



# BUSINESS ENGLISH

## MDB3032

2019-2020 SPRING SEMESTER

COURSE MATERIAL

**2019-2020 SPRING SEMESTER  
MDB3032 BUSINESS ENGLISH COURSE PLAN**

<b>WEEKS</b>		<b>UNITS</b>
1	Feb. 3-7	Introduction to the Course & Input on Presentations Unit 1: In Search of the Ideal Job
2	Feb. 10-14	Unit 1: In Search of the Ideal Job
3	Feb. 17-21	Unit 2: Interviewing
4	Feb. 24-28	Unit 2: Interviewing
5	March 2-6	Unit 3: Communicating in Business Settings
6	March 9-13	Unit 3: Communicating in Business Settings
7	March 16-20	Unit 4: Essential Business English Vocabulary & Phrases
8	March 23-27	<b>MIDTERM</b>
9	March 30- April 3	Unit 5: Delivering Presentations
10	April 6-10	Unit 5: Delivering Presentations
11	April 13-17	Oral Presentations
12	April 20-24 <b>April 23 Thurs. off</b>	Oral Presentations
13	April 27- May 1 <b>May 1 Fri. off</b>	Oral Presentations
14	May 4-8	Oral Presentations

## DERS BİLGİ FORMU

<b>Dersin Adı</b>			<b>Kodu</b>	<b>Normal Yarıyılı</b>
İş Hayatı İçin İngilizce			MDB3032	BAHAR
<b>Yerel Kredisi</b>	<b>AKTS Kredisi</b>	<b>Ders (saat/hafta)</b>	<b>Uygulama (saat/hafta)</b>	<b>Laboratuvar (saat/hafta)</b>
2	2	2	0	0
<b>Ön Koşul(lar)</b>	:			
<b>Dersin Dili</b>	:	İngilizce		
<b>Dersin Seviyesi</b>	:	Lisans		
<b>Dersin Türü</b>	:	Üniversite	Zorunlu	Seçmeli
				x
<b>Dersin Kategorisi</b>	:	Temel Meslek Dersleri	Uzmanlık/Alan Dersleri	Genel Kültür Dersleri
				x
<b>Dersin Sunum Şekli</b>	:	Yüz-yüze	Uzaktan Eğitim	
		x		
<b>Dersin Koordinatörü</b>	:	Modern Diller Öğretim Görevlisi		
<b>Dersi Veren(ler)</b>	:	Modern Diller Öğretim Görevlileri		
<b>Asistan(lar)</b>	:	-		
<b>Dersin Amacı</b>	:	Öğrencilere iş hayatında, özellikle yabancı firma ya da kuruluşlarla olabilecek ilişkilerinde başarılı olabilmeleri için gereken yazılı ve sözlü iletişim becerilerini kazandırma		
<b>Dersin İçeriği</b>	:	İş ortamındaki iletişimde sıkça kullanılan sözcükler, kalıplar ve deyimler, takım çalışması ve organizasyonlarda dikkat edilmesi gerekenler, iş hayatında kültürel çeşitlilik ve sosyalleşme, telefon görüşmeleri yapma, iş mülakatları yapma, soru ve cevap biçimleri, işe kabul süreçleri, sözlü sunum yapma ile ilgili bilgi edinme, bir şirket çalışanıyla röportaj yapma ve sınıfta sunma, bu röportaj ile ilgili bir de yazılı rapor hazırlama.		
<b>Dersin Öğrenme Çıktıları</b>	:	Öğrenciler; İş hayatında sıkça geçen sözcükleri ve yazılı/sözlü kalıpları uygun bağlamlarda kullanabilecek, dinleme, konuşma ve yazma alıştırmalarıyla çalışma ortamındaki iletişim kurallarını tanıyacak, iş hayatından kişilerle röportaj yapıp bunu sınıfta sunacak, sunumlarıyla ilgili rapor hazırlayacaklar, iş hayatında telefon görüşmesi yapmayı, tipik mülakat stratejilerini, soru ve cevaplarını, genel olarak işe kabul süreçlerini öğreneceklerdir.		

## KAYNAKLAR

<b>Ders Kitabı</b>	:	Modern Diller Bölümü tarafından derlenen İş Hayatı için İngilizce Ders Kitabı.
<b>Diğer Kaynaklar</b>	:	<a href="http://oupeltglobalblog.com/category/business-english-for-specific-purposes/">http://oupeltglobalblog.com/category/business-english-for-specific-purposes/</a> <a href="http://blog.english-trainer.de/">http://blog.english-trainer.de/</a> <a href="http://www.businessenglishsite.com/index.html">http://www.businessenglishsite.com/index.html</a> <a href="http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/">http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/</a> <a href="http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/">http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/</a> <a href="http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/">http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/</a>

## DEĞERLENDİRME SİSTEMİ

Yarıyıl İçi Çalışmaları	Sayısı	Katkı Payı %
Devam	%70	
Laboratuar	-	
Uygulama (Sözlü)	-	
Arazi Çalışması	-	
Derse Özgü Staj	-	
Ödev (sunumun raporu)	1	10
Sunum	1	20
Seminer	-	
Ara sınavlar	1	30
Final/	1	40
<b>TOPLAM</b>		100
<b>Yarıyıl İçi Çalışmaların Başarı Notuna Katkısı</b>		%60
<b>Yarıyıl Sonu Sınavının Başarı Notuna Katkısı</b>		%40
<b>TOPLAM</b>		%100

## DERSİN ÖĞRENİM ÇIKTILARININ PROGRAM YETERLİLİKLERİ İLE İLİŞKİSİ

	Program Yeterlikleri/Çıktıları	*Katkı Düzeyi				
		1	2	3	4	5
1	Başlangıç seviyesinde yabancı dil becerisi kazandırma	X				
2	Var olan dil becerilerini geliştirme					X
3	Sözcük bilgisini geliştirme					X
4	Okuma stratejilerini tanıyarak metin türüne ve okuma amacına göre okuma stratejisi belirleyebilme		X			
5	Derste işlenen metinlere ve konuşulan konulara ilişkin düşüncelerini organize ederek sözlü paylaşabilme, günlük konuşma dilinde geçerli yapıları kullanma becerisi kazanma					X
6	Derste işlenen metinlere ve konuşulan konulara ilişkin düşüncelerini yazılı olarak ifade edebilme					X
7	Yabancı dilde yürütülen diyalogu anlayarak ilgili soruları yanıtlatabilme					X
8	İş hayatında karşılaşılabileceği durumlara yabancı dilde uygun yazılı ve sözlü yanıtlar verebilme			X		
9	Yabancı dilden ana diline ve ana dilinden yabancı dile farklı metin türlerinde çeviri yapabilme		X			
10	Derste işlenen metinler aracılığıyla kişisel bilgilerini ve deneyimini					X

	kullanma, geliştirme					
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\*1 en düşük, 2 düşük, 3 orta, 4 yüksek, 5 en yüksek

### AKTS İŞ YÜKÜ TABLOSU

Etkinlikler	Sayısı	Süresi (Saat)	Toplam İş Yüğü
Ders Süresi (Sınav haftası dahildir: 16x toplam ders saati)	16	2	32
Laboratuvar	-	-	-
Uygulama (Sözlü)	1	4	4
Derse Özgü Staj (varsa)	-	-	-
Arazi Çalışması	-	-	-
Sınıf Dışı Ders Çalışma Süresi (Ön çalışma, pekiştirme)	14	1	14
Sunum / Seminer Hazırlama	-	-	-
Proje	-	-	-
Ödevler	-	-	-
Ara sınavlar	1	4	4
Yarıyıl Sonu Sınavı	1	5	5
Toplam İş Yüğü			59
Toplam İş Yüğü / 25 (s)			2,36
AKTS Kredisi			2

### 2019-2020 ACADEMIC YEAR GRADING SCALE

GRADING SCALE		
GRADE	LETTER	ECTS
90-100	AA	4.00
80-89	BA	3.50
70-79	BB	3.00
60-69	CB	2.50
53-59	CC	2.00
48-52	DC	1.50
40-47	DD	1.00
30-39	FD	0.50
0-29	FF	0.00
ABSENTEE	F0	0.00

# UNIT 1



## IN SEARCH OF THE IDEAL JOB

In this unit you will

- read two texts about what employees look for in jobs and what employers look for in employees
- learn vocabulary and phrases related to job hunt
- find references about writing CVs and cover letters

### Warm-up

A question that is rarely asked:

**What are the fresh graduates looking for in a job?**

Rank the following in order of importance for you (1=least important, 6=the most important). Add more if there are other factors that make a job appealing to you.

a high salary \_\_\_\_\_  
a flexible working schedule \_\_\_\_\_  
opportunities for promotion \_\_\_\_\_  
a good work-life balance \_\_\_\_\_  
fringe benefits \_\_\_\_\_  
the reputation of the company \_\_\_\_\_

**Exercise 1: Read the article below and answer the following questions:**

- In what ways do your expectations and young people's expectations as listed in the text coincide or differ?
- Do you find the "top five priorities" reasonable and fair? Why/why not?
- Do you think the priorities of the current generation are different from the earlier generations'?
- Do you think the priorities of the future generations will change or remain the same? Why/why not?

### THIS IS WHAT MILLENIALS LOOK FOR IN A JOB

Millennials are set to make up a third of the **global workforce** by 2020 and are expecting to work well into old age, so businesses need to know what they look for in a job. To help companies gain an insight into what motivates their younger employees, the Millennial Careers: 2020 Vision report from Manpower has identified five things that this generation **prioritizes** when job hunting. And while holidays, working with great people and flexible hours are important factors, money and job security are top of the list.



Image: Millennial Careers: 2020 Vision Report

These priorities vary, however, from country to country. In Brazil, for example, more than 90% of millennials said the most important thing for them was the chance to work with great people. But only half of Japanese young people said this mattered to them.

As well as enjoying their time at work, millennials want to feel that their job has a purpose. This is especially important for young people in Mexico, India and Brazil, who want to work for employers whose values **align with** their own.

With the decline of “jobs for life”, millennials expect to change roles and potentially, companies throughout their careers, and they understand that this means there will be a need for **continuous skills development**. Over a quarter of young people believe that job security means having a skill set to **match the demands** of the market. The vast majority (90%) see **lifelong learning** as part of their career and are willing to spend their own time and money on training. The draw of learning new skills is a key factor when considering a new job for four out of five millennials.

As part of the 2016 Deloitte Millennial Survey, Deloitte set out to discover how **loyal employees** millennials will be to their employers, and what makes them want to stay or leave. The consulting firm also asked what millennials prioritize in a job when looking at things other than salary or financial benefits.

Figure 11: In most markets, work/life balance comes before career progression when evaluating job opportunities  
Relative degree of importance (excluding salary)



Q. For each of the following groups of four, please indicate what would be the strongest reason for choosing to work for an organization and what would be the weakest.

Image: The 2016 Deloitte Millennial Survey

A good work-life balance was seen as the most important factor in a job, followed by the opportunity for **career progression** and the ability to work flexibly. Similar to the findings in the Manpower report, **a sense of meaning and purpose** were important to many millennials, as well as the potential to develop new skills.

Retrieved on 22.01.19: <https://www.weforum.org/agenda/2016/07/this-is-what-millennials-look-for-in-a-job/>

**Exercise 2: The following are the words or phrases in the text above that are written in bold. Turn back to the text and read the sentences that the words or phrases are taken from and match them with their definitions.**

- |                                   |   |
|-----------------------------------|---|
| 1. global workforce               | a. to meet the needs and requirements   |
| 2. prioritize                     | b. the feeling of contentment for doing relevant and worthwhile things          |
| 3. align with                     | c. moving from one step in one's business life to the next                      |
| 4. continuous skills development  | d. international labor pool of workers  |
| 5. match the demands              | e. to support, agree with, or form an alliance with a particular person or idea |
| 6. lifelong learning              | f. a form of self-initiated education that is focused on personal development.  |
| 7. loyal employees                | g. the process of learning new skills and knowledge on an on-going basis        |
| 8. career progression             | h. faithful and dutiful staff members   |
| 9. a sense of meaning and purpose | i. to treat or consider as of greater importance than other matters             |

### **Exercise 3:**

**A question that is frequently asked:**

**What are the employers looking for when they are hiring new employees?**

Take a few minutes to write down what employers seek most in an employee.

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**Exercise 4: Read through the following article quickly and match the subheadings (a-e) with the sections (1-5).**

- a. like to problem-solve
- b. understand their own path
- c. can point to successes at work or elsewhere
- d. know what they want in their career
- e. are proactive

**Exercise 5: Read the article below and answer the following questions:**

- a. In what ways do your guesses about how employers recruit new workers and the qualities listed in the text coincide or differ?
- b. Do you find the "top seven qualities" reasonable and fair? Why/why not?
- c. Do you think the qualities the current employers are looking for in workers are different from the ones employers in the past wanted to see?
- d. Do you think the qualities the employers seek in employees will change or remain the same in the future? Why/why not?

## **7 QUALITIES PROSPECTIVE EMPLOYEES NEED TO HAVE**

The funny thing about the recruiting process is that if you read job ads, you'd think that employers are strictly looking for people with very specific types of experience. That's all you can see in a job ad -- long lists of bullet points with essential requirements like years of experience with certain tools, and obscure industry certifications!

Once you get to a job interview, though, the whole picture changes. Employers are looking for qualities in their new hires that are never listed in the job ad. Here are top 7 qualities employers look for in their new hires:

Employers want to hire people who...

**(1)** \_\_\_\_\_

You have a direction that you've followed since you were born. Can you tell your story in such a way that you make it clear how you've followed an interest or passion of yours to get to the place you stand in right now? Can you talk about your short-term and long-term plans?

**(2)** \_\_\_\_\_

Employers look for 'self-directed' new hires, and here's what that means. They want people who know what they want and are willing to work for it. I met a new grad who told me "I'm interested in starting my own company someday, but I expect that to happen some years from now. In the meantime, I want to learn all I can about how a business works. Can I say on a job interview that I hope to be an entrepreneur one day?"

"Yes, you can!" I said. "The right managers will appreciate that about you. You have a better reason to pay close attention to whatever business you're working in than a person who has no goals and took the job just to get a paycheck. Great managers want to hire people with goals, like you."

(3) \_\_\_\_\_

When someone asks you "Can you tell me a story about a time when you felt triumphant?" what stories from your past spring to mind? You've got to be able to talk about your successes. You don't have to have competed in the Olympics or climbed Mt. Everest. You can tell simple stories about saving the day at work or in a volunteer situation or even at home.

### **Think Independently**

There are certainly managers who don't want to hire independent thinkers, but you don't have to waste time working for someone like that! Strong managers want to hire people who have their own ideas. In every job interview, take the opportunity to share an opinion, rather than a cookie-cutter, standard answer to your interview question. Managers need smart people around to brainstorm with -- so why shouldn't that smart person be you?

(4) \_\_\_\_\_

You've had issues in your life -- everyone has. They say that before a child goes to kindergarten he or she has already conducted 50,000 physics experiments (often using water, mud and dog food as materials). Tell a story about how you dealt with an issue. Maybe you found a better way to organize something or you improved on a process that didn't make sense. In the best job interviews, your manager will see your brain working and you'll see his or her brain working, too!

(5) \_\_\_\_\_

Those employees don't wait to be told what to do. They jump into action when they see a way to help. Managers want to hire people who are autonomous. One way to illustrate this quality is to ask questions about the work you'll be performing in the job (most job applicants, sadly, don't do this). Ask questions that show you've been thinking about the job description -- your new manager will appreciate it!

### **Work well on a team**

Nearly every manager will tell you that teamwork is a critical attribute for anybody on his or her team. Be ready to answer the question "Tell me about how you function on a team" with a colorful story about a situation that required teamwork, and in which your team came through!

