Technische Universität Dresden

Lehrzentrum für Sprachen & Kulturräume

Sprachausbildung der Technischen Universität Dresden

ENGLISCH
Einführung in die Berufs- und Wissenschaftssprache

ALLE/ NATEC:
EBW1 & F1

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Summer Term 2020

Short presentations

(max 5 mins each)

	1st presenter	2nd presenter	3rd presenter
week 1	xxx	xxx	xxx
week 2	xxx	xxx	xxx
week 3			
week 4			
week 5			
week 6			
week 7			
week 8			
week 9			
week 10			
week 11			
week 12			
week 13 (Summer)	exam	exam	exam
week 14 (Winter)	exam	exam	exam

RATIONALE

'Einführung in die Berufs- und Wissenschaftssprache 1' - EBW 1 & EBW F1

The course 'Introduction to Academic and Professional English' has a strong focus on **READING and LISTENING COMPREHENSION as well as CAMPUS ENGLISH**. The course is offered on the standard level B2+ (EBW1) and C1 (EBW F1) of the Common European Framework of Reference for Languages.

This script is topic based. The first chapter on UNIVERSITY LIFE is mandatory for all groups. The use of the other parts depends on the respective target group, i.e. on the fields of study of majority of the course participants (engineering, sciences, humanities etc.) and also on the course level.

The students should be aware that their progress depends on practicing the language on a regular basis. Materials for autonomous language acquisition are also recommended on our website: *http://sprachausbildung.tu-dresden.de/templates/tySPATUD_standard.php?topic=Eng*

The final exam consists of a reading and a listening comprehension part. As a general rule, questions have to be answered in English and answers have to be paraphrased whenever possible. Dictionaries are not allowed.

Follow-up courses are:

- **EBW 2 / F2** with a strong focus on oral communication skills (the language of meetings and conferences, giving presentations).
- **EBW 3 / F3** which focuses on written communication and the job application procedure.

  After completing all three courses (EBW1, 2 and 3 or EBW F1, EBW F2 and EBW F3) successfully the participants are entitled to receive the certificate 'TU-Zertifikat Einführung in die Berufs- und Wissenschaftssprache' at GER B2+ or C1 respectively'

- Profile courses of the '**Advanced Professional English'** (APE) CEF C1/C2 program after completing EBW 1, 2 and 3 or EBW F1, EBW F2 and EBW F3.

See also our website:
http://sprachausbildung.tu-dresden.de/templates/tyKursuebersicht.php?topic=spa_kursangebot&sprache=18

CONTENTS

UNIVERSITY LIFE **1**
A. Choosing the Right University 1
B. My life at the University of Nottingham 2
C. The TU Dresden 3
D. A Student's Cost of Living 5
E. College and university: The UK system 6
F. Systems compared: The US and the UK 8
G. Academic courses 9
H. Study habits and skills 11
I. The First Day at the University 12
J. Vocabulary Campus English 13

SELF-STUDY PROJECT **19**
MATHEMATICAL TERMS AND CALCULATIONS **20**
A. Decimals and Fractions 20
B. Addition, subtraction, multiplication and division 20
C. Mathematical terms and calculations 22

WORKING WITH COMPUTERS **24**
A. Word Processing Features 24
B. Spreadsheets and databases 25
C. Simple Graphics Software 27
D. Troubleshooting 28
E. Smart devices 30
F. Information technology law and cybercrime 30

COMMUNICATION **32**
A) Making decisions 32
B. Itineraries 35
C) Meetings 36
D) Nonverbal Communication 38
E) Intercultural Communication 40

ETHICS **43**
A) Ethical business 43
B) International Law 45
C) The Courtroom 46

APPENDIX **47**
A. Strategies for Developing Reading Skills 47
B. Strategies for Developing Listening Skills 48
C. SOURCES 49
D. ACKNOWLEDGEMENTS 49

UNIVERSITY LIFE

A. Choosing the Right University

1. **Brainstorming: What should you consider when choosing a university? Refer to your own situation when you had to make your own decision.**

2. **Study the list below and add your own ideas. What are the three most important factors for you?**

Reputation. What is the school's reputation for quality of teaching? How well are courses taught, what facilities are available, and what student support is offered? What is the reputation of the institution regarding research and international cooperation?

Job prospects. Do graduates of the university find jobs? Many universities maintain records of students' destinations after they graduate and even the range and level of jobs they get.

Entry requirements. Entrance qualifications vary from school to school. Some schools ask for "A" Levels, others want SATs (Scholastic Aptitude Test). Find out exactly what you need to qualify for the course and the university.

Course specifics. Economics can mean different things at different schools! Look at the specific content of your courses. Also look at how you will be assessed (e.g. 50% exam, 50% coursework vs. 100% exam). What other subjects are offered at the uni?

Cost. Find out about tuition fees and accommodation cost, what to put aside for living expenses like food and transportation etc. Investigate your financing options thoroughly. Also see if the school offer scholarship programs and whether you will be able to take a part time job to earn extra cash.

Location. Do you want to live at home or away from home? Consider the university's location (do you like big cities, or small towns?). What social activities are available? If you're interested in a sport, will you be able to pursue it there?

Accommodation. What type of accommodation is the best? Student hostel/dorm, halls of residence, sharing a flat/apartment, living with parents/relatives, renting or buying a flat?

Campus Location. Where is the campus located in relation to the city? Some campuses are integrated in the heart of a major city, others are more secluded and intentionally removed. It may not make a big difference to you, but there is definitely a specific feel offered by the campus location.

3. Discussion: Are you happy with your choice? What do you like and dislike at the university?

+	—

B. My life at the University of Nottingham

>Task 1: A student is telling us something about her life at the university. Read and answer the questions. (Give short answers. Do not write full sentences.)

By Alvina Tam (School of Psychology)

I wanted to study psychology after A-levels, partly to satisfy my desire for novelty, but also for the scientific perspective on understanding human behaviour.

As an international student, I already knew of the University of Nottingham's strong connections with the Asian community based on the existence of two other campuses located in Malaysia and China. Nottingham also welcomes international students with open arms and offers scholarships based on academic merit that is an important factor. In addition to that, I have family ties with Nottingham and they were full of praise for their Alma Mata! Moreover as a student from Hong Kong, I had a "big city" mentality so I was looking forward to what I thought would be a change of pace and experience a quiet lifestyle and hopefully a white Christmas! Unfortunately, the latter never quite occurred but the peace and calm of the campus gave me new found independence and the chance to reflect on my outlook on life. However, there was a vibrant hall culture and the large patches of green grass on 'The Downs" acted as a haven in my rare homesick moments. The library was a great place to hang out during exam period as it opens 24 hours, literally making it my second home. The sports facilities and libraries are just a stones' throw away for those living on campus.

The variety of modules offered in 2nd year and 3rd year made it possible to develop my intellectual curiosity, motivating myself to learn with self - initiative. This was accompanied by detailed notes written by the lecturers which are some of the most comprehensive handouts I've seen. The department is well equipped with high tech labs and software. The strong research culture in the school feeds back to the students as there are innovative ideas flowing around. The academics are very understanding and friendly and gave me an extension on coursework when I needed one in my second year.

I have just completed a research placement in psychology at University College London. I believe that my statistical training at Nottingham, coupled with the opportunity to conduct my own research project during my final year there, gave me extra confidence during the placement.

The psychology degree from the University of Nottingham opens many doors such as market research, executive recruitment, and jobs in psychometric assessment, to name a few. I believe this degree gives you the edge and I hope that all the future entrants to Nottingham will treasure their time there. I have many happy memories and learnt valuable life lessons. My graduation day was full of smiles!

http://beta.nottingham.ac.uk/psychology-old/studywithus/undergraduate/international-testimonial.aspx

What does Alvina say about:
- her reasons for choosing her field of study
- her motivation to attend this university
- the campus
- the academic aspects of the university
- her research placement
- her chances after graduating?

>Task 2: Now talk to a fellow student about your life as a student. Exchange your opinions and ideas.

C. The TU Dresden

TU Dresden Mission Statement *(March 2016)*

(1) The Technische Universität Dresden has its roots in the Royal Saxon Technical School, which was founded in 1828. Today, it is a university that coalesces natural and engineering sciences with humanities and social sciences, as well as medicine. This wide range of disciplines, unique in Germany, obligates the university to promote interdisciplinarity and to contribute to the integration of science into society.

(2) The Technische Universität Dresden aims to establish a balance between professional and personal responsibilities and strives to ensure equal opportunity in all its employment practices. The members of the Technische Universität Dresden cultivate positive, trusting relationships in teaching, studies and research. In this environment, different biographies and career aspirations are enabled to develop to their fullest potential. The Technische Universität Dresden maintains close relations with its alumni its supporters and invites them to stay involved in university activities.

(3) The Technische Universität Dresden promotes the international character of the university and its members as well as cross-border cooperation in research and teaching. The university engages in worldwide cooperation and is proud of its direct and close contacts with scientific institutions outside of the academic community, with companies and cultural institutions in Dresden.

(4) The Technische Universität Dresden combines tradition with innovation, thereby benefiting from the historic cultural landscape of the Free State of Saxony and the city of Dresden. As an active member of the civil society it contributes by pursuing knowledge and research transfer to the productivity of enterprises and institutions of the region and beyond.

(5) Together with the university hospital, the Technische Universität Dresden with its medical facilities is a major healthcare provider. The Technische Universität Dresden is committed to paying particular attention to environmental planning and protection.

