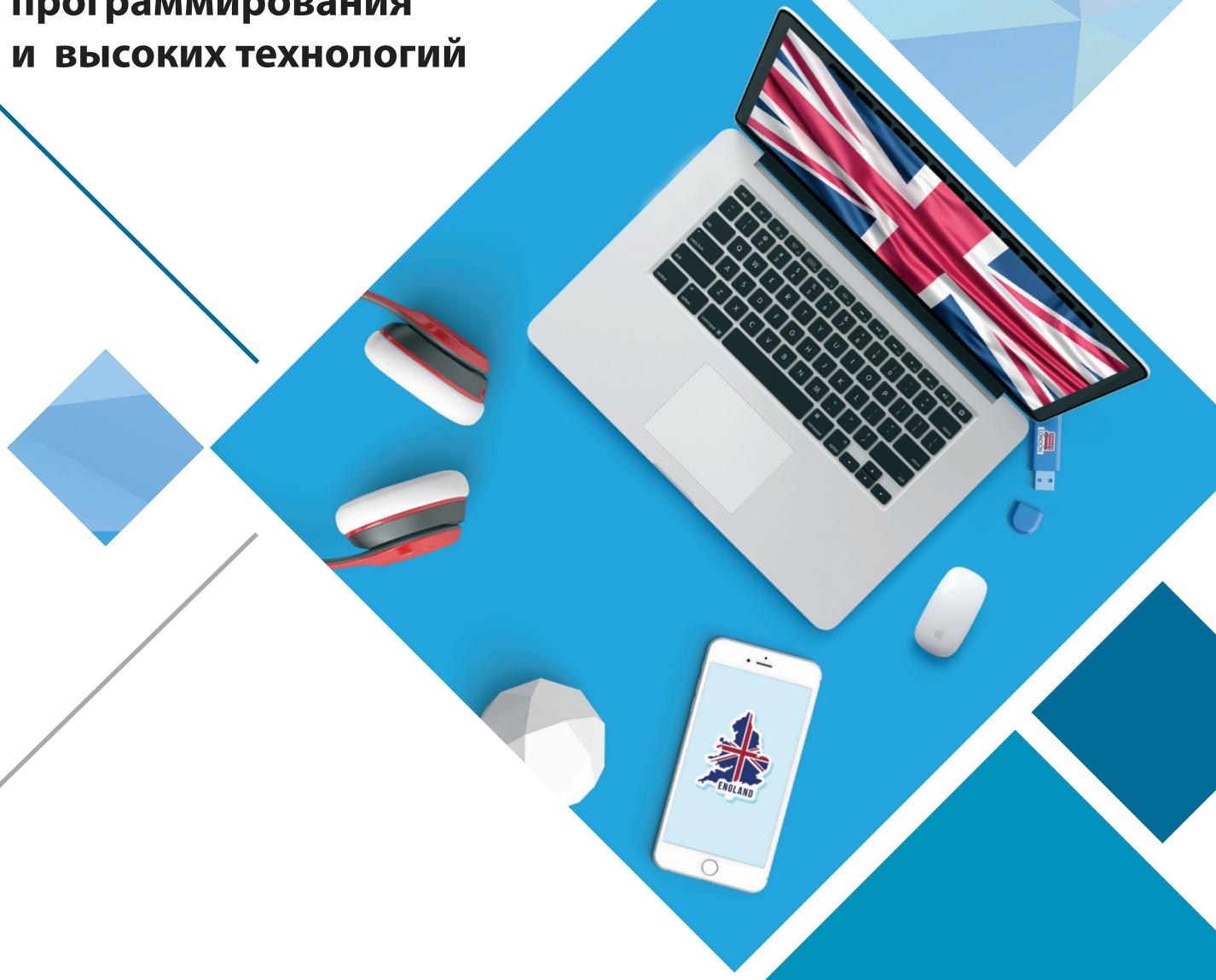




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**Образовательный центр
программирования
и высоких технологий**



*Составитель
Леля Радченко*

**IT ENGLISH
WORKBOOK**

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LESSON 1

TOPIC: IT IN OUR LIFE. MODERN TRENDS. THE FUTURE OF IT

Icons

	Phonetics		Video		Reading		Monologue
	Grammar		Homework		Writing		Dialogue
	Vocabulary		Listening		Speaking		Polylogue



1. Discuss

1. When you hear "IT", what are your associations?

2. What is IT?

3. What are key elements of information technology?

4. When did it all start?

5. Where can you find IT in our life?



2. Read the text. Where can you find IT in our life?

Nowadays, information technology is used in every sphere of life, such as education, communication, business, commerce, medicine, banking etc.

IT has significantly changed the world's communication over time. We don't communicate face to face so much any more. We now often communicate via text messages, email and video conferencing.

Nowadays, almost every household has a computer or a tablet, not to mention smartphones. We now have cloud computing, as well as virtual servers. Staying in the east, you can work in the west and earn a large amount of money.

IT has brought a new dimension in the field of education. Staying at home, we can get any type of information when we need. The most famous books in the

world are available and easily accessible via the Internet. Now every day we are getting new and new information with the help of information technology.

IT is now used in E-banking system. We can perform our banking activities via online, which is really convenient. IT has introduced the internet system and turned a new era in the field of E-commerce. With extremely busy lifestyles and a lack of time, E-commerce has changed the way we purchase things.

At present, IT has also had a tremendous effect in the field of medicine.

As you can see, the application of IT has definitely changed communication, commerce, business, education as well as the way we lead our lives.





Numbers and measurements

Dates

3rd September 1959	the third of September nineteen fifty-nine
3 September 1959	
03/09/1959	
3/9/59	

2017	twenty seventeen/two thousand and seventeen
2008	two thousand and eight
1939	nineteen thirty-nine
1901	nineteen o one
1900	nineteen hundred
800 BC	eight hundred BC ("before Christ")
3000 AD	three thousand AD (Anno Domini, which is "in the year of our Lord")

Measurements		Decimals		Temperature	
75 km	seventy-five kilometers	0.25	(nought) point two five	20°C	twenty degrees Celsius
60 km/h	sixty kilometers per hour	1.834	one point eight three four	-5°C	minus five degrees Celsius
25 mph	twenty-five miles per hour			70°F	seventy degrees Fahrenheit
6 ft		Fractions		Numbers for money	
2 in	two inches	1/2	one half/ a half	£20	twenty pounds (sterling)
30 cm	thirty centimeters	1/4	one quarter/ a quarter	\$45	forty-five (American) dollars
5 ml	five milliliters	3/4	three quarters	€250	two hundred and fifty euros
4 tbsp	four tablespoons	5/6	five sixths	£50.75	fifty pounds, seventy-five pence ("fifty pounds seventy-five")
2 tsp	two teaspoons			€84.61	eighty-four euros, sixty-one cents ("eighty-four, sixty-one")
1.2 kg	one point two kilograms	Percentages		\$103.25	a hundred and three dollars, twenty-five cents
2.5 lbs	two point five pounds/ two and a half pounds	1%	one percent		
6 oz	six ounces	10.5%	ten point five percent		
		100%	one hundred percent		



3. Listen and write the answers

a)	_____	e)	_____	i)	_____
b)	_____	f)	_____	j)	_____
c)	_____	g)	_____		
d)	_____	h)	_____		





4. What are modern trends in Information Technology nowadays?



5. Watch the video about 3D printing. Where can this technology be applied?



6. Watch the video about 3D printing again. Complete the gaps

1. 3D printing technology came from _____.
 2. In _____ the market value of 3D printing is expected to rise up to _____.
 3. The cost could drop to _____ to produce a 3D printed prosthesis.



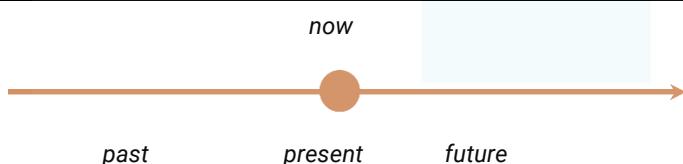
7. Discuss

1. What do you think about using 3D printing in different spheres? _____

 2. Are there more advantages or disadvantages? Why? Give examples.



ENGLISH GRAMMAR TENSES



8. Define the Russian sentences as the Past, the Present or the Future

1. У меня есть 3D-принтер.
 2. Мы вчера закончили проект.
 3. В следующем году я начну писать свою компьютерную игру.
 4. Я буду заниматься переустановкой программ на выходных.
 5. Я работаю программистом пять лет.
 6. Этот IT-продукт был выпущен три года назад.

9. Which sentence gives a fact? Which sentence shows a process at a definitive time?

1. Я иногда ремонтирую ноутбуки. _____
2. В данный момент он устанавливает драйвер обновления. _____

10. Look at the sentences. Which gives a fact (S) and which describes a process (C)?

1. У меня есть ноутбук. _____
2. Мы создали великолепную игру. _____
3. В это же время в следующем году я буду разрабатывать мобильное приложение для изучения языков. _____

4. Я переустановлю операционную систему на следующих выходных. _____
5. Смотри! Твой файл не копируется. _____
6. Вчера с 2 до 3 они тестировали новую фичу. _____

A

So, Past can be Simple or Continuous

Present can be Simple or Continuous

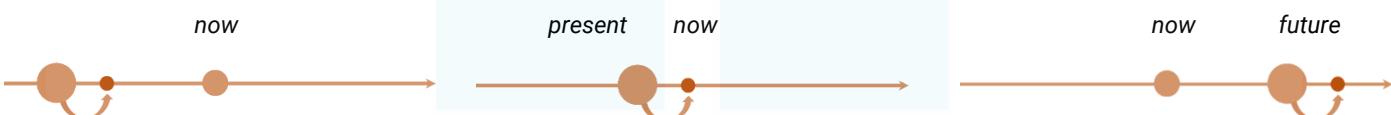
Future can be Simple or Continuous

11. Define the tense (Past/Present/Future) and the aspect (Simple/Continuous)

1. Год назад я поменял данное устройство. _____
2. Ее сын сейчас подключает принтер к ноутбуку. _____
3. Ты будешь устанавливать программу в четверг в 10 утра? _____
4. Весь прошлый год она училась на веб-дизайнера. _____
5. Я посещаю IT-вебинары несколько раз в год. _____
6. В следующем месяце мы получим бонусы. _____

A

Perfect – предшествование (результат) к прошедшему, настоящему или будущему моменту.



К 2018 году она поменяла три работы.

Она недавно обновила операционную систему (и теперь у неё обновлённая ОС).

К первому июля я закончу проект.

12. Define if the sentences have Perfect or not

1. Вчера я была на IT конференции. _____
2. Вчера к приходу клиента я установила необходимый апдейт. _____
3. Вчера в восемь часов вечера я разрабатывала новый компонент веб-сайта. _____
4. Программа обычно анализирует данные. _____



5. Мы сейчас обсуждаем важный бизнес-проект. _____
6. Мы обсуждаем этот вопрос уже 30 минут. _____
7. Мы уже приняли решение по этому вопросу. _____
8. Завтра к восьми часам он уже будет на встрече. _____
9. Завтра в 20:30 он будет разрабатывать модуль программы. _____
10. Завтра у него будет сложный день. _____

A

Perfect can also be Simple or Continuous

Я уже выключила компьютер. — Present Perfect Simple

Я уже час тестирую программу. — Present Perfect Continuous

Active / Passive voice

Я разрабатываю веб-сайт. — Active

Веб-сайт разрабатывается мной. — Passive

13. Are these sentences in the Active or the Passive?

1. Вчера эту информацию предоставила компания. _____
2. Эта информация была предоставлена компанией вчера. _____
3. Андрей сейчас выполняет проект. _____
4. Проект сейчас выполняется Андреем. _____
5. Мы отправим этот проект завтра. _____
6. Завтра этот проект будет отправлен. _____

A

How to name a grammar tense

- 1) Active / Passive 3) Perfect / —
2) Past / Present / Future 4) Simple / Continuous

14. Define the grammar tense of the sentences

1. На прошлой неделе я занималась вычислениями. _____
2. Вчера к пяти часам я уже настроил данную функцию. _____
3. Весь вечер в понедельник мы разговаривали о функционале веб-приложения. _____
4. Он иногда посещает митапы. _____
5. Смотри! Наша играют по локальной сети. _____
6. Уже 10 минут мы общаемся с заказчиками. _____
7. Они программируют на Java с 2010 года. _____
8. К концу следующей недели я уже сдам отчёт о статусе проекта. _____
9. Сегодня в 21:00 программа будет автоматически обновляться. _____
10. Через два дня ему купят PlayStation 5. _____





HOMEWORK 1

1. Pronounce numbers and measurements correctly

€88

15.5%

\$20

3/10/20

1.774

5 kg

0.05 _____

2.5 ml

8 in

-6°C

54 cm

100 k

1/5

2. Write an essay. What is the future of IT?

3. Make your own sentences in Russian in all grammar tenses in the Active voice

1. Present Simple _____

2. Present Continuous _____

3. Present Perfect _____

4. Present Perfect Continuous _____

5. Past Simple _____

6. Past Continuous _____

7. Past Perfect (Past Perfect Continuous) _____

8. Future Simple _____

9. Future Continuous _____

10. Future Perfect _____



VOCABULARY. LESSON 1

Vocabulary /Translation

accessible /доступный

artificial intelligence /искусственный интеллект

blockchain /технология блокчейн

cloud computing /облачные вычисления

cybersecurity /информационная безопасность

data /данные, информация, сведения

drone /гудеть, дрон

edge computing /периферийные вычисления

e-banking /электронный банкинг

e-commerce /электронная коммерция

IoT (The Internet of things) /интернет вещей

manipulate /манипулировать, воздействовать

quantum computing /квантовые вычисления

release /освободить, опубликовать, выпустить

retrieve /извлекать, вернуть, восстанавливать

security /защита, безопасность, охрана

store /магазин, запас, хранение, хранить

tablet /таблетка, планшет

transmit /отправлять, передавать

virtual reality /виртуальная реальность

3D printing /3D печать

5G /технология 5G

Personal Vocabulary

IT-Academy



LESSON 2

TOPIC: IT COMPANIES: PRODUCT COMPANIES VS OUTSOURCE COMPANIES. IT MARKET



1. Discuss

1. What world famous IT companies do you know? What are their products?

2. Do you use their products in your daily life/at work? Are you using any of them currently?

3. What Belarusian IT companies can you name? What do they do?

4. Talk about one company that is doing something now that you really like.



Present Simple

2. Underline a verb in each sentence

A story about me

"I'm a programmer. I'm not a system administrator. I work for the IT company. I don't work in the office.

My sister's name is Maria. She likes Web design but she doesn't like programming."



Usage



We use the Present Simple to talk about:

- permanent states;
- repeated habitual actions;
- daily routine.

Markers. The markers we use with the Present Simple:

100%	всегда	always	каждый день (неделю/месяц/год)	every day (week/month/year)
80%	обычно	usually	в понедельник	on Monday
60%	часто	often	на выходных	at the weekend
40%	иногда	sometimes	утром (днем/вечером)	in the morning (afternoon/evening)
20%	редко	seldom	ночью	at night
0%	никогда	never	один (2, 3) раз(a) в неделю	once (twice, three times) a week





Form. We form the Present Simple:

являться (состояние)
to be + noun/adj

(+) am/is/are

(-) am not/isn't/aren't

(?) Am/Is/Are ____?

Yes, I am.

No, he isn't.

Yes, we are.

делать (действие)
other verbs

{ V₁
he/she/it – V(e)S

don't/doesn't + V₁

Do/Does ____ V₁?

Yes, I do.

No, he doesn't.

3. Tick ✓ the sentences that are true for you. Cross ✗ the sentences that are false for you and correct them

- | | | |
|--------------------------------|--------------------------------------|-------|
| 1. I'm a project manager. | 5. We are colleagues. | _____ |
| 2. I have a sister. | 6. We are at the meeting. | _____ |
| 3. My family lives in Minsk. | 7. My father is a software engineer. | _____ |
| 4. My father isn't Belarusian. | 8. I don't have an app to optimize | _____ |

4. Compare with a partner. Find the things that you have in common



Types of questions. The types of questions you should know:

- | | | |
|-------|-----------------------|---|
| (?) { | General | Do you <u>like</u> working in a big IT company? |
| | Special | What <u>does</u> <u>he</u> usually <u>do</u> when he is on a business trip? |
| | Alternative | Is he a programmer or an engineer? |
| (+){ | Tag | You <u>work</u> in an IT company, <u>don't</u> you? |
| | Indirect | I want to know if <u>you</u> <u>are</u> free to help me with the project. |
| | To the subject | Who <u>likes</u> Yandex? |



Question words. The question words you should know:

КТО	who	зачем, почему	why
ЧТО, какой	what	как	how
который из	which	чей	whose
когда	when	сколько	how much, how many
где, куда	where		





5. Work individually

Write six questions of different types to your partner (some with the verb "to be", some with other verbs) about his/her daily routine.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



6. Work in pairs

Ask your partner the questions and take notes of the answers. Then tell the class two most interesting things about your partner.



Present Continuous

7. Underline a verb in the Present Continuous in each sentence

A story about me

You are sitting in the office now.

"I'm working now.

You aren't watching a film now.

I'm sitting near the computer and writing a code.

I think my friend is creating a new web site now.

I'm not watching anything now.

I think my sister isn't sleeping now."



Usage



We use the Present Continuous to talk about:

- an action in progress at this moment;
- a temporary situation;
- a changing situation.



Markers. The markers we use with the Present Continuous:

сейчас	now
в данный момент	at this moment
в это время	at this time
сегодня	today
на этой неделе (в этом месяце, году)	this week (month, year)



Form. We form the Present Continuous:

(+) am/is/are + V_{ing}

(-) am not/isn't/aren't + V_{ing}

(?) Am/Is/Are ___ + V_{ing}?

Yes, I am.

No, he isn't.

Yes, we are.

8. Discuss. Are all verbs used in the Continuous form?

No, there are "state" verbs:

be, have (= to possess), include, need...;

want, wish, like, love, dislike, hate, prefer...;

think, believe, hope, understand, know, remember, guess...;

see, hear... .

9. Work individually. Put the verbs in the correct form (the Present Simple or the Present Continuous) and tick ✓ the sentences that are true for you

1. I (write) _____ a code now.

2. My colleagues (not / have) _____ a meeting now.

3. He (work) _____ in a different department now.

4. She (not / analyze) _____ the market at the moment.

5. I (not / test) _____ a new app now.

6. My friend (update) _____ a database now.

7. Peter (not / have) _____ a project now.

8. Our colleagues (answer) _____ clients' requests now.

10. How many sentences are true for both you and your partner?

11. Work individually

Write six questions of different types to your partner about what he/she or his/her family/friends are doing now.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

12. Work in pairs

Ask your partner the questions and take notes of the answers. Then tell the class two most interesting things about your partner or his/her family/friends.



13. Discuss

What do you do?

What are you doing?



14. Look through the text about the Belarusian IT market. Do you agree with the title of the text? Why?

Belarus: meet a new big player in the international IT-market

According to international IT-analysts' research, the modern Belarusian IT-industry has passed through explosive growth during the previous five years and continues showing promising results nowadays.

Today, in Belarus, the IT sector is not only centred on outsourcing. In fact, a whole range of internationally famous products was also developed in the country, including

Viber, World of Tanks, MSQRD, Flo and hundreds more. The code written by Belarusian programmers can be found in virtually all the most well-known global products.

The country's HTP is increasingly competing with regional and international key IT players such as Ukraine, Russia, the United States and South Korea.



15. Look through the text about the Belarusian IT market. Match the words with their definitions

- 1) according to _____
- 2) research _____
- 3) promising _____
- 4) well-known _____
- 5) HTP _____
- 6) compete _____

- a) a careful study of a subject, especially in order to discover new facts or information about it
- b) famous
- c) depending on something
- d) take part in a game or competition
- e) Hi-Tech Park
- f) something that will be successful



16. Complete the sentences with the words from the previous exercise

- 1. For companies interested in IT business development, the Belarusian _____ is one of the largest clusters in Central and Eastern Europe.
- 2. _____ the latest statistics, Apple and Google are the most valuable brands.
- 3. IT industry is a very _____ area in Belarus, more and more companies are opening and Belarus is becoming internationally famous.
- 4. World of Tanks is a _____ game all around the world.
- 5. A lot of people in the company are _____ to get a promotion.
- 6. We are now _____ the international market to understand which products to make.



17. Now work in pairs. Ask and answer these questions and find things in common

1. Which IT sector do you think is the most promising? Why? _____

2. What is the most well-known company? Why do you think it is? _____

3. What do Belarusian companies need to research to enter the international market? _____



18. Discuss

What is the main difference between product companies and outsource companies? _____



19. Watch the video about outsourcing companies. What are four reasons to outsource?

1. _____
2. _____
3. _____
4. _____



20. Watch the video again. Mark the sentences True or False. Correct the false sentences

1. Outsourcing companies choose location where labor is very expensive but the skill of human capital is relevantly acceptable.
2. Outsourcing gives organizations the chance to find someone outside the organization to bring in the skills required.
3. The most important discussion in the video is skills.
4. Management provides good benefits to the employees keeping them happy and satisfied with the tasks given to them.
5. There are three recommendations presented in the video.
6. According to the recommendations clients shouldn't be involved in the progress of the project.



21. Work in pairs. Find three things in common

1. What are the advantages and disadvantages of working in an outsourcing company?

2. Would you like to work in an outsourcing company? Why? Give your reasons



HOMEWORK 2

1. Open the brackets using the right form of the verb

1. I (use) _____ Python language every day, but I (not / use) _____ Java.
2. I (create) _____ test plans, test cases and new features now.
3. Jack (be) _____ a web designer. He (optimize) _____ web site activities and (create) _____ new pages.
4. Andrew (be) _____ a support manager. He (not write) _____ codes, he (reply) _____ to customers' emails and (fix) _____ minor technical issues.
5. We (have a meeting) _____ right now. We (discuss) _____ change requirements to add to the project.
6. Every week our HR (conduct) _____ meetings and trainings for us.
7. My colleagues (not / be) _____ at work. They (be) _____ on a business trip in Belgium.
8. Johanna (have) _____ a lot of customers. She (talk) _____ to one of them right now.

2. Read the text about product based companies. What are their strong and weak sides? Do advantages or disadvantages outweigh for you? Why? Prepare to defend your opinion

Product based companies

Choosing the right company is a must as your entire career will depend on the skills you learn and the abilities you have. Everyone wants to be in a company that helps in improving their skills and provides you a better learning environment.

Product based companies create or design their products or applications in advance even before clients approach them. Once the product is made or application is developed it is launched. These are the companies that have their own products to sell. Examples are Google, Alphabet, Facebook, Adobe, etc.

In product-based companies the quality of the product is king. If the product is good, people will consume it. Therefore the employees have to implement new ideas, face new challenges and find creative solutions every day. That's why it's important to have a team of professionals. So, product-based companies usually hire candidates who

have very good domain knowledge and who are familiar with the latest tools and technology.

Product companies also invest a lot of money in the advertisement to promote the demand for the product. They are focused on the features to be added to the product based on feedback received from the customer, on a most-desired priority basis.

According to various surveys, product-based companies offer not only full-time but also part-time jobs and internships. Interns and employees get the opportunity to work on the latest technologies. Learning is good, optimized, and efficient means are used.

Product based organizations have challenges in terms of keeping the product alive and relevant to the market requirements, catching up or staying ahead with their competition.



VOCABULARY. LESSON 2

Vocabulary /Translation

acceptable /приемлемый, допустимый

according to /согласно, в соответствии с

advantage /преимущество

compete /конкурировать, соревноваться

competition /конкуренция, соревнование

crucial /решающий, ключевой

currently /на данный момент

disadvantage /недостаток

existing /существующий, имеющийся

HTP (Hi-Tech Park) /ПВТ (Парк высоких технологий)

implement /выполнять, осуществлять, внедрять

outsource /осуществлять аутсорсинг

outsourcing company /аутсорсинговая компания

outsourcing /аутсорсинг

outweigh /перевешивать

persuade /убеждать, уговаривать

product company /продуктовая компания

promising /многообещающий

promotion /продвижение

provide /предоставлять, обеспечивать

require /требовать, нуждаться

research /исследовать

valuable /ценный

well-known /хорошо известный

Personal vocabulary

IT-Academy



LESSON 3

TOPIC: JOBS/CAREERS IN IT. WHAT IT JOB YOU WOULD LIKE TO CHOOSE AND WHY



1. Discuss

1. How do you use IT? Think about work, study, fun.

2. What devices do you use?

3. What software do you use?



2. Listen to six people introducing themselves and complete the sentences about their jobs

database administrator
software developer

helpdesk supervisor
support technician

project manager
systems analyst



1. Maria is a _____



2. Ahmed is a _____



3. Freddy is a _____



4. Hanna is a _____



5. Tim is a _____



6. Sophie is a _____



3. Listen again. Complete these collocations

E.g. write software

5. Install _____

1. Supervise _____

6. Diagnose _____

2. Have _____

7. Design _____

3. Be responsible _____ IT projects

8. Maintain _____

4. Look _____ computers

9. Write _____ for software





4. Work in pairs

One by one explain to a partner what each phrase from the previous task means. Agree/ disagree/ add more information.



5. Work in pairs

Write two more collocations with each verb from the previous task. E.g. be responsible for a department.



6. Work with a new partner

Student A: describe job duties of any profession from the listening task without giving its title. Use collocations from the previous exercises.

Student B: guess the job.

Change roles. Continue till you describe all jobs from the list



7. Listen to an IT employee telling his new manager about his job

- ### 1. What do you think his job is?

2. What does he usually do?



8. Listen again

Write adverbs of frequency in the correct place in the sentences

from time to time generally

hardly ever normally

occasionally usually

1. Robert checks e-mails. _____
2. Robert has e-mails waiting for him. _____
3. Robert visits people at their desks. _____
4. Sales people have problems. _____
5. Robert attends meetings. _____
6. Robert visits other companies. _____



Expressing frequency

Adverbs of frequency (*usually, sometimes, hardly ever, etc.*) normally go before the main verb. Some adverbs (*sometimes, occasionally, normally*) can also go at the beginning or end of a sentence.

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.



9. Discuss

What IT jobs do you know?



10. Match the jobs with their definitions

- | | | |
|------------------------|-------|--|
| 1. Front-end developer | _____ | a) a person responsible for leading and guiding a team of salespeople |
| 2. Fullstack developer | _____ | b) a professional responsible for collecting, analyzing and interpreting extremely large amounts of data |
| 3. Data scientist | _____ | c) a person who is responsible for business information systems across multiple departments |
| 4. Recruiter/HR | _____ | d) a computer programmer who codes and creates the visual elements of a software, application or web site |
| 5. DevOps engineer | _____ | e) a person who can handle all the work of databases, servers, systems engineering, and clients |
| 6. Web designer | _____ | f) a person responsible for checking the specific positions within organization that need to be filled |
| 7. Game designer | _____ | g) a person who plans, creates and codes internet sites and web pages |
| 8. Project manager | _____ | h) a person who conceptualizes game plots and storylines, levels and environments and other creative aspects |
| 9. Technical writer | _____ | i) a person who works with software developers, system operators and admins |
| 10. Sales manager | _____ | j) a person responsible for planning and organizing projects |
| 11. QA engineer | _____ | k) a person who uses technical knowledge to create instructional manuals |
| 12. Business analyst | _____ | l) a person who helps companies to establish quality regulations for products and employees |





11. Work in pairs. Look at the duties and responsibilities of these IT specialists

Student A: Choose two jobs from the list that you like most. Tell your partner what people do in these jobs and how often.

Student B: Guess the job title.

Change roles



12. Work individually. Look at the crossword. Find 10 adjectives that describe jobs. The first one to do the task is the winner!

Q	D	E	R	T	Y	U	I	O	P	A	S	S	F	G
F	A	S	C	I	N	A	T	I	N	G	Z	T	Q	X
S	N	C	D	E	V	F	R	B	G	T	N	R	Y	M
J	G	K	I	L	O	P	O	L	G	J	T	E	D	S
R	E	L	A	X	I	N	G	X	K	F	R	S	L	C
L	R	F	D	K	J	F	P	O	I	R	T	S	O	R
R	O	T	G	F	L	G	L	K	A	S	N	F	S	E
J	U	P	I	O	E	R	U	T	H	N	G	U	L	A
J	S	D	H	L	R	U	I	T	R	O	Q	L	W	T
E	R	W	E	L	L	-	P	A	I	D	M	L	B	I
Z	V	C	V	Q	A	Z	X	S	W	E	D	C	E	V
F	R	V	E	D	U	L	L	R	B	T	N	H	T	E
T	I	R	I	N	G	L	O	V	A	R	I	E	D	X
Z	A	W	E	R	T	Y	P	O	I	L	F	K	J	A
S	Q	W	S	A	T	I	S	F	Y	I	N	G	G	U



13. Work individually. Fill in the gaps with the adjectives from the previous exercise

1. I'm a web designer and I make beautiful sites for my clients. I have a(n) _____ job.
2. I work in a big company and I make a lot of money. It's a(n) _____ job.
3. I love working in my own office. It's quiet and I can think. It's very _____.
4. I'm a technician and sometimes I must work with open wires. I love my job, but it's _____.
5. I do routine work every day. I hate my job. It's _____.
6. I love visiting conferences. I learn new things at my work every day! It's so _____!
7. Sometimes I spend all day teaching juniors, sometimes I meet with clients, sometimes I write reports. My job is really _____.

8. I must often stay at work during the night. My job is _____.
9. When I help others to complete their projects and correct the mistakes, I feel that it's _____.
10. I do so many deals every day. My job is so _____.





14. Work in pairs

For each profession from the task above come up with two or three adjectives how you personally see this job. Explain to your partner why you think so. Find things in common.



Types of questions. The types of questions you should remember

General	<u>Do</u> you <u>like</u> working in a big IT company?	Tag	You <u>work</u> in an IT company, <u>don't</u> you?
Special	What <u>does</u> <u>he</u> usually <u>do</u> when he is on a business trip?	Indirect	I want to know if <u>you</u> <u>are</u> free to help me with the project.
Alternative	<u>Is</u> <u>he</u> a programmer or an engineer?	To the subject	Who <u>likes</u> Yandex?



Question words. The question words you should remember

КТО	who	когда	when	как	how
что, какой	what	где, куда	where	чей	whose
который из	which	зачем, почему	why	сколько	how much, how many



15. Work in pairs

Student A: Interview your partner about his/her job. Ask six questions of different types about duties, how often he/she does them. Remember as much information as possible.

Student B: Choose a profession in IT that appeals you most. Answer your partner's questions about your job.

Change roles

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



16. Discuss

Do you really need to be extremely smart to work in IT? Why? What do you think?



17. Watch the video

How does the presenter answer this question? Do you really need to be extremely smart to work in IT? Why?

Do you agree with him? Why?





18. Watch the video again and answer the question

What do you need to work successfully in IT?



19. Do you agree with the presenter's advice he gives in this video? Why? Why not?

"Learn everything you can teach yourself, everything that you need to know to work in the field".



HOMEWORK 3

1. Prepare a monologue about what IT job you would like to choose and why. Use as many materials from the lesson as possible

LESSON 4

TOPIC: MAKING A CAREER CHANGE: EXPLAINING WHY YOU WANT TO CHANGE YOUR CAREER AND WHY YOU THINK YOU ARE SUITABLE FOR A CERTAIN POSITION



1. Play a game

One by one name one IT job. The last person to say a job will be the winner.



2. Work in pairs

Student A: Describe job requirements of any IT profession.

You need to be able to...

It's important to be good at...

Student B: Guess the job.

You should be capable of...

You want to know how to...

Change roles. Continue till you describe all IT jobs.

You have to be...



3. Discuss

What skills do employers usually look for in their employees?



4. Listen to a recruitment specialist talking to a group of job seekers. Make a note of the skills that they say employers look for



5. Listen again and complete these notes with one to three words

1. Employers would like all staff to have certain skills called _____ skills.
2. They want people who are able to express their _____ and who are good _____.
3. You need to be able to work with all _____.
4. Being organized and maintaining _____ shows you can work efficiently.
5. You need to research _____ and find _____.
6. Looking at routine problems and using _____ is part of most jobs.
7. Show you are prepared to improve professionally by _____.



6. Match the adjectives to describe skills and personal characteristics to their definitions

If you are	you are able to
1. analytical	a) plan things carefully and keep things tidy
2. organized	b) work quickly and effectively
3. sensible	c) be practical and have good judgment
4. efficient	d) examine things very carefully and logically
5. flexible	e) have good judgment and the ability to act correctly and make decisions on your own
6. motivated	f) make a firm decision to do something
7. friendly	g) put a lot of effort and do it well
8. punctual	h) find ways of doing things and solving problems
9. determined	i) be very interested and work hard
10. hard-working	j) behave in a kind and pleasant way
11. responsible	k) do something at the arranged or correct time
12. resourceful	l) change to suit new conditions or situations



7. Fill in the gaps with the adjectives from the previous exercise

1. My sister is highly _____ to get this IT job. She has very strong motivation.
2. Our new programmer is very pleasant and _____.
3. I've put a lot of effort into writing this code. I'm very _____.
4. He always delivers his IT projects on time. He's _____.
5. Employers appreciate _____ skills in their employees at IT interviews.
6. My friend develops computer games effectively. He's _____.
7. My timetable while writing this program is quite _____.
8. I am _____ for updating this database. I'm in charge of it.
9. Our web designer has very good judgment. He's _____.
10. Sam is _____ to become a graphic designer. He has made up his mind.
11. Mary keeps her workplace tidy. She's very _____.
12. You can always find solutions to problems with the computer. You're _____.



8. Match these job skills with the correct verb or phrase below

team worker/player	problem-solving	meet deadlines
common sense	work on your own initiative	customer care
logical thinker	think on your feet	work well under pressure
good attention to detail	writing	decision-making
a sense of humour	an outgoing personality	

to be a _____

have _____

be able to _____

have
good...
skills



9. Work in pairs

Describe your personality to your partner using different adjectives and verb phrases from the previous exercises. Find two things in common.



10. Discuss

Why do people usually want to change their career?



11. Watch the video

What are four common reasons for career change?

Do you agree with these reasons? Why? Why not?



12. Watch the video once again and remember as many details for each reason as possible

What advice does the speaker give at the end of the talk?

Do you agree with it? Why?

A What grammar tense do we usually use when we talk about something that we did in the past but that is important now?

What grammar tense do we usually use when we talk about something that we did in the past at a definite time?

A Present Perfect

13. Underline a verb in each sentence

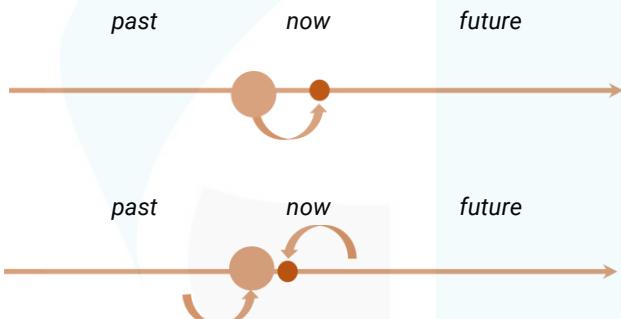
A story about me

"I've already done a lot of things today.

I've protected my computer and now it's safe.

I've installed a new application on my computer and I've tested it, so I can transcribe videos now. This week my husband has bought me a new laptop. Look, isn't it nice?"

A Usage



We use the Present Perfect:

- something happened in the past (in an uncertain time) and we can see the result now;
- an action began in the past, has been going on up to the present and is still going on.

A Markers. The markers we use with the Present Perfect:

сегодня	today	когда-либо	ever
на этой неделе (в этом месяце, году)	this week (month, year)	никогда	never
недавно	recently (=lately)	уже	already
на протяжении	for	ещё	yet
с какого-то момента	since	только что	just

A Form. We form the Present Perfect:

⊕ have/has + V₃ (V_{ed})

⊖ haven't/hasn't + V₃ (V_{ed})

? Have/Has ___ + V₃ (V_{ed})?

Yes, I have.

No, he hasn't.

14. Work individually. Tick ✓ the sentences that are true for you. Cross × the sentences that are false for you and correct them. Compare with a partner. Find the things that you have in common

1. I've finished this web site today.
2. My best friend has visited IT courses this year.
3. My sister and I have been at the Internet café recently.
4. I've worked as a cloud developer for five years.
5. My dad has worked in the IT sphere since 2010.
- 6.– Have you ever been to France on a business trip?
– I've never been to France on a business trip.
7. My colleague has already installed that application.
8. My another colleague hasn't written a computer program yet.
9. Has the director given the instructions yet?
10. My boyfriend has just developed a new database.

