



UNIVERSITATEA ECOLOGICĂ DIN BUCUREȘTI
FACULTATEA DE ECOLOGIE ȘI
PROTECȚIA MEDIULUI



Program de studii universitare de licență

ECOLOGIE ȘI PROTECȚIA MEDIULUI

Forma de învățământ: învățământ cu frecvență

Material bibliografic pentru disciplina:

Limba străină

Titular de disciplină:

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INTRODUCERE

Materialul este destinat studenților din cadrul programului de studii universitare de licență *Ecologie și Protecția Mediului*.

1. Date privind titularul de disciplină

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2. Date despre disciplină

Anul de studiu:	I
Semestrul:	2

3. Obiectivele disciplinei

Obiectivul general al disciplinei	Dezvoltarea competenței de comunicare profesională în limba engleză
Obiectivele specifice	- Introducere în procesul comunicării în diferite medii, structuri, definiții, introductori, conectori. - Aprofundarea cunoștințelor de gramatică a limbii engleze. - Dobândirea capacității de aplicare a noțiunilor însușite în redactarea textelor în funcție de registrul lingvistic; perspectiva pragmatică. Stimularea creativității și originalității la nivelul exprimării scrise. Stimularea procesului de gândire creativă, analitică și critică în abordarea culturii și limbii engleze. - Însușirea conceptelor fundamentale ale comunicării în Relații Publice și aplicarea acestora în tipuri de discurs și texte de specialitate. Modele retorice de discurs în Relațiile Publice. - Redactarea textului scris și prezentarea acestuia. Folosirea mijloacelor vizuale ca suport în prezentarea discursului. - Strategii și tehnici specifice de comunicare în Relațiile Publice. - Este încurajată prezentarea discursului în cadrul seminarului de specialitate. Însușirea temeinică, pe baze științifice, a structurilor de limbă; formarea și dezvoltarea deprinderilor de folosire a limbii engleze ca mijloc de comunicare scrisă și orală; - Dezvoltarea competenței culturale ca parte a competenței de comunicare în limba străină.

4. Competențe acumulate după parcurgerea cursului

Competențe profesionale	• Definirea principalelor concepte specifice domeniului, utilizarea lor și a terminologiei de specialitate în situații multiple • Identificarea particularităților utilizării specializate a diverselor tipuri media în comunicare • Utilizarea strategiilor și metodelor de comunicare în gestionarea situațiilor de criză și/sau mediere
Competențe transversale	• Înzestrarea studenților cu perspectiva de eficiență și etică socială în abordarea fenomenelor de comunicare profesională • Abilitatea de a lucra în echipă datorită înțelegerii importanței parteneriatului în situații de comunicare profesională • Capacitatea de a valorifica oportunitățile intelectuale și practice pentru dezvoltarea carierei oferite de analiza situațiilor de comunicare profesională uzuale

5. Resurse și mijloace de lucru

Pentru o pregătire temeinică vă sugerăm să consultați:

- Dennis L. Wilcox, Phillip Ault, Warren K. Agee, Glen T. Cameron, Public Relations, Strategies and Tactics, seventh edition, 2004;
- *** Oxford Guide to British and American Culture, Oxford University Press, 2000;
- Bill Mascull- Key Words in The Media, Collins Cobuild, 2005;
- James Curran and David Morley, Media and cultural theory, Routledge, 2006;
- Mark Nettle, Diana Hopkins, Developing Grammar in Context, Cambridge University Press, UK, 2003.
- J. Thomson, A. V. Martinet, *A Practical English Grammar*, Oxford University Press, Great Britain, 2001
- J. Thomson, A. V. Martinet, *A Practical English Grammar, Exercises 1*, Oxford University Press, Great Britain, 2001
- J. Thomson, A. V. Martinet, *A Practical English Grammar, Exercises 2*, Oxford University Press, Great Britain, 2001
- Mark Skipper, Advanced grammar and Vocabulary, Express Publishing, 2005

- Mark Nettle, Diana Hopkins, *Developing Grammar in Context*, Cambridge University Press, UK, 2003
- Robert O'Neill, *Success at First Certificate*, Oxford University Press, Great Britain, 1990
- Russell, Shirley, 2001, *Grammar, Structure and Style*, OUP
- Vince, Michael, 1995, *Advanced Language Practice*, Heinemann Elt.
- ****Texts and Practices, Readings in Critical Discourse Analysis*, ed. Carmen Rosa Caldas-Coulthard & Malcolm Coulthard, Routledge, London, 1996

6. Evaluarea

Înainte de examen este indicat să parcurgeți toată materia, cu atenție, durata estimată pentru această activitate fiind de aproximativ o săptămână.