(6) A stable diversity in research and teaching form the basis for the further successful development of the Technische Universität Dresden. As part of its core competencies, it promotes and develops its fields of excellence.

(7) Excellence is born out of the unity between outstanding research and passionate teaching. All disciplines represented at the university, have their foundation in the expertise, initiative spirit, creative curiosity, dedication to performance, communication and the ability to cope with criticism. All members participate in the continuous process of researching by learning and learning by researching. The Technische Universität Dresden strives to ensure maximum efficiency and transparency in all decisions and administrative actions.

'Knowledge builds bridges – education unites people'.

Task 1: Please indicate whether the information from the text is right (✓) or wrong (X).

		✓	X
A	The Technische Universität Dresden was founded in 1828.		
B	The amount of studies offered at the TUD is quite special.		
C	The TU-Dresden keeps in contact with former students.		
D	The TUD is a regional university with strong focus on academic issues.		
E	The Technische Universität runs its own hospital.		
F	Teaching and research are two important elements of the TUD.		

Task 2: The future of the Excellence Strategy

The funding provided through the funding line "Universities of Excellence" is, in principle, permanent. However, the administrative agreement underpinning the Excellence Strategy contains two additional provisions. First, the selected universities need to again secure the required minimum number of Clusters of Excellence in the next call (in seven years) in order to continue to meet the formal funding prerequisites. Second, the selected universities of excellence will be regularly evaluated every seven years and continuously funded if the evaluation result is positive. Moreover, when successful in the highly competitive and academically-driven procedure, four additional universities or university consortia could be funded from 2026 onwards in the second call for universities of excellence. In the funding line "Clusters of Excellence", the 57 Clusters of Excellence (located at 34 universities) that were selected in September 2018 are already receiving funding since 1 January 2019. The Excellence Strategy was agreed by the federal government and the governments of the 16 federal states in June 2016 in an administrative agreement pursuant to Article 91b Paragraph 1 of the German "Grundgesetz". It is a permanent funding program aimed at strengthening top-level research at German universities as well as encouraging the development of distinct university profiles and enhancing cooperation within the German system of research and higher education. The federal government and the 16 federal states are providing an annual total budget of 533 Mio. Euro. 75 % of the funding is provided by the federal government and 25 % by the respective state governments.

Joint Press Release of the German Council of Science and Humanities (WR) and the German Research Foundation (DFG), 19 July 2019 (https://www.wissenschaftsrat.de/download/2019/PM_ExStra_engl.pdf?__blob=publicationFile&v=4)

What do the following figures from the text stand for? Relate the following figures to their meaning in the text.

figure	meaning in the text	correct combination
(A) 2	(1) year when the funding of the clusters has started	
(B) 2026	(2) percentage of the budget paid by the federal states	
(C) 2018	(3) number of extra requirements in the administrative agreement	
(D) 2019	(4) money available per annum for the whole Excellence Strategy in million euro	
(E) 553	(5) year in which the Clusters of Excellence were nominated	
(F) 75	(6) percentage of the budget paid by the federal government	
(G) 25	(7) year of the next selection of universities of excellence	

Task 3: Watch the video of the TU Munich (TUM) (🖫 000). Please indicate whether the information is right (✓) or wrong (X).

		✓	X
A	TUM is the only German technical university to have won in all three Excellence competitions.		
B	The TUM receives up to €50m in financial support every year.		
C	The university has been under reform for the last 20 years.		
D	The TUM will concentrate on the development of the mid-academic staff, life-long learning of students		

Task 4: Together with a partner who is NOT from the same faculty as you, research the following information and facts from the TU-Dresden website:

number of schools	
name the schools	
faculties belonging to your school	
number of students	
number of staff	
rector	
dean of your faculty	

D. A Student's Cost of Living

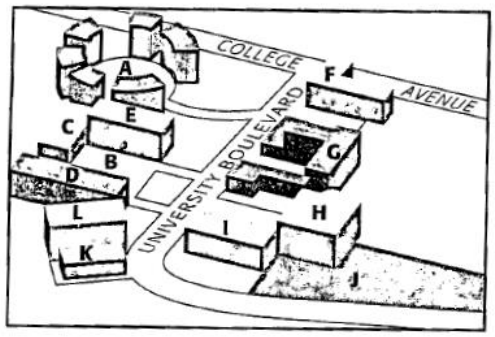
Type of Expenses	**Sum**
rent (total)	
Food	
Clothes	
Toiletries/cosmetics	
Phone/Internet/TV licence	
Study expenses	
Memberships	
Insurance	
Transport	
Holidays	
Luxuries / Leisure	
Other expenses	
Total	

1. **List the main sources of income for a student. How much does it cost you to survive as a student each month? Fill in and then check with your neighbour.**
2. **List the main sources of income for a student.**
3. **Discussion points:**
   - **Should all students be entitled to receive a grant from the state?**
   - **Are you in favour of tuition fees?**
   - **What are the advantages and disadvantages?**
4. **Watch the video "Study at TU-Dresden" (🖫 001) and answer the following questions: What do the two students say about the following issues:**
   a) **reasons to study at TU-Dresden**
   b) **what the TUD offers concerning accommodation**
   c) **transportation**
   d) **social life**
   e) **advice for new international students**
5. **Watch the image film for the University of Stuttgart (🖫 002). After that write a text that could be used for a similar image campaign for Dresden and the TUD. If you dare, make a film too.**

E. College and university: The UK system

Task: Study the following section and complete the exercises

a) Places



A. **Hall of residence**[1]
B. University Square, staff car park
C. **Administration**[2] Building
D. Arts **Faculty**[3] Building
E. **Great Hall**[4]
F. University Health Centre
G. University Bookshop, Cafeteria and visitors car park
H. University Library
I. **Student Union**[5]
J. Sports grounds
K. **School**[6] of Engineering
L. Arts **Lecture Theatre**[7]

[1] a college building where students live
[2] the main offices of the university, often shortened to 'admin'
[3] a group of departments or schools in a college which specialise in a particular group of subjects [4] a large hall where graduation ceremonies and other important events are held

[5] a building specially used by students to meet socially; the term also refers to the organization of students which arranges social events and offers other services
[6] part of a college or university specialising in a particular subject or group of subjects
[7] a large hall with rows of seats, where lectures are held

b) People, structures and activities

Dr. Ward, Adviser to International Students, is giving an introductory session for new international postgraduate students in the Department of English Language at Wanstow.

Dr. Ward: Let me tell you about the staff. The Head of Department is **Professor**[1] Bradley. He will be giving some of the **postgraduate seminars**[2] as well as giving some of the first-semesters **lectures**[3]. Then there are two **Senior Lecturers**[4]. They'll be handling lectures and **tutorials**[5]. Then there are six **lecturers**[6] - they're all listed in your information pack. You'll also meet our **Research Assistant**, Angela Gorski, and there are four **research students** doing PhDs. Each of you will be given a **personal tutor**[7], who will be one of us. If you want to talk to any of us, our **office hours** are on the noticeboard and on the web page. Any questions?

Student: Is the personal tutor the same as our dissertation **supervisor**[8]?

Dr. Ward: No. You'll be given a supervisor when you choose your dissertation topic. He or she'll supervise you during the spring **semester**[9] and the summer **vacation**[10]. Your personal tutor looks after your general academic welfare. You can also talk to a **student counsellor**[11] if you have any personal problems, and there's also a **postgrad rep**[12]

[1, 4] and [6] **professor** is the most senior academic title; **senior lecturers** are below professors in academic rank, and **lecturers** are below senior lecturers [2, 3] and [5] **seminars** consist of a teacher and a group of students meeting to study and discuss something; **lectures** are more formal events where larger groups of students listen and take notes; **tutorials** are usually smaller groups where students discuss their work with a teacher [7] teacher who works with one student or a small group [8] teacher with responsibility for a particular student

[9] the university teaching year is normally divided into two semesters; the word term is also often used for the periods when students are in residence at a university [10] period when universities or colleges are closed; the word **holiday** is also used by students [11] someone trained to listen to students and give them advice about their problems [12] (informal) short form of postgraduate representative (someone who acts officially for that group of students)

Exercises

I. Look at *a) Places*. Which building must students go to if they want to:

a) speak to a lecturer in the history department?
b) find information about student clubs?
c) visit someone who is living in the student accommodation?
d) enquire about payment of fees?
e) attend a graduation ceremony?
f) listen to a talk about English literature?
g) see a doctor?
h) borrow a book?

II. Read the text in *b) People, structures and activities* and answer the questions.

a) Are there likely to be more people in a seminar or a tutorial?
b) Who is the academic who guides a postgraduate student through their dissertation?
c) What word is used for the holiday period between university terms or semesters?
d) What is the difference between a personal tutor and a student counsellor?
e) What is the difference between a postgrad rep and a student counsellor?

III. Fill in the missing words in this email.

Hi Mum,
I've settled in well here at Wanstow. I like my room in this hall of _____. I went to my first _____ this morning - it was on research methodology - and there were hundreds of students there. The _____ was very good - it was Professor Jones, our head of _____.Tomorrow I'll have my first _____ - that'll be just me and one other student. We'll be discussing what we have to get done by the end of the _____. I need to try to think some more about the topic for my _____. When that is finalised I'll be assigned a _____. I'll be expected to see him or her at least once a week during their office _____. I hope I'll like him or her. You hear some awful stories!