Retrieved on 21.01.2019: <https://www.forbes.com/sites/lizryan/2016/03/02/12-qualities-employers-look-for-when-theyre-hiring/#251fc7892c24>

**Exercise 6: Now complete the table below to find out whether employees' and employers' expectations coincide or differ. Make comments on the big picture.**

What employees look for in jobs	What employers look for in employees
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Now that you are fully aware of what you look for in a job, it is time to get prepared for the application process. The application process basically involves:

- Searching job vacancies from various sources (the Internet, magazines, noticeboards, etc.) and finding the right fit, the job ad that matches your qualifications, skills and interests
- Filling in an application form
- Sending your CV along with your Cover Letter

To prepare your CV and cover letter, you can get help from the following websites. There are several different formats and templates to choose from, and you may decide which one is appropriate for you and the job you are applying for.

[https://www.mcgill.ca/caps/files/caps/guide\\_cv.pdf](https://www.mcgill.ca/caps/files/caps/guide_cv.pdf)

[https://www.mcgill.ca/caps/files/caps/guide\\_coverletter.pdf](https://www.mcgill.ca/caps/files/caps/guide_coverletter.pdf)

<https://www.formsbirds.com/topic-college-students-job-hunting-tips-and-resources>

<https://uptowork.com/>

It is also common to prepare custom CVs and cover letters for different job listings, as you may want to highlight particular qualifications and skills you have, depending on the requirements of the job.

The steps above correspond to Step 1 in the infographic below. Examine how the application process proceeds until a final decision is made.



**Exercise 7:** Whether you are writing your cover letter or going through an interview process, it is very important that you express yourself effectively. Use the vocabulary and structures you have studied in this unit along with the list of useful phrases below and make sentences about:

- yourself
- your studies
- your job-related skills
- your expectations from a job

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## List of Useful Phrases and Structures

### Talking about yourself

- I come from...
- I was born (and raised) in ... in ...
- My family is...
- My time in/at (place) taught me...
- Having grown up in (place), I have a passion for...
- I am looking for a career where ... and strive for ...

### Personality traits

- Multitasker
- Strategist
- Decider
- Cautious
- An independent thinker
- A team player
- A cultural fit
- A good communicator
- Flexible
- Able to work in harmony with co-workers
- Eager and willing to add to my knowledge base and skills
- Problem-solver
- Dependable

- Have sound communication skills
- Have strong work ethic
- Self-motivated
- Self-directed

### Talking about your educational background:

- I received a degree in (subject) from (school)
- I studied (subject) at (school)
- I majored in (subject) at (school)
- I got my Bachelor's in (subject) at (school) and my Master's in (subject) at (school).
- I got my B.S. in (subject) from (school) and then I got my Ph.D. from (school).
- As a recent graduate of (school), from the (department), I....

### Talking about your skills and qualifications

- honed my ability to....
- developed my ability to...
- sharpened my .... skills...
- refined my ..... skills...
- I am proficient in ... and feel comfortable using ...

### Talking about work experience/training or job-related skills

- have/gained/possess extensive experience in the (industry/in the field)...
- worked closely with...
- collaborated with a team of...
- organized/created...
- led my group...
- managed a team of...
- I frequently conducted/took part in...
- I am now keen to develop my academic career further in...
- Outside of work and school, I strive to ...
- The events and projects that I execute ...

- In my current job, I collaborate ...
- Throughout my career, I have gained extensive experience in ...
- The most important lesson learned: ...
- During my time at (school), I held/learned/studied...
- This internship gave me hands-on experience in...
- These experiences have not only ... but they've also ...
- I believe that ..., in addition to ..., would make me a valuable member of (company name)
- While earning my degree, I learned how to ...
- I have a very strong interest in pursuing (career)...
- My proven track record of successfully ...makes me an ideal candidate for the (position)
- I consider it a great privilege to ... by...
- My experience as a\_\_\_\_\_ will help me to contribute \_\_\_\_\_.
- Throughout my time in college, I have demonstrated skills and abilities that are exactly what the position of \_\_\_\_\_ demands.
- I can contribute to your company's effectiveness by \_\_\_\_\_.
- My previous success in \_\_\_\_\_ has proven my ability to \_\_\_\_\_.
- Working with \_\_\_\_\_ has strengthened and improved my already strong (analytical, research, interpersonal, organizational, etc.) skills.
- I am confident that I can be a valuable asset to your organization because \_\_\_\_\_.
- Being (a team player, results driven, a quick learner, etc.) who loves challenges, I will \_\_\_\_\_.
- My career goal is to \_\_\_\_\_. Therefore, I welcome the opportunity make a contribution to your organization.
- As a motivated problem solver and diligent learner, I have ...
- During my internship in the (company name), I contributed to ... by ...
- I have focused my (degree) heavily on ..., taking graduate-level courses in ...

## COVER LETTER SAMPLES

Sample 1	Parts of a Cover Letter
<p>Tomoko Martin 8105 50th St. Davis, CA 95616</p>	<p><i>Name and address of the job seeker</i></p>
<p>August 18, 2016</p>	<p><i>Date (month, day, year)</i></p>
<p>Sung Woo Lee Human Resources Director Port of Seattle, Pier 55 Seattle, WA 98190</p>	<p><i>Name, title, and address of the employer</i></p>
<p>Dear Sung Woo Lee:</p>	<p><i>Salutation followed by the person's name and a colon (:)</i></p>
<p>I read about a job opening for an Administrative Assistant in the <i>Seattle Times</i>. I understand that the Port of Seattle is growing to accommodate the increase in ships that will be using Seattle as their base of operations. My fluency in three languages, experience working with international visitors, and office skills would allow me to assist your department to be successful.</p>	<p><i>Paragraph 1: Tell (1) that you are applying for a job, (2) the source of your information, and (3) why you are a good fit for the job</i></p>
<p>As my resume shows, I have the skills and experience to work in any administrative position. I have used Microsoft Office software for 10 years, and I have experience with several web-based programs. As a result of my study abroad experience in Spain and my volunteer experience at the University of California, I have developed proficiency in other languages and interacted with other many diverse cultures. I would welcome the opportunity to use my interpersonal skills in representing the Port of Seattle to visitors.</p>	<p><i>Paragraph 2: Explain 2-3 of your best skills for the job with clear examples from your work/study experience</i></p>
<p>I would appreciate the opportunity to discuss my qualifications in an interview. I will contact your office next week to arrange a time that is convenient for you. Thank you for your consideration of my application, and I look forward to meeting with you.</p>	<p><i>Paragraph 3: Ask for an interview and tell how you will contact them or how they can contact you. Be positive and thankful.</i></p>
<p>Sincerely,  Tomoko Martin</p>	<p><i>Complimentary Close, followed by signature and typed name</i></p>

Sample 2	Parts of a Cover Letter
<p>123 East Main Street Philadelphia, PA, 19119 (215) 898-4381 bethbradley@email.com</p> <p>April 26, 2010</p> <p>Jane Doe, Director Office of International Programs University of Texas P.O. Box 112 Austin, TX 99999</p> <p>Dear Jane Doe:</p> <p>I was interested to read the article in <i>The Austin Times</i> which addressed the growing international student population at your university, and noticed an opening for an International Student Advisor. I am writing to apply for the position of International Student Advisor in the Office of International Programs at the University of Texas. As you can see in my resume, I will graduate this May from the University of Pennsylvania with an M.S.Ed., with a specialization in Intercultural Communications.</p> <p>For the past year, I have worked as a Resident Advisor at the International House in Philadelphia. I have been responsible for 40 international students who have recently moved to the United States. In this position, I advise students on personal, cultural and immigration issues, as well as organize professional, social and cultural programs. Combining interpersonal and organizational skills, I have been successful at assisting these students in beginning their life in the United States. Additionally, last summer I assisted with International Student Orientation at the University of Pennsylvania. Both of these positions have helped me to understand international student issues and concerns. My graduate course work has increased my knowledge of international cultures, customs and communication styles.</p> <p>These experiences have formed an excellent foundation on which to build my international student advising career and I would be most interested in continuing my career at the University of Texas. Thank you for taking the time to review my resume. I will be moving to Austin the end of May and would be delighted to meet with you shortly thereafter. I look forward to speaking with you soon.</p> <p>Sincerely, <i>Beth Bradley</i> Beth Bradley</p>	<p><b><i>Name and address of the job seeker</i></b></p> <p><b><i>Date (month, day, year)</i></b></p> <p><b><i>Name, title, and address of the employer</i></b></p> <p><b><i>Salutation followed by the person's name and a colon (:)</i></b></p> <p><b><i>Paragraph 1: Tell (1) that you are applying for a job, (2) the source of your information, and (3) why you are a good fit for the job</i></b></p> <p><b><i>Paragraph 2: Explain 2-3 of your best skills for the job with clear examples from your work/study experience</i></b></p> <p><b><i>Paragraph 3: Ask for an interview and tell how you will contact them or how they can contact you. Be positive and thankful.</i></b></p> <p><b><i>Complimentary Close, followed by signature and typed name</i></b></p>

Adapted from texts: Loughheed, Lin (2003). *Business Correspondence a Guide to Everyday Writing*, 2nd ed & adapted from Mackey, D. (2005) *Send Me A Message*.

# UNIT 2



## INTERVIEWING



In this unit you will

- find out about how job interviews are held and be presented with tips to follow before and while being interviewed
- get informed about frequently asked questions in job interviews and do's and don'ts when responding to these questions

### Warm-Up

**Supposing that you are having your first job interview, discuss the following questions.**

- Is it possible to get prepared for a job interview?
- What might go really wrong about a job interview?
- What would make a candidate successful or unsuccessful?
- In an interview, do you always have to be completely honest?
- What impression would you try to give in an interview?
- What would you say your strengths and weaknesses are as an interviewee?

### Reading

#### A) BEFORE THE INTERVIEW

When an appointment is made for an interview, it is imperative for you to be fully prepared for it. There are several procedures you may follow in order to be properly prepared. They are as follows:

**(1) Study Your Employer** • This is an opportunity for you to demonstrate your research skills. It is important for you to find out as much as you can about the organization, agency, institution, etc. with which you are interviewing. For example, you should ask yourself the following questions:

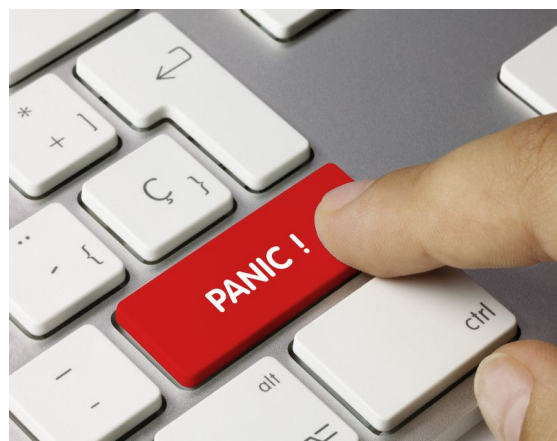
- a. What does the organization make or what type of service does it provide?
- b. What is the size of the organization? What is its organizational structure? How much potential for advancement is there within this structure?
- c. Who are the organization's officers, administrators, etc.?
- d. Know something of their background, recent achievements.

Find out what the position you are applying for will be in relation to the whole organization.

Try to pinpoint some problems, policies, or philosophies of the organization, and plan to focus on these during the interview.

If you know the name(s) of the person/people who will be interviewing you, make sure you can pronounce them properly.

This research will not only increase your self-confidence but will also impress the interviewer. S/he will regard you as a person who has sincere interest in the organization because you took time to find out something about it.



**(2) Know Yourself •** You need to know many facts about the employer, and the interviewer needs to know many facts about you in order to make a fair evaluation. Interviewers are often amazed at the answers that are given to them when they ask the question: Who are you and what do you want to do? Before an interview, *know what you have to offer a potential employer.*

Evaluate yourself in terms of your strengths, and how you could translate these strengths into skills your prospective employer can use. It is also helpful to know your weaknesses for no one's perfect. If you state a weakness, do not elaborate on it and try to turn it around into a potential strength for the organization.

Be ready to talk about your career objectives, your long and short range goals, and your interests. Study your resume and be familiar with your education and experience. Practice illustrating how your extra-curricular activities are examples of skills in leadership and responsibility.

The most important point to remember when preparing for an interview is that the prospective employer is primarily concerned with hiring someone who will make a valuable contribution to the organization. Be prepared to tell an employer why you should be hired. With many applicants for the same job, it will be up to YOU to convince the interviewer that of all those interviewed, *you are the best choice.*

**(3) Practice Role-Playing •** Though it is imperative for you to know yourself and the organization with which you are interviewing, if you are unable to communicate your knowledge clearly and briefly, your interview will not be impressive. You must be able to express yourself to the interviewer.

The best way to improve your communication skills is to practice role-playing before the interview. Ask a friend, your spouse, or roommate, to help simulate an interview (use *Sample Questions* as a guide). Make sure you are critiqued on the strength of your voice and eye contact.

**(4) Be on Time •** It is better to be a few minutes early than one minute late for your interview. Interviewers have a busy schedule and if you are late, it will cut down the amount of time allotted to you. Most important, if you are late, you will make a bad impression.

**(5) Try to make a good first impression •** If you are seeking a professional position, you must look like a professional. A good guideline to follow is to dress as others do in the same occupation. Remember: *The first impression is a lasting one.*

**Women:** Wear a simply tailored suit or dress. Have a neat hairdo. Leave flashy earrings in your jewelry box. Be moderate in use of perfume and make-up.

**Men:** Wear a clean, pressed, conservative suit with a non-flashy shirt and tie. Have your shoes shined and wear plain socks. Have your hair neat and trimmed. Clean and trim your nails. Avoid gaudy or flashy jewelry.

### Exercise 1: Comprehension Questions

**1. Which of the following is NOT one of the things you as a candidate should do before a job interview?**

- a) To be prepared to define who you are and to be well-aware of your strengths and weaknesses.
- b) To be ready to talk about your extra-curricular activities to show you can be a leader.
- c) To find out about the shortcomings of the company so that you may criticize them.
- d) To be prepared to show your prospective employer that you are the right fit for the position.

**2. Before the interview, you as a candidate had better \_\_\_\_\_.**

- a) go to the shops to buy fancy clothes and jewelry.
- b) be prepared so that you look attractive with your hair and make-up.
- c) keep your amateur spirit not to pose a threat to the employers.
- d) do a little research about how the employees in the company dress like.

**3. What does “The first impression is a lasting one” mean?**

- a) You only have one chance to impress the prospective employer.
- b) What the employer thinks of you initially affects the rest of the interview.
- c) It is quite challenging for an interviewee to impress an employer in the very first interview.
- d) The first job interview is so important that it may affect your future interviews.



**B) DURING THE INTERVIEW**

The interview situation can vary from a one-to-one contact between you and an employee of the organization (personnel officer, campus recruiter, department manager, etc.), to a panel composed of several different employees representing various levels or functions. The situation also can vary from a single interview with an organizational representative to a sequence of several interviews on a given day.

Performance interviewing, or in-basket interviewing, is another situation in which you might find yourself. In this case, you will be asked to perform tasks which your possible job will entail in a limited amount of time. Mistakes are expected; the employer is looking for the way you handle yourself. Another type of interviewing is called behavioral interviewing, where the employer seeks to predict future behavior by examining past behavior. Remember: You need to respond and actively participate in each interview. Don't assume what you have told the first interviewer will be communicated to others in the organization.

**Breaking the Ice**

As stated in the introduction, interviews are unpredictable, and no two interviews are alike. A lot depends upon the interviewer for s/he has control and you should respond to that control. Smile, make eye contact and give a firm handshake. Sit fairly upright in your chair and sit still. Speak clearly and confidently.

At the beginning of the interview, interviewers usually start off with basic questioning from your resume to make you feel relaxed. Since this is information that is familiar to you, the interview will become less tense and you should be ready when the interviewer starts to concentrate on specific facts.

