

Lesson two

3d Module



▶ Matching

- ▶ 1. earth-shattering
 - ▶ 2. inertia
 - ▶ 3. deep in at the deep water
 - ▶ 4. pick someone's brains
 - ▶ 5. posse
 - ▶ 6. start the ball rolling
 - ▶ 7. stay put
 - ▶ 8. treadmill
- ▶ A) to ask someone questions to ask advice or information
 - ▶ B) a group of friends
 - ▶ C) to make something start happening
 - ▶ D) to remain in one place or position
 - ▶ E) extremely surprising and important
 - ▶ F) a situation that is very tiring or boring because you do the same things continuously
 - ▶ G) a situation in which something does not change
 - ▶ H) to become involved in a difficult situation with little preparation

► Vocabulary 5.1

□ Retailing

- selling goods and services to consumers
- the activity of selling goods to the public, usually in shops or on the internet

□ Bricks-and-mortar

- building, especially a shop

□ Shop and store

Vocabulary Text 5.1

- ▶ Tailored
- ▶ Claws
- ▶ Purchase
- ▶ Distinct
- ▶ Major
- ▶ Savvy
- ▶ Rescue
- ▶ Via
- ▶ High street shops
- ▶ Self-perpetuating race
- ▶ Affirm
- ▶ Addictive

Features of a review or summary

- ▶ The author's name and the title of the text/article
- ▶ The main ideas
- ▶ Details to support the ideas
- ▶ Formal expressions, linking words

Beginning of a summary (title, author's name, main idea)

- ▶ The title of the article I am going to give review of is ...
- ▶ The title of the article is ...
- ▶ It is written by ...
- ▶ In the article "Public education" the author emphasizes the existing issues
- ▶ The text deals with the issues of ...
- ▶ The article highlights one of the topical/burning issues of today
- ▶ The text is focused on
- ▶ The text under consideration presents an analysis of ...
- ▶ The text under discussion may be divided into several logically connected parts ...

Words and phrases that show the order of events

- ▶ At the beginning of the article the author points out ...
- ▶ Next/Further on, the following issues are raised ...
- ▶ In addition, the reader is informed about ...
- ▶ Then, the following points are examined/studied ...
- ▶ Finally, ...
- ▶ To sum it up ...

Expressing the author's opinion

- ▶ The author points out ... (claims, states, mentions, demonstrates, informs)
- ▶ The author supports his ideas by the results of ...
- ▶ To illustrate the point the author uses an interesting example ...

Linking words

- ▶ Moreover,
- ▶ However,
- ▶ Besides,
- ▶ In addition,
- ▶ Furthermore,
- ▶ Apart from

An example of a summary

At the beginning of the article “No Allusions in the Classroom”, Jaime O’Neill *emphasises* the existing misunderstanding between students and teachers in a college classroom.

He *claims* that teachers assume their students have basic knowledge they do not really possess.

Moreover, students do not ask questions because they do not want to show their ignorance. O’Neill *supports* his conclusions by results of the general knowledge test he administered to his students, which they answered more incorrectly than correctly. The author *adds* that, according to recent polls, a large portion of adults in the US are ignorant of the history of the country they live in.

Finally, O’Neill expresses his opinion that instructors should be responsible for giving general information to their students.

The article I'm going to give a review of is value orientations of the Bulgarian culture within the European context. It is written by Dr. Magdalena Garvanova. The article under discussion may be divided into several logically connected parts which are : Introduction, Theoretical framework of the study and conclusion.

At the beginning of the article author gives us the picture of Bulgaria and describes its national characteristics as well as transition of its culture in the end of twentieth century.

The framework of the study begins with the author's description of the value system as cultural level. Dr. Garvanova gives the example of value orientations and explains according to Schwartz that the relationship between these categories reflects the fundamental contradictions that each society must resolve. Then the writer mentions in her study three problems to be solved by the society, gives the whole definition and describes them.

In conclusion the author mentions that the purpose of her study was to outline the characteristics of the cultural values in Bulgaria in EU perspective, according to Schwarz's model. Moreover, Dr. Garvanova makes some remarks that Bulgarian cultural value model is unique. Furthermore, the writer's statement supports the idea that the analysis of value hierarchy reveals that the value priorities in Bulgaria, such as intellectual autonomy and harmony, are relevant to the shared attitudes and stereotypes in the member states of EU. To sum up, Dr. Garvanova emphasizes Bulgaria as a catching-up culture that has the exceptional chance to draw experience from the best European and world practices, building on its national identity, authenticity and uniqueness.