F. Systems compared: The US and the UK

In US universities, many of the words for people and places are the same as those used in the UK, but there are some differences.

a) Terms with different meanings in US and UK university systems

US example	*meaning/comment*	*UK example*	*Meaning/comment*
Are you **faculty** or student?	If you are *faculty*, you are a member of the academic staff.	The **faculty** will have to come to a decision on this.	*Faculty* refers to a group of departments (see Unit 18) with similar interests.
The grading **rubric** for term papers has been revised	A *rubric* is a set of criteria or guidelines which tells how an assignment will be graded or scored	Some students misread the exam **rubric** and didn't answer enough questions.	Instructions on an exam paper or in a textbook as to *how* a task must be done.
I went to **college** in St Louis. I attended Washington **University**. I took some fascinating courses at **college**.	The word *college* in American English refers broadly to the undergraduate experience, whether it is at a two-year community college, a four- year college, or a large state university in the US. A specific institution can. be a college (granting undergraduate degrees only) or a university (granting undergraduate and graduate degrees).	She went to **university** in Scotland. She graduated from **university** in 1996.	In British English *university* refers to the undergraduate experience. In both American and British English, no article is used before college or *university* in these examples.
Her brother went to **school** at Harvard.	School is often used to mean *university*. A common question is "Where did you go to school?" meaning "Where did you go to college?"	I went to **school** in London, then I went to university in Bristol.	Refers to primary *or* secondary education; school can also refer to a university department which covers several different teaching areas (e.g. School of English and Journalism).

b) Different US terms

I wonder who should be on my **PhD committee**[1]. My **advisor**[2] suggested Dr. Fry and Dr. Roe. I have a lot of studying to do. I have my **comps**[3] in two weeks.

Let's meet in Harley **Commons**[4] at 7.30 pm, and we can study for tomorrow's **quiz**[5]**,** OK? It was tough being a **freshman**[6] because I wasn't used to such difficult **finals**[7]**,** but life got a bit easier when I became a **sophomore**[8]. It was easy enough as a **junior**[9], but then it got tough again when I was a **senior**[10]**.**

As a **graduate student**[11], I get to attend seminars with some of the top people in my field. The **fraternity**[12] and **sorority**[13] houses are all round the edge of the campus.

[1] a group of teachers who advise a PhD student [2] equivalent of the UK supervisor[3] short for comprehensive examinations, subject-area tests required of graduate students in some areas of studies [4] area where students can meet socially and eat in dining halls [5] short test on areas which have been taught [6] new, first-year undergraduate (also used in the UK) [7] final examinations at the end of the semester [8] second-year student, from the Greek sophos, wise, and moros, dull [9] third-year student [10] fourth-year student [11] student with a bachelor's degree (e.g. BA, BS) who is enrolled in a master's degree programme, equivalent of postgraduate student in the UK [12] a social organisation for male students [13] a social organisation for female students.

Exercises

I. Look at a). Who is more likely to be speaking - a British person or an American? Why?

a) Only faculty can eat here.

b) All professors use the same rubric for grading term papers.

c) I went to school at Millintown, where I got my masters and PhD.

d) My department is within the Faculty of Engineering.

e) The rubric required students to answer all three questions on the exam paper.

II. Put these levels of student in an American university in order of seniority, starting with the first-year student. Explain what kind of student each term refers to.

graduate student *junior* *freshman* *senior* *sophomore*

G. Academic courses

a) Course descriptions

Look at this extract from a UK university's web page. American websites may use different terms.

Diploma/MA in English Language and Culture

- *Qualification:* **Diploma**[1] or MA. **Duration:** One year full-time or two years part-time. The course is a 180-**credit**[2] course, consisting of 120 credits of **core**[3] and **elective**[4] **modules**[5] plus a 60-credit dissertation module. Core modules are **obligatory**. **Candidates** not wishing to **proceed** to the MA may **opt for**[6] the Diploma (120 credits without dissertation).
- *Course description:* The course covers all the major aspects of present-day English language and culture. Topics include grammar, vocabulary, language in society, literature in English (for a full list, see the list of modules). Elective modules only run if a minimum of ten students enrol[7]. The modules consist of a mixture of **lectures, seminars, workshops** and **tutorials**[8].
- ***Assessment***[9]***:*** A 3,000-word ***assignment***[10] must be submitted for each core module. Elective modules are assessed through **essays, projects** and **portfolios**[11]. The **word limit** for the dissertation is 12,000 to 15,000 words.
  Candidates must achieve a pass grade in all four core modules (20 credits each), plus 40 credits in elective modules (minimum of 30 credits in the English department plus 10 **optional** credits from modules offered by other departments), and, for MA, must pass the dissertation module (60 credits).
  Candidates who achieve a grade average of 70% or more over all modules may be **eligible**[12] for a **distinction**[13].

[1] a qualification between a bachelor's degree and a master's degree

[2] unit which represents a successfully completed part of a course

[3] most important parts of a course of study, that all students must do
[4] which are chosen
[5] one of the units which together make a complete course taught especially at a college or university
[6] choose
[7] put one's name on an official list of course members
[8] a workshop is a meeting to discuss and/or perform practical work in a subject
[9] judgements of the quality of students' work
[10] a piece of written work
[11] a collection of documents that represent a person's work
[12] having the necessary qualities or fulfilling the necessary conditions
[13] a special mark given to students who produce work of an excellent standard

b) Other aspects of courses

Dr. Ward is holding a question-and-answer session for new MA students.

Reza: Can we **defer** the dissertation if we can't stay here during the summer?

Dr. Ward: Yes, you can defer for a year, but don't forget, if you do go home, you won't be able to have face-to-face **supervisions**.

Simon: Are the **in-sessional** language courses compulsory?

Dr. Ward: No. Most of you did the **pre-sessional**, which is the most important. But there are good in-sessional courses you can sign up for, especially the **English for Academic Purposes** writing course.

Angela: If we get the MA, can we go on to do a **PhD** immediately?

Dr. Ward: Not automatically. You have to show you can do PhD standard work first anyway, and then **upgrade** to the PhD programme after a year or so.

***Note:** When addressing someone with a **PhD**, always use their family name, e.g. Excuse me, Dr Lopez. Only medical doctors can be addressed simply as Doctor, without using their family name.*

Exercises

1. Answer the questions about the text in a) - 'Course descriptions'. (Give short answers. Do not write full sentences.)

1. How long does the Diploma or MA course take if you study full-time?
2. How many credits is a dissertation worth?
3. What is special about core modules?
4. What is the difference between doing a Diploma and an MA?
5. How many students are required for an elective module to run?
6. How long do assignments have to be?
7. What kinds of classes do the students get?
8. On what kinds of work are they assessed?
9. What is the maximum number of words allowed in a dissertation?
10. What do students have to do to get a distinction?

2. Complete the missing words in this email from a student to a friend.

Diploma - dissertation - in-sessional - MA - module - PhD - project - sign

Hi Erika,
How are things going with you? I'm sorry not to have written to you sooner but I've been desperately busy with the linguistics (1) _____ I have to do for the elective (2) _____ I'm taking this term. It's really interesting and I think I might decide to do my final (3) _____ on a similar topic. At first I was only planning to do the (4) _____ but now I've decided to have a go at an (5) _____. I might even (6) _____ up for a (7) _____ if they'll have me! PhD students are usually offered some language teaching on the (8) _____ EAP courses they run for foreign students, so it would be useful for my CV for the future.
Shoshana

Choose the correct word to complete each sentence.

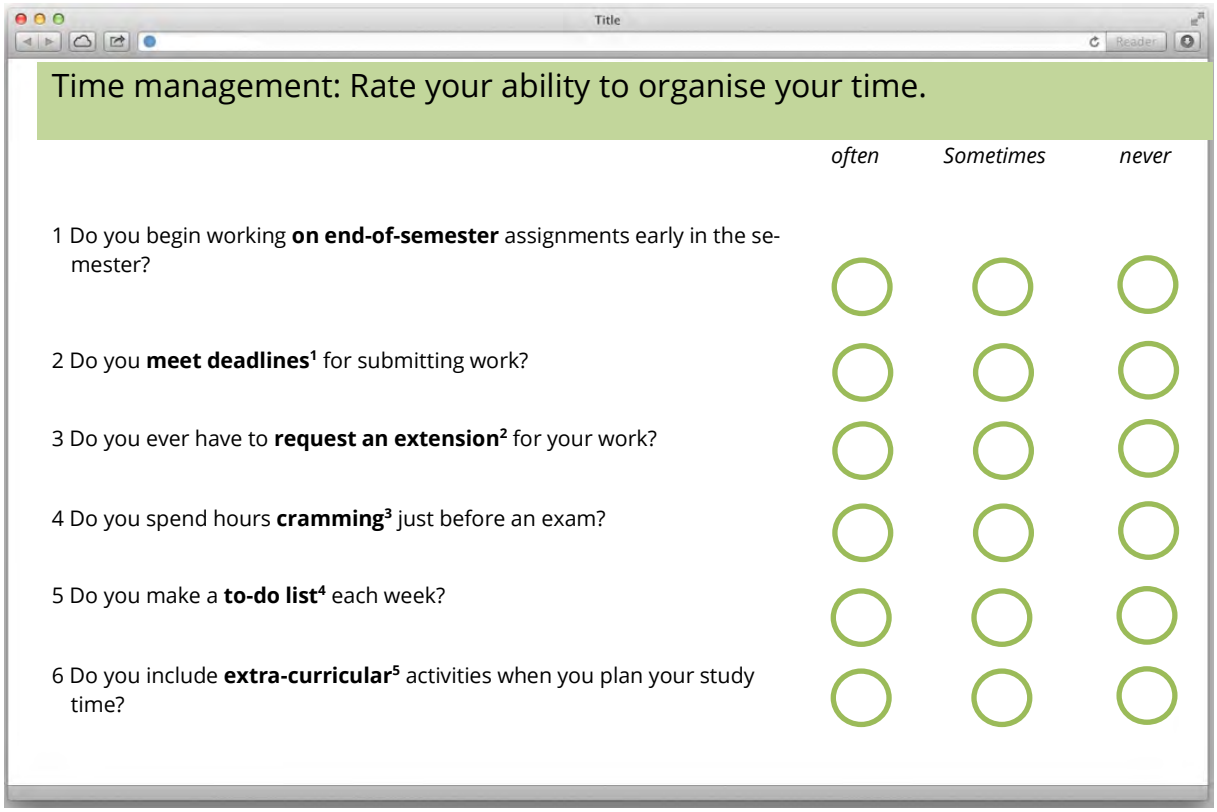
1. I started out doing an MA only but then decided to *upgrade / defer to* a PhD.
2. Students whose first language is not English usually have to attend a(n) *in-sessional / pre- sessional* language course before their main classes start.
3. Only six students have *enrolled / opted*, so the MEd programme will not run this year.
4. Most students decide to *sign up / proceed* to the MA after completing their Diploma course.
5. Core modules are *obligatory / optional.*
6. When I was doing my PhD I had monthly one-to-one *seminars / supervisions*.
7. I won't be able to finish the dissertation this year, so I'll have to *opt / defer* till next year.
8. *Assessment / Assignment* consists of a three-hour end-of-module exam.