15. Work individually

Write six questions of different types to your partner about what he/she or his/her family/ friends have or haven't done. Use different markers.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

16. Work in pairs

Ask your partner the questions and take notes of the answers.

Then tell the class two most interesting things about your partner or his/her family/friends.

A Present Perfect Continuous

17. Underline a verb in each sentence

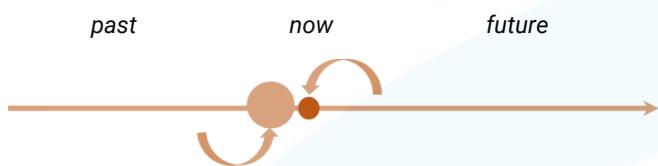
A story about me

"I have been working as a programmer for 10 years.
I have been working as a programmer since 2011.
My brothers have been writing programs for 12 years.

My sister has been studying at Belarusian State Technical University for almost five years.

My husband has been playing this video game since he came home.

A Usage



We use the Present Perfect Continuous:

- an action began in the past, has been going on up to the present and is still going on;
- the process is more important than the result.

A Markers. The markers we use with the Present Perfect Continuous:

на протяжении	for
с какого-то момента	since

A Form. We form the Present Perfect Continuous:

(+) have/has + been + V_{ing}

(?) Have/Has ___ + been +V_{ing}?

(-) haven't/hasn't + been + V_{ing}

Yes, I have.

No, he hasn't.

18. Work individually. Tick ✓ the sentences that are true for you. Cross × the sentences that are false for you and correct them. Compare with a partner. Find the things that you have in common

1. I've been working as a system administrator since I graduated from university.
2. I've been living in Minsk all my life.
3. My best friend has been working as an IT analyst for some years.

19. Work individually

Write two questions (one - general + one - special) to your partner about what he/she or his/her family/friends have been doing.

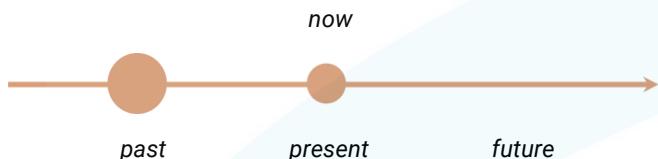
20. Work in pairs

Ask your partner the questions and take notes of the answers. Then tell the class one most interesting thing about your partner or his/her family/friends.

Underline a verb in each sentence**A story about me**

"When I was a child, I went to kindergarten. I went to school when I was 7. I liked it. My favorite subjects were English, Information Technology and maths. I didn't like chemistry and biology, so I decided to enter Belarusian State University of Informatics and Radioelectronics.

I wasn't disappointed. The classes weren't boring. When I was a fourth-year student I started working in IT."

Usage**We use the Past Simple:**

an action happened at the definite time in the past
(it's not connected with the present).

Markers. The markers we use with the Past Simple:

вчера	yesterday
позавчера	the day before yesterday
три дня назад	three days ago
на прошлой неделе	last week
в прошлом месяце, году	last month, last year
когда я был ребёнком	when I was a child
в 2000 году	in 2000

Form. We form the Past Simple:

to be + noun/adj	was/were	wasn't/weren't	Was/Were ____? Yes, I was./Yes, we were.	No, he wasn't. No, they weren't.
other verbs	V ₂ (V _{ed})	didn't + V ₁	Did ____ V ₁ ? Yes, he did.	No, we didn't.

22. Work individually. Tick ✓ the sentences that are true for you. Cross ✗ the sentences that are false for you and correct them. Compare with a partner. Find the things that you have in common

- | | |
|---|--|
| 1. Some years ago I was a student. | 5. I wasn't a bad programmer last year. |
| 2. I didn't have a computer when I was a child. | 6. We went to IT courses while we studied at school. |
| 3. Practically all my friends became IT specialists after university. | 7. Two of my colleagues weren't in the office yesterday. |
| 4. I didn't study Information Technology at school. | 8. I enjoyed identifying bugs when I worked as a tester. |
-
-

23. Work individually

Write six questions of different types to your partner (some with the verb "to be", some with other verbs) about his/her past life.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

24. Work in pairs

Ask your partner the questions and take notes of the answers. Then tell the class two most interesting things about your partner.



HOMEWORK 4

1. Write down answers to these questions

1. Why do you want to change your career?
2. Why do you want to start working in IT?
3. What position would you like to get?
4. What are job requirements for this position?
5. What personality traits will help you to be successful in this job?
6. What skills do you already have for this job?
7. Why do you think you're suitable for the position you've chosen?

LESSON 5

TOPIC: WRITING A CV/RESUME/LINKEDIN PROFILE



1. Discuss

1. What is a CV/a resume?

2. What is a cover letter?

3. Have you ever written a CV/a resume/a cover letter? If yes, in Russian or in English?

4. Do you have a LinkedIn Profile? How can it be useful?



Infinitive or Gerund

2. Underline all verbs after which we use the Gerund (____). Underline verbs after which we use the Infinitive (____)

As for me, I like (enjoy) creating. So, I decided to be a game developer. What's more, I'm fond of reading about the possibilities of Unity. Besides, I'm crazy about playing online games. I love it very much and I would like to visit Fortnite World Cup.

I don't mind overworking. It's OK for me. Though I avoid staying in the office till night. I don't like coming home very late. I hate arguing and I can't stand (bear) lazy people. I'll finish doing a project tomorrow and then I'll start dealing with another task.

I expect to go on holiday abroad this summer. I can't afford to go to California this year, but I hope to go there one day. My colleague and I agreed to celebrate the closure of the production project on Friday. And my wife offered to give us a lift home after that.

I know that many IT-specialists choose not to work in one company for many years. However, as for me I'd like to work in my present company all my life.



Usage

We use (not) + the Gerund:

1. As a subject.

Your example _____

2. After verbs of *like/dislike*.

Your example _____

3. After verbs like *start/continue/stop*

Your example _____

4. After prepositions: *apologize for, be fond of, be keen on, be interested in, be tired of, think of, thank for, congratulate on, be good/bad at, believe in, insist on, succeed in, look forward to, concentrate on, rely on*.

Your example _____

5. After *admit, avoid, consider, delay, deny, excuse, imagine, involve, justify, mention, mind, postpone, practice, risk, save, suggest*.

Your example _____

We use the Infinitive without to:

1. After modal verbs.

Your example _____

2. After *had better* and *would rather*.

Your example _____

3. After **make** + object and **let** + object in Active voice.

Your example _____



We use (not) + to-infinitive:

After the most verbs: *afford, agree, arrange, ask, attempt, beg, choose, claim, decide, demand, desire, expect, fail, guarantee, happen, help (or without to), hope, manage, offer, plan, prepare, pretend, promise, prove, refuse, seem, tend, threaten, turn out, undertake, want, wish, would like*.

Your example _____

3. Work individually. Put the verbs in brackets in the correct form (the Gerund, the to-infinitive, or the bare infinitive). Put the prepositions where necessary

1. She decided (install) _____ a new operating system.
2. Web sites tend (be) _____ easy to use.
3. (Process) _____ large amounts of data quickly is one of the most important computer's function.
4. He isn't fond (use) _____ low-level programming languages.
5. I want (upgrade) _____ my computer.
6. Do you mind (share) _____ your project with me?
7. You can (find) _____ the information on the Internet.
8. My supervisor made me (refactor) _____ my code.
9. I'd better (discuss) _____ this detail with the customer.
10. Stop (switch) _____ off your computer.
11. More memory lets your computer (work) _____ faster.
12. Did you manage (back up) _____ large quantities of data?
13. You can't avoid (click) _____ two times on an icon.
14. She doesn't like (log on) _____ with a password.
15. He has succeeded (insert) _____ graphics into a document.
16. Don't mention (download) _____ the file from this site. You can get a virus here.
17. The salesperson refused (make) _____ presentations at conferences.
18. I'd like (replace) _____ the hard disk.
19. I look forward (input) _____ data by voice.

4. Write six questions of different types to your partner (some of them with the Gerund, some with the to-infinitive, some with the bare infinitive)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



5. Work in pairs

Ask your partner the questions and take notes of the answers.

Then tell the class two most interesting things about your partner or his/her family/friends.



6. Discuss

What are the “do’s” and “don’ts” when you write a CV?



7. Watch the video and check your ideas



8. Read the sentences about CVs. Are they true (T) or false (F)? Correct the false sentences

1. Use as many pages as you need, but lay them out clearly.
 2. Include this basic information: education and qualifications; work history / experience; skills relevant to the job; interests / achievements.
 3. Change the CV to fit each new job you apply for.
 4. Emphasize your individual talents and your interests.
 5. Describe your experience in neutral, not positive language.

9. Look at the headings (a–e). Which verb forms (1–3) are used in these sections of the CV?

- | | | |
|------------------------------------|-------|-----------------------------|
| a) Personal profile and key skills | _____ | 1. Past tense |
| b) Responsibilities | _____ | 2. The -ing form |
| c) Achievements | _____ | 3. Present tense or no verb |
| d) Education | _____ | |
| e) Hobbies and interests | _____ | |

10. Rewrite these sections in the right way

Personal profile

I am an organized and hard-working engineer.

The key skills I have are a knowledge of Microsoft products and of security software.

Responsibilities

I had to visit clients and install new software. I also helped them to solve their IT problems.

Achievements

I achieved a customer satisfaction rating of 96% and I won a prize for best customer service.

11. Match the phrases for describing skills and interests

- | | | |
|-------------------|-------|-------------------------------------|
| 1. I'm interested | _____ | a) at persuading people. |
| 2. I'm keen | _____ | b) a challenge. |
| 3. I'd like | _____ | c) of working hard. |
| 4. I love | _____ | d) on developing my skills. |
| 5. I'm willing | _____ | e) to work in the voluntary sector. |
| 6. I'm not afraid | _____ | f) in working ... |
| 7. I'm good | _____ | g) to work hard. |

12. Some funny points from the resumes of IT specialists

1. Word-for-word translation from Russian into English (горячие глаза – burned eyes).
2. Typos “As you hear it, so it is written” (mart, sentember).
3. Incorrect indication of the level of English (so-so, very elementary, middle).

13. Look at a real CV model and put the headlines in the right places

Objective

Skills

Education

Name Surname

Summary

Work Experience

Additional Information

References

Period of time – Position, Company name

Phone:

Main responsibilities:

Email:

Achievements:

Skype:

Period of time – Position, Company name

LinkedIn:

Main responsibilities:

Achievements:

(Applying for a position of a ...)

Period of time – Educational Center for Programming and High Tech (IT-Academy)

English Proficiency:

Course:

Period of time – Trainee, Educational Center for Programming and High Tech (IT-Academy)

Description:

Project role:

Period of time – Higher Educational Establishment

Project description:

Specialization:

14. Work in pairs

1. What should you write in personal info?

2. What are the requirements for the photo?

3. How can you formulate the objective?

4. What will you write in summary?

5. What skills can be here?

6. Writing about work experience, you should pay attention to the scheme how you describe a project.

Period of time –
Trainee, Educational
Center for Program-
ming and High Tech
(IT-Academy)

→ Project role

→ Project description

→ Used tools

→ Link

7. What is important in the section "education"?

8. What can you write in additional information?

9. Why are references important?

15. Look at the resume. Is it a good one? Why do you think so?

ELDON TYRELL

Email: eldon.tyrell@gmail.com

Tel: 555-75-555-75



Summary

Energetic and curiosity-driven Android developer with 5+ years of experience writing top-quality clean code for high-paced business. Eager to support Adobe I modernizing its world-class products and delivering an incredible user experience. In previous roles created a top-selling app for kids (250K+ downloads to date) that brought in upwards of \$300K.

Academic Details

2013 – B.A., Software Engineering, UCLA, Los Angeles, CA

Certifications

Associate Android Developer – Google

Work Experience

Date of joining: 2013 to 2015

Post: Senior Android Developer

Organization: Nozdyveh, Los Angeles, CA

The scope of work: Implemented features for various applications in Java, Kotlin, and C++. Determined architectural and product design details for open-ended tasks or specifications.

Collaborated with quality engineers, user research, product management, design and support teams to ensure quality in all phases of app development. Worked closely with core technology teams and other platform teams to balance cross-platform consistency with Android optimization.

Date of joining: 2013 to 2015

Post: Android Developer

Organization: MLT-DD, Los Angeles, CA

The scope of work: Developed native Android applications and framework using Kotlin and Java. Defined and implemented robust app architectures and complex user interfaces. Applied expert knowledge of Android system frameworks to solve novel problems.

Hard and Soft Skills

Software engineering

Analytical skills

Open-mindness

Graphics and image-processing (OpenGL, Vulkan)

Android development and architecture

C++ with Android NDK integration

Unit testing

End-to-end systems

Collaboration

Languages

Spanish, French



16. Work in pairs. Transform this resume from a bad one into a good one



17. Work individually

Do you remember that you should send a cover letter together with your resume? Put the stages of writing a cover letter in the right order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



18. Work in pairs

Look at the cover letter written by a QA tester. Does it follow all the rules?

Romy Ninja

Your phone number
Your email
Your address

Date: MM/ DD/ YYYY

Employer's Full Name
Job Title
Company's Name
Address

Dear Beth Taylor,

I am writing to you to express interest in the position of quality assurance tester at Playtime Educational Software. I've worked in quality assurance testing in the gaming space for more than 5 years. During the last two years, I have consulted several educational software companies. Many of these launched apps that specialize in early childhood educational. I believe this experience helps me to understand what parents and their children expect from educational games.

It's my belief that educational software must be enjoyable to use, above all else. This ensures that children will continue to engage with the product and so will their parents. Next, each product should fill a clear, educational need. These are the two things I keep in mind as I create automated test cases using Appium, Selenium, and Ranorex. In addition, I'm well-versed in manual exploratory and interface design techniques.

I would love to meet with you and discuss this opportunity further. My schedule is quite open. And I can meet at your convenience.

Sincerely,

Romy Ninja



Cover Letter
Ninjas

19. Look through the “Checklist for completing the profile in LinkedIn”. What are the stages?

Checklist for completing the profile in LinkedIn

1) The registration.

Fill in your details in English. The profile is also filled out completely in English.

2) Having passed the registration, start completing your profile.

1 – Add a photo.

2 – Fill in general information.

Headline – specify the position you are applying for.

Summary – brief information about you, your traits and achievements. Also write your reasons for developing in IT sphere in your direction.

3 – Complete the section **Contact** and **Personal Info**.

Add all your contacts for communication: **phone**, **Skype**, **e-mail**, etc., to make it convenient for HR to contact you by any means.

3) Add the sections: “Work experience” and “Education”.

If you don't have any experience in a specialization, add the date of beginning of the work on your training project to this day, the name of the training project and its description. Specify the role, functions, technologies, achievements/results.

If you have technical education, add it. If you don't have it, **emphasize the courses**. If you studied at vocational school, college, technical school and then you graduated from the university, add only university.

4) Add the “Skills” section.

Indicate your core competencies. Do not write technologies and tools that you do not possess.

As you learn new technologies and tools, do not forget to add them to your profile.

It is necessary that your skills are confirmed by other users.

5) Add the Certifications, Projects, Languages (Accomplishments) sections.

Add information about your certifications, you can add a scan of the certificate.

In this manual, we reviewed the main points for filling in a profile. Study other LinkedIn job search options on your own. It's recommended for reading <https://techrocks.ru/2020/08/11/how-to-fill-out-linkedin-profile/>

In the “Projects” section add information about your projects (add educational projects as well). You can also indicate the project participants and ask them to write a comment (recommendation) about how the work on the project went, how you showed yourself during the work.

Provide a github link to your portfolio with projects.

In the “Languages” section, indicate the level of proficiency in foreign languages.

If you have other achievements (publications, additional courses, awards, etc.), add them.

6) Add professional groups.

In the LinkedIn search, write the name of the group which information you will be interested to read and follow it (preferably professional groups – Software Testing and QA/Java Developers, etc.).

In the same way, through a search engine, **look for new business contacts**. Add your friends, fellow students, coaches.

Add HR of different companies. While establishing a contact, do not forget to write a short cover letter stating that you are a beginner and a prospective specialist, clarify about the possibility of employment. The main thing is not to write clichés.

7) Getting and requesting recommendations on LinkedIn.

Go to the profile of the person you want **to request a recommendation from**.

Select “Request a recommendation” from the drop-down menu.

Follow the directions to request a recommendation.

If you want **to give a recommendation** to someone, select the item “Recommend”.

(the screenshots of the article use the old site interface, but this does not change a thing).



20. Look at two LinkedIn profiles. Which one do you like more? Why?

1. <https://www.linkedin.com/in/art-fomin/>



2. <https://www.linkedin.com/in/dmitry-pintusov/>



21. Look at a LinkedIn profile of a native speaker. How different is it from the previous two profiles?

<https://www.linkedin.com/in/simon-pretty-843aba98/>



HOMEWORK 5

You remember your role, don't you?

1. Write a cover letter and a brilliant resume following all the tips you've learnt today and using the template of IT Academy

2. If you find it useful, complete your LinkedIn Profile so that HR Managers can find you there and invite for a job interview



LESSON 6

TOPIC: JOB INTERVIEW: SELF-PRESENTATION AND TYPICAL INTERVIEW QUESTIONS



1. Discuss

1. What is a job interview? _____
2. Have you ever had a job interview? _____
3. What was the best and the worst job interview? _____



2. Work in pairs

Write down steps to prepare for a job interview.

3. Read "Seven steps to prepare for your job interview"

1. What steps do you already have in your list? Why are they important?

2. What steps are in the text that you haven't mentioned? What do you think about them?

3. What steps do you have in your list that aren't in the text? Why?

Seven steps to prepare for your job interview

Now that you have an interview, there are certain things you will want to do in advance to prepare for it. This article will provide practical tips on how to prepare for a job interview. Remember, you never get a second chance to make a first impression, so you'll want to do your best in preparing for your interview in advance.

1. Pick your outfit

What you wear to your interview is an absolutely crucial part of how to prepare for a job interview. After you choose your outfit, make sure it is cleaned and pressed and you have the appropriate accessories and shoes to go with it. It doesn't hurt to try the outfit on ahead of time, just to make sure everything fits and you look great. Then put your outfit aside for the day of your interview and have it ready to go. Now that you have this crucial step out of the way, you can concentrate on the rest.

2. Practice greeting your interviewer

You should always greet your interviewer with a friendly smile and firm handshake. If you do this right, you will set off the right energy and the chances of the interview going well will increase. This is a small and simple step that you should always do to prepare for your interview.

3. Study your resume and know everything about it

Any work experience or skills you have listed on your resume are fair game to talk about during the interview. Your resume is all the interviewer has to go by in order to get to know you. They may pick things out from it and ask you to elaborate. Even though you may have a previous job listed that was many years ago, the interviewer may ask you to explain what you did at that job and you are responsible for providing an answer. This is one step you absolutely won't want to skip on how to prepare for a job interview.

4. Practice your answers to the most common interview questions

If you don't know what these are, do your research and find out or see one of my other articles. You'll want to have your answers ready and practice them. You should always be able to answer "Tell me about yourself" and "Why do you think you would be great for this job?" The employer doesn't know, so it's up to you to sell it.

Don't completely memorize your answers so they come out rehearsed, but have a clear idea of what you are going to say. When you are asked, you want your answer to come out intelligently and naturally. Be open to other questions as well and really know what you can offer to the company.

5. Research the company and the job position you are applying for

Write down any questions you may have about either so you can ask during the interview. If there is any requirement of the job that you are unsure of, you should definitely ask during the interview. It always looks nice when you go into an interview with intelligent questions. It shows you put effort into preparing for the interview. However, never ask questions just to ask questions. The interviewer will see

right through that. Your questions should be genuine and relevant.

6. Find out the type of interview you will be going on

There are several common types of interviews such as one on one, group, and behavioral. You shouldn't assume you will get a certain one. Don't be afraid to ask your recruiter what kind of interview you will have if you don't know — the interview will be more beneficial to both parties if you are prepared.

7. Print out the directions to the interview and be on time

Allow enough time to get there and anticipate traffic. It's ok to be up to 10 minutes early, but no more than that. Otherwise, the interviewer may not be ready for you. Bring the phone number of your interviewer just in case you get lost or are going to be late. If you are going to be late, call to let the interviewer know.

Follow these tips and you will successfully know how to prepare for a job interview. Interviewers can tell whether or not a candidate has prepared for it or not and they will appreciate it if you did.



4. Discuss

1. What should you do to introduce yourself in a job interview?

2. What shouldn't you do to introduce yourself in a job interview?



5. Watch the video. What are three steps to introduce yourself?

1. Are you going to follow these three steps? Why?

2. What details do you remember from the video?



6. Work individually

Prepare a strong solid introduction.



7. Work in pairs

Student A: Imagine you're going through a job interview and introducing yourself right now.

Student B: You're an expert on job interviews. Listen to student A introducing themselves and give your feedback.

Change roles.

Do you think your partner's introduction will lead him/her to success? Why?



Past Tenses Past Continuous

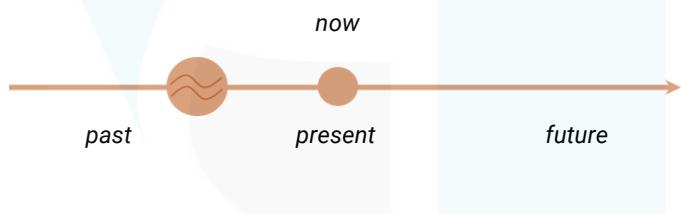
8. Underline a verb in the Past Continuous in each sentence

A story about me

"Yesterday at 11 a.m. I was working on the project. I was working on the project when my colleague came into my office. Then we were having lunch from 12.30 to 1 p.m. yesterday. Later while my colleague was talking to a client on the phone, I was talking to my boss. We were discussing important details of the next project. I left work at 7 p.m. yesterday."



Usage



We use the Past Continuous for:

- an action in progress at a definite time in the past;
- an action which was in progress (the Past Continuous – longer action) when another action interrupted it (the Past Simple – shorter action);
- two or more long parallel past actions (while).



Markers. The markers we use with the Past Continuous:

маркер прошедшего + конкретное времени

вчера в ... часов

в воскресенье с 14:00 до 16:00

в то время как

marker of the past tense + definite time

yesterday at ... o'clock

on Sunday from 2 p.m. to 4 p.m.

while



Form. We form the Past Continuous:

(+) was/were + V_{ing}

(-) was not/weren't + V_{ing}

(?) Was/Were ___ + V_{ing}?

Yes, I was.

No, they weren't.



9. Work individually. Tick ✓ the sentences that are true for you. Cross × the sentences that are false for you and correct them

1. I was working from 9 a.m. to 8 p.m. yesterday.
 2. My colleagues and I were writing code at 4 a.m. last night.
 3. My colleague was having an important call when I came to work last Tuesday.
 4. One of my colleagues wasn't having lunch at 1 p.m. yesterday, he was too busy with our web site.
 5. While my friend was working on a new feature yesterday, I was discussing further tasks with a client.
-
-



10. Compare with a partner. Find the things that you have in common



11. Work individually

Write six questions of different types to your partner about what he/she or his/her family/friends were doing at a definite time in the past.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



12. Work in pairs

Ask your partner the questions and take notes of the answers.

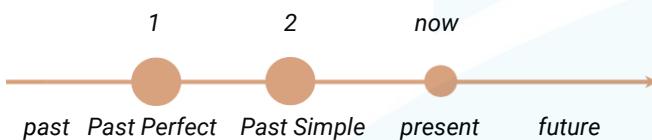
Then tell the class two most interesting things about your partner or his/her family/friends.

13. Underline a verb in the Past Perfect in each sentence

A story about me

"Yesterday before I went for lunch I had got a large order. I hadn't started doing anything though. After I had finished lunch I returned to the office. I had finished my project by 7 p.m. yesterday."

A Usage



We use the Past Perfect for
an action which happened before another past action.

A Markers. The markers we use with the Past Perfect:

сложноподчиненные
предложения с до, после

К

только что

уже, еще

complex sentences

with **before, after**

by

just

already, yet

A Form. We form the Past Perfect Continuous:

(+) had + V₃ (V_{ed})

(-) hadn't + V₃ (V_{ed})

(?) Had ___ + V₃ (V_{ed})?

Yes, I had.

No, he hadn't.

14. Work individually. Tick ✓ the sentences in the previous slide that are true for you.

Cross ✗ the sentences that are false for you and correct them

1. I had done a lot of tasks yesterday before I left work.
2. After I had come home on Friday I started getting ready for my new project.
3. One of my colleagues hadn't finished his report by the deadline.
4. Our boss had already signed an agreement when the customer came into the office.

A

15. Compare with a partner. Find the things that you have in common



16. Work individually

Write six questions of different types to your partner about what he/she or his/her family/friends had done before another past action.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

17. Work in pairs

Ask your partner the questions and take notes of the answers.

Then tell the class one most interesting thing about your partner or his/her family/friends.



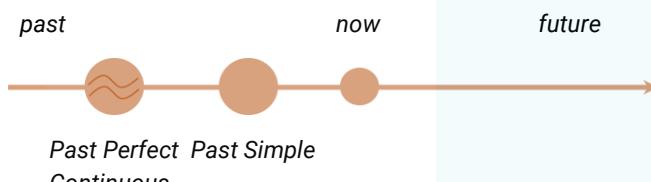
18. Underline a verb in the Past Perfect Continuous in each sentence

A story about me

"My sister had been working as a Junior Java Developer for one and a half years before she was promoted. My brother had been working in the office for 15 years before he started working online from home. I hadn't been working on this project for many hours by the time my boss called me".



Usage



We use the Past Perfect Continuous for
an action which was in progress before another past action.



Markers. The markers we use with the Past Perfect Continuous:

сложноподчиненные
предложения с до, после

complex sentences

к
на протяжении

with before, after

by

for



Form. We form the Past Perfect Continuous:

⊕ had + been + V_{ing}

⊖ hadn't + been + V_{ing}

? Had ____ been + V_{ing}?

Yes, I had.

No, he hadn't.



19. Work individually. Tick ✓ the sentences that are true for you. Cross ✗ the sentences that are false for you and correct them

After I had been learning the C programming language during a year, _____
I decided to get some knowledge of Java.

I had been working as a tester for six years before I got this position. _____

He had already been developing a mobile app for three days by
Wednesday. _____

20. Compare with a partner. Find the things that you have in common

21. Work individually

Write three questions (general, special and tag) to your partner about what he/she or his/her family/friends were in the process of doing before another past action.

22. Work in pairs

Ask your partner the questions and take notes of the answers. Then tell the class one most interesting thing about your partner or his/her family/friends.

23. Work with a partner

The third step says to be prepared for follow-up questions. What are the most typical interview questions? Make a list of them.

24. Watch the video. Tick the questions in your list that are mentioned in the video. Write down questions from the video that are not in your list

25. Watch the video again and mark the sentences as True or False. If the sentence is false, correct it

1. You need to highlight information about yourself. _____
2. You don't need to show you've researched the role and the organization. _____

3. You need to make a list of your strengths and be able to explain them and give examples.
4. You need to think about all your weaknesses.
5. Be positive and emphasize your enthusiasm for the role.
6. You need to prepare an example from your life.
7. You need to describe in detail a time something went wrong and then briefly say how you dealt with it.
8. It's a good idea to relate your ambitions and goals to the organization.
9. There's no right or wrong answer to the question about motivation.
10. Don't ask any follow-up questions.



26. For most people it's a question about weaknesses. Look through some extra info how you can deal with this question successfully

Did you get any insights? What are they?

Job interview tips: weaknesses – answering the “tell me about your weaknesses”

What do they want?

This question is popular in interviews not necessarily because they want to make you stressed, but they may be interested in hearing (or seeing) four possible things:

1. How you handle challenges – How you respond when you're under pressure, and how you maintain your composure.
2. Honesty – You can speak about a real weakness honestly. You are someone who can do an honest self-assessment.
3. Correcting – Not only you identify a weakness but you take corrective action and deal with them maturely.
4. Do they take any risks hiring you?

Keep in mind that they may not be interested in your answer but they might be interested in observing your body language when you respond to this trick question. How would you make the desired impression that you are someone they can trust/who can be trusted and a person who's easy to develop an open/honest working relationship with? Read further.

Answer the question

Don't try to convince them that you don't have one. Some employers may think you are arrogant for not being able to see any faults in yourself. If they think that you are dishonest and lack integrity it is even worse.

State a true weakness!

We all have faults. No one is perfect, and you shouldn't pretend to be a perfect person.

You are even expected to have personal insight into some weaknesses in order to fix them. If you give considerable thought to your greatest weaknesses you'd most probably find some.

Related weakness

Under no circumstances should you list a key element of the position as your weakness! **Never provide a weakness that has an impact on your job!** If you do that, why wait? Why don't you just send yourself the rejection letter?

Don't be naïve. The interviewer is not a psychologist to whom you confess a weakness that could harm your chances.

Pick minor weaknesses

So how to answer the interview question “What are your weaknesses?”? Pick a minor weakness (but not too minor, see examples hereafter):

1. Select a neutral weakness carefully – Something that is not critical to the job.
2. Then, tell [the interviewer] what you are doing to overcome it.

This shows not only that you are honest, but someone who can identify areas for improvement, and that you are actively seeking ways to develop yourself.

In addition, it wouldn't be wise to adopt the famous advice of speaking about a strength as a weakness. Interviewers know these ready-made answers and do not like them. He can insist that you are talking about strength and will ask you to give another example.

List of weaknesses for job interview: weaknesses for interviews

What are good weaknesses to report in an interview? What is the greatest weakness you can list?

Always pick a weakness that will not disqualify you from the position that you are applying for – Something that you have already worked on fixing. Here are examples:

1. Critical thinking

"As a decision maker, I can tell you that critical thinking is an issue everyone should work on including mine, so for improving that aspect as much as I could, I have recently taken an online critical thinking course to help me become a better decision maker."

2. Technical skills

If the job does not require technical skills, you can speak about any technical issue as your weakness. "I have to admit that I am not a born mathematician; I'm weak in math [or computing]. I found that it is an acquired skill if you take an interesting course in this area. I used to learn HTML & CSS layout but it is still something I would like to improve. So I've found an appropriate course and now I'm looking forward to starting it.

3. Presentation skills

If the job does not require public speaking, you can address aspects of public speaking as a weakness. "I have confidence to speak in front of a group but I have to admit that my presentation skills are still far from being perfect, so I took classes on

public speaking and [any other course] to become more convincing as a presenter".

4. Too focused

"I am too focused on my career. I believe I should always be improving myself. My work life and personal life were out of balance, as I was too focused on my work lately. Nowadays, it is easy to dismiss the boundaries between work and home, so I need to find more time for the family and to develop other interests. Though I always put my all into everything I do, knowing how to balance things is an important quality that I must improve."

5. Time management

You can also include time management as a weakness, if you are not applying for managerial positions.

"Time management is a problem for me. However, I've improved myself by learning from my former supervisors how to prioritize daily tasks and how to delegate duties to others if required".



27. Work in pairs

Student A: You're an employer. You have a list with 15 questions to ask the candidate.

1. Tell me about yourself.
2. Why do you want to work for [insert company name]?
3. How did you hear about this job?
4. Tell me about something on your resume.
5. Why are you looking for a job? Or, why are you looking for a different job?
6. Why should we hire you?
7. Where do you see yourself in two years?
8. Tell me about a conflict you faced at work and how you dealt with it.
9. What is your dream job?
10. What do you expect out of your team/co-workers?
11. What do you expect from your manager?
12. How do you deal with stress?
13. What would the first 30 days in this position look like for you?
14. What are your salary requirements?
15. Do you have any questions?

Student B: You're a candidate at a job interview. Try your best while answering your potential employer's questions. You really need this job!

! Before doing the task decide on the name of the company and the position the interview is being held for.

Change roles

So, will you take this candidate? Why? Give feedback.



HOMEWORK 6

1. Write down a strong solid introduction

2. Write down answers to 15 questions from exercise 27

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

LESSON 7

TOPIC: JOB INTERVIEW: TECHNICAL QUESTIONS/ ASKING THE INTERVIEWER SOME QUESTIONS ABOUT THE COMPANY/WRITING A THANK YOU LETTER

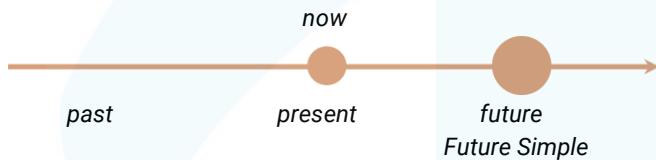
A Future Simple

1. Underline verbs in the Future Simple

A story about me

"To tell the truth, I have many hopes and desires for the future. I'll be 25 in two years. I hope I'll get a promotion next year. Maybe I'll go abroad this summer. I'd like to visit Poland, for example. I believe I won't change my profession in the near future, as I like testing programs".

A Usage



We use the Future Simple:

- for future facts;
- in predictions about the future;
- or on-the-spot decisions and offers;
- for promising and agreeing.

A Form. We form the Future Simple:

(+) will + V1

(-) won't + V1

(?)

Will ____ + V1?

Yes, I will.

No, he won't.

A Markers. The markers we use with the Future Simple:

завтра	tomorrow
послезавтра	the day after tomorrow
на выходных	at the weekend
на следующей неделе (в следующем месяце/году)	next week (next month/year)

через два часа	in two hours
когда я приду домой	when I come home
если погода будет хорошая	if the weather is fine
в 2025 году	in 2025

2. Work individually. Tick ✓ the sentences that are true for you. Cross × the sentences that are false for you and correct them

1. I'll be 25 next year.
2. I won't go to work tomorrow.
3. My friends and I will meet on Skype, maybe.
4. My sister won't open this document soon.
5. I think I will get a good salary this month.

Academy

3. Compare with a partner. Find the things that you have in common





4. Work individually

Write six questions of different types to your partner about something that will definitely happen to him/her in the future and/or about his/her predictions about the future.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5. Work in pairs

Ask your partner the questions and take notes of the answers.

Then tell the class two most interesting things about your partner or his/her family/friends.



Future Continuous

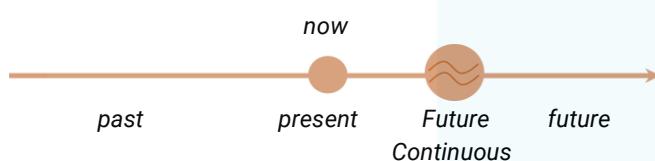
6. Underline verbs in the Future Continuous

A story about me

"This time tomorrow I will be sleeping, as my work starts only in the afternoon. I will be working from 12 p.m. to 6 p.m. tomorrow and then I'll go home and have a rest. I won't be playing Minecraft at 8 p.m., as I will be reinstalling Windows at this time."



Usage



We use the Future Continuous for
an action which will be in progress at a definite future time.



Form. We form the Future Continuous:

(+) will + be + Ving

(-) won't + be +Ving

(?)

Will ___ + be + Ving?

Yes, I will.

No, he won't.



Markers. The markers we use with the Future Continuous:

завтра в ... часов

маркер будущего времени + конкретное время

tomorrow at ...

marker of future tense + definite time



7. Work individually. Tick ✓ the sentences that are true for you. Cross × the sentences that are false for you and correct them

1. This time next month I will be analyzing data.
2. My colleague will be creating a web site from 10:30 a.m. to 1:00 p.m. tomorrow.
3. My relatives won't be watching 3D films all day long.
4. My boss won't be telling me off at the meeting on Friday at 5 p.m.

8. Compare with a partner. Find the things that you have in common



9. Work individually

Write six questions of different types to your partner about what he/she or his/her family/ friends will be in the process of doing at a definite time in the future.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

10. Work in pairs

Ask your partner the questions and take notes of the answers.

Then tell the class one most interesting thing about your partner or his/her family/friends.

IT-Academy



Future Perfect

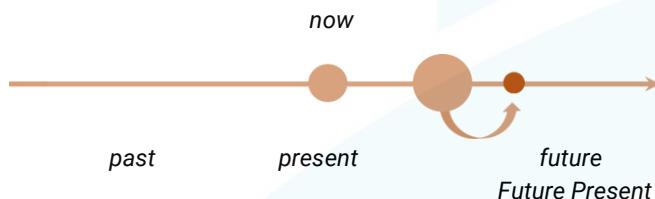
11. Underline verbs in the Future Perfect

A story about me

"I will have done much work by the end of this week. By 6 p.m. today I will have tested a web site at work. I won't have finished optimizing an app by the time the weekend comes. My husband will have cleaned disc C by the time I get home in the evening."