Summary

- ▶ In the article “The Future of Online Education” the author provides the reasons for popularity of learning via the internet.
- ▶ The author mentions the results of the surveys that demonstrate that the number of people taking part in online courses is growing.
- ▶ She stresses that online education gives an opportunity to receive a diploma without leaving home.
- ▶ Moreover, the author claims that this type of education is convenient for Universities.
- ▶ Finally, the author states that online education is a good alternative for working adults.

Presentation structure

- ▶ Greet the audience
- ▶ Introduce yourself
- ▶ Introduce the presentation topic
- ▶ Give the agenda of your presentation
- ▶ Say when you would like to take questions
- ▶ Present the main body of the talk
- ▶ Summarize the main points/Have a strong ending
- ▶ Handle questions
- ▶ Thank the audience



A good start

With:

A personal story

An amazing fact or statistic

A quotation

Involving the audience

A rhetorical question

A joke

An overview of the situation



► Phrases for starting a presentation

To introduce the topic

My topic today is ...

Today I am going to talk about ...

The plan of your presentation

I'm going to deal with three aspects of the subject ... first ..., second ..., third ...

I've divided my presentation into three sections.

To set goals

What I intend to do is to explain ...

What I'd like to do is to discuss ...

The aim of my presentation is ...

To deal with questions

I'll be happy to answer questions at the end

If you have any questions, please feel free to ask at any time

Phrases for the main part and ending

Main part

- ▶ *So, now we come to ...*
- ▶ *I'd like now to move to ...*
- ▶ *The next point is ...*
- ▶ *Another interesting point is ...*
- ▶ *That's all I want to say about*

Ending

- ▶ *Thus, to sum up ...*
- ▶ *Now I'll just summarize the three points again.*
- ▶ *So, to conclude, I have two recommendations.*
- ▶ *Thank you for your attention.*
- ▶ *Now I'd be interested to hear your comments.*



Job search plan

1 Decide on the 'big picture' issues.

- Determine the job you want.

If you have no idea, make a list of the things you like to do. If you have an idea of the general field (e.g. marketing), but nothing more specific, then investigate various job titles in your area of interest.

- Determine where you want to live. Are you open to relocating? If you have a specific location in mind, then identify the companies that have offices / plants / locations in those areas.
- Determine the best companies for you. You need to make some decisions about the types of companies that fit your needs, style and personality.

2 Determine your search strategy.

On-campus recruiting? Career fairs? Networking through personal contacts and going to events such as conferences? Writing to specific companies with your résumé and a covering letter? Internet job sites? Company websites? Classified ads in newspapers and professional magazines? Local careers agencies?

3 Write a résumé (CV) and covering letter.

There are hundreds of Internet sites to help you write a résumé (CV in BrE) and a covering letter. Just type phrases like *résumé tips* or *CV tips* or *covering letter* into a search engine.

Obtain critiques of your résumé and covering letter from your family, friends, colleagues, professors, etc.

As well as any other ways you are thinking of using your résumé, post it on the Internet anyway.

4 Prepare for interviews.

Learn to research companies. One of the secrets of great interviewing is knowing something about the company where you are looking for a job.

Practise, practise, practise. For example, carry out mock interviews with other students / colleagues or a career counsellor. Also, if you are a student then have some on-campus interviews with companies who come to visit – just to gain confidence and experience. Use an Internet search engine to research Frequently Asked Interview Questions.

5 Gain experience.

Employers value work experience as much as educational background.

- Internships – work part-time in your expected career field, either during one of the semesters or over the summer.
- Summer jobs – these jobs are not always in your field of interest, but having any kind of work experience is valuable and many offer transferable skills that carry over to other jobs.
- Self-employed jobs – a growing number of students start their own (very small) businesses in areas such as gardening or web design.
- Temporary work – do work for an agency while you are waiting for something better, and make sure to include any transferable skills on your résumé.
- Volunteer work – charity, community group, not-for-profit organization, etc.
- Campus activities – key positions on sports, social, cultural and other organizations.

6 Follow up.

Be proactive after an interview – don't just sit and wait for the phone to ring.

Write a brief 'thank you letter' restating why you would be the right person for the job.

Or make a follow-up call to ask how the decision process is going.