**Questions (by the Interviewer)**

In some interviews there might be some stress questions thrown in so that the interviewer can get to know you better. Stress questions are usually problem-solving in essence, and there are no right or wrong answers. The purpose of this type of questioning is to see how you think and react under pressure.

- ♣ **Don't mumble** or give one-word answers.
- ♣ **Don't memorise** answers and repeat them word for word. This sounds mechanical and boring, and you'll get stuck if you are asked a question which you haven't prepared for. You will give a much better impression if you speak naturally.
- ♣ Make sure you **answer the question that was asked** and try to **give specific answers with examples**. For example, if the interviewer asks you what you learnt in your last job, you could say: *In my role as assistant manager, I improved my organisational skills as I was responsible for organising the work schedules of 10 full-time and 5 part-time staff.*
- ♣ One question you should be ready to answer is on the salary expected. On your resume it is proper not to mention salaries. You can even leave it open on your application form or write in 'negotiable'. But in an interview, you might be asked to state a figure. Know what persons of your general qualifications are being offered as starting salaries in positions similar to the one for which you are interviewing. One way to handle salary questions is to give a salary range. Be prepared to back up your salary request with specific information about your education and experience.
- ♣ **Tell the truth.** Don't lie or exaggerate. You must ALWAYS tell the truth and try to show yourself in a positive light. A part time job stacking shelves in your local supermarket isn't *'just/only a part-time job'* and it may not be *'a fantastic opportunity'* but it is *'a chance to meet people, experience a retail environment and earn some money to support my studies'*.
- ♣ **Don't panic** if the interviewer asks you to talk about problems you have had, briefly describe the problem, explain how you tried to solve it. Say something about how successful the solution was, for example: *'The workload on my degree course was very high and I found myself falling behind. I solved the problem by making a study timetable, so I didn't spend too much time working on each essay. I also booked a couple of one-to-one sessions with my sociology teacher, which saved me a lot of time.'*

### Questions (by the Applicants)

- ♣ During the actual interview, don't be afraid to ask the interviewer to repeat something if you don't understand it. If you want to check your understanding, repeat the question in your own words: *'So you're asking me....'* *'You mean you want to know...'* This will also give you some time to think of your answer. Don't pretend you understand something if you don't.
- ♣ Use polite question forms like *I was wondering... Could you tell me a little bit about...? I'd like to know something about...* At the end of the interview, remember to thank the interviewer for seeing you.
- ♣ Make a list of things you want to know about the job and take it with you to the interview. When it is your turn to ask questions, have a quick look at it and ask any that haven't been answered already.
- ♣ If you have done your pre-interviewing research, then you should have prepared some intelligent questions in advance. Some questions you might ask:
  - What kind of training do you provide? How long is the training period?
  - How much travel is involved in this position?



♣ Some topics you might also like to ask about include:

- Promotion prospects
- Opportunities for travel
- Pension or healthcare scheme
- Training opportunities
- Cost and availability of accommodation in the area

♣ Never ask about vacation time or retirement. These are not work-related activities. You must talk opportunity, not security. You could ask for more information regarding all fringe benefits.

♣ When the interview is over thank the interviewer for taking time to talk with you. Re-emphasize your interest in the position and your appreciation for being considered. This is important, since many candidates mistakenly assume that interviewers sense their interest.

## Exercise 2: Comprehension Questions

1. If the interviewer gives you some tasks to perform in an interview, you are having a(n) \_\_\_\_\_.

- a) panel interview
- b) in-basket interview
- c) behavioral interview
- d) one-to-one interview

2. Which of the following can NOT be one of the purposes of asking stress questions?

- a) To find out more about the interviewee.
- b) To see how the interviewee approaches problems.
- c) To see if the interviewee can give the right answer straight ahead.
- d) To see how the interviewee copes with pressure.

3. How should one handle a question about salary?

- a) by ignoring it all together
- b) by giving an exact figure
- c) by changing the topic
- d) by giving an average scale

## C) AFTER THE INTERVIEW

**Make Each Interview A Learning Experience** As soon as possible after the interview, write down what you have learned. Ask yourself these questions:

- What points did I make that seemed to interest the employer?
- Did I present my qualifications well?
- Did I talk too much? Too little?
- Was I too tense? Was I too aggressive? Not aggressive enough?
- What can I do to improve my next interview?

By reviewing your performance, you can make plans to improve your skills.



**Exercise 3: Choose the best answer to each statement.**

On the day of the interview, you should be		a little late so the person interviewing you won't be embarrassed if he / she is late, too.
		punctual.
		a little early.
On the day of the interview, you should wear		your favourite NBA colours.
		smart clothes.
		smart-casual clothes.
		a party dress.
In the interview, you should		walk into the room laughing to show you are a happy person.
		walk into the room and sit down.
		run into the room to show enthusiasm.
You should sit		with your head down, to show you are humble.
		upright and alert.
		way back in your chair to show you are relaxed and easy going.
		with your feet on the table to show them who's boss!
When the interview begins, you should		smile at the interviewer – he/she looks so cute!
		tell the interviewers you are feeling very nervous.
		show off your latest tattoo – it's still fresh!
		smile politely at all the people interviewing you.
When you don't understand a question, you should		scratch your head.
		say 'What?' as loudly as possible.
		ask politely if the interviewer could repeat what he / she said.
		look stupid, hoping for the next question to come quickly.
When asked a question, you should		answer as quickly as possible because 'time is money'.
		say 'Hmm' and 'Erm' to give yourself more time.
		listen carefully and then answer clearly.
		slap the interviewer on the back and say 'That's a great question, man.'

**Exercise 4: Choose the best response from the options in each line below. One should clearly be best even when more than one answer is possible.**

**Before the job interview really starts**

Sorry to keep you waiting.		Actually, I was a bit late, I've just arrived.
		Don't worry about it.
		Not at all.
		That's okay. I've just been enjoying the view.
Please take a seat.		Okay. Where?
		Thanks. Is here okay?
		Thanks a million.
Would you like any tea or coffee?		No.
		That's okay, thanks. I've just had one.
		Yes, please. Can I have a black coffee with two sugars?

Thanks for coming here today.		Not at all.
		Thanks for inviting me.
		Thanks.
		You're welcome.
Did you have any trouble getting here?		I got a bit lost, but I went back to the station and looked at the map and so managed to get here in the end.
		No, no trouble.
		No, the map that you sent was very clear, thanks.
		Yes, I got a bit lost.

### During the job interview

We'd like to start by asking you about your work experience, if that is okay.		Of course. Please go ahead.
		Really? Wouldn't it be better to ask me about...?
		Okay.
How is your experience in your current job relevant to this job?		Frankly, it's completely different. I need a change, though.
		My job is exactly the same as this one, actually.
		Well, although my current job seems very different, in fact I often have to...
Why did you decide to leave your last job/ present job?		To tell the truth, my current boss is absolutely impossible to work with.
		Well, I've really enjoyed this role for the last three years but I feel ready for a new challenge.
What are your main weaknesses?		I'm a perfectionist.
		To be honest, I don't think I have any weaknesses.
		Well, I've never been very patient, but I've really improved on that as I've got older.
		Well, I'm very stubborn.
What is your greatest accomplishment?		I have so many <b>achievements</b> that it is difficult to just choose one.
		I'm afraid I can't think of any big achievements right now.
		I'm not sure if it is my biggest achievement, but I was proud to be involved in...
Would you say that you are a natural leader?		I wouldn't really say "natural", but it's something I've learnt in my present job.
		No. I don't have any leadership skills, actually.
		Yes. Everyone says that about me.
Can you work under strict deadlines?		I think so. For example, I'm only usually given three days to finish reports.
		Yes, of course I can. It's a particular skill of mine.
What skills have you learnt in your present job?		To be frank, I could easily do my job from day one and so haven't really developed there.
		Well, I couldn't really use Excel very well until I started using it in my current role.

What experience do you have of managing foreign staff?		I have lots of experience of managing foreign staff.
		Well, I don't have any overseas staff in my team, but I interact with foreign people in other teams all the time.
Why do you want to work for us?		I heard that you treat staff very well.
		I'm looking for a company which is the complete opposite of my current one.
		The salary is very good.
		Your company produces exactly the kind of products that I want to help develop.
Do you have any questions for us?		No, nothing.
		There are a few things I would like to ask actually.
		Yes, I have 12 or 13 questions, actually.

### Ending the job interview

Do you have any other questions?		No, I don't.
		No, I think that's covered everything, thanks.
		Yes.
		There are a lot of questions. Firstly, could I ask...?
Thanks for coming all this way.		Never mind.
		Thanks for inviting me.
		Thanks for your time.
Can you find your own way out?		Actually, I have no idea where I am.
		Could you show me the way out?
		Of course.
		Yes, I can.

#### Can you paraphrase the questions on the left?

e.g. "Is there anything else that you would like to ask us?" instead of "Do you have any other questions?"

#### Can you add extra things to the statements on the left?

"Shall we take you to the lift?" for the last one. The sentences don't need to have exactly the same meaning as the ones there, as long as they have the same function.

#### What other things might an interviewer say to you in an interview? How should you respond?

**Exercise 5: The words in the column on the right are phrases that use the word career. For each definition on the left, match it to the correct phrase on the right.**

- |  |                          |
|--|--------------------------|
| 1. Chances of future success in your career  | A. career move ____      |
| 2. The direction you hope your career will take                                      | B. career break ____     |
| 3. A change you make in order to progress  | C. career prospects ____ |
| 4. A series of promotions towards more senior positions                              | D. career ladder ____    |
| 5. Time when you are not employed, perhaps when travelling or looking after children | E. career plan ____      |

**Exercise 6: Match the common interview questions on the left with the suitable responses from the list on the right. Write the letter of the respond next to the related question.**

1. Why did you choose this company?	a. People say I'm sociable, organized, and decisive.	
2. What are your strengths/weaknesses?	b. My aim is to have a position in the Management Team.	
3. How would your friends describe you?	c. I have excellent time management, but I can be impatient for results.	
4. What is your greatest achievement?	d. Because I think I will find the work environment both challenging and rewarding.	
5. How well do you work in a team?	e. I always support my colleagues and believe we should work towards a common goal.	
6. Where will you be in 5 years?	f. Leading the football team to the national Championships when I was at university.	



**Exercise 7: In the extract below, a careers consultant is giving her 'Top Ten Tips' on how to be successful at interviews. Read the extract and match the following points she mentions with the tips.**

- a. showing you have done research on the company
- b. trying to influence the employers and encourage them to recruit you
- c. making a good first impression
- d. talking about your weaknesses
- e. dressing to impress
- f. showing loyalty to previous employers
- g. projecting the right attitude
- h. talking about your strengths
- i. avoiding sounding self-congratulatory
- j. talking about your career history

OK, tip number 1 \_\_\_\_ Seems obvious, but the first two minutes really are vital. So stay cool, smile, put the interviewer at ease. Remember, most of them are as worried about choosing the wrong person as you are about not getting the job. Imagine that you are just there to help them make the right decision.



Tip number two \_\_\_\_ Show you have really done your homework on the company you are applying for a job with. Actually, the best way to show this is by asking informed and intelligent questions during the interview. If you simply say a lot of facts about the company, you will just look like some creep who has spent the last month memorizing the company website.

Number three \_\_\_\_ With the interviewer's permission, try conducting part of the interview as a short presentation entitled "Why I want to work for YOU and why YOU should want to employ ME". This is a great way of influencing the employer but be careful not to look too pushy and over-confident. Remember to build in a bit of humor.

Four \_\_\_\_ And this really is relevant if you follow tip number three – be careful how you describe yourself to the interviewer. Don't just describe yourself using adjectives – you know, "I'm very conscientious and self-motivated", that kind of thing. It sounds so conceited and phony. Instead, try to give concrete examples of things you have actually done. For example, "When I worked at O&M we often had to work a 14-hour day to get a project finished on schedule" or "When I was at university I made a point of never handing in an assignment late". Let THEM work out what kind of person you are. That's their job.

Umm, my fifth tip would be: \_\_\_\_ Never say negative things about ex-employers however awful they were to work for. They will wonder if you are going to be as disloyal to them at some point in the future. A lot of interviewers will ask you about your previous jobs. So remember to be kind when asked about why you left such-and-such a job or conflict with the boss.

\_\_\_\_ OK, as I've said, nobody likes a show-off. But don't be too modest about your achievements either unless you are sure they know how good you really are. Don't assume they will be able to see through your modesty. They might just think you are an under-achiever who lacks ambition. So my sixth tip is to be proud of what you have achieved in your career so far, tell them what you are good at and make absolutely sure you have great references.

Seven \_\_\_\_ Unfortunately, any negative information about you – for instance, that you left college without taking your degree – will usually attract more follow-up questions than positive information. So, don't be afraid to admit your mistakes, but always balance them with a positive outcome.

Everyone has gaps in their CV. So tip eight \_\_\_\_ Don't try to cover these up or lie about spending a year in the Sudan working for Oxfam when you didn't. Tell them how these transitional periods in your career have helped you focus on what you really want to do. Anyway, your CV or resume may not be quite as important as you think. A lot of employers tell me the cover letter is even more important, provided you meet the basic requirements of the job. And they are quite happy to take on people who have followed an unusual career path.

Tip nine \_\_\_\_ If you can, visit the building where the interview is to be held a few days before the interview itself. Look at the people going in and out. What kind of clothes, haircuts, and jewelry do they have? No-one's saying you have to be a clone, but if they are all in suits, don't turn up in combat trousers and Nikes unless you are very confident!

\_\_\_\_ Finally, BE very confident. After all, what have you got to lose? The worst thing that can happen is that you leave the same way you came in – without the job. So, going back to my first tip, dare to take a few chances to create a strong impression.

➤ *What, for you, was the most useful piece of advice?*

**Exercise 8: All the phrases below were in the advice you just read. Complete them using the pairs of words in the box.**

make + references	put + ease	build + humor	don't try + CV
do + company	give + examples	dare + chances	
don't say + ex-employers	ask + questions	conduct + presentation	

1. \_\_\_\_\_ the interviewer at \_\_\_\_\_
2. \_\_\_\_\_ your homework on the \_\_\_\_\_
3. \_\_\_\_\_ informed \_\_\_\_\_ during the interview
4. \_\_\_\_\_ the interview as a \_\_\_\_\_
5. \_\_\_\_\_ in a bit of \_\_\_\_\_
6. \_\_\_\_\_ negative things about \_\_\_\_\_
7. \_\_\_\_\_ concrete \_\_\_\_\_
8. \_\_\_\_\_ sure you have great \_\_\_\_\_
9. \_\_\_\_\_ to cover up gaps in your \_\_\_\_\_
10. \_\_\_\_\_ to take a few \_\_\_\_\_



### Language Mastery

If you are taking the job interview in English, you should be able to understand the questions well and provide relevant answers, which means you need to make sure you have a good command of English in terms of grammar and vocabulary. It is important to use powerful words and phrases. The following exercise will help you learn or remember some common words and phrases to be used in the interviews.

Below you will find some of the words and phrases you or the interviewer would have to use frequently. Check whether you know the meaning and usage of these words.

### Useful Words and Phrases for an Interview

Vacancy, n Vacant, adj. ( vacant position)	Fringe benefits Full- time (job) Part- time	To be on shortlist To be short listed for a job
Apply, v Applicant, n Application, n	Graduate, v Graduate, n	To have a good / proven track/ record in..... as a .....
Appointment, n Boss, n Supervisor, n Superior Subordinate Post / position, n	Interview, n Interview, v Interviewer, n Interviewee, n	Salary, wage Get paid monthly/ annually, Paid holiday, To be well paid, To be badly paid, A well paying job, Performance-paid job
Hire, v Recruit, v Recruitment, n Employ, v Employment, n Employer, n Employee, n	Previous / Former, adj. (e.g.: my former boss) Present / current, adj. Future / prospective, adj.  Personnel, n Staff, n	Blue- collar White- collar Skilled/ semi-skilled/unskilled  Shift To work in shifts Shift work

#### Exercise 9: Write the word(s) that best stand(s) for the definition below.

1. To select and persuade people to join or work for an organization: \_\_\_\_\_
2. The period of time or the thing immediately before the one that you are talking about:  
\_\_\_\_\_
3. Extra things that some people get from their job in addition to their salary: \_\_\_\_\_
4. People who work in industry, doing physical work, rather than working in offices: \_\_\_\_\_
5. The person who ensures work is done properly at a workplace: \_\_\_\_\_

#### Taking a different path:

Now, you will watch a video where a young man aces an interview although he does not follow the useful advice given to be successful in interviews. Watch the short video and identify the problem(s) and then discuss the reasons why he might have got the job despite the problems.

