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ИНОСТРАННЫЙ ЯЗЫК
ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

**ПОСОБИЕ
для слушателей специальностей переподготовки
1-40 01 73 «Программное обеспечение
информационных систем»,
1-40 01 74 «Web-дизайн и компьютерная графика»
заочной формы обучения**

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Изложены вопросы тем дисциплины «Иностранный язык для специальных целей». Даны ключевые понятия литературы.

Для слушателей специальностей переподготовки 1-40 01 73 «Программное обеспечение информационных систем», 1-40 01 74 «Web-дизайн и компьютерная графика» ИПКиП.

СОДЕРЖАНИЕ

WELCOME TO IT

WORKING IN THE IT INDUSTRY

MEETING PEOPLE

How do you greet people in your country? What do you say when you greet people in English?

№ 1. Complete these dialogues with the words in the box (IT1, tr. 2)

All is meet name's Nice this too you Welcome What's

1. *Natasha:* Hi, my _____ Natasha.

   Khalid: Pleased to _____ you. I'm Khalid Ali.

   Natasha: Pleased to meet you, _____

2. *Philip:* Good morning. _____ your name?

   Ahmed: I'm Ahmed. And _____ are?

   Philip: My name's Philip. _____ to meet you.

3. *Tim:* Hi everybody, (7)   is Ingrid.

 All: Hi!

 Tim: Ingrid, this (8)   Ahmed, Linda, Mohammed and Mansoor.

 Ingrid: Nice to meet you (9)

 Linda: We are glad to meet you, too

 Tim: (10) to the team and good luck.

Work in small groups. Practice introductions. Follow the instructions below.
- Introduce yourself.
- Introduce a new team member.

№ 2. Listen to this dialogue and choose the correct answers. (IT1, Tr. 3)

Kathryn: Karim, what do you do?

Karim: I'm a (1) *website developer/network administrator*. Who do you work for?

Kathryn: I work for CISCO. I'm a (2) *system analyst/website analyst* there. Where are you from, Karim?

Karim: I'm from Kuwait. I work for Microsoft there. And where are you from, Kathryn?

Kathryn: I'm from the (3) *UK/US* but now I live in Qatar. Do you know where Glenda's from?

Karim: She's from the US.

Kathryn: And what's her job?

Karim: She works for (4) *IBM/Dell.* Her job is to set up new systems.

Present tense of *be*

We use *be* to say who somebody is or what something is.	*I'm Sam.*	*I am Sam.*
	You're/We're/They're from the UK.	*You/ We/They are from the UK.*
	He's/She's a website developer.	*He/She is a website developer.*
	It's in the US.	*It is in the US.*
We use *be* to ask personal questions.	*Where are you from?*	
	What's his name/job?	*What is his name/job?*

№ 3. Complete this email with *am, is, are, their, our* or *my*

Dear Colleagues,

My name __ Jessica Martin and I ____ the IT Support team leader. The IT Support team members _____: Mahmoud Al Kamali, Eli Ibrahim and Gwido Pitteri. Mahmoud ____ our network administrator. Eli and Gwido ____ system maintenance officers. ____ job is to keep our system going. ____ job is to support you.

_____ contact number ____ 675 567 567.

Best regards,

Jessica Martin.

Write a reply to this email. Introduce yourself and three people in your group (team).

JOBS IN IT

№ 1. Read this team introduction. Complete the descriptions 1-4 with the IT jobs in the box.

Hi! I'm Sylvia. I create usernames and passwords and I set firewalls.
This is Isabelle. Her job is to plan and design the network. And this is Andrew. His job is to make sure all of the computers work properly. Finally, Mark and Latika. Their area is data processing. We all work for the university. Our offices are in building 8.

database analyst IT support officer network administrator network architect

1. Sylvia is a _____.
2. Isabelle is a _____.
3. Andrew is an _____.
4. Mark and Latika are _____.

Present simple

We use the present simple to talk about routines things that are happen all the time.	*What do you do? I'm a programmer.*
	What does she do? She's a developer.
	Where does she work? She works for IBM in Estonia.
	Where do they work? They work for Siemens in
	Do you work in IT? Yes, I do! No, I don 't.

№ 2. Listen to three people talking about their jobs. Complete these job descriptions (It 1, tr. 5)
1. Karl
Job: software _____.
Responsibilities: he designs and_____ computer games.
2. Heba
Job: _____ analyst.
Responsibilities: he _____ computer problems.
3. Wojtek
Job: database _____
Responsibilities: he analyses and _____ electronic data.

database administrator, helpdesk supervisor, project manager, software developer, support technician, systems analyst

Maria is a _____   Ahmed is a _____   Freddy is a _____
Hana is a _____   Tim is a _____   Sophie is a _____

Listen again. Complete these collocations.
1 supervise_____
2 have _____
3 be responsible_____ IT projects
4 look _____ computers
5 install _____
6 diagnose _____
7 design _____
8 maintain _____
9 write _____for software

№ 4. Listen to an IT employee telling his new manager about his job.
What do you think his job is?
Listen again. Tick the things that usually happen.
1. Robert checks emails.
2. Robert has emails waiting for him.
3. Robert visits people at their desks.
4. Sales people have problems.
5. Robert attends meetings.
6. Robert visits other companies.

Listen again. Write these phrases in the correct place in the sentences.
from time to time   generally   hardly   ever   normally occasionally   usually
Expressing frequency

Adverbs of frequency (usually, sometimes, hardly ever, etc.) normally go before the main verb. Some adverbs (e.g. sometimes, occasionally, normally) can also go at the	*Zafia almost **always** checks her email first thing in the morning.* *I have to call a support technician **occasionally**.*
Time expressions (once a week, from time to time, all the time, etc.) go at the beginning or end of the sentence.	*Pawel takes training courses **two or three times a year**.*

IT ORGANIZATIONS

№ 1. Read the company profiles and find words that match these definitions.

1. a company or companies that sell things (Futachiba)
2. companies that make things to sell (Futachiba).
3. factories (Futachiba)
4. things a company sells (Futachiba)
5. using software that runs and stores information on the internet (IBGroup)
6. customer (IBGroup)
7. start selling a new product (Digital World)

Futachiba

Futachiba is a leading international provider of computer hardware. The company is among the top five suppliers internationally of servers and among the top ten manufacturers of laptop computers. We have production facilities in six countries and we sell our products to almost every country in the world. With service centres in all our major markets, we provide a very high level of customer service.

IBGroup

We are a fast-growing private company that supplies cloud computing services internationally. Our products include online office applications such as word processing, spreadsheet, presentation and database programs, which people can use on the internet anywhere and at any time. Our clients include major corporations, as well as many small and medium-sized companies.

Digital World

At Digital World we proudly design the most popular games in the world. We are excited every day by the great feedback we get from our favourite people, our game-playing customers. You can play our award-winning games on all the major computer operating systems, including Windows and Mac OS. Many of them are also available for Apple iOS and Android. Our wonderful staff started developing games in 2005 and continue to work on new, highly entertaining products. We expect to launch the next version of our biggest game. War of the Suns, next month.

№2. Read the company profiles and answer these questions. Then compare answers with a partner.

Which company or companies:
1. is getting bigger?
2. develops software?
3. makes things in more than one country?
4. has a new product to launch?
5. sells software for use on the internet?

№3. Work in pairs. Complete this conversation between two people from different IT companies using the words in brackets. Then listen and check your answers. (IT 2, tr.4)

A: So (l)_____(your company)?
B: Well, we mostly develop apps for Apple and Android devices - iPhones, that kind of thing.
A: And (2)_____ (your customers)?
B: Mm ... they could be anyone, really. For example, many are companies, wanting an app to show their products. We also do a lot of work for

educational organizations. They often want apps to help people learn something.

A: (3)_____ (produce any hardware)?

B: No, that's a very different field. All our products are software. But we do work closely with hardware manufacturers to make sure our software works well.

A: And (4)_____ (future plans)?

B: Good question! We have a product launch tomorrow night.

(5)_____ (want/come)?

Present simple questions

To form **present simple questions,** we use *do/does* + subject + main verb. If there is a question word in the question *(who, what, when, how,* etc.), it always comes at the beginning.	**Does** *this software* **work** *on iPhones?* *How often* **do** *you* **update** *the software?*

WORKING WITH COMPUTERS

№1. Listen and complete this dialogue (IT 1, tr.17)

Paul: Hi, Brinitha.

Brinitha: Hi, Paul.

Paul: How's it (1)_____?

Brinitha: Fine, fine.

Paul: What (2)_____you (3)_____at the moment?

Brinitha: Oh, I (4) _____ Nero.

Paul: How are you getting on?

Brinitha: Well, I (5) a network. I(6)_____Microsoft Server.