4. Find a university in an English speaking country that offers a similar course of studies and prepare a short presentation (2-3 minutes). Focus on interesting facts and differences.

H. Study habits and skills

a) Time management

West Preston University has a web-based self-assessment questionnaire on time management.



[1] complete your work by the official final day or time [2] ask for more time beyond the deadline [3] try to learn a lot very quickly before an exam [4] make a list of things you should do [5] outside of the subjects one is studying

b) Study habits and problems studying

Here are some students' comments about study habits and problems associated with studying.

- 'I try to **priorise** the most difficult or urgent task first, when feel more motivated.'
- 'I'm a slow reader. I need to improve my **reading speed**. I find **revision** before exams really difficult. I can only **revise** for about two hours at a time. **My mind starts to wander.**'
- 'I always try to **review** my lecture notes within 24 hours of the time I took them. I do need to improve my **note-taking.**'
- 'I use tricks to memorise things, like **mnemonics** and **visualising**. I try to **brainstorm** the topic and draw **mind maps** before I write a first **draft** of an essay.'
- 'I know **rote learning*** isn't very fashionable nowadays, but I find it useful to learn some things by **heart**, especially lists of things.'
- 'I try to make a **study plan** each semester - but I never manage to keep to it!'
- 'I always try to get the books I need from the library on **long-term loan. Short-term loan** is never long enough, even though you can sometimes extend it for 24 hours.'
- 'In an exam I make **rough** notes for each question, otherwise my mind just goes **blank**.'

**learning something so you can repeat it from memory, rather than understand it*
(often used with a negative association)

Discussion: If you were brainstorming some good study habits, what would you write down?

c) Here are some more useful words relating to study habits. Say in your own words what each expression in bold means. Use a dictionary to help you if necessary.

University Library: Notice to all undergraduates

Undergraduates are reminded that all books **on loan** must be **returned** by noon on June 30th, 2008. **Overdue** items will **incur** a fine of 50 cents per day. Failure to clear fines and overdue books may result in loss of **borrowing rights**. Additional regulations apply to **inter-library loans** (see the University Library web pages).

University **Librarian**

I. The First Day at the University

Task 1: Listen to the welcome speech for new students (🖫 003) and take notes.
What does speaker say about herself, the role of diversity and the institution?
What administrative matters and general advice does she mention?
Then compare your notes with your neighbour. Afterwards listen again and check your answers.

GROUP WORK:
Describe your first day at the uni. Discuss positive and negative impressions and what changes you would suggest to help new students. Report back to the entire class.

J. Vocabulary Campus English

Task 1: Study the wordlist 'Campus English' and express the following in English

1. dass Sie im (Monat, Jahr) das Abitur abgelegt haben.
2. dass Sie sich im (Monat, Jahr) um einen Studienplatz an der Fakultät (Name) beworben haben.
3. dass Sie im (Jahr) ein Studium im Fach (Fach) aufgenommen haben.
4. dass die Bachelor-Ausbildung an der Universität 6-7 Semester dauert.
5. dass Sie Vorlesungen, Seminare, Praktika und Übungen in (Fachgebiete) haben.
6. dass Sie sich auf dem Gebiet (Fachgebiet) spezialisieren möchten.
7. dass Sie seit (Datum) an einem Kurs (Art des Kurses) teilnehmen.
8. dass Sie beabsichtigen, ein sechsmonatiges Praktikum im Ausland zu absolvieren.
9. dass Sie bis jetzt alle Prüfungen bestanden haben.
10. dass Sie hoffen, nächstes Jahr den Bachelor in (Studienfach) zu erwerben.
11. dass Sie sich in der Bachelorarbeit mit (Thema) befassen (wollen).
12. dass Sie gern (Beruf) werden möchten.
13. dass Sie seit Beginn des Studiums in (Art der Unterkunft) wohnen.
14. dass sie (kein) Bafög / Stipendium erhalten.
15. dass Sie oft in der Mensa zu Mittag essen gehen.

Task 2: Fill in the *correct tense* and decide if you need to use *since, for* or *ago* in the empty gaps.

1. I _____ (be) a student of _____ (your field) at the Technische Universität Dresden.
2. I _____ (study) at the TU-Dresden _____ 20**.
3. 10 years _____, my parents _____ (move) to Germany.
4. I _____ (live) in Dresden _____ two years now.
5. My field of study _____ (not /always / be) my preferred choice of study. Until I was 12, I _____ (want) to become a fireman.
6. But in 20**, I _____ (discover) my interest in this field and that is only 6 years _____ .
7. Ever _____ , I _____ (be) interested in _____ (work related interests).
8. So far, I _____ (always / have) interesting lectures at TUD.
9. Especially in the English courses here at the LSK I _____ (learn) so much.
10. I _____ (not / really / think) about what I will do after my graduation _____ _____ I began my studies.

1. GENERAL VOCABULARY

accommodation — Unterkunft
place to stay or live in

to be aware (of) — sich bewußt sein, wissen
having knowledge of sth, realise that sth exists

benefit — Nutzen, Vorteil
sth that gives you advantage, a good effect
sickness benefit — Krankengeld

to be concerned about — besorgt sein um, beunruhigt sein
to be worried about sth
to be concerned with; to deal with — beschäftigt sein mit; sich beschäftigen mit
His latest publication is concerned with youth unemployment.

to cope (with sth) — schaffen, fertig werden, bewältigen
to deal with sth successfully, to manage - to cope with a problem, situation, difficulties

to be eligible — berechtigt sein, Anspruch haben
to have the right or qualification

to embarrass — verlegen machen, in Verlegenheit bringen
to cause sb to feel awkward or ashamed

employee — Arbeitnehmer, Angestellter, Beschäftigter
someone who works for a company (or person) in return for wages or a salary
employer — Arbeitgeber
*a company or person that **employ**s people*

entrepreneur — Unternehmer
person who starts their own company, esp. when it involves taking risks

enquiry, inquiry — Anfrage
act of asking questions to get information
to launch, conduct, make an inquiry
to enquire, to inquire

experience — Erfahrung(en)
knowledge, wisdom acquired
to gain experience — Erfahrungen sammeln
He has gained much experience in this field.
to experience sth — erleben, durchmachen

grant — Stipendium
a sum of money given by the government to pay for a student's education at university; to live on a grant
see 'scholarship'
Note: 'Bafög' is a combination of grant and student loan

independence — Unabhängigkeit, Selbstständigkeit

to maintain — behaupten
to insist that sth is the case
negotiation — Verhandlung
to negotiate — verhandeln, aushandeln
to talk to reach an agreement

to oblige — verpflichten, zwingen
to force sb or make it necessary to do sth - often passive: *They were obliged to repay the credit within a month.*
to participate in — teilnehmen

roommate — Mitbewohner
person you share a room with

scheme — Programm
an officially organized plan or arrangement for doing sth

unemployment scheme Programm zur Bekämpfung der Arbeitslosigkeit

scholarship Stipendium
financial aid provided for excellent students at an educational establishment (esp. from an endowment given for such a purpose) → see 'grant'

to see sth through etwas (bis zum Ende) durchhalten, durchfechten
to follow sth through to the end, not to abandon a task

short notice kurzfristig
not long in advance

to transfer übertragen, überweisen

unit Stück, Einheit

2. COLLEGE / UNIVERSITY

Grammar School (BE)**,** Gymnasium
High School (AE)
Comprehensive School Gesamtschule
Note : The term secondary school is general in meaning

Vocational School Berufsschule

FACILITIES / UNITS

academic year Studienjahr
term (BE)/ **semester** (AE) Studienabschnitt, Semester
any of the divisions of the academic year during which a university/college is in session

auditorium, lecture hall, lecture theatre (großer) Hörsaal

campus/university/college grounds Universitäts- bzw. Hochschulgelände
the land and buildings of an educational institution

canteen, dining hall, refectory Mensa
the place at a university / college where students have their meals