Video 2: <https://www.youtube.com/watch?v=gHXKitKAT1E>



## **SAMPLE INTERVIEW QUESTIONS**

### **ABOUT CAREER GOALS:**

- What are your long range and short range goals and objectives? When and why did you establish these goals and how are you preparing yourself to achieve them?
- What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
- What do you see yourself doing five years from now?
- What do you really want to do in life?
- What are your long range career objectives?
- How do you plan to achieve your career goals?
- What are the most important rewards you expect in your career?
- What do you expect to be earning in five years?
- Why did you choose the occupation for which you are preparing?
- In what ways do you think you can make a contribution to our organization?
- Why did you decide to seek a position with this organization?
- Are you seeking employment in an organization of a certain size? Why?
- What criteria are you using to evaluate the organization for which you hope to work?
- Do you have a geographical preference? Why?
- Will you relocate? Does relocation bother you?
- Are you willing to travel?
- Are you willing to spend at least six months as a trainee?

### **ABOUT EDUCATION:**

- How has your college experience prepared you for your chosen occupation?
- Describe your most rewarding college experience.
- Why did you select your college or university?
- What led you to choose your field of major study?
- What college subjects did you like best? / like least? Why?
- If you could do so, how would you plan your academic study differently? Why?
- What changes would you make in your college or university? Why?

- Do you have plans for continued study? An advanced degree?
- Do you think that your grades are a good indication of your academic achievement?
- What have you learned from participation in extra-curricular activities?

#### **ABOUT PERSONAL QUALIFICATIONS/OTHER:**

- What do you consider to be your greatest strengths and weaknesses?
- How would you describe yourself?
- How do you think a friend or professor who knows you well would describe you?
- What motivates you to put forth your greatest effort?
- Why should I hire you?
- What qualifications do you have that make you think that you will be successful in this field?
- How do you determine or evaluate success?
- What do you think it takes to be successful in an organization like ours?
- What qualities should a successful manager possess?
- Describe the relationship that should exist between a supervisor and those reporting to him or her.
- What two or three accomplishments have given you the most satisfaction? Why?
- If you were hiring a graduate for this position, what qualities would you look for?
- What have you learned from your previous jobs?
- In what kind of work environment are you most comfortable?
- How do you work under pressure?
- In what part-time or summer jobs have you been most interested? Why?
- How would you describe the ideal job for you following graduation?
- What do you know about our organization?
- What two or three things are most important to you in your job?
- What have you done that shows initiative?
- What major problem have you encountered and how did you deal with it?
- What have you learned from your mistakes?
- Describe an example where you worked as part of a team.

**Exercise 10: Choose two questions from the list above and prepare your own answer.**

Q1:

Points I will include in my answer:

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Q2:

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# UNIT 3



## COMMUNICATING IN BUSINESS SETTINGS

In this unit you will find information about

- making small talk
- making appointments
- using diplomatic language
- talking on the phone

in business settings

### Vocabulary Building

Read the sentences in the first column and try to guess the meaning of the word written in bold.

Then match the definitions given below with the correct word.

SENTENCES WITH KEY WORDS	DEFINITIONS
1. Participate in <b>networking</b> opportunities that allow you to get to know potential clients, other entrepreneurs, influential people in your community, etc.	a. To form or make, esp. by concentrated effort.
2. Antonio is a young baseball player who's considered a top <b>prospect</b> . He will probably be the strongest candidate for the team.	b. Prime/first concern
3. When you go to buy an SUV you should be wary of a dealer who attempts to aggressively <b>upsell</b> you things that you do not need.	c. A friendly, harmonious relationship
4. You should practice building <b>rapport</b> to make the customer feel they are your equal, rather than your pupil.	d. A potential customer, client, or purchaser; a candidate deemed likely to succeed.
5. The practitioner gave the patient a <b>referral</b> to a specialist as he could not correctly diagnose her condition.	e. To try to convince (a customer) to purchase something additional or at a higher cost
6. "Flu" is sometimes used as a <b>generic</b> term for any illness caused by a virus.	f. The act of directing someone to a source or authority for help or information
7. She always seemed to know what was going on inside people's heads, and to <b>anticipate</b> how a person would react to a given circumstance.	g. Lacking specificity; general.
8. My win in the 200m butterfly in 1998 stands out as one of my career <b>highlights</b> .	h. To see as a probable occurrence; expect:
9. That meal turned out to be one of the <b>lowlights</b> of our vacation.	i. Able to be done or put into effect; possible
10. With a baby on the way, Quinn's and Martha's <b>top priority</b> was a locality where they could raise a family in a large and comfortable home.	j. A particularly bad or unpleasant event, detail, or part
11. It was originally intended to be a 24-page paper, but this was not financially <b>feasible</b> and publication commenced with 8 pages.	k. Interacting or engaging in informal communication with others for mutual assistance or support.
12. You need to <b>forge</b> a close relationship with your supervisors if you want your efforts to be seen and appreciated.	l. Something (such as an event or detail) that is of major significance or special interest
	1.    2.    3.    4.    5.    6.    7. 8.    9.    10.    11.    12.

## Reading

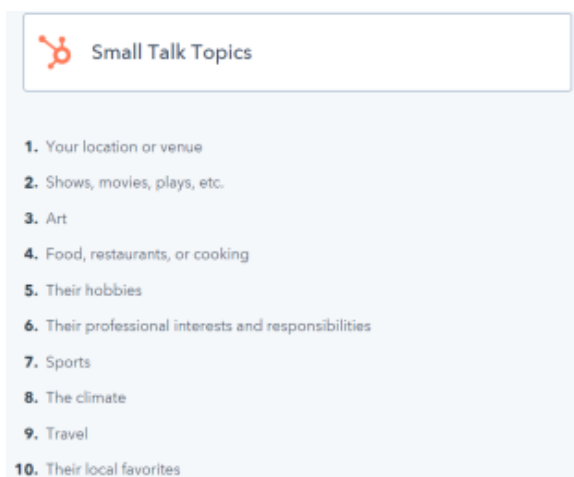
### 1. The Ultimate Guide to Small Talk: Conversation Starters, Powerful Questions, & More<sup>1</sup>

Like it or not, small talk is integral to your success. Whether you're networking, speaking with a new prospect, or warming up a customer before upselling them or asking for a referral, you must be able to build rapport with casual conversation. Small talk is light, informal conversation. It's commonly used when you're talking to someone you don't know very well and at networking and social events. There are four strategies that'll help you make small talk in any situation. First, ask open-ended questions. Open-ended questions generate an interesting, dynamic conversation and encourage the person you're speaking with to open up. Second, practice active listening. It's tempting to tune out occasionally, but you'll forge much stronger connections if you pay attention. The other person will notice how engaged you seem. In addition, it's much easier to ask relevant questions and remember details to bring up later if you're not listening with one ear. Third, put away your phone. We tend to pull out our phones when we're feeling uncomfortable or awkward in social situations, but nothing will sabotage your conversational efforts more quickly. Few people will approach you if you're scrolling through your phone -- and you'll send a plain message to anyone you're already talking to that you're not interested. Fourth, show your enthusiasm. Small talk might not always be the most stress-free activity. However, if you go into it with the right attitude, you can actually have fun. View these conversations as opportunities to learn more about other people. You never know whom you'll meet or what they'll have to share -- so embrace the chance that it'll be an amazing discussion.

Having good small talk topics up your sleeve won't just help you kick off great conversations, it'll also relieve some of the anxiety of walking into an unknown environment.

Talking about your day jobs can be tricky. You don't want the conversation to devolve into a boring comparison of what you do -- which it quickly will unless you steer toward more interesting territory. On the other hand, work is a good small talk topic because the vast majority of people have something to say.

Instead of asking generic questions like, "*Where do you work?*" "*How long have you worked there?*" and "*Do you like it?*", use interesting, unexpected ones such as:



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<sup>1</sup> <https://blog.hubspot.com/sales/small-talk-guide>

- ❖ “My [niece/son] wants to become a [profession]. Do you have any advice I should pass on?”
- ❖ “Many of my clients in [X role] tell me [Y detail about job]. Has that held true in your experience?”
- ❖ “Which skill do you use the most in your work? Is that what you expected?”
- ❖ “Is there anything you didn’t **anticipate** about this role? Do you like or dislike that?”

## Conversation Starters

### For prospects:

- ⇒ “What’s the most exciting thing about your business?”
- ⇒ “What’s the most significant change at your company in the past six months?”
- ⇒ “What’s your favorite aspect of your job? Why did you decide to work in [X field]?”
- ⇒ “Tell me about your **highlights** at [company name].”
- ⇒ “Tell me about your **lowlights** at [company name].”
- ⇒ “What’s your biggest **priority** right now?”
- ⇒ “What is your boss fixated on right now?”
- ⇒ “What’s your number one most important metric?”
- ⇒ “What can I do to help you achieve [X goal]?”

### For customers:

- ⇒ “What’s your progress on [X goal]?”
- ⇒ “What are you worried about?”
- ⇒ “What are you happy about?”
- ⇒ “Which industry events are you planning on attending?”
- ⇒ “How are your efforts in [related business area]?”
- ⇒ “What can I do to make you even more successful?”

The talking points above are great umbrella topics for small talk, but you might be looking for specific questions. Here are a few that have proven to work extremely well.



### Small Talk Questions

1. “How did you end up at [name of event]? If you could snap your fingers to instantly summon your [coworker, boss, best friend], would you? Why or why not?”
2. “What’s been the highlight of your [day, week, month] so far?”
3. “Are you a long way from home?”
4. “Would you recommend that [food or drink they’re holding]?”
5. “What’s the most memorable part of this [name of event] so far?”
6. “If this was Groundhog Day and you had to repeat this day over and over, would you be relatively happy or unhappy about this particular day?”
7. “What’s the last movie you saw in theatres? What did you think?”
8. “What was the last concert you went to? How was it?”
9. “How did you choose to work in [field]? If you could go back in time, would you make that same choice again?”
10. “Would you advise your children to go into [field]?”
11. “If you could turn one of your current skills into a bona fide superpower, which would it be and why?”
12. “Which TV show would you choose to live in?”
13. “Which TV show most closely mirrors your life?”
14. “You remind me strongly of a celebrity, but I can’t remember who it is -- whom do people always compare you to?”
15. “When was the last time you did something for the first time? Were you glad you tried it?”
16. “If you were responsible for catering [event], what would you order?”
17. “If you were hosting this event, [who would you invite to speak, which theme would you have chosen, what would you have done differently]?”

## Comprehension Questions

### 1. Which of the following is TRUE about small talk?

- a) It is when you discuss the fundamentals of your business.
- b) It is generally carried out with people whom we know well.
- c) It has a role to play in one's success in their career.
- d) It is not meant to build a harmonious relationship.

### 2. Which of the following is not one of the strategies of small talk?

- a) encouraging the other party to speak more with your questions.
- b) paying attention to what the other party says.
- c) being willing to find out about the other party.
- d) sharing your contact info such as your phone number and e-mail.

### 3. Which of the following can be considered generic questions? Choose three options.

- a) "What's the stereotype of a computer engineer?"
- b) "How long have you been working for your company?"
- c) "What's the most exciting thing about your new product?"
- d) "If you could go back one year in time, what would you do differently?"
- e) When did you quit your previous job?
- f) "How has business changed since we talked last?"
- g) "Do you find your industry exciting?"

## How to end a conversation

It's also handy to have a pre-planned exit. If the conversation is stalling -- or it's simply finished and you need a non-awkward way to walk away -- use this line to gracefully wrap things up.

Here are some potential exit lines:

1. *"This has been great -- thanks for telling me about X. Do you have a card?"*
2. *"Can't wait to hear how [initiative, project, personal decision] goes! Let's catch up at the next [work party, conference, meeting, get-together]."*
3. *"I'm going to go grab [some food, a drink]. Great to [meet you, catch up]."*
4. *"The next session is starting soon, so I'm going to go find my room. It was nice meeting you!"*
5. *"Well, glad we got the chance to connect over [topic]. I don't want to dominate your [morning, afternoon, night] -- I'm going to [check out the snacks, say hello to someone, take a walk around the venue, etc.]"*

## Avoiding Small Talk

Let's be clear. This isn't a guide to steering clear of conversations at networking events, office parties, conferences, or social gatherings. If you want to do that, I have a simple suggestion: Stay home!

Of course, that's usually not a **feasible** strategy if you want to **forge** new connections (and since forging new connections tends to go hand-in-hand with career growth, I highly recommend doing it occasionally). Avoiding small talk = avoiding boring, trite, meaningless, forgettable conversations that don't add value to you or the other participants. If you want to do *that*, here are a few suggestions.

First, be curious. The person or people you're talking to are interesting. Chances are, they know a whole lot about something you know something about -- if not many things. Take advantage of that. Figure out what they care about and ask lots of questions. Don't forget to listen and stay engaged so it's clear you're not just going through the motions. Second, pose unique questions and start non-obvious discussions. If you say something like, "It's so cold this week," you're going to have a meh conversation (unless you're talking to a farmer or meteorologist, maybe). Get creative and maybe a little weird. When someone says, "Wow, it's so cold this week," reply, "Sure is. Did you grow up in a warmer area?" Now you're talking about their childhood and the different places they've lived. Way more interesting.

Third, avoid ultra-controversial or sensitive topics. These include politics, physical appearance, religion, age, and anything PG-13 and up. Whether you love making small talk or wish you never had to do it, these tips, conversation starters, and questions will help you get the most from it. Good luck out there.

## Comprehension Questions

### 1. Which of the following sounds inappropriate for kindly ending a conversation?

- a) I see my friend over there and should probably go say hi. Want to exchange contact info?
- b) Excuse me, I'm going to use the restroom. Enjoy the rest of the event.
- c) Is there anything/else I can help you with?
- d) I think I'm done here. Anyway, who likes conferences?

### 2. Which of the following can be inferred about avoiding small talk?

- a) There is always a path to follow when trying to start a conversation with someone.
- b) Asking many questions should be avoided as it might put pressure on the other party.
- c) Asking questions about the weather or someone's childhood is a little weird for a small talk.
- d) Without a doubt, everyone likes making small talk and looks for opportunities all the time.

### Exercise : Small Talk Practice: At the Office<sup>2</sup>

**Read the conversation below and find the 5 expressions that are inappropriate for a small talk. Then check your answers.**

**Woman:** Hi there.

**Man:** Hi. I haven't seen you around here before. Have you worked here long?

**Woman:** No, I've only been here a few months. I work in the Human Resources Department.

**Man:** Oh, you must make more money than I do then. I'm in Sales.

**Woman:** Sales sounds like an interesting job.

**Man:** It's okay. Hey, you look like you could really have a coffee.

**Woman:** Yes, it's been a really hectic week.

**Man:** Tell me about it! At least it's supposed to be a nice weekend.

**Woman:** Yes, I've heard that they are calling for blue skies.

**Man:** Say, did you happen to catch the game last night?

**Woman:** No, I was working late.

**Man:** It was a great game. We won in overtime.

**Woman:** Actually, I don't even know who was playing. I don't really follow sports.

**Man:** The Chiefs! Do you think they're going to make it to the finals this year?

**Woman:** I'm not sure. Well, I better get back to my desk.

**Man:** Speaking of desks, what do you think of the new office furniture?

**Woman:** It's nice, but I would rather get paid for my overtime hours than have new furniture.

**Man:** Oh. Well, I think I'll be heading home early today. It looks like it might snow.

**Woman:** I know. I can't believe all of this cold weather. Hopefully Spring will come soon.

**Man:** I can't wait until Spring.

**Woman:** Me neither! My divorce will finally come through by then!

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<sup>2</sup> [https://www.englishclub.com/speaking/small-talk\\_practice2office.htm](https://www.englishclub.com/speaking/small-talk_practice2office.htm)

**Now check your answers. Did you find all 5 mistakes that the speakers did?**

1.