Usage



We use the Future Perfect for

an action which will be finished before a definite future time.



Form. We form the Future Perfect:

+ will + have + V₃ (V_{ed})

- won't + have + V₃ (V_{ed})

? Will ___ + have + V₃ (V_{ed})?

Yes, I will.

No, they won't.



Markers. The markers we use with the Future Perfect:

к + маркер будущего времени **by** + a future marker

К ПЯТИ часам завтрашнего дня by 5 p.m. tomorrow

К ТОМУ времени как by the time

до before, until

12. Work individually. Tick ✓ the sentences that are true for you. Cross ✗ the sentences that are false for you and correct them

1. I will have finished this project by the end of the month.

2. My best friend won't have visited me until I pass my IT exam.

13. Compare with a partner. Find the things that you have in common



14. Work individually

Write six questions of different types to your partner about what he/she will do before a definite future time.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____





15. Work in pairs

Ask your partner the questions and take notes of the answers. Then tell the class one most interesting thing about your partner or his/her family/friends.



16. Work in pairs

Last lesson we practiced self-presentation and answering typical interview questions. One of the last questions is usually "So, do you have any questions for us?", which gives you an opportunity to sniff out whether a job is the right fit for you. Make a list of 10 questions that you can ask your potential employer.

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

Change pairs and compare your lists. What do you have in common?



17. Read the text "51 Great Questions to Ask in an Interview" and tick ✓ five questions that aren't on your list but you'd like to ask them at a job interview. Put a cross ✗ next to five questions that you think are inappropriate

51 great questions to ask in an interview

You probably already know that an interview isn't just a chance for the hiring manager to grill you with interview questions – it's your opportunity to sniff out whether the job is the right fit for you.

Which means: It's important to go in with some questions to ask of your own. What do you want to know about the position? The company? The department? The team?

To get you thinking, we've put together a list of key questions to ask in an interview. We definitely don't suggest asking all of them rapid-fire—some of this stuff will certainly be covered during the course of your discussion, and you can weave in other questions as you go.

But when the inevitable, "So, do you have any questions for us?" part of the interview comes? Use this list to make sure you've covered all your bases.

1–10. Questions to ask about the job

First, make sure you have a handle on exactly what the day-to-day responsibilities of the job will be – both now and in the future.

1. What does a typical day look like?
2. What are the most immediate projects that need to be addressed?
3. Can you show me examples of projects I'd be working on?
4. What are the skills and experiences you're looking for in an ideal candidate?
5. What attributes does someone need to have in order to be really successful in this position?
6. What types of skills is the team missing that you're looking to fill with a new hire?
7. What are the biggest challenges that someone in this position would face?

8. What sort of budget would I be working with?
9. Is this a new role that has been created?
10. Do you expect the main responsibilities for this position to change in the next six months to a year?

11–16. Questions to ask about training and professional development

Think of each new job not just as a job, but as the next step on your path to career success. Will this position help you get there?

11. How will I be trained?
12. What training programs are available to your employees?
13. Are there opportunities for advancement or professional development?
14. Would I be able to represent the company at industry conferences?
15. Where is the last person who held this job moving on to?
16. Where have successful employees previously in this position progressed to?

17–20. Questions to ask about your performance

Understanding how your potential new manager will measure your success is key in both understanding the company priorities, as well as their managerial style.

17. What are the most important things you'd like to see someone accomplish in the first 30, 60, and 90 days on the job?
18. What are the performance expectations of this position over the first 12 months?
19. What is the performance review process like here? How often would I be formally reviewed?
20. What metrics or goals will my performance be evaluated against?

21–25. Questions to ask about the interviewer

Asking questions of the interviewer shows that you're interested in them as a person—and that's a great way to build rapport.

21. How long have you been with the company?
22. Has your role changed since you've been here?
23. What did you do before this?
24. Why did you come to this company?
25. What's your favorite part about working here?

26–30. Questions to ask about the company

Why not learn a little bit about where you might work? Because a job isn't just about your day-to-day to-do list.

26. I've read about the company's founding, but can you tell me more about...?
27. Where do you see this company in the next few years?

28. What can you tell me about your new products or plans for growth?
29. What are the current goals that the company is focused on, and how does this team work to support hitting those goals?
30. What gets you most excited about the company's future?

31–37. Questions to ask about the team

The people you work with day in and day out can really make or break your work life. Ask some questions to uncover whether it's the right team for you.

31. Can you tell me about the team I'll be working with?
32. Who will I work with most closely?
33. Who will I report to directly?
34. Can you tell me about my direct reports? What are their strengths and the team's biggest challenges?
35. Do you expect to hire more people in this department in the next six months?
36. Which other departments work most closely with this one?
37. What are the common career paths in this department?

38–47. Questions to ask about the culture

Is the office buttoned-up conservative or a fly-by-the-seat-of-your-pants kind of place? Learn the subtle, but oh-so-important, aspects of company culture.

38. What's the company and team culture like?
39. How would you describe the work environment here – is the work typically collaborative or more independent?
40. Can you tell me about the last team event you did together?
41. Is there a formal mission statement or company values? (Note: Make sure this isn't Google-able!)
42. What's your favorite office tradition?
43. What do you and the team usually do for lunch?
44. Does anyone on the team hang out outside the office?
45. Do you ever do joint events with other companies or departments?
46. What's different about working here than anywhere else you've worked?
47. How has the company changed since you joined?

48–51. Questions to ask about next steps

Before you leave, make sure the interviewer has all of the information they need and that you're clear on the next steps by asking these questions.

48. Is there anything that concerns you about my background being a fit for this role?
49. What are the next steps in the interview process?
50. Is there anything else I can provide you with that would be helpful?
51. Can I answer any final questions for you?





18. Discuss

1. Why would you like to ask the first five questions?

2. Why wouldn't you like to ask the next five questions?

3. How many steps does a typical job interview in IT usually consist of?



19. Work individually

Look at the scheme of job interviews and put the parts in the right place.

online testing prescreening face-to-face interviews telephone interview



tasks

tasks

algorithmic + behavioral tasks



20. Work individually. Match the words that refer to the technical screening to their definitions

- | | | |
|------------------------------------|-------|---|
| 1. Leetcode | _____ | a) a web-based version-control and collaboration platform for software developers |
| 2. "Cracking the Coding Interview" | _____ | b) a web site where people – mostly software engineers – practice their coding skills |
| 3. GitHub | _____ | c) the Holy Bible of studying for technical interviews |
| 4. Jira | _____ | d) a software application used for issue tracking and project management |



21. Work in pairs. Think of examples of case questions and technical questions at a job interview



22. Work in pairs

Look through case questions for the interview.

Choose one question that you'd like to practice answering, or you can create your own case or technical question. Ask and answer. Give feedback. Change roles.

Do you have any questions?

- There is an introverted developer on the project. He understood the issue in his own way and solved it. Then the tester comes and says that the implementation does not match the documentation. What will your actions be?

Testers

- You have completed the task ahead of schedule. What will you do next?
- You are testing the specification and you notice that some of the functionality hasn't been done by the programmer. What will you do?
- On a new project, you have to spend a lot of time studying the documentation to catch up with the team. How will you plan your work?
- You have identified the lack of information in the project documentation. How will you act?

Case questions at the interview.

Business analysts

- You are an analyst on three projects and you've received simultaneously from each an urgent and difficult task. What are your actions?



- The team did not support your idea of improving the quality of the product. What will you do?
- To fulfill the task, knowledge of a programming language that you do not know is required. How will you act?
- You cannot test the application because the server is not available. How do you proceed?

Developers

- Imagine that you are working with another programmer on a common task. Each of you has your own idea of how it can be done. What should you do in this situation?
- You were transferred to a project that has been going on for over five years. The project was written using different

technologies, and as a result, it is difficult to understand it. The manual is of little value, because it does not work, but the project must be completed. How will you act?

- You are working on writing a program code, but the code does not compile. During the review, you discovered that this is due to a bug in your colleague's code. What will you do?
- Your task was to speed up the work of two systems. The speed-up technology worked on the first system, and you applied it to the second system without testing. As a result, the system collapsed. What are you going to do?
- As you work on a project, you realize that your team is making a lot of inappropriate bug fixes. What will you do?



23. Discuss

1. What steps of a job interview are usually by phone/online/offline?

2. What are the advantages and disadvantages of each type?

3. What tips can you give for

a) phone screen? _____

b) online interview? _____

c) offline interview? _____



24. Watch the video that gives tips how to go through a video interview successfully and complete the gaps

1. _____ for the interview as you would if you were interviewed in person.
2. Test your _____ and _____ before the call.
3. Don't write down a _____ for your answers, though it's a good idea to prepare a couple of _____.
4. And finally, try to find _____.



25. Watch the video again and remember some details about each tip

Do you agree with these tips? Why? _____



26. Work in pairs and work out some more rules for an online interview

Which ones seem most useful? Why? _____





27. Reading

So, as you can see, a lot has changed in the job interview process over the years. It's not uncommon, for instance, for a candidate to be asked to participate in a video interview, demonstrate their personal brand by providing links to their social media pages, or do some sample work on spec to prove that they're qualified for the job.

One thing that hasn't changed is the need to send a thank-you note to your interviewers to express appreciation for the opportunity to meet with them, which can be done via email for more immediate follow-up.



28. Discuss

1. What are the benefits of sending a thank-you email?

2. What should you include in your email?

3. What tips for writing an interview thank-you email can you think of?



29. Work individually. Put the sentences of a thank-you email in the right order

Regards,	I look forward to hearing from you about the next steps in the hiring process, and please do not hesitate to contact me if I can provide additional information.
(Your Name)	
Address	It was such a pleasure to learn more about the team and position, and I'm very excited about
City	the opportunity to join your company and help [bring in new clients/develop world-class content/anything else awesome you would be doing] with your team.
Email Address	Thank you so much for meeting with me today.
Phone Number	Hello
[LinkedIn URL]	





HOMEWORK 7

1. Work individually. Imagine you've just undergone the interview for your dream job in IT. Write a thank-you email. Use the previous email as an example and tips from the previous exercises



VOCABULARY. LESSON 7

Vocabulary /Translation

accomplish /выполнять, совершать

advancement /продвижение, прогресс

appreciate /ценить, оценивать

arrange /договариваться, устраивать

awesome /классный

attribute /характерный признак

behavioral /поведенческий

Personal vocabulary



brief /краткий	
build rapport /строить взаимоотношения	
career path /карьерная лестница	
catch up with /догнать	
collaborative /совместный	
company values /ценности компании	
concern /беспокойство	
crucial /ключевой	
encourage /поощрять, одобрять	
excited /возбужденный, взволнованный	
face-to-face /лицом к лицу, наедине	
familiar /привычный, хорошо знакомый	
focus on /сосредоточиться на	
for instance /например	
fulfill /выполнять, исполнять	
hang out /тусоваться	
hesitate /колебаться, не решаться	
immediate /немедленный	
implementation /осуществление, реализация	
in addition /кроме того, вдобавок	
inevitable /неизбежный	
join /присоединиться	
joint event /совместное мероприятие	
lack of /отсутствие	
measure /мера; измерять	
prescreening /предварительный отбор	
proceed /продолжать	
remind /напоминать	
simultaneously /одновременно	
speed up /ускорять	
sufficient /достаточный	
tempting /заманчивый, соблазнительный	
thoroughly /тщательно	
to-do list /список дел	
to the point /по существу	
tough /жесткий	
uncover /раскрывать	
urgent /срочный	

LESSON 8

TOPIC: MEETINGS: ARRANGING, CONFIRMING AND RESCHEDULING

A, Can/ Can't/ Could

1. Underline all modal + main verbs

1. I can program. When I was a child, I could play chess very well. I will be able to get a new job if I practice a lot.
2. If you can't find a bug, don't worry, somebody else will do it. I couldn't program when I was a teenager but now I do it with pleasure.
3. Visitors can't make changes to web pages. The web community can now share content.
4. – Ann, can you help me, please?
– Mr Johnson, could you open the window, please? It's very hot here.

A, Usage

We use can

1) for abilities (мочь, уметь). Your example _____

2) for permissions (можно). Your example _____

3) for requests. Your example _____

We use can't

1) for absence of abilities (не мочь, не уметь). Your example _____

2) for prohibitions (нельзя). Your example _____

We use could

1) for polite requests. Your example _____

2) as a past form of can. Your example _____

A, Form. We form sentences with can/can't/could:



Present can + V₁

can't + V₁

Can (could for polite requests) __ V₁?

Yes, I can./ Yes, of course.

No, I can't./ I'm afraid not. Sorry.

Past could + V₁

couldn't + V₁

Could __ V₁?

Yes, I could.

No, I couldn't.

Future will be able to + V₁

won't be able to + V₁

Will __ be able to V₁?

Yes, I will.

No, I won't.



2. Work individually. Put the correct form of can in these sentences to make them true for you. What is the function of a modal verb in each sentence?

- I _____ play computer games when I was at school.
- I _____ help you tomorrow if I have free time.
- I _____ have a meeting now.
- _____ you call our partner now, please?
- Boss, _____ I go home a bit earlier today, please?
- I _____ work flexible time.
- I _____ leave work any time I want.

3. Compare with a partner. Do you have anything in common?

A Should/ Shouldn't

4. Underline all modal + main verbs

1. You should do your best if you want to get a promotion. 2. You shouldn't miss meetings.

A Usage

We use **should**

for advice (следует).

Your example _____

We use **shouldn't**

for advice (не следует).

Your example _____

A Form. We form sentences with **should/shouldn't**:

(+) should + V₁

(-) shouldn't + V₁

(?)

Should ____ V₁?

Yes, you should.

No, you shouldn't.

Shall ____ V₁?

Yes, with pleasure.

No, sorry, I can't. I'm busy.

5. Work individually

Give some advice to a person who wants to be successful at work. Write two sentences (one with should, one with shouldn't).

1. _____
2. _____

6. Compare with a partner. Do you have anything in common?





7. Look at the picture. What do you think these people are doing?



8. Discuss

1. Have you ever been to meetings?

2. Are you usually a leader or a participant at the meeting?

3. Do you find meetings useful or not? Why?

4. How can you make meetings more effective?

9. You're going to watch a Ted Talk "The power of you to truly make meetings work". Words in bold are used in the video. Guess the meaning of these words

1. The **elimination** of meetings is a false goal. _____

a) to be made less harmful, unpleasant, or bad

2. For those people who are more secondary, you choose **to keep them in the loop**, you still make them feel valued. _____

b) the opposite side of something

3. The **flipside** of it is that for those individuals who do tend to be goal oriented, more meetings seem to take a bigger toll on their well-being. _____

c) the process of removing something

4. When the meetings were high quality, those negative effects of having so many meetings **were mitigated**. _____

d) a subject that you find very difficult to understand at all, sometimes because you are not willing to try

5. Be **unconventional** at times. Mix it up. Try different things. _____

e) a list of matters to be discussed at a meeting

6. Given this meeting leader **blind-spot** I mentioned earlier, you need to check yourself. _____

f) different from what is usual or from the way most people do things

7. Instead of creating your meeting **agendas**, organized by topics, consider organizing it by questions to be answered. _____

g) to keep someone informed about or involved in something

10. Match the words with their definitions (a-g)



11. Watch the first part of the video and complete the sentences with the words from the box

goal-oriented

drained

democracy

research

problematic

innovative

1. A world without meetings is much more _____.

2. In fact, in many regards organizational _____ takes place in meetings.

3. There's _____ that compares standing up meeting to sitting down meetings.

4. They generate nearly twice as many ideas and those ideas tend to be more creative and _____.

5. The more meetings people had, they reported just feeling _____ and fatigued.

6. For those people who aren't _____, more meetings the better.



12. Watch the second part of the video and mark the sentences as True or False. Correct the false sentences

1. Those leaders who're able to create the control of speech in meetings, employees reported more engagement.

2. Excellent meeting leaders think stereotypically.

3. At the meetings you should follow a 'no spectators' rule.

4. When people are not invited to a meeting, they feel calm.

5. But once we decide on a meeting time, dial it back a little bit, we create some additional pressure.

6. Psychological research suggests that when teams feel relaxed, they perform optimally and they're more focused.



13. Watch the last part of the video and underline the correct variant in the sentences

1. Research shows that when you do a *walking* / *sitting* meeting, people report higher satisfaction and even more creativity.

2. If you're going to *hire* / *fire* somebody, probably, a nice walk in the park is not going to do much for them.

3. As a meeting leader, you are fundamentally a *host* / *spectator*.

4. As a host, it's *okay* / *unacceptable* to bring snacks to a meeting.

5. *Instead of* / *Besides* creating your meeting agendas, organized by topics, consider organizing it by questions to be answered.



14. Answer the questions

1. Why is the world without meetings more problematic?

2. Why is it better to record ideas on paper during brainstorming?

3. When are negative effects of meetings mitigated?

4. How can hosts not waste workers' time at the meeting?

5. So, what are five tips how to be a good leader?



15. Work in pairs. Read what Steven Rogelberg says about meetings. Discuss the questions

"So, who's responsible for meeting improvement? We all are. Everyone can find some meeting that they lead at work or in the community".

1. Can everybody be a leader of a meeting? What do you think? If yes, how? If no, why?

2. How can a meeting be improved by every worker?

3. How can everyone be involved in a meeting?

4. You remember that to be the leader you should try different things. What unconventional kinds of meetings can you suggest?



16. Listen to two telephone dialogues about meetings and complete the table

	Call 1	Call 2
a) What will the meeting be about?		
b) When will the meeting take place?		
c) How long will the meeting last?		



17. Listen again and complete the sentences from the dialogues

Call 1

1. Could we _____ a time to meet next week?
2. How _____ Monday at nine?
3. Sorry, I can't _____ it then.
4. How _____ sometime after lunch?
5. Should we _____ for the whole afternoon?
6. Let's leave the length of the meeting _____ for now.
7. So, I'll _____ you on Monday at two.

Call 2

8. _____ we could meet and go over the details _____?
9. What time _____ you in mind?
10. Would half past five _____ you?
11. I'm _____ I have another appointment then.
12. Well, I'll see you _____ Monday _____ 7:30, then.
13. I look _____ to meeting you then.

Which sentences (1–13) can be used:

- a) to arrange a meeting? _____
- b) to discuss the length of a meeting? _____
- c) to arrange the time of a meeting? _____
- d) to say that a suggested time for a meeting is not convenient? _____
- e) to confirm the time of a meeting? _____



18. Put the words in the right order to make typical sentences for making arrangements

1. let's soon meeting a sometime have

2. like to you when meet would?

3. at Thursday how 11.30 about morning?

4. Would for next be Tuesday you how?

5. fine would yes, that be

6. to forward you I look then meeting



19. Work with two partners to arrange a suitable time to meet. First, look through the useful phrases. Then, look at your diary and the instructions in the Partner Files

Asking for a meeting

- Could we schedule a time to meet next week?
- I'd like to schedule a meeting as soon as possible.
- Can we meet and go over this together?
- Perhaps we could meet and go over the details in person?

Suggesting a meeting time

- How about Monday at nine?
- How about sometime after lunch?
- Could we meet next week?
- Can I suggest 7.30 on Thursday evening?
- Would half past five suit you?

Partner A

You need to arrange a meeting with two colleagues. You want to discuss the problems you are all having with new customer service software your company has invested in. Find a time that suits you all to meet. Do not show your diary to either of your partners.

Monday 10:00–12:30 Meet Stephen Story

Tuesday 1:00–6:00 Interview for team assistant job

Wednesday In Hamburg on business

Thursday 9:15–11:15 Meeting to discuss next quarter's targets with George Cox.
11:30–12:30 Meet Fiona MacNab to discuss software problems

Friday All-day team-building workshop

Saying that you aren't able to attend

- Sorry, I can't make it then.
- I'm afraid I have another appointment then.
- I'm a bit tied up then. How about another time?

Saying that you can attend

- Sounds good.
- Yes, that works for me.
- Yes, that would be fine.

Confirming the day and time

- See you on Monday at seven.
- So, I look forward to seeing you on Tuesday at four.

Partner B

You need to arrange a meeting with two colleagues. You want to discuss the problems you are all having with the new customer service software your company has invested in. Find a time that suits you all to meet. Do not show your diary to either of your partners.

Monday	12:30–2:00 Martin Brown 2:15–5:30 Meet new HR manager
Tuesday	9:15–11:00 Harriet's presentation 11:30–1:00 Progress meeting with Claudia and Andrew
Wednesday	12:00–2:30 Business development meeting 3:00–5:45 Prepare for AZF Ltd
Thursday	4:00–5:30 Meeting to discuss possible co-operation with AZF Ltd
Friday	All-day team-building workshop

Partner C

You need to arrange a meeting with two colleagues. You want to discuss the problems you are all having with the new customer service software your company has invested in. Find a time that suits you all to meet. Do not show your diary to either of your partners.

Monday	9:30–10:30 Angela Stevens 3:00–6:00 Brainstorming meeting
Tuesday	Out of the office all day
Wednesday	9:00–10:00 Dentist appointment 11:00–12:45 Planning meeting about PR events for new product launch
Thursday	10:00–12:30 Meet with team leaders 3:45–6:00 Team meeting
Friday	All-day team-building workshop



20. Read these two emails confirming meetings. Which email is formal and which is informal?

To: ian.sweeney@dbd.com
From: mark.peters@dbd.com
Subject: Meeting to discuss contract changes
Attachments: May23_Points_to_Discuss.doc

Hi Ian,
It was nice to speak to you today. Thanks for agreeing to meet with me. Just to confirm the date and time of our meeting: Monday 23 May at 2 p.m. My PA will let you know which meeting room we'll be using later in the week.
I'm attaching a list of points to discuss. Give me a call if you have any questions before the meeting.
Looking forward to seeing you on Monday.

Regards,
Mark

To: armitage@fisher-grp.co.uk
From: caroline@rainbow-search.com
Subject: Meeting

Dear Mr Armitage
It was a pleasure to speak to you today. I'd like to take this opportunity to thank you for agreeing to meet with me next week.
I would also like to confirm the date and time of our meeting: 7:30 p.m. on Monday, 8 September in Rainbow Executive Search's offices at 11 Great Russell Street, London WC1.
Should you have any questions in advance of our meeting, please do not hesitate to get in touch with me.
I very much look forward to meeting you next Monday.

Yours sincerely
Caroline Jones
T: +44 (0)30 4454 3683
F: +44 (0)30 4454 3680
email: caroline@rainbow-search.co.uk
www.rainbow-search.co.uk

21. We can often say the same things in either a formal or less formal way. Complete the table with sentences from the emails from the previous exercise

Formal

1. _____
2. I'd like to take this opportunity to thank you for agreeing to meet with me ...
3. _____
4. _____
5. I very much look forward to meeting you ...
6. Yours sincerely

Informal

1. It was nice to speak to you today.
2. _____
3. Just to confirm the date and time of our meeting:
4. Give me a call if you have any questions before the meeting.
5. _____
6. _____

22. Caroline Jones is phoning Charles Armitage. Listen to their conversations. Why is she calling him? What do they decide?

23. Listen again and complete the sentences from the dialogue

I'm 1) _____ sorry.

I'm 2) _____ have to ask you if we can 3) _____ our meeting next week. Something has 4) _____ up.

Unfortunately I can't get 5) _____ of it.

Do you have another time in 6) _____ ?

Could we 7) _____ the meeting until Wednesday at the same time? Would that 8) _____ you?

Sorry to 9) _____ you. It couldn't be 10) _____. I'm afraid.

24. Match sentences from the previous exercise with the sentences below that have a similar meaning

1. Would it be possible to put the meeting off and meet on Wednesday at 7:30?
 2. It's unavoidable, unfortunately.
 3. Sorry to have to trouble you.
 4. I really must apologize.
 5. Would you like to suggest another time?
 6. I have to attend to something else.
- a) I'm terribly sorry.
 - b) I'm afraid I have to ask you if we can reschedule our meeting next week.
 - c) Something has come up.
 - d) Unfortunately I can't get out of it.
 - e) Do you have another time in mind?
 - f) Could we postpone the meeting until Wednesday at the same time?
 - g) Would that suit you?
 - h) Sorry to inconvenience you.
 - i) It couldn't be helped. I'm afraid.

25. Find six verbs often used with a meeting to make useful phrases. Look from left to right as well as up and down. Write the verbs into the spaces below. The first verb has been found

D	E	P	K	Y	E	S	F	B	A
C	H	O	L	D	X	X	N	W	T
F	C	S	J	W	N	C	W	D	C
K	D	T	G	Q	E	E	K	A	C
U	R	P	N	A	C	H	A	I	R
A	I	O	X	G	E	B	T	C	N
C	A	N	C	E	L	M	T	N	H
Q	K	E	S	N	Y	K	E	H	W
L	R	S	V	G	D	L	N	T	R
A	R	R	A	N	G	E	D	D	F

1. to hold

2. to _____

3. to _____

4. to _____

5. to _____

6. to _____

a meeting

26. Match the verbs (1–6) with the phrases

- | | | |
|----------------|-------|--|
| 1. to hold | _____ | a) to hold a meeting at a later time or date than originally planned |
| 2. to arrange | _____ | b) to have a meeting |
| 3. to cancel | _____ | c) to organize a meeting |
| 4. to postpone | _____ | d) to lead a meeting |
| 5. to chair | _____ | e) to decide not to hold a meeting and to tell people this |
| 6. to attend | _____ | f) to go to a meeting |

27. Use the verbs (a–f) to complete the sentences

- | | | |
|----------------|---------------|--------------|
| a) to hold | b) to arrange | c) to cancel |
| d) to postpone | e) to chair | f) to attend |

1. If Peter can't get here by five, couldn't we just _____ our meeting and have it early next week instead?

2. Could you _____ a team for next Wednesday at 4 p.m.? Ask Neil Cross if he can attend and book one of the large meeting rooms.

3. We've decided to _____ the meeting. Instead, could you just email me your comments?

4. I have to _____ a lot of meetings and spend a lot of time talking about work. Unfortunately, I often don't have enough time to actually get on with my work.

5. It's important that the team knows about these changes. Let's _____ a meeting and give everyone the details.

6. I'm going to _____ our meeting this morning so I'll be making sure that we stick to the agenda and that we finish on time.



28. Discuss

Can you now arrange, confirm and reschedule meetings in English?

What functional language will you use to arrange, confirm and reschedule meetings?



HOMEWORK 8

Getting emails right

Unlike most written business communication in English, email offers the chance of communicating using an informal, friendly style of written English.

You can greet someone in an informal email using the phrases like:

Hi Martha Hello Paula Dear Jim

Very informal emails can be closed with the phrases such as:

All the best Cheers

When an email needs to be formal – for instance, when it's to a business contact who you don't know well – then a formal greeting should be used:

Dear Mr Simpson

Closing phrases should also be more polite:

Best regards (neutral)

Yours sincerely (very formal)

It's common to add a friendly phrase before the close:

Looking forward to seeing you soon. (informal)

I look forward to our meeting on Monday. (formal)

The first letter of an email after the greeting always has a capital letter:

*Hello Robert,
Just to let you know...*

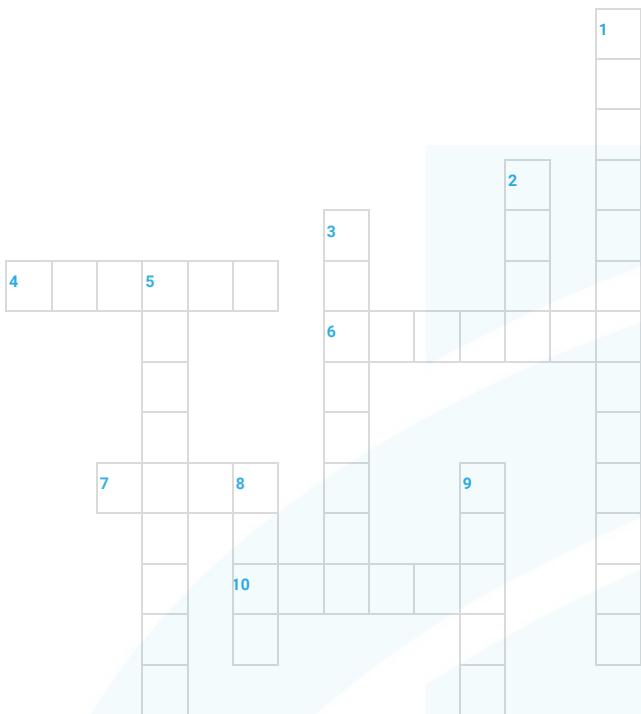
1. Write an email confirming the date and time of a meeting using one of the notes below. Think about whether the email should be formal or informal

Remember!	To do
Send email to David:	Email Mrs Franks: confirm meeting talk about our new service package
Confirm meeting (to discuss problems with cleaning contract)	Friday, 12 September
Wednesday, 29th June 10:20 a.m. in my office	3:00 p.m. @ their head office in Bristol

IT-Academy



2. Use the clues to complete the crossword



Across

4. She's ill so we have to ... the meeting.
6. Could I ... that we meet and go over the details?
7. Would next Tuesday at four ... you?
10. The list of topics in a meeting.

Down

1. We need some new ideas. Let's have a ... meeting.
2. I'll ... the minutes in today's meeting.
3. To change a meeting to a later date.
5. Please ... the agenda to the other team department.
8. Let's call a ... meeting for everyone in the department.
9. To take the leading role in a meeting.

3. Put the words in the right order to make sentences with expressions from this unit

1. time meet could week a schedule we to next?

2. meet go details person and over perhaps could we in the?

3. meeting then forward to I you look

4. questions call if meeting give a me before any have you the

5. appointment time I'm have that afraid another at I



VOCABULARY. LESSON 8

Vocabulary /Translation

apologize /извиняться, просить прощения
appointment /назначение, встреча, прием
attend /посещать, присутствовать
be tied up /быть связанным, быть занятим
be under pressure /испытывать давление
blind-spot /область в которой человек не разбирается
brainstorming /мозговой штурм
cancel /отменять
chair a meeting /председательствовать на собрании
circulate /циркулировать, распространять
come up /подойти, возникать
confirm /подтверждать, утверждать
drained /осушенный
dial /набирать номер, измерять по шкале
elimination /устранение
engagement /занятие, вовлеченность
fatigued /усталый
fire /увольнять
flipside /обратная сторона
get in touch /связаться с
get out of smth /отказаться, самоустраниться
goal-oriented /целенаправленный
harmful /вредный, губительный
have smth in mind /иметь что-либо в виду
hold a meeting /проводить собрание
host /хозяин, принимать гостей
how about + V_{ing} /как насчет
inconvenience /неудобство
keep smth in the loop /держать в курсе
last /длиться
mitigate /смягчать, уменьшать
mix up /смешивать
postpone /отложить
remove /удалять
reschedule /переносить на ...
stick to the agenda /придерживаться повестки дня
target = purpose = goal = aim = task /цель, задача
toll /потери, пошлина, сбор
unacceptable /неприемлемый
unavoidable /неизбежный
unconventional /нетрадиционный
well-being /благополучие
workshop /семинар, мастерская, цех

Personal vocabulary

LESSON 9

TOPIC: FIRST DAY AT WORK. OFFICE RULES



1. Discuss

Why do people often feel nervous about starting a new job?



2. Read the newspaper article and compare your answers

Recent research shows that starting a new job is one of the situations we most fear – worries about the unknown, strange surroundings and unfamiliar faces can be frightening even for the most confident recruits. In a survey of 500 job-seekers, independent recruitment agency Pertemps discovered that almost three quarters of them (72%) suffered from acute first-day nerves. When asked to classify the level of their fears on a first day, around half of the sufferers (46%) said it was more stressful than moving house.



3. Discuss

1. Can you remember any situations when you have (or someone you know has) had first-day nerves?

2. What do you remember about your first week in your company or present job?

3. What were some of the rules and procedures you had to learn?

4. How did your company and colleagues help you in the first few weeks?

5. What do new staff need to know when they start work in your company/department?

6. Is there an introduction or orientation programme for new staff? What does it include?



4. Listen to two people describing their first day at work. Who enjoyed their day more, Julia or Saul?



5. Match these words and expressions to their meanings

1. show someone around _____
2. it's up to me/you, etc. _____
3. get to know _____
4. get things wrong _____
5. take in _____
6. be in trouble _____
7. team up _____

- a) it's someone's responsibility or decision
- b) do things incorrectly
- c) understand and remember new information
- d) become familiar with a person or place
- e) have done something which someone will not be happy about
- f) join with someone in order to work on something
- g) go around a place with someone when they arrive there, to show them what is interesting and useful



6. Listen to Julia and Saul again and answer the questions

	Julia	Saul	both
Who started work without an induction programme?			
Who admits he/she made mistakes?			
Who wasn't able to concentrate?			
Who started conversations with people?			
Who was more confident?			
Who got help and advice from his/her boss?			

Did Julia and Saul's companies do enough to help them in their new jobs?

What else could they do to help new staff?



7. Work in pairs

Student A: This is your first day at work.

Student B: You are the manager.

Prepare a short dialogue and roleplay the conversation.

Student A

This is your first day at work.

You didn't sleep well last night because you were nervous.

Today you haven't taken in much information and you've got things wrong several times. Your boss asks to speak to you.

You think you're in trouble.

Student B

You can see your new member of staff is nervous. Ask him/her how he/she feels after the first day at work. Find out why he/she doesn't take in instructions and gets things wrong. Give him/her some advice. Tell Student A that you're going to team him/her up with an experienced member of staff tomorrow and advise him/her what to do

Student A, has the conversation with your boss gone well? Why?

Student B, how did you help student A?



8. Work in pairs

Write down tips that can help a person make a good impression on their first day at work.



9. Watch the video

What six tips are described in the video?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

What does each tip mean? _____

What do you have in common? _____

What do you have different? _____

What is the most important tip from your point of view? _____



10. Work in pairs. You are going to design an induction programme for new staff or students. Look at the agenda for your project meeting and decide what points you want to discuss

AGENDA

Aim: Design an induction programme

Reasons for programme

Personal experience

Feedback on existing programme

Brainstorm new programme

Content of induction booklet

Time needed

AOB



11. Work in pairs. Consider the questions below and hold the meeting

Student A

Will new staff need to have a security pass?
Should we show a new person around?
Who will need to go through the job description and the appraisal system?
What should a new team member know about professional development and training?
Should the line manager give some guidelines on how he/she would like a new employee to communicate with him or her, e.g. email or face-to-face?
More suggestions?

Student B

What organizational policies does a new person need to know, e.g. parking, smoking, internet and email, data protection?
Should the team socialize with the new staff? What sort of formal and informal social events?
What technology training is required, e.g. how to log on to the computer system and use certain software packages?
Do new employees get a staff handbook? What information is included, e.g. health and safety?
More suggestions?



12. Summarize and present your ideas for the induction programme to the class. Imagine you have only five PowerPoint slides to summarize your ideas

What ideas do you consider to be the best? Why?



13. Discuss

Look at these signs. What are the rules?



Do you have any of them in your workplace?

Are they good rules or bad rules? Why?

A Need/Don't need to

14. Underline all modal + main verbs

1. You can learn this programming language at university or in the courses, or yourself, but you need to learn it in any way.
2. He needs to acquire many skills to get this job.
3. To be a successful programmer you don't need to be a mathematician.
4. She doesn't need to update the programme, she has already done it.

A Usage

We use **need to**

when smth is necessary but not obligatory (нужно)

Your example

We use **don't need to**

when smth is not necessary but you can do it if you want (no prohibition) (не обязательно). Your example

A Form. We form sentences with **need to/don't need to**:

+

Present need(s) to V₁

-

Past needed to V₁

?

Future will need to V₁

don't/doesn't need to V₁

didn't need to V₁

won't need to V₁

Do/Does ___ need to V₁?

Did ___ need to V₁?

Will ___ need to V₁?

15. Work individually. Put the correct form (positive or negative) of **need to** in these sentences

1. I _____ (look) through these files because my assistant has already done it.
2. We _____ (pass) a release yesterday before the deadline.
3. He _____ (get) extra knowledge in this sphere right now. He knows really a lot already.
4. _____ you _____ more ideas for Hackathon?
5. We _____ a lot of money tomorrow because we're going to buy some new equipment.

A Have to/Don't have to

16. Underline all modal + main verbs

1. Project managers have to collaborate with lots of different people, including company staff and clients.
2. He has to go on this business trip though he doesn't really want to.
3. People in IT don't have to wear a uniform at work, which I consider to be great.
4. Normally he doesn't have to work long hours, but sometimes he works at the weekend when the manager asks him.