College (of Higher/Further Education) Fachhochschule
University of Applied Sciences

Alma Mater Alma Mater
a school, college, or university which one has attended or from which one has graduated

department, section Fachbereich, Abteilung, Institut
The faculty of Economics is divided into four departments.

facilities Einrichtungen

faculty Fakultät, auch: Lehrkörper
structural unit of a university; school, institute;
AE: also the people who teach there

library Bibliothek

students' hostel, hall of residence, Studentenwohnheim
dormitory (AE)
a college/university building where students live

UNIVERSITY STAFF

academic Akademiker,Wissenschaftler
teacher at a university, scientist
(academic) **staff** Belegschaft, (Lehrkörper)
people who work for a university, etc.

alumni	Absolvent, ehemaliger Student
extramural / long-distance learner **long-distance learner** *people who are not full-time students of a university / college*	Fernstudent
full-time /part-time student	Direktstudent / Teilzeitstudent
fellow student *student studying at the same university / the same subject*	Kommilitone
freshman (AE), **first-year student** **fresher** (BE)	Studienanfänger
graduate *a person who has a (first) degree from a university or college*	(Hochschul)absolvent
undergraduate *student studying for his/her first degree*	Student (an einer Universität/Hochschule)
visiting student	Gaststudent
dean *head of a faculty, college, school*	Dekan
associate professor(AE)	ausserordentlicher Professor
full professor	ordentlicher Professor
to be appointed professor	zum Professor berufen werden
(graduate) **supervisor** *a teacher with responsibility for a particular student/project*	Betreuer (bei wiss. Arbeiten)
vice-chancellor (BE)**, president** (AE) *head of a university / college*	Rektor
deputy vice-chancellor, **vice-president**	Prorektor

STUDIES

to apply for a place at a university / for studies	sich um einen Studieplatz bewerben
to attend a university / college	eine Universität besuchen
assignment, assigned paper *a task that is given to students as a compulsory part of their course*	Belegarbeit
curriculum *general programme of a course*	Lehrplan, Curriculum
syllabus (pl. syllabuses / syllabi) *outline of a course of studies or list of subjects for a particular course*	Lehrprogramm, Studienprogramm
lecture *a long talk given to a group of people on a particular subject, esp. in universities*	Vorlesung
to give / deliver / read a lecture on to lecture on	eine Vorlesung halten (über)
to attend lectures and seminars	Vorlesungen und Seminare besuchen
to take part in an exercise	an einer Übung teilnehmen
tutorial *a period of intensive tuition given by a tutor to an individual student or small group of students*	Tutorium, Konsultation (beim Tutor)
to matriculate *to enrol or be enrolled in a university or college*	sich immatrikulieren
enrolment, matriculation	Einschreibung, Immatrikulation
studies *the activity of gaining knowledge as pursued by a particular person esp. at a university / college*	Studium
basic studies	Grundstudium
main studies	Hauptstudium
to take up one's studies	das Studium aufnehmen
to enter university/ college	
to complete / finish one's studies	das Studium abschließen
to interrupt / give up one's studies	das Studium unterbrechen / abbrechen

to do further studies	sich fortbilden
practical training period	Praktikum
to do a work placement (BE)	ein Praktikum machen
to do an internship *(AE), i.e. receiving practical training in a working environment*	
to take part in a **placement** programme	
Students have to spend a term on (a) placement with a company.	
to switch to (physics)	(zu Physik) wechseln
subject	Fach
any branch of learning considered as a course of study	
to enrol(l) for a main / major subject	ein Hauptfach belegen
to complete / finish a subsidiary / minor subject	ein Nebenfach abschließen
compulsory / optional subject	obligatorisches / fakultatives Fach
special subject / field	Fachgebiet
to specialize in (the field of)	sich spezialisieren (auf dem Gebiet/ im Fach)
notes/handouts	Notizen, Handzettel, ausgeteilte Unterlagen

EXAMINATIONS

school leaving examination, 'A' levels (BE)	Abschlußprüfung, Abitur
High School Diploma (AE)	
to take / do one's 'A' levels	das Abitur ablegen
to graduate from High School (AE)	
to sit (for) / take an exam	eine Prüfung ablegen
to pass an exam	eine Prüfung bestehen
to fail (in) an exam	durch eine Prüfung fallen
oral / written exam	mündliche / schriftliche Prüfung
entrance / final exam / finals	Zulassungsprüfung / Abschlussprüfung
school-leaving certificate	Abschlusszeugnis, Abiturzeugnis
matriculation standard, university entrance qualification / requirements	Hochschulreife
assessment	Bewertung
the regular evaluation of a student's achievement on a course	
end-of term / year exam	Zwischenprüfung
preliminary exams / **prelims**	Vor(diplom)prüfungen
diploma project / paper, dissertation	Diplomarbeit; Masterarbeit
marks / grades:	(Abschluß)Note, Prädikat

- **Grade A:** **distinction** (BE) / **excellent** (AE) — ausgezeichnet, mit Auszeichnung
- **Grade B:** **merit** (BE) / **good** (AE) — gut
- **Grade C:** **satisfactory** (BE) / **average**(AE) — befriedigend
- **Grade D:** **pass** (BE) / **poor, passing** (AE) — genügend, (noch) bestanden
- **Grade E:** **fail** (BE) / **failing, F** (AE) — nicht bestanden

overall grade — Gesamtprädikat

NOTE: *A general classification of performance is difficult as systems vary from country to country.*

ACADEMIC DEGREES

to study for a degree (in economics)	studieren (mit dem Ziel, einen
to take / do a degree	akademischen Grad zu erwerben)
to graduate from university	das Studium mit einem akad. Grad abschließen

to take a further degree	einen weiteren akademischen Grad erwerben
to award a degree to sb / **to confer a degree upon / on sb**	einen akademischen Grad verleihen
first class degree	sehr gutes Examen
a first class (honours) degree (in)(BE)	ausgezeichnet
second class degree	mittlere Noten bei Abschlussprüfung
an upper second (honours)degree (BE)	gut
a lower second (honours)degree (BE)	befriedigend
a third class (honours)degree (BE)	bestanden
Doctor (of Philosophy - PhD) *doctorate awarded for original research*	Doktor
to take a doctor's / doctoral degree	promovieren
doctoral candidacy	Promotion
doctoral thesis	Doktorarbeit, Dissertation
to receive / obtain a doctorate	promoviert werden, promoviereen

SELF-STUDY PROJECT

Everyone is talking about the environment but no one is doing anything

Background:

The environmental problems of our age are reason for heated debates amongst politicians, environmentalists and the industry. However, especially the younger generations feel that except for talks, nothing really has happened.

Task:

So what can we do in order to make a change for the environment?

- Find yourself a group of 3-4 students, each coming from a different field of study (if possible).
- Exchange your group's contact details (and make arrangements to meet) in order to keep in contact and pursue your topic
- Think about what your field of study can contribute to improve the situation of the environment. Together, come up with one idea/project/invention/etc. that can make a difference.
- Develop your idea, make a SWOT analysis, and think about how it could be realized as well as financed and by whom.
- Present your project to the class at any day within the course schedule you like (as long as it does not collide with the Mock Exam) but inform your teacher two weeks in advance. Joint presentation time is 15 mins, whereby every group member presents a section of the project. Make use of modern presentation tools like presentation software.
- Be scientific and academic in your working approaches.
- Make the project a challenge for yourself. Do not just scratch at the surface of a topic or present a topic too simple or obvious.

Skills trained:

- Reading of scientific texts
- Listening to scientific audios/videos
- Researching
- Academic/scientific working approaches
- Presenting scientific topics
- Writing scientific texts
- Communication with peers on a scientific topic

MATHEMATICAL TERMS AND CALCULATIONS

A. Decimals and Fractions

A manufacturer is thinking about giving both **metric** measurements (for example, millimetres) and **imperial** measurements (for example, inches) in its product specifications. One of the company's engineers is giving his opinion on the idea in a meeting.

"One problem is, when you convert from metric to imperial you no longer have **whole numbers** - you get long **decimal numbers**. For example, one millimetre is **nought point nought three nine three seven** inches as a **decimal**. So to be manageable, decimals have to be **rounded up** or **down**. You'd probably round up that number **to two decimal places**, to give you **zero point zero four**. Now, you might say the difference is **negligible** - it's so small it's not going to affect anything. But even if it's just a tiny **fraction** of a unit - **one hundredth of** an inch (1/100), or **one thousandth of** an inch (1/1000) - and those numbers are then used in calculations, the **rounding error** can very quickly add up to give bigger inaccuracies."

B. Addition, subtraction, multiplication and division

During a TV programme about garden design, the presenter is explaining the calculations required to make a large setsquare which can be used for setting out.