Tip activitate	Criterii de evaluare	Metode de evaluare	Pondere din nota finală
Curs	Înțelegerea și însușirea problematicii tratate la curs.	Evaluarea participării active la debateri	40%
Seminar	-	-	-
	-	-	-
Evaluare finală	Aplicarea cunoștințelor prin rezolvare de exerciții, interpretare și argumentare.	Colocviu	60%
Modalitatea de notare (calificativ sau notă) : notă			
Standard minim de performanță:			
- Minim 50% din punctajul aferent evaluării finale.			

UNIT 5- PRESENTING IN ENGLISH-

~Effective communication is 20% what you know and 80% how you feel about what you know~

Jim Rohn.

How to give a successful presentation

You've been working on your presentation for a long time now and you think it's perfect. You're well- prepared; you've made your slides and checked your visuals. All you have to do now is walk into the room and give the presentation.

Stop! Is that really all you have to do? Have you thought about HOW you're going to give the presentation? How you deliver your talk is just as important as the content.

Use these tips to give your most successful presentation ever.

First impressions count

Your audience will check out your clothes and the way you walk into the room and form an opinion of you before you even open your mouth.

TIP! Make sure that your appearance gives you a look of authority

Dealing with nervousness

It's normal to be nervous. Even experienced speakers feel a bit nervous until they get started.

If possible, greet your audience as they arrive and chat with them. It's easier to give a presentation to people you "know" than to speak to strangers.

TIP! When you do start, speak slowly. After a few moments, you'll relax and gain confidence.

Audience rapport

Build a friendly relationship with your audience as soon as you start your presentation.

TIP! Establish eye contact with each member of your audience. Look at everyone in turn so that they feel that you're speaking to them directly.

Body language

If possible, avoid giving your presentation from a sitting position. Stand or walk slowly from side to side. If you do want to sit, try to sit on the edge of a desk. Always try to talk to your audience from a slightly higher position.

TIP! Try to keep your body still; don't wave your hands about while you talk.

Intercultural competence

Cultural differences may influence the way you give your presentation. Differences in body language can be important, for example, using your hands when presenting to an Italian audience will probably make your presentation come over as dynamic.

TIP! Use the internet to check the cultural points you should be aware of.

Vary your voice

You can keep your audience interested in what you're saying by changing how you speak.

Start your presentation slowly, then speed up, then talk slowly again. Pause before you make an important point. Speak at normal volume, speak loudly, then speak quietly. Change your intonation; speak in a high tone or a low tone.

TIP! Never speak in a flat, monotonous voice when giving your presentation, If you do this, your audience might fall asleep!

• READING SPOT

A .Complete the text with items from the box. You will only need six of the eight sentences given.

Preparing for your presentation

What you really need to think about before you face your audience

Before you actually get down to the nitty-gritty of planning the presentation itself, you need to reflect on a number of crucial questions. First of all ask yourself what exactly your aim is 1.....you can then decide how many stages are necessary to get there, what the aim of each individual stage is and how each one contributes to your overall aim 2..... In other words, you can shift the essential: data from the rest and get rid of any irrelevant or unnecessary detail.

However, content and structure are not everything. The talks we give are not just about a certain topic, they also have a specific purpose. Talks may be delivered in order to convey information, to persuade, to spur people into action as to countless other reasons. Obviously the purpose the purpose of our talk will have a significant effect on the language we use 3 Although the importance of clear aims cannot be overstated, most-experienced presenters seem to agree that its only secondary to the human factor.

Which brings us to the second question we should all be asking ourselves at the planning stage: Who are the audience? 4..... What you say has to be appropriate not only to your aim, but also to your audience.

Therefore, it is always a good idea to find out as much as you can about the audience well before you face them. 5..... You can also anticipate how much they already know about your topic, and so pitch your talk at the right level.

Finally, never underestimate the importance of the physical environment in which you will deliver your talk.⁶ Walking around the room where your talk is going to be will help you focus on your audience rather than your surroundings. This also gives you the chance to check the equipment you need is there and in working order.