A Usage

We use **have to**

when smth is obligatory because of outer circumstances (должен из-за обстоятельств). Your example

We use **don't have to**

when smth is not necessary, but you can do it if you want (no prohibition) (не обязательно, но могу). Your example

A Form. We form sentences with **have to/don't have to**:

+

Present have/has to V₁

-

do(es)n't have to V₁

?

Do/Does ___ have to V₁?

Past had to V₁

didn't have to V₁

Did ___ have to V₁?

Future will have to V₁

won't have to V₁

Will ___ have to V₁?

17. Work individually. Put the correct form (positive or negative) of **have to** in these sentences

1. I _____ (wear) a uniform at work, but I can wear a suit if I like.
2. He _____ (go) abroad on a business trip last month, though he didn't want to.
3. – _____ you _____ (take) an exam after you finish English courses?
– Yes, of course.
4. He _____ (follow) all company rules.

A Must/Mustn't

18. Underline all modal + main verbs

1. I must complete this project before the deadline.
2. "You mustn't smoke in the office", said the boss to his workers.
3. She isn't answering the phone. She must be out.

A Usage

We use **must**

- 1) to say that smth is obligatory and you agree with it (должен).

Your example _____

- 2) when we realise that smth is certainly (90%) true (должно быть, ...).

Your example _____

We use **mustn't**

to say that smth is a bad idea (не должен), for prohibitions (нельзя).

Your example _____

A Form. We form sentences with **must/mustn't**:

+

Present must + V₁

-

mustn't + V₁

?

Must ___ V₁?

Past had to + V₁

-

Did ___ have to + V₁?

Future will have to V₁

-

Will ___ have to + V₁?



19. Work individually. Put *must/mustn't* in these sentences. What is the function of a modal verb in each sentence?

1. If you want to work here, you _____ (follow) the rules at your working place.
2. You _____ (tell) your password to anybody.
3. Do you know him? It _____ (be) Vlad.
4. Previously, I _____ (create) sites on WordPress.

A↓ May (not)/Might (not)

20. Underline all modal + main verbs

1. It may (might) be John. I'm not sure, I can't see well from here.
2. Daniel may (might) not get the job. It's a very competitive position.

A↓ Usage

We use **may (might)** / **may not (might not)**

Your example

when smth is 30–40% possible (возможно).

Form. We form sentences with *may/might*:

+ may/might + V₁

- may/might not + V₁

? May ___ V₁?
(polite official request)

21. Work individually. Put **may (not) / might (not)** in these sentences. What is the function of a modal verb in each sentence?

1. I _____ (have) a bonus this month.
2. It _____ (rain) today.
3. My friend is very smart, I think he _____ (hack) into the Pentagon base.
4. We _____ (become) colleagues.
5. It _____ (be) a bug. I'm not sure, but I think so.

A↓ Modal verbs

We use **must**, **mustn't** and **have to** to show strong obligation and express rules.

We can also use **should**, **shouldn't**, **can't** and **need** to talk about rules.

Passwords **must be** at least eight characters long.

I **have to** continue to work one more hour! I **can't** be bothered by phone calls!

We also use **imperatives** to give rules. Use them carefully because they can sound impolite.

Be more attentive during coding.

Don't share this project with another company.



22. Listen to two people talking about workplace rules

Are Lateefa and Ivan happy about them? _____

How can you tell? _____

23. Listen again and complete the table with their workplace rules

Lateefa

- ✓ _____

- ✗ _____

Ivan

- ✓ _____

- ✗ _____



24. Discuss. Find things in common

Do you have similar or different rules in your company?



HOMEWORK 9

1. Write your own sentences with all modal verbs in each of their functions

2. Write rules for the activities that you have at your workplace.

Which rules would you like to change? Why?

LESSON 10

TOPIC: PROGRAMMING LANGUAGES



1. Discuss

1. What are your associations with the word “programming”?

2. In your opinion, can programming be called poetry? Why (not)?



2. You are going to watch a Ted Talk by Linda Liukas called “The poetry of programming”. Before that match the words from the video with their meanings

- | | | |
|-----------------|-------|---|
| 1. esoteric | _____ | a) to move about without a clear idea of what you are going to do |
| 2. approachable | _____ | b) unusual and strange in a way that might be funny |
| 3. disruption | _____ | c) understood by only a small number of people, especially those with special knowledge |
| 4. whimsical | _____ | d) disturbance which interrupt an event, activity, or process |
| 5. roam around | _____ | e) able to be easily reached |



3. Complete the sentences with the words (1–5)

1. A world of technology that is wonderful, _____ and a tiny bit weird.
2. In the afternoons, I would _____ the Tatooines.
3. It's us parents who feel like computer science is this _____, weird science discipline that only belongs to the mystery makers.
4. _____ doesn't start with technology.
5. The more _____, the more inclusive, and the more diverse we make the world of technology, the more colorful and better the world will look like.



4. Watch the first part of the video. Why is code supposed to be the next universal language?



5. Watch the second part of the video. Are the sentences True or False? Correct the false sentences

1. Little girls are good at concentrating on things.

2. There are a lot of algorithms, protocols and paradigms in programming.

3. Adults often think that computer science is magic, because it seems more complicated than nuclear physics.

4. People of today, they tap, swipe and pinch their way through the world.



6. Watch the last part of the video. Complete the sentences

1. And still today, programmers, they don't write the code only for the machine to _____.
2. They grow up to be very _____ about technology.
3. And programming turned out to be _____ for me.
4. Create something out of nothing with the pure _____.



7. Work in pairs. Discuss the quotes of Linda Liukas. Do you agree? Why (not)?

"The more approachable, the more inclusive, and the more diverse we make the world of technology, the more colorful and better the world will look like".

"They (kids) embrace the powers, and the opportunities, and the limitations of the world".

"Programming gives me this amazing power to build my whole little universe with its own rules and paradigms and practices".



8. Watch the video and write down all IT vocabulary that you will hear in it

9. And now match these words with their definitions

- | | | |
|-----------------------------|-------|---|
| 1. a programmer | _____ | a) a failure of a program |
| 2. a software developer | _____ | b) it is something that a computer program
is supposed to do |
| 3. to execute a program | _____ | c) to start a program |
| 4. to run a program | _____ | d) to end the program before its completion |
| 5. to launch a program | _____ | e) a person who writes or modifies a com-
puter program or an application |
| 6. to boot a program | _____ | f) to cause the task to stop executing |
| 7. a program crash | _____ | g) an incorrect action of your program |
| 8. to terminate the program | _____ | h) the same as "a programmer" |
| 9. to abort a program | _____ | i) a person who uses the program that soft-
ware developers build or develop |
| 10. a feature | _____ | j) an error in a computer |
| 11. a bug | _____ | |
| 12. an error | _____ | |
| 13. an end user | _____ | |

10. Work individually

Choose three terms from the previous exercise that are most difficult for you and create three sentences with them.



11. Work in pairs

Student A: Read out your first sentence but instead of the term say "beep".

Student B: Guess the term.

Change roles

Continue till you read out all your sentences.



12. Discuss

1. What programming languages do you know?

2. What are they used for?

3. What do you think, what are the most popular programming languages nowadays?



13. Look through the text quickly. Have you guessed the top five languages in IT?

Top five languages in IT

Python is an interpreted, multi-paradigm programming language written by Guido van Rossum in the late 1980's and intended for general programming purposes. Python was not named after the snake but, actually, after the Monty Python comedy group. The two main advantages of Python are simplicity and versatility. The first feature allows you to quickly learn the language. And the second is easy to imagine with real-world examples: Google used Python for web crawling, the CIA for hacks, Spotify for recommending songs. To one degree or another, this language was used for YouTube, Reddit, Instagram, Pinterest, which confirms its versatility.

JavaScript is an interpreted, multi-paradigm language. Despite its name, it has nothing whatsoever to do with Java. You will rarely, if ever, see this language outside of a web browser. It is basically a language meant to script behaviors in web browsers and used for things such as web form validation and AJAX style web applications. The trend in the future seems to be building more and more complex applications in JavaScript, even simple online games and office suites. Node.js has expanded its capabilities: thanks to it, you can create a web site backend in JavaScript, which is traditionally associated with the front-end. Also, JavaScript is a language that programmers use to make static pages dynamic. For example, JavaScript can display a signup form and validate the input.

Java is among the best in many ratings – TIOBE, PYPL, IEEE. Java uses a compiler, and is an object-oriented language released in 1995 by Sun Microsystems. Java is the number one programming language today for many reasons. First, it is a well-organized language with a strong library of reusable software components. Second, programs written in Java can run on many different computer architectures and operating systems because of the use of the JVM (Java virtual machine). Sometimes this is referred to as code portability or even WORA (write once, run anywhere). Third, Java is the language most likely to be taught in university computer science classes. A lot of computer science theory books written in the past decade use Java in the code examples.

C# is a compiled, object-oriented language written by Microsoft. It is an open specification, but rarely seen on any non-Windows platform. C# was conceived as Microsoft's premium language in its .NET Framework. It is very similar to Java in both syntax and nature. C# is suitable for those who want to work with Windows, and indeed with products from Microsoft, it is also suitable for those who want to develop computer games, if you learn it, you can develop games in Unity 3D.

PHP uses a run-time interpreter, and is a multi-paradigm language originally developed in 1996 by Rasmus Lerdorf to create dynamic web pages. At first it was not even a real programming language, but over time it eventually grew into a fully featured object-oriented programming language. It is

also a very popular programming language for back-end development, of course, you can do it in Python, but PHP is simpler, you can make your blog in just two or three weeks of

study. It is one of the most widely used programming languages. And it can do everything – from web sites to databases to mobile applications.



14. Read about the top five languages in IT carefully and answer the questions in pairs

1. Why was Python named so?

2. What are two main advantages of Python?

3. Are JavaScript and Java similar languages?

4. What is JavaScript mainly used for?

5. What is the number one programming language nowadays?

6. Can Java programs run on different operating systems? Why?

7. What programming language is generally used for working with Windows and Microsoft products?

8. What can you code with the help of PHP?

15. Find and underline these terms in the text. What do they mean?

1. Static _____

2. Dynamic _____

3. Object-oriented _____

4. Application _____



16. Discuss

1. What is backend? _____

2. What is frontend? _____

3. What are frameworks? _____

4. What are architectural patterns? _____

5. What is code review? _____



17. Read the text and find answers to these questions

1. What have you answered correctly?

2. What was new for you?

3. Do you have any questions after reading this text?

More info about programming languages

Frontend and Backend: Frontend and backend are the two most popular terms used in web development. These terms are very crucial for web development but are quite different from each other. Each side needs to communicate and operate effectively with the other as a single unit to improve the web site's functionality.

Frontend Development: The part of a web site that the user interacts with directly is termed the frontend. It is also referred to as the "client side" of the application. It includes everything that users experience directly: text colors and styles, images, graphs and tables, buttons, colors, and navigation menu. HTML, CSS, and JavaScript are the languages used for frontend development.

The structure, design, behavior, and content of everything seen on browser screens when web sites, web applications, or mobile apps are opened up, is implemented by frontend developers. Responsiveness and performance are two main objectives of the frontend.

The developer must ensure that the site is responsive, i.e. it appears correctly on devices of all sizes, no part of the web site should behave abnormally irrespective of the size of the screen.

Frontend Languages: The frontend portion is built by using some languages which are discussed below:

- **HTML:** HTML stands for Hypertext Markup Language. It is used to design the frontend portion of web pages using a markup language. HTML is the combination of Hypertext and Markup language. Hypertext defines the link between the web pages. The markup language is used to define the text documentation within the tag which defines the structure of web pages.
- **CSS:** Cascading Style Sheets fondly referred to as CSS is a simply designed language intended to simplify the process of making web pages presentable. CSS allows you to apply styles to web pages. More importantly, CSS enables you to do this independent of the HTML that makes up each web page.
- **JavaScript:** JavaScript is a famous scripting language used to create magic on the sites to make the site interactive for the user. It is used to enhance the functionality of a web site, to run games and web based software.

There are many other languages through which one can do front-end development depending upon the framework.

Backend Development: Backend is the server-side of the web site. It stores and arranges data, and also makes sure everything on the client-side of the web site works fine. It is the part of the web site that you cannot see and interact with. It is the portion of software that does not come in direct contact with the users. The parts and characteristics developed by backend designers are indirectly accessed by users through a frontend application. Activities, like writing APIs, creating libraries, and working with system components without user interfaces or even systems of scientific programming, are also included in the backend.

Backend Languages: The backend portion is built by using some languages which are discussed below:

- **PHP:** PHP is a server-side scripting language designed specifically for web development. Since PHP code is executed on the server-side, it is called a server-side scripting language.
- **C++:** It is a general-purpose programming language and widely used nowadays for competitive programming. It is also used as a backend language.
- **Java:** Java is one of the most popular and widely used programming languages and platforms. It is highly scalable. Java components are easily available.
- **Python:** Python is a programming language that lets you work quickly and integrate systems more efficiently.
- **JavaScript:** JavaScript can be used as both (frontend and backend) programming languages.
- **Node.js:** Node.js is an open-source and cross-platform runtime environment for executing JavaScript code outside a browser. You need to remember that NodeJS is not a framework, and it's not a programming language. Most people are confused and understand it's a framework or a programming language. We often use Node.js for building backend services like APIs like Web App or Mobile App. It's used in production by large companies such as Paypal, Uber, Netflix, Walmart, and so on.

Frameworks are software that is developed and used by developers to build applications. Software frameworks may include support programs, compilers, code libraries, toolsets, and application programming interfaces (APIs) that bring together all the different components to enable development of a project or system.

An architectural pattern is a general, reusable solution to a commonly occurring problem in software architecture



within a given context. The architectural patterns address various issues in software engineering, such as computer hardware performance limitations, high availability and minimization of a business risk.

Code review (sometimes referred to as peer review) is a software quality assurance activity in which one or several people check a program mainly by viewing and reading parts of its source code, and they do so after implementation or as an interruption of implementation. At least one of the persons must not be the code's author. The persons performing the checking, excluding the author, are called "reviewers".

Although direct discovery of quality problems is often the main goal, code reviews are usually performed to reach a combination of goals:

- better code quality
- finding defects
- learning/knowledge transfer
- increasing sense of mutual responsibility
- finding better solutions
- complying to QA guidelines, ISO/IEC standards.



18. Work in pairs

Choose one programming language that wasn't in the text "Top five languages in IT" but was mentioned in the last text "More info about programming languages". Tell your partner about this language without giving its name. Basic English vocabulary for programmers and a list of basic programming terms can help you with appropriate vocabulary. Your partner needs to guess the language.

Change roles

Have you guessed the languages? What helped you?



Other ways of expressing future

19. Underline all verbs that refer to the future

We are going to finish this project next month. We're planning to make downloading faster this week. Maybe we'll add some new features to this app in the near future. My friend is visiting me on Friday afternoon and in the evening we're going to the computer club. I hope we'll enjoy the game very much.

As for my sister, she graduates from university in June this year and she hopes to find work as a network administrator in September.



Usage

We use am/is/are (not) going to do (V₁) smth

for future intentions, for smth that is obvious.

Look at the computer. It's going to crack.

Your example

We use the Present Continuous for the future

for future plans and arrangements that we've already started fulfilling.

I'm starting a new job on Friday. I've already signed the contract.

Your example

We use am/is/are (not) planning to do (V₁) smth

for future plans.

He's planning to buy a new monitor next month.

Your example

We use the Present Simple for the future

for official timetables and schedules.

The office building opens at 8 a.m. tomorrow.

Your example



Markers. The markers we use with the future:

завтра	tomorrow	через два часа	in two hours
послезавтра	the day after tomorrow	когда я приду домой	when I come home
на выходных	at the weekend	если погода будет хорошая	if the weather is fine
на следующей неделе (в следующем месяце/году)	next week (next month/year)	в 2025 году	in 2025

20. Work individually. Put the verbs in brackets in one of the future tenses or other ways of expressing future

1. The client hasn't called me today. I think he _____ (call) me tomorrow.
2. We _____ (plan to finish) updating software in two hours.
3. The plane _____ (take off) at 3:15 p.m. and _____ (land) at 5:30 p.m.
4. Next Friday _____ (be) the deadline.
5. We _____ (not / visit) an online webinar today, we _____ (visit) it on Saturday morning.
6. What time _____ our meeting _____ (start) tomorrow?
7. He promises he _____ (send) an offer tomorrow.
8. I _____ (not / plan to change) my job in the near future.
9. I _____ (see) Mark in the office at 3 p.m. tomorrow.
10. He says he _____ (install) a program tomorrow.

21. Work individually

Write six questions of different types to your partner about his/her future intentions (be going to do smth), plans (be planning to do smth), arrangements (the Present Continuous), schedule (the Present Simple).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

22. Work in pairs

Ask your partner the questions and take notes of the answers.

Then tell the class two most interesting things about your partner or his/her family/friends.

23. Read the story

If my team lead gives me a day off tomorrow, I'll stay at home. I'll buy some snacks and watch a new season of my favorite series. Then I'm going to visit my girlfriend Lola. She is planning to finish writing a program by the time (before) I arrive. We will have some rest together until the next working week starts.

Usage and form of Conditional I**24. Work individually. Answer the questions**

1. Are these sentences a real possibility?

2. Are these sentences about past, present or future?

3. What is the verb form in the main clause?

4. What is the verb form in the subordinate clause?

5. What are possible conjunctions in Conditional I sentences?

25. Put the verbs in brackets in the correct form and the right conjunction in each sentence

1. I _____ (discuss) this issue _____ I _____ (see) the boss.
2. _____ we _____ (not / get) a visa, we _____ (stay) at home.
3. You _____ (get) very tired _____ you _____ (finish) writing the code.
4. He _____ (be) happy _____ he _____ (fail) the job interview.
5. Our boss _____ (give) an award to Mike _____ he _____ (finish) the project.

26. Work individually

Write three Conditional I sentences about your future.

1. _____
2. _____
3. _____

Do you have anything in common? _____

27. Read the story

If I had more free time today, I would start working on a new task. If I were (was) a millionaire, I'd buy Google and I'd travel all around the world. If I weren't (wasn't) a web designer, I wouldn't be so happy.



Usage and form of Conditional II

28. Work individually. Answer the questions

1. Are these sentences a real possibility? _____
2. Are these sentences about past, present or future? _____
3. What is the verb form in the main clause? _____
4. What is the verb form in the subordinate clause? _____
5. What are possible conjunctions in Conditional II sentences? _____

29. Put the verbs in brackets in the right forms

1. If I _____ (be) you, I _____ (buy) this PlayStation.
2. If I _____ (be) a junior developer in your company, I _____ (be) very happy.
3. If robots _____ (work) instead of people, the world _____ (be) a better place.
4. If there _____ (not / be) different programming languages, I _____ (not / work) as a programmer.

30. Work individually

Write three Conditional II sentences about imaginary situations.

1. _____
2. _____
3. _____

Do you have anything in common? _____





HOMEWORK 10

1. Study two lists of basic programming terms

2. Write a story (minimum 8 sentences) about your:

- future intentions (be going to do smth);
- plans (be planning to do something);
- arrangements (the Present Continuous);
- schedule (the Present Simple).

3. Write:

Two sentences with real conditions (Conditional I)

Two sentences about imaginary situations in non-specific time (Conditional II).

LESSON 11

TOPIC: SOFTWARE DEVELOPMENT LIFECYCLE. WRITING SPECIFICATIONS. SOFTWARE DEVELOPMENT METHODOLOGIES

A_v

Passive Voice

1. Underline all subjects (____) and objects (____). Underline all verbs (____)

1. I test programs regularly.

Programs are tested by me regularly.

2. I'm explaining the working principles of the new software now.

The working principles of the new software are being explained by me now.

3. I have done a lot of work today.

A lot of work has been done by me today.

4. We designed a landing page yesterday.

A landing page was designed by us yesterday.

5. When I came to work on Monday, our HR was interviewing a trainee.

When I came to work on Monday, a trainee was being interviewed by our HR.

6. I had finished the code refactoring by the deadline.

The code refactoring had been finished by me by the deadline.

7. We will find the bug in the program soon.

The bug in the program will be found by us soon.

8. We are going to recruit new workers.

New workers are going to be recruited by us.

9. You should handle the situation with our client.

The situation with our client should be handled by you.

A_v

Usage

We use the Passive Voice

- when the doer of the action (the agent) is not known or is not important. We put emphasis on the action rather than on who did it (the Passive Voice is often used in news reports);
- when the subject is not the agent (is not doing the action);
- when we have a direct object in the Active Voice, in the Passive Voice it becomes a subject.

A Form

We form the Passive Voice: ___ be (in the correct form) + V₃

We form the Passive Voice in the Present tenses:

	Formula	Your Examples
Present Simple	am/is/are + V ₃	_____
Present Continuous	am/is/are + being + V ₃	_____
Present Perfect	have/has + been + V ₃	_____

We form the Passive Voice in the Past tenses:

	Formula	Your Examples
Past Simple	was/were + V ₃	_____
Past Continuous	was/were + being + V ₃	_____
Past Perfect	had + been + V ₃	_____

We form the Passive Voice in the Future tenses:

	Formula	Your Examples
Future Simple	will be + V ₃	_____
Future Continuous	—	_____
Future Perfect	will have + been + V ₃	_____

We form the Passive Voice with to be going to do smth and Modal verbs:

	Formula	Your Examples
be going to do smth	am/is/are + going to be + V ₃	_____
Modal verbs	modal verb + be + V ₃	_____

2. Work individually. Put the verbs in brackets in the correct form in the Passive Voice

1. The web site _____ (design) by him now.
2. Meetings _____ (hold) regularly.
3. Our best code _____ (copy) by the hacker group yesterday.
4. This task _____ (must do) tomorrow.
5. A serious project _____ (be going to complete) in summer.
6. The deal _____ (make) before the team lead arrived.
7. The new C# course _____ (develop) by IT Academy recently.
8. A new product _____ (test) next Friday.

3. Write six questions of different types to your partner about his/her life in different grammar tenses in the Passive Voice

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4. Work in pairs

Ask your partner the questions and take notes of the answers. Then tell the class two most interesting things about your partner or his/her family/friends.

5. Discuss

1. Have you ever heard about a Software Development Lifecycle (SDLC)? What is it? What are the stages of SDLC?

2. Have you ever heard about methods of SDLC? What methods do you know?

6. Watch the video about SDLC and different methods and write down answers to the questions above

What method of SDLC does Susan use?

7. Watch the video again and fill in the gaps

1. Susan works at a company that _____ completing various technology projects.
2. Each stage in the SDLC produces _____ and _____ that are required to begin the next stage in the process.
3. During the first stage the client _____ the requirements to the organization and analysis begins.
4. During the second stage the best design of the product is _____.
5. During the third stage the design _____ and the code is produced.
6. During the fourth stage the code is tested based on the customer's requirements to ensure the code works according to _____.
7. The fifth stage is deployment, which means the product _____ to the customer.
8. The final stage is maintenance or post deployment, as the customer may experience technical _____.

9. The process models depend on the customer's requirements and the length of time the project team has to _____ the project.
10. The waterfall method is a process that follows a _____ approach where each step in the SDLC must be complete before the next step can begin.
11. The iterative model is a faster _____ in which development begins by implementing part of the software.
12. The spiral model includes the development of a _____ and use of the waterfall method.



8. Discuss

1. Which method of SDLC do you like most? Why? _____

2. Has Susan made a right decision from your point of view? _____

3. Now you know the term "waterfall", but have you ever heard the terms "agile" and "scrum"? _____



9. Look through the text about different software product development methodologies and find what these terms mean

The Different Software Product Development Methodologies

There are several software development methodologies in the market today, each offering a different set of benefits. Here's a look at the three most popular software product development methodologies – waterfall, agile, and scrum.

Waterfall

One of the earliest software development methodologies, the waterfall model incorporates a series of sequential steps: conception, initiation, analysis, design, construction, testing, production/implementation, and maintenance. Since the model ensures distinct goals are accomplished, it is ideal for projects where requirements are clear.

Agile

The agile method works on an iterative approach, where new releases of the system are created and made available to customers every few weeks. For each stage of the product, more

features can be tested, added, and again tested after getting feedback from customers. Since each team works in parallel, checking for product quality all along, agile methodology saves time and ensures the end product meets the intended requirements.

Scrum

Scrum, a subset of Agile, is used to manage the software product development process at the macro level. It deploys an incremental approach and follows the values and principles of agile; in addition, it covers further definitions and specifications by considering some critical software development practices. Most scrum principles are borrowed from the Agile methodology: especially related to customer feedback and fast increments. This approach is best suitable for products with changing requirements.



10. Read the text again and state the following sentences as True or False. Correct the false sentences

1. Agile methodology is one of the earliest software product development methodologies.
2. Scrum is a subset of Agile methodologies, it is used to manage the software product development process at the macro level.
3. Waterfall methodology is best for projects where demands are clear.
4. Agile methodology is best suitable for software products with changing demands.
5. Agile methodology saves time and ensures the end product meets the intended requirements.

11. Discuss

Have you ever used any of these methodologies? If yes, how was it?

If no, which one would you try first? Why?



12. Work in pairs. Match the words with their definitions

- | | |
|----------------------------|--|
| 1. specification
(spec) | a) to look for and remove mistakes from a computer program so that it works correctly |
| 2. debug | b) used for describing something that appears suddenly on a computer screen when you're looking at the Internet, or when you click the mouse or press a key |
| 3. pop-up | c) a drawing that represents a complicated process by using a series of lines to show different ways in which the process can happen and the different choices that you can make |
| 4. flow chart | d) a detailed description of how something should be done, made, etc. |



13. Work individually. Put these stages of the software development process in the best order

- The customer checks and approves the final version.
- Speak to end-users who will use the new software and analyze how they will use it.
- Plan the project, write the specifications and prepare instructions for the programmers.
- Test and debug the code.
- Write the code.



14. Read this interview from Computer World, an online magazine, in which Jess Wong, a system analyst, talks about her job. Which of the stages from the previous task does she mention?

CW: So, Jess, could you tell us about the requirements analysis process?

JW: Well, first, we talk to the client to find out who the users will be. Then we interview as many users as we can. This can be difficult because we have to look at every step in the process very carefully, in a lot of detail.

CW: And what's the next step?

JW: Next, we put together the specification document. This shows everything that the program does. And by that I really mean everything! We have to write down what every button does, what you see on every pop-up menu and so on.

CW: Is this where you draw flow charts?

JW: Yes, and the user interface.

CW: And does the client check the specification document?

JW: Certainly. We want the client to look at every part of it, to be sure that they are happy with it. We usually have to make a few changes at this stage but this is usually quite quick. Then we can hand over to the developers so that they can do their part of the job.



15. Read the interview again and answer the following questions

1. Why does Jess talk to the client at the beginning of the process?

2. Why are the interviews sometimes difficult?

3. What does the specification document contain, besides writing?

4. Why does the analyst want the client to check the specification document?



16. Discuss

Do you think Jess is a good specialist? Why? Give two reasons.



17. Work individually. Complete these definitions with the words in the box. Use the stages of the software development process and the interview to help you

approve analyze debug details interview

1. all the separate features and pieces of information about something _____

2. think about something very carefully, step-by-step _____

3. officially say that you are happy with something _____

4. ask someone questions formally in order to find out information _____

5. find problems in a computer program and correct them _____



18. Work individually. Make sentences with these words. Leave them out



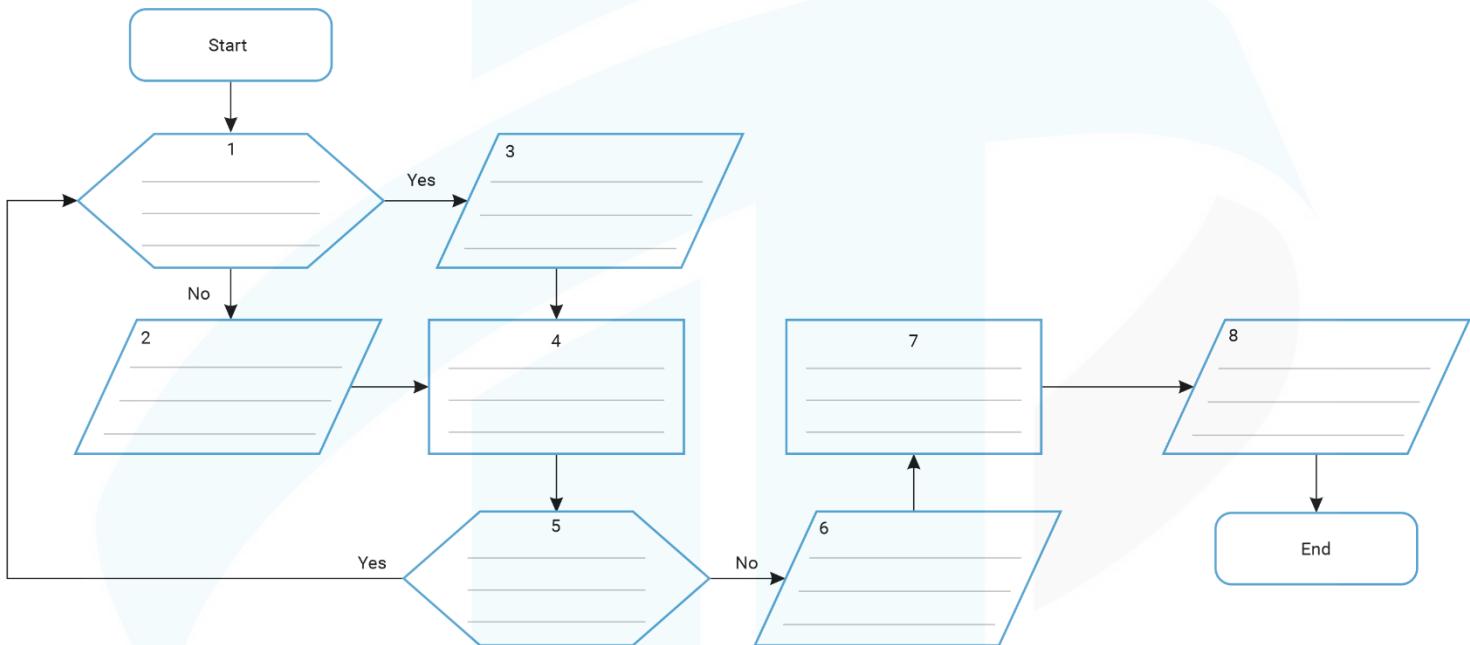
19. Work in pairs

Student A: Read the sentences. **Student B:** Guess the words. **Change roles**

20. Listen to a systems analyst talking to a worker. He is preparing specifications for a pizza shop web site to take orders online. Which stage from the software development process is he at?

21. Work in pairs. Complete 1–4 in this flowchart with the steps in the box

Ask which type of standard pizza. Does the customer want standard pizza? Ask which toppings. Write an order sheet.



22. Listen again and check your answers

1. _____
2. _____
3. _____
4. _____

23. Work in pairs. Complete 5–8 in the flowchart in the previous task with the steps in the box

Ask for a delivery address. Does the customer want another pizza? Calculate delivery time. Tell customer delivery time.

24. Listen to the second part of the conversation between the systems analyst and the worker and check your answers

5. _____
6. _____
7. _____
8. _____

25. Discuss

Do you like making orders for pizza online? Why? Give two reasons.



26. Expressing user requirements. Complete the gaps

We use _____, _____ and _____ to express **requirements**.

The program **should be** easy to use.

It needs to be fast but it **doesn't have to look** good.

We can also use _____ + _____ + _____.

The client **wants the program to run** on an old version of Windows.



27. Work in pairs

In turns, use the flow chart in the previous task to say what the program should do. Give one sentence at a time.

Student A: First, the program should find out what kind of pizza the customer wants: standard or choice of toppings.

Student B: _____



HOMEWORK 11

1. A shop selling fashionable clothing for young people wants an online order system. Think about the software and make a list of requirements using necessary expressions

2. Study the Software Requirements Specification done by one of the students of IT Academy and learn all abbreviations (CMS, CR, PR, UR, SR, etc.)

<https://bit.ly/2YbQ0LX>



LESSON 12

TOPIC: MEETINGS: PLANNING, REVIEW, REPORTING PROGRESS, DAILY STANDUPS



Countable and uncountable nouns. Articles

1. Underline all countable nouns (____). Underline all uncountable nouns (____)

Today I was at the meeting with Microsoft.

In the end Microsoft gave us bags with the installation disk, documentation and a pen with their logo.



Meaning

A countable noun (n, C) is

A noun that can be singular (Sg) → verb (Sg)
or plural (Pl) → verb (Pl)

Your examples _____

We can count them.

Possible articles: a/an, the. **Never zero.**

An uncountable noun (n, U) is

A noun that is always Sg (never Pl) → Verb (Sg)

Your examples _____

We can't count them.

Possible articles: – (zero), the. **Never a/an.**

Or we can say: a carton of milk, two tins of fish,
a kilo of sugar, a piece/loaf of bread, a glass of
water, a cup of tea, a bottle of lemonade.



The groups of nouns that are uncountable and always Sg:

1. Abstract: *beauty, courage, peace*

Your examples _____

4. Types of sport: *football, tennis*

Your examples _____

2. Substances: *water, gas, oxygen, sugar, milk, bread, gold, silver*

Your examples _____

5. Languages and illnesses: *English, Russian, cancer, flu*

Your examples _____

3. Sciences: *mathematics (maths), physics*

Your examples _____

6. Accommodation, advice, baggage, behavior, equipment, fun, furniture, hair, homework, housework, information, litter, luck, luggage, news, progress, rubbish, scenery, traffic, travel, weather, work.

The nouns that are always Pl → verbs Pl:

1. Arms, belongings, cattle, clothes, congratulations, contents, customs, earnings, goods, outskirts, people, police, remains, surroundings, thanks, troops.

Your examples noun + verb

2. Pair nouns: binoculars, glasses, jeans, pants, pajamas, scissors, shorts, tights, trousers.

BUT! A pair of jeans is, two pairs of tights are

Your examples

3. Group nouns (can take a Sg or Pl verb):

Army, audience, band, board, choir, class, club, committee, community, company, council, crew, crowd, family, government, group, management, orchestra, population, press, public, staff, team, union.

Your examples noun + verb

2. Underline a/an (—), the (—) and zero (0)

Tanya is a web-designer. It's a creative profession. Web-designers create web-sites for clients. They need patience. The clients to whom Tanya made web-sites are very grateful to her.

In her free time Tanya likes going to the countryside and to the cinema "The Odeon". Besides, she can play the guitar. When she studied at BSUIR university, she was an excellent student. Now she has a daughter. The daughter goes to school. Tanya sometimes goes to the school to talk to her daughter's teacher.

Tanya, her husband and daughter Vera live in the North of Europe, in Britain, in London in Green street near Black

Square. Opposite their house there is Hyde Park and Next Bridge. Road №5 goes there. Not far from their house you can also find Heathrow Airport, Mayon station and New Museum. Although Buckingham Palace is rather far from their place, they visited it once and enjoyed it very much.

And they have a dream to climb Mount Everest and the Alps and go to the Pacific Ocean one day. Last year all the family went to the Mediterranean Sea on holiday and two years ago they went on an excursion to the River Thames and the British Channel. They might also visit Lake Michigan and the Globe Theatre in the future.

This is the story of Tanya's family.

Usage

We use an indefinite article a/an

With n, C Sg when we mention smth for the first time. Often after verbs *to be* and *to have*.

Your examples

We use a before a consonant sound, an – before a vowel sound.

I have a computer.

Your examples

We use a zero article

1. With n, U when we mention smth for the first time or we can use some (+) / any (–, ?)

Beauty is not always important.

Your examples

2. With n, Pl when we mean smth/smb in general or we can use some (+) / any (–, ?)

Cats are animals.

Your examples

We use a definite article *the*

- With all nouns (Sg C, Sg U, Pl) when we mention smth not for the first time, or when smth is clear from the situation.

Could you forward the e-mail that Jack sent?

Your examples _____

- With *unique* objects

The country (side), the Earth, the environment, the government, the Moon, the ozone layer, the Prime Minister, the sea(side), the sky, the Sun, the weather

Your examples _____

- With an adverbial modifier of place (where?).

To the cinema, to the theatre, in the living room

Your examples _____

- With *of-phrases*.

The windows of the office.

Your examples _____

- With musical instruments

Play the piano, the guitar

Your examples _____

A Usage. With geographical names

We use zero article

- With continents, countries, cities

Europe, Belarus, Minsk.

BUT: *The Ukraine, the Crimea, the Hague, the Republic of Belarus, the United Kingdom, the Netherlands*

Your examples _____

- With streets, roads, squares, parks and bridges

October Square, Gorky Park, Brooklyn Bridge.