**Man:** Oh, you must make more money than I do then. I'm in Sales.

**Correction:** Oh, that must be why I haven't seen you around. I'm in Sales.

*It is inappropriate to discuss how much people make in an office during small talk.*

2.

**Man:** The Chiefs! Do you think they're going to make it to the finals this year?

**Correction:** *The man should not continue with this subject because the woman is obviously not interested in it.*

3.

**Man:** Speaking of desks, what do you think of the new office furniture?

**Correction:** *The man did not take the cue that the woman wants to end the conversation.*

4.

**Woman:** It's nice, but I would rather get paid for my overtime hours than have new furniture.

**Correction:** *Giving your opinion about a controversial subject is not appropriate when making small talk with someone you don't know or trust.*

5.

**Man:** Me neither! My divorce will finally come through by then!

**Correction:** *Private information about one's personal life is not acceptable.*

## 2. Making Appointments in a Business Setting

### How do you write an appointment email?<sup>3</sup>

Being able to make, change and cancel appointments is an important skill in business English. Here are some expressions you can use in an email to do this concisely and clearly.

#### Asking for an appointment

(formal situations)

I would like to arrange an appointment to discuss....

Please would you indicate a suitable time and place to meet?

(neutral)

Would it be possible to meet on (date) at your / our offices to discuss...?

(informal)

Can we meet (up) to talk about...?

<sup>3</sup> <https://www.english-at-home.com/business/english-appointments/>

**Suggesting a time**

(neutral)

Would Tuesday suit you?

Would you be available on Tuesday?

(informal)

What about...?

Let's say...

**Agreeing to an appointment**

(formal)

Thank you for your email. I would be available to discuss.... on (date) at (time and place).

(neutral / informal)

Tuesday sounds fine. Shall we say around (time) at (place)?

**Saying a time is not convenient**

(formal)

Unfortunately, I will be away on business during the week of July 6 – 11, so I will be unable to meet you then. However, if you were available in the following week, I would be glad to arrange a meeting with you.

I will be out of the office on Wednesday and Thursday, but I will be available on Friday afternoon.

**Cancelling an appointment**

(formal)

Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.

Would it be possible to arrange another time later in the week?

(neutral)

I'm afraid that I have to cancel our meeting on Wednesday, as something unexpected has come up.

Would you be free to meet early next week?

**Apologising**

(formal)

I apologise for any inconvenience.

(informal)

I'm sorry about cancelling.

### **Asking for confirmation**

(neutral)

Please confirm if this date and time is suitable / convenient for you.

(informal)

Can you let me know if this is OK for you?

### **Writing to someone you don't know**

If you don't know the person, you'll need to give some background information about yourself or your company.

I am... and I would be interested to meet you to discuss...

I would be grateful if you could indicate a convenient time to meet during this week.

I look forward to hearing from you.

### **Need to change an appointment on the phone?<sup>4</sup>**

#### **Making Appointments**

These are some useful phrases for making and changing appointments in "neutral" and informal situations.

Use neutral phrases in most general and business situations; and informal phrases for close colleagues, friends and family members. But remember: many of these phrases can be used in more than one situation. Use what other people say to you as a guide.

#### **Asking To Meet**

##### **Neutral phrases**

"Are you available on the 17th?"

"Would Friday suit you?"

"Is next Tuesday convenient for you?"

"Can we meet on the 16th?"

"How does the 3rd sound to you?" (also with friends and colleagues)

"Are you free next week?" (also with friends and colleagues)

##### **Informal phrases**

"What about sometime next week?"

"What are you doing next weekend?"

"Fancy coming out tomorrow evening?"

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<sup>4</sup> <https://www.english-at-home.com/speaking/making-appointments/>

### Agreeing On A Date

#### Neutral phrases

"Yes, Thursday is fine." (also with friends and colleagues)

"Thursday suits me."

"Thursday would be perfect."

#### Informal phrases

Yes, Thursday's great for me.

Yes, sounds good to me.

### Suggesting A Different Date

#### Neutral phrases

"I'm sorry, I won't be able to make it on Monday. Could we meet on Tuesday instead?"

"Ah, Wednesday is going to be a little difficult. I'd much prefer Friday, if that's alright with you."

"I'm afraid I can't on the 3rd. What about the 6th?" (also with friends / colleagues)

"I really don't think I can on the 17th. Can we meet up on the 19th?" (also with friends / colleagues)

#### Informal phrases

"No – that's no good for me. What are you doing Friday?"

### Setting A Time

#### Neutral phrases

"What sort of time would suit you?"

"Is 3pm a good time for you?"

"If possible, I'd like to meet in the morning."

"How does 2pm sound to you?"

#### Informal phrases

"OK. Let's say at around 2."

"Cool. Let's make it at 2."

### Changing The Arrangement

#### Neutral phrases

"I'm very sorry, but something urgent has come up and I won't be able to meet you."

"I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?"

"Something has just cropped up and I won't be able to meet you this afternoon. Can we make another time?"

#### Informal phrases

"Look, I'm sorry to do this to you, but I can't meet up tomorrow."

## Making Appointments Quiz

Choose the correct answer.

1. \_\_\_ Monday suit you?

- a. are                      b. is                      c. would

2. \_\_\_ does Monday sound to you?

- a. How                      b. What                      c. When

3. Is 10 am a good \_\_\_ for you?

- a. date                      b. hour                      c. time

4. What about \_\_\_ next week?

- a. meet                      b. meeting                      c. to meet

5. Is next Tuesday \_\_\_ ?

- a. available                      b. convenient                      c. sound good

6. I'm afraid I can't meet next Tuesday. \_\_\_ Thursday?

- a. How about                      b. Is convenient                      c. Does suit

7. Next Wednesday would be \_\_\_

- a. acceptable                      b. perfect                      c. suit

8. I'm afraid I can't \_\_\_ it next Tuesday.

- a. make                      b. meet                      c. suit

9. Something urgent has \_\_\_.

- a. come to                      b. come up                      c. turned up

10. Can we \_\_\_ another time?

- a. appoint                      b. fix                      c. suit

### 3. Using Diplomatic Language

In the workplace, there is always a need for *decorum*, or formal politeness. But so often, we face problems at work that make us want to be *impolite*... computer failures and broken equipment, theft of food from the break room refrigerator, missed deadlines, customers that fail to pay, and so on. The list of upsetting things could go on and on. Work is stressful—that's why you get paid to do it.

In diplomatic speech, you discuss problems in a polite way that doesn't cause people to get even more upset than they already are. One tricky thing about diplomatic is that it's different in different languages. In a sense, you need to re-learn diplomacy when you learn a second language. Let's look at the key features of diplomatic language in English.

- Avoid using negative adjectives, instead use not + very/really + a positive adjective

The workshop was unhelpful. ----- The workshop was not very helpful.

Even more diplomatic:

I thought the workshop would be more helpful.

- Use qualifiers (words or phrases that minimize the certainty of a statement)

The delivery is going to be late. ----- The delivery is going to be a little late.

Even more diplomatic:

Unfortunately, the delivery might be a little late.

- Use hedges (words or phrases that lessen the impact of a statement, or express uncertainty)

There is a problem with your plan. ----- There seems to be a problem with your plan.

Even more diplomatic:

With respect, there seems to be a problem with your plan.

- Invite agreement by asking a question that is negatively phrased.

That conference venue is too expensive. ----- Isn't that conference venue too expensive?

Even more diplomatic:

Isn't that conference venue more expensive than we can afford?

- Add phrases like *I am afraid, Unfortunately, With respect to* make it clear that you recognize the helplessness of your response.

I disagree with what you say. ----- I am afraid, I disagree with what you say.

Even more diplomatic:

I am afraid, I won't be able to agree with what you say.

## Exercise 1

Match what you think with what you say. Write the number of diplomatic responds next to the letters below.

### What you think

a. We are unhappy with this offer.

b. We are dissatisfied.

c. We can't accept it.

d. You said there would be a discount.

e. Don't forget your obligations.

f. We want a guarantee.

g. That's wrong.

h. We want a bigger rebate.

i. We must finalize the deal today.

j. You obviously don't understand.

### What you say

1. Unfortunately, we would be unable to accept that.

2. With respect, that's not quite correct.

3. I'm sure we don't need to remind you of your contractual obligations.

4. We're rather hoping to finalize the deal today.

5. I'm sorry but we're not very happy with this offer.

6. Actually, we were hoping for a slightly more substantial rebate.

7. I'm afraid you don't seem to understand.

10. We're not completely satisfied.

9. We would need some sort of guarantee.

8. We understood there would be a discount.

a.    b.    c.    d.    e.    f.    g.    h.    i.    j.

## Exercise 2

Now look at these language points from Exercise 8 which help to make your language more diplomatic.

1. What is the purpose of expressions like "*unfortunately* and *I'm afraid*"?
2. What is the difference between "*unhappy* and *not very happy, dissatisfied* and *not completely satisfied*"? Notice the pattern. How would you change: "*bad, unprofitable, unpopular, false*"?
3. What is the effect of using "*would*" in sentences 1 and 9 in Exercise 9? What is the difference between "*that's a problem*, and *that would be a problem*"? Notice we use "*we would be unable to*" instead of "*we can't*".
4. How do words like "*quite, rather, slightly, and somewhat*" change the effect of what you say? Do you know any other words like these?
5. What is the difference between "*You said* and *We understood*" in d-8?
6. What is the effect of using "*seem*" in sentence 7? Write another sentence using *seem* in a similar way.

## Exercise 3

Now change the following rather direct remarks into ones which are more diplomatic. The words in brackets will help you.

- |   |   |
|---|---|
| 1) You said the goods were on their way.        | (understood)                            |
| 2) We're unhappy about it.                      | (sorry but / not very)                  |
| 3) That's a bad idea.                           | (might / not very)                      |
| 4) This is most inconvenient.                   | (afraid / might / not very)             |
| 5) We can't accept your offer.                  | (unfortunately / unable)                |
| 6) We want a bigger discount.                   | (hoping / slightly)                     |
| 7) Your products are very expensive.            | (seem / rather)                         |
| 8) We must reach an agreement today.            | (actually / rather hoping)              |
| 9) It'll be unmarketable.                       | (unfortunately / would / not very)      |
| 10) There will be a delay.                      | (afraid / might / slight)               |
| 11) You must give us more time.                 | (actually / appreciate / a little more) |
| 12) You don't understand how important this is. | (respect / don't seem / quite how)      |
| 13) Don't forget the terms of the contract.     | (sure / don't need / remind)            |
| 14) We're getting nowhere.                      | (afraid / don't seem / very far)        |

#### 4. Talking on the Phone

You are probably used to making informal calls to family and friends. When making calls to companies, however, some special rules and conventions apply. When making a formal call, three rules should influence your choice of words:

- **Be brief** → Do not waste the receiver's time, say who you are / why you are calling
- **Be clear** → Explain the background and purpose of your call.
- **Be polite** → Recognize the receiver's point of view.

These rules can sometimes conflict. If you are too brief, you may confuse the receiver or appear impolite. Try to balance these three rules. The most difficult calls to make are calls to people that you do not know. Usually, the purpose of your call will be to make a request for information or a meeting. This kind of call can be divided into sections according to the function each serves.

1) Locate the person    2) Make request    3) Make arrangement    4) Close the call

In the following examples, we will imagine that you are calling Mr. *Kamcheong* to arrange a visit to his office.

##### ➤ Locate the person

- If the person you want to speak to answers the call, this part is simple. If the receiver gives his name when he answers your call, you can skip to the next stage. If the receiver does not give his name, you can confirm that you have the right person:  
*e.g. Hello, is that Mr. Kamcheong?*
- More often the number you have will connect you to an operator or secretary. In this case you will have to ask to speak to Mr. Kamcheong:  
*e.g. Hello, I'd like to speak to Mr. Lau Kamcheong, please?*
- If Mr. Kamcheong is not available, you will need to find out when you can speak to him:  
*e.g. Could you tell me when he will be available?*
- If the person you are calling has a busy schedule, you may have to try several times. When you are finally connected, it is best to pretend that this is your first call. Do not mention how difficult it was to make contact.
- Sometimes, you will not know the name of the person who might be able to help you. In this case, you can state your request and then say:  
*e.g. Could you put me through to someone who might be able to help me?*
- Locating someone at a company can be frustrating if you are passed from person to person. Try not to let your frustration show.

### ➤ Make request

- Making a request involves three stages: introducing yourself, giving background to the request, and making the request itself. Introduce yourself by giving your name and explaining who you are:

*e.g. It's...., I'm a first year student at Hong Kong University....*

- If you have been given the receiver's name by someone else, you should also mention this:

*e.g. Mr. Chan from Eurasia Products suggested that I call you...*

- Give the background to your request by explaining why you are making it:

*e.g. I'm doing a project on work experience and I need to arrange a visit to a company in your field...*

- Make your request politely and clearly. Make sure the receiver knows exactly what agreeing to your request will involve: how much of his time it will involve and what he and his staff will have to do:

*e.g. I wonder if I could pay a visit to your office for an hour or so in the next two weeks, to talk to one of your staff about...*

### ➤ Make arrangement

- If the person you are calling agrees to your request, it is important to make a clear arrangement. If you are arranging a meeting, for example, arrange the time and place and make sure you know where to go and what to do when you get there. Make a note of all the information so that you do not need to call back again to find out something you have missed.
- If the person you are calling cannot agree to your request, he may modify it. Listen carefully and try to fit in with his schedule.
- If the person you are calling cannot agree to your request at all, ask if he knows someone else who can help:

*e.g. Do you know anyone else who might be able to help me?*

## ➤ Close the call

- As the caller, it is your job to close the call when you have got the information you need. Unless the receiver shows that he wants to talk, it is not polite to chat once your business is finished. If there is a difficulty silence at the end of the call, it is probably because you are not doing your job of closing the call. You can do this by:

confirming the arrangement: *e.g. So, I'll come to your office on Monday at 10...*

thanking the receiver: *e.g. Thank you very much for your help...*

saying goodbye: *e.g. Good bye.*

***In any case, wait for the receiver's reply!!!***



*(Listening / Audio 1)*

**Exercise 1: Fill in the blanks in the telephone conversation below about taking messages with one of the phrases below. Then listen to the recording and check your answers.**

**Claire:** Hello, finance department.

**Caller:** Hello, \_\_\_\_\_ Adrian Hopwood, \_\_\_\_\_?

**Claire:** \_\_\_\_\_ at the moment. \_\_\_\_\_?

**Caller:** No I need to talk to Mr Hopwood, I think. What time will he be out of the meeting?

**Claire:** In about an hour. \_\_\_\_\_?

**Caller:** Okay, I'll do that.

**Claire:** Or \_\_\_\_\_?

**Caller:** Actually, would you mind? \_\_\_\_\_ Jennifer McAndrews called and that I'm in the office all day if he could call me back.

**Claire:** \_\_\_\_\_?

**Caller:** Yes, it's 5556872.

**Claire:** 5556872. \_\_\_\_\_.

**Caller:** Thanks very much for your help, bye!

**Claire:** Goodbye!

Can I take your number, please?
I'm afraid he's in a meeting
Can I take a message?
Can I speak to ..., please?
Could you tell him that...

Can you call back later?
Can I help?
OK, I'll make sure he gets the message.