Paul: Right. Where is Jackie today? Do you know?

Brinitha: Yes. She is on a training course today. She (7)_____about the new database system.

Paul: What about Mary and Imran? Where are they?

Brinitha: They (8)_____ in today. They have a day off.

Present continuous

We use the **present continuous** to talk about things that take place at the time of speaking and are not permanent.	I**'m installing** the software. He's/She**'s setting up** a network. We're/They**'re working** at home today.
	I'm not setting up the network. **He's/She's not installing** the software. **We/They aren't coming** in today.
	Are you **installing** it now? What **am** I **doing**? What **are** you/they **doing**? What **is** he/she **doing**?

№ 2. Complete these sentences with is/isn't, am/am not, are/aren't

1. It _____going well.
2. I_____learning a new program.
3. She____working in the office today. She has a day off.
4. They_____installing the new software.
5. We_____setting up the network,
6. We_____using Word. We have a different word-processing program.
7. Where_____they working today?
8. What_____he installing on the computer?
9. I_____coming in today. I'm sick.
10._____she working at home today?

IT WORKPLACE RULES

№ 1. Do you have any of the rules in your workplace or college? Do you think they are good rules or bad rules? Why?

№ 2. Read the memo and find words that match these definitions. Then compare answers with a partner.

1. person in charge of IT _____
2. keeping something safe _____
3. information such as numbers and details about people _____
4. a secret word that you type into a computer before you can use it_____
5. a group of connected computers _____
6. having only letters and numbers_____
7. letters, numbers, punctuation marks, etc_____
8. people you work with_____

FROM: Chief Information Officer
TO: All staff
DATE: 16 June
SUBJECT: IT security

As you know, many new staff have joined us at XBM Digital recently, so now is a good time for a reminder about some of our rules. Security is important, and these rules will help us to keep our IT systems and data secure. Firstly, passwords are important for keeping the network secure. Don't use common words or numbers as passwords, such as birthdays or names of your children. Passwords must be alphanumeric and be at least eight characters long. You need to change your password every month or more frequently. Also, you should not share it with anyone, including your colleagues.

Rules

We use ***must, mustn't*** and ***have to*** to show strong obligation and to express rules. We can also use ***should, shouldn't, can't*** and ***need to*** to talk about rules.	*Passwords **must** be at least eight characters long.* *1 **have to** go to the canteen to eat! 1 **can't** even have an apple at my desk!*

We also use **imperatives** to give rules. Use them carefully because they can sound impolite.	***Keep*** your password secret. ***Don't share*** *your password with other people.*

№ 3. Work in pairs or small groups. Write workplace rules for some of these activities.

Then compare answers with another pair or group. What reasons can you think of for each rule?
- installing new software
- connecting personal devices to company computers
- playing computer games
- using social networking sites such as Facebook
- using mobile phones
- switching off your computer at night
- downloading files
- streaming music or video

№ 4. Listen to two people talking about workplace rules and try to hear what Lateefa and Ivan say about their workplace rules. How does Lateefa feel about the rules in her workplace? How can you tell? Do you think she likes her manager? Why/Why not?
Then compare answers with a partner. (It 2,tr 5)

Lateefa:_____
Ivan:_____

№ 5. Work in pairs. Student A is a technician, who explains the rules to Student B, who is a new employee in your company.

× use company equipment for personal reasons
× install software
✓ change password frequently
×use Facebook

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№ 6. Read this list of rules for using a company computer. Which ones do you follow? Why?

COMPUTER DOS AND DON'TS

Things you should do:

- Run Scandisk regularly to check and repair your file systems.
- Connect all peripherals before you switch the computer on.
- Keep your keyboard and screen clean.
- Keep CDs and DVDs in covers and hold them by the edge when using.
- Always shut down your laptop computer first if you need to move it.
- Secure your hardware from sudden power surges.

Things you should not do:

- Do not disconnect the keyboard, mouse, monitor, printer or any peripheral if the PC is on.
- Don't eat food or drink near the keyboard and computer. Don't blow smoke over your PC.
- Don't move or lift your desktop computer when it's on. Don't drop your laptop.
- Don't clean your hardware with a household polish or cleaner.
- Don't turn your computer off for lunch breaks.
- Don't load unauthorized software.

Work in small groups. Write a list of the technology-related rules in your workplace or place of study. Then compare your list with another group. Which rules would you like to change? Why?

SECURITY PROCEDURES

№ 1. What security procedures are you familiar with? Make a list and share it with the group.

№ 2. Read this text on security and match the headings in the box with the paragraphs 1-5.

Data transfer and backup   Email and network usage
Password recommendations   Reporting IT security incidents
Safety security requirements

Systems and network security
All employees must follow security and safety procedures approved by the management.

1._____

Only install and use software that the management has approved. Install the latest antivirus and antispyware tools.
Keep current with security software updates and patches.
Follow office health and safety standards.

2._____

Choose a password that is difficult to guess: use between 6 and 8 characters, have letters in upper and lower case and intermix letters, numbers, and punctuation marks. Keep your password private. Change your password every 9 weeks.

3._____

Configure your email software to use secure protocols. Use company official e-mail software only. Always double check that you are sending your message to the right recipient. Do not send sensitive data over the network. Use mail encryption to send sensitive data. Do not download unknown files or files for private use, such as movies and music.

4._____

Transfer files via a secure connection. Back up files regularly on the server in your homefolder. Do not use external drives.

5._____

Employees must notify their supervisor or IT help desk about any damage, misuse, irregularities or security breaches.

IT SUPPORT

Fault diagnosis

№ 1. Read this diaiogue and complete it with the words in the box. Then listen and check your answers (IT1,Tr. 41)

checked   disconnected   found   go   switched   type
tight   unplugged   worked   working

Haider: Hello, IT Help Desk.
Maryam: Hi, this is Maryam from Human Resources.
Haider: Hi, this is Haider. How can I help you. Maryam?
Maryam: I (1)_____ my computer off yesterday and today I can't turn it on.
Haider: What (2)_____of computer do you have?
Maryam: I'm not sure. It's a desktop computer, it (3)_____fine yesterday.
Haider: Don't worry. Have you (4) _____the cable connections?
Maryam: No, I haven't. I can see some cables but I don't know which cable goes where.
Haider: Make sure all cables are (5)_____ and fully plugged in.
Maryam: Ok, give me a sec. Oh, I think I've (6)_____ the problem. I have one cable that is (7)_____.It's the power cable. Where does it go?
Haider: The power cable should (8) _____in the three-pronged port on the computer
Maryam: OK, done. Let me try now. It's (9) _____fine. Sorry for that. Stupid of me.
Haider: Maybe the cleaners (10)_____your PC by mistake last night.
Maryam: Maybe. Good, we've solved the problem. Thank you, Haider.
Haider: You're welcome. Have a good day.
Maryam: You too.

Present Perfect

We use the **present perfect** tense to talk about recent actions (an action that has happened in the past and has a result in the present).	*I've unplugged the computer.*
	She hasn't finished the report.
	Has she switched off the computer? Yes, *she has./No, she hasn't.*
	Have you checked the cable connections? Yes, */ have. /No, 1*

We use *have/has* + the past participle of the verb. (To form the past participle of **regular** verbs, we add *-ed.)*	*clean*	*cleaned*
	work	*worked*

Irregular past participles	*do*	*done*
	be	*been*
	run	*run*
	see	*seen*
	have	*had*
	make	*made*

№ 2. Complete these questions with *have* or *has* and the correct form of the verb in brackets.

1. _____you   (run) the computer in the battery mode?
2. How long_____ you   (have) the iPad?
3. _____you(charge) the battery?
4. _____he(open) the file?
5. _____she   (enter) her username and password?
6. _____they   (change) the Internet Service Provider?
7. _____   you   (check) the remaining disk space?
8. _____you(install) or (uninstall) software recently?
9. _____Dillip(update) the drivers recently?

№ 3. Use the present perfect to make positive or negative sentences.
Example: the screen/go/blank *The screen's gone blank.*

1.the charger/stop/working
2.I/not/upgrade/the operating system
3.She/not/install/the updates
4.They/reinstall/the application
5.She/not/be able to fix the problem
6.I /defragment/your drive

CUSTOMER SERVICE

№ 1. Listen to a phone call to a company IT help desk. Choose the correct answers a, b or c, to the questions. (IT1,Tr. 46)

1. What is Tuka's problem?
a) can't print out b) has lost files c) is not connected to the network
2. How does Tuka sound?
a) worried b) angry c) tired
3. What is the possible cause of the problem?
a) a hardware upgrade b) a server problem c) a software upgrade
4. What is the help desk technician's first suggestion?
a) go to a folder on the server b) go a folder on the desktop c) go to a folder on the C drive
5. What is the help desk technician's second suggestion?
a) He will call back in five minutes, b) He will come down to Tuka's office, c) He will get help from someone else.