BUT: *The High Street, the Avenue*

Your examples _____

- With stations and airports; religious, educational and official buildings; places and houses

Minsk Airport, Buckingham Palace

Your examples _____

- With shops and restaurants. Luigi's Pizza, Turner's Supermarket

Your examples _____

- With separate mountains and hills. *Mount Everest*

Your examples _____

We use the article

- The North, the South, the West, the East

2. With theatres, cinemas, hotels, galleries, museums and centers. *The Globe (Theatre), the Odeon (Cinema)*

Your examples _____

- With oceans, seas, rivers and canals. *The Pacific Ocean, the Mediterranean Sea, the Svisloch River, the Suez Canal*

BUT: *Lakes with zero article!* *Lake Naroch*

Your examples _____

Usage. With nouns *school, college, university, prison, church, hospital*

We use zero article

When we mean "the main purpose of this establishment"

Tom studies at university. She went to hospital to get a sick leave. David is in hospital (as a patient).

Your examples

We use *the* article

When we mean "a specific building"

Mother went to the school to talk to her son's teacher. He went to the prison to visit his classmate.

Your examples

3. Work individually. Put *a, an / zero / the*

1. I have _____ graphics tablet. _____ graphics tablet is expensive.

2. I like drinking _____ milk and eating _____ potatoes.

3. _____ work place of mine is very comfortable.

4. _____ internet is down.

5. Let's go to _____ "Belarus Cinema" tonight.

6. – Can you play _____ chess?

– No, sorry. But I can play _____ table tennis.

– Oh, and I can play _____ violin.

7. – Does your sister go to _____ church regularly?

– No, never. She once went to _____ church to look at the ancient painting, but she never prays.

8. – Are you from _____ Russia? – Yes, I'm from _____ Russian Federation, from _____ St.Petersburg. I live in _____ Pushkina Street near _____ Druzhba Park.

9. I arrived at _____ Sheremetjevo Airport at 5:30 a.m.

10. _____ Dzerjinskaya Mountain is the highest point in _____ Belarus.

11. _____ windows of my flat look to _____ south.

12. When I was a child we often went to _____ Black Sea.

13. He lives near _____ Svisloch River, but he would like to live near _____ Braslav Lakes.



4. Discuss

Do you remember, what is Scrum?



5. Work in pairs. Match the words with their definitions

1. Scrum Meeting _____

a) is responsible for improving interactions between the Scrum Team and the organization in order to maximize the productivity of the team

2. Sprint Cycle _____

b) an integral component of a work environment which adopts the Scrum methodology

3. Scrum Master _____

c) a list of tasks and the amount of work to be done in one sprint

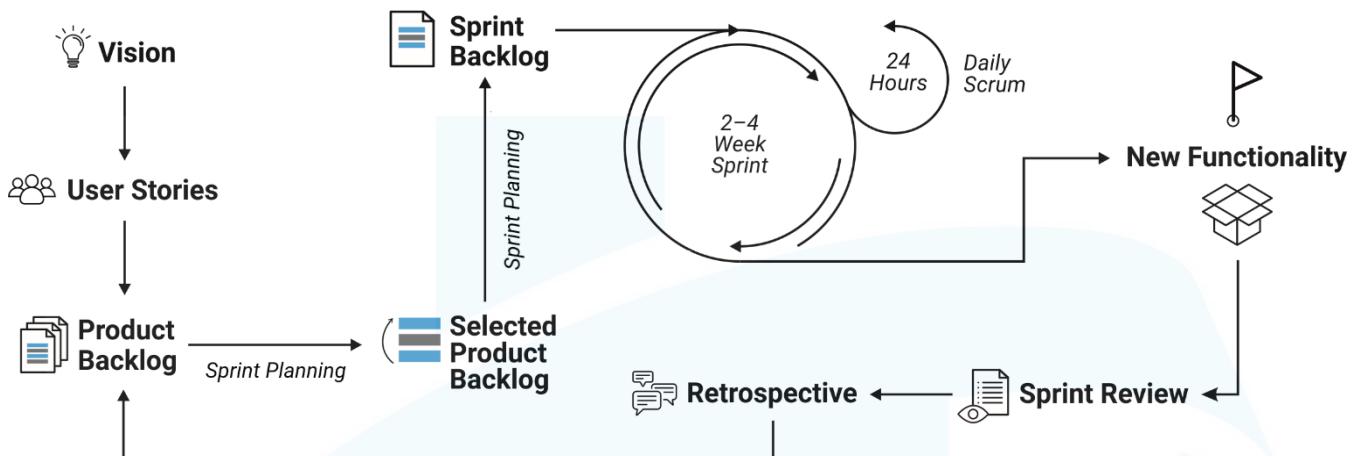
4. Sprint Backlog _____

d) the desired outcome of an iteration

5. Sprint Goal _____

e) time intervals within which some work has to be completed

6. Look at the picture. What types of Scrum Meetings can you name?



7. Work in groups of three

Today we'll work with the first three types of Scrum Meetings.

Student A: read about the Sprint Planning Meeting.

Student B: read about the Daily Scrum Meeting.

Student C: read about the Sprint Review Meeting.

Then one by one tell each other about your type of meeting. Others are welcome to ask questions.

Do you now understand the main idea of each of these three types of meetings?

What are their goals? Would you like to learn more info about these meetings?

1. Sprint Planning Meeting

At the beginning of every Sprint, a Sprint Planning Meeting is held. Usually, the entire team is expected to be present during this meeting, including the Product Owner and the Scrum Master.

The goal of this meeting is to develop a realistic Sprint Backlog and define the highest priority tasks which need to be done during the length of each Sprint. The Product Owner is responsible for explaining the backlog items to the Development Team and open discussion is expected from both ends to clear all kinds of ambiguities.

During the meeting, team members also communicate the amount of work they can complete in a particular timeframe, so basically, at the end of this meeting, the Development

Team comes back with a Sprint Goal, as well as a Sprint Backlog.

2. Daily Scrum Meeting

Daily Scrum Meetings, or daily standups – as many people call them, are short 15 minutes' meetings which occur on a daily basis. They are typically held at the same time and same place every day and are strictly timeboxed to no longer than 15 minutes. This ensures the discussion to stay light, relevant, and quick.

It's highly imperative that only task-statuses and hindrances are discussed during the Daily Scrum Meeting and other long planning related discussions are left for some other time.

So, what exactly happens during these short meetings? Well, there's essentially a three questions agenda which is presented before each team member to get an overview of the task progress. These questions are:

- What did you accomplish yesterday?
- What are you working on today?
- Are there any impediments in your way?

These questions are an excellent source of gaining insights about the work progress and how everyone is coming along with the development work. They also help the Scrum Master in facilitating the smooth workflow by removing the impediments.

3. Sprint Review Meeting

At the end of each Sprint, a Sprint Review Meeting is held. The core objective of this meeting is to demonstrate the functionality of the product and what has been achieved during a particular Sprint. Generally, the Product Owner, the Scrum Master, and other stakeholders are present to review the product.

The product performance is also measured against the original Sprint Goals developed during the Sprint Planning Meeting to oversee any major changes that are there or that are needed to be made.



8. Discuss

1. Who is responsible for the Sprint planning process?

2. What questions are discussed during the Sprint planning process?



9. Watch the video about the Sprint Planning Meeting and check your ideas

10. Complete the sentences with the words from the box

goal flow iteration execution

1. Sprint Planning is a ceremony that helps focus _____, minimize surprises and guarantee overall higher quality code.

2. The process usually takes about an hour per week of _____.

3. And it should ideally be done early in the week, so your team's _____ isn't disrupted by the weekend.

4. These questions help everyone agree on a _____ for the Sprint.



11. Watch again and check your answers

What other useful ideas do you remember from the video?

12. Now you're going to watch a video about a Daily Scrum Meeting. Before that, match the words with their definitions

- | | | |
|------------------|-------|---|
| 1. agile | _____ | a) speak a lot with unnecessary information |
| 2. a spreadsheet | _____ | b) to force a lot of things into a small space |
| 3. the benefit | _____ | c) flexible |
| 4. to split up | _____ | d) a helpful or good effect, or something intended to help |
| 5. to cram into | _____ | e) to divide |
| 6. to ramble on | _____ | f) an electronic document, where info is arranged in rows and columns |

13. Complete the sentences with the words (1–6)

1. A common thing that I often was asked to do was to fill out a _____ or some sort of report.
2. I find when a team doesn't have dedicated design meetings and they try to _____ everything _____ that morning.
3. Most _____ methods for software development were very popular.
4. If you're going to hold a Daily Scrum Meeting, the answer to those three questions should really be information communicated for the _____ of the Development Team.
5. If you have any team that's larger than about six people, you _____ that _____ somehow.
6. And sometimes there would be one or more people that just like to really just _____.



14. Discuss

1. Have you ever participated in a Daily Scrum Meeting?

2. How much time does this type of meeting usually last?

3. How many participants are there during the meeting?

4. What is the purpose of a Daily Scrum Meeting?

5. What three main questions should be answered by Developers?

6. What main tips for a good Daily Scrum Meeting do you remember from the video?



15. Watch the video about a Daily Scrum Meeting or a daily standup, in other words, and check your answers to the questions in the previous exercise

16. Complete the sentences using the words from the box

design tools email outside defend

1. Usually this is available through _____ like Jira, or Microsoft also has their Team Foundation services.
2. And anything that needs to be communicated to the business side of the house at the software company you work for, that's just done _____ of the Daily Scrum Meeting.
3. Don't use the daily stand-up or Scrum Meeting as a _____ meeting.
4. Some might prefer to just send in their answers to the questions over _____.
5. Don't allow management to have developers feel like they need to _____ their progress on work in the middle of the meeting.



17. Watch again and check your answers

What is the most useful advice for you from this video? Why _____



18. And finally, let's turn to the Sprint review meeting. Discuss the questions

1. What is the goal of the Sprint Review? _____

2. Who are the participants? _____

3. Why is such a review often called the Sprint Demo? _____



19. Read the info about the Sprint Review Meeting and check your answers

The Sprint Review is a meeting of an agile team with a Product Owner, customers, business and line management **to present the status of the sprint and compare it to the commitment given at the beginning of the Sprint.**

In Scrum, a Sprint Review is a session that closes a Sprint (10–15 days iteration) in which completed functionality is demonstrated to the client's representatives. Very often such a review is called **Sprint Demo** because it is suggested to provide that information in the form of a live demonstration showing completed functionality.

The goals of the meeting

The goal is to transparently inform the customer about work which:

- has been done,
- has not been done,
- work that has been added,
- and work removed from the Sprint.

Also, customers or business representatives are asked to provide feedback to the team's results. The big advantage is a personal meeting of the team and customers/business representatives.



20. Work individually. Make a list of seven questions for the Sprint Review Meeting

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Compare with a partner. How many points do you have in common? Check with the answers



21. Read the general information about scrum roles

Product Owner

Represents the client and the business in general for the product on which they're working.

Scrum Master

Responsible for ensuring the team has everything they need to deliver value.

Development Team

A group of cross-functional team members all focused on the delivery of working software.





22. Work individually. Match the activities during the Sprint Review with those who're responsible (using →)

- | | |
|---------------|--|
| | <ul style="list-style-type: none">• Informing about the Sprint Status.• Live demonstration of functionality. |
| Product Owner | <ul style="list-style-type: none">• An introduction to Sprint Goals.• An introduction of planned top requirements that the Team has committed to deliver. |
| Scrum Master | <ul style="list-style-type: none">• Sprint Status overview.• Information about defects and improvements solved during the sprint improving quality. |
| Team | <ul style="list-style-type: none">• An organization of the meeting, an invitation to participants.• Moderator of the meeting.• Evidence of feedback. |

23. You can see the Sprint Review agenda. Put activities from the box into the right places

Demonstration	Feedback	Sprint Status	Goal of the Sprint	Closing	Review of the top requirements
Start	Duration	Activity	Description		Who
09:10	10 min		<ul style="list-style-type: none">• Introduction into Sprint Goals• Information about an impact of the Sprint on release plans• Review of the product roadmap		Product Owner
09:20	5 min		<ul style="list-style-type: none">• Review of up to three top requirements related to Sprint Goal		Product Owner
09:25	15 min		<ul style="list-style-type: none">• Share information about plan vs reality• Review of the Sprint statistics• Review of the important technology changes or improvements, enablers• Statistics of bug fixes• Current program increment (release) statistics		Scrum Master
09:40	15 min		<ul style="list-style-type: none">• Live demonstration of up to three completed requirements		Team
09:55	10 min		<ul style="list-style-type: none">• Collecting the feedback from stakeholders		Scrum Master
10:05	5 min		<ul style="list-style-type: none">• Information about the next Sprint Review• Publishing Sprint Review presentation		Scrum Master

24. You're going to role-play a Sprint Review Meeting

Here are some tips.

- There should be no technical terms in the Sprint Review.
- Keep it short and simple.
- Keep the timing according to the agenda. The Scrum Master is responsible for that. The Scrum Master moderates the Sprint Review. The Product Owner is a leader of the meeting. Team members demonstrate functionality.

- All team members participate to some extent in the Sprint Review session.
- Try to communicate in a language that the audience understands, they can directly imagine an impact on their life (why you developed something, what kind of pain you remove, which job and whose job is simplified, etc.)

What do you think about these tips? _____



25. Work in groups of three

Student A – Product Owner

Student B – Scrum Master

Student C – Team

Follow the agenda from the previous task. _____

Feedback. What are the results of your meeting? Was it successful? _____



HOMEWORK 12

1. Put articles a/an or the where necessary

Best practices for running ____ Sprint Planning Meeting

Your Scrum Sprint Planning offers ____ crucial time to plan and collaborate as ____ Scrum team. It can also set ____ tone for your upcoming Sprint and provide ____ universal understanding regarding your Sprint Goals. ____ Sprint Planning session should be used to acknowledge your Team's progress, articulate aspirations, and make concrete plans.

Follow these steps to ensure that your Sprint Planning Meeting is ____ effective beginning to your Sprint.

1. Start with ____ big picture

Begin your Sprint Meeting by officially ending your previous Sprint and acknowledging team progress.

Any specific goals you have for your next Sprint should be stated at ____ beginning of ____ meeting, so you and your team can reference them when making concrete plans.

2. Present new updates, feedback, and issues

3. Confirm team velocity and capacity

Your goal should be to minimize surprises as you set deadlines and allow ____ team members to select which stories to tackle over ____ course of ____ upcoming Sprint.

4. Go over backlog items

With ____ up-to-date Product Backlog, ____ Team should agree on ____ clearly defined goal, ____ Sprint Backlog, and ____ expected outcome for ____ Sprint.

5. Determine task ownership

Review each backlog item with your team members and discuss who will own which tasks.

This aspect of ____ meeting will require negotiation and collaboration, so ____ Scrum Master should take care to watch ____ clock and keep discussions moving.

6. Confirm new issues, impacts, and dependencies

7. Reach ____ group consensus

Once your Team has discussed and estimated ____ Sprint Backlog, ____ whole group should thoroughly review and confirm ____ plan for ____ upcoming Sprint.

8. Officially begin your Sprint.

Reporting progress

We use **the past simple** to talk about developments in finished time frames:

*Our customer base increased in size... last year.
between 2016 and 2020.
two years ago.
in June.*

We use **the present perfect** to talk about developments in unfinished time frames:

*Our sales have increased... during the current quarter.
since last year.
for the last two years.
recently.*

2. Put the verbs in brackets into the past simple or the present perfect to complete the sentences

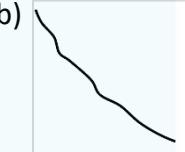
1. Dualsoft's market share (decrease) _____ in size in the last quarter of 2018.
2. The number of profit warnings issued by major companies (go up) _____ in the current quarter.
3. The time we spend on customer acquisition (go down) _____ this year.
4. The size of Euclipse's workforce (increase) _____ two years ago.
5. Pharmaprop's capital investment spending (level off) _____ since last year.
6. Complaints (decline) _____ dramatically since 2019.
7. The rate of unemployment (reach a high) _____ in 2017.
8. The number of franchises in Europe (rise) _____ steadily between 2014 and 2018.
9. Since 2019, our staff size (remain stable) _____.
10. In 2019 and 2020, the cost of parts (fall) _____ significantly.

3. Now write the verbs from the sentences above near the correct graph

a)



b)



c)



LESSON 13

TOPIC: WEBSITE DESIGN: WEBSITE ARCHITECTURE, DEALING WITH CLIENTS' REQUESTS, ASKING FOR CLARIFICATIONS



1. Discuss

1. What pages do most websites have (e.g. contact details)?

2. Which of these items, or other items, is often at the top of each page? Which is below that? What else might you find at the top of a web page? -contacts -details -menus -search -title

3. What makes a website easy or difficult to use? What makes it interesting? Think about how easy it is to find things, what the website looks like and what is on it (e.g. photos).

Do you agree with the answers?



2. Work individually. Complete the menus on this home page of a computer game website

Company blog	Contact us	FAQs	How to pay	How to play
Images	Login	Player's forum	Prices	Videos

Space Liberator 8

The game	See & watch	Purchase	About NSDG	Community	Private area
1	3	5	7	9	10
2	4	6	8		



3. Discuss

What do you think "a fan site" is?



4. Read this case study about a website development project and check your ideas

1. Was the project successful? _____

2. How do you know? _____

A web developer's work

Andrea Pinheiro da Silva is a web developer who is well known for the websites she has developed. Her websites have won several awards. Here, she describes a recent project.

"Recently, I worked on a project for SLFan, a fan club for the Space Liberator game. There were a few other sites for fans of the same game, so it was important that it looked exciting and dynamic, to get more site visits. The customer also wanted their new site to have two different areas: a public one

for general content and a private one with premium content for paying fans.

We decided to use a combination of PHP, HTML5 and MySQL. PHP was chosen to keep costs down (it's open source) and for its flexibility. It's also very versatile: it integrates easily with many other website tools.

We mainly used HTML5 for multimedia content but also used other systems so that the site can be viewed on many types of devices, including mobile devices. And MySQL was just

right for the private area: forum posts and other private data can be stored in the MySQL database.

Speaking of mobile devices, one of the challenges was to make the site viewable on mobile phones and smaller tablets. We had to make sure that every page can be seen in mobile format. We also had to work on SEO because high search rankings were required. That involved working closely with SLFan.

The end result was a website that the customers were pleased with. They were great people and real fun to work with!"



5. Discuss

Have you ever visited any fan sites? Why? Did you like them? Why? _____



6. Work individually. Find words in the case study that match these definitions

1. Accessible by anyone (paragraph 2) _____
2. Information, images, video, etc. on a website or in an application (paragraph 2) _____
3. Better or more expensive than others (paragraph 2) _____
4. Two or more things that are used together (paragraph 3) _____
5. That can be used in many different ways (paragraph 3) _____
6. Things that are difficult to do (paragraph 5) _____
7. Possible to see (paragraph 5) _____
8. Position on a page of search results (paragraph 5) _____



7. Work in pairs

Student A, B: Choose two most difficult words for you and make sentences with them.

1. _____
2. _____

Leave the words out. Guess your partner's words.

Change roles

Have you guessed your partner's words?



8. Work individually. Find all sentences in the Passive Voice in the text "A web developer's work"

1. _____
2. _____
3. _____
4. _____
5. _____



9. Discuss

1. When do you use the Passive Voice? _____

2. How do you form it? _____



The passive

We use **the passive** when the action is more important than the agent (the person or thing doing the action), or when it isn't necessary to mention the agent at all.

be (in the appropriate tense) +V₃ (by + agent)

His website **is linked** to my website. The new website **was viewed** many times. Videos **can be viewed** on this site.



10. Work individually. Rewrite the sentences in the passive

1. They found a problem.

2. The customer requires a dynamic, exciting website.

3. We used PHP for this website.

4. People can watch videos on this website.

5. People can download useful PDFs from this website.



11. Discuss

What do you call "a point on a computer network where a message can be created or received"?

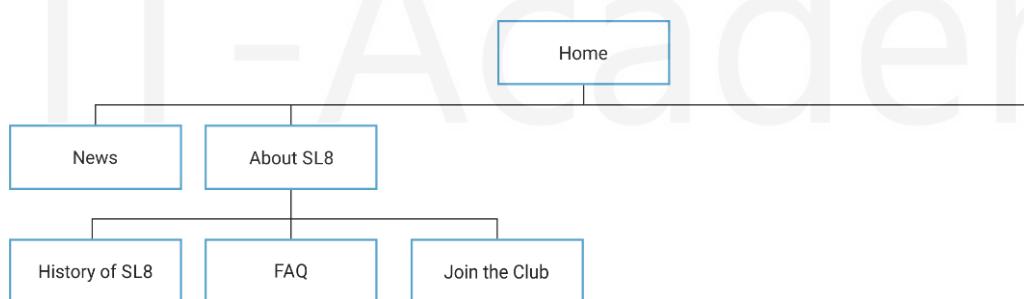


12. Work individually. Look at this website navigation chart

1. Which page is the parent node? _____

2. Which pages are the child nodes? _____

3. Which are the grandchild nodes? _____





13. Work in pairs

1. Which pages are linked to the home page? _____
2. Which pages are linked to the child nodes? _____



14. Work in groups

Look through the text "A web developer's work" again and summarise what was done to create a website. Use the Passive

E.g. The code was written in PHP, JavaScript... _____

So, what was done to create the website?



15. Discuss. Find one thing in common

1. What is your favourite website? Why? _____
2. Is your job now connected with websites? _____

If yes, what exactly do you do? Are you happy with your responsibilities? _____

3. If no, would you like your job to be connected with websites? _____

If no, why? _____

If yes, what work would you like to do? Why? _____

What have you found in common? _____



16. Now let's come back to meetings. Work in pairs. Interview each other and complete the questionnaire with your partner's answers by ticking either a or b

1. You want to make a point in a meeting. Do you:
 - a) wait until someone else invites you to speak
 - b) make your point immediately
2. Someone is speaking in a meeting and you want to say something. Do you:
 - a) wait until they have finished speaking
 - b) interrupt them with your own point
3. Someone wants to make a point while you are speaking. Would you:
 - a) prefer that they wait until you have finished speaking
 - b) prefer that they interrupt you to make their point
4. Someone is talking nonsense. Do you:
 - a) stop them
 - b) let them go on
5. There's long silence in a meeting. Do you:
 - a) say something (anything) to end the silence
 - b) relax and wait for someone else to speak up
6. Someone is not being clear. Do you:
 - a) interrupt and ask them to explain
 - b) let them finish and hope that you will understand them by the end
7. Nobody wants to listen to you. Do you:
 - a) stay calm and continue talking
 - b) get angry and stop talking



Calculate your partner's total number of points to find out what type he/she is in meetings.

1a 0 points	1b 1 point	5a 1 point	5b 0 points
2a 0 points	2b 1 point	6a 1 point	6b 0 points
3a 1 point	3b 0 points	7a 0 points	7b 1 point
4a 1 point	4b 0 points		



If your score is:

- 0–2 points You're a **quiet type**. You don't like to be the focus of attention and you're very considerate. But you could try to be more assertive.
- 3–4 points You're a **patient and diplomatic type**. You're prepared to let other people have their say, but you listen carefully and act quickly to counter their arguments when the time is right.
- 5–6 points You're an **energetic and enthusiastic type**. You try very hard to convince other people that you're right, and you sometimes need a strong chairperson to keep you under control. Despite your enthusiasm about your own arguments, you can still listen to other people's perspectives.
- 7 points You're a **strong and assertive type**. You always present your case with conviction and love the sound of your own voice. You could definitely work on listening more to what others have to say.

Do you agree with the results of this questionnaire? Why/Why not?

17. Match the two parts to make sentences and questions

- | | | |
|-------------------------------|-------|---|
| 1. Are you saying that we | _____ | a) a point here? |
| 2. Can we come back | _____ | b) about that point? |
| 3. Could I just | _____ | c) promise we'll come right to you. |
| 4. Could I make | _____ | d) interrupt you there? |
| 5. Do you think that | _____ | e) should cancel our stand at the trade fair? |
| 6. Hold on a moment, | _____ | f) to make a point here? |
| 7. If I understand correctly, | _____ | g) to your point in a minute? |
| 8. Just a moment, please, I | _____ | h) we should increase our marketing budget? |
| 9. What do you think | _____ | i) please. We'll come back to you soon. |
| 10. Would you like | _____ | j) you're saying that we should end the contract. |

Which sentences (1–10) can be used ...

- a) to interrupt someone to make a point? _____
- b) to ask for other people's opinions? _____
- c) to stop someone from interrupting? _____
- d) to clarify someone's point? _____



18. Listen to five managers at a European construction company meeting. Answer the questions

1. What are they discussing?
-

2. How did the project team perform? Why did it happen so?
-



19. Listen again and complete the sentences from the dialogue

1. _____ on a _____, please, Harry.
2. We'll _____ right _____ to you.
3. _____ I possibly _____ a point here?
4. Can I _____ here, Norman?
5. Sorry to _____ you, but can I make a _____ here?
6. _____, go _____.

Do you think they'll solve these issues in the future? Why? _____



Interrupting politely

In English-language business environments, interrupting is generally seen as acceptable. However, it's important to make interruptions politely. Making your point loudly over what someone else is saying can be regarded as rude. You can begin an interruption by saying: *Sorry to interrupt you* or (more formally). *I apologize for interrupting but...*

This can be followed by a quick question to the speaker to give them the chance to accept or reject the interruption. Use questions such as:

Could I come in here? Could I make a point here? Could I just comment on that?

There are also ways to interrupt without words. For example, clearing your throat or coughing helps you to get someone's attention before you interrupt them to make a point or ask a question.



20. Listen to extracts from two meetings and say whether the following statements are True or False. Correct the false sentences

1. Meeting 1 is about outsourcing the logistics and IT department. _____
2. Ralph doesn't want to use Buxton Services because he thinks they can handle things in-house better. _____

3. Jill interrupts because she doesn't hear what Stephen says. _____
4. Meeting 2 is about a takeover offer. _____
5. Robert is worried about the shareholders. _____
6. Sue wants Gordon to explain something. _____



21. Now listen again and complete the sentences from the dialogues. Which sentences are used to deal with interruptions (1) and which are used to ask for clarification (2)?

Stephen Hold on, hold on. Can I make a point here?

Ralph Sorry, but I haven't 1) _____ what I was saying.

Jill Sorry to interrupt but I'm afraid I don't really follow your 2) _____.

Stephen Could I 3) _____ finish?

Robert That should...

Gordon Robert, we've already agreed that we...

Robert If I could just 4) _____, please.

Sue Can I say something here? I'm afraid that I don't 5) _____.



Gordon Just a 6) You'll get a 7) to speak soon.

Beth No, wait, let's hear what Sue 8) Sue?

Dealing with interruptions:

Asking for clarification:



Asking for clarification

If you don't understand what someone is saying, you can, of course, tell them with a sentence such as:

I'm afraid I don't understand your point here.

You can use the following phrases **in bold** to begin sentences asking someone to clarify their opinion:

Are you saying that we should have invested in new project management software?

Do you mean that it was a mistake to lower our prices?

Is your point that we need to start production earlier than planned?

It's also possible to seek clarification by using positive statements instead of questions. For example:

If I understand you correctly, you need more time to finish the report.

You can clarify what you were saying with phrases such as:

What I meant to say is... I was trying to say that ...



22. Unscramble the words to make questions to ask for clarification

a) that/saying /more/are/we/staff/should/you/hire?

b) another meeting/think that/we should/do you/have?

c) the training budget/is/that/we/your point/should increase?

d) upgrade/saying that/are you/our IT system/we should?

e) his customers/point that/is your/spend more/time with/he should?

f) you feel/conference next year/we should increase/do/the length/of the?



23. Now match the questions above with these statements

1. The annual conference was not successful because it was too short.

2. Our computer system is too old and slow.

3. He spends too much time in the office.

4. The finance team is too small.

5. We don't invest enough money in staff training.

6. We need more time to talk about this.



24. Work in groups of four to practice giving opinions, making interruptions, and asking for clarification. Look at the Useful language before going to the Partner Files



Useful language

Giving your opinion	Interrupting	Asking for clarification	Dealing with interruptions
I think ...	Sorry, but ...	I'm not sure I understand what you are saying.	Hold on, please.
We should ...	Sorry to interrupt, but I feel that ...	Do you mean that ...?	We'll come back to you in a moment.
I'm convinced that we should ...	Could I come in here?	Are you saying that ...?	Just a second, please.
I tend to think that it's ...	I'd like to make a point here if I could.	If I understand you correctly, you think that...	I promise we'll come right back to you.
It seems to me that ...	Can I just say something about that?		



25. Work in groups of four

Student A – Partner file 1

Student B – Partner file 2

Student C – Partner file 3

Student D – Partner file 4

Study your roles and then hold a meeting. Try to achieve the goals you have in your file.

Partner file 1

You're the manager of the public relations team at a pet food manufacturer. Your leading brand of dog food is Friskeee. Unfortunately, you've just heard that Friskeee contains small quantities of Z44T. This is a chemical which is not dangerous for animals to eat. It can, however, cause sickness in humans if they eat a lot of it.

Food safety guidelines do not provide clear rules about Z44T and there is no legal reason why you should withdraw the

product from shops. This is strictly a potential public relations problem.

You're going to chair a meeting of the PR team where you will decide what to do. The meeting could be rather stressful. Participants will probably have some strong views on the subject and interrupt each other a lot. Try to be fair in the way you handle interruptions. Your aim is to allow a discussion in which everyone can take part.

Partner file 2

You're a member of the public relations team at a pet food manufacturer. Your leading brand of dog food is Friskeee. Unfortunately, you've just heard that Friskeee contains small quantities of Z44T. This is a chemical which is not dangerous for animals to eat. It can, however, cause sickness in humans if they eat a lot of it. Food safety guidelines do not provide clear rules about Z44T and there is no legal reason why you should withdraw the product from shops. This is strictly a potential public relations problem.

You're going to have a meeting with other members of the PR team to decide what to do. Here are your notes for the meeting:

This is not a serious problem! People are probably not going to eat the product. We should:

- try to keep this information confidential
- keep Friskeee in the shops
- eliminate Z44T from Friskeee in the future
- prepare a PR strategy to show we are eliminating Z44T from the dog food, to use if the media finds out about the problem.

During the meeting, as well as offering your opinion, you should interrupt the other participants and ask them to clarify what they are saying.

The situation will not cause any serious health problems, but it could be a serious public relations problem.

We should:

- not tell anyone outside the company about the problem
- remove Friskeee from all shops
- eliminate Z44T from Friskeee in the future.

During the meeting, as well as offering your opinions, you should interrupt the other participants and ask them to clarify what they are saying.

Partner file 3

You're a member of the public relations team at a pet food manufacturer. Your leading brand of dog food is Friskeee. Unfortunately, you've just heard that Friskeee contains small quantities of Z44T. This is a chemical which is not dangerous for animals to eat. It can, however, cause sickness in humans if they eat a lot of it. Food safety guidelines do not provide clear rules about Z44T and there is no legal reason why you should withdraw the product from shops. This is strictly a potential public relations problem.

You're going to have a meeting with other members of the PR team to decide what to do. Here are your notes for the meeting:



Partner file 4

You're a member of the public relations team at a pet food manufacturer. Your leading brand of dog food is Friskeee. Unfortunately, you've just heard that Friskeee contains small quantities of Z44T. This is a chemical which is not dangerous for animals to eat. It can, however, cause sickness in humans if they eat a lot of it. Food safety guidelines do not provide clear rules about Z44T and there is no legal reason why you should withdraw the product from shops. This is strictly a potential public relations problem.

You're going to have a meeting with other members of the PR team to decide what to do. Here are your notes for the meeting.

The situation could be very bad for our company image. We should be completely honest about the problem. Otherwise, there might be a scandal if the media finds out. We should:

- tell the public immediately! Honesty is the best policy
- remove Friskeee from all shops
- eliminate Z44T from Friskeee and announce the changes to the media

During the meeting, as well as offering your opinion, you should interrupt the other participants and ask them to clarify what they are saying.

What are the results of the meeting? Are you happy with them? Why?



HOMEWORK 13

1. Translate the sentences from Russian into English. Pay attention to articles

1. Его веб-сайт подсоединен к моему?

2. Как часто просматривался новый веб-сайт?

3. На этом сайте нельзя смотреть видео.

4. Эта информация была представлена в блоге компании.

5. Я уверен, что этим сайтом компьютерных игр пользуются мои друзья.

6. Этот сайт можно просматривать на многих устройствах, включая мобильные устройства.

7. Покупателям предложен широкий выбор ПО и аппаратного обеспечения.

8. Для просмотра этого веб-сайта используются мобильные телефоны и маленькие планшеты.

9. Может ли использоваться PHP для удержания цены?

10. Мой коллега говорил мне, что записи форума и другие личные данные не хранятся в базе данных MySQL.

2. Put the words in the right order to make sentences

1. there could just you I interrupt?

2. that you what point about think do?

3. moment come promise back you I in right to a we'll.

4. something add you like would to here?

5. I saying sure you're understand I'm what not

6. upgrade like I correctly you you understand if would to

7. you saying the we that increase are should budget?

8. I'm don't I really afraid follow argument your

LESSON 14

TOPIC: QA: WRITING TEST CASES, BUG REPORTS

A

Prepositions of place. Meaning

The bird is **in/inside** the cage.
Sarah is diving **in/into** the water.
The jug **on** the table.
The case is **on top of** the wardrobe.
Tom is getting **out of** the car.
They're waiting **outside** the bank.
Emma is putting her luggage **on/onto** the trolley.
Henry is falling **off** the horse.
Rachel is **at** the bus stop.
The table is **by/beside** the bed.
The coach is going **to** London.

The letter is **from** Chicago.
Jessica is sitting **next to** Andrew.
The airport is **near** Manchester.
Matthew is walking **towards** the sun.
Vicky is running away **from** the fire.
The cyclist is **in front of** the bus.
The cyclist is **behind** the tractor.
Melanie is running **across** the road.
The cars are going **through** the tunnel.
Rita is going **up** the stairs.
Daniel is coming **down** the stairs.

Trevor is walking **along** the street.
The car is going **past** the house.
There's a bridge **over** the river.
Tom is **under** the car.
The plane is **above** the clouds.
The temperature is **below** zero.
The house is **among** the trees.
Jackson is **between** Memphis and New Orleans.
Jessica is sitting **opposite** Andrew.
They're running **around/round** the track.

A

Usage

We use the preposition **on**

on a horizontal surface

on the table, on the roof, on the first floor

Your examples _____

We use the preposition **in**

with something big

in Belarus, in Minsk, in (on) Osipenko Street, in the kitchen, in the office

Your examples _____

When do we use the preposition **at**

with smth smaller or with activities

at the crossroads, at the traffic lights, at the party (event), at the airport, at the seaside

Your examples _____

A

Prepositions of time. Meaning

in

1. With centuries, seasons, years, months

in the 21st century; in winter (spring, summer, autumn); in 1988, in 2015; in January (February, March, April, May, June, July, August, September, October, November, December)

Your examples _____

2. With the parts of a day

in the morning, in the afternoon, in the evening. **BUT:** at night

Your examples _____

on

1. With days and dates

on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, on the 5th of April, on Friday morning.

