the buyer into signing an agreement. Or the buyer might deceptively communicate she will not budge on an issue, in essence lying about her true intentions. Many would question the ethics of these business practices. (Thomas Kennedy, project management specialist)*

**20. Answer the questions:** How familiar are you with the deceptive negotiation tactics Thomas Kennedy mentions?

Can you give a personal example of someone you've negotiated with who:

refused to budge?	pressured you by imposing deadlines?	hid their true intentions?
stretched the truth?	actually lied?	

**21. Answer the following questions:**

Is there a difference between lying and the other questionable behaviours? Are such tactics really unethical or are they 'all just part of the game'?

**22.** Work with the pictures. Pictured below and opposite are some of the most common negotiation tactics used to manipulate, pressure and persuade. Discuss with a partner what you think they might involve.

**23. Listening. • 2.25-2.33** Now listen to extracts from different negotiations and check your ideas

in 3. Make brief notes on how each tactic works. How would you respond if these tactics were used on you?

• **2.34** The negotiators below are using and responding to different pressure tactics, including some of the ones you've been looking at. Match each tactic on the left to a response on the right. Then listen and check.

<p><b>1.</b> So, basically, that's our offer - take it or leave it.</p> <p><b>2.</b> Now, I'll just have to get this OK'd by my boss.</p> <p><b>3.</b> Now, I certainly don't remember agreeing to that.</p> <p><b>4.</b> To be honest, we've had a much lower quote from your competitors.</p> <p><b>5.</b> I must have an immediate decision - can't hold the offer, I'm afraid.</p> <p><b>6.</b> OK, let's see if we can agree on the specifications first, before we move on.</p> <p><b>7.</b> To be frank, your maintenance charges are simply unrealistic!</p> <p><b>8.</b> Reduce the price and I'll give you more business in the future.</p> <p><b>9.</b> Now, you're not going to blow this deal over three thousand euros!</p> <p><b>10.</b> It's an interesting proposal. We'll give it some consideration and get back to you.</p>	<p><b>a</b> Yes, I have it all written down here in my notes: 'volume discount agreed'.</p> <p><b>b</b> If you look at what they include, I think you'll find them very reasonable.</p> <p><b>c</b> I'm sorry, I thought you were the decision-maker in this negotiation.</p> <p><b>d</b> I'm sorry, but if my answer must be now, then my answer must be no.</p> <p><b>e</b> OK, when you make a repeat order, we'll look again at the price.</p> <p><b>f</b> Of course not. And neither are you, I'm sure. We'll meet you halfway.</p> <p><b>g</b> Well then, I'm sorry, it looks like we'll have to leave it.</p> <p><b>h</b> Certainly. What are the issues you'd like to consider, if I may ask?</p> <p><b>i</b> Really? You surprise me. I'd be very interested to see a copy of that.</p> <p><b>j</b> If you don't mind, I'd rather have everything on the table first.</p>
---	--

1.....2..... 3..... 4..... 5..... 6..... 7..... 8.....  
 9..... 10.....

**25.** Now turn to page 99 to practise resisting pressure tactics.

**Individual practical task.**

Each student should prepare his/her own presentation related to his /her current job tasks and with Each student should prepare to his/her own negotiation related to his /her current job tasks and with the use of vocabular and theoretical information of Part 4.

Each student conduct negotiation with other participants of the group in role game. Then the students work in mini-groups by 2 or 3 people, give each other feedback on the negotiation process and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** each student is ready to his/her own real negotiation in their real work-life

## **BUSINESS PRESENTATIONS**

### **Business Presentations. Part 1.**

#### **1. Analysis.** The start. Attention curve.

Look at this graph. The vertical axis represents the attention of the audience and the horizontal axis shows time during an average presentation.

Answer the question. How would you draw a curve in this graph? Now, look at the graph!

#### **2. Check.** The chart below shows what the curve looks like for an average presentation.

Answer the question. At which points in a presentation can the audience most easily remember what the presenter says?

**3. Read.** Most listeners tend to remember most easily information given at the 'start' and 'finish' and these are two important sections of a presentation. The first items are referred to as 'primacy' and the last items as 'recency' and these are easier to recall than items in the middle of a presentation.

This is called the 'serial position effect' which occurs in all kinds of learning and presentation.

The graph below demonstrates the serial position effect. There is a parallel between the audience attention listening curve and the serial position effect graph.

#### **4. Vocabulary.** Who, why, what, how

Look at the audience's questions (1-8) and match the numbers with the type of information.

Who is the presenter?.....

Why are we all here? .....

What is he going to talk about?.....

How is he going to organise the presentation? .....

#### **5. Read the text and check your answers.**

The presentation journey .Giving a presentation is like taking your audience from start to finish on a journey. At the start, your audience require some basic information before they can accompany you on this journey. Once they have the information, they're on your side, attentive and ready to listen to every step of the journey along to your final message.

**Who.** Introduce yourself. Clearly, the amount of information you give about yourself and your work and the level of formality you use, depends on the presentation you're giving. For example, for a presentation to a group of your colleagues, you probably don't need to give your name and background and you can use informal language. A presentation to a new client can require more detailed information about your background and experience and a more formal approach. Make sure that you're comfortable talking about your past and present experience in such cases.

**Why.** Tell your audience your destination - the reason they're there to listen to you and the purpose of your presentation. If the audience don't know why they should listen, they won't have any reason to accompany you along your journey. The 'why' is linked to the conclusion, your final message - probably, the most important part of your presentation.

**What.** Outline the road map - the main points that you're going to develop and the order in which you would like to develop these. When your audience have a clear view of the road map you want to navigate, they can follow you more easily and can also see you're planned, prepared and effectively managing the presentation. There are good reasons for giving the road maps, as research shows your audience listen better and remember better and more when they know the structure and shape of your presentation. The technique we use to give the road map is called 'sequencing'. This is a very simple technique as it just involves using language such as *one, two, three* or *firstly, secondly, thirdly*. Nevertheless, it is also highly effective as 'sequencing' or 'ordering', as it is sometimes called, is a principle of memory by which we recall information.