*"To make one of these, you need to use Pythagoras's theorem. So, a quick geometry lesson. Measure a length of timber for one of the sides **adjacent** to the right-angle. I've made this 3 feet long. Then square that number – 3 **multiplied by** 3 **equals** 9. Then do the same with the other side adjacent to the right-angle. I've made this one 4 feet long. Work out **the square of** that. So, 4 **times** 4 is 16. Then work out **the sum of** those two numbers - so if I **add** 16 **to** 9 … 16 **plus** 9 is 7. Then calculate **the square root of** that. The square root of 25 is 5. That means the longest side – the hypotenuse - needs -to be 5 feet long. And it doesn't matter what length you make the two adjacent sides – if the square of the hypotenuse is **equal to** the sum of each of the adjacent sides, **added together**, you'll have a perfect right-angle."*

*"Now you can also start by making the hypotenuse, square the length of that, then make one of the other sides, square the length of that, and then **subtract** one **from** the other. For this example, that would be 25 **minus** 16. So, 25 **less** 16 is 9. And the square root of 9 is 3, which gives me the remaining side. Alternatively, you can make both the adjacent sides **equal** – make them the same length. So, take the square of the hypotenuse, which is 25, **divide** that **by** 2, which is 12.5, then work out the square root of 12.5, which … requires a calculator! That's why it's easiest to use a 3-4-5 triangle, like this, which conveniently works with whole numbers. And that's also why I'm measuring in **imperial**, because 3 feet by 4 feet by 5 feet is a practical size -to work with."*

☝ Remember that commas and periods in English numbers are reversed (as compared to in German): It's not ~~550.000~~ or ~~3,14~~ but 550,000 or 3.14

Task 1: Write the numbers in words. Look at the text for guidance.

1. 1.793 _____ _____ _____ _____ _____
2. 1/100 mm _____ _____ _____ _____ millimetre
3. 1/1000 mm _____ _____ _____ _____ millimetre
4. 0 _____ _____ _____ _____ or _____

Task 2: Complete the descriptions of the numbers using words from the text.

1. 0.25 = ¼ — The first number is a decimal, and the second is a _____.
2. 0.6368 ≈ 0.637 — The second number is _____ _____ to three _____ _____.
3. 7.5278 ≈ 7.5 — The second number is _____ _____ to one _____ _____.
4. 8, 26, 154 — The numbers aren't fractions or decimals. They're _____ numbers.
5. Error: 0.00001% — The error is so small that it's _____.
6. 0.586 kg x 9,000 = 5,274 kg
0.59 kg x 9,000 = 5,310 kg — This difference is the result of a _____ _____.

Task 3: Complete the calculations using the words in the box. Sometimes there is more than one possible answer. Look at the text for guidance.

divided / minus / plus / square root / subtract / times / less / multiplied / square / squared / sum

1. 14 + 8 = 22 — Fourteen _____ eight equals twenty-two.
2. 100 x 20 = 2,000 — One hundred _____ twenty is two thousand.
3. 7 x 11 = 77 — Seven _____ by eleven equals seventy-seven.
4. 400 ÷ 8 = 50 — Four hundred _____ by eight equals fifty.
5. 95 + 2 = 97 — The _____ of ninety-five and two is ninety-seven.
6. $8^2 = 64$ — The _____ of eight is sixty-four.
7. 50 - 30 = 20 — If you _____ thirty from fifty, it equals twenty.
8. $\sqrt{100} = 10$ — The _____ of a hundred is ten.
9. $11^2 = 121$ — Eleven _____ is a hundred and twenty-one.
10. 48 - 12 = 36 — Forty-eight _____ twelve equals thirty-six.

Task 4: Use your knowledge of basic geometry to complete the sentences. Use one or two words from the text to fill each gap.

1. The _____ of the three angles in a triangle equals 180 degrees.
2. The area of a circle is equal to the _____ of its radius _____ 3.14.
3. The area of a right-angle triangle is equal to the length of one adjacent side, _____ the length of the other adjacent side, _____ two.
4. The length of each side of a square is equal to the _____ of the square's area.
5. If each angle in a triangle is 60°, then the lengths of its sides are _____ .

C. Mathematical terms and calculations

+ plus	÷ divided by	5^3 five cubed	(open bracket
- minus	= equals	2^4 two to the power of four	) close bracket
x multiplied by	4^2 four squared	$\sqrt{4}$ the square root of four	π pi

How we write it	**How we say it**
15 + 4 = 19	Fifteen plus four equals nineteen. Fifteen and four make nineteen.
17 – 6 = 11	Seventeen minus six equals eleven. Subtract six from seventeen to get eleven.
3 x 4 = 12	Three multiplied by four equals twelve. Three times four is twelve.
50 ÷ 2 = 25	Fifty divided by two equals twenty-five. Divide fifty by t wo to get twenty-five.
5^3 = 125	Five cubed equals one hundred and twenty five.

Fractions and decimals

½ one half / a half	$^1/_5$ one fifth / a fifth	2½ two and a half
⅓ one third / a third	$^1/_6$ one sixth / a sixth	3¾ three and three quarters
⅔ two thirds	2.03 two point zero three	0.834 zero point eight three four

Task 5: Read the following calculations aloud.

1. 19 - 2 = 17	2. 56 ÷ 7 = 8	3. $\sqrt{4} = 2$
4. 34 + 11 = 92	5. 32 ÷ 8 = 4	6. 18 ÷ 5 = 3¾
7. 12¼ = 12.25	8. 0,8 x 25 = 20	9. π x 32 = 28.274
10. 1 + ½ = 1½	11. 98.5 + 2.5 = 101	12. (10 – 2) ÷ 2 = 4

Task 6: (Partner A) Dictate the following equations to your partner. (Partner B next page).

1. (11 + 12) x 2 = 46	2. 42 + 33 = 75
3. $^7/_8$ = 0.875	4. $76^2/_3$ = 76.66
5. $\sqrt{16} = 4$	6. 32 + 17 = 49
7. 21 ÷ 3 = 7	8. (18 X π) ÷ 5 = 11.31

Task 7 (Partner A): Write down the eight equations that your partner dictates to you. Then check with your partner.

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

☝ Currencies in English ☝

- Not capitalised: ~~Euro~~, ~~Pound Sterling~~, ~~US-Dollar~~ → euro, pound sterling, US-dollar
- Are not written: ~~5.25 £~~ or ~~Mio 24 $~~ but £5.25 or $24m
- Say: five pound twenty-five and twenty-four million dollars
- Plural noun: The coat costs five hundred dollars; adjective: It's a five-hundred-dollar coat.

Task 6: (Partner B) Dictate the following equations to your partner. (Partner B next page).

1. 106 – 23 = 83	2. $2^7 = 128$
3. π x 4^2 = 50.265	4. $5\frac{7}{8} = 5.875$
5. 43 ÷ 6 = $7\frac{1}{6}$	6. (5.8 x 7) ÷ 8 = 5.075
7. 1¼ = 1.25	8. $\sqrt{25} = 5$

Task 7 (Partner B): Write down the eight equations that your partner dictates to you. Then check with your partner.

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

Task 8: Engineering formulas - Complete the problems with words from the box and solve them. You will need a pocket calculator for some of them.

acceleration • angular • current • density • diameter • force • height • moment of inertia • momentum • power • radius • revolutions • velocity • mass

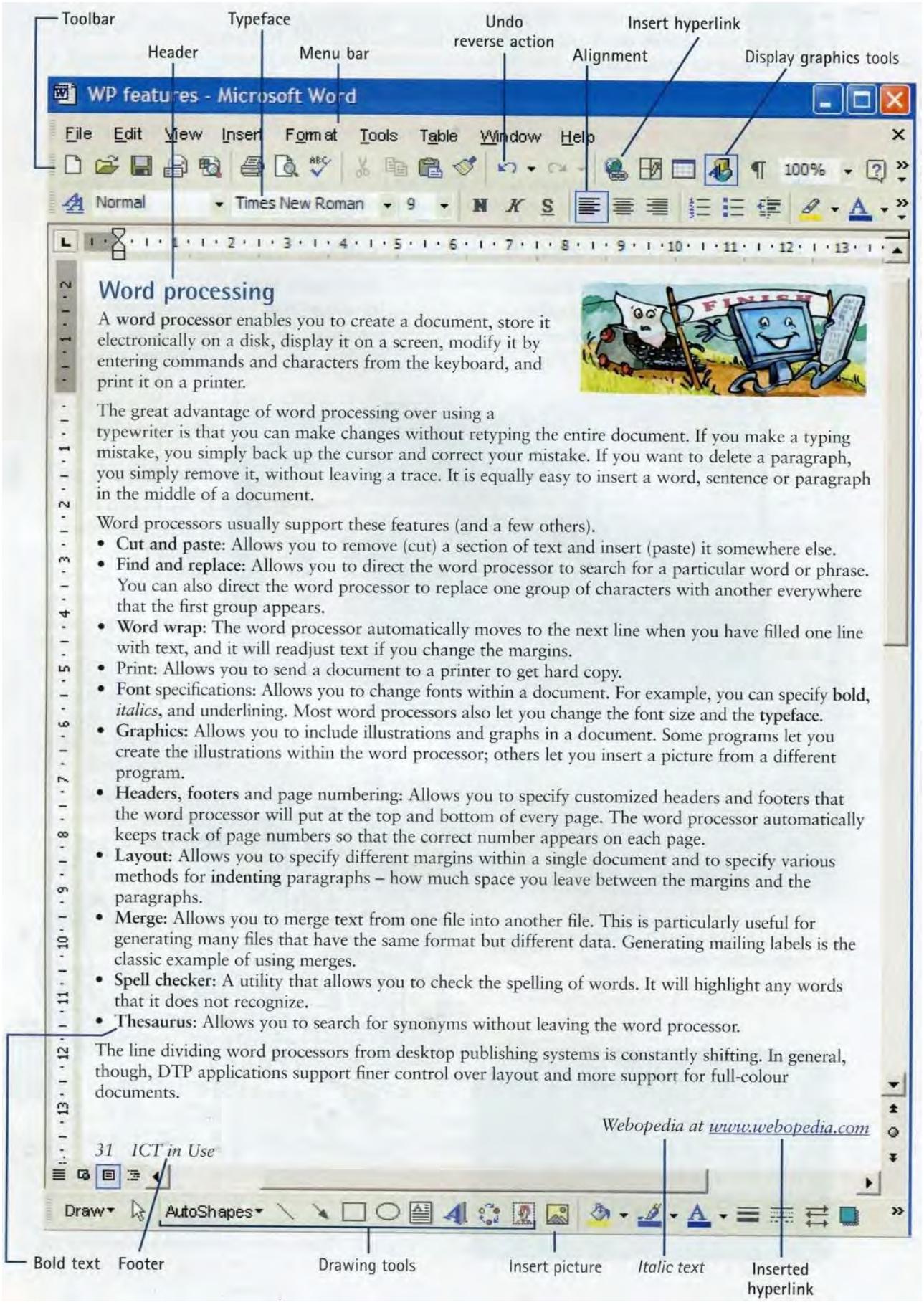
1. What is the _____ of a metal cube of mass 5 kg and _____ 2.5m/s?
   Use the formula p = m · v.
2. If _____ due to gravity is 32 feet per second^2, and there is no air resistance, how long would it take for a watermelon to fall from the top of the Empire State Building? The building's _____ is 1,453 feet.
   Use the formula: t = (2 h/g).
3. A shaft of a lathe rotates at 1200 _____ per minute. What is the cutting speed (V_C in m/s) if the _____ of the shaft is 35 mm?
   Use the formula $V_C = \pi \cdot D \cdot f$.
4. A forklift truck has to lift a gearbox with a _____ of 200 kg to a height of 1.2 m in 3 seconds. How much _____ is required if you do not take efficiency into account?
   Use the formula P = (m · g · h) / t, where acceleration due to gravity is g = 9.8 m/s^2.
5. A car with mass 1000 kg travels a curve of _____ 200 m at 50 km/h. If the centripetal acceleration of the car is 0.965m/s^2, what is the centripetal _____ in Newton?
   Use the formula $F_C = m \cdot a_c$
6. A flywheel with _____ I = 0.15kg m^2 is rotating at 1,000 rpm with an _____ _____ velocity of 104 rad/s. What is the angular momentum?
   Use the formula L = I · ω.
7. The _____ of titanium is 4507 kg/m^3. Calculate the mass of 0.17m^3 of titanium.
   Use the formula m = ρ · V
8. If a _____ of 5 Amps flows for 3 minutes, how much charge flows through the circuit?
   Use the formula Q = I · t.