BUT: in April, in the morning

Your examples _____

2. With holidays that are one day long

on New Year's Day, on Christmas Day, on my birthday, on our anniversary

Your examples _____

3. On holiday, on business, on a journey/a trip/a tour

at

1. With clock time/meal time

at 3 o'clock, at lunch, at the moment

Your examples _____

before every, last, next, this, these, that, those, tomorrow, yesterday, the day after tomorrow, the day before yesterday

2. With holidays that are two and more days long

at Christmas, at Easter, at the weekend (at weekends)

Your examples _____

A. 1. Some useful phrases

1. attitude _____

6. _____ the whole, _____ general

2. pay _____ cash, _____ credit card

7. _____ advance, _____ time (early enough),

3. write _____ pen

_____ time (on schedule)

4. _____ TV/ the radio/ the Internet

8. _____ my opinion, _____ my point of view

5. _____ sale, _____ the market

9. _____ purpose, _____ mistake/chance/accident

A. 2. More useful phrases

prevent _____

share _____

wait _____

look _____ /искать

invite _____

suspect _____

belong _____

(dis)agree _____

provide/supply _____

thank _____

look _____ /на

rob _____

translate _____

look _____ /за

A. 3. More useful phrases

apologize _____

care _____ smbd

decide _____

listen _____

suffer _____

(dis)approve _____

care _____ smth

depend _____

feel _____

talk _____

apply _____

concentrate _____

spend _____

pay _____

admire _____

ask _____

consist _____

laugh _____

rely _____

protect _____

believe _____

deal _____

4. Work individually. Make 10 sentences with prepositions

1. _____
2. _____
3. _____
4. _____
5. _____



6. _____
7. _____
8. _____
9. _____
10. _____

5. Work in pairs

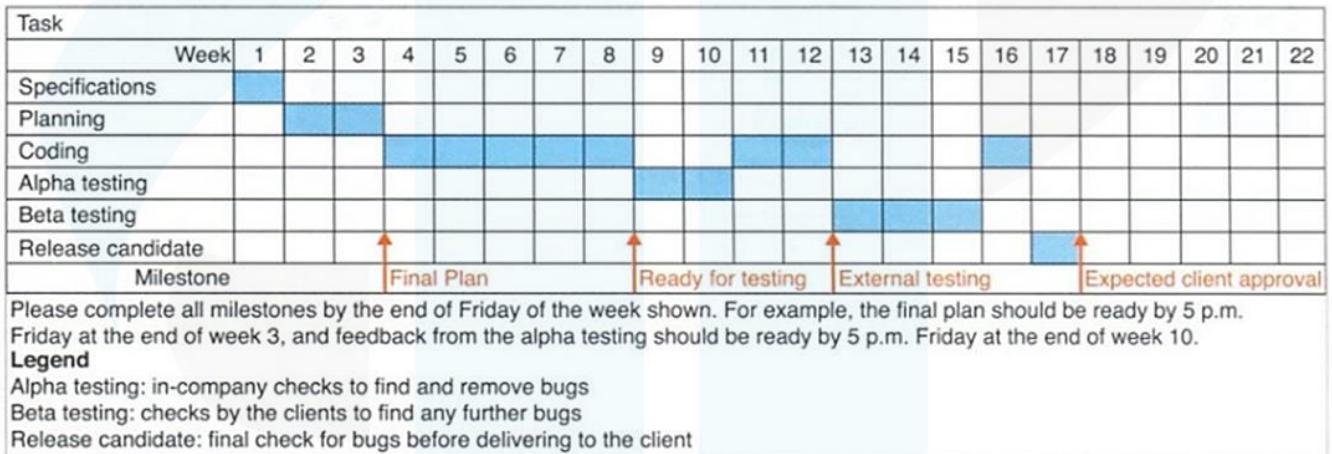
Student A: Read the sentences. Instead of prepositions say "beep".

Student B: Say correct prepositions.

Change roles



6. Look at this Gantt chart. Why might someone use a Gantt chart?



7. Work individually. Complete these definitions with the words in the box. Use the Gantt chart to help you

alpha testing	beta testing	coding	feedback	milestone	release candidate
---------------	--------------	--------	----------	-----------	-------------------

- writing software – _____
- an important stage in a project – _____
- the first stage of testing software – _____
- the second stage of testing software – _____
- information about problems or how good something is – _____
- the final version of software, if no big bugs are found – _____



8. Listen to a programmer and a project manager discussing the schedule for the project in the Gantt chart from ex. 1. Are they near the beginning or end of the project?



9. Listen again. What was the mistake on the Gantt chart? Correct the chart



Schedules

We use *plan to*, *be scheduled to* and *be due to* in the present simple to talk about **schedules**. All three phrases are followed by an infinitive.

We use the present continuous if the event is part of a fixed plan and we can clearly imagine it happening.

We're **scheduled to finish** this project on Friday and we're **due to start** the next one on Monday.

We **plan to test** the software next week.

Alpha testing **is finishing** next week.



10. Work in pairs. Look at the correct Gantt chart and take turns to ask and answer questions about the schedule. Use the table

A: *What's scheduled for week 11?*

B: *We're due to start coding again during week 11, after the alpha testing.*



11. Discuss

1. What does software testing mean? _____

2. What is the main purpose of software testing? _____

3. What does it involve? _____

4. What is the other name of software testing? _____

5. What types of software testing do you know? _____

6. What determines the choice of the type of testing? _____



12. Work individually. You're going to watch a video about software (system) testing to check yourselves. Before that match the words from the video with their definitions

- | | | |
|-----------------|-------|--|
| 1. verify | _____ | a) a line that has no straight parts |
| 2. a peripheral | _____ | b) something that is likely to change |
| 3. a variable | _____ | c) to make certain that something is correct |
| 4. a curve | _____ | d) the only one |
| 5. sole | _____ | e) happening at the edge of something |



13. Watch the video and check your answers



14. Discuss

1. What does system testing mean? _____

2. What is the main purpose of system testing? _____

3. What does it involve? _____

4. What is the other name of system testing? _____

5. What types of system testing do you know? _____

6. What determines the choice of the type of testing? _____



15. Discuss

What other types of system testing do you know?

_____

16. Work individually. Match the testing types with what they mean

- | | | |
|------------------------------|-------|---|
| 1. usability testing | _____ | a) involves testing done to make sure none of the changes made over the course of the development process have caused new bugs; |
| 2. load testing | _____ | b) is done to demonstrate a software solution is reliable, trustworthy and can successfully recoup from possible crashes; |
| 3. regression testing | _____ | c) mainly focuses on the user's ease to use the application, flexibility in handling controls and ability of the system to meet its objectives; |
| 4. recovery testing | _____ | d) is done to ensure that the software can be moved from older system infrastructures to current system infrastructures without any issues; |
| 5. migration testing | _____ | e) is necessary to know that a software solution will perform under real-life loads; |
| 6. functional testing | _____ | f) is when the tester focuses his/her attention on the interactions between the hardware and software during system testing; |
| 7. hardware/software testing | _____ | g) involves trying to think of any possible missing functions. |



17. Discuss

1. What's the difference between a test scenario and a test case?

2. What are the components of a test scenario?



18. Watch the video and check your answers



19. Work in pairs. Complete the table with scenario components

Test Data	Expected Result	Pass/Fail	Pre Conditions
Test Case	Actual Results	Test Steps	Test Scenario
Check login functionality	Check response on entering valid agent name and password	Flight reservation application must be installed 1. Launch application 2. Enter agent name 3. Enter password 4. Click OK button	Agent name: guru99 Password: MERCURY Login must be successful Login is successful Pass



20. Work in two groups. Make up your own test scenario. Use the table below

21. And now we're going to deal with a bug report. First, match the words with their definitions

- | | | |
|-----------------------|-------|---|
| 1. Summary | _____ | a) indicates on which platform this defect is reproduced |
| 2. Attachments | _____ | b) the impact of the defect on the performance of the application |
| 3. Status | _____ | c) a brief description of the bug |
| 4. Environment | _____ | d) actions that cause the bug |
| 5. Priority | _____ | e) reflects the lifecycle of a bug |
| 6. Severity | _____ | f) indicates the order in which a defect should be resolved |
| 7. Steps to reproduce | _____ | g) the creator of a bug report |
| 8. Assignee | _____ | h) a worker, responsible for solving the problem |
| 9. Reporter | _____ | i) smth that is added to a bug report (screenshot, video or log file) |

22. Discuss. What do you think, what information should be included in a bug report?

Summary	Priority	Severity	Status	Environment
Description	<ul style="list-style-type: none">• high	<ul style="list-style-type: none">• blocker	<ul style="list-style-type: none">• new	Additional attributes:
Steps to reproduce	<ul style="list-style-type: none">• medium	<ul style="list-style-type: none">• critical	<ul style="list-style-type: none">• feedback	<ul style="list-style-type: none">• fix version
Actual/Expected Result	<ul style="list-style-type: none">• low	<ul style="list-style-type: none">• major• minor• tweak• text• trivial	<ul style="list-style-type: none">• acknowledged• accepted• assigned• resolved• closed	<ul style="list-style-type: none">• assignee• build• label
Attachments				

23. You have general information about a bug. Write a bug report according to this information. Use the template

I've faced with a bug: Dropdown text is displayed outside of the selected area on the main page in the tab "COURSES". You can check it by yourself: open <http://clqcms.gatetestlab.com>, hover over the tab "COURSES", pay attention to the text (submenu). I expect the submenu text is displayed inside the selected area in the dropdown list of the main menu. I opened this page on Windows 10x64, Google Chrome 67.0.3396.99, but the bug is also reproduced in Internet Explorer 7.0 and Opera 54.0.2952.51. Please, hurry up, as we need to pass the project this week.

Reporter: Training Center Specialist

Priority: _____ **Severity:** _____

Status: _____ **Resolution:** _____

Platform: _____ **OS:** _____

Version: _____

Summary: _____

Description: _____

Steps to reproduce:

1. _____
2. _____
3. _____

Actual Result: _____

Expected Result: _____

Additional information: _____



View Issue Details

Jump to Notes	
ID	Project
Reporter	Примеры правильно оформленных багов
Priority	Training Center Specialist
Status	high
Platform	assigned
Summary	Google Chrome 67.0.3396.99
Description	0052309: Текст выпадающего списка отображается за пределами выделенной области на главной странице на вкладке «COURSES»
Steps to Reproduce	Текст выпадающего списка отображается за пределами выделенной области на главной странице на вкладке «COURSES» 1. Открыт сайт https://trainino.gatesslab.com 2. Навести курсор на вкладку «COURSES» 3. Обратить внимание на текст в выпадающем списке (подменю)
Фактический результат: Текст выпадающего списка отображается за пределами выделенной области и выпадающим списке главного меню (вкладки «COURSES»)	
Ожидаемый результат: Текст подменю отображается в пределах выделенной области в выпадающем списке главного меню (вкладки «COURSES»)	
Длинный баг также воспроизводится в браузерах Internet Explorer 7.0, Opera 54.0.2952.51	
Additional Information	





HOMEWORK 14

1. Write 10 sentences with the prepositions you want to remember

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

LESSON 15

TOPIC: MEETINGS: TALKING ABOUT PROBLEMS, BRAINSTORMING, ASSESSING PROPOSED SOLUTIONS, EXPRESSING OPINIONS, COMPARING OPTIONS. GIVING BAD NEWS



1. Discuss

Which opinion(s) do you agree with? Why?

1. "You should never disagree during meetings. The aim should always be to reach agreement".

2. "Disagreement is an important part of solving problems. If it leads to conflict, that's great. Conflict is creative and produces solutions".

3. "It's OK to disagree sometimes, but too much disagreement just causes conflict, and conflict keeps you from getting real work done".

2. Three managers at the pan-European consultancy Proflexis are brainstorming questions to ask job candidates in a group interview. Listen and choose the six topics they want to ask questions about

- | | |
|--|---|
| <input type="checkbox"/> budgets | <input type="checkbox"/> project planning |
| <input type="checkbox"/> deadlines vs quality | <input type="checkbox"/> staff |
| <input type="checkbox"/> flexibility | <input type="checkbox"/> team building |
| <input type="checkbox"/> junior and senior members | <input type="checkbox"/> time management |



3. How will the managers ask for the participants' opinion during the interview? Listen again and choose the phrase or word you hear

- | | |
|--|---|
| 1. Would you like to comment on / respond to that? | 4. Does anyone have any options on / want to say anything about that? |
| 2. Do you think so / agree? | 5. What do you feel / think about this? |
| 3. Tell us what you think about / of this? | 6. Does anyone want to give us their views / ideas on this? |



4. Now look at how the managers express opinions. Listen to the meeting at Proflexis again and complete the sentence beginnings below

1. _____, we need to think of some difficult ...
2. _____, I think we should ask ...
3. And _____, I think that we haven't asked ...
4. _____, it's more important to meet a project deadline ...
5. _____, that's probably all we'll have ...

5. Match the completed beginnings (1–5, ex. 4) with the endings (a–e) to make sentences from the dialogue

- a) _____ time to talk about.
- b) _____ than to guarantee the quality of the project outcome.
- c) _____ questions about project management.
- d) _____ about project planning.
- e) _____ enough questions about team building in the past.



6. Unscramble the words to make sentences which ask for or express an opinion. Can you say which is which?

1. about / our website / you think / what do / redesigning

2. her job well / in my mind / that she does / well, / there's really no doubt

3. to finish / we should try / the report / more quickly

4. that I should chair / the annual general meeting / do you think

5. should invest / that we / in a new IT system / it's absolutely clear

6. instead / for you / is it possible / to fly to Manchester

7. a new corporate image / but I think / I could be wrong / that we need

8. feel that / by ship instead / send the goods / we should / do you

Asking for an opinion:

Expressing an opinion:



7. Sometimes our opinions are stronger – or weaker – than normal. Read the sentences below and decide whether the opinions given are strong, neutral, or tentative

	Strong	Neutral	Tentative
1. I could be wrong, but don't we need to invest more time in this project?			
2. We could send him the minutes of this meeting.			
3. There's no doubt in my mind that Jess should spend more time on planning.			
4. We might need a bigger team for this project.			
5. We should take a break at half past eleven.			
6. Mile doesn't spend enough time with his customers.			
7. I do think that John should come to the next meeting.			
8. Is it possible for her to spend less time in meetings?			
9. There can be no doubt that we have a problem here.			



8. Some managers are discussing whether to outsource their company's facility management. Listen and tick the appropriate box. What do they think about Craig's proposal?

	Agrees strongly	Agrees tentatively	Isn't sure	Disagrees
1. Helen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. William	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Claire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Oliver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



9. Now match the two parts to make sentences from the dialogue. Listen again to check your answers

- | | |
|-----------------------------------|--|
| 1. Absolutely, I think it's _____ | a) up to a point. |
| 2. I can't go along _____ | b) whether or not I agree with Craig's proposal. |
| 3. I'm afraid I _____ | c) can't agree. |
| 4. I support the idea _____ | d) with this, Oliver. |
| 5. I'm not sure _____ | e) a fantastic idea. |



Disagreement and criticism

When expressing disagreement or criticism in English it's normally best to use polite and diplomatic language. This is especially important when talking to native British English speakers, who – instead of saying *I disagree!* – will often use (or expect to hear) phrases such as:

I'm afraid I can't agree.

Generally, you can expect business contacts from the US to be more direct in their use of language than their British counterparts. Some British people can be a little sensitive about both offering and accepting criticism. This is probably why one of the most frequently used phrases for disagreeing in British English is:

Yes, but... This means sometimes like: "(I'm saying) Yes (because I don't want to be impolite) but ... (I don't really agree with you at all)".



10. Work with a partner. Read out the opinions and use the phrases you have learned to say whether you agree (strongly or tentatively), disagree, or are not sure

- The biggest problem for businesses is that there are too many rules and regulations.
- We spend far too much time in meetings and not enough time doing real work.
- It's more important to have a few customers who spend a lot of money than a lot of customers who spend very little money.
- Unemployed people should have to do work for the money they receive.



11. Work with two partners. You are meeting two colleagues from the senior management team of your company to discuss three important policy issues. As you talk about the issues, practise asking for and giving opinions using the phrases you have learned

Partner A

Your topic is **whether smoking should be allowed in the company**.

Tell your partners what you think about the subject and ask for their opinions.

Partner B

Your topic is **whether accepting and giving gifts to business partners should be allowed**.

Tell your partners what you think about the subject and ask for their opinions.

Partner C

Your topic is **whether you should allow employees to work from home**.

Tell your partners what you think about the subject and ask for their opinions.



Making positive suggestions

One way to stop arguments is to make positive suggestions that might solve the problem. There are a number of phrases we can use to do this:

I suggest that we / they ask for another meeting with the supplier.

Let's ask her to start work a week earlier than planned.

English-speakers often put suggestions in the form of questions:

Why don't we contact a few alternative suppliers?

Couldn't we come to the office at the weekend?

What about if you wrote her a letter explaining our position?

This ensures that the suggestion does not sound like a command or an order and may make it easier for other people to agree to it. To agree, say: *That's a good idea*.



12. Work with a partner. Look at the problems and choose which solution you prefer. Suggest the solution using phrases from above

1. Problem: Our current telecoms provider is too expensive.

Possible solutions:

- save money in other areas
- try to renegotiate the contract
- get out of the contract and find another provider

2. Problem: Our call centre operators are rude to customers.

Possible solutions:

- provide more training in customer care
- replace the existing team with staff who have a more positive attitude
- provide customer care via the Internet





13. Work with three partners to practise exchanging opinions. Look at the Useful language before going to the Partner Files



Useful language

Asking for opinions

Do you agree?
What do you think about that?
Would you like to give us your views on this?
Would you like to comment on that?
Do you think we should ...?

Agreeing

I think you're right.
That's right.

Agreeing strongly

Absolutely. I think that's a fantastic idea.
I agree completely.
Yes, that's definitely true.

Agreeing tentatively

I think what you're saying is true up to a point.
I suppose that might be true.
I guess I see what you mean.

Disagreeing

No, I think you're wrong there.
I'm afraid I can't agree with you there.
I don't think that's true.
Yes, but ...
I completely disagree.

Making positive suggestions

How about if we?
Couldn't we just ...?
Why don't we ...?
What about if you ...?



14. Work in groups of four

Student A – Partner file 1

Student B – Partner file 2

Student C – Partner file 3

Student D – Partner file 4

Study your roles and then hold a meeting. Try to achieve the goals you have in your file.

Partner file 1

You are a member of the customer care management team at the subsidiary of a British insurance company in your country. You are meeting with three other managers to discuss possible changes in the way you offer customer care.

The company has a call centre with 65 agents. 25 of these agents spend their time making calls to potential customers. The other 40 agents answer calls from potential and existing customers.

The company has been looking at web-based customer care for several years. You think that call centre agents should no longer answer calls from customers. Instead, there should be

a customer care website where new customers can buy insurance and existing customers can find answers to their questions.

Your reasons for thinking this are:

- An effective website is not cheap, but you would save money on staff and training. This money could be used for designing and developing the website.
- Call centre agents sometimes give customers inaccurate information and are sometimes not very polite. A website would let you control the quality of your company's customer care.

Partner file 2

You are a member of the customer care management team at the subsidiary of a British insurance company in your country. You are meeting with three other managers to discuss possible changes in the way you offer customer care.

The company has a call centre with 65 agents. 25 of these agents spend their time making calls to potential customers. The other 40 agents answer calls from potential and existing customers.

The company has been looking at web-based customer care for several years. Some people are saying that call centre agents should no longer answer calls from customers. Instead, they think there should be a customer care website where new customers can buy insurance and existing customers can find answers to their questions.

You disagree strongly with the idea. You think that:



- The company wouldn't save any money. A customer care website would be very expensive and the company will lose money as customers who do not want to do business on the Internet go to other insurers.
- Quality of service problems should be solved by providing more training for call centre agents. A "frequently asked questions" page on the website will not help customers with individual questions. Also, people will not want to buy insurance products without first speaking to a call centre agent.

Partner file 3

You are a member of the customer care management team at the subsidiary of a British insurance company in your country. You are meeting with three other managers to discuss possible changes in the way you offer customer care.

The company has a call centre with 65 agents. 25 of these agents spend their time making calls to potential customers. The other 40 agents answer calls from potential and existing customers.

The company has been looking at web-based customer care for several years. Some people are saying that call centre

agents should no longer answer calls from customers. Instead, they think there should be a customer care website where new customers can buy insurance and existing customers can find answers to their questions.

You disagree with the idea. You think that:

- Making and maintaining a website will cost as much as the call centre agents.
- A website is essential for good customer care. However, customers want human contact as well, so call centre agents are important too.

Partner file 4

You are a member of the customer care management team at the subsidiary of a British insurance company in your country. You are meeting with three other managers to discuss possible changes in the way you offer customer care.

The company has a call centre with 65 agents. 25 of these agents spend their time making calls to potential customers. The other 40 agents answer calls from potential and existing customers.

The company has been looking at web-based customer care for several years. Some people are saying that call centre agents should no longer answer calls from customers. Instead, they think there should be a customer care website where new customers can buy insurance and existing customers can find answers to their questions.

Your job is to chair the meeting. You are uncertain where you stand on the issue. Listen carefully to your colleagues' agreements and ask them to clarify what they are saying. By the end of the meeting, decide together what to do.



15. Whether we like it or not, conflicts sometimes happen during meetings. Which piece of advice for resolving a conflict do you agree with most?

A

The best way to stop an argument is to get the people who disagree to brainstorm solutions to the problem. This works well because it's a positive approach to the situation. Arguing is so negative and such a waste of time. Brainstorming solutions helps everyone to work as a team again.

B

An effective way to end a conflict is to get the people who disagree to say what the others' positions and opinions are. Most conflicts happen because people don't really understand what the others are thinking. If they have to think hard about this, it takes the heat out of any disagreement, no matter how strong.

C

There's no way that a solution to a disagreement can be found if people are angry and upset. The most important thing that people need to do to stop an argument going further is to cool off. They can do this by taking a short break from the meeting, splashing some water on their faces, and getting some fresh air.

D

An argument should be stopped by getting the people involved to say sorry to each other for letting the situation get out of control. If people said unpleasant things to each other during the argument, they should apologize for having said them. That's the only way that everyone can move on and stop thinking about the conflict.

What are your strategies for resolving a conflict? _____

What was the last conflict you had to deal with? How did you resolve it? _____

Do you think apologies are important in business? _____



16. Not to have serious conflicts you need to learn the art of negotiation. There are a number of phrases which are often used during a negotiation. Complete the mini-dialogues with phrases from the box

room for manoeuvre get back to you draw up a quotation a range of possibilities
it's hard to say that depends on to follow up on our conversation

1. – We don't have a lot of time. Can you deliver the machine parts by next Friday at the latest?
– 1) _____ how many other orders we're working on right now. I'll check and
2) _____ early tomorrow.
2. – What sort of after-sales service can you offer us?
– There is 3) _____. I'll email you details of our different service packages and you can choose which one you want.
3. – Can you give a rough idea of how much this will cost?
– No, sorry. At the moment 4) _____ how expensive it will be. I'll let you know as soon as I can.
4. – Will you have a problem finishing the report by Thursday?
– Yes, I will. Is there 5) _____ on when I can finish it? Can I give it to you a week later than planned?
5. – Thanks for taking the time to talk to me today. Now, what's the next step?
– Well, I'll 6) _____ and send it to you. Then you can see in detail what we can offer you.
6. – Nice to see you again, Sue.
– Nice to see you too. I wanted to meet you today 7) _____ from last week.



Taking about possibilities

We often show that we are talking about possibilities in a negotiation by using conditional forms.

Conditional I (to show that something is likely to happen)

If the price is right, we'll be able to buy more.

If you prepare some different options for me, I'll compare the prices and specifications, then make a choice.

Conditional II (to talk about things that are not certain)

Could you deliver the system quickly if we gave you the order?

We would be prepared to pay more if we received a good level of service back-up.

Note that in conditional 2, the past simple form of the verb is used in the *if* part of the sentence.

If you prepared some different options for me, I could compare the prices and specifications, then make a choice. NOT: If you would prepare ...



17. Complete the sentences with the correct form of the word in brackets

1. If they _____ (give) us more time, we would be able to look at our logistics problems in more detail.
2. I'll give you a 13% discount if you _____ (place) your order today.
3. I would be prepared to place the order if you _____ (offer) us a better after-sales service deal.
4. If we _____ (confirm) the job offer today, he'll be able to start work at the beginning of the month.
5. If I _____ (come) to your team meeting at 10 a.m., would I be able to leave at midday? I have another appointment to get to.





18. Work with a partner to do the following role-play to practise talking about possibilities

Student A: You are a sales manager and you are meeting your boss, the sales director, to request two more members of staff for your team. You have made a note of some of the benefits that can be expected if you get the new staff. Use conditional sentences to explain to the sales director what he/she can expect if your team is increased by two new salespeople.

Student B: You are a sales director listening to a request from your sales manager for two more salespeople for his/her team. Use conditional sentences to explain the increases in performance you expect if you agree to the increase in staff.

- Increase overall sales
- Provide better service for important clients
- Find new more customers
- Get more money from existing customers

- 15% increase in overall sales
- 10% increase in sales to important clients
- 15% increase in profit from new customers

19. Discuss

1. Is it easy or difficult for you to give bad news? Why? _____

2. When was the last time you had to give bad news? How was it? _____

Did you manage to do it in a calm, friendly and peaceful way? _____



20. Watch the video and write down seven steps how to give bad news in a calm, friendly, and peaceful way for both you and the person receiving the bad news

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____





21. Work individually. Match the phrases from the video to the categories they belong to

1. Some common ways that we introduce bad news and get straight to the point are:

2. You can explain WHY with the phrase like:

3. You can be caring and offer sympathy with sentences like these:

4. You can sound supportive saying:

5. To be sympathetic of what another person is going through after you've given bad news you can say:

- a) I'm so sorry to have to tell you this, but...
- b) I'm sorry, I know this isn't what you wanted.
- c) I can see that you're really angry.
- d) I can see that you're really upset and I'm so sorry.
- e) Unfortunately, there were some problems with...
- f) I know that this isn't what you hoped for.
- g) It's not what you wanted but ...
- h) This totally sucks. I'm so sorry.
- i) There's no easy way to say this...
- j) I can appreciate your feelings.
- k) I'm afraid we won't be able to...



22. Look through the examples from the video and describe how the strategies from the video work here

"Hi, Stephen. I'm afraid I've got some bad news. The company has offered the promotion to someone else. I'd really hope to offer you the position, but the management team chose another applicant because they have more experience. I know this isn't what you wanted to hear, but I hope you'll continue to seek opportunities like this with the company as you have a lot to offer".

"Hey Emily, I've got some bad news. I know we planned to go on vacation together next month and you've already paid the deposit, but unfortunately I have to attend a conference for work and there's no way I can get out of it so I won't be able to go. It really sucks and I'm so sorry to let you down. It's not the same, but what if we look at a long weekend trip together, the month afterwards, and I'll repay you for the deposit?"

Which steps from the video do you find most fruitful? Why?



HOMEWORK 15

1. Put the words in the right order to make sentences

1. that / about / what / think / you / do?

2. good / that's / very / suggestion / a / yes

3. be / sure / not / honest / so / that / I'm / about / to

4. to / agree / point / I / a / up

5. that / all / afraid / don't / at / with / agree / I / I'm

6. we / about / visit / person / if / company / the / how / in / ?

2. Write down exact words that you can say to people in the following situations. Follow the tips from the video

1. Imagine that you need to tell your closest friend that you won't be able to come to his/her birthday party next month, and you've been planning it together for weeks.

2. It's your job to tell your colleagues that there is no money in the budget for an end of year party or any bonuses at work.

LESSON 16

TOPIC: IT MAINTENANCE, TECHNICAL SUPPORT. EMAILS



1. Discuss

1. What is technical support? _____

2. What is IT maintenance? _____



2. Complete the company description and job advertisement with the words in the box

client diagnosing from time to time installing launched supplies
maintaining provide service centres spreadsheet and database

Our company and what we do

PDS (Pacific Digital Solutions Limited) is an international technology company which 1) _____ software, training and support services. We employ over 6,000 people across 27 2) _____, serving clients in 46 countries. Clients tell us that we 3) _____ excellent customer service. Our products include office software such as 4) _____ applications. We have recently 5) _____ a range of cloud computing services. Our consulting services help 6) _____ companies to work more efficiently and to make more money. We provide advice on which systems to buy and how to set them up. We can even carry out the installation for clients if they request this.

Technical officer

Tired of staying indoors all day? Want to travel as part of your job and meet different people every day? Then we have an excellent job for you! PDS serves clients all around the world. Our Sydney office requires three people to look after our customers across Australia.

To apply for this job, you must have:

- a Diploma of Computer Servicing.
- experience in 7) _____ operating systems, 8) _____ computers and 9) _____ problems.
- a full driving license.

You should also have:

- willingness to work evenings and weekends 10) _____.
- a friendly personality and good customer service skills.

Salary and benefit on application.



3. Listen to a help desk technician talking to an IT user. What information is the technician looking for?

4. Listen again and number the instructions in the order you hear them

- | | |
|--|--|
| _____ Choose 'Properties' from the menu. | _____ Choose the 'Details' tab. |
| _____ Just select 'Manage'. | _____ Just right-click where it says 'Disk 0'. |
| _____ Select 'Install date'. | _____ Can you scroll up to the top? |

A

Giving instructions

We often use **imperatives** to give instructions. We use "**softeners**" such as *could you*, *can you* and *just* to make the instructions sound more polite.

Drag the window to the left. **Could you just** double click on the bottom icon?

We use **sequencers** (*first*, *then*, *next*, *after that*, *finally*) to show the order of the steps.

First, just click on the 'Start' button. **Then** select 'Shut down' in the bottom right corner.



5. Work in pairs

Student A: You're an IT help desk technician. Explain the steps for each action. Use the prompts and the useful language.

Student B: You're an IT user. You need professional help. Follow the steps and react.

Change roles

Continue till you give instructions to all tasks.

E.g. 'Start' button → 'Control Panel' → 'System and Security' heading → under 'System': 'View amount of RAM and processor speed'

A: First, could you click on the 'Start' button?

B: Sure.

A: Then select 'Control Panel'. A box will appear.

B: OK.

A: Click where it says 'System Security', then 'View amount of RAM and processor speed', under 'System'.

B: Got it! Thank you very much.

1. 'Start' button → Mozilla Firefox → Double click>Title bar
2. Right click on 'C:' drive → 'Properties' → 'Sharing' tab → 'Advanced Sharing' → 'Share this folder' check box → 'OK' → 'Close'
3. Press 'Start' key and 'E' key to open Windows Explorer → 'Uninstall or change a program' at top → Find 'Anki' → Right-click → Select 'Uninstall'
4. Find clock on bottom right of screen → Right-click it → 'Adjust date/time' in pop-up menu → 'Change time zone' button → '(UTC + 09:00) Osaka, Sapporo, Tokyo' in drop-down menu → 'OK' → 'OK'
5. 'Start' button → 'Control Panel' → 'Appearance and Personalization' heading → 'Display' heading → 'Magnifier tool' link



6. Work individually

Choose two of the actions from the list and keep them in secret:

1. how to open a program;
2. how to save a file;
3. how to change a program's settings;
4. how to delete a file.

Write instructions a person should follow to do these actions. Use your ideas and/or ideas from the previous tasks.

E.g. how to close a program

First, go to the 'File' menu. Then click 'Exit'. Or click the 'x' in the top right-hand corner of the window.



7. Work in pairs

Student A: Read your instruction. **Student B:** Guess what action it explains. **Change roles.**

Continue till you guess all actions.



8. Read the email quickly. What does Kamal want to do?

Subject: Connecting a projector _____

Hi Kamal,

It should be quite easy to connect your laptop to a projector. First, check that both the laptop and the projector are off. Then connect the projector cable to the laptop: just plug it into the video socket. Most laptops have one, usually at the back or side. After that, insert the projector's power cable into a power socket and turn on the computer and the projector. Next, the computer has to find out the projector's resolution: press the 'Function' key ('Fn') on the laptop and, at the same time, press the key with a picture of a screen on it. The 'Fn' key is usually on the bottom left, near the 'Shift' key, and the key with the screen picture on it is usually on the top row of keys, on the left.

Don't forget to switch off the equipment and unplug the projector from the computer when you've finished.

Best wishes,
Natasha



9. Match words 1–8 from the email in the previous task to words a–h with a similar meaning

1. cable	_____	5. turn on	_____	a) push	e) turn off
2. plug (into)	_____	6. press	_____	b) put (into)	f) electricity socket
3. insert	_____	7. unplug	_____	c) connect	g) switch on
4. power socket	_____	8. switch off	_____	d) connector	h) disconnect



10. Work individually. Complete these prepositional verbs

1. connect _____

3. unplug _____

2. plug _____

4. disconnect _____



11. Read the email again and complete these instructions. Use two objects where appropriate

E.g. Switch off the computer and the projector.

1. Plug _____
2. Plug _____
3. Switch _____
4. Push _____
5. When finished, turn _____
6. Disconnect _____



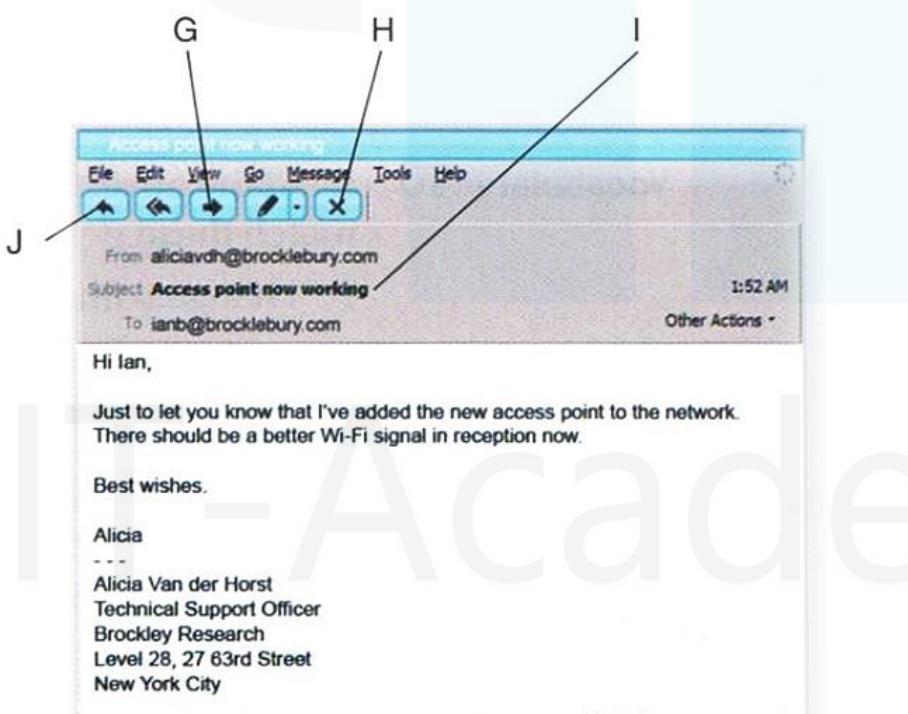
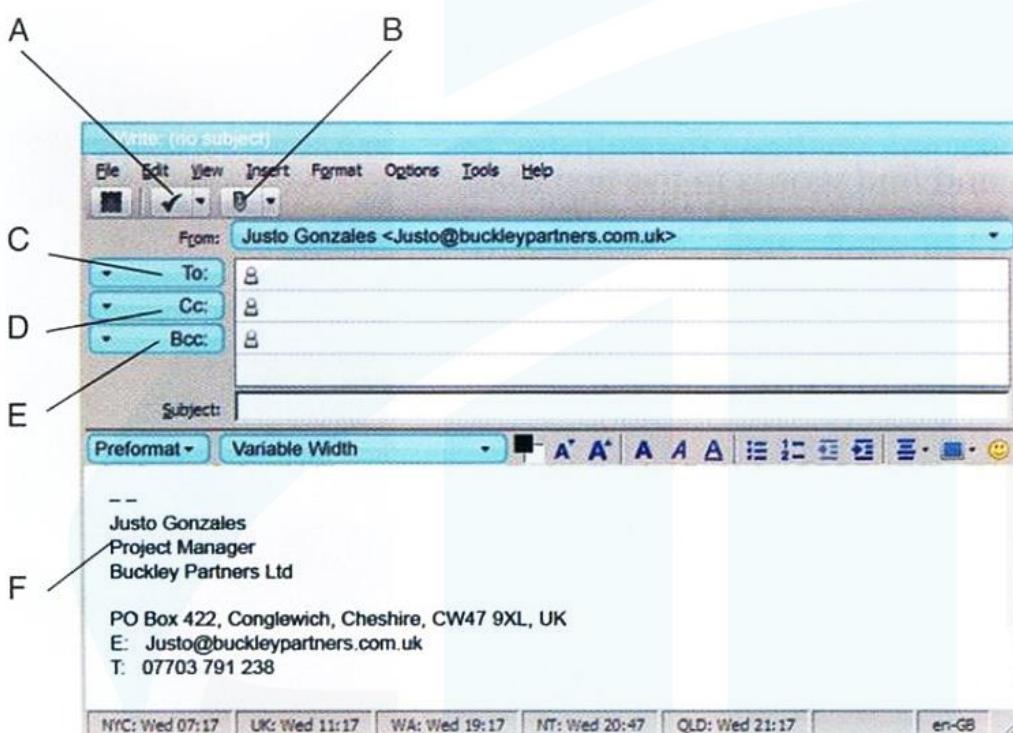
12. Discuss

1. How often do you use email? _____
2. When do you choose email instead of instant messaging, face-to-face or telephone communication? _____



13. Match these words to A–J in the screenshots of email clients below

- | | | | |
|------------------------|-------|----------------------|-------|
| 1. subject line | _____ | 6. forward | _____ |
| 2. recipient's address | _____ | 7 blind copy address | _____ |
| 3. email signature | _____ | 8. reply button | _____ |
| 4. attachment button | _____ | 9. copy address | _____ |
| 5. spell checker | _____ | 10. delete | _____ |



Articles

We use **a/an** when we mention an item for the first time.