- a) A presentation cannot be successful unless it takes the needs and interests of the audience into account.
- b) Having a clear objective in view enables you to map out the most convenient route to get to your destination.
- c) Once you have established that, you can prioritize your material.
- d) In addition, make sure you plan carefully how you are going to introduce yourself.
- e) It will also affect the manner in which we choose to deliver our talk.
- f) Most presenters feel more relaxed in they have had the opportunity to go to the conference venue beforehand
- g) Of course it is better to plan in advance when you want to deal with questions
- h) With such information, you can tailor both the style and the content of your talk to your audience's expectations.

• LANGUAGE IN USE- PRESENTATION STRATEGIES

- a. Complete the 'Five Rules for Presenters' below. Use the notes to find the missing words. The first letters have been given.

Five Rules for Presenters

1 Start on time
Don't wait for l _____

2. Keep to the t _____ in your plan.

3. Don't l+ _____ a particular point.

4. Don't d _____

5. Don't r _____ o _____ time

Notes

Start on time. Don't wait for people who get to the presentation after the starting time.

Keep to the time that you have allocated to each point in your plan.

Don't go on and on about a particular point for a long time.

Don't go off the point and talk about things that aren't in your plan.

Don't go on past the time when the presentation is supposed to finish.

Choose the best word to fill each gap from the alternatives given below. Put a circle around the letter, A, B or C, of the word you choose.

‘Here is some advice for making a presentation. People want to hear you, so (1) your voice to the back of the room. If you are using a (2)... make sure you know how to turn on. Speak in a natural (3) and not too quickly, Don’t speak in a monotone — vary the (4) ... of your voice. Try to gain your audience's (5) from the beginning. Start with an interesting (6)... . In the main part of your talk, use some surprising (7) And don’t forget to leave time for participants to ask (8)

- | | | | | | |
|----------------|------------|--------------|----------------|---------------|-------------|
| 1 A shout | B project | C pass | 5 A digression | B objective | C attention |
| 2 A microphone | B | C microlight | 6 A anecdote | B antidote | C antelope |
| | microscope | | | | |
| 3 A tone | B sound | C note | 7 A truths | B facts | C words |
| 4 A court | B pitch | C field | 8 | A B practices | C questions |
| | | | discussions | | |

1. Stating your purpose

TIP: It is essential to state the purpose of your presentation near the beginning.
To do this clearly and effectively you need a few simple presentation verbs
take a look at, report on, give an overview of etc.

Below you will find a number of ways of stating the purpose of your presentation. Complete them using the words given. Combining the sentences with the number 1 will give you a complete introduction. Then do the same with those numbered 2 etc.

“OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). This morning I'm going to.....”

show talk take report tell

- 1 to you about the videophone project.
- 2 you about the collapse of the housing market in the early 90's.
- 3 you how to deal with late payers.
- 4 a look at the recent boom in virtual reality software companies.
- 5 on the results of the market study we carried out in Austria.

... so, I'll begin by:

making outlining bringing giving filling

- 1 you in on the background to the project.
- 2 a few observations about the events leading up to that collapse.
- 3 company policy on bad debt.
- 4 you an overview of the history of Facebook..
- 5 you up-to-date on the latest findings of the study,

... and then I'll go on to:

put discuss make highlight talk

- 1 what I see as the main advantages of the new system.
- 2 the situation into some kind of perspective.
- 3 you through our basic debt management procedure.
- 4 detailed recommendations regarding our own R&D.
- 5 in more depth the implications of the data in the files in front of you.

TIP

When you give a presentation in English, clarity is very important, particularly if there/are non-native speakers in your audience. It often helps if you state your purpose at each stage-of your talk as well as at the beginning.

Cross out the verbs which do not fit in the following presentation extracts. The first one has been done for you as an example.

7. First of all, I'd like to ~~preview~~ / ~~overview~~ / **outline** the main points of my talk.
8. Perhaps I should start off by **pointing** / **stressing** / **reminding** that this is just a preliminary report. Nothing has been finalized as yet.
9. But later on I will, in fact, be **putting forward** / **putting out** / **putting over** several detailed proposals.