### **How**

Put yourself into your audience's shoes: address your audience's needs. Your audience won't listen to you as you go into the main part of your presentation if they have other concerns. They may be thinking: *How long do I have to sit here? Do I have to take notes? When can I ask questions? Is there any coffee here?* It can therefore be useful to answer such questions in your 'start' so that your audience are ready to listen.

Your 'start' should include these points but at the same time not be too long. Ninety seconds is a good guideline as there's evidence that you begin to lose listeners after this amount of time. Your audience tend to listen to your every word and form an impression of you in these ninety



seconds. An accurate 'start' helps to create a good impression and you should aim to be grammatically accurate at this stage .

**6. Read through these phrases. Write 'who', 'why', 'what' or 'how' next to each phrase.**

1 On behalf of Mr Keane, may I welcome you to Jackson Inc. My name's Jo Black and I'm responsible

for.....

2 My purpose today is to.....

3 I'm going to develop three main points. First, .....Second..... Third.....

4 Let me introduce myself. I am..... I am a .....

5 I'll pass round copies of my slides so you can make notes as I go through the presentation.....

6 Before I continue, let me tell you something about myself.....

7 Today I would like to give you a general overview of.....

8 I've divided my presentation into three main points. I would like to begin with.....

9 So, I'll be addressing three main points and the first one is going to be..... The second point will be.... And finally the last point is....

10 I'm going to outline three proposals. Firstly, I'll ... Then, I'd like to ..... and finally ...

11 Today, I'm going to bring you up to date with.....

12 The presentation should last about five minutes .....

13 We'll take a short coffee break at about 10.30 .....

14 My objective today is to.....

15 Morning everyone. Thanks for coming. My name is Luca and I'm in charge of .....

16 If you have any questions, I'd be grateful if you could leave them until the end.....

17 I'm happy to take any questions after that.....

18 For those who don't know me, my name is Carlos Lopez and I'm the managing director.....

19 We can take two or three questions at the end of each point .

20 You don't need to take notes as we'll be handing our presentation booklets.....

21 I would like to start with.... And then..... Lastly ....

22 Today, I'm going to tell you .....

23 What I am going to do today is review..... .

24 Please feel free to interrupt me at any time if you have a question.....

25 The reason we are here today is to..... .

26 Morning everyone. I'm.... I'm a.....at .....

**7. Grammar. VIDEO 1.03, 1.04 .**

Watch Dan and Svetlana's 'starts' to their Step 1 presentations. Complete the phrases they used to give the 'whats' of their presentations.

**Dan**

- 1 Firstly, I ..... some general info.....
- 2 Then, I .....to the economy.....
- 3 .....and then I.....go into details.....

**Svetlana**

- 4 Today I.....tell you why  
.....
- 5 I .....by telling you what.....
- 6 I.....to giving you a few examples.

**8. Answer the following questions. 1 What forms do they use?**

2 Why do you think it's a good idea to use a variety of forms?

**9. Grammar. 'Will'.**

Form: will/shall + infinitive (without to)

Ex: Firstly, I'll go through the background to the project.

Ex: I will finish by outlining the changes we made to the original schedule.

- *Shall* is much less common than *will* in British English and hardly ever used in American English.
- *Will* is a modal auxiliary verb and doesn't add -s in the third person singular.
- We usually use the contracted form in speaking:
- *Firstly I'll look at ...*

**10. Grammar. 'to be going to'**

Form: *be going to* + infinitive

**Ex:** *Today I'm going to tell you why I chose this topic and how you will benefit from my research.*

**Ex:** *I'm going to tell you a little bit about my research.*

**Note** It is advisable not to overuse one form at the start of a presentation.

- We can use both *will* and *be going to* to give the 'why' and / or 'what' of a presentation.
- *Will* is used here to give future information and *be going to* is used to indicate a plan.

Note that we don't normally use *will* to talk about future events which are already decided or planned.

- *Going to* can be pronounced as *gonna* in informal speech. This is much more common in American English. In British English, it can sound informal.

### 11. Grammar. 'would ('d) like to'

Form: *would like ('d like) to* + infinitive

**Ex:** *I'd like to move on to a comparison of last and this year.*

**Ex:** *I would like to give you an overview of trademark law.*

- We use *would like to* at the beginning of a presentation to politely state what we want to do.
- Avoid using more direct forms, e.g. *I want* at this stage of a presentation. Use these at later stages.

### 12. Grammar. Here are the 'whats' from three presentations. Change the overuse of *will* to create more varied and interesting 'whats'.

1 Firstly, I'll give the background to the project. Then, I'll tell you about the present situation and then I'll show the future changes.

2 My first point will be to show you the structure of the department, my second point will be our

work procedures and my third point will be suggestions for greater efficiency.

3 I'll develop three main points. Firstly, I'll give a general overview. Second, I'll move on to specifics and third, I'll describe the overall changes.

**13. Find Your Voice.** Now look again at the 'start' you presented. Have you used a good variety of forms in the 'what' section? Revise your 'start'. If you want, present your 'start' again.

#### **Individual practical task.**

Each student should prepare his/her own presentation related to his /her current job tasks and with the use of vocabular and theoretical information of Part 1.

Each student presents his/her presentation to the group. After that the students work in mini-groups by 2 or 3 people, give each other feedback on the presentations and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** the correct actual presentations of each students are ready to be presented in their real work-life

## **Business Presentations. Part 2.**

### **14. The finish. Signal, summary, conclusion, closing remarks.**

**14.1. Read** the text about the 'finish' of a presentation and answer the questions below.

Make your final message clear . Stay in control until the very last second and follow these steps at the 'finish' of your presentation.