№ 2. Work in pairs. Write a short dialogue between an IT help desk technician and a colleague about a software or hardware problem.

№ 3. You are a helpdesk technician. Listen to three phone calls and complete Help Desk tickets (It 1, tr. 44)

	Help Desk ticket #1	Help Desk ticket #2	Help Desk ticket #3
Date			
Name			
Problem			
Contact			
Service Person			

№ 4. Work in pairs. Role-play calls to the company IT help desk.

Student B

1 Help Student A with the problem.
The mail server asks for a username
and password.
Has Student A used the wrong password?

Student A

1 Call the IT help desk.
You cannot access mail server.
Ask for help.
You changed your password last week.

Student B

2 Call the IT help desk.
You cannot access the Internet at the moment.
Ask for help.

Student A

2 Help Student B with the problem.
At the moment the Internet connection
is down.
Try again later.

Student B

3 Help Student A with the problem.
There is a new default printer.

Student A

3 Call the IT help desk.
You can't print out on network.
Ask for help.

Student B

4 Call the IT help desk.
The opened page is too large for the screen.

Student A

4 Help Student B with the problem.
Change screen resolution?

WRITING TECHNICAL SUPPORT ENQUIRY

№ 1. Match the headings with the paragraphs.

Write short paragraphs.	**Be specific.**
Proofread before sending.	**Ask clear questions.**
Identify yourself.	**Close with a simple signature.**
Maintain a courteous tone.	**Write a clear subject line.**
	Keep standard writing practices.
	Open with a greeting

1. ._____.
Make your subject line meaningful and to the point. You want the customer service rep who looks at their inbox to notice yours first so that you get a faster response. Make the subject short, contain a summary of your email, and beg to be opened.
- For example: "Dog Chewed My Lifetime Warranty—Need Replacement"

2._____.

Once you've nailed down a solid subject line, the next step is to greet the customer service rep. Don't just launch into your problem. You wouldn't skip the greeting on a phone call or in person, would you? It can be as simple as "Dear Customer Service Team."

- Try to find a name to insert in your greeting. Some smaller companies may list the names of their customer service reps, and utilizing this can make you seem more personable and desirable to work with.
- You can end this greeting with a comma or colon. Dear Customer Service, OR Dear Customer Service:

3._____.
Maintain the rep's respect by using standard type. Don't use all caps, a mix of uppercase and lowercase caps, or script fonts. Just type using standard punctuation, spelling, and capitalization. This will help your email to be taken seriously.
4._____.

Keep a courteous tone, even if you are registering a complaint or expressing your frustration. You will be given more courteous treatment in return.

5._____.

After your greeting to the rep, introduce yourself. Offer your name and explain what type of customer you are, whether you write for the first-time or repeat. In both cases, the rep will want to keep your business. If it is relevant, mention your geographic location (such as for an outdoors product or service).

6. _____.

Use specific language in your email. Avoid using generic terms, instead, describe your problem in detail and why it is worth emailing about. Describe any relevant events associated with it so that the rep knows exactly what the problem is. Offering this information in the initial email prevents a long email conversation.

7._____.

Get right to the point in your email. Once you have greeted the rep and introduced yourself, start a new paragraph that tells the rep exactly what is going on, using the specific language mentioned in the previous step.

8._____.

Make sure your paragraphs are short. Keeping them to one, two, or at the most three sentences is easier on the eyes. It also allows the rep to quickly scan the email for how to prioritize it, and if your email is a block of text, they will likely lower it to the bottom of the list just because they don't have time to figure out what you're saying.

9._____.

End the email with a final sentence to summarize your request. Signing off as "Sincerely" works fine, but you can also leave off a salutation and just insert your email signature. You can also indicate your urgency by signing off with "Eagerly awaiting your reply," or something along those lines.

- An email signature is a short block of text that includes your name, occupation, and

contact info. You can format an email signature in your email provider's settings and set it to automatically appear in new messages.

10._____.

After your email is completed, don't get excited and hit the submit button quite yet. You need to proofread this email, making sure no careless typos

interfere with the excellence of your words. Errors in grammar and punctuation might make you look less professional.

TOP 7 PROGRAMMING LANGUAGES FOR DEVELOPERS IN 2022

In today's world, programming skills are needed for the majority of tech jobs. A good tech career necessitates the knowledge of programming languages. After all, thousands of different programming languages are used by people all over the world. But, of all these languages, which is the most commonly spoken?

This year, TechGig has compiled a list of the top 5 programming languages for engineers to keep an eye on:

1. C++
C++ is a programming language that extends the C programming language. It's a programming language that combines features from both low-level and high-level languages. The bulk of CAD applications use C++ interfaces. Since mechanical engineering is more closely related to robotics and automation, mechanical engineers can use a programming language like C++.

2. Javascript
JavaScript is a well-known programming language on the internet. It's also known as the HTML programming language, and it's commonly used on the internet. JavaScript is an easy-to-learn programming language. In fact, it is less complicated than the majority of programming languages. Since HTML and CSS are the foundations of a beautiful website, web developers should learn this programming language as well.

Feature of JavaScript :
- It has a well-organized codebase that provides enhanced productivity and readability.
- Light Weight Scripting language.
- Easy to learn and highly in demand.
- Client-side validation.
- More control in the browser.

3. PHP

PHP is widely used for server-side web creation when a website requests information from a server on a regular basis. Since PHP is an older programming language, it has a large user community that has developed frameworks, libraries, and automation tools to make it easier to use. Debugging PHP code is also easy.

4. Python

Python is a versatile software programming language that is ideal for writing scripts and is particularly useful in engineering projects for automating procedures. Python's key benefit is that it is easy to learn and understand compared to many other software programming languages. In a Python programme, you'd need about 5 times less code for any given function than you would in a Java or C++ programme. Although the precision of other languages is often needed, Python can help any project, from films to enterprise programmes, run more smoothly.

Features of python :
- Easy to Code.
- Object-Oriented Language.
- GUI Programming Support.
- Extensible feature.
- Free and Open Source.

5. Go

Go was developed by Google as an efficient, readable, and convenient system-level programming language. It's suitable for distributed systems, which are spread over many networks and must communicate by sending messages to each other. Despite being a new language, Go has a large standards library and extensive documentation. It is primarily used in applications that require the processing of large amounts of data. Netflix, Twitch, and Uber are only a few of the companies that use Go for unique purposes.

6. R

R is a programming language for statistical and graphical programming. It is widely used among statisticians and data miners for data analysis. It holds profound importance in data analysis, financial domains, and telecom sectors.

There is a huge shortage of people with expertise in R so learning this language can be a bright career choice.

Features of R:
- It has extended libraries for interactive graphics.
- Objected oriented programming language.
- Supports cross-platform operation.
- Highly extensible.
- The top companies using R are Flipkart, Amazon, Google, LinkedIn.

7. Kotlin

Kotlin is a cross-platform programming language designed to develop apps. It is being used by more than 60% of android developers. Kotlin beholds fourth place among the fastest-growing programming language on several renowned indices.

Features of Kotlin:
- Concise code and structured concurrency.
- Enhanced security features.
- Coding is approximately 20% less as compared to Java.
- It is 100% interoperable.
- Companies working on Kotlin are Pinterest, Uber, Trello, Amazon, etc.

SOFTWARE DEVELOPMENT LIFE CYCLE

Life Cycle is the application of standard business practices to building software applications. It's typically divided into six to eight steps: Planning, Requirements, Design, Build, Document, Test, Deploy, Maintain. Some project managers will combine, split, or omit steps, depending on the project's scope. These are the core components recommended for all software development projects.

SDLC is a way to measure and improve the development process. It allows a fine-grain analysis of each step of the process. This, in turn, helps companies maximize efficiency at each stage. As computing power increases, it places a higher demand on software and developers. Companies must reduce costs, deliver software faster, and meet or exceed their customers' needs. SDLC helps achieve these goals by identifying inefficiencies and higher costs and fixing them to run smoothly.

How the Software Development Life Cycle Works?

The Software Development Life Cycle simply outlines each task required to put together a software application. This helps to reduce waste and increase the efficiency of the development process. Monitoring also ensures the project stays on track, and continues to be a feasible investment for the company.

Many companies will subdivide these steps into smaller units. Planning might be broken into technology research, marketing research, and a cost-benefit analysis. Other steps can merge with each other. The Testing phase can run concurrently with the Development phase, since developers need to fix errors that occur during testing.

1. Planning

In the Planning phase, project leaders evaluate the terms of the project. This includes calculating labor and material costs, creating a timetable with target goals, and creating the project's teams and leadership structure.