10. One thing I'll be **dealing with** / **referring** / **regarding** is the issue of a minimum wage.
11. And 'll also be **asking** / **raising** / **putting** the question of privatization
12. So, what we're really **driving at** / **aiming at** / **looking at** are likely developments in the structure of the company over the next five to ten years.
13. If we could just **draw** / **focus** / **attract** our attention on the short-term objectives to begin with.
14. The eighteen-month plan, which by now you should've all had time to look at, **outlines** / **reviews** / **sets out** in detail our main recommendations.
15. Basically, what we're suggesting / asking / reviewing is a complete reorganization of staff and plant.
16. I'd now like to **turn** / **draw** / **focus** my attention to some of the difficulties we're likely to face.
17. I'm sure there's no need to **draw out** / **spell out** / **think out** what the main problem is going to be,
18. But we do need to seriously **ask** / **answer** / **address** the question of how we are going to overcome it.
19. The basic message I'm trying to **get through** / **get across** / **get to** here is simple. We can't rely on government support for much longer.
20. Disappointing end-of-year figures **underline** / **undermine** / **underestimate** the seriousness of the situation.
21. And the main conclusion we've **thought** / **got to** / **come to** is that massive corporate restructuring will be necessary before any privatization can go through.

2. Signposting

In a good presentation, what you say - the content - is much more important than anything else. But a clear structure helps. When you move on to your next point or change direction, tell the audience.

You can do this easily and effectively, using simple phrases as ‘signposts’ to guide the audience through your presentation:

To move on	To go back	To summarize
To expand on	To recap	To turn to
To digress	To conclude	To elaborate on’

TASK 4

Choose one of the ‘signpost’ expressions from the box above for the following situations:

- 1 When you want to make your next point. To
- 2 When you want to change direction. To
- 3 When you want to refer to an earlier point. To
- 4 When you want to repeat the main points. To
- 5 When you want to give a wider perspective. To
- 6 When you want to do a deeper analysis. To
- 7 When you just want to give the basics. To
- 8 When you want to depart from your plan. To
- 9 When you want to finish your talk. To

Once you know the nine basic signposts, you can build them into the points you make to give direction and coherence to your presentation.

Complete the following signpost phrases and sentences using the notes to help you. Say them first. Then write them down. The first one has been done for you as an example.

1 Moving on / question / the US market

Moving on to the question of the US market,

2 Let's expand / the figures / last year,

.....

3 I'd like/ recap/ the main points

.....

4 Let's go back / question / clinical research methods.

.....

5 Digress/ a moment, let's consider / alternatives.

.....

6 Going back/ a moment/ the situation last year

.....

7 Let's turn now/ our targets/ the next five years

.....

8 I'd like/ turn now/ our projections/ year 2005

.....

9 Go back/ the main reason/ our collaboration/the Germans

.....

10 I'd like / expand/ that / little, before we move on.

.....

11 Let's go back / a moment / what we were discussing earlier.

.....

12 Let me expand / some / the main points / our proposal.

13 Elaborate / that/ little / those of you / aren't familiar / Russian business practices,

14 If I could just move on / some / the problems we face / Central / Latin America,

15 I'd like / conclude / | may / repeating what | said / the beginning / this presentation.

Present the signpost sentences above until you feel comfortable saying them,

TIP Neat, short signposts are more effective than long explanations of the structure of your presentation. Remember, the simplest way to signpost the end of one stage of your presentation and the beginning of the next is to say:

OK, so...

3. Commenting on Visuals

Visuals help you to give a lot of information in a short space of time. They are really quick snapshots of situations, developments, events and processes which would take a long time to explain fully in words.

Good visuals speak for themselves and require little or no description, but you often need to draw your audience's attention to one or more key points before you discuss them in more detail:

- | | |
|--------------------|---|
| 1. Highlights | Which parts of the visual are most significant? |
| 2. Comments | Why? |
| 3. Interpretations | What conclusions can you draw? |

These expressions highlight important information in a visual. Complete them using the following words:

on to at out about

- | | | |
|----------|---------------------------|--|
| I'd like | us to look | 1. ... this part of the graph in more detail |
| | us to focus our attention | 2. ... particularly important feature. |
| | to think | 3. ... the significance of this figure here. |
| | to point | 4. ... one or two interesting details |
| | to draw your attention | 5. ... the upper half of the chart. |

These expressions comment on important information in a visual. Complete them using the following words:

If As Whatever Whichever However

1. you can see, there are several surprising developments.
2. you look at it more closely, you'll notice a couple of apparent anomalies.
3. you try to explain it, this is very bad news.
4. the reasons for this, the underlying trend is obvious.
5.way you look at it, these are some of our best results ever.