Firstly, pause briefly and signal clearly that you are now ready to finish the presentation. The audience will start to listen again closely at this point.

Then, make your summary, giving a brief overview of what has already been said. The summary is a reflection of your 'what' and looks back. It should not be too long as you will lose your audience's attention again, but detailed enough to cover your points. This can be a difficult balance to achieve! A good summary gives your listeners time to reflect on the content and builds up to your conclusion, making your conclusion stronger, more powerful and more effective. A conclusion without a summary can sound incomplete as your audience may not have listened to every point during the main part of the presentation and the purpose can be lost. Avoid giving any conclusions while you are making your summary.

After this, give your conclusion. This is a reflection of your 'why' and looks forward to what you want

people to do or think after your presentation. It should follow logically from your summary.

There are different kinds of conclusions: you can make a call for action, make a recommendation or assure your audience that they're better informed. This is the destination of your journey and the most important part of your presentation.

Finally, make your closing remarks by thanking your audience, asking for questions or passing round your presentation handouts.

### **15. Answer the following questions:**

1 Why don't some people finish their presentations effectively in your opinion?

2 Do you agree that every presentation has some kind of conclusion?

3 Have you ever thought 'What was the point?' after listening to a presentation?

**16. Write Sig (Signal), Sum (Summary), Cone (Conclusion) or CR (Closing Remarks) next to the phrases below.**

- 1 So, that brings me to the end of my presentation.....
- 2 Let me summarise what we've looked at.....
- 3 Thank you for your attention .....
- 4 I'll briefly summarise the main issues.....
- 5 I'll now hand out.....
- 6 I suggest Johannes.....and Michel .....
- 7 I'd like to summarise.....
- 8 I'd like to conclude by strongly recommending.....
- 9 So, that completes our presentation.....
- 10 Let me just go over the key points again.....
- 11 To sum up.....
- 12 I trust you gained an insight into .....
- 13 To conclude, I'd like to leave you with the following thought .....
- 14 Well, that covers everything I want to say.....
- 15 If you have any questions, I'd be happy to answer them.....
- 16 At this stage, I'd like to go over.....
- 17 In my opinion, the only way forward is to .....
- 18 Thank you for listening.....
- 19 To summarise, I'll run through my three topics.....
- 20 In conclusion, I'd like to leave you with the following idea.....

**17. Find your voice**

Highlight the phrases that you really like or think are useful for you, keeping in mind the kinds of conclusion that you often have to make in your presentations.

**Do you .....**

- |                        |            |                         |
|------------------------|------------|-------------------------|
| •make recommendations? | •motivate? | •give a call to action? |
| •give information?     | •inspire?  | •persuade?              |

**18. Grammar**

**VIDEO 1.05.** Watch the summary from the 'finish' to Cesar's Step 1 presentation. Answer the questions.

- 1 What tense did Cesar use in his summary?
- 2 Do you think this tense is effective when giving a summary? Why?

3 Did Cesar follow the recommended procedure in his 'finish'?

4 Was this effective?

### 19. Grammar. Present perfect

Form *have / has + past participle*

Ex: *I've told you about the current situation, the problems and the solutions.*

- In general we use the present perfect to connect the past with the present. The action may

be complete, but the time period is either not finished or definite.

*Ex: So, as we have seen today, there are very good reasons to .....*

- Compare with the past simple where the time period is finished and definite.

*Ex: So, as we saw last week, there are very good reasons to ...*

### Complete this presentation extract with the present perfect or simple past form of the verbs.

Let's now turn to training. Many other international companies (1)..... (envy) our development programme five years ago. But, the internal situation (2).....(be) actually far from satisfactory. Then, each department (3)..... (make) its own decisions, (4)..... (set) its own budget and (5).....(appoint) its own trainers. This often (6).....(mean) that staff (7).....(not attend) training that (8).....(be) necessary for their jobs. We (9).....(waste) both time and money. All in all, we (10).....(not have) the best possible solution. How (11).....we.....(change) things since then? Well, all training measures (12).....(be) centralised. This year, we (13).....(make) HR responsible for all decisions on training. We (14).....(allocate) one central budget and (15).....(introduce) one integrated system. Training (16) .....(become) much more effective and targeted. We (17).....(start) to build modern training facilities and you are sitting today in our brand new purpose built Academy. I'm sure that you must agree that today we (18).....(find) a much better, more effective and targeted solution than the one we (19).....(have) before. I'll just quickly summarise what we (20).....(see) so far.

### 20. Find Your Voice

Now prepare and present the 'finish' of a presentation, typical of your work or study situation.

- Include any phrases you want to learn.

- Use the present perfect in your summary.
- Make sure you give a clear logical conclusion

### Individual practical task.

Each student should prepare his/her own presentation related to his /her current job tasks and with the use of vocabular and theoretical information of Part 2.

Each student presents his/her presentation to the group. After that the students work in mini-groups by 2 or 3 people, give each other feedback on the presentations and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** the correct actual presentations of each students are ready to be presented in their real work-life

### Business Presentations. Part 3.

**21. Video 1.06.** Watch an extract from an interview with Dan after his Step 1 presentation.

- 1 How does structuring a presentation help Dan?
- 2 Do you agree with his comments?

**22. Video 1.07, 1.08.** Phrases 1-22 below are examples of signposts. Read them and check any vocabulary you don't know. Now, watch the main content of Svitlana and Zhan's Step 1 presentations and tick the signposts they use.