*Please send me **a** message. Could you send me **an** email to remind me?*

We use **the** when the listener already knows which item we're talking about.

We also use **the** when the item is the only one of its kind.

*Could you forward **the** email that Jack sent? **The** internet is down.*

**14. Complete this intranet post about email guidelines with **a**, **an** or **the****

Here are some guidelines for using email at RML Digital:

- Think carefully about what you write – emails can be permanent records. Even if you delete 1) _____ email, 2) _____ recipient could keep their copy. He or she might also forward 3) _____ email to other people.
- Make 4) _____ subject line clear and short.
- If you receive 5) _____ important email, try to send 6) _____ quick “thanks” message in reply. It only takes a few seconds and it may stop someone from worrying that the email didn’t get through.
- If you are copying emails to people who don’t know each other, use 7) _____ “Bcc” line so that they can’t see each other’s email addresses.
- Check attachment size before sending! Some email systems limit attachments to 10 MB or less.
- 8) _____ standard RML Digital signature should be on email sent from the company.

**15. Discuss**

What is a systems administrator responsible for?

**16. Write the words in the box in the correct column in the table**

deploys new software	looks after network security	updates software across the organization
----------------------	------------------------------	--

writes software to sell to other companies	designs databases	sets up user accounts	works on a help desk
--	-------------------	-----------------------	----------------------

A systems administrator's task

Not a systems administrator's task

Look at the second column of the table. Give a job title for each task.

**17. Listen to a systems administrator asking a technician about the status of the company's computer systems and answer the questions**

1. Is it a small company? _____
2. How do you know? _____



18. Listen again and tick the correct column in this table

	Worked fine	Problem found	Not mentioned
1. Deploy new software updates			
2. Deploy new software applications			
3. Backup systems			
4. Disk drivers			
5. Set permissions			
6. Check logs			
7. Reset passwords			



19. Find words in the table from the previous task that match these definitions

1. Change; set again _____
2. Install on many computers at the same time _____
3. Setting on the computer, file or folder that say who can use it _____
4. Data that a program or computer produces while it runs, to show how well it is working _____



20. Complete these collocations and phrasal verbs with the words from the listening that match these definitions

crash out out of running again smoothly (x2)

- | | |
|--------------------|-------------------------------------|
| 1. run _____ | 4. lock (someone) _____ (something) |
| 2. disk _____ | 5. check _____ |
| 3. be up and _____ | 6. go _____ |



While, before, after

We can use **while**, **before** and **after** to show the order of events.

While you install the OS, the computer will ask you some questions.

Before you reinstall the OS, back everything up.

If the same person is doing the action in both clauses, we can use the -ing form of the verb after these words.

After **resetting** the password, log in to check that the new one works.



21. Write sentences with while, before or after

E.g. install the software / do a full backup. *Before installing the software, do a full backup*

1. install the operating system / the computer may reboot several times

2. deploy major software upgrades / train the users

3. replace the hard drive / everything will go smoothly

4. forget a password / reset it



22. Discuss

1. What's the difference between a systems administrator and a DevOps?

2. What two words does the term "DevOps" consist of?

3. What does a DevOps engineer do?

4. What skills does a DevOps engineer need?



23. Discuss

Do you agree that we can say DevOps is a combination of three letters *P*: People, Processes, Products



24. Discuss

1. What was the last problem you had with an electronic device? What other problems could happen?

2. When you have problems with a device, what do you do? How can you find help?



25. Listen to six people describing problems. Complete the sentences about each speaker's problem with the words in the box

connection error	crashes	failure	fault	hanging	running slowly
------------------	---------	---------	-------	---------	----------------

1. The application is _____.

4. The computer is _____.

2. The computer _____.

5. The speaker had a disk _____.

3. There is a _____.

6. The speaker's mobile phone has a _____.

Which problem means that the computer or program is still running but nothing can be typed into it?



26. Work in pairs

Choose one of the problems from the previous task and describe it to your partner, without saying the word(s).

E.g. It's when the part of your computer that stores information stops working.

Can your partner guess what it is?

Change roles



27. Put these sentences in the correct order. Then listen and check your answers

- _____ Ah. Have you tried restarting your computer?
- _____ Could you do that? And if you still have a problem, just call me again.
- _____ Does it say anything else?
- _____ Hi, help desk here. My name is Suki. How can I help you?
- _____ Er ... no, I haven't.
- _____ OK. Can you tell me exactly what happens?
- _____ OK. Thanks very much. I'll do that.
- _____ Sure. When I press 'Send', I get an error message saying 'This program has found a problem and needs to close'.
- _____ Yes, hi. I've got a problem with my email. Whenever I try to send a message, the program crashes.
- _____ Well, something about sending an error report to the software company. Oh, and an error code: it says 'Error 35A4'.

What is the problem? _____

What is the solution? _____



28. Discuss

1. Have you ever had a problem with any of these? What happened?

cable or connector	computer	database	email client	password
Internet connection	LAN connection	monitor	peripheral device	

2. Have you ever called an IT help desk call centre? What happened? How was the experience?



29. Find words in the form that match these definitions

1. Software for looking after help desk enquiries _____
2. Record of a customer's problem or question _____
3. Level _____
4. Pass the problem to a higher level technician with more training _____

Gellicity Solutions: Issue tracking system		
Tier 1 help desk support ticket		
Name 1) _____	Date 2 July	Time 13:40
Software 2) _____	Version 3) _____	
Problem 4) _____		
Error message (e.g. error type no.) 5) _____		
Actions taken by user 6) _____		
7) Result	<input type="checkbox"/> Problem solved	<input type="checkbox"/> Escalate to tier 2



30. Listen to a conversation between a telephone help desk technician and a customer and complete the form



31. Listen again and answer these questions

1. What does the help technician think the problem might be? _____
2. What will happen next? _____
3. Which level of support do customers reach first: tier 1 or tier 2? _____



Modals of speculation and deduction

We use the modal verbs **may**, **might**, and **could** to speculate about possible reasons and causes. In questions we use **can**, **could** or **might**.

*I'm not sure what the problem is. It **might** be a software problem. **Could** it be a hardware issue?*

We use **must** when we are sure that something is true and **can't** if we are sure that something isn't true.

*It shouldn't do that: it **must** be a fault. The server **can't** be busy! No one's using the website!*



32. Say what you think the problem is in these situations

E.g. *I can't connect to the network, I wonder if the server is working? The server **might** not be working.*

1. My computer won't switch on. There have been many reports on the Internet about viruses recently.
2. I left my mobile phone on for three days without recharging. I'm sure the battery will be flat by now. It usually only lasts a day.
3. I'm not sure what the problem is. I've checked the cables and they're all fine.



33. Complete the company troubleshooting guide

Premium Monitors Limited

Troubleshooting guide

Problem: "I can't see anything on my computer screen".

1. Can the customer hear anything from the computer or see any lights on the front of it?

Yes → The computer 1) _____ (switched on). Go to question 3.

No → The computer's power cable 2) _____ (connected). Ask the customer to check the cable. Go to question 2.

2. Can the customer hear anything from the computer or see any lights on it now?

Yes → Go to question 3.

No → Go to question 7.

3. Can the customer see any lights on the edge of the monitor?

Yes → Go to question 5.

No → The monitor 3) _____ (switched on). Ask the customer to press the monitor's power button. After that, go to question 4.

4. Can the customer see the monitor light now?

Yes → It 4) _____ (a power problem). Go to question 5.

No → The monitor's cables 5) _____ (connected). Ask the customer to check both cables at

both ends. If this doesn't solve the problem, go to question 5.

5. The monitor 6) _____ (faulty). Does the customer have a spare working monitor?

Yes → Ask the customer to try the spare monitor. Go to question 6.

No → Unknown fault. Tell the customer that we can escalate to a site technician but if the problem is with the computer, there will be a fee.

6. Does the spare monitor work?

Yes → The first monitor 7) _____ (faulty). Replace it if it's under warranty.

No → The video card 8) _____ (faulty). Escalate to a site technician to check the video card.

7. Does the customer have a spare working computer? Does it work with the monitor?

Yes → It's probably a faulty video card. Escalate to a site technician to replace the video card.

No → Unknown fault. Tell the customer that we can escalate to a site technician but if the problem is with the computer, there will be a fee.



Proposing possible solutions

We can use **should** and **shouldn't** in first conditional sentences for results we think are likely. If we're not sure, we use **might**.

If we add an extra fan, the computer **should** be fine.

If we don't add an extra fan, the computer **might** overheat.

We can also use **try + noun/-ing** to propose solutions.

Let's **try** an extra fan/**addicting** an extra fan.



34. Complete these definitions with the words from the box

bloatware bill usage

1. The amount of something that you can use _____

2. Software that some computer and mobile phone companies put on their products as advertising _____

3. A document showing how much you have to pay for something _____





35. Complete these conversations. Use the words in brackets. Add any other words necessary

1. – My app hasn't been updated to the latest version.
– Your phone setting might be wrong. If you _____
(change/settings/app/update) soon.
2. – My phone isn't sending or receiving data.
– Maybe the network connections are switched off. Try _____
(check/network and connections settings).
3. – My phone's running really slowly.
– There might be some bloatware on it, which you probably don't need. Try _____
(remove/it).
4. – I've just got a really high phone bill. It's too expensive!
– You need to be very careful with some mobile phone data plans, to make sure you don't go over your usage limit. If you _____
(check/usage/regularly/you/be) OK.



36. Work in pairs. You are technicians discussing a problem. Follow the steps below and roleplay the situation

Student A: Explain the problem. (mobile phone works but no data)

Student B: Ask what Technician 1 has done already.

Student A: Answer Technician 2's questions. (checked settings, checked battery level)

Student B: Make a suggestion. (try a different network)

Swap roles and repeat the activity



HOMEWORK 16

1. Write an email explaining how to transfer photographs from a digital camera to a computer. Give instructions for the steps below. Keep to the email structure

card reader → computer open software select card reader/drop down menu select destination folder 'OK' button

LESSON 17

TOPIC: SMALL TALK



Demonstrative pronouns

	Near	Further away
Sg	this	that
Pl	these	those

Your examples _____

Personal as a subject	Personal as an object	Possessive + noun	Possessive	Reflexive
I	me	my	mine	myself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourself, yourselves
they	them	their	theirs	themselves
	after verbs and prepositions	before nouns	! no noun after them	! never after feel



The possessive of animate nouns

Sg n *a manager – a manager's smartphone; Vicky – Vicky's laptop;*

Your examples _____

Pl n s *managers – managers' smartphones; visitors – visitors' laptops;*

Your examples _____

Pl n s *men – men's smartphones; children – children's laptops.*

Your examples _____

N C Pl	N U
a lot of +	

Your examples:

many –, ?	much –, ?
-----------	-----------

Your examples:

a few 😊	a little 😊
---------	------------

Your examples:

N C Pl	N U
few 😊	little 😊

Your examples:

some + , ? in offers	
----------------------	--

any –, ?

Your examples:

some + , ? in offers	
----------------------	--





We use *There is/are...*

to talk about the existence of smth

There is a table and five chairs in the room.

Your examples

We use *It is...*

for a thing, an action, a situation or an idea (often used to describe weather, time and distance)

It's hot today. It's 10 a.m.

Your examples



1. Discuss

1. What does small talk mean? _____
 2. Are you afraid of it? _____
 3. Why do people make small talk? _____

 4. What questions can be used for small talk? _____

2. You are going to watch a video about small talk. Match the words with their meanings

- | | | |
|----------------------|-------|--|
| 1. to hyperventilate | _____ | a) to make known |
| 2. anchor | _____ | b) to keep asking someone for information |
| 3. to reveal | _____ | c) to become too excited |
| 4. to encourage | _____ | d) to produce something positive |
| 5. to pump | _____ | e) to make someone more likely to do something |
| 6. to yield | _____ | f) something that gives support when needed |



3. Watch the video and answer the questions

1. What did a study from the University of Michigan show about social interactions?
 2. What tips for good small talk do you remember? What do they mean?



4. Small talk is a light informal conversation. How many topics for discussion can you find?

televisionsportspoliticsfashionartnovelsfamilyarchitecturethe
economicclimatemusicpetstheweatherreligionfoodandrestaurantstravel
experiencesholidayplansthenewssalariesyourhometownhealthweekend
activitiesfilmsandcinemavouriobhobbiescelebritygaossipfestivals

Which items are your favourite small talk topics?

Which topics are not suitable in a lot of local situations? Why?



5. Read the blog entry. What does this woman say are her favourite small talk topics? What is her story, and how does she get her customers talking?

I'm the queen of small talk because I'm in sales. My favourite safe topics are: weather, travel, what are you reading? movies, kids, pets. One of my never-miss topics is pursuing my theory that everyone knows of one amazingly beautiful and special place where they love. There exist beautiful places even in areas that you wouldn't expect beauty. But if you investigate a bit, they will share and it's so cool to go to these places and see neat things that only the locals know about, like waterfalls, fields of flowers, architecture, historical monuments, etc. People love talking about where they live and how it's cool — and I LOVE learning from my customers, so I ask a lot of questions — it's like an imaginary vacation.

6. Work in groups. On what occasions do you usually make small talk and what about? Think of four situations

E.g. When I arrive at work on Monday morning, I ask my colleagues about their weekend.



News

News is an uncountable noun. We can say: I heard some news. /It's an interesting piece of news.

! But not ~~I read a news about him.~~



7. Listen to six people starting a conversation. Which of these topics are they talking about? Number the topics in the order you hear them

- | | |
|---|---|
| <input type="checkbox"/> the weather | <input type="checkbox"/> television |
| <input type="checkbox"/> the physical environment | <input type="checkbox"/> weekend activities |
| <input type="checkbox"/> the news | <input type="checkbox"/> celebrity gossip |
| <input type="checkbox"/> the town | <input type="checkbox"/> work |



8. Listen again and complete what they say

1. Are you _____ the match on Saturday?
2. _____ you the rain we're having this week?
3. Have you _____ the physics experiment in Switzerland?
4. _____ the big boss is coming from France next week.
5. What do _____ that new shopping center?
6. _____ you the beautiful spring flowers outside the office?





9. Work in pairs. How could you respond to each person?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



10. Work in pairs. Choose one of the expressions and use it to start some small talk with a partner

Student A: I hear there is a flower festival in town at the moment.

Student B: Yes, I read about it in the local newspaper. I think I'll go. Do you like flowers?



11. Listen to the start of two phone calls. Which call doesn't begin with a small talk? Why do you think that is? In what kind of situations is small talk inappropriate?



12. Listen again. How does Marco move from small talk to work talk?

13. Work in pairs. Read the rules. Then play the game

Rules:

1. Use a coin to move forward. Heads move one space. Tails move two.
2. Talk for a minute about the subject without repeating a word or hesitating. Then, your partner will ask you two questions.
3. If you can't talk for a minute, move back to your previous position.
4. If you land on "partner's choice", your partner chooses the subject you talk about.



How important is small talk in our life?



14. Colleagues from across Europe are attending a kick-off meeting. Listen to the three dialogues. What is the relationship between the people below?

- a) They have never met before.
- b) They have met before but probably do not know each other very well.
- c) They probably know each other quite well.

- 1. Steve and George
- 2. George and Paula
- 3. George and Juliet
- 4. Paula and Steve
- 5. André and Steve

15. Complete the sentences from the dialogues

1. Nice to _____ you again. _____ are you?
2. _____, thanks. And you?
3. I'm _____, thank you.
4. _____ you _____ my colleague, Juliet Strauss?
5. Hello, I'm George Frank. _____ to meet you.
6. Pleased to _____ you _____.
7. _____ me _____ my colleague, André Jacob.
8. How _____ do?



16. Listen again and check your answers



17. Now listen to the three dialogues again. Tick which topics are discussed

	work	sport	religion	cinema	politics	family	holidays	hobbies	weather
Dialogue 1									
Dialogue 2									
Dialogue 3									



18. Work individually. Match two parts to make small talk questions

1. Which hotel _____
a) did you fly into?
b) are you staying at?
c) my colleague, Yvonne Jamieson?
d) the first time you've come here for a meeting?
e) a colleague of Jim Robertson's?
f) come here by plane?
g) have you worked for your company?
2. How long _____
3. Which airport _____
4. Did you _____
5. Is this _____
6. Are you _____
7. Do you know _____

19. Now match these answers to the questions

- A) Not really. He works in marketing and I'm in customer service.
B) No, we came by car.
C) Almost fourteen years.
- D) London Stansted.
E) No, I don't think we've met.
F) No, it isn't. I was here in June for the kick-off meeting.
G) The Carlton International, off Shaftesbury Avenue.

A Using first names

The use of first names in English-speaking business environments is common. Though it is not the practice everywhere, even senior managers are addressed by junior staff using their first names in some offices.

On first meeting someone it's best to address them by their surname:

- *It's a pleasure to meet you, Ms. Carmichael.*
- *Pleased to meet you, Mr. Freeman.*

After that, the changeover to first names is usually made quite quickly, either later during the first meeting or at the second meeting. If your relationship with your business partner is friendly and relaxed, you can switch to their first name without asking their permission.

You may, however, wish to ask someone's permission before using their first name with phrases like:

- *Do you mind if I call you Caroline?*

This question can be answered with phrases such as:

- *No, not at all.*
- *Please do.*

You can invite someone to use your phone to use your first name with phrases like:

- *Please, call me Carl.*
- *By the way, it's Paula.*

A Useful language

Introducing people

Jurden, this is Lisa.

Anita, do you know

Dr Olafson?

Have you met Nigel?

Peter, I'd like you to meet
Steve Jones.

Making small talk

"How's business?"
'We're having a great year'.

"How are things?" 'It's really busy at the moment".

Responding

Pleased to meet you.

Nice to meet you.

Good to see you again.

Requests

Could I use your phone, please?

Do you mind if I take one of your brochures?

Offers

Can I give you one of my cards?

Would you like to have dinner with us tomorrow night?

20. Work with a partner to practice making introductions and small talk

Student A

Say hello and introduce yourself.

Student B

Say hello and introduce yourself.

Ask about B's journey to the meeting.

Respond. Ask about A's hotel.

Respond. Ask if this is B's first meeting at the head office.

Respond. Ask how long A has worked for the company.

Respond.

Change roles



21. Work individually. Look at the expressions below.

Which are said by a) a host? (H) b) a guest? (G)

- | | |
|--|--|
| 1. Can I get you a drink? _____ | 6. Yes, please. I'll have a white wine. _____ |
| 2. Yes, it's just down there on the left. _____ | 7. Can I give you a lift to the airport? _____ |
| 3. It all looks good. What do you recommend? _____ | 8. Yes, I'd love to see some of the sights. _____ |
| 4. Would you like me to show you round? _____ | 9. Could you tell me where the toilet is, please? _____ |
| 5. Help yourself to some food. _____ | 10. It's very kind of you to offer, but there's a taxi coming for me at 11.00. _____ |



22. Work individually. Match the sentences in logical pairs

- | | |
|---|---|
| 1. Can I get you a drink? _____ | a) It all looks good. What do you recommend? |
| 2. Could you tell me where the toilet is, please? _____ | b) Yes, please. I'll have a white wine. |
| 3. Would you like me to show you round? _____ | c) Yes, I'd love to see some of the sights. |
| 4. Help yourself to some food. _____ | d) Yes, it's just down there on the left. |
| 5. Can I give you a lift to the airport? _____ | e) It's very kind of you to offer, but there's a taxi coming for me at 11:00. |



23. Work in pairs

Role-play the conversation below. You are at a conference. You recognize someone you met at a conference two years ago. Introduce yourself and make small talk. Use your role card to prepare for the conversation.

Student A

- You met B two years ago at a conference on Customer Care in Frankfurt.
- You own a small firm which sells office equipment.
- It's your first day at the conference — you arrived late last night.
- You haven't seen the city yet.
- You are staying at the Grand Hotel in the city center (a good choice: room service and the facilities are excellent).
- You are leaving in three days' time.
- You think the conference will be very interesting.

Student B

- You met A two years ago at a conference on Customer Care in Frankfurt.
- You are the sales manager for a large telecommunications company.
- You have been at the conference for three days.
- You have visited the city (beautiful old cathedral, interesting museum, excellent restaurants, but very expensive).
- You are staying at a small hotel outside the city (a bad choice: room too small, too far from the center of the city).
- You are leaving tomorrow.
- The conference is boring — the speakers talk too much and go overtime.



24. Have you ever done business with people from any of the countries in this guide? If so, do you agree with the information given?

Mixing Business and Pleasure

Gone are the days when business was only carried out in offices and conference rooms. Now people mix business and pleasure in a range of settings. But what are the rules of business entertaining in an international context? Here's a brief guide.

China

In common with other Asian business cultures, the Chinese are keen on lavish business entertainment. Large evening meals are very much on the agenda here. Expect your host

to order enough to feed twelve people for a party of six. The meal will probably also consist of several courses, so it's a good idea to pace yourself and not eat too much early in the meal. That said, good manners require you to leave lots of the food uneaten: finishing off your food will send the insulting signal that your host has not ordered enough to satisfy your hunger.

Japan

If you're doing business here, you can expect to be lavishly entertained after office hours by your host, who will pick up

the bill for food and drinks. In the evenings, business is pretty much off the agenda, so don't expect to put the finishing touches to a deal over sushi. What is firmly on the agenda, however, is drinking — and quite a lot of it. Japanese business people can consume a good deal of saki during an evening's after-work partying and enjoy toasting one another. If someone offers you a toast, be sure to return the compliment.

Karaoke is an especially popular activity for entertaining business contacts. If you are taken to a karaoke bar, the golden rule is to take part. It's important to show your hosts that you're a good sport, even if your singing voice is not exactly your strong point.

Britain

Forget breakfast meetings. They're deeply unpopular, even in forward-looking London. The British prefer to do business over lunch or, on occasion, dinner. The latter meal is, however, usually reserved for pleasure, allowing business contacts an opportunity to get to know each other a little better, so don't expect to talk shop over your lamb cutlet and trifle. One after-hours venue where business and pleasure can be

mixed is the pub. "Going to the pub" is something of a national pastime, no less so among business people than the population as a whole. If your British business contacts take you to the pub, be prepared to drink the British version of beer. Expect something a little different from the light, refreshing beers you may be used to. British beer — warm and flat — is an important national product. Make sure to try it before moving on to something a little more drinkable.

USA

Breakfast meetings, where business is mixed with smoked salmon and scrambled eggs have become pretty popular here in recent years. If you're invited to one, set your alarm clock for an early rise: such meetings often get under way as early as 7 a.m.! Expect to discuss a lot of business over your breakfast.

Business people from the US are also keen on after-hours entertaining. It's not unusual to receive an invitation to have an evening meal with a business host at his or her home. If you receive an invitation like this, remember to turn up punctually. You can also expect a tour of your host's home before the evening gets underway. Bring flowers or a bottle of wine.



25. Work in groups. Find things in common

After a meeting is finished, do you prefer to socialize with your business partners over a drink in a pub, or would you rather take them to a cultural event such as the theatre?

Can you offer advice about socializing with people from other cultures that you have worked with?

What advice would you offer a visitor to your country about the after-hours business culture?



HOMEWORK 17

1. Look at these groups of words. What is the small talk topic for each one? Which word does not belong to each group? Why?

Topic:

1. _____ : storm, flood, building, exhibition, changeable

2. _____ : the sales, flu, casual wear, designer label, suit

3. _____ : plot, the ending, main course, leading actor, thriller

4. _____ : mayor, local council, author, taxes, elections

5. _____ : flight, delays, tie, campsite, lost luggage first class

6. _____ : aunt, nephew, library, anniversary, in-laws

2. Put the words in the box with the correct category. Think of three more words to add to each group

T-shirt soundtrack niece flip-flops politician director
check-in vote traffic jam freezing daughter shower

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. Choose a topic from the box and write four words that relate to it

television, sports, politics, fashion, art, novels, family, architecture, the economic climate, music, pets, the weather, religion, food and restaurants, travel experiences, holiday plans, the news, salaries, your hometown, health, weekend activities, films and cinema, your job, hobbies, celebrity gossip, festivals

VOCABULARY. LESSON 17

Vocabulary /Translation

acronym /акроним

anchor /якорь; точка опоры

anyway /в любом случае

be afraid of /быть напуганным, бояться

bet /держать пари

boost /повышать, поднимать

facility /объект, средство

firmly /твердо, крепко, неизменно

give smb a lift /подвезти кого-л.

go overtime /работать сверхурочно

gossip /сплетни; сплетничать

guest /гость

heads and tails /орел и решка

help yourself /угощайтесь

hurry up /торопиться

inappropriate /некорректный

insult /оскорблять

journey /путешествие

kick-off meeting /стартовая встреча

lavish /щедрый, расточительный; расточать

pastime /времяпрепровождение

pump /выспрашивать, допытываться

pursue /преследовать

put at ease /успокаиваться

recognize /признавать, узнавать

respond /отвечать

reveal /раскрывать

sights /достопримечательности

the latter /последний

venue /место проведения

waste of time /пустая трата времени

yield /приносить плоды; доходность

Personal vocabulary

LESSON 18

TOPIC: CONFERENCE CALLS



Relative Clauses

1. Circle all relative pronouns

A blogger is a **person** who keeps a web blog or publishes an online diary.
(**that**)

The **computer**, which I bought yesterday, makes me really happy!

This is **a single chip** which executes program instructions.
(**that**)

The **friend whose** laptop I borrowed wants it back.

Usage

who	refers to people;
which	to things;
that	to people or things;
, which ... ,	to things when the sentence has sense without this additional information.
whose	means 'of who' or 'of which' and shows possession.

2. Work individually. Put **who**, **that**, **which** or **whose** in sentences. Put commas (,) where necessary

1. Intel Core i9 is a new Intel processor _____ contains about 1.2 trillion transistors.

2. A web-developer is a person _____ develops and maintains a website.

3. The book about programming _____ you gave me a week ago is really worth reading!

4. These are the people _____ names appear on the database.



3. Discuss

1. What is a conference call? _____

2. Is a conference call a virtual meeting? _____

3. Is a conference call a video call? _____



4. Work in pairs. Which of these communication methods do you most/least prefer when speaking in English? Why? Something else, what?

email phone text messaging face-to-face webcam



5. What three tips would you give to someone for dealing with phone calls in English?



6. Listen to these people and compare your ideas

Which of the telephoning tips do you find the most/least useful? Why?



7. Listen again to the tips and write down the phrasal verbs you hear

- Speaker 1** If you know what you're going to say before you 1) p _____ the phone, it makes it easier.
- Speaker 2** Take a deep breath before you 2) p _____ someone _____.
3) H _____ a minute, please.
I'll look into it and I'll 4) g _____.
- Speaker 3** I work in sales and 5) _____ the phone all day.
If someone 6) r _____, I ask a colleague to make an excuse.
Most people don't 7) p _____.
I 8) h _____ because I didn't understand a word.
- Speaker 4** I always ask the receptionist to 9) p _____ the caller _____ to a meeting room.
If I don't understand something, I 10) p _____ the caller _____.
-

What do you think these phrasal verbs mean?



8. Choose the correct phrasal verb in these sentences

1. I'm sorry. Ted is at lunch right now. Could you *call up* / *phone back* later?
2. That phone keeps ringing. Someone should *pick it up* / *ring me up*.
3. I'm afraid we're unable to answer your call now, but if you leave your name and number, we'll *get back to* / *get through* to you as soon as we can.
4. When I mentioned the unpaid invoice, our client was very rude and *held on* / *hung up*!
5. I'm sorry. She's out of the office today. But I can *get through to* / *put you through* to her assistant.
6. When I *ring up* / *call back* their customer service department, they always *put on hold* / *put me on hold* for ages.
7. Could you keep the noise down, please? I *speak up* / *am on* the phone.
8. The reference number? *Hold on* / *Wait on* a minute, please, I'll just check it.

9. Which of the people are talking on the phone?





10. Work in pairs. What was the last time you made or took a phone call in English? What happened?

11. Work in pairs. Discuss

1. What are the advantages and disadvantages of video conferencing?



11. Work in pairs. Discuss

1. What are the advantages and disadvantages of video conferencing?

2. Can you think of other problems users can have with video conferencing? How could these problems be overcome?



12. Watch the video. How can you describe this conference call? Why?



13. Watch the video again. Complete the first column of the table below

What went wrong during the conference call?

What tips can you give to turn this conference call into an effective one?



14. Work in pairs. Complete the second column of the table

15. Discuss

1. What are the best platforms for video conferencing nowadays?

2. Have you ever participated in a video conference in English? If so, what did you like or dislike? If no, would you like to?

3. What are the five steps of active listening?

16. Read the Context. Listen to the teleconference and answer these queries Angelica prepared before the call

Context

Job Seeker is an international e-company serving both people looking for jobs and companies looking for staff. It has recently introduced services in Romania and Austria. Two new positions have been created in each country to look after key account customers. Job Seeker has arranged a teleconference with the two countries to inform them about procedures for working with key accounts. Their participants are Jimmy from the US, Angelika from Austria and Mirela from Romania.

How often do we contact / meet key account customers? _____

Do we have any offers for key accounts? _____

How do we calculate the price? _____

Can we get information about key accounts in writing from the US? _____



17. Put these phrases used for explaining procedures into categories a-c

1. You must set up regular meetings. _____
2. It's a good idea to plan this for once a quarter... _____
3. You need to make sure they've seen the demo... _____
4. What's useful is to send it to them ... _____
5. What happens is ... an offer is made according to... _____
6. It's essential to tell them about our advantages... _____

- a) Referring to a necessary measure
- b) Making a recommendation
- c) Giving an explanation



18. Listen to the teleconference again and answer questions 1–4

1. What two phrases did Angelika use to ask for clarification? _____
2. What two phrases did Jimmy use to check the participants had understood him correctly? How did the participants show they had understood? _____
3. What did Jimmy say to keep the meeting to time? _____
4. What two communication problems did they encounter during the teleconference? What did the participants say to indicate there was a problem? _____



Useful language

Explaining procedures

	Asking for clarification
You must...	What exactly do you mean by...?
It's a good idea to...	So you're saying...?
You need to...	Can you run through that again?
What's useful is to...	If I understand you correctly, ...
What happens is...	Could I just clarify what you're saying?
It's essential to...	

Checking listener understands

	Showing you've understood
Are you with me?	Yeah. That's clear.
Is that clear?	OK... Yes, I've got that.
	OK. I'm with you.

Teleconferencing

	Technical problems
	You're very faint. / You're breaking up.
	I can't hear (Mirela).
	There's an echo on the line.
	Hang on... Is that better?
	Yes, it's fine again now.
	Yes, you're back again now.
	Timing
	Can we speed up a little...?
	Could you slow down a bit? We're having problems following you.



19. Work with a partner. Decide what you would say in these situations

1. One of the speakers is talking too fast and you can't keep up.

2. You're not exactly clear what one of the speakers on the teleconference means.

3. It's a bad line and you can't hear.

4. You're running the teleconference and you're behind time with the agenda. You want to finish on time.

5. You're facilitating the teleconference and want to make sure everyone is following what's been said.

Useful language

Welcoming participants

It's nice to see everyone.
Thanks for being here today.

Stating objectives

We'll be discussing...
Joaquin will be examining...

Asking participants to introduce themselves

Why don't you introduce yourself to everyone?
Tell us a bit about yourself.
Could you tell us all who you are and say something about yourself?

Introducing yourself

I'm a business development manager.
I've been with Offitech SA since 2012.
I've worked for the company for four years.
I'm based in the Valencia office.
I work at our Bilbao branch.

Ending a meeting

Let's finish here.
I think that's everything.
I think that brings us to an end.

Thanking someone for a meeting

Thank you all for joining today.
Thank you very much for your time.
Thank you for your hard work. I think we've come up with a lot of good ideas.

Confirming decisions and actions

So, to sum up what we've decided...
Right. I'm going to...
We've decided to...
Tracy, you'll...

Saying goodbye

I look forward to seeing you (all) again soon.
Goodbye everybody.



20. Work individually. Complete the table with the correct phrases

Checking if others are on the call

Interrupting a conference call

Asking for clarification in a conference call

Finishing the conference call

Do we have John on the call?

John is back on the line.

Could you speak more slowly please?

Could you say that again?

I'll confirm our discussion by email.

Could I interrupt you for a minute?

Is there anything else to discuss?

Are we waiting for anyone else?

Let's finish/close the call. Thank you everyone.

Is John on the call?

Sorry, I didn't get that. Could you say it again?

Come again?

We have run out of time, so let's wrap up and close the call.

Can I just come in here?

I'm afraid I didn't catch that. Could you repeat that please?

One moment please, John has joined.

Can I jump in for a second?

Sorry, would you mind if I asked a question?

Can I add something quickly?

Thank you for your contribution / participation



21. Read the following tips for a good video conference and tick those that we haven't discussed before in the lesson

- Make sure room and equipment are available.
- Have a technician on hand in case you have technical problems (and can't solve them yourself).
- Make sure there's an agenda and this has been emailed to the participants ahead of time – the same applies for any documents you may want to refer to.
- Check who is there.
- Encourage participants to state their name before speaking (if necessary).
- Speak loudly and clearly – avoid background noise like rustling papers, mobile phones, coffee cups, scraping chairs.
- Stick to the agenda – keep participants' contributions short.
- Clarify and check everyone understands.
- Summarize points whenever necessary, especially before any decisions are made.
- Encourage the KISS acronym (keep it short and simple).
- Call people by name and location (if necessary) – *Chris (from Milan) what do you think?*
- Vary the tone of your voice, to keep people interested, and be enthusiastic.



22. Work in a group. You're going to have a video call in Zoom. Some of you work for the company "Beneflex Architects", while others work for the company "IT Consultant"

Beneflex Architects

Beneflex Architects is an architecture company with a difference: our sales team are fully qualified architects who talk with you and visit the place where you want to build your house. We ask lots of questions, show you lots of ideas and work with you through every step in the process. In this way, we design your perfect home.

Technology is important to us. It helps us work more efficiently and also helps to give you the best solutions. In addition, we use it to keep you up-to-date all the way through the process.

IT consultant

You're going to work with Beneflex Architects. Their staff members have some requests which they want your company to fulfill. During the video call you need to understand all their requests and make lists of the equipment and software that they're using now and what works well and what doesn't work well, as later you'll need to prepare a proposal to upgrade the company's electronic communications systems.

23. Work in a group. You're going to have a video call in Zoom. Study your roles

Remember tips for a good conference call, useful phrases for welcoming, introducing and stating objectives, explaining procedures, asking for clarification, showing you've understood, checking the listener understands, ending a meeting, confirming decisions and actions, thanking and saying goodbye.

Student A: You're a general manager of IT Consultant. You're going to chair this meeting. You really want to get BA as a client.

Student B: You're a support technician in IT Consultant. Listen to the requests of BA staff attentively and try to offer some nice solutions. Think about ways of sending video, internet security features of mobile devices and alternatives to email.

Student C: You're a support technician in IT Consultant. Listen to the requests of BA staff and try to offer some nice solutions. Think about ways of sending video, internet security features of mobile devices and alternatives to email.

Student D: You're a support technician in IT Consultant. Listen to the requests of BA staff and try to offer some nice solutions. Think about ways of sending video, internet security features of mobile devices and alternatives to email.

Student E: You're a sales manager in BA. Your problem is this: at the moment it's hard to know where the sales team are. If a new enquiry comes in, you'd like to be able to send someone to the customer straight away.

Student F: You're a sales support administrator in BA. It would be great to see everyone's appointments all at the same time, on the same screen. That way you'd know when to call sales people without interrupting a meeting with a customer.

Student G: You're a general manager in BA. You really need to make the system more secure. Your IT person tells you that anyone can read the information from the sales people's tablets. That's a big problem.

Student H: You're a sales representative in BA. You get too many emails. You seem to spend more time dealing with emails than with customers! There must be a better way to communicate!

Student I: You're a sales representative in BA. Currently, you take a lot of photographs with cameras of sites, buildings and things like that. If you can upload them somewhere – somewhere that you can access easily – that will save a lot of time. You won't have to move photos from one program to another or one device to another.

Student J: You're a marketing manager in BA. You really need to improve the customer experience. Customers tell you that they want to see the plans and images of their new home in much greater detail. They also want video, not just images.



HOMEWORK 18

1. Put the words in the right order to make sentences using the expressions you've just learned

1. my / let / introduce / me / colleague

2. you've / first / this / joined / call / conference / is / the / a / time?