4. Survival Tactics

Giving a presentation in a foreign language is a challenge. Concentrate too hard on the tactics and you make language mistakes. Concentrate too hard on your English and you get your facts wrong!

If you have problems during your presentation, don't panic. Pause. Sort out the problem and continue. Here are the eight most common problems people face. Match what you think with what you say:

WHAT YOU THINK

1. I've got my facts wrong!
2. Too fast! Go back.
3. I've forgotten to say something!
4. Too complicated! Make it simple.
5. I'm talking nonsense
6. How do you say this in English?
7. Wrong! Try again.
8. I'm running out of time!

WHAT YOU SAY

- a. So, let's just recap on that
- b. So, basically, what I'm saying is this...
- c. Sorry, what I meant is this ...
- d. Sorry, I should just mention one thing
- e. So, just to give you the main points here
- f. Sorry, let me rephrase that
- g. Sorry, what's the word / expression?
- h. Sorry, perhaps I didn't make that quite clear

Notice how some of the words are stressed in each phrase. Repeat the phrases until you feel comfortable saying them.

5. Closing and questions

- The statements below were made by presenters responding to questions from the audience. Write one word in the gap to complete each statement.

1 'That's a fair p _ _ _ _ . This model does assume that inflation is below 2%.

2 'I can't tell you the bid price because that's c _ _ _ _ _ _ _ _ _ _ information,

3 'That's not really my f _ _ _ _ , but I think that my colleague Simon will be able to help you,"

4 'Ah. That really goes b _ _ _ _ the scope of this presentation, Perhaps we can talk afterwards?"

5 'I'm afraid we've run out of t _ _ _ _ We can return to that after lunch.'

6 'I'm sorry. I didn't c _ _ _ _ the question. Were you asking about stagflation?'

- Choose the best word to fill each gap from the alternatives given below, Put a circle around the letter, A, B or C, of the word you choose.

"OK. Let me (1) ... up what we've done today. (2) ... we looked at what makes a good leader. (3) ... we looked at key leadership skills. Then, last, but by no means (4) ..., we talked about the consultation process. Are there any final (5) ... that you'd like to ask? No? Well then, that's a good (6) ... to stop. (7) ... you for listening."

- | | | |
|---------------|------------|---------------|
| 1 A run | B add | C sum |
| 2 A Firstly | B Starting | C Openly |
| 3 A Seconds | B Secondly | C Seconded |
| 4 A last | B lost | C least |
| 5 A questions | B answers | C information |
| 6 A position | B place | C pointer |
| 7 A Thank | B Thanks | C Thanking |

• VOCABULARY SPOT

- For questions 56-65, read the text below, Use the word given in capitals at the end of each line to form a word that fits in the Space in the same line.

The ideal speech

Giving the ideal speech is a matter of (56) ... in yourself and in what you're going to say. This may be (57) ... said than done, but part of the answer lies in your careful (58) ... Note down your key points, (59) ... on postcards or other small slips. Don't make the mistake of trying to script your speech word for word. You may gain a sense of (60) ... from doing this but when you come to deliver your speech it will sound (61) ...

Keep it brief. It's no good saying afterwards, 'I delivered it well but they fell asleep.' To grab their (62) ..., begin your speech with a few arresting thoughts or phrases, but steer clear of jokes. As a (63) ... you'll show your (64) ... in your face as you wonder whether your joke will succeed. Be a top-class speaker- not an amateur (65) ...

CONFIDENT
EASY
PREPARE
PREFER

SECURE

NATURE

ATTEND

BEGIN
NERVOUS
COMEDY

2. Look at the following answer to the question in 3.1 and complete it with the words and phrases in the box.

What I mean is But in spite of all of that So, I would say that's Because of that That's because When it comes to On top of that that's the reason

When I think about a person who has influenced me a great deal in my life, the first person who comes to mind is my grandfather. 1 ____ he was young, he had a really hard life. His family had to work very hard and they didn't have a lot of money. So they couldn't afford for him to go to school, and when he was only 14, he had to go to work in the family business. 2 ____ his own father became very ill so he and his mother had to work extremely hard to make enough money to keep his family together. 3 ____ I think of my grandfather, I think of a man who is always happy and smiling. I think 4 ____ what makes him special — his outlook on life is always so positive 5 ____ way that he's influenced me, I think he's made me a calmer person. 6 ____ me to see that you can achieve a lot just by persevering and getting on with whatever task needs to be done. You see, my grandfather used to look after me when I was very small and he would build things with me. But I was very impatient and if we didn't get it finished quickly, I would become very angry. But my grandfather taught me to relax and enjoy the work and to not always be in a hurry to get it finished. 7 ____ I learned to slow down. And I'm sure 8 ____ why I enjoy my work and my studies now. 9 ____ has been a very big influence in my life so far.