1 Moving on now to .....	12 So, we've looked at....
2 I would like to begin by.....	13 That completes my overview of.....
3 Let's now turn to .....	14 Let's just recap.....
4 Let's start with my presentation....	15 So, that's pretty much.....
5 So, first of all ....	16 and this is...
6 Now, turning to... .	17 Next we come to .....
7 Now, what about...?....	18 So, that was .....
8 Let me move on to .....	19 My next point is .....
9 So, that's the general picture for ...	20 That's all I want to say about.....
10 I'd like to conclude this point by saying ...	21 So, that covers this point.....
11 This leads me to a point... ..	22 And finally ...

**23. Look at the graph and read the text below. Why are signposts important?**

*How do signposts work?*

Signposting helps you structure and shape the main content of your presentation. Signposts create 'verbal paragraphs' or 'verbal signals' and raise the attention curve at the beginning and

end of each point of your presentation. The technique allows you to guide the audience through the structure of your presentation linking one point to the next. The audience can't see your notes and can't look forward to see what is coming. You know where you're going on your journey and you need to guide your audience by telling them exactly where you are on the road map of your presentation. This is a simple but highly effective technique that adds clarity to your presentations.

## **24. Delivery. Pausing.**

### **24.1. Video 1.09 Watch an extract from an interview with Svitlana after her Step 1 presentation.**

**How does pausing help the audience?**

### **25. Video 1.10 Watch an extract from an interview with Cesar after his Step 1 presentation.**

- 1 Which additional techniques did Cesar mention?
- 2 What are the benefits of these techniques for a non-native speaker?
- 3 Can you think of any additional advantages?
- 4 Why do you think pausing sometimes feels uncomfortable for a presenter?

### **26. Read the text about pausing and then practise saying Svitlana's text below with pauses.**

Pause before using the signpost to turn to a new point. Count up to ten in your head and breathe deeply. This helps your audience to assimilate your information and gives you the chance to control your nerves.

That is why identifying the kinds of deviations and studying them is a necessary step in building a more just and successful society. //To summarise, // I will run through my three main points. //Firstly, I would like to emphasise one more time the importance of studying a deviant behaviour of economic agents as a separate subject. // Secondly, I would like to bring your attention to the importance of researching the origins of economic crimes // and thirdly,



we need to be aware of different kinds of deviations and to try to convert negative deviations into positive ones whenever possible. // In conclusion, I'd like to leave you with the idea that it is up to you to improve the quality of your lives and societies you live in by realising that you can deal with a deviant behaviour efficiently by simply avoiding participating in economic crimes. // Thank you very much for your attention. And, if you have any questions, I will be happy to answer them now.

**Individual practical task.**

Each student should prepare his/her own presentation related to his /her current job tasks and with the use of vocabular and theoretical information of Part 3.

Each student presents his/her presentation to the group. After that the students work in mini-groups by 2 or 3 people, give each other feedback on the presentations and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** the correct actual presentations of each students are ready to be presented in their real work-life

## BUSINESS LETTERS

### Business Letters. Part 1.

#### 1. Standard business letter.

<p><b>Salutation</b></p> <p><i>Dear Sirs</i></p> <p><i>Dear Sir/Madam</i></p> <p><i>Dear (name)</i></p>	<p>if you are writing to a company or organization</p> <p>if you know the position, but not the name</p> <p>if you know the person's name</p>
---	---

<p><b>Common titles</b></p> <p><i>Mr</i></p> <p><i>Mrs</i></p> <p><i>Miss</i></p> <p><i>Ms</i></p>	<p>for men</p> <p>for married women</p> <p>for unmarried women</p> <p>for women, if you don't know or prefer not to specify marital status</p>
--	--

<p><b>Common abbreviations</b></p> <p><i>Re.</i></p> <p><i>pp.</i></p> <p><i>encs.</i></p>	<p>regarding</p> <p>per procuracionem (on behalf of), when you sign a letter for someone else</p>
--	---

	documents are enclosed with the letter
--	--

<b>Endings</b> <i>Yours sincerely</i> <i>Yours faithfully</i>	if you know the person's name if you do not know the person's name
---	---

**Individual practical task.**

Each student should prepare his/her own business letter related to his /her current job tasks and with the use of vocabular and theoretical information of Part 1. The size of the letter should be not less than 1 page of A4 but not more than 2 pages&.

Each student presents his/her business letter to other participants of the group. Then the students work in mini-groups by 2 or 3 people, give each other feedback on the letters and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** each student has the correct business letter directly relating to their real work-life

**Business Letters. Part 2.****2. Email letter. Be careful to type in all e-mail addresses accurately!**

**Body. This style of e-mail is similar to a standard business letter.**

<b>Common abbreviations</b> Re. Att. Cc. Bcc.	regarding attached carbon copy blind carbon copy. A copy will be sent to this person but other people will not see this.
<b>Greeting</b> To Whom it May Concern, Dear Sirs, Sir/Madam, Good morning, Hello/ Hi,	very formal formal less formal but polite very casual

<b>Endings</b> Yours sincerely, Best regards/Best wishes, Best, Regards, Thank you,	as formal as you will need less formal and polite informal but polite
--	---

**3. Practice. Match the more informal phrases (1-16) with the more formal phrases (a-p)****Informal**

1. What do you need? .. d. ...
2. Thanks for your email. ....
3. Sorry, I can't make it.
4. Could you ... ? .....
5. I promise .....
6. You haven't .....
7. I'm sorry to tell you that ...
8. I'll deal with this. . ....
9. Don't forget that ...
10. I need to .....
11. Shall I ... ? .....
12. But ... / Also ... / So ...
13. Please .....
14. I'm really sorry about ...
15. Re .....
16. See you next week. . ....

**Formal**

- a) Unfortunately I will not be able to attend the meeting.
- b) I can assure you that ...
- e) I will take the necessary action to solve this issue.
- d) Please let us know your requirements.
- e) I was wondering if you could ... ?
- f) We regret to advise you that ...
- g) Thank you for your email of 12 February.
- h) We note from our records that you have not ...
- i) I look forward to meeting you next week.
- j) With reference to ... (or Regarding ... )
- k) Would you like me to ... ?
- l) I would be grateful if you could ...
- m) Please accept my apologies for ...
- n) It is necessary for me to ...
- o) We would like to remind you that ...
- p) However ... / In addition ... / Therefore ...