Task 9: Match the formulas in Task 8 to how they are spoken.

a. Power is equal to mass times acceleration due to gravity times height divided by time.
b. Time is equal to the square root of height times two divided by acceleration due to gravity.
c. Cutting speed is equal to pi times diameter times rotation speed.
d. Charge equals current (Amps) times time.
e. Centripetal force equals mass times centripetal acceleration.
f. Mass is equal to density times volume.
g. Angular momentum equals the moment of inertia multiplied by angular velocity.
h. Momentum equals mass times velocity.

WORKING WITH COMPUTERS

A. Word Processing Features

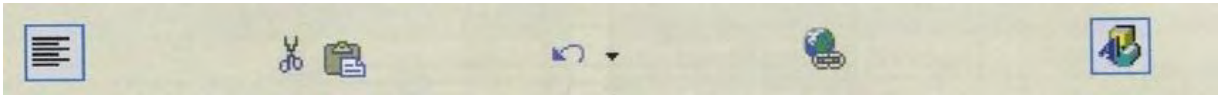


Task 1: Match words from the opposite page with these definitions:

1. a program used for preparing documents and letters _____
2. a row of words that open up menus when selected _____
3. the distinctive design of letters and characters, e.g. Aria Courier _____
4. text printed in the top margin _____
5. text printed in the bottom margin _____
6. the way text is arranged on the page, including margins, paragraph format, columns, etc. _____
7. a function that enables you to combine two files into one _____

Task 2: Label these word processing icons with the correct function.

a) cut and paste b) graphics c) align left d) undo e) insert hyperlink



Task 3: Complete these statements with a term from the text opposite.

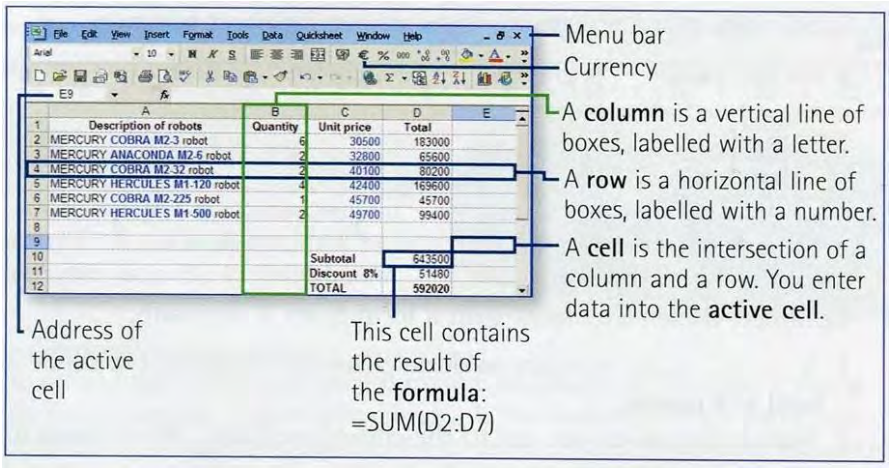
1. A _____ consists of three elements: typeface, type style and type size; for example **Arial bold at 9 points**.
2. Notice that when you get to the end of each line, Word starts a new line automatically. It moves the word you are typing to a new line when it enters an invisible margin running down the right-hand side of the screen. This feature is called _____ _____ .
3. _____ and _____ lets you find a word and change it into another word throughout the text.
4. A good _____ _____ program can be used not only to rectify accidental spelling mistakes and typing errors, but also to speed typing input.
5. Many word processors include a _____, so you can look for words with similar meanings.
6. The _____ contains a row of icons that perform particular actions when clicked.
7. _____ a paragraph involves moving your writing in from the margins of the page. For example, a left indent is the distance between the left margin and the text.

B. Spreadsheets and databases

Spreadsheet basics

A **spreadsheet** program helps you manage personal and business finances. Spreadsheets, or worksheets, are mathematical tables which show figures in **rows** and **columns**. A **cell** can hold three types of data: text, numbers and formulae. **Formulae** are entries that have an equation which calculates the value to display; we can use them to calculate totals, percentages, discounts, etc.

Spread sheets have many built-in **functions**, pre-written instructions that can be carried out by referring to the function by name. For example, =SUM(D2:D7) means add up all the values in the cell range D2 to D7. The format menu lets you choose font, alignment, borders, etc.



Parts of a database

Database basics

A **database** is essentially a computerized record-keeping system. Each unit of information you create is called a **record** and each record is made up of a collection of **fields**. Typically, a single record consists of a set of field names like: Title, FirstName, Surname, JobTitle, TelNo and ID. You fill in a form with the relevant information for each field to add a new record to the database. There are different **data types**.

- **Text** - holds letters and numbers not used in calculations
- **Number** - can only hold numbers used in calculations and reports
- **Memo** - can store long texts
- **Date/Time** - a date or time or combination of both
- **AutoNumber** - assigns a number to each record
- **OLE Object** - (object linking and embedding) holds sounds and pictures
- **Yes/No** - for alternative values like true/false, yes/no, on/off, etc.
- **Hyperlink** - adds a link to a website

Once you have added data to a set of records, **indexes** must be created to help the database find specific records and **sort** (classify) records faster. An **index** performs the same function as in the back of a book or in a library. For example, if you regularly search your database by surname, the index should be defined on this field.

Relational databases

Two database files can be **related** or joined as lo ng as they hold a piece of data in common. A file of employee names, for example, could include a field called 'DEPARTMENT NUMBER' and another file, containing details of the department itself, could include the same field. This common **field** can then be used to link the two files together. Extracting information from a data base is known as performing a **query**. For example, if you want to know all customers that spend more than £9,000 per month, the program will search the name field and the money field simultaneously.

Task 1: Look at the text and find the terms which correspond with these definitions.

1. software which allows data to be displayed and managed in a table format
2. it goes up and down and has letter labels
3. it goes across and has number labels
4. an area in a spreadsheet which contains data
5. the current cell where you enter information
6. mathematical equations that help you calculate and analyze data
7. ready-to-use formulae that help you perform specialized calculations, e.g. SUM, AVERAGE, etc.

Task 2: Study the tables and then complete the text below with words from the text opposite

Students: Table

ID	Name	Surname	Address	Teacher ID
1	Lucy	Reeve	3 Pond Road	106
2	Joe	Davey	7 Oxbury Close	107
3	Adam	Moore	4 Quebec Street	108

Teachers: Table

Teacher ID	Name	Surname	Address	Subject
106	James	Pullin	9 The Green	Maths
107	Liz	White	5 London Road	English
108	Karen	Southwell	8 Granary Street	ICT

Relationship between tables: the key field has the same value in both tables

A (1) _____ program allows the user to store, change and retrieve information. A database file is a collection of records. Each (2) _____ contains a set of fields. Each (3) _____ holds a separate piece of information; for example, a student file contains a list of records, each of which consists of several fields which give their name, address, birthday, etc.

In a (4) _____ database, information is stored in tables that have a connection or link with one another (see tables above). A database lets you create an (5) _____ a list of records ordered according to the content of certain fields; this helps you search and (6) _____ records into numerical or alphabetical order very fast. It also has a (7) _____ function which allows you to extract information that meets certain criteria.