• GRAMMAR SPOT- REVISION OF THE TENSES

1.Put the verbs in brackets into the correct tense: the Present Tense, the Present Perfect, the Past Tense or the Past Perfect:

- A. It (be) the first time that Jane and Katie ever (be) out so late.
- B. It was not until long after she (say) “yes” that she (wonder) whether she (do) wrong. After all, she really (not know) him. But he (be) so old and (be) so kind when she (be) in trouble.
- C. I know I smoked one or two cigarettes while we (talk) business. And I (smoke) probably a couple more afterwards, when we (drink) our whisky, They would be either in the fireplace or in that ashtray. Sir John (smoke) one cigar directly after dinner.
- D. But Mister Smith has been touchy in a way I (never know) before, and it (seem) to me that he (not be) on the friendly terms with John that you'd expect with a son-in-law.
- E. I went to the doctor's yesterday. I (wait) for an hour before he (can) see me. “I (work) in the garden when I suddenly (feel) the pain, I (have) this pain for two days. (Think) it is serious?” “To tell you that, I (have) to examine you first”,
- F. The inspector (not be) in his office long when he (receive) a message that a gentleman (call) and (ask) to see him on urgent private business. For myself it (be) twenty years since I (be) brave enough to eat strawberries.

2.Put the following verbs into the correct tense.

We (1 to found) the company in 1998 and ever since it (2 to make) money. At present we (3 to expand) our range of products and as always, this (4 mean) big investments in research and marketing. Recently we (5 to negotiate) a loan with our bank and they (6 to agree) to give us a reasonable interest rate. If the bank (7 not to accept), we (8 to have to) postpone our plans to expand our product line. If everything (9 to go) according to plan, we (10 to launch) the first new item as early as next March. We are happy about this as some of our old products .. . (11 not to sell) as well in recent years so they (12 to replace) by the new, improved ones as soon as possible.

The last few months (13 to be) difficult for the people in our research and development department who (14 to work) an average of ten hours a day and they now (15 to need) a break.

The marketing people are also complaining about the lack of staff and if we (16 to have) more money, we (17 to employ) more people. However, decisions about taking on more staff (18 to make) after careful and long consideration, For the moment we (19 to feel) that we (20 not to be) in a financial position to do so.

3. Complete the text with the past simple, present perfect simple or present perfect continuous form of the verbs in brackets.

Three weeks ago I (1) ... (move) to London, full of enthusiasm, to start a new job, but ever since I (2) ... (arrive) in the capital, I (3) ... (wonder) whether this was the right decision. Before coming here, I (4) ... (hear) a lot of great things about life in London, but since arriving I can't really say that the city (5) ... (make) a favorable impression on me. It's so crowded and the people are so unfriendly, and I (6) ... (spend) hours every day on the underground going to and from work. You see, (7) ... (grow up) in a small town in Wales and I (8) ... (not be) away from home before. Of course, I (9) ... (always/want) to see the world, so when my company (10) ... (offer) me a post in the London office, I (11) ... (jump) at the chance. The problem is that now I (12) ... (actually/start) living here, I can see that there are lots of reasons for being back in Wales. In fact, according to a piece I (13) ... (come across) in the paper the other day, a lot of large companies (14) ... (choose) to move away from the centre of London recently. I feel so miserable that I (15) ... (secretly/hope) my company might decide to move too, and that I'll be able to go back to Wales.

4. Underline the correct forms of the words in italics

My name's Alexander Stewen, I'm a 27-year-old mechanical engineer and at the moment 1 I am working/I have worked for a company in the South of Germany where I am/ have been since I 3 have left / left France last July. Actually have 4 already /recently spent most of my life here in Germany because that is where I 5 complete / completed my secondary and university education.

Before I 6 have graduated / graduated I went on a European study programme in 7 Britain / British for one year. After university I 8 join / joined an American company in Berlin and subsequently 9 moved / have moved to France when the headquarters were transferred there.