(Listening / Audio 2)

**Exercise 2: Fill in the blanks in the telephone conversations below about connecting someone with one of the phrases below. Then listen to the recording and check your answers.**

**Dialogue 1**

please hold  
I'll just put you through  
who's calling, please?  
how can I help?

**Dialogue 2**

hang on a moment  
I've got .....on the phone for you  
I'll see if he's in  
who shall I say is calling?

**Michelle** : Hello, you've reached the marketing department. **1)** \_\_\_\_\_

**Male** : Yes, can I speak to Rosalind Wilson, please?

**Michelle** : **2)** \_\_\_\_\_

**Male** : It's Richard Davies here.

**Michelle** : Certainly. **3)** \_\_\_\_\_ and **4)** \_\_\_\_\_

**Male** : Thank you.

\*\*\*\*\*

**Michelle** : Hello, marketing. How can I help?

**Male** : Could I speak to Jason Roberts, please?

**Michelle** : Certainly. **5)** \_\_\_\_\_

**Male** : My name's Mike Andrews.

**Michelle** : Just a second - **6)** \_\_\_\_\_ Hello, Jason, **7)** \_\_\_\_\_ Mike Andrews

\_\_\_\_\_... Okay - I'll put him through. **8)** \_\_\_\_\_, I'm just putting you through.

**Exercise 3: Match the words and definitions in column A with their synonyms in column B.**

A	B
1. pick up	a. has finished
2. call back	b. connect with
3. look up	c. reach
4. put through	d. wait
5. cut off	e. lift
6. get through	f. return the call
7. hold on	g. find
8. give up	h. disconnected
9. hang up	j. stop trying
10. is over	k. end the call

**Exercise 4: Decide which of these phrases fit best in the following sentences.**

be over	call back	cut off	get through	give up
hang up	hold on	look up	pick up	put through

- The phone is ringing. Why don't you \_\_\_\_\_ the receiver?
- I'm afraid she isn't available at the moment. Can you \_\_\_\_\_ later?
- Can you \_\_\_\_\_ their number in the directory, please?
- I'm afraid she's with a client, shall I \_\_\_\_\_ you \_\_\_\_\_ to her secretary?
- Hello? Are you still there? I think we were \_\_\_\_\_ for a moment.
- Mr Green never seems to be in his office. I've been trying to \_\_\_\_\_ to him all morning.
- Could you \_\_\_\_\_ for a moment? I'll just find out for you.
- If the operator says "Thank you so much for calling" and plays me that awful electronic music again, I'll \_\_\_\_\_.
- If you get a wrong number, it's polite to say "I'm sorry, I've dialed the wrong number" before you \_\_\_\_\_.
- If an American operator asks "Are you through?", she wants to know if your call \_\_\_\_\_.



(Listening / Audio 3)

**Exercise 5: Fill in the blanks in the telephone conversation below about making an appointment one of the phrases below. Then listen to the recording and check your answers.**

I could make it after four

Would next Wednesday be OK?

I'd like to arrange an appointment

I'll just look in the diary

Can I speak to Brian Hibberd, please?

He's free in the afternoon after about three

When's convenient for you?

I'm afraid he's in a meeting

So shall we say 4.15 next Wednesday?

**Receptionist:** Mr Hibberd's office!

**Caller:** Hello, \_\_\_\_\_?

**Receptionist:** \_\_\_\_\_ until lunchtime. Can I take a message?

**Caller:** Well, \_\_\_\_\_ to see him, please. It's Peter Jefferson here.

**Receptionist:** Could you hold on for a minute, Mr Jefferson. \_\_\_\_\_.

...

**Receptionist:** So, \_\_\_\_\_?

**Caller:** Some time next week if possible. I gather he's away the following week.

**Receptionist:** Yes, that's right, he's on holiday for a fortnight.

**Caller:** Well, I need to see him before he goes away. So \_\_\_\_\_?

**Receptionist:** Wednesday ...let me see ... he's out of the office all morning. But \_\_\_\_\_

**Caller:** Three o'clock is difficult. But \_\_\_\_\_.

**Receptionist:** \_\_\_\_\_, in Mr Hibberd's office?

**Caller:** Yes, that sounds fine. Thanks very much.

**Receptionist:** Okay, then. Bye.

**Exercise 6: Christo Harvey is telephoning the office of Jim Smith. However, Christo is unable to speak to Jim. Here is the conversation. Use the words in the box to fill in the blanks in the dialogue.**

<b>A.</b> would you rather leave a message	<b>C.</b> I'll make sure he gets your message
<b>B.</b> could you ask him to ring Christo Harvey from Multimedia Solutions Incorporated	<b>D.</b> may I speak to Jim Smith,
	<b>E.</b> his line is busy

**Secretary** : Good morning. Business Travel Limited.

**Christo** : \_\_\_\_\_ , please?

**Secretary** : Sorry. \_\_\_\_\_ . Do you want to hold?

**Christo** : Yes, please.

**(phone ringing)**

**Secretary** : Sorry to keep you waiting, caller.

**(phone ringing)**

**Secretary** : Sorry. His line is still engaged. Do you want to hold or \_\_\_\_\_ ?

**Christo** : \_\_\_\_\_ at 020 85983? I'll be at this number all morning but I'll be out of the office this afternoon.

**Secretary** : Sorry. Could you spell the name?

**Christo** : The first name is C-H-R-I-S-T-O. The surname is H-A-R-V-E-Y.

**Secretary** : Okay. Thank you. \_\_\_\_\_ , Mr. Harvey.

**Christo** : Thank you. Goodbye.

**Secretary** : Goodbye.

**Exercise 7: Jim Smith from Business Travel Ltd. has received the telephone message from Christo Harvey. He is telephoning Multimedia Solutions Incorporated to return Christo Harvey's call. Here is the conversation. Use the words in the box to fill in the blanks in the dialogue. (PA= personal assistant)**

<b>A.</b> I'm returning his call	<b>F.</b> this is Jim Smith
<b>B.</b> can I ask who is calling?	<b>G.</b> Christo is here
<b>C.</b> please let me know as early as possible	<b>H.</b> hello, I'd like to speak to Christo Harvey
<b>D.</b> I'll speak to you then	<b>I.</b> I'll give you a call
<b>E.</b> I am putting you through him	<b>J.</b> I would like to talk about

**PA** : Multimedia Solutions Incorporated, Development Section, good morning.

**Jim** : Oh \_\_\_\_\_ .

**PA** : He is on the other line at the moment. I'm his PA. \_\_\_\_\_

**Jim** : Yes, \_\_\_\_\_ from Business Travel Limited. \_\_\_\_\_ from this morning.

**PA** : Oh yes, Mr. Smith. Hold on just a second, I think he's just finished. \_\_\_\_\_ .

**Christo:** \_\_\_\_\_ . Hello, Mr. Smith.

**Jim** : Good Morning, Mr. Harvey. I am returning for your previous call.

**Christo:** Oh, yes; \_\_\_\_\_ the new version of your website. We had some problems with the changes you asked for last week, but it's all sorted out now. However, we are behind schedule and we are not going to be able to deliver next week.

**Jim** : Well, when do you think you will be able to deliver?

**Christo:** We only need two extra days. It'll be ready for installation by Tuesday of the week after next.

**Jim** : As long as we get it on Tuesday there should be no problem. Are you sure there won't be any more delays?

**Christo** : Yes, I am sure.

**Jim** : Okay, that's fine. But if anything else does come up, \_\_\_\_\_ .

**Christo:** Of course. If we have any more problems, I'll let you know immediately.

**Jim** : Thanks a lot. \_\_\_\_\_ at the end of next week anyway.

**Christo:** Fine. \_\_\_\_\_ . Have a good weekend.

**Jim** : Bye.

**Exercise 8:** What was the main problem discussed in the telephone call?



- a. a problem with MSI's website
- b. a delay
- c. a mistake with delivery of new software

# UNIT 4



## ESSENTIAL BUSINESS ENGLISH VOCABULARY AND PHRASES

**Exercise 1: Would you feel happy or unhappy if you were in the following situations? Use the words in *italics* to help you decide.**

HOW WOULD YOU FEEL IF ... ?		
1. the company you work for were <i>well-known for its job security</i>		
2. you were suddenly <i>made redundant</i>		
3. you received <i>a promotion</i>		
4. you were given <i>an increment</i>		
5. you worked at <i>unsociable hours</i>		
6. you had <i>a steady job</i>		
7. you had <i>adverse working conditions</i>		
8. you suddenly found yourself <i>unemployed</i>		
9. you took time off work because of <i>repetitive strain injury</i>		
10. you received <i>regular perks</i> as part of your job		
11. somebody called you <i>a workaholic</i>		
12. your company didn't give you many <i>incentives</i>		
13. your boss announced that there was going to be some <i>downsizing</i> of the workforce		
14. your work didn't offer much <i>job satisfaction</i>		
15. your company had <i>a generous incentive scheme</i>		
16. you received <i>a commission</i> for the work you have done		
17. you received <i>support from a union</i>		
18. you were <i>under stress</i>		
19. you were <i>forced to resign</i>		
20. you received <i>a cut</i> in your salary		
21. your company gave you <i>sickness benefit</i>		
22. you found your job very <i>demanding</i>		

**Exercise 2: Match the sentences 1-6 in the first box with one of the sentences A-F in the second.**

**Use the words *in italics* to help you.**

1. Samantha is the assistant manager of a bank and she works from 8.30 to 5.30 every day.	
2. Tracy works on the production line of a factory which makes cars. She uses a machine to spray paint onto the finished car parts.	
3. Jane works for herself. She is a photographer. She works every day for about eight or nine hours.	
4. Jeanette is a cleaner for a company in Birmingham, but she only works there for about three or four hours a day.	
5. Claire has a powerful job in the personnel office of a large multinational company. She is responsible for employing new people and making those redundant that the company doesn't want to employ anymore.	
6. Marie works in the finance department of an international college in Oxford.	

<p><b>A.</b> She is <i>a semi-skilled blue-collar worker</i> in a manufacturing industry.</p> <p><b>B.</b> She is <i>a self-employed and works full-time</i>. She likes to describe herself as <i>freelance</i>.</p> <p><b>C.</b> She is responsible for <i>hiring and firing</i>.</p> <p><b>D.</b> She calculates the <i>wages, salaries, pension contributions and medical insurance contributions</i> of all the staff.</p> <p><b>E.</b> She is a full-time <i>white-collar worker</i> in a service industry.</p> <p><b>F.</b> She is <i>an unskilled part-time employee</i>.</p>
--

**Exercise 3: Now read this essay and complete the gaps with one of the words or expressions from Exercises 1 and 2 given in the box below.**

<b>demanding</b>	<b>steady</b>	<b>unskilled</b>	<b>unsociable hours</b>	<b>salary</b>	<b>skilled</b>
<b>semi-skilled</b>	<b>pension</b>	<b>promotion</b>	<b>fringe benefits</b>	<b>incentive</b>	<b>hiring</b>
<b>repetitive strain injury</b>	<b>job security</b>	<b>sickness benefit</b>	<b>increase</b>	<b>employees</b>	<b>self-employed</b>

*'Some people live to work, and others work to live. In most cases, this depends on the job they have and the conditions under which they are employed. In your opinion, what are the elements that make a job worthwhile?'*

In answering this question, I would like to look first at the elements that combine to make a job undesirable. By avoiding such factors, potential **1)** \_\_\_\_\_ are more likely to find a job that is more worthwhile, and by doing so, hope to achieve happiness in their work.

First of all, it doesn't matter if you are a(n) **2)** \_\_\_\_\_ worker who perform very simple jobs like cleaning the floor, a(n) **3)** \_\_\_\_\_ blue-collar worker on a production line in a factory, or a(n) **4)** \_\_\_\_\_ worker in a bank, company or one of the other service industry: if you lack **5)** \_\_\_\_\_, with the knowledge that you might lose your job at any time, you will never feel happy. Everybody would like a(n) **6)** \_\_\_\_\_ job in which he or she is guaranteed work. Nowadays, however, companies have a high turnover of staff, **7)** \_\_\_\_\_ new staff and firing others on a weekly basis. Such companies are not popular with their workers.

The same can be said of a job in which you are put under a lot of stress and worry, a job which is so **8)** \_\_\_\_\_ that it takes over your life, a job where you work **9)** \_\_\_\_\_ and so never get to see your family or friends, or a physical job in which you do the same thing every day and end up with the industrial disease that is always in the papers nowadays – **10)** \_\_\_\_\_.

With all these negative factors, it would be difficult to believe that there are some elements that make a job worthwhile. Money is, of course, the prime motivator, and everybody wants a good **11)** \_\_\_\_\_ paid regularly without any delays. But of course that is not all. The chance of **12)** \_\_\_\_\_, of being given a better position in a company, is a motivating factor.

Likewise, **13)** \_\_\_\_\_ such as a free lunch or a company car, a(n) **4)** \_\_\_\_\_ scheme to make you work hard such as a regular **15)** \_\_\_\_\_ above the rate of inflation, **16)** \_\_\_\_\_ in case you fall ill and a company **17)** \_\_\_\_\_ scheme so that you have some money when you retire all combine to make a job worthwhile.

Unfortunately, it is not always easy to find all of these. There is; however, an alternative. Forget the office and the factory floor and become **18)** \_\_\_\_\_ and work for yourself. Your future may not be secure, but at least you will be happy.

**Exercise 4: Match the following words (1-12) with their definitions (a-l). Write the number of the words next to the related definition.**

1. to mind one's own business	a. business conducted each year	
2. bad business	b. to lose money, to be unsuccessful	
3. personal business	c. behavior that is not acceptable or dishonest	
4. annual business;	d. a corporation organized to engage in some business for profit	
5. business hours	e. to have set up in business, to be working for oneself in a commercial enterprise	
6. to be out of business;	f. start to develop a business	
7. business corporation	g. marked by vigorous growth and well-being especially economically	
8. to be in business;	h. poor business conduct	
9. to build up business;	i. rivalry in business, as for customers or markets	
10. booming business;	j. the hours of the day in which a shop or a company is open for business	
11. monkey (funny) business	k. telling someone not to ask about something that does not concern him/her	
12. business competition	l. matters of personal concern	

## **BUSINESS IDIOMS**

An idiom is an expression with a meaning that can be difficult to guess from the meanings of its separate words:

***To talk to a brick wall*** means to talk to an unresponsive person;

- *I've asked my boss for a pay rise several times, but no luck. It's like talking to a brick wall.*

***To hear something from the horse's mouth*** means to get the information directly from the person concerned.

- *I know he's leaving. I heard it from the horse's mouth.*

In less formal settings people tend to use more idiomatic language. Idioms can be difficult to use appropriately and successfully in conversation. However, it is useful to be familiar with some expressions so that you can understand what people are talking about.

**Exercise 5: The following are idioms that you might hear in a business context. Match the idioms on the left with their explanations on the right. Write the number of the idiom next to the related definition.**

1	to get the green light	a	to be very busy	
2	red tape	b	something you try although it is unlikely to be successful	
3	to put on hold	c	to make something begin, initiate	
4	in the pipeline	d	official rules that seem unnecessary and cause delay	
5	on the blink	e	in debt	
6	to start the ball rolling	f	to receive permission or approval to proceed	
7	to be tied up	g	not working properly	
8	in the red	h	in the process of being planned or developed	
9	a long shot	i	decide not to continue for a while	

**Exercise 6: Fill in the gaps using the above idioms. Be careful with tense usage in some of the statements.**

- a. Let me look at my diary. I'm afraid I don't have any free time on Thursday. I \_\_\_\_\_ all day.
- b. I'm afraid I can't give you the exact figures right now. The network has been \_\_\_\_\_ all morning.
- c. Webmaster Inc. \_\_\_\_\_ when they reduced their prices by 10 per cent. All the other computer hardware companies were forced to do the same.
- d. We've \_\_\_\_\_ to go ahead with the project.
- e. This is a statement from the bank. As you know we've been overdrawn for the past two months. This situation hasn't changed. We're still \_\_\_\_\_.
- f. It's \_\_\_\_\_ but we're so desperate that I'm willing to try anything.