**4. Practice. Match the more informal phrases (1-16) with the more formal phrases (a-p)**

<b>A.</b> <b>1 assistanse</b> <b>2 due to</b> <b>3 in the near future</b> <b>4 further</b>	<b>5 inform</b> <b>6 information</b> <b>7 receive</b> <b>8 occupation</b>	<b>9 possess</b> <b>10 provide</b> <b>11request</b> <b>12 requirement</b>
<b>B.</b> <b>a) soon</b> <b>b) facts</b> <b>c) help</b> <b>d) ask for</b>	<b>e) job</b> <b>f) because of</b> <b>g) get</b> <b>h) more</b>	<b>i) give</b> <b>j) needs</b> <b>k) have</b> <b>l) tell</b>

**5. Practice. Match the more formal words in box A with the more informal words in box B**

1 c    2....    3....    4....    5....    5....    6....    7....    8....    9....    10....    11....    12....

**6. Practice. Rewrite the formal emails below by replacing the phrases in italics with more informal phrases. Sections A and B will help you. Use contractions (e.g. I'll for I will) where appropriate.**

Email 1

*Unfortunately I will not be able to attend the meeting on Friday. As I will miss the meeting, I was wondering if you could send me a copy of the minutes? I will write to Rina as well, to inform her that I will not be there. Once again, please accept my apologies for this.*

Example: *Sorry I can't make it on Friday. As I 'll miss the meeting*

---



---

Email 2

*Thank you for your email of 25 January where you requested assistance on how to receive an online discount. It is necessary for me to know your a/c number before I can take action to solve his issue. I would be grateful If you could also let me know which browser you are using.*

---



---

Email 3

*I am writing with reference to your order number 8916. We received the order this morning via our website, but you have not filled in the section about size. Please let us know your requirements. These products are selling very well, and we regret to advise you that the medium size is temporarily out of stock. However, we are expecting more to arrive in the near future. Would you like me to email you when they are back in stock?*

---



---

**7. Practice. Key phrases. Write a subject line from the box for each email. One is not used.**

Action re contract Re your advertisement	Your order #8694: out of stock items Shipping confirmation	Meeting 14/5 Special deals for January!
---	--	--

**Email 1****Subject:** \_\_\_\_\_

Re your last email, we are in the process of arranging the meeting scheduled for 14 May, but there are still a few details I need from you. Do you want me to book hotel accommodation for you — or will you sort it out at your end? Also, can you send us something about the Barcelona project you were involved in last year? It would be helpful to have something to circulate before the meeting. Please send a copy of any relevant reports. Regards, Monica.

**Email 2****Subject:** \_\_\_\_\_

Sorry for the delay in replying — I've been out of the country on business. Unfortunately, the items you ordered are not in stock, but we're expecting delivery by the end of the week. I'll get back to you as soon as they arrive. If you need any more information, please feel free to contact me.

**Email 3****Subject:** \_\_\_\_\_

Luisa, I've emailed Michelle and Roberto about the changes to the contract. If you like, I can have a word with Michelle to make sure she understands what's going on. And, as you work with Roberto, can you talk to him? Thanks for your help.

**Email 4****Subject:** \_\_\_\_\_

Good news! Subscribers to this email newsletter can take advantage of fantastic price savings in our January sale. I've attached a pdf file that gives full details, or alternatively just click on the link below. You can order online or by phone — our customer service staff are always available to answer questions. Looking forward to hearing from you soon.

**Email 5****Subject:** \_\_\_\_\_

Just a short note to let you know that we received your order. I can confirm that the items were sent by courier today. To track your order, click on the link below. If there's anything else, just let me know. Best wishes, Pierre.

**8. Practice. Complete the table by matching an underlined phrase in section A with a similar phrase below. Look carefully at the headings in bold.**

<p><b>Previous contact</b></p> <p>With reference to your email sent (date), ...</p>	<p><b>1. <i>Re your last email....</i></b>_____</p>
---	---

<b>Reason for email</b>	
We are writing to inform you that ...	2 _____
<b>Good news</b>	
You will be pleased to hear that	3 _____
We are able to confirm that ...	4 _____
<b>Bad news/Apologizing</b>	
I apologize for ...	5 _____
We regret to inform you that ...	6 _____
<b>Requests</b>	
I'd be grateful if you could ...	7 <i>Can you....</i> _____
I would appreciate it if you could ...	8 _____
<b>Offering help</b>	
Would you like me to ... ?	9 _____
If you wish, I would be happy to ...	10 _____
<b>Promising action</b>	
I will contact you again.	11 _____
<b>Attachments</b>	
Please find attached ...	12 _____
<b>Final comments</b>	
Thank you for your assistance.	13 _____
Do not hesitate to contact us again if you need any further information.	14 _____
<b>Closing</b>	
We are looking forward to ...	15 _____
Yours/Sincerely	16 _____

**9. Practice. Opening and closing. Match the email beginnings (1-8) with the endings (a-h)**

<b>Beginnings...</b>	<b>...Endings</b>
----------------------	-------------------