Planning can also include feedback from stakeholders. Stakeholders are anyone who stands to benefit from the application. Try to get feedback from potential customers, developers, subject matter experts, and sales reps.

Planning should clearly define the scope and purpose of the application. It plots the course and provisions the team to effectively create the software. It also sets boundaries to help keep the project from expanding or shifting from its original purpose.

2. Define Requirements

Defining requirements is considered part of planning to determine what the application is supposed to do and its requirements. For example, a social media application would require the ability to connect with a friend. An inventory program might require a search feature.

Requirements also include defining the resources needed to build the project. For example, a team might develop software to control a custom manufacturing machine. The machine is a requirement in the process.

3. Design and Prototyping

The Design phase models the way a software application will work. Some aspects of the design include:

Architecture – Specifies programming language, industry practices, overall design, and use of any templates or boilerplate

User Interface – Defines the ways customers interact with the software, and how the software responds to input

Platforms – Defines the platforms on which the software will run, such as Apple, Android, Windows version, Linux, or even gaming consoles

Programming – Not just the programming language, but including methods of solving problems and performing tasks in the application

Communications – Defines the methods that the application can communicate with other assets, such as a central server or other instances of the application

Security – Defines the measures taken to secure the application, and may include SSL traffic encryption, password protection, and secure storage of user credentials

Prototyping can be a part of the Design phase. A prototype is like one of the early versions of software in the Iterative software development model. It demonstrates a basic idea of how the application looks and works. This "hands-on" design can be shown to stakeholders. Use feedback o improve the application. It's less expensive to change the Prototype phase than to rewrite code to make a change in the Development phase.

4. Software Development

This is the actual writing of the program. A small project might be written by a single developer, while a large project might be broken up and worked by several teams. Use an Access Control or Source Code Management application in this phase. These systems help developers track changes to the code. They also help ensure compatibility between different team projects and to make sure target goals are being met.

The coding process includes many other tasks. Many developers need to brush up on skills or work as a team. Finding and fixing errors and glitches is critical. Tasks often hold up the development process, such as waiting for test results or compiling code so an application can run. SDLC can anticipate these delays so that developers can be tasked with other duties.

Software developers appreciate instructions and explanations. Documentation can be a formal process, including wiring a user guide for the application. It can also be informal, like comments in the source code that explain why a developer used a certain procedure. Even companies that strive to create software that's easy and intuitive benefit from the documentation.

Documentation can be a quick guided tour of the application's basic features that display on the first launch. It can be video tutorials for complex tasks. Written documentation like user guides, troubleshooting guides, and FAQ's help users solve problems or technical questions.

5. Testing

It's critical to test an application before making it available to users. Much of the testing can be automated, like security testing. Other testing can only be done in a specific environment – consider creating a simulated production environment for complex deployments. Testing should ensure that each function works correctly. Different parts of the application should also be tested to work seamlessly together—performance test, to reduce any hangs or lags in processing. The testing phase helps reduce the number of bugs and glitches that users encounter. This leads to a higher user satisfaction and a better usage rate.

6. Deployment

In the deployment phase, the application is made available to users. Many companies prefer to automate the deployment phase. This can be as

simple as a payment portal and download link on the company website. It could also be downloading an application on a smartphone.

Deployment can also be complex. Upgrading a company-wide database to a newly-developed application is one example. Because there are several other systems used by the database, integrating the upgrade can take more time and effort.

7. Operations and Maintenance

At this point, the development cycle is almost finished. The application is done and being used in the field. The Operation and Maintenance phase is still important, though. In this phase, users discover bugs that weren't found during testing. These errors need to be resolved, which can spawn new development cycles.

In addition to bug fixes, models like Iterative development plan additional features in future releases. For each new release, a new Development Cycle can be launched.

TOP 4 SOFTWARE DEVELOPMENT METHODOLOGIES

Successful projects are managed well. To manage a project efficiently, the manager or development team must choose the software development methodology that will work best for the project at hand. All methodologies have different strengths and weaknesses and exist for different reasons. Here's an overview of the most commonly used software development methodologies and why different methodologies exist.

Agile development methodology

Teams use the agile development methodology to minimize risk (such as bugs, cost overruns, and changing requirements) when adding new functionality. In all agile methods, teams develop the software in iterations that contain mini-increments of the new functionality. There are many different forms of the agile development method, including scrum, crystal, extreme programming (XP), and feature-driven development (FDD).

DevOps deployment methodology

DevOps is not just a development methodology but also a set of practices that supports an organizational culture. DevOps deployment centers on organizational change that enhances collaboration between the departments responsible for different segments of the development life cycle, such as development, quality assurance, and operations.

Waterfall development method

Many consider the waterfall method to be the most traditional software development method. The waterfall method is a rigid linear model that consists of sequential phases (requirements, design, implementation, verification, maintenance) focusing on distinct goals. Each phase must be 100% complete before the next phase can start. There's usually no process for going back to modify the project or direction.

Rapid application development

Rapid application development (RAD) is a condensed development process that produces a high-quality system with low investment costs. Scott Stiner, CEO and president of UM Technologies, said in Forbes, "This RAD process allows our developers to quickly adjust to shifting requirements in a fast-paced and constantly changing market." The ability to quickly adjust is what allows such a low investment cost.

The rapid application development method contains four phases: requirements planning, user design, construction, and cutover. The user design and construction phases repeat until the user confirms that the product meets all requirements.

These four software development methodologies are the most pervasive in software development. Each one has its own strengths and weaknesses and works effectively in different situations. When choosing your development methodology, think about combining the elements of each method that work best for your team and your current project. In this way, you can create a hybrid development methodology that'll get you to production securely and efficiently.

BUSINESS ENGLISH

FORMAL LETTERS AND A CV.

№1. Complete the CV (Curriculum Vitae) with a heading from the list.

*Additional information   Career history   Computer skills
Education Languages   Personal information*

Mehmet Bolat
1._____
Address: Alper Apt. Daire 3
Turgut Ozal Caddesi Seyhan, Adana
Telephone home: 0090 322 6587688
mobile: 0090 535 9428190
Nationality: Turkish
Marital status: Single
Date of birth: 12th September 1982
Email: bolatmehmet@superonline.com.tr
2._____
2006- Junior physiotherapist at Rehabilitation Centre,
Balcal̇ University Hospital, Adana I work mainly with patients who need rehabilitation after an operation. In my free time, I also work as a physiotherapist for a local basketball team.
3._____
2001-2005 Degree in physiotherapy, University of Gaziantep
1997-2001 Ataturk High School, Adana
4._____
English (CEF level B2). I have a good level of written and spoken English.
I have been studying English at a private language school for the last three years.
German (fluent). My mother is German.
5._____
Windows XP
6._____
Full driving licence
Member of the university basketball team

№ 2. Complete with *Yours sincerely* and *Yours faithfully*.

You don't know the person's name:
Start: Dear Sir / Madam   Finish: _____

You know the person's surname:
Start: Dear Mr / Ms / Mrs Garcia Finish:_____

Layout / style
•   Put your address in the top right-hand corner with the date underneath.
•   Put the name and address of the person you are writing to on the left.
•   Don't use contractions.
•   Write your full name under your signature.
•   Put *I look forward to hearing from you* if you would like a reply

№ 3. Choose the right option:
Alper Apt. Daire 3
Turgut Ozal Caddesi
Seyhan, Adana
30th April

Dear Sir / Madam,
I am writing / *I'm writing* to apply for a job with the medical support staff in the forthcoming Olympic Games.
I am a qualified physiotherapist and *I've been working /I have been working* at a Rehabilitation Centre here since January 2006.I have a good level of English, and *my German is great* / *speak German fluently.*
I enclose / I'm sending you my CV as requested.
Hope to hear from you soon. /1 look forward to hearing from you.
Best wishes / *Yours faithfully*

Mehmet Bolat

№ 4. Look through the example of resume.

Curriculum vitae

Personal information
Name: Maria Quintana
Address: Avda Seneca, 5, Madrid 28040
Telephone: 00 34 91 5435201
Email: mquintana0782@telefonica.net
Date of birth: 28/07/82

Education and Training

2006 - Online diploma in web-based technology for business, www.elearnbusiness.com
2005 - Course in web design at the Cybernetics College, London: HTML, Java and Macromedia Dreamweaver
2004 - Course in computer hardware and networking at the Cybernetics College, London
1999 - 2004 Degree in Computer Science and Engineering, University of Madrid

Work Experience

January 2006 – present	Part-time Webmaster at www.keo.es; responsible for updating the site and using Adobe Flash to create animations.
May 2005 – December 2006	IT consultant at Media Market, specializing in e-commerce and IT strategies

IT skills
Knowledge of multiple computer platforms (Windows, Mac and Linux); strong database skills (including the popular open source MySQL database); complete understanding of graphics formats and Cascading Style Sheets

Personal skills
Social and organizational skills
Good communication skills

Languages
Spanish mother tongue; English (Cambridge CAE); Arabic (fluent)

Hobbies and Interests
Web surfing, listening to music and travelling

References
Miguel Santana, Manager, keo.es Sam Jakes, Lecturer, Cybernetics College

№ 5. Look at the job advertisement for a webmaster at eJupiter. Maria Quintana is interested in applying.