In my present job my duties 10 are including / include supervising our activities in what we call 'the rest of the world'. Basically this 11 means / is meaning that I'm responsible for giving our representatives there our commercial and technical: support. It's a new job for me so I'm 12 currently /usually learning exactly what it 13 involves / is involving. However, there are many new things that I'm still not 14 used to do / used to doing.

At present our company 15 is expanding / has expanded its activities outside of its main market, which is Europe, and we 16 develop / are developing our network of agents, particularly in South Africa and Brazil.

I 17 used to think / am used to thinking that it was enough to speak two foreign languages but I now realize that the more languages you speak the better you communicate. That is why I 18 always / sometimes take every opportunity to develop my language skills.

In order to prepare for my future as a manager, I 19 intend / have intended to study for an MBA. In fact my boss 20 has agreed / agrees to give me one day a week off work for this.

• VOCABULARY SPOT- REVISION

1. Complete each sentence by using an adjective from the list on the left and a preposition from the list on the right. You must use each adjective once only but you can use each preposition more than once.

absent	opposed	suitable	at	for
better	satisfied	suspicious	from	of
guilty	short	terrified	on	to
keen	similar	terrible	with	
late	sorry	tired		

1. Because of the flu epidemic many staff were ...work.
2. They were ...strangers so they kept following us around and watching what we were doing.
3. I feel really ... her because she has to do all the work while the others go out and enjoy themselves.
4. They won't be ... just a small party! They'll want to invite : every single one of their friends!
5. I must hurry or I'll be ... work.
6. She's never been very going to meetings so I wouldn't be surprised if she doesn't turn up.
7. The jury found him ... of robbing the bank.
8. We're totally the road-widening scheme and will fight it all the way.
9. She's much ... driving than he is.
10. I'm a bit ... money at the moment so could you pay?
11. She's not really ... this-job. We wanted someone older.
12. This incident is very what happened yesterday except that it was later on in the day.
13. She wouldn't tell her father because she was ...what he might do if he lost his temper.
14. I can recognize faces but I'm ... remembering names!
15. He got ... hearing the same old excuses, day after day.

2. Word Partnerships. Complete each of the blanks with one word only:

By (1) ... the most terrifying day of my life was the day I met my girlfriend's family. Her father (2)...to her going out with somebody he had never met and insisted (3) ...meeting me to see if he approved (4)... his daughter's "young man".

' I spent hours getting (5)... for the dreaded event. I spent so long trying to choose clothes suitable (6)... the occasion that I (7).... the bus and had to (8)... my way to my girlfriend's house (9).... foot!

I had been instructed to be there for afternoon tea at three o'clock and as I did not want to be (10) .. for this first meeting, I ran the last 500 meters. As I (11) ... the corner of the street where her house was situated, I took a quick (12) ... at my watch. It was five to three. I was just (13) ... time.

My girlfriend, Sandra, opened the door, startled to see me out of (14)...because I had been running. The family (15) ... barked an unfriendly welcome at me but she told me not to (6) ... any attention as he was quite friendly, really.

I'm sure my heart was (17)... twice as fast as I went into the house. I was shown into a room which was so dark that (18).... first it was impossible to make out who was inside. Gradually, I became (19)..... of four figures standing by a table. They stared at me (20)..... Silence. There was no escape, I was doomed.

3. Add the missing prepositions to these texts.

A

A: I'm really fed up my job. I've been doing the same thing at Trimstep for ten years and I'm tired of the same old routine.

B: But I thought you were keen your job. You've always seemed so enthusiastic it.

A: Well, I used to be very impressed the managers, But now they're only interested making money and they seem indifferent how the staff feel. There are rumours that business isn't going well, so a lot of people are worried their jobs. In fact, one of the senior managers left last week. He obviously wasn't satisfied the way the company's being run. Maybe it's time I started looking around for something new, too,

B (This is part of a speech made by a senior manager at Trimstep to employees)

I know that some of you have expressed anxiety Mr. Madison's sudden departure the company last week. I was very disappointed his decision to resign. I must admit that the last few months have been difficult, and at times we've been very concerned ourselves the future of the company. However, we have now developed an association a firm of retailers in South-East Asia, and we're extremely pleased this development. We did at first have a disagreement safety standards, but this has been resolved and they have now indicated their satisfaction the design changes we've made. We hope to sign a major contract with them in the next few days. To all of you I want to express my gratitude your belief the company and your continuing support the management team.

References

Note. Most of the texts were adapted from different specialized journals and magazines in the field.

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