<p><b>1</b> I am writing with regard to your recent email. We regret to inform you that there are no double rooms available for the nights you require .... с.. ..</p>	<p>a) Anyway, really looking forward to it. Do you want me to bring anything?</p>
<p><b>2</b> Thank you so much for the wonderful present. It's exactly the book that I wanted - how did you know? I'm really looking forward to reading it .....</p>	<p>b) You know you can count on me if you need any support. I'll call you at the weekend to see how things are.</p>
<p><b>3</b> Patricia, I've just read your email. I'm so sorry to hear about what happened .....</p>	<p>c) Should you need any further information about room availability, we will be happy to assist you.</p>
<p><b>4</b> Aarrgghh! Can't make it. Really sorry. But I'm sure you'll all have a great time .....</p>	<p>d) I look forward to receiving this information as soon as possible.</p>
<p><b>5</b> I am mailing this via the 'Contact Us' link on your website. I'd like to know a few more details about the anti-virus software that's listed on the site .....</p>	<p>e) It really is great news, and I'm sure that it's only the beginning of our work in the French market.</p>
<p><b>6</b> I am writing with reference to our order number GH674. The goods arrived this morning, but you only sent 200 pieces instead of the 300 that we ordered .....</p>	<p>f) Please deal with this matter urgently. I expect a reply from you by 5 pm tomorrow at the latest.</p>
<p><b>7</b> Wow! Great! I'd love to come! .....</p>	<p>g) Thanks again for the gift, and give my very best wishes to your family.</p>
<p><b>8</b> I've just heard from Antonio about the Paris contract. It's fantastic news - you worked really hard on this and you deserve the success .....</p>	<p>h) Sorry again I can't come. But let's meet up soon anyway. What about going to see that new Ang Lee movie?</p>

**10. Match the beginning and ending pairs in section A with the descriptions (1-8) below.**

- 1 An email asking for information. Neutral style 5..d. ...
- 2 An email giving information. Formal style. ....
- 3 An email saying 'yes' to an invitation. Informal style. ....

- 4 An email saying 'no' to an invitation. Informal style. ....
- 5 An email of congratulations. Neutral style. ....
- 6 An email of complaint. Neutral style. ....
- 7 An email of thanks. Neutral style. ....
- 8 An email of sympathy. Informal style. ....

**11. Read the following sentences. Decide whether they are beginnings or endings. Then decide whether they are most formal or more informal.**

1. I hope that everything is clear now, but do not hesitate to contact me if you need any clarification.	beg/end	form/inf
2. Btw, I'll be back late. Can you do the shopping and buy something nice for dinner? Thx. Cu later.	beg/end	form/inf
3. This email is to inform all staff that the computer network will be shut down for maintenance over the weekend.	beg/end	form/inf
4. Meg! What a surprise! How nice to hear from you! How are things?	beg/end beg/end	form/inf form/inf
5. I look forward to receiving your comments on this matter.	beg/end	form/inf
6. I think that's all for now. Will keep you updated. Am on ext 391 if you have any Qs. Cheers, Lukas.	beg/end	form/inf
7. Dear colleagues - I thought it was a very useful meeting on Friday. Please find attached my report, as promised.	beg/end	form/inf
8. Anyway, I'm so happy for you! You really deserve this. Write again soon and tell me how it's going.	beg/end	form/inf
9. Hey Lara. Been talking about hols with S. Looks like we won't b able to join u. Really sorry.	beg/end	form/inf
10. We are writing to advise you of some changes in our price list.	beg/end	form/inf
11. If you would like any more details, please let me know. I am away next week but Andrea is dealing with this in my absence.	beg/end	form/inf
12. Just a quick note to say I really enjoyed last night.		

**12. Practice. Look back at the examples in section C. Find:**

- a) two written to a long list of people who are unknown or little known 3... /.....
- b) five written to known colleagues at work .I... /..... /..... /..... /.....
- c) four written to friends..... /..... /...../.....
- d) one written to a very close family member.....



**Individual practical task.**

Each student should prepare his/her own business letter related to his /her current job tasks and with the use of vocabular and theoretical information of Part 2. The size of the letter should be not less than 1 page of A4 but not more than 2 pages&.

Each student presents his/her business letter to other participants of the group. Then the students work in mini-groups by 2 or 3 people, give each other feedback on the letters and make corrections. The teacher gives the general feedback and recommendations to the group.

**The deliverables of this task:** each student has the correct business letter directly relating to their real work-life

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ****Тема «NEGOTIATIONS»****ПРОМЕЖУТОЧНЫЙ ТЕСТ**

1. Work in groups of four. You are each going to take part in two short conversations at the water-cooler. There are favours to be asked, obligations to fulfil and you may have more or less power than the other speakers. Begin by deciding who is going to be Speaker 1, 2, 3 and 4 and write your first names next to the numbers below. Then read your role information and prepare your strategy. What's your ideal outcome? What are your alternatives if you fail to reach agreement? How are you going to open?
- 2 Have the four conversations. You have a maximum of five minutes for each. Remember to use the persuasive language and tactics you have practised.

<b>Speaker 4, go and talk to Speaker 1.</b>	<b>Speaker 1:</b> ..... You are a middle manager who works alongside.....(2) and reports directly to.....(4) You urgently need to speak to ..... (2) about standing in for you at a conference in Munich next week - your grandmother is seriously ill.....(2) will need to give a short team presentation and work on the exhibition stand.	<b>Speaker 1, go and talk to Speaker 2.</b>
<b>Speaker 4:</b> ..... You are the director in charge of the department. You're very busy, but your motto is 'My door is always open'. You urgently need to speak to ..... (1) about the talk you're giving with them at the Munich conference next week. Last year's talk was a disaster, so this year you want everything organised down to the last detail.	<b>Speaker 2:</b> ..... You are a middle manager who works alongside..... ( 1) and reports directly to.....(4). You urgently need to speak to your new trainee assistant,..... (3), about doing some overtime this week. There's a mountain of paperwork to get through and you simply can't do it alone. Now, where are they?	
<b>Speaker 3, go and talk to Speaker 4.</b>	<b>Speaker 3:</b> ..... You are the assistant to.....(2). You've only been in the job three months. You urgently need to speak to .....(4), who's in charge of the department, about your very heavy workload. As a trainee, you are entitled to 150 hours of training, but so far your immediate boss, .....(2), has kept you too busy to take any courses.	<b>Speaker 2, go and talk to Speaker 3.</b>

## ИТОГОВЫЙ ТЕСТ

### WHAT'S YOUR PERSUASIVE INTELLIGENCE?

#### 1 • THE NETWORK CLUSTER

- a Break the ice by mentioning these two surprising coincidences.
- b Stick to the business at hand, but maybe refer to the diploma before you go.
- c Mention the business school connection straight away and leave the tennis till you leave.