- g. We've got a new website \_\_\_\_\_ for next May.
- h. It's taking such a long time to finalize the deal. It's because of all the government \_\_\_\_\_.
- i. The decision has been \_\_\_\_\_ until the end of the year.

### Exercise 7: Some Common Idioms

- If you **put someone in the picture**, you explain him/her what is happening.
- If two people are **talking at cross-purposes**, they do not understand each other because they are trying to say different things but they do not know this.
- When you want to **get straight to the point**, you discuss the important topic without moving away from the main subject.
- If you **poke / stick your nose into** something, you show too much interest in a situation that does not involve you.
- If you can't **get a word in edgeways**, you do not have an opportunity to say anything because someone is talking so much or so quickly.
- When you **beat about the bush**, you avoid talking about a difficult or embarrassing subject because you are worried about upsetting the person you are talking to.
- When you **hear something on / through the grapevine**, you hear news from someone who heard the news from someone else.
- When you are **on the same wavelength** with somebody, you're in agreement.

Now complete these sentences with idioms from the box below.

put you in the picture	get a word in edgeways
talking at cross purposes	beating about/around the bush
get straight to the point	heard it on/through the grapevine
poke his nose into	on the same wavelength

- 1) OK, I'll \_\_\_\_\_. I'm afraid we're going to have to let you go.
- 2) A: "You and your boss seem to agree on most things."  
B: "Yes, we're \_\_\_\_\_."
- 3) The boss has no right to \_\_\_\_\_ people's personal lives.
- 4) Some important decisions were taken at yesterday's meeting. Let me \_\_\_\_\_.
- 5) I think we've been \_\_\_\_\_. I meant next month, not this month.
- 6) Sarah dominates all our meetings. Once she starts, you can't \_\_\_\_\_.
- 7) He never gives you a straight answer. He's always \_\_\_\_\_.
- 8) I \_\_\_\_\_ that he's fired. Is it true?

# UNIT 5



## DELIVERING PRESENTATIONS

## Warm-up

### DID YOU KNOW?

1. The top 5 fears people have are: public speaking, heights, insects and bugs, financial problems, and deep water.
2. Words alone account for 7% of the impact in face-to-face communication, voice quality 38%, and visual factors 55%.
3. It has been estimated that an audience will forget more than 75% of what they hear within 24 hours.
4. Some experts recommend spending one hour preparing every minute of a presentation.
5. Of all the information the mind stores, 75% is received visually, 13% through hearing, and 12% through smell, taste, and touch. Visual aids improve learning by 200%, retention by 38%, and understanding complex subjects by 25% to 40%. Visual aids in color get an 85% higher attention span.

### Exercise 1:

**Order the following tasks (1-8) as you would do them when preparing a presentation. Compare your order with your friends.**

- |                         |                                   |
|-------------------------|-----------------------------------|
| ___ select material     | ___ prepare audio-visual aids     |
| ___ formulate objective | ___ identify audience             |
| ___ write final draft   | ___ write rough draft             |
| ___ organize material   | ___ practice giving presentations |



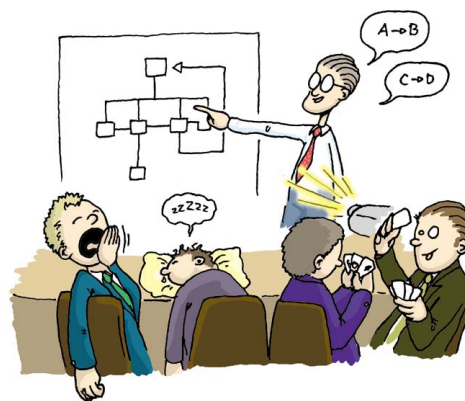
## A) PLANNING AND GETTING STARTED

Look at the pictures. Discuss or make notes on the characteristics of a good presentation. Think about your own presentation experience or your observations of others'.

Presentation A



Presentation B



**Exercise 2: Read the text and underline the suggestions the author makes to excel in presentations.**

### How to Create an Effective Presentation

As a presenter, it is your job to make it easier for your audience to grasp the information. It is important to make sure that you are presenting your material in a clear and organized way. When you are developing the content of your presentation, it is important to know your topic well. Begin by brainstorming ideas, and see where you need to fill in information. Next, you have to research your topic. This means using more than Google! Use textbooks, journal articles, statistics, and similar sources. Gather all your info and then organize it. Prepare an outline of how you want to present the information. Keep the goal of your presentation in mind. Include information that is relevant to what you want to communicate to your audience. Do not just include everything you can find on the topic. Transfer the information to cue cards or a single sheet of paper. You can use these to support you during your presentation. Remember: You can't read your presentation off of a script, so don't write an essay. Instead, use bullet points to remind you of the next key point. Be sure to know the expected length of time for the presentation and plan accordingly. Make sure you have enough to say. Now that you know what you want to say, you can create visual aids to help communicate that information to your audience. Visual aids are a great way to present your information, but make sure they are a support for your spoken word and not a replacement for them.

If you only flip through slides and don't talk much, you won't get a good grade, no matter how great your slides are. Visual aids can take many forms, which means you can be creative! Other than PowerPoint you can use: Prezi, posters, charts, hands-on samples or demonstrations. Keep in mind

that you should be comfortable using whatever you use to create your visual aid. If you are using slides, make them simple and uncluttered. Too much text or pictures per slide makes it hard for audience to digest all the information.

This means you shouldn't copy your entire speech onto your slides. A good rule of thumb is to have 1-2 slides for every 1-2 minutes you are speaking. Slides should be large enough to be seen from the back of a room. Use a font size of at least 32. Use colour and contrast but in moderation! Yellow and orange aren't great colours to use because they are hard to see from a distance. With good content and clear visual aids, you'll be well prepared to give a great presentation.

**Exercise 3: Watch the video and identify the mistakes the presenter makes.**

Video 1: [https://www.youtube.com/watch?v=8-kr5\\_rure8](https://www.youtube.com/watch?v=8-kr5_rure8)

## **B) THE AUDIENCE**



**Exercise 4: Read the comments from the audience who are listening to a presentation at a conference. What caused the problem in each case?**

- a) What on earth is he talking about?
- b) Hey Sarah, wake up! He's finished.
- c) Read that? I need a pair of binoculars!
- d) Speak up! I cannot hear a thing!
- e) Summarize four points? I only noticed one!

**Exercise 5: Examine the following situations. Imagine that you have to give a brief presentation for the situations. Think about and discuss the style of your presentations and how you will get prepared for them.**

1. A presentation for your peers at university, about a charity event for earthquake victims

2. A presentation for the City Council, about the problems university students in Istanbul face

3. A presentation for high school students in your town, about how to choose the best field of study at university

### **C) STRUCTURE – THE INTRODUCTION**

***“Tell me what you are going to tell me.”***

In any presentation, the beginning is crucial. In fact, it is the part that the audience decides whether or not the presentation is worth listening to. Here is a list of what could be included in an introduction (in random order). Identify the ones that **MUST** exist in all presentations and put them in an acceptable order.

- Subject/Topic of the talk
- Introduction to oneself, title, etc.
- Greeting the audience
- Reference to how long you are going to talk
- Reference to the visual aids you plan to use
- The scope of your talk; what is and what is not included
- An outline of the structure of your talk
- Reference to why you are there to make a presentation



(Listening / Audio 5 and Audio 6)

**Exercise 6:** Listen to the beginning of two presentations. Which presenter is making a better introduction? Why do you think so? How do the speakers make the introductions, can you describe the structure of each introduction?

**Presenter 1**

**Presenter 2**

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**Exercise 7:** Listen to the successful presenter again and note down the sentences and expressions he/she uses for the functions below:

Greet your audience

---

Introduce yourself

---

Give the title of your talk

---

Describe the structure of your talk

---

Explain that the audience can interrupt if they have questions

---

Say something about the length of your talk

---

**Useful language for the introduction to a presentation**

**Greeting / Introducing yourself**

- Good morning / afternoon ladies and gentlemen.
- Ladies and gentlemen...
- On behalf of (company, department, etc.), I'd like to welcome you.
- My name is (name) and I am (position).
- First, I'd like to (warmly) welcome you

**Introducing the subject**

- I plan to say a few words about...
- I'm going to talk about...
- I'd like to give you an overview of...

- The subject of my talk is...
- The theme of my presentation is...
- The focus of today's presentation is...

### Structure / Outlining

- I've divided my talk into (three) parts.
- My talk will be in (three) parts.
- The presentation today is divided into three parts.
- First, I'll talk about / we'll look at... In the first part...
- Secondly... Following that I'll... Then in the second part... Then we'll move on to... The next stage will be to ...
- Finally, I'll... focus on... To finish up/ I'll end with/ The last stage will be to...

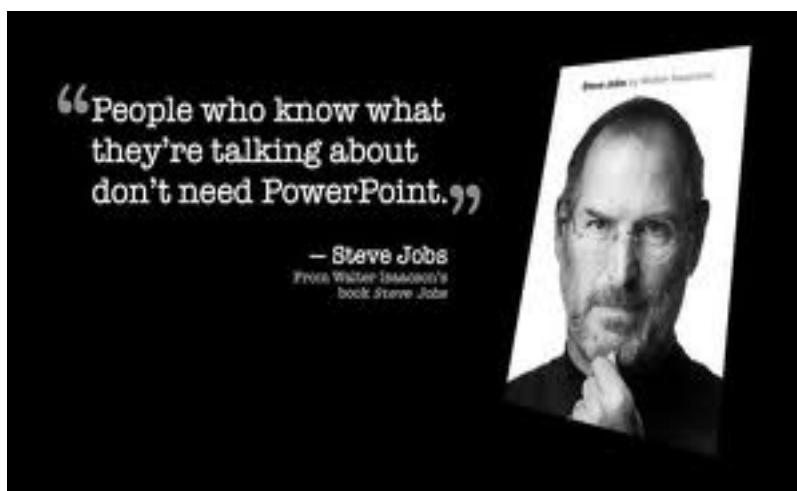
### Length

- My talk will take about ten minutes.
- The presentation will take about two hours... But there'll be a twenty-minute break in the middle. We'll stop for lunch at 12 o'clock.

### Policy on questions / discussion

- Please don't hesitate to interrupt me if you have any questions.
- After my talk, there'll be time for a discussion and any questions.

## D) MAKING USE OF THE VISUALS



Your visual presentation should emphasize the most important points and ideas of your oral presentation. Use the visuals to reinforce, clarify, illustrate or highlight individual points. Visuals are illustrating, not repeating, your presentation. Their purpose is to add interest and emphasis, not to compete with what you are saying.

### Some key points to remember when preparing your visuals:

- Simplicity is a key to gaining your audience's attention and retaining their interest.
- Focus on one idea at a time. To include three or four ideas in a single visual usually

detracts from your presentation and is apt to confuse your audience.

- Do not repeat the text of your presentation word-for-word on the visual.
- Keep statements simple and to the point, using key words and phrases.
- Use only essential information which supports your statements; for example, do not project all the statistics you are using. Pick only the key ones.
- Experiment with a variety of layouts to determine the most effective ones.
- **Fonts should be clear and easy to read.** Decorative fonts are not recommended.
- **Colored fonts should have a dark background** (dark blue is best) with primary titles in either yellow or white and secondary titles in the remaining color.
- Consider audience size. Visuals must be prepared properly so that they are clear to even those at the back of a large room.
- Consider handing out copies of your visual presentation. Be sure to have sufficient quantity available for your audience.
- **Proofread very carefully.** Try to have someone else proof in addition to yourself. It is hard to overlook errors when they are magnified in front of an audience.
- **Test your presentation ahead of time.** Make sure it is easy to read from an appropriate distance, and that everything is in the proper order.

#### Useful language for introducing visual aids

- |  |  |
|--|--|
| • I'd like to show you...              | • Please direct your attention to the slide/chart/etc. |
| • Take a look at this...               | • This diagram is a bar chart which shows...           |
| • This (graph) shows/represents...     | • If you look at this slide,...                        |
| • Here you see the trend in...         | • I'd like to draw your attention to...                |
| • May I focus your attention on the... | • These three bullet points represent...               |
| • You will notice that...              |  |



## E) THE BODY

***“Now tell me (all the things you have to tell).”***

The body of the presentation should meet the promises of purpose and information made in the introduction.

You may organize the body

- chronologically,
- by priority,
- or theme

The body of your talk must proceed logically. The main points should be brought out one by one, with concise and relevant supportive evidence, statistics or examples and verbal ‘signposting’ of your progress through your argument or report.

You could present each important idea or point several times in different ways, because a listening audience needs several opportunities to fully absorb meaning.

You need to state clearly the links between your ideas and always signal when the next point is coming. If you think something is particularly important, say so and why.

If you don’t have a written assignment, it will help to think of your main points as paragraph topic sentences, each of which needs to be followed by supporting sentences and a conclusion.

## Useful language for the body of a presentation

### Introducing the first section of your presentation

- I'd like to start/begin by...

### Finishing a section and starting a new one

- Well, we've looked at... Now, I'd like to discuss...
- Having discussed... I'd like to move on to...
- Right, let's move onto the second topic.
- Before moving on, I'd just like to mention ...
- Okay, finally I'd like to turn to...

### Expanding or elaborating

- I'd like to expand on...

- I'd like to elaborate on...
- Let's consider this in more detail.

### Talking about earlier or later points in your presentation

- I will elaborate on this later in the presentation.
- I'll provide you with a more detailed explanation later in the presentation.
- To repeat what I said earlier...
- As I mentioned earlier...

### Recognizing your listeners' prior knowledge

- As you may be aware of...
- As you may know...
- I know many of you are familiar with...

## Holding your audience's attention

- Relate your subject to the audience's needs.
- Use clear, vivid language.
- Explain the relationship between your subject and familiar ideas.
- Visual aids will also help clarify points and stimulate interest

## Delivery

### ○ *Overcome anxiety*

- Prepare more material than necessary.
- Rehearse.
- Think positively. Visualize your success.
- Take a few deep breaths.
- Be comfortable by sipping some water.
- Keep going, things get better as you go

- *Body language* - Stand rather than sit and try to be aware of any repetitive hand gestures or awkward mannerisms that might irritate your audience. Communicating is the combination of three important elements which make up the communication process. These elements are:

1. the words we speak
2. how we speak them – our voice tone, tempo and volume
3. our non-verbal body language, gestures and facial expressions.

### ○ *Voice quality*

- Be clearly audible at all times, don't let your voice drop at the end of sentences.
- Vary your intonation to sound more interesting and to be able to make your points more effectively.
- The volume, the tone, and the speech should not be monotonous.
- Proper diction is also essential. If you have doubts about the pronunciation of a word, learn it.

## Language considerations

- **Simplicity**
  - Use short words and sentences that you are comfortable with.
  - There is no benefit in using difficult language.
- **Clarity**
  - Active verbs / concrete words are clearer to understand than passive verbs / abstract concepts.
  - Avoid jargon unless you are sure all your audience will understand it.
- **Signaling**
  - To show how ideas are related, a written report uses formatting clues: headings, paragraph indentations, white space etc. However, an oral presentation relies on words to link various parts and ideas.
  - Indicate when you've completed one point or section and are moving on to the next.
  - Every time you shift topics, be sure to stress the connection between ideas.
  - Use gestures or change your tone of voice along with transitions.
  - For the small links between sentences and paragraphs, use one or two transitional words: therefore, because, in addition, in contrast, moreover, for example.
  - To link major sections of the presentation, use complete sentences or paragraphs, such as '**Now that** we've reviewed the problem, **let's** take a look at some solutions.'