We are seeking a Webmaster for eJupiter.co.uk, a company dedicated to e-commerce.
The successful candidate will manage our website.
You will be responsible for making sure the web server runs properly, monitoring the traffic through the site, and designing and updating our web pages.
Experience of using HTML and Java is essential. Experience of Adobe PDF and Photoshop is an advantage. The successful candidate will also have knowledge of web editors - MS FrontPage or equivalent.
Send your CV and a covering letter to James Taylor,
eJupiter Computers, 37 Oak Street, London SW10 6XY

Possible answer

Dear Mr Taylor.
I am writing to apply for the position of Webmaster, which was advertised on monster.com on April 21 st.
I graduated in 2004 with a degree in Computer Science and Engineering from the University of Madrid. After I left university. I did a course in computer hardware and networking at the Cybernetics College. London. In 2005 I completed a course in web design, where I learnt to use

HTML Java and Macromedia Dreamweaver**.** I also have a diploma in web-based technology for business.

For the last three years I have worked part-time at keo.es, where I have been responsible for updating the website regularly. I have also been using Adobe Flash to create media animation. Before taking my present job. I worked as an IT consultant at Media Market, a company specializing in e-commerce and IT strategies.

I studied languages at school and have the Cambridge CAE certificate in English. When I was a teenager I spent several years in Morocco so I also have a fluent level of Arabic. I have knowledge of most computer platforms (Windows, Mac and Linux) and good communication skills. In my spare time I like listening to music and travelling.

I now feel ready to take the next step in my career and would welcome the opportunity to work for a company like eJupiter. I enclose my curriculum vitae arid I look forward to hearing from you. I will be available for an interview at any time from Monday.

Yours sincerely,
Maria Quintana

Structure of Cover letter

Paragraph one: reason for writing
I am writing to apply for the position of...
Paragraph two: education and training
I graduated in (date)...
I completed a course in ...
Paragraph three: work experience For the past Xyears I have been ... *Since 2010 I have been ...*
Paragraph four: personal skills
I spent X months in (country) ..., so I have knowledge of (foreign languages). I can ..,
Paragraph five: reasons why you are applying for this job
I now feel ready to ... and would welcome the opportunity to ...
Paragraph six: closing / availability for interview
I enclose ... I look forward to ... I will be available for an interview .

№ 6. Read the letter of application and answer these questions.
1   Which job is Sarah Brown applying for?
2   Where did she see the advertisement?
3   How long has she been working as a software engineer?
4   What type of programs has she written?
5   When did she spend three months in Spain?

Dear Mr Scott,

I am writing to apply for the position of Senior Programmer; which was advertised on 28th March in The Times.

I graduated in May 2002 and did a work placement with British Gas as part of my degree. Before taking my present job I worked for a year with NCR. I stayed in this job (1) _____ March 2004.

(2) _____ the last three years I have been working as a software engineer for Intelligent Software. I have designed four programs in COBOL for commercial use, and (3)_____ January I have been writing programs in C for use in large retail chains.These have been very successful and we have won several new contracts in the UK and Europe on the strength of my team's success.

Two years (4) _____ I spent three months in Spam testing our programs and also made several visits to Italy, so I have a basic knowledge of Spanish and Italian. I now feel ready for more responsibility and more challenging work, and would welcome the opportunity to learn about a new industry.

I enclose my curriculum vitae. I will be available for an interview at any time.

Looking forward to hearing from you.
Yours sincerely,
Sarah Brown

Look at the HELP box and then complete the letter with *for, since, ago* or *until*.

We use **for** to refer to a period of time.
*I've lived in Liverpool **for** five years.*
We use **since** to refer to a point in time

*I've been unemployed **since** May 2005.*

We use **ago** with the past simple to say when something happened. We put **ago** after the time period.
*I got married five years **ago***

*We use **until** to mean* up to a certain time.

I stayed at high school **until** I was 18.

JOB INTERVIEW

What the interviewer says:

• I'm looking for someone who can...
• Do you have much experience in...
• How long were you working as a...
• Do you know how to...
• Have you ever... ?
• What type of person would you say you are?
• What three adjectives would you use to describe yourself?
• Tell me about your employment history.
• What are your strengths and weaknesses?
• Why would you be good for this position?
• Why are you interested in this position?
• What would you do in this situation?
• What do you do in your free time?
• Have you ever had to do this before?
• What do you know about our company?
• Tell me about yourself.
• Why are you suited for this position?
• What did you like about your previous positions?
• What didn't you like?
• Tell me about your greatest achievement.
• What sort of salary are you hoping to earn?

What you say:

• I'm good at...
• I know how to...
• I've had experience with...

• I was working for 10 years as a...
• I am hard-working independent/good at working in a team/ ambitious, etc
• I have initiative, drive, ambition and good computer skills

№ 1. Now listen to this social English dialogue. In this conversation, Petra is at a job interview.

Petra: Hi, I've come about the job interview.
Employer: Oh, yes. Please take a seat. So, I can see from your CV that you were working in marketing. What was that like?
Petra: Oh, it was really interesting, but I think I'm looking for something a bit more challenging. I wasn't given much responsibility.
Employer: OK, and you're applying for the job here as sales manager. What makes you suitable for this job?
Petra: Well, I'm really organized, I've got good experience in sales, I know how to manage a team and I'm very good at motivating people.
Employer: OK, tell me a little bit about yourself now. What do you do in your free time?
Petra: Well, I love reading. I do a lot of sport too.
Employer: OK, and what do you know about our company.
Petra: Well, the company was recently bought out by an Australian conglomerate, and the new acting CEO is Jane Mayers.
Employer: Impressive. Not a lot of people know that. OK, well, I can say that we're definitely interested. I'm going to be interviewing a few more people this week. We'll be in contact with you some time towards the end of the week.
Petra: Great. I look forward to hearing from you.

№ 2. How to do a job - interview presentation!

You're going to listen to someone who is giving a job interview presentation. Instead of a typical interview with the interviewer asking questions, the candidate gives a presentation. Interviewers often ask interviewees to do this to see what their presentation skills are like. Listen once.

Were any of the questions or statements you thought of for the Pre-listening activity mentioned?

Good morning and thank you so much for inviting me here today. I'm really excited about this post as the Head of Languages and the possibility of working here, and I really feel that I've got the necessary skills and experience for this position.

Before I begin, I'd just like to start with one of my favourite quotes by Albert Einstein. And it goes something like this, "Everyone is a genius, but if you judge a fish on its ability to climb a tree, it'll spend the rest of its life thinking it's stupid." I love this quote because it really ties in with my teaching philosophy, and, I think, the philosophy of this school, which is to encourage everyone according to their abilities.

Now, I'd like to tell you a bit about my educational background and experience. I have a degree in English Literature from the University of London, and a Post Graduate Certificate of Education from the University of Bristol. I have three areas of speciality: English Literature, English as a Foreign Language, and French. I'm also fluent in five languages: French, Spanish, Italian, Portuguese and Russian.

I really feel I have the right kind of experience for this job. When I finished my teaching qualification at Bristol University, I taught French and English literature for several years in a state school in Bristol. I've also worked in Brazil, Russia and Italy as an English teacher, and I taught English composition for four years in a secondary school in London. I'm a very keen writer myself and I'm actually in the middle of writing my first novel.

Over the years, I've demonstrated my ability to contribute positively to the places where I work. For example, while I was in Brazil,

I collaborated on a project to develop an online language learning system. I did much of the writing for the exercises and listening activities. As part of that I worked in a large team, but also did lots of work outside school hours in order to complete it in time, showing my ability to work both in a team and individually.

Now, I'd just like to... *(fades out]*

№ 3. Choosing your own benefits

1. What benefits do employees have in companies, apart from their salary? Think about holidays, training, extra money, etc.

2. Which jobs or industries have the best benefits in your country?
3. Think of one benefit which you don't have, but would like.

What benefits are most popular with employees? A recent study shows that it depends on the age and position of the person in the company. For example,

63% of senior managers are more interested in private healthcare than a higher salary. However, a majority of employees under 35 would prefer more money to extra days of paid holiday.