#### 2 • THE EXTENDED GUARANTEE

- a Point out just how much it could cost them if they have problems after the first year.
- b List all the benefits of the extended guarantee and all the things it covers.

c Remind them that what they've saved on the computers will easily offset the cost.

### 3 • THE INSURANCE PLAN

a Start with the cheapest standard plan to get their interest.

b Start with the most expensive premium plan as it offers the best cover.

c Start with the mid-range standard-plus plan as it's your most popular.

### 4 • THE COFFEE MACHINES

a Instruct your reps to directly compare your products with inferior competitors.

b launch a new line of cheaper, more basic machines for the low end of the market.

c launch a new line of more technically advanced machines at a higher price.

### 5 • THE PAY PACKAGE

a Just present your preferred payment model and keep the others in reserve.

b Narrow the list down to three.

c Make sure you include all seven options in your proposal.

### 6 • THE CORPORATE WEBSITE

a Insist they quote you a price before you go any further with the negotiations.

b Accept a rough estimate for now, but say you'll need a full cost breakdown later.

c Ask them to tell you about the technical options they're referring to.

### 7 • THE LOYALTY PROGRAMME

a Offer them 1 point for every \$100 they spend - 10 points gets them a free room.

b Same deal, but 4 points for the first \$100 - 14 points gets the free room.

c Offer 3 points for every \$1 00 spent - 30 points gets the free room.

### 8 • THE CONSTRUCTION PROJECT

a Present them with a print-out of the extra costs.

b Pass them a hand-written estimate on headed notepaper.

c Hand them a copy of the original figures with amendments.

### 9 • THE CONTRACT NEGOTIATION

a Schedule the negotiation as soon as possible!

b Put off the negotiation, but remind them of the favour.

c You don't want to seem manipulative - wait a few weeks.

### 10 • THE RESEARCH BUDGET

a Adjourn the meeting and schedule another.

b Press on for another 3 hours to wear them out!

c Order espressos all round and plan to finish in 45 minutes.

Play in groups of four if you can, with a different counter each. Throw a die to move around the board. If you land on a grey or white square, follow the instructions, i.e. move forwards or backwards or miss a turn. If you land on a red square, you have five seconds to respond to the pressure tactic, e.g. red square: Can we settle these issues one at a time?" Well, let's just see what all our options are first, shall we? The other players will judge your response. If two out of three don't like it. miss a turn. If they like-what you say, throw the die for your turn.

**The first player to reach the final square is the winner!**

Open negotiations	Can we settle these issues one at a time	Good rapport → 3	I'm afraid I'm working within a fixed budget	Too quick to interrupt ← 1	It's company policy to insist on 90 days' credit	Ask a good question 1 ↓
						I'll have to clear this with the boss
Generate options → 5	Oh, I'm sorry – I thought you said 50, not 15!	Call head office Miss 1 turn	I just got a message from head office –they want free delivery	Miss opportunity ← 3		Much too pushy 5 ↑
Let you and me sort this out before my partner gets back				So it's take it or leave it		We've already been offered a better deal
Lose concentration 1 ↓				Clinch the deal 3 ↓		Take a time out Miss 1 turn
I can't believe after-sales service is not		Close negotiations	Rush to sign → 7	One last thing – can you cover		I can't believe you're turning this down

<b>included</b>				<b>installations costs?</b>		
Reach a deadlock Miss 2 turns						Gain a commitment 3 ↓
<b>Double the discount and I'll make you our regular supplier</b>	Mislay figures → 3	<b>You're not going to blow this deal over 1/2 % surely</b>	Force a concession ← 5	<b>I have to have your answer today</b>	Give in to pressure → 1	<b>It must be my English – I thought we were sharing transport cost</b>

### Тема «BUSINESS PRESENTATIONS»

#### ПРОМЕЖУТОЧНЫЙ ТЕСТ

Get into groups of five. If your group has fewer than five people, one person can take two or more roles. Role play a presentation using the structure below.

Person 1 Start	Person 2 Signpost Point 1 Signpost	Person 3 Signpost Point 2 Signpost	Person 4 Signpost Point 3 Signpost	Person 5 Finish
-------------------	---	---	---	--------------------

Keep it short and simple (KISS). Concentrate on using the language and techniques you have learned so far in this step for starting, finishing and signposting. Change roles for different presentations.

Suggestions for presentation topics:

three countries for a good holiday three cars	three great films or books three restaurants in your city
--	--

#### ИТОГОВЫЙ ТЕСТ

Read the brief and prepare your own presentation. Don't forget to KISS (Keep it Short and Simple)!

**Full presentation practice: Giving information****Subject and structure**

Choose from the following list or think of your own subject.

- My department and / or my company
- My industry
- My university
- My research
- My country

Take any direction you wish with your chosen subject, but divide your presentation into three

clear parts using the structure below.

START	POINT 1	POINT 2	POINT 3	FINISH
-------	---------	---------	---------	--------

**Your audience**

You are making this presentation to a group of people who are very important for your future

career. This could be your board of directors, a group of external professors, an assessment

centre panel or an audience at an international conference, for example. Describe your audience before you start your presentation.

**Your targets**

- To have a fluent 'who', 'why', 'what', 'how' start
- To have a well-structured and signposted presentation
- To finish well with a summary and clear conclusion
- To leave a good impression by giving a well-prepared presentation

**Feedback and targets for both interim and conclusive tests.**

A If you're working in a group, analyse each other's presentations, using the Feedback form below.