## F) TOWARDS THE END OF THE PRESENTATION – THE CLOSURE

***"Tell me what you have already told me."***

The closure of a presentation is almost as important as the beginning because audience attention peaks at this point. You need to signal the ending of the presentation while wrapping it up. Below are the common techniques to be used to finalize a presentation:

- Restate your main points. Be sure to emphasize what you want your audience to do or think, and state the key motivating factor. Finally, reinforce your theme by repeating the three or four main supporting points.
- Describe the next steps. If you expect any action to occur as a result of your presentation, list the action items, with an estimated completion date and the name of the person responsible. You can present this list in a visual aid, and ask each person on the list to agree to accomplish his or her assigned task by the target date. This public commitment to action is the best insurance that something will happen.
- End with a positive note. Remember that your final words round out the presentation. Your task is to leave the audience with a satisfied feeling, a feeling of completeness. Keep it natural. As with everything else in your presentation, plan your

closing remarks carefully. You don't want to wind up on stage with nothing to say but, 'Well I guess that's it.'

- Question-and-answer period. Provide an opportunity for questions and answers. Try to anticipate as many questions as you can beforehand, and rehearse your answers.



(Listening / Audio 7)

**Exercise 8: Listen to a recording of two different ways of ending the same sales presentation by Marisa Repp, about an automatic warehouse system. Decide how the two endings are and note down the phrases you hear:**

The phrases that...

- invite the audience to ask questions:
- are a lead-in to a discussion/request comments:

**Exercise 9: Think and discuss.**

**Although a question-answer session is a good way to finalize presentations, handling questions is thought by many presenters to be the most difficult part of a presentation. What do you think the reason for this is? How do you think difficulties can be minimized?**

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(Listening / Audio 8)

**Exercise 10: Listen to Penny Yates talking about the difficulties that can arise while dealing with questions after a presentation. As you listen, check any of the following pieces of advice that she makes.**

- Be polite.
- Listen very carefully.
- Ask for repetition or clarification.
- Keep calm.
- Tell the truth.
- Don't say anything you will regret later.

Check understanding by paraphrasing.

Agree partially before giving your own opinion. (Yes, but...)

### **Exercise 11: Video 3 - Watch the video and identify how the speaker:**

- organizes his talk
- introduces the topic
- elaborate on the purpose of his speech
- keeps the attention of the audience alive
- ends the speech

### **Useful language for the conclusion of a presentation**

#### **Ending the body of the presentation**

- That brings me to the end of my presentation.
- ...which is the last thing that I wanted to say today.

#### **Summarising**

- Finally, let's summarize some of the main points.
- To conclude, I'd like to summarize ...
- So, to sum up what I have told you ...

#### **Stating a conclusion**

- From what I've shown, it should be obvious that...
- It is quite difficult to draw conclusions, but...
- What does all this mean? Well,...
- Because of all the things I have shown you,...
- I think all this proves that...

#### **Giving further information**

- You can read more about this topic via the links on this last slide.
- For more about this topic, please see...

#### **Inviting final questions**

- Does anyone have any questions or comments before we conclude today?

- If you'd like me to elaborate or clarify anything we covered today, please ask.

#### **Asking for questions**

- I'll now be happy to answer any questions that you may have.
- We will now have a short Q&A.

#### **Dealing with difficult questions**

- I want to answer your question completely, but I don't have that information with me right now. Could you give me your email after the presentation so I can send you a complete response?
- Could you repeat / rephrase that, please?
- Let me make sure I understand you completely. Do you mean that...?

#### **Ending the questions**

- If there are no further questions, I'd like to thank you very much for your attention. If you think of any additional questions, please feel free to contact me.
- There don't seem to be any further questions, so...
- If anyone still has any questions, I'll be happy to answer them individually.

#### **Thanking**

- Thank you for your kind attention.

<b>Signposting</b>	
<b>Section of presentation</b>	<b>Signpost language</b>
Introducing the topic	The subject/topic of my talk is ... I'm going to talk about ... My topic today is... My talk is concerned with ...
Overview (outline of presentation)	I'm going to divide this talk into four parts. There are a number of points I'd like to make. Basically/ Briefly, I have three things to say. I'd like to begin/start by ... Let's begin/start by ... First of all, I'll... ... and then I'll go on to ... Then/ Next ... Finally/ Lastly ...
Finishing a section	That's all I have to say about... We've looked at... So much for...
Starting a new section	Moving on now to ... Turning to... Let's turn now to ... The next issue/topic/area I'd like to focus on ... I'd like to expand/elaborate on ... Now we'll move on to... I'd like now to discuss... Let's look now at...
Analysing a point and giving recommendations	Where does that lead us? Let's consider this in more detail... What does this mean for...? Translated into real terms... Why is this important? The significance of this is...
Giving examples	For example,... A good example of this is... As an illustration,... To give you an example,... To illustrate this point...
Summarising and concluding	To sum up ... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... If I can just sum up the main points... Finally, let me remind you of some of the issues we've covered... To conclude... In conclusion ... In short ... So, to remind you of what I've covered in this talk, ...

Analysing a point and giving recommendations	<p>Where does that lead us?</p> <p>Let's consider this in more detail...</p> <p>What does this mean for...?</p> <p>Translated into real terms...</p> <p>Why is this important?</p> <p>The significance of this is...</p>
Giving examples	<p>For example,...</p> <p>A good example of this is...</p> <p>As an illustration,...</p> <p>To give you an example,...</p> <p>To illustrate this point...</p>
Summarising and concluding	<p>To sum up ...</p> <p>To summarise...</p> <p>Right, let's sum up, shall we?</p> <p>Let's summarise briefly what we've looked at...</p> <p>If I can just sum up the main points...</p> <p>Finally, let me remind you of some of the issues we've covered...</p> <p>To conclude...</p> <p>In conclusion ...</p> <p>In short ...</p> <p>So, to remind you of what I've covered in this talk, ...</p> <p>Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that .....</p> <p>I'd like now to recap...</p>
Paraphrasing and clarifying	<p>Simply put...</p> <p>In other words.....</p> <p>So what I'm saying is....</p> <p>To put it more simply....</p> <p>To put it another way....</p>
Invitation to discuss / ask questions	<p>I'm happy to answer any queries/ questions.</p> <p>Does anyone have any questions or comments?</p> <p>Please feel free to ask questions.</p> <p>If you would like me to elaborate on any point, please ask.</p> <p>Would you like to ask any questions?</p> <p>Any questions?</p>

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/extended.pert.shtml>

You may use the following worksheets to organize your own speech.

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### **Job Aid: Presentation Activity Worksheet**

#### **Plan the Presentation:**

Presentation topic:

Occasion/event and goal:

Audience (size, makeup, characteristics):

How will the characteristics or needs of your audience impact the content of your presentation?

How will the characteristics or needs of your audience impact your delivery?

Logistics:

- Room size
- Available equipment
- Other speakers
- Time constraints

#### **Develop the Presentation:**

Type of presentation:

- ☐ Informational
- ☐ Motivational
- ☐ Combination

Outline the presentation, including key points for the introduction, key messages, and sequence of ideas.

**Develop the Presentation (Continued):**

What information, research, or experts are needed to support your message?

**Write the Presentation:**

Develop the introduction, discussion, and conclusion.

**Get Ready To Deliver the Presentation:**

- Practice delivering the presentation aloud, using a mirror if possible.
- Record your practice sessions, critically review your performance, and identify needed improvements.
- Use personal strategies to control your nerves, as needed.
- Continue practicing!

**Deliver Your Presentation:**

Ask a friend or colleague to observe your presentation and provide feedback using the provided checklist.

**Identify Strategies for Improving Your Presentation Skills:**

After your presentation, review the observer's feedback and summarize below:

**Strengths:**

**Areas for Improvement:**

**Strategies for Improving Presentation Skills:**

IN-CLASS PRESENTATIONS

As part of the course requirements, students will perform two presentations to the whole class. Ss who do not do their presentations on the assigned dates have to bring health report to take the make-up exam which will be held also by the class teacher on the last (15th) week.

**Oral Presentation Input**

For the presentation, students will do an interview with a person who has embarked on their career. This person could be an employee or an employer in a company, an official in an institution, a lecturer, a business owner, or anybody to whom the questions covered in the units of the course book throughout the semester can be addressed.

The process consists of three steps. The first step involves conducting and recording the interview visually, the second step is writing the interview out to be handed in and graded as part of the assignment, and as the last step, delivering a presentation in which Ss are supposed to talk about the interviewing process.

**ALL THE INTERVIEW PROCESS MUST BE DONE IN ENGLISH.** So, ensure to find someone who can speak English.

**A SAMPLE OUTLINE FOR THE ORAL PRESENTATION**

The written form of the interview will look like this:

<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"><li>• The date and venue of the interview</li><li>• General information on the person/the company/the institution</li><li>• The reason why that specific person/company/institution is chosen</li></ul>
<p><b><u>Body (Interview)</u></b></p> <ul style="list-style-type: none"><li>• Questions asked during the interview and answers to them.<ul style="list-style-type: none"><li>❖ Interview questions can either be compiled from the Starting Point parts of the units in the course book or be prepared by the student in line with the course content.</li><li>❖ The interview should consist of 8-10 questions and answers to them.</li></ul></li><li>• Any photographs or catalogues obtained during the interview<ul style="list-style-type: none"><li>❖ Though not obligatory, the instructor might ask for such kind of items if s/he thinks it is necessary.</li></ul></li></ul>
<p><b><u>Conclusion</u></b></p> <ul style="list-style-type: none"><li>• A summary of the most important points</li><li>• Student's own impressions (the things that s/he found most interesting, etc)</li></ul>

## THE PRESENTATION

Having conducted the interview and written it out, students will deliver a 3-4 minute-presentation in class on the date assigned by their instructor (this will be in one of the last 3 weeks of the semester). The oral presentation will be in line with the interview. It will consist of a short introduction, 4-5 questions and answers from the interview (preferably the most interesting or the most important ones), and a brief conclusion in which the students will talk about their own impressions.

At the end of their presentation, students will deliver:

- \* A hard copy of the interview report
- \* A CD including the interview **video** record + soft copy of the interview report

### A REPORT SAMPLE

Interviewer : Nursel UÇAŞ  
Interviewee : Kubilay KONAN  
Date : 23.10.2017  
Venue : BIMSA Company Head Office / Levent / Istanbul

This report is about Kubilay Konan who works in the Information Communication and Technology Department of the BIMSA Company. In the first part, brief information about Kubilay Konan and his career, basic features of the Bimsa Company and the Information Communication and Technology Department are provided. In the second part, the topics discussed during the interview are presented. Finally, personal comments of the interviewer related to Kubilay Konan and the firm are given as a closure.

#### **About Kubilay Konan:**

- Kubilay Konan was born in 1986, in Istanbul. He is a graduate of Beykent University from the computer engineering department. He started his career in Eczacıbaşı Holding Company in 2009. After working there as a System Analyst for 3 years, he started to work at BIMSA as a system support specialist in 2012. He has been working in that position in the Information Communication and Technology Department of International BIMSA HOLDİNG since 2012 .

#### **About BIMSA HOLDING:**

- BIMSA was founded in 1975, and with more than 35 years of experience is one of the foremost system integrators in Turkey. BIMSA aims to meet all information technology requirements of medium and large scale companies. Its services range from consulting to special applications from operation to technical services and from hardware to software and to produce the 'most suitable' solutions at the 'highest' quality for its customers.
- Defining its mission as 'being a reliable business partner in business solutions', Bimsa is focused on meeting the needs of its customer in business technologies of today and tomorrow.

## About the INFORMATION COMMUNICATION AND TECHNOLOGY DEPARTMENT

- An **Information System (IS)** is a system composed of people and computers that processes or interprets information also refers to the way in which people interact with this technology in support of business processes. The Information and Communication Technology Department aims to support operations of the information and communication (ICT) that the organization uses, and deals with the way in which people interact with this technology in support of business processes.
- This department is responsible for managing and reporting client's servers. They make sure that these server systems are run adequately and are uninterrupted. In order to respond to client and personnel needs they also manage the applications that report these actions. Training and planning are also some of the responsibilities of this department. The department also facilitates communication and collaboration amongst the senior management team.
- Some of the interview questions with answers

**Me: What's your department responsible for?**

**Mr. Konan:** Our department's responsibility is to manage and report our client's servers. We make sure that these server systems run adequately and uninterrupted. In order to respond to client and staff needs we also manage the applications that report these actions. Training and planning are also some of the tasks of our department. The department also designs new IT solutions, modify, enhance or adapt existing systems and integrate new features or improvements, all with the aim of improving business efficiency and productivity.

**Me: What's your role in the department?**

**Mr. Konan:** System Analyst. I manage the programs above and design the work processes. A systems analyst uses computers and related systems to design new IT solutions. As a system analyst, I must possess a high level of technical expertise and clear insights into current business practices. Depending on the employer, clients may be internal, for example departments within the same organization, or external. My job also involves examining existing IT systems and business models; analyze systems requirements; undertake product development; implement and test effective solutions. We have great pressure on us as we build the bridge between Human Resources and Information Technology.

**Me: Do you feel satisfied with your position in the company? What aspects of the job make you feel like that?**

**Mr. Konan:** Our work load is demanding. We impose our staff to carefully analyze and strictly work according to the client's contract. We cannot make any mistakes. We have great pressure on us as we build the bridge between Human Resources and Information Technology.

**Me: Are there any side benefits in your job?**

**Mr. Konan:** Taking a task from its beginning and building the required processes until its end makes you gain good management skills. It is a good environment which helps us to improve solution oriented thinking and analytical skills.

**Me: Do you have any suggestions for new candidates of business life?**

**Mr. Konan:** Do your best to work in a large Corporation. One day your experience here will save your life.

**Me: Do you think the education you had at the university had prepared you for the business life?**

**Mr. Konan:** Education based on just memorizing has no effect on work life. If one wants to succeed they can prepare themselves for work life no matter what their higher education is. Work is learned at work.

**Me: What are your future plans in your business life?**

**Mr. Konan:** Improve myself every day. Eventually gain a strong position in the IT sector and build my own consultancy firm.

**Me: What's your dream workplace like?**

**Mr. Konan:** A high pay rate, a good working environment, management with less pressure and continuity in business.

#### **Conclusion:**

To summarize, Mr. Konan says 'Work is learned at work' and he this is very important for one's career. He says that their work load is demanding. They impose their staff to carefully analyze and strictly work according to the clients' contracts. There's a lot of pressure in their job. However, I find this job very exciting and I like it very much. I would like to be a systems analyst one day. In this interview I learned that business life and university education are so different. Education based on just memorizing has no effect on work life; if one wants to succeed they should prepare themselves for work life no matter what their higher education is. This is a valuable piece of advice for me.

**2019-2020 SPRING SEMESTER  
MDB3032 BUSINESS ENGLISH  
COMPANY PRESENTATIONS - GRADING CRITERIA**

Student's name and number:

Group:

<b>PREREQUISITES</b> The student <b>CANNOT</b> deliver the presentation if the requirements below are not met:	please tick (if fulfilled)
<b>The student:</b>	
• has handed in the <b>presentation report</b> timely and appropriately	
• has <b>video-recorded</b> the interview process	

<b>THE PRESENTATION</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>The student:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• greets the audience & introduces the topic (x3)				
• uses relevant audio-visuals (x3)				
• elaborates on the main points effectively (x3)				
• invites & handles questions of audience (x3)				
• is prepared & obviously rehearsed (x3)				
<b>TOTAL (Out of 60)</b>				

<b>LANGUAGE &amp; VOCABULARY &amp; ATTIRE</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>The student:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
• communicates information accurately (x2)				
• uses relatively formal/ polite/ academic language in line with Business English course (x2)				
• uses spelling, punctuation, capitalization appropriately (x2)				
• makes use of signaling devices effectively (x2)				
• uses body language effectively (eye-contact, body posture, gestures, etc. ) (x2)				
<b>TOTAL (Out of 40)</b>				
<b>GRAND TOTAL (Out of 100)</b>				