More and more companies are operating flexible systems where staff choose their own benefits. At DST International, each full-time member of staff receives E800 a year, which they can spend on a number of things These include private healthcare, childcare vouchers to help pay for their children's pre-school costs, or gym memberships for those who love sport.

Jack Gratton, the Managing Director of Major Players, says most people in his company are young, and they are not interested in pension schemes. Employees usually stay only for three years, so pensions are a waste of money. What his staff often prefer is mobile phones, gym memberships, and extra paid holiday.

Match 1—19 to a—j to give the names of ten job benefits.

1. maternity	6. company	a. car	f. hours
2. flexible	7. mobile	b. healthcare	g. bonus
3. paid	8. annual	c. membership	h. scheme
4. private	9. subsidized	d. holiday	i. childcare
5. gym	10. pension	e. leave	j. phone

Listen to three people describing their job benefits and check your answers.

Listen again. Which benefits are useful or not useful for Anna. Mark, and Valerie?

PRESENTATIONS

№ 1. The text below contains several recommendations for giving effective presentations. Scan the text to match the seven points below to the right paragraph, a-g. You do not have to read the text in detail.

1. Choose visuals to support the presentation.
2. Have a simple, clear structure.
3. Show enthusiasm.
4. Use PowerPoint.
5. Making informal presentations.
6. Consider the audience.
7. Dealing with nerves.

  a. The key to a successful oral presentation is to keep things
simple. I try to stick to three points.
I give an overview of the points, present them to the audience, and summarize them at the end.
  b. My purpose or desired outcome, the type of audience, and the
message dictate the formality of the presentation, the kind ot visuals, the number of anecdotes, and the jokes or examples that I use. Most ot my presentations are designed to sell, to explain, or to motivate. When I plan the presentation, I think about the audience. Arc they professionals or nonprofessionals? Purchasers or sellers? Providers or users? Internal or external? My purpose and the audience mix determine the tone and focus of the presentation.
  c. When I make a presentation, 1 use the visuals as the outline. I
will not use notes. I like to select the kind of visual that not only best supports the message but also best fits the audience and the physical location. PowerPoint, slides, overhead transparencies, and flip charts are the four main kinds of visuals 1 use.
  d. PowerPoint and slide presentations work well when I am
selling a product or an idea to large groups (13 people or more). In this format, 1 like to use examples and graphs and tables to support my message in a general way.
  e. In small presentations, including one-on-ones and
presentations where the audience is part of the actual process, I like transparencies or flip charts. They allow me to be more informal.
  f. I get very, very nervous when I speak in public, I handle my

nervousness by just trying to look as if, instead of talking to so many people, I'm walking in and talking to a single person. 1 don t like to speak behind lecterns. Instead, I like to get out and just be open and portray that openness: "I'm here to tell you a story."

g. I try very hard for people to enjoy my presentations by showing enthusiasm on the subject and by being sincere. I try not to use a hard sell - I just try to report or to explain - and I think that comes across. In addition, it helps that I am speaking about something that I very strongly believe in and something that 1 really, really enjoy doing.

The introduction to a presentation

Language check list

Greeting
Good morning / afternoon ladies and gentlemen.

Subject
I plan to say a few words about ...
I'm going to talk about ...
The subject of my talk is ...
The theme of my presentation is ...
I'd like to give you an overview of ...

Structure
I've divided my talk into (three) parts.
My talk will be in (three) parts.
I'm going to divide ...
First ...
Second ...
Third ...
In the first part ...
Then in the second part ...
Finally ...

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 interrupt if you have any questions.
After my talk there'll be time for a discussion and any questions.
Skills Checklist

Audience
- • expectations
- • technical knowledge
- • size
- • questions and / or discussion

Speaker's competence
- • knowledge
- • presentation technique

Content
- • what to include
- • length / depth (technical detail)
- • number of key ideas

Structure
- • sequence
- - beginning, middle, end
- • repetition, summarizing

Delivery
- • style
- - formal / informal
- - enthusiasm / confidence
- • voice
- - variety / speed
- - pauses
- • body language
- - eye contact
- - gesture / movement
- - posture

Visual aids
- • type / design / clarity

- relevance

Practice
- tape recorder
- script or notes

Room
- size / seating
- equipment (does it work?)
- sound quality

Language
- simple / clear
- spelling
- sentence length
- structure signals

The main body of presentation.

Language Checklist

Signaling different parts in a presentation:
Ending the introduction
So that concludes the introduction.
That's all for the introduction.

Beginning the main body
Now let's move to the first part of my talk, which is about ...
So, first ... To begin with ...

Listing
There are three things to consider. First ... Second ... Third ...
There are two kinds of... . The first is ... The second is ...
We can see four advantages and two disadvantages. First, advantages.
One is ... Another is ... A third advantage is ... Finally ...
On the other hand, the two disadvantages. First ... Second ...

Linking: Ending parts within the main body
That completes / concludes ...

That's all (1 want to say for now) on ...

Linking: Beginning a new part
Let's move to (the next part which is) ...
So now we come to ...
Now I want to describe ...
Sequencing
There are (seven) different stages to the process First / then / next /
after that / then (x) / after x there's y, last ...
There are two steps involved.
The first step is ... . The second step is ...
There are four stages to the project.
At the beginning, later, then, finally ...
I'll describe the development of the idea.
First the background, then the present situation, and then the
prospects for the future.

Skills Checklist

Organization of presentation:
• Logical progression of ideas and/or parts of presentation.
• Clear development.
• Sequential description of processes.
• Chronological order of events,
i.e. background —► present —► future.

Internal structure of the main body of a complex presentation:

Signaling the structure:
• Use listing techniques.
• Link different parts.
• Use sequencing language.

Signaling the structure…
- makes the organization of the talk clear
- helps the audience to follow
- helps you to follow the development of your talk.

The end of the presentation

Language checklist

Ending the wain body of the presentation
Okay, that ends (the third part of) my talk.
That's all I want to say for now on ...
Beginning the summary and/or conclusion I'd like to end by emphasizing the main point(s).
I'd like to end with ...
- a summary of the main points.
- some observations based on what I've said.
- some conclusions / recommendations.
- a brief conclusion.

Concluding
There are two conclusions / recommendations. What we need is ...
I think we have to ...
I think we have seen that we should ...

Inviting questions and/or introducing discussion
That concludes (the formal part of) my talk. (Thanks for listening) ... Now I'd like to invite your comments.
Now we have (half an hour) for questions and discussion.
Alright. Now, any questions or comments?
So, now I'd be very interested to hear your comments

Handling questions

Understood but difficult or impossible to answer
 That's a difficult question to answer in a few words.
- It could be ...
- In my experience ...
- I would say ...
- I don't think I'm the right person to answer that. Perhaps (Mr. Holmes) can help ...
- I don't have much experience in that field ...

Understood but irrelevant or impossible to answer in the time available
I'm afraid that's outside the scope of my talk / this session. If I were you I'd discuss that with

Not understood
Sorry, I'm not sure I've understood. Could you repeat?

I have to come to that later, perhaps during the break since we're running out of time.
Are you asking if ... ?
Do you mean ... ?
I didn't catch (the last part of) your question.
If I have understood you correctly, you mean ... ? Is that right?
Checking that your answer is sufficient
Does that answer your question?
Is that okay?

Listen to an IT consultant giving a presentation to Double Jam. Complete this table with the expressions the IT consultant uses to introduce different points in her presentation. Then add any similar expressions you know. Compare answers with a partner.

Part	*Expressions in presentations*	*Your ideas*
Introduction		
Body		
Conclusion		

Using Visuals

Dinckel and Parnham (1985) say that "The great danger (in using visual aids) is that presenters place the major emphasis on visual aids and relegate themselves to the minor role of narrator or technician. You are central to the presentation. The visual aid needs you, your interpretation, your explanation, your conviction and your justification."
Visual aids can make information more memorable and they help the speaker. However, they must literally support what the speaker says and not simply replace the spoken information. It is also not enough to just read text from a visual aid.
There are many advantages to the correct use of visual aids. They can show information which is not easily expressed in words or they can highlight information. They cause the io audience to employ another sense

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to receive information, they bring variety and therefore increase the audience's attention. They save time and they clarify complex information.

Language Checklist

Using visuals
Types of visual support visual
film / video picture / diagram pie chart
—   segment chart / table
—   row / column
graph / bar graph / line graph
—   x axis or horizontal axis
—   y axis or vertical axis
—   left-hand / right-hand axis lines (in a line graph)
—   solid line
—   dotted line
—   broken line
Comparisons
This compares x with y
Let's compare the ...
Here you see a comparison between ...