If you're working alone, record yourself and analyse your own performance.

Feedback form: Lay solid foundations					
	<b>Poo</b> <b>r</b>	<b>O</b> <b>K</b>	<b>Ye</b> <b>s</b>	<b>Wo</b> <b>w</b>	<b>Comments</b>
<b>Start</b>					

<b>Who</b>					
<b>Why</b>					
<b>What</b>					
<b>How</b>					
<b>Variety</b>					
<b>Signposting</b>					
<b>Pausing</b>					
<b>Organisation</b>					
<b>Finish</b>					
<b>Signal</b>					
<b>Summary</b>					
<b>Present perfect</b>					
<b>Conclusion</b>					
<b>Closing</b>					
<b>remarks</b>					

**Тема «BUSINESS LETTERS»****ПРОМЕЖУТОЧНЫЙ ТЕСТ**

**Task 1:** Make a formal business letter according to the structure below by keeping the style of writing.

**Task 2:** Make an email letter according to the structure below by keeping the style of writing.

**The structure****Sender****Company**\_\_\_\_\_**Address of the****Company**\_\_\_\_\_**Date**\_\_\_\_\_**Name of the Receiver** \_\_\_\_\_**Name of the**



**Compan** \_\_\_\_\_**Address of the****Company** \_\_\_\_\_  
\_\_\_\_\_**Salutation + Common****title** \_\_\_\_\_**Common****abbreviation** \_\_\_\_\_**Open**  
\_\_\_\_\_**Information**  
\_\_\_\_\_**Final Comments**  
\_\_\_\_\_**Close**  
\_\_\_\_\_**Signature**  
\_\_\_\_\_**Name**  
\_\_\_\_\_**Position**  
\_\_\_\_\_**Ending**  
\_\_\_\_\_**ИТОГОВЫЙ ТЕСТ**

**TASK 1.** Rewrite the informal emails below by replacing the underlined phrases with more formal

phrases.

**Email 1****Subject:** \_\_\_\_\_

Re your last email, we are in the process of arranging the meeting scheduled for 14 May, but there are still a few details I need from you. Do you want me to book hotel accommodation for you — or will you sort it out at your end? Also, can you send us something about the

Barcelona project you were involved in last year? It would be helpful to have something to circulate before the meeting. Please send a copy of any relevant reports. Regards, Monica.

**Email 2**

**Subject:** \_\_\_\_\_

Sorry for the delay in replying — I've been out of the country on business. Unfortunately, the items you ordered are not in stock, but we're expecting delivery by the end of the week. I'll get back to you as soon as they arrive. If you need any more information, please feel free to contact me.

**Email 3**

**Subject:** \_\_\_\_\_

Luisa, I've emailed Michelle and Roberto about the changes to the contract. If you like, I can have a word with Michelle to make sure she understands what's going on. And, as you work with Roberto, can you talk to him? Thanks for your help.

**Email 4**

**Subject:** \_\_\_\_\_

Good news! Subscribers to this email newsletter can take advantage of fantastic price savings in our January sale. I've attached a pdf file that gives full details, or alternatively just click on the link below. You can order online or by phone — our customer service staff are always available to answer questions. Looking forward to hearing from you soon.

**Email 5**

**Subject:** \_\_\_\_\_

Just a short note to let you know that we received your order. I can confirm that the items were sent by courier today. To track your order, click on the link below. If there's anything else, just let me know. Best wishes, Pierre.

**TASK 2.** Complete the table by changing the phrases on the left column into more informal phrases on the right column.

With reference to your email sent (date), ...	1. _____
We are writing to inform you that ...	2. _____
	3. _____

You will be pleased to hear that	4 _____
We are able to confirm that ...	5 _____
I apologize for ...	6 _____
We regret to inform you that ...	7 _____
I'd be grateful if you could ...	8 _____
I would appreciate it if you could ...	9 _____
Would you like me to ... ?	10 _____
If you wish, I would be happy to ...	11 _____
I will contact you again.	12 _____
Please find attached ...	13 _____
Thank you for your assistance.	14 _____
Do not hesitate to contact us again if you need any further information.	15 _____
We are looking forward to ...	16 _____
Yours/Sincerely	_____

### МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ЛИТЕРАТУРА И СРЕДСТВА ОБУЧЕНИЯ

- New Market Leader, David Cotton, David Falvey, Simon Kent, John Rogers, Iwonna Dubicka, Margaret O’Keeffe , Pearson Longman (Великобритания), 2012
- Business Result, David Grant, Jane Hudson, Robert McLarty, John Hughes, Jon Naunton, Michael Duckworth, Rebecca Turner, Oxford University Press (Великобритания), 2013

- Intelligent Business, Christine Johnson, Irene Barrall, Nikolas Barrall, Tonya Trappe, Graham Tullis, Louise Pile, Pearson Longman (Великобритания), 2011
- Cotton, David, Falvey, David, Kent, Simon (2008). Language leader (Intermediate). Coursebook and CD-ROM. Pearson Education Limited, 3
- Hughes, John (2008). Language leader (Intermediate). Workbook with Key and Audio CD. Pearson Education Limited, 1st impr.
- Evans, David. Women in business (2001). Pearson Education limited. 1st ed.
- Evans, Virginia (1994). Round-Up 5. Pearson Education Limited, 2003.
- Gleeson, Janet (1999). The Moneymaker, Reader. – Essex: Pearson Education Limited.
- Market Leader Upper Intermediate Practice File & Practice File CD Pack
- Business Result, Practice file and CD
- Intelligent Business, CD and work Book

#### UK national daily newspapers

- “The Economist”
- “The Express”
- “The Guardian”
- “The Mail”
- “The Times”