3. Smith / know / everyone / Margaret / does / Ms?

4. about / tell / bit / yourself / a / us

5. down / business / to / get / let's

6. be / can't / Sally / us / today / with

7. again / for / time / thank / your / once / you

8. get / meeting / minutes / better / another / 15 / so / I / I'd / going / have / in

9. again / seeing / forward / to / I / soon / look / you

10. you / set / this / to / up / application / need

11. I / removed / you / the / program / if / understand / correctly / from / bug / the / you've

12. is / so / clear / that?

13. by / you / exactly / what / "compilation" / do / saying / mean?

14. idea / to / it's / a / have / meeting / tomorrow / a / good / standup

15. can / speed / a / move / to / topic / on / another / we / up / little / and

16. you / so / enterprise / you're / saying / development / do?

17. is / some / in / team / what / the / happened / misunderstanding

18. essential / not / focus / it's / to / lose / or / distract

VOCABULARY. LESSON 18

Vocabulary /Translation

abruptly /резко, внезапно

ahead of /впереди

be on the phone/call /говорить по телефону

break up /закончить (разговор)

come up with /придумывать

echo /эхо

faint /слабый

get cut off /отрезать, разъединять

go ahead /продолжать

go over /переходить, преодолевать

hang on /повисеть

hang up /вешать трубку

hold on /подожди

on mute /без звука

overcome /преодолевать

phone up/ring up /позвонить

pick up /подбирать, забирать

put in /вставлять, вмешиваться

put on hold /приостановить, на удержании

put through /проходить через, соединять

query /запрос

run out of time /не хватает времени

run through /пробежать, просмотреть

slow down /замедлять, замедляться

sum up/summarize /подводить итоги

wrap up /сворачивать, заворачивать

Personal vocabulary

LESSON 19

TOPIC: SPRINT RETROSPECTIVE MEETING. BACKLOG REFINEMENT MEETING



Direct Speech and Reported Speech

Usage

We use Direct speech (DS)

with smb's direct words.

We can show that words are direct speech by putting them in quotation marks ("").

We use Reported speech (RS)

when we give the meaning of what was said rather than the exact words.

We often change the actual words, the verb tenses.

The verbs we can use in RS

Say, tell (smb), ask, announce, answer, explain, mention, promise, reply, suggest, warn.



Changes in Reported Speech

	DS	RS
Person	I, my	he/she, his/her
Place	here	there, at the flat
Time	now today yesterday tomorrow this ... last week an hour ago	then, at that time that day, on Monday, etc. the day before, the previous day the next/following day, etc. that... the week before/the previous week an hour before/earlier



Changes in Reported Speech. We change the tense

After a past tense verb (e.g. said)

"There is a meeting today":

→ Vicki says there is a meeting today.

→ Vicki said there was a meeting that day.

Tense changes in RS

DS	RS: <u>He said (that)</u>
Present Simple I like system updates.	Past Simple He liked system updates.
Present Continuous I'm installing updates now.	Past Continuous He was installing updates then.
Present Perfect I've updated two systems today.	Past Perfect He had updated two systems that day.
Present Perfect Continuous I've been updating a system for 15 minutes	Past Perfect Continuous He had been updating a system for 15 minutes.
Past Simple I updated three systems yesterday.	Past Perfect He had updated three systems the day before.
Past Continuous I was installing an update at 12 p.m. on Monday.	Past Continuous / Past Perfect Continuous He was (had been) installing an update at 12 p.m. on Monday.
Past Perfect I had installed an update by 3 p.m. yesterday.	Past Perfect He had installed an update by 3 p.m. the previous day.
Past Perfect Continuous I had been installing an update for 15 minutes by 3 p.m. yesterday.	Past Perfect Continuous He had been installing an update for 15 min by 3 p.m. the previous day.
Future Simple I will install one update tomorrow.	Would + V₁ He would install one update the following day.
Future Continuous I'll be installing an update at 5 p.m. next weekend.	Would + be + V ing He would be installing an update at 5 p.m. the next weekend.
Future Perfect I'll have installed an update by 5 p.m. today.	Would + have + V₃ He would have installed an update by 5 p.m. that day.
Am/is/are going to + V₁ I'm going to install an update today.	Was/were going to + V₁ He was going to install an update that day.
Can I can install many updates a day.	Could He could install many updates a day.
Could I could install many updates a day when I was a junior.	Could He could install many updates a day when he was a junior.
Must I must test this system before the update.	Had to He had to test this system before the update.
Have to I have to test this system before the update.	
May I may install five updates a day at once.	Might He might install five updates a day at once.
Might I might install five updates a day at once.	
Should I should install new updates.	Should He should install new updates.
Would I'd like to install an update.	Would He'd like to install an update.

A Reported questions. The verbs we can report questions with

ask, wonder, want to know

Wh-questions

DS: "When do you start work, Melissa?"

RS: Guy asked Melissa when she started work.

0 1 2

0 1 2

DS: "What's the time?"

RS: He wondered what the time was.

A General questions

DS: "Has the project finished yet?"

RS: She wanted to know if the project had finished yet.

0 1 2

DS: "Do you like creating web-sites?"

RS: He asked me if I liked creating web-sites.

0 1 2

A Word order in reported questions

0 1 2

Could you tell me what time the meeting starts?

DS: "Please send me test results".

0 1 2

Do you know if there is a public phone in the office?

RS: A man asked me to send test results.

DS: "Don't make so much noise".

0 1 2

RS: The woman told the colleague not to make so much noise.

A Reported offers, suggestions, etc.

We can use *agree, offer, promise, refuse and threaten* with a *to + infinitive*.

DS: "We'll call you later!" RS: We promised to call him later.

1. Work in groups of three

Write six questions of different types in different grammar tenses.

Student A: Ask your first question.

Student B: Transform it into reported speech for student C.

Student C: Answer it.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Change roles. Continue till you ask all questions.





2. Discuss

What five types of Scrum Meetings do you remember?



3. Discuss

What do you remember about the first three types?

- 4. Today we'll work with the last two types of Scrum Meetings. What do you think is the main idea of the Sprint Retrospective Meeting? What is the main goal?**



5. Read the information and check yourself

The Sprint Retrospective Meeting – as the name suggests – is held with a purpose of reviewing what went right and wrong during the Sprint. The meeting brings a great opportunity for the entire team to reflect back on the work and what improvements are needed to be made.

Retrospective meetings usually require minimum preparation time as they are merely a “lesson learned” type of exercise, with a thorough analysis of what should be done in future.



6. Would you like to learn more about the Sprint Retrospective Meeting? Watch the video and answer the questions

- #### 1. When is the Sprint Retrospective Meeting held?

2. How long does it usually last?

3. What is one of the ways of conducting a Sprint Retrospective?

- #### 4. What is Scrum all about?



7. Now you're going to watch one more video about the Sprint Retrospective Meeting. Complete the table with the responsibilities of the Scrum Master and the Scrum Team during this type of meeting

Responsibilities of the Scrum Master

Responsibilities of the Scrum Team



8. And now you're going to watch one more video about the Sprint Retrospective Meeting. Complete the table with the typical mistakes and tips for this type of meeting

Typical mistakes

Tips



Useful language

Phrases for giving constructive criticism

Praise: This team works very well together.

Constructive criticism: *I've noticed that* the team has some problems communicating.

Praise: The performance of the database is excellent.

Constructive criticism: The database performance *needs to be improved so that...*

Praise: That sounds like a good idea.

Constructive criticism: *I'm not sure* that idea would work *because...*

Praise: I love this application.

Constructive criticism: *I can see some difficulties with* this application, *it could be improved.*

Praise: You are very well-trained in ABAP.

Constructive criticism: *How about getting* some training in ABAP?

Praise: The project was a great success.

Constructive criticism: *What do you think is the reason* we had problems with this project?

Praise: The performance was really exciting.

Constructive criticism: *I have to say,* I found the performance pretty disappointing.

Praise: Christine is right here.

Constructive criticism: *Don't get me wrong,* I do like Christine, I just don't think she's right here.

Praise: Vicki's presentation and communication skills are great.

Constructive criticism: Vicki's presentation skills still leave much to be desired, though, *to be fair,* her communication skills have improved.



9. Work in groups

Imagine you've just been at the Sprint Retrospective Meeting. One of your Team members didn't feel good and couldn't attend the meeting. You return to your room and report to him/her what was discussed during the meeting. Make sure you answer the three questions:

1. What went right during the Sprint?
2. What went wrong during the Sprint?
3. What should be done in the future?

Use Reported Speech when appropriate.



10. Discuss

And finally – the Backlog Refinement Meeting. What do you think is the main idea of this type of meeting? What is the main goal?



11. Read the information and check yourself

The last type of Scrum Meetings is the Backlog Refinement Meeting, also known as the Product Backlog Grooming. Mostly, Product Backlog items need refinement for the next Sprint, to make the team understand them better for successful execution.

In the Backlog Refinement Meeting, the Backlog items are categorized and prioritized after a technical discussion with the team to make sure that the team understands what exactly are the deliverables and what are the requirements.

Conducting the Backlog Refinement Meeting reduces the need for a long Sprint Planning Meeting and gives the team a chance to reflect on the Backlog items before fully committing to the Sprint goals.



12. Would you like to learn more about the Backlog Refinement Meeting? Watch the video and answer the questions

1. Who usually attends the Backlog Refinement Meeting?

2. What makes the Product Backlog Grooming effective?



13. Work in pairs

Student A. Describe shortly one of five types of Scrum Meetings.

Student B. Guess the type of meeting ASAP.

Change roles. Continue till you describe all five types of Scrum Meetings.



HOMEWORK 19

1. Work individually. Transform the sentences from DS into RS

1. "I like making a deal with customers".

She says _____

2. "I've just returned here from a business trip".

He said _____

3. "I'll come if you need my help today".

Tanya promised _____

4. "I'm going to leave tomorrow or next weekend".

She warned _____

5. "You should wear glasses when you work with a computer".

The colleague asked me _____

6. "You can go now".

Mentor told him _____

7. "I had sent an agreement before I went to work yesterday".

She says _____

8. "You must make a bug report before the next meeting".

He said _____

9. "Where is the new office?"

Do you know _____

10. "When will you take your test?"

She asked me _____

11. "Did you see the new designer last week?"

They wondered _____

12. "Shall I call him for you?"

He _____

VOCABULARY. LESSON 19

Vocabulary /Translation

accountability /ответственность

assign /назначать, присваивать

commit to /передать; брать на себя обязательства

complain /жаловаться

Definition of Done /критерии готовности

deliverable /практический результат

merely /просто, только

out-of-the-box thinking /нестандартное мышление

peer /сверстник, ровесник; коллега, напарник

Backlog Grooming /груминг бэклога, уточнение невыполненных работ

reduce /уменьшать, снижать

refinement /уточнение, совершенствование

reflect back /отражать

sticky note /заметка

thorough /тщательный

Personal vocabulary



LESSON 20

TOPIC: GIVING A PRESENTATION. GIVING FEEDBACK. PERFORMANCE REVIEW



Adjectives and Adverbs

Usage

In a sentence, we can place adjectives

1) before a noun

a new developer, a well-organized manager

Your examples

2) after verbs: **appear, be, become, feel, get, look, seem, smell, stay, taste**

look nice, seem attractive

Your examples

BUT! After all other verbs we use adverbs (adj + ly; but good – well). Exceptions: hard, fast, high, late, long, right, straight, wrong.

When we use more than one adjective before a noun,
the correct order is:

Group	Examples
1. Opinion (how good?)	wonderful, nice, great, awful, terrible
2. Size (how big?)	large, small, long, short, tall
3. Most other qualities	quiet, famous, important, soft, wet, difficult, fast, angry, warm
4. Age (how old?)	new, old
5. Colour (what colour?)	red, blue, green, black
6. Origin (where from?)	American, British, French
7. Material (made of?)	stone, plastic, paper, glass
8. Type (what kind?)	an electric kettle
9. Purpose (what for?)	a bath towel

There are some adjectives we can use with **the** to talk about groups of people in society:

*the rich the blind
the poor the deaf
the young the dead
the old the sick
the homeless the strong
the disabled the weak*

We use adjectives with the ending **-ing**

when we talk about things

an interesting course, an exciting game

surprising, boring, amusing, confusing, depressing, frightening, terrifying, thrilling, disappointing, fascinating, puzzling, relaxing, tiring

Your examples

We use adjectives with the ending **-ed**

when we talk about people

I'm interested in engineering. He is excited about new programming languages.

surprised, bored, amused, confused, thrilled, depressed, disappointed, fascinated, frightened, terrified, puzzled, relaxed, tired

Your examples

A Degrees of comparison of adjectives

	Nominative (as...as)	Comparative (the...the..., than)	Superlative
1 syll +	cheap	cheaper	<u>the cheapest</u>
2 syll y	nice	nicer	<u>the nicest</u>
	big	bigger	<u>the biggest</u>
	happy	happier	<u>the happiest</u>
2 syll y +	useful	<u>more</u> useful	<u>the most</u> useful
3 and more syll	expensive	<u>more</u> expensive (less)	<u>the most</u> expensive (the least)

A Adverbs form comparison and superlative degrees like long adjectives (*more, the most*)

when we talk about people

BUT!

good/well – better – the best;

bad/badly – worse – the worst;

far – farther/further – the farthest/the furthest.

1. Discuss

1. What is a presentation?

2. What is the purpose of a presentation?

3. Have you ever presented a project?

4. Are you afraid of giving presentations?

5. Is it important to use visuals while presenting? Why (not)? What do you think?

6. Do you know any tips for presentations (how to plan them, handle and finish)?

2. You are going to watch a video about presentation skills.

Match the words with their meanings

- | | | |
|----------------|-------|---|
| 1. an eulogy | _____ | a) a simple plan that shows the stages of a process |
| 2. a bias | _____ | b) a speech with great praise for someone who recently died |
| 3. to outline | _____ | c) the period of time that something happens |
| 4. a flowchart | _____ | d) to give the main facts about something |
| 5. a span | _____ | e) a preferable subject or thing |



3. Watch the video and answer the questions

1. In what three phases can a presentation be divided?

2. What does every stage include?

3. What are tips for giving a presentation?



4. Read this company mission statement. Do you have something similar for your company?

Bertran RL aims to create innovative and state-of-the-art conferencing technology products of the highest value, with the greatest reliability and simplicity we can offer. We achieve this with employees who deserve the very best in professional support and development.



5. The PR Manager of Bertran RL is giving a presentation about rewriting their mission statement. Listen to her introduction. Correct the agenda

Agenda

1. How we want to be seen
2. Current company situation
3. Finding a mission statement

6. Put these phrases from the PR manager's introduction in the right order 1–7

- | | |
|--|---|
| <input type="checkbox"/> a) First, I'm going to talk ... | <input type="checkbox"/> e) I'd like to begin by explaining ... |
| <input type="checkbox"/> b) Feel free to ask questions | <input type="checkbox"/> f) And finally, after coffee, we'll try to ... |
| <input type="checkbox"/> c) We have a lot to do, so let's start. | <input type="checkbox"/> g) Then, we'll try to ... |
| <input type="checkbox"/> d) Good morning, everyone, and thanks for coming. | |



Listen again and check your answers



7. Listen to the next part of the presentation. What do the coloured words on the slide represent?

sophisticated simple innovative traditional up-to-date reliable



8. Listen again and complete phrases 1–3 for referring to visuals

1. First of all, _____ slide.
2. _____ it has a number of words that describe our company.
3. _____ some words are in blue and some are in red.



9. Listen to the final part of the presentation. Why does Rudi criticize mission statements? Do you agree with him?

10. Correct the mistakes in 1–5.

1. That's everything I want to tell for the moment.

2. Thank you all for listen.

3. The best reason for this meeting is to ...

4. Are there any answers?

5. We think it a good idea because ...



Listen again and check your answers



11. Prepare and give a short presentation using as many of the phrases from the previous exercises as possible. Talk about one of the objects below. You have one minute to convince your partner why this object is the best or most useful in the world. Follow the four stages in the flow chart

pen projector mobile phone paper laptop cash card

1. Introduce your object
I'm going to tell you about...

2. Show your object
As you can see...

4. End the presentation
Thanks for listening...

3. Explain why
The best thing about it is...



12. Listen to the final part of another presentation. Tick the methods of responding the presenter uses

- 1. Ask the question again.
- 2. Compliment the question.
- 3. Explain that you will answer the person later.
- 4. Understand their opinion, but disagree.
- 5. Say you don't understand the question.
- 6. Understand their opinion.

13. Match 1–6 to a–f

- a) Sorry, I couldn't hear you. _____
- b) Yes, I know what you mean, but ... _____
- c) Good question. _____
- d) Sorry, I don't think I follow you. _____
- e) I totally agree with you. _____
- f) Can I get back to you on that one? _____



14. Work with a partner. Here are some difficult questions and comments from a presentation. Take turns to ask/say them, and answer using some of the techniques from the previous task

"Why did the company have its lowest profits ever this year?"

"Why are sales of our latest product so low?"

"What's the current sales situation in Brazil?"

"How do you propose to satisfy increasing customer demand?"

"I think we are risking losing our profit margin".



Useful language

Starting	Previewing	Referring to visuals	Explaining reasons/benefits	Closing
Good morning and thanks for coming.	First, I'll/I'm going to ...	Let's look at this ...	The main reason for this meeting is ...	That's everything I want to say.
I'm here today to ...	Then, we'll ...	As you can see, ...	The best thing about this is ...	That brings me to the end of my presentation.
Let's start.	And finally ...	You'll notice that ...	We think it's a good idea because ...	Thanks for listening.
My name's ... and I'm going to tell you/talk about ...	Feel free to ask questions.			Are there any (more) questions?
I'd like to begin by (+ -ing) ...	I'll take questions at the end.			



15. Work in groups

Group 1: You've done a product and you're going to present it to your potential customers. Think of a product, who is going to buy it, how to present it.

Presentation. Feedback Form

Presenter: _____

Please rate the presentation between 1 (low) and 5 (high): 1 2 3 4 5

What did the presenter do well? _____

I liked that the presenter _____ because _____

How could the presenter improve? _____

Next time, the presenter should _____ because _____



Group 2: You're working on a product/project and now you see clearly how to improve it. Evaluate your performance and say what improvements you could make. Think of a product/project, who you're going to present to, how to present it. Prepare and give a presentation. Pay attention to adjectives and their degrees of comparison. Organize the presentation like this:

- Introduce the aim and structure of the presentation.
- Give the presentation itself following all main rules and tips.
- Close the talk and answer any questions.

While listening to the presentation complete the presentation feedback form.



16. Discuss

1. What is the Performance Review Meeting?

2. Are there any changes in the way performance reviews are conducted due to remote work?

3. What should employees understand after an effective performance review?

4. What do performance reviews enable business leaders to do?

5. What is 360-degree feedback?



17. Look at the picture. What new information can you find here about IT companies?

Performance Review	Trainee/Junior: per 3 month Mid: per 6 month Senior/Leads: per 12 month	After trial Period 1 month before contract ending	
Date		Feedbacks	
Regular By necessary		IDP Client (Account-manager) PM	IDP Expert Tech Lead
Goals and Gaps		Self-Presentation	
Tech goals Salary goals		Retrospective Questions	HR PM
IDP		Salary Rising	
Tech Skills Soft Skills		IDP-form Salary letter	*In necessary



18. Watch the video

1. What is it about?

2. What lesson does it teach you?

3. Do you agree with the presenter? Why?



19. Watch the video and answer the question. What are the tips for the Performance Review Meeting?



20. Work in pairs

Student A: Read the first part of the text "Facebook's HR chief explains how the company does performance reviews". Tell student B a short summary of what you've read.

Student B: Read the second part of the text "Facebook's HR chief explains how the company does performance reviews". Tell student A a short summary of what you've read.

Facebook's HR chief explains how the company does performance reviews

First part

Facebook conducts performance reviews every six months to formally collect insights from an employee's managers and closest colleagues.

If there is anything at all surprising in one of these reviews, then "something has gone terribly wrong," Facebook's VP of People Lori Goler told Business Insider.

At Facebook, these reviews are checkpoints rather than investigative, revealing evaluations. "We do it twice a year because the business moves very quickly and our product moves very quickly, and if you wait a whole year, a lot of things have changed," Goler said.

These evaluations can be used to determine new responsibilities for an exceptional employee, which can then lead to a subsequent compensation discussion. But they aren't used to deciding that an underperforming employee should be

fired, Goler said, since managers would ideally not allow poor performance to persist until a formal meeting.

All of Facebook's roughly 12,000 global employees have access to internal proprietary software that allows teams to be on the same page. Managers are trained to avoid micromanagement, and are instead directed to stay up to date with how projects are progressing, offering real-time feedback and any necessary assistance.

Coworkers can also give each other ad hoc feedback using the software, and there is a designated "thanks" section they can use to express gratitude to a colleague.

"It's a process that is designed to recognize, acknowledge, and show appreciation for people who have done really great work," Goler said. "And it's designed to ensure that you are getting feedback from all of the people that you work with most regularly."

Second part

All of the feedback collected in this system is fair game for the biannual performance review, and managers also send analysis requests to three to five of the team members that work most closely with an employee to see how they behave as teammates. (Goler noted that it works both ways – each of a manager's direct reports are asked to give feedback on their boss's performance, too.)

An average of three to five peer reviews are considered for an individual, Goler explained, because Facebook has found that you start seeing the same insights after five of them. "Trying to be efficient about the way it's done is important," she said.

Employees are also asked to evaluate themselves, to complete the holistic nature of the review.

After collecting insight on their employees, managers of teams that work together will meet and discuss their findings, to validate information as well as get an idea of where everyone stands.

Managers conclude the process by presenting new opportunities to their team members.

The entire review process takes an average of a few weeks, and Goler emphasized its intention is to step back from work and check in, rather than suddenly learn about their employees' progress.

"It's just a moment in time to really focus on our people," she said.



21. Chris Hately works in a factory producing shafts for cars. He is having his six-month Performance Review. Read what he has written on his form. Do you have similar forms at work?

Part A. Please answer the questions on this form and return to your line manager before your Performance Review.

1. Have the last six months been good / bad / satisfactory?

Why?

Good. I've really learned a lot since I started here and everyone has been really helpful.

2. What do you consider are your most important achievements in the last six months?

I completed my initial training in June and was given a permanent contract.

3. Which parts of the job interest you the most? And the least?

Solving problems with machinery.

4. How could your performance be improved in your current position?

Just continue what I'm doing – by learning more.



22. Listen to the first part of Chris's Performance Review and add any extra information to his answer

1. _____
2. _____
3. _____
4. _____



23. Match 1–7 to a–g, then listen and check your answers

- | | |
|-------------------------------|-------------------------------------|
| 1. In... | a) doing very well. |
| 2. We're very pleased... | b) to work on. |
| 3. You seem to be... | c) general... |
| 4. One thing I wanted... | d) about working with other people? |
| 5. Is it an area... | e) you'd like to develop? |
| 6. How do you feel... | f) with your performance. |
| 7. That's something I need... | g) to discuss was... |



24. Listen to the final part of the meeting and answer questions 1–3

1. How does Chris's manager signal that it is the end of the meeting?

2. What have they agreed to do?

3. What two questions does Chris's manager ask to check the agreement?



25. Listen to two different versions of a conversation between Chris and his supervisor. What are the differences?

Version 1



26. Listen to the first version again. Complete these phrases

1. You're doing _____.
 2. That's _____.
 3. You've done a _____.
 4. _____ done.
 5. _____ at it.



27. Write three jobs you have completed recently. Work with a partner. Take turns to give your partner feedback on their completed jobs

E.g. A. I've just finished my report. B. That's great! Well done.



Useful phrases

Giving a formal appraisal

Overall... / In general...
I'm / We're very happy / pleased with your performance.
You seem to be doing very well.
One of your key strengths is...
Perhaps one thing to work on/consider is...
One thing I wanted to discuss was...

Encouraging self-evaluation

How do you feel about...?
How are you getting on with...?
Have you thought about ...?
What do you think would help you to...?
Is this an area you'd like to develop?

Setting objectives

So let's summarize what we've agreed.
One thing you're going to...
You intend to...
You need to think about...

Agreeing objectives

How does that sound?
Is that OK with you?
Is there anything else you'd like to add?



Useful phrases

Responding to feedback

Thanks for your feedback.
Thank you for your recommendations. I'll make those changes!
Thank you so much for pointing that out. I'm going to [fix that error immediately/do things differently going forward/adjust my work accordingly].

You raise some really interesting points, and I'll definitely take them into consideration. I appreciate your help!

I hadn't thought of that, and I'm going to look into it right away.
That's a great observation, and I'd like to get some clarification. Can you please give me an example?
I'm so sorry you're not happy. Would changing [X] improve the issue?

Thank you for your feedback. I definitely have a clear idea of what went wrong in this situation. Do you have any suggestions for some overall changes I can make?

What skills do you think are most important for me to work on right now to help me advance?

I'd like to build a plan for my development. What do you see as important steps for me?



28. Imagine you have a Performance Review. Complete this form for your job

Part A. Please answer the questions on this form and return to your line manager before your Performance Review.

1. Have the last six months been good / bad / satisfactory? Why?

2. What do you consider are your most important achievements in the last six months?

3. Which parts of the job interest you the most? And the least?

4. How could your performance be improved in your current position?



29. Work in pairs. Now you're going to have a Performance Review Meeting using the form you completed

Student A: You're a manager:

- make general comments at the beginning
- give specific feedback
- discuss and ask questions about performance
- set and agree objectives at the end

Student B: You're an employee. Answer your manager's questions, ask your questions and respond to your manager's feedback.

Change roles





HOMEWORK 20

1. Choose the correct answer from the words in *italics*

1. Good morning, and thanks *for / to / at* coming.

2. I'm going to tell you *of / about / for* my new computer.

3. I'd like to begin *from / at / by* outlining the main problems.

4. I'll take questions *by / at / to* the end.

5. Let's look *at / by / from* this chart.

6. The main reason *of / for / about* this, is the drop in demand.

7. The best thing *of / for / about* this, is it's simplicity.

8. That brings me *by / at / to* the end of my presentation.

9. Can I get back to you *with / on / at* that one?

10. I totally agree *with / on / by* you.

2. Complete this introduction to a presentation with a suitable word

1. _____ afternoon everyone.

2. I am _____ today to tell you about an exciting new way of choosing your holiday.

3. I'd like to _____ by giving you an overview of my talk.

4. _____, I'll tell you about how the concept was developed.

5. _____ we'll have a look at how it was launched.

6. And _____ we'll have a look at the website and I'll show you how it works.

7. Please feel _____ to ask questions at any time.

3. Put the final part of this presentation in the right order 1–12

- a. bring immediate results. So, to
- b. we need to listen. Then
- c. for listening. Are
- d. see from this
- e. summarize, there are three
- f. brings me to the end of my presentation. Thanks
- g. ways to respond to our customers. First,
- h. so, as you can
- i. we need to be seen to be listening and reacting. OK, that
- j. there any questions?
- k. diagram, thinking about our customers can
- l. we need to act. And finally,

LESSON 22

TOPIC: FORMAL/INFORMAL COMMUNICATION, IT SLANG. TEST RESULTS. CERTIFICATE ISSUANCE



1. Discuss

1. What is Slang?

2. What is Runglish?



2. Work in groups. Think of as many examples of IT Slang and Runglish in IT as you can

One by one give a word or phrase. The last group to say a word or phrase is a winner.



3. Work individually. Look through the mini-dictionary for beginners. Pay attention to the words you haven't mentioned while playing the game. Tick three words that will impress you most

A

Аджайл (от англ. agile) – общий термин, описывающий ценности и принципы гибкой разработки программного обеспечения, а также практические подходы к разработке. Понятие Agile стало популярным после публикации Манифеста гибкой разработки программного обеспечения в 2001 году.

Айдишник (от англ. ID) – идентификатор.

Альфа – этап разработки программного обеспечения, на котором разработчики добавляют в программу новые функции, а тестировщики испытывают программу. Это внутренний или непубличный этап.

Апишка (от англ. API) – программный интерфейс приложения или интерфейс прикладного программирования.

Аутсорс (от англ. outsource) – аутсорсинг, передача компанией части операционной деятельности другой компании.

Адаптив (от англ. adaptive) – адаптивный дизайн, адаптация интерфейса к использованию на разных экранах.

Б

Баг (от англ. bug) – ошибка в программе.

Бета – бета-версия, приложение на стадии публичного тестирования.

Бот (от сокр. «робот») – программа, которая автоматизирует интерфейс. Пример: автоответчик в чате.

Бэкенд (от англ. back-end) – программно-аппаратная или серверная часть приложения.

Бэкап, бэкапить (от англ. backup) – резервная копия или процесс создания резервной копии приложения.

В

Ворнинг (от англ. warning) – предупреждающее сообщение в интерфейсе.

Войтивайти, войтишник – шуточное, разговорное обозначение процесса переквалификации в IT-специалиста человека, далекого от этой сферы. Трудоустройство в IT с нуля.

Выкатить – сделать доступным для пользователей. «Выкатили новую версию сайта» – сделали новую версию сайта доступной для пользователей.

Выпадашка – выпадающее меню, то же, что и «дропдаун».

Г

Галера – аутсорсинговые компании, в которых платят низкие зарплаты и не ценят сотрудников.

Гит – система контроля версий Git или сервис GitHub.

Г**окод** – плохой, некачественный код.

Градиент – плавный переход от одного цвета к другому.

Д

Движок – в веб-разработке системы управления контентом.

Дебажить (от англ. to debug) – устранять ошибки, баги.

Дейлик, дэйли (от англ. Scrum Daily Meeting) – ежедневный скрам-митинг.

Деплой, деплоить (от англ. to deploy) – развёртывание, публикация рабочей версии приложения. «Задеплоить сайт» – перенести сайт с тестового на рабочий сервер, сделать его доступным для пользователей.

Джун, джуниор (от англ. junior) – специалист без опыта или с минимальным опытом работы.

Драй (от англ. DRY, Don't Repeat Yourself) – принцип программирования, предлагающий избегать повторений кода.

Дропдаун (от англ. dropdown) – выпадающее меню, то же, что и «выпадашка».

Ж

Жаба – язык программирования Java.

Жабаскрипт – язык программирования JavaScript.

З

Залить – загрузить. «Залить файлы на сервер» – загрузить файлы на сервер.

Запилить – сделать что-то, добавить какую-то функциональность.

Змея – язык программирования Python.

И

Исходник – файлы, в которых находится исходный код приложения, или сам исходный код.

Итерация – повторение. «Мы сделали несколько итераций» – мы повторили шаг несколько раз.

К

Коммит, коммитить (от англ. to commit) – совершать. В контексте работы над приложением – сохранять код

в репозитории. Также **коммититься** – давать обещание выполнить, обязательство сделать что-то.

Консёрн (от англ. concern) – беспокойство о чем-либо, проблемный вопрос.

Конфа – конференция.

Костыль – код, который нужен, чтобы исправить несовершенство ранее написанного кода.

Л

Либа (от англ. library) – библиотека кода, например, React.

Линтер (от англ. linter) – общее нарицательное название программ, которые анализируют код и предупреждают разработчика об ошибках.

Лист (от англ. list) – список.

Локалка – локальный. Например, локальный сервер или сеть.

М

Маппить/замаппить (от англ. map) – сопоставить значения, привязать, связать что-то.

Мидл (от англ. middle) – средний уровень опыта, следующий за джуниором. Опыт и уровень знаний миддла позволяет ему самостоятельно решать серьезные задачи.

Мёржить/смержить (от англ. to merge) – сливать. Речь идет об объединении или слиянии веток кода.

Меншить (от англ. mention) – упоминания в чатах или соцсетях. «Менши меня, когда будет готово» – «Упомяни меня, когда будет готово».

Мок (от англ. mock up) – макет дизайна.

Н

Навбар (от англ. navigation bar) – навигационный блок на сайте или в интерфейсе программы.

Накатить – внести изменения, задеплоить новую версию приложения. Противоположное термину «откатить».

О

Отбранчеваться (от англ. to branch) – перенести, скопировать в отдельную ветку в Git из основной (master) ветки. Создать новую ветку в локальном репозитории.

Откатить – удалить изменения, вернуть предыдущую версию приложения. Противоположное термину «накатить».

Ось (от ОС) – операционная система.

П

Падаван – ироничное название стажёра или джуниора.

Пилот – пробная (пилотная) версия продукта.

Питон – язык программирования Python.

Подвал – то же, что и «футер». Элемент структуры страницы, который находится в нижней части и содержит служебную информацию.

Поплыла вёрстка – некорректное отображение страницы в браузере.

Продакшн; продакшен; прод (от англ. production) – обозначение кода для рабочей версии приложения/продукта, которую видят пользователи. Окончательная точка, куда попадает результат разработки.

Пушить (от англ. to push) – использовать команду push, публиковать что-то.

Пэхапэ – язык программирования PHP, то же, что и «пыха».

Пыха – язык программирования PHP, то же, что и «пэхапэ».

P

Релиз (от англ. release) – программное обеспечение на стадии публичного использования. Стабильная версия программы, которая прошла тестирование.

Рекурсия – описание процесса с помощью самого процесса. Например, выражение «рекурсивный вызов функции» описывает ситуацию, в которой функция вызывает сама себя.

Репа – репозиторий, хранилище данных. Например, код программы можно хранить в репозитории на GitHub.

Ридми (от англ. read me) – файл, в котором содержится информация о программе.

Ругаться – сообщения об ошибках в коде, работе сервиса и т. д. Например, линтер ругается.

C

Сабж (от англ. subject) – тема, предмет. «По сабжу» – по теме обсуждения.

Свитчнуть, свичнуть (от англ. to switch) – переключить.

Сеньор, синьор (от англ. senior) – опытный специалист старшего уровня. Уровень опыта, следующий за мидлом.

Синкантусся (от англ. to synchronize) – назначить обсуждение или встречу в удобное всем сторонам время.

Слетело – сломалось.

Снести – удалить.

Страфог (от англ. staff augmentation) – расширение штата проекта для заказчика оффшорными ресурсами.

Стек (от англ. stack) – изначально абстрактный тип данных. Список технологий, которые использует разработчик или компания, например «Наш стек – HTML/CSS, JavaScript, React».

Собес – собеседование.

Сова (от англ. Statement of Work, SOW) – техническое задание, документ, обычно используемый в области управления проектами. Повествовательное описание рабочих требований проекта.

Софт (от англ. software) – программное обеспечение.

Софт скиллы (от англ. soft skills) – знания и качества специалиста, прямо не связанные с профессиональной деятельностью. Примеры: коммуникабельность, проактивность.

T

Темплейт (от англ. template) – шаблон.

Тимлид (от англ. team leader) – руководитель команды. Координатор группы программистов.

У

Убить – удалить что-то. «Убить профиль» – удалить профиль.

Ф

Фидбек (от англ. feedback) – обратная связь.

Фича (от англ. feature) – функция, возможность.

Фреймворк (от англ. framework) – инструмент разработки, набор типовых шаблонных решений, упрощающих работу программиста. Примеры: Laravel, Bootstrap.

Фронтенд (от англ. front-end) – клиентская часть приложения.

X

Хатэмээль, хатэмэль (от англ. Hypertext Markup Language) – язык гипертекстовой разметки.

Хардкодить (от англ. hardcode) – статически прописывать в коде данные, которые должны вычисляться динамически. Плохая практика, антипаттерн в программировании.

Хацкер, кулхацкер (от англ. hacker и cool hacker) – ироничное название начинающего специалиста, который считает себя опытным программистом.

Хедер, хэдер (от англ. header) – элемент структуры веб-страницы, находится в верхней части и содержит логотип, меню, служебную информацию.

Ц

Цэмээс, цээмэс (от англ. CMS, Content Management System) – система управления контентом.

Цээсэс (от англ. CSS, Cascading Style Sheets) – каскадные таблицы стилей.

Ю

Юзать (от англ. to use) – использовать.

Я

Ява – один из вариантов названия языка программирования Java. Редкоупотребимое.

ЯП – язык программирования.

What are these three words? Why?



4. Work in pairs

Student A: Say one of the words from the mini-dictionary for beginners.

Student B: Explain what this slang word means.

Change roles

Continue till all interesting words for you finish.



HOMEWORK 22

Study three more dictionaries with IT Slang and Runglish in IT. Learn the words you'll find most useful for you.



<https://habr.com/ru/company/wrike/blog/477936/>



<https://ravesli.com/slovar-programmista-sleng-kotoryj-dolzhen-znat-kazhdyyj-koder/>



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