Equipment (slide) projector
—   diapositives (Am. Eng.)
—   slides (Br. Eng.)
computer tools
—   laptop
—   data projector
—   monitor
—   PowerPoint
—   modem
—   Internet download overhead projector (OHP)
—   slide (Am. Eng.)
—   transparency (Br. Eng.) flip chart whiteboard
metaplan board
Introducing a visual I'd like to show you ...
Have a look at this ...
This (graph) shows / represents ... Here we can see ...

Let's look at this ...
Here you see the trend in ...

Describing trends

to go up to increase/ an increase to rise /a rise to climb /a climb to improve / an improvement	to go down to decrease / a decrease to fall/a fall to decline/ a decline to deteriorate / a deterioration
to recover /a recovery to get better / an upturn	to get worse / a downturn

to level off /a leveling off to stabilize /to stay the same	
to reach a peak to reach a maximum	to reach a low point to hit bottom
to undulate / an undulation to fluctuate / a fluctuation	

PRESENTATION STRATEGIES

How to start a presentation?

Pre-listening
Imagine you're going to give a presentation. Use the questions below to help you create a short introduction to it (see below for our example).
Starting a presentation
Who are you?
Where do you work? What position do you hold there? What's your role there? What do you do on a day-to-day basis?
How long have you been working in the company or industry?
What experience have you got?
What are you going to talk about in the presentation?
How will this information help people achieve something or improve their lives?
Other?

For example:
"Good afternoon, I'm Nicole Stevens and I'm the head of digital marketing at Staple Systems Limited. I've been with the company for over 20 years. In today's talk, I'll be telling you about three ways to connect with your customers. This will help you increase customer loyalty, promote your presence on social media, and, ultimately, sell more!"

Listening I
You're going to listen to three speakers open their presentations. Listen once and answer these questions: Which opening is the most professional? Which one is the most interesting? Which speaker seems to be the most confident? Which one is the least confident? Give reasons for your choices.

Listening II
Listen again. Then, make a note of what each speaker is going to talk about.
Speaker 1 = _____
Speaker 2 = _____
Speaker 3 = _____

Complete the extracts from the audio recordings with the correct words.

1. Hi, I'm Greg Miller and I help sales people to_____ their sales by over 50%.
2. I've been the senior sales manager _____ Greystone Management for over 10 years.
3. _____ Today, I'm going to show you _____ to captivate your customer.
4. _____ My name is Sarah Rusk, and I'm the project _____ _____ for the Styne Beck Building Project
5. Good afternoon, my name is Tina Mason and I'm the senior retail_____ at Battenberg Incorporated.
6. _____ First of all, I'd just like to_____you for finding the time to come and...
7. _____ As you_____ know, I was brought in to evaluate the situation…
8. _____ So, _____ this talk, I'll be going through those and, at the end, you'll be given a chance to ask any questions.

How to make an impact with your opening?

Pre-listening

There are lots of interesting ways to capture the audience's interest when you start your presentation. Look over the ideas below. Which ones would you use? Which ones sound interesting? Which ones would you never use? Discuss in pairs, and give reasons for your choices or answers.
Unusual ways to start your presentation
- A joke
- A quote
- A story
- A powerful image
- A loud sound effect
- A rhetorical question
- A personal anecdote
- Some alarming statistics
- A prop or unusual object

- A request for a show of hands
- A description of a recent conversation
- A quote or common expression with a twist to it
- Something unexpected (such as doing a handstand)
- A description of a situation that could have negative future consequences
- A description of a situation you're familiar with from personal experience

Listening I
You're going to listen to 7 different ways to make an impact with the opening of your presentation. Listen once, and say what type of opening each presentation is. Choose from the list in the Pre-listening activity. For example:

Presentation 1 - *A description of a situation that could have negative future consequences.*
Presentation 2 -
Presentation 3 -
Presentation 4 -
Presentation 5 -
Presentation 6 -
Presentation 7 –

Listening II
Listen again. Then, make a note of what each speaker talks about in his/her introduction.

Complete the extracts from the audio recordings with the correct words.
1. And if things continue like this, there won't be much left _____2030.
2. And a staggering 33% of them were executed despite the _____ that they were innocent.
3. Now , _____ today's talk, I'll be showing you what you can do to...
4. Well, in today's talk, I'll be showing you _____ to live your life without worry.
5. How many of you have heard the story _____Pierre Standoli?
6. ...he was telling me_____the situation that you're

facing right now in your business.

7.   In fact, I once worked _____ your industry for several years when I was a young man...

How to start a presentation?

Imagine you've prepared your presentation: you've got a great opening, your main section is interesting, but what about the ending? This is an extremely important part of the presentation So, what can you do? Read on!

Pre-listening
There are lots of ways to end a presentation. Here are some general ideas. Tick the things you think would be good for ending a presentation, or that you have used in the past.

•   Give a summary of the main points.
•   Thank the audience for listening
•   Remind the audience what you talked about.
•   Invite the audience to use your ideas.
•   Try to sell some of your products or services.
•   Ask the audience to follow you on social media.
•   Invite the audience to ask questions.
•   Put an image on the screen that summarises your talk.
•   Say thanks and goodbye, and leave immediately.
•   Tell the audience when you'll be giving your next talk.
•   Say goodbye and stay around to chat with members of the audience.

Listening I
You're going to listen to four people ending their presentations. Listen once. Did you hear any of the ideas from the Pre-listening task? Which presentation ending did you like the most? Which one was the most effective? Which one was the worst?

Listening II
Listen again. Then, answer the questions.
Presentation I
1.   What was the topic of her speech?
2.   What was her final point?
Presentation II
3.   What was the topic of his talk?
4.   What does he invite the audience to do when they leave?
Presentation III
5.   What was the topic of her talk?
6.   What was her third point?
Presentation IV
7.   What discount does he offer on his latest book?
8.   What's his website address?

Complete the expressions with the correct words.
1.And that brings me to the end _____   my
presentation on global warming.
2.But before I go, I'd just like to give you a summary of
what we've been looking_____.
3.So, to conclude - _____   today's talk, we looked at
three things.
4.So, let me just end _____ going over the main
points of my talk.
5.Firstly, I talked about_____it's important to show
people that you care.
6.Secondly, I identified the main causes_____ this
problem.
7.And lastly, I suggested a solution _____   the
problem.
8.I'd like to finish by thanking you_____your time.

9 ways to end presentation with a bang!

Pre-listening
Below are 9 different ways for ending a presentation. Think of examples for any three of them. For example:
-    *A surprising fact or statistics:*

"Did you know that Japan's Okinawa Island has more than 450 people who are over the age of 100?"

- *A story*
- *A call to action (asking the audience to do something after the presentation)*
- *A surprising fact or statistic*
- *The rule of three (listing three things related to the topic)*
- *A quote by a famous person*
- *A poem or rhyme*
- *Audience participation (asking the audience to do something during the presentation)*
- *A joke*
- *An emotional, sad or moving story*

Listening I
You're going to listen to 9 people ending their presentations. Each person uses a technique from the Pre-listening task. Listen once, and put the techniques from the Pre-listening task in order.

Listening II
Listen again. Then, answer the questions. There's one question for each presentation ending.

1. Who is the quote by?
2. What products does the speaker's company produce?
3. How much does the speaker want the audience to donate?
4. What's the general topic of the joke?
5. How much does the average American family spend on clothes annually?
6. Which universities does Jessica have honorary degrees from?
7. What's the general topic of the speech?
8. Which two animals feature in the story?
9. What's the title of the poem by Robert W. Service?

Complete the expressions with the correct words.
1. Are you heading _____ the right direction? Or are you fighting change?
2. Thank you for taking the time to listen _____ what I had to say.

3. It's_____to you to make that change!

4. Are your adverts _____the right people? Are they getting the results you want?

5. Thank you_____your attention and have a great day!

6. And the way to achieve that is _____ spending less and consuming less.

7. I hope my speech will inspire you to_____the unachievable.

8. But before I finish, I'd just like to end _____a little story.

PHONE CALLS

Barriers to oral communication

Oral communication usually presents more problems than written communication. If you've ever studied another language, you know it's easier to write in that language than to conduct a conversation. Even if the other speaks your language, you may have a hard time understanding the pronunciation if the person isn't proficient. For example, many non-native English speakers can't distinguish between the English sounds "v" and "w", so they say "wery" for "very." At the same time many people from the United States cannot pronounce the French "r" or the German "ch".

Also, people use their voices in different ways, which can lead listeners to misunderstand their intentions. Russian speakers, for instance, speak in flat, level tones in their native tongue. When they speak English, they maintain this pattern, and non-Russian listeners may assume that the speakers are bored or rude. Middle Easterners tend to speak more loudly than Westerners and may therefore mistakenly be considered more emotional. On the other hand, the Japanese are soft-spoken, a characteristic that implies politeness or humility to Western listeners.

Idiomatic expressions are another source of confusion. If a U.S. executive tells an Egyptian executive that a certain product "doesn't cut the mustard," chances are communication will fail. Even when the words make sense, their meanings may differ according to the situation, or example, suppose you are dining with a German woman who speaks English quite well. You inquire, "More bread?" She says, "Thank you," so you pass the bread. She looks confused; then she takes the breadbasket and sets it down without taking any. In German, *thank you* (danke) can also be used as a

polite refusal. If the woman had wanted more bread she would 20 have used the word *please* (bitte in German).

When speaking in English to people who speak English as a second language, you may find these guidelines helpful:

1. Try to eliminate noise. Pronounce words clearly, stop at distinct punctuation points, and make one point at a time.

2. Look for feedback. Be alert to signs of confusion in your listener. Realize that nods and smiles don't necessarily mean understanding.

3. Rephrase your sentence when necessary. If someone doesn't seem to understand you, choose simpler words; don't just repeat the sentence in a louder voice.

4. Don't talk down to the other person. Try not to over enunciate, and don't "blame" the listener for not understanding. Use phrases such as "Am I going too fast?" rather than "Is this too difficult for you?"

5. Use objective, accurate language. Avoid throwing around adjectives such as fantastic and fabulous, which people from other cultures might consider unreal and overly dramatic.

6. Let other people finish what they have to say. If you interrupt, you may miss something important. You'll also show a lack of respect.

Language Checklist: Preparation for call. Start of the call.

Introducing yourself
Good morning, Aristo.
Hello, this is ... from ....
Hello, my name's ... calling from ....

Saying who you want
I'd like to speak to ..., please.
Could I have the ... Department, please?
Is ... there, please?

Saying someone is not available
I'm sorry he/she's not available ... .
Sorry, he/she's away / not in / in a meeting / in Milan.

Leaving and taking messages
 Could you give him/her a message?
Can I leave him/her a message?

Please tell him/her ...
Please ask him/her to call me at ...
Can I take a message?
Would you like to leave a message?
If you give me your number I'll ask him/her to call you later.

Offering to help in other ways
Can anyone else help you?
Can I help you perhaps?
Would you like to speak to his assistant?
Shall I ask him to call you back?

Asking for repetition
Excuse me. / Sorry, I didn't catch (your name / your number / your company name / etc.). Excuse me. / Sorry, could you repeat your (name, number, etc.).
Excuse me. / Sorry, I didn't hear that.
Excuse me. / Sorry, I didn't understand that. Could you spell (that / your name), please.

Acknowledging repetition
Okay, I've got that now.
(Mr. Kawashima.) I understand.
I see, thank you.

Preparation for a call

Reading – background information
Desk preparation
Have the following available:
• relevant documentation / notes
• correspondence received
• computer files on screen
• pen and paper
• diary.

Check time available
How much time do you need?
How much time do you have?

Objectives
Who do you want to speak to?
In case of non-availability, have an alternative strategy:
- call back / be called back – when?
- leave a message
- speak to someone else
- write or fax information.

Do you want to:
- find out information?
- give information?

Introduction
Do you need to refer to:
- a previous call?
- a letter, order, invoice or fax?
. someone else (who?)
- an event (what? When?)

Prediction
What do you expect the other person to say / ask you? How will you respond?

Language
Key phrases
Pronunciation
Spelling

Language checklist. Conversational patterns.

Stating reason for a call
I'm calling to ...
I'd like to ...
I need some information about ...

Setting up appointments
Could we meet some time next month?
When would be a good time?

Would Thursday at 5 o'clock be good for you? What about July 21st?
That would be fine.
No, sorry, I can't make it then.
Sorry, I'm too busy next week.

Changing appointments
We have an appointment for next month, but ... I'm afraid I can't come on that day.
Could we re-schedule it?

Confirming information
So ...
Can I check that? You said ...
To confirm that ...
Can you / Can I confirm that by fax?

Ending a call
O.K. I think that's all.
Thanks very much for your help.
Please call if you need anything else.
I look forward to ... seeing you / your call / your letter / your fax / our meeting. Goodbye and thanks. Bye.

BUSINESS ETIQUETTE

Etiquette is a set of unwritten rules that apply to social situations, professional workplaces and relationships.

Business etiquette is about providing basic social comfort and security. It implies thoughtful consideration of the interests and feelings of others and minimization of professional (and sometimes cultural) misunderstandings.

10 Vital Business Etiquette Rules

1. Always **INTRODUCE PEOPLE TO OTHERS** whenever the opportunity arises, unless you know that they're already acquainted. It makes people feel valued, regardless of their status or position.

2. **A HANDSHAKE** is still the professional standard. Not only does this simple gesture demonstrate that you're polite, confident and approachable, it also sets the tone for any potential future professional relationship.

3. Always say "Please", "Thank you", "You are welcome" etc. This should go without saying, but even in a very casual professional atmosphere, this **BASIC FORM OF COURTESY** is still imperative

4. **DON'T INTERRUPT.** It's rude and shows disrespect for the opinions of others. Remember, be assertive, not aggressive.

5. **WATCH YOUR LANGUAGE** - be careful to choose your words wisely. Of course, rude or offensive language is unacceptable, but so is slang. While it may be commonplace in our society, it's never acceptable in a professional atmosphere.

6. **CHECK YOUR E-MAILS** for spelling and grammar errors, there is no excuse for typos. Also, do a quick read to make sure the meaning and tone are what you wish to convey. And no smileys, please.

7. We're all busy. Being punctual shows others that you value their time. Being late doesn't mean that you're busier than other people; it just means that you're inconsiderate. **BE ON TIME.**

8. When you're in a meeting, focus on the meeting discussion. **DON'T TAKE CALLS, TEXT OR CHECK E-MAIL.** It's disrespectful and extremely annoying. It also makes meetings last longer because the participants keep losing focus.

9. **SHOW INTEREST.** Keep eye contact and truly listen to what others are saying. Take the time to ask questions and show an interest in the other person's thoughts.

10. **Always BE HONEST.** It takes a long time to develop trust and a good reputation and only one small mistake to lose it. Business etiquette

provides a framework for stating the boundaries of terms and conditions, contracts and promises.

Business etiquette in different countries

Business etiquette differs from region to region and from country to country. This creates a complex situation for people as it is hard to balance the focus on both international business etiquette and other business activities at the same time. While different, many international customs are a bit more unusual than others.

A) If you are on a business trip in _____, you better have a gift ready when the _____ show up for a meeting. However, don't expect it to be eagerly accepted. The customary tradition is that gifts are refused up to three times before being accepted. It is important to continue offering until the present is finally taken.

B) When doing business with the _____, you should be armed with stacks of their business cards, which should be printed in both English and _____. The business card is held in very high regard in _____, so when handing them out it is critical to pass them out and receive with both hands. In addition, the business card should never be written on or played with during the meeting, as both are signs of disrespect.

C) Expect a complete invasion of personal space if doing business in _____. While it could be considered impolite in other countries, in _____ it is customary to stand extremely close and use lots of physical contact while talking. While the normal reaction might be to back away, those who do risk losing out on a potential business relationship, since it is considered disrespectful.

D) Left-handers may have some trouble doing business in the _____. In Middle Eastern countries, the left hand is considered unclean and used strictly for bodily hygiene. It is important to eat, shake hands and pass documents with the right hand only. Using the left hand to do any of those activities would be a serious insult.

E) While deadlines are usually considered firm dates, the same can't be said in _____. The _____ do not purposefully miss deadlines because they view them more as a guideline. You shouldn't be insulted by this, but instead schedule these potential delays into any timelines.

F) In _____, enjoying a relaxing sauna is an honored business tradition. In order to help build the relationship, you shouldn't decline the invite, as it is considered a sign of hospitality and that the meeting is headed in a positive direction.

G) While strangers will shake hands at first, _____ business professionals greet each other with three air kisses once a relationship has been established. Protocol calls for the kisses to be given on the right cheek, then the left cheek and back to the right cheek. Not giving the kisses, or not following the right order when giving them, are both considered disrespectful when dealing with the _____.

Fill in the gaps using these words

1 Brazil, Brazil,	
2 Spain, Spaniards	
3 Belgian, Belgians	
4 China, Chinese	
5 Japanese, Japanese, Japan	
6 United Arab Emirates	
7 Finland	

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ИНОСТРАННЫЙ ЯЗЫК ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

Пособие
для слушателей специальностей переподготовки
1-40 01 73 «Программное обеспечение
информационных систем»,
1-40 01 74 «Web-дизайн и компьютерная графика»
заочной формы обучения