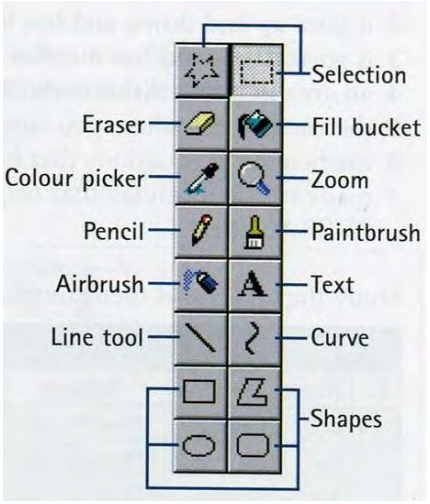
Task 3: Look at this form of a music collection. Label the data types with words from the text.

C. Simple Graphics Software

Task: Look at the Windows Paint toolbox opposite and find the tools that match these definitions:

1. This is like a magnifying glass which changes your view of a drawing.
2. This brush lets you paint in different shapes and patterns.
3. This is used to draw curves in different thicknesses.
4. This rubs out the part of the picture you drag it over.

5. This tool lets you pick a colour from an area of an image, instead of choosing the colour from the colour palette.
6. This tool is used to fill a shape with a colour of your choice.
7. This makes straight lines.
8. This basic tool is used to draw freehand, i.e. to draw free-form shapes.
9. This group of tools is used for drawing shapes: rectangles, ellipses and polygons.
10. This produces individual pixels of colour in a spray pattern.
11. These tools let you make rectangular or freehand selections around the things you want to select.
12. This is used to type text.



D. Troubleshooting

Troubleshooting and help desks

Sally Harrison is a **help desk technician**. She works at a **help desk**, a computer support centre where people phone for help with their computer problems.

"In my job I have to talk to the computer user to find the source of a problem and try to fix it on the phone. We offer computer assistance for all types of problems. Some people prefer to use the word **debugging** when we solve programming errors and use **troubleshooting** when we solve problems encountered while using information technology tools. Sometimes there are no problems with either of them and it's a PEBCAK, the problem exists between the chair and keyboard, i.e. it's a user's problem.

I generally start by asking the customer if there has been an **error message**, a warning of a problem displayed by the application inside a **dialogue box**, a small window that provides information about the problem and an interface of communication with the user. One of the most frightening messages is the one shown with a BSoD, or Blue Screen of Death, a blue screen that shows an unrecoverable system error."

Describing the problem

People ask the help desk technician for help with problems like these.

1. "My printer is producing **fuzzy**, not clear, printouts."
2. "I get a lot of error messages. Some of my files won't open. They're **corrupted**, damaged."
3. "The monitor **flickers**, the image is unsteady."
4. "My optical drive **fails**: it won't read or write discs."
5. "My machine is running very slowly and it shows **low memory** error messages."
6. "My computer is behaving strangely. I think it's got a **virus**."
7. "I get a 401 message: I'm **unauthorized**, not allowed to enter that website."
8. "I've tried to access a website but I get a 404 **Not Found** message, as if it didn't exist."
9. "I try to connect but I get this message: **Network connection refused by server**."

Making guesses and giving advice

Help desk technicians have to sort out the different reasons for the problem and suggest ways to fix it. Look at some of the expressions that can be used.

- **Turn** the computer **off** and on again. It often works.
- You should check that dust is not affecting the computer **cooling fan**, the device that prevents the parts inside the computer from overheating.
- Why don't you **reboot**, restart, the system again?

- If this doesn't work, use a **recovery tool**, a software application to restore your deleted data.
- You should **back up** your files in the future, make copies.
- If I were you, I'd get a **UPS**, an **uninterruptible power supply**, a device to maintain the continuous supply of electric power.

Task 1: Complete these sentences with words from the text.

1. Your computer may have a virus if it has symptoms like these:
   - Windows won't start and an _____ _____ tells you that it's because important files are missing.
   - An unfamiliar message pops up in a _____ _____. The message is usually unrelated to programs you're running or asks for confidential information such as passwords.
2. A bug is a coding error in a computer program. That's why some people say that _____ _____ is the art of taking bugs out – programming is the art of putting them in.
3. The company is improving the _____ for computer users. They are introducing "answer-express" to hand le all kinds of technology support and online advice.
4. The firm is seeking a _____ to join the team. The successful candidate will be responsible for _____ and resolving problems for internal staff as well as externa l users.

Task 2: Match the pieces of advice (a-i) with the problems (1-9) in the text you have just read.

a) Haven't you got any antivirus software installed? If I were you, I'd try a free online scan.
b) Why don't you reset the refresh rate of your monitor?
c) You may have made a mistake while typing your password. You can't access a website if you aren't recognized as a guest. Try typing it again.
d) The computer may be overheating. Check there's nothing blocking the flow of air. You should also use a recovery tool to retrieve your files.
e) Your system must be running short of memory. You'd better add some more RAM.
f) That message shows the web server is busy. Why don't you wait and try again later?
g) Your discs or perhaps your lens might be dirty. Use some special disc polish.
h) It might mean that the page is no longer on the Internet. Check the URL again. If that doesn't work, you could use a search engine to find similar pages.
i) The print heads of your printer must be clogged, obstructed with ink. Run the clean cartridge routine or wipe them with a cloth and distilled water.

Task 3: Here are some preventative tips to stop disasters before they start. Complete the text with words from the text:

- Your PC has a mortal enemy: heat. Since the most common cause of overheating is dirt, you should ensure that your CPU (1) _____ _____ doesn't become clogged by cleaning it with compressed air.
- Check your power protection: if there are frequent voltage spikes or power outages in your area, get a (2) _____ to power your PC.
- Remember your (3) _____ software is essential so you won't lose important information. It's always essential to (4) _____ _____ all the files you'll need in the future.
- Evaluate your hard disks health with its error-checking utility.
- Finally, if disasters do happen, remember that it's always useful to (5) _____ _____ off and on the computer or (6) _____ the OS.

Adapted from PC World Magazine: 'Complete PC Preventive Maintenance Guide'

Task 4: Tell us about the last time you had computer problems.

- What was the error?
- What were the "symptoms"?
- How did you solve the problem?

E. Smart devices

(🖫 004) Listening Task: Paying with your Smartphone, not so smart

adapted from http://www.npr.org/2011/06/01/136855648/paying-with-your-smartphone-not-so-smart

1. For many people, smartphones (and cell phones) have replaced which items?
2. Which companies are currently launching test trials to allow customers to pay with their smart phones?
3. Which country is currently leading in this new tech field?
4. Why is it so slow to catch on in the United States?
5. What seems to be a barrier to companies from widely adopting this new technology?
6. What are of some concerns about using this technology more broadly to shop according to the speaker?
7. Why do a lot of people act like ostriches when it comes to spending?
8. What does Alwin Hall say about the dictionary app costs?
9. What are Hall's final comments on these banking apps and shopping apps?
10. Will Hall have any restrictions concerning his account?

F. Information technology law and cybercrime

Computer Security

Pieter den Bieman a legal practitioner specialising in information technology, is speaking at a Chamber of Commerce lunch.

"I'm sure you'd all agree that the development of information technology and e-commerce has presented exciting business opportunities. However, the increasing sophistication of the systems and applications available to **end users** has created significant **legal challenges** to individuals, companies, the legislature, and legal advisers. The technology necessary to access the Internet has also enabled **innovative illegal activities**. You 'II be aware that these include the **breach of computer security** and **unauthorised access** to a computer commonly known as **hacking**. There's also the distribution of **illegally obtained content** from databases, as well, as **virus writing** or **virus spreading** achieved by attack on **insecure servers** which lack adequate protection. In the UK, the **Computer Misuse** Act deals with such illegal use, and also the publication and distribution of material that may be used to aid hacking. Unfortunately, unless you have **adequate security systems** in place, your business is at risk."

Cybercrime

"There are **cybercrimes** that may affect you personally, such as credit card fraud online, commonly known as **credit card scams**, and **identity (ID) theft**, when **financial benefit** is **obtained by deception** using stolen personal information. In the USA, **fraudsters**, as they're known, who use a **stolen identity** to commit new crimes, may be charged with what's known in the States as **aggravated ID theft**. The Council of Europe Cybercrime Treaty, also signed by US and Japan, has the aim of international co-operation and **mutual assistance in policing**.

Other cybercrime may impact on your business. There's **cyberfraud**, such as **pharming**, where users are moved to **fake**, non-genuine sites, when they try to link to their **bona fide** bank website. Then there's **phishing**, when a fraudster, by **misrepresentation**, gets internet users to **disclose personal information** in reply to spam email sent unsolicited to a large number of people. Internet users can also be tricked into **money laundering** activities which aid the transfer of illegal or stolen money."

Note: **misrepresentation** = making a wrong statement to trick someone into a contract

Data protection

"The way you collect, store, and distribute **information that constitutes personal data** on **identifiable individuals** is now subject to **Data Protection legislation**. If, for example, you ask potential customers to supply their address details via the web in the process of requesting further information concerning your business, you should also provide the **data subject** with information about the purpose of collecting the data, the period for which it will be stored, and who will be in receipt of such data. If your web page contains **data relating to specific employees**, remember that this well be **information readily available** internationally and nationally. You must have the consent of the individuals concerned allowing you to make such information available. That **consent must be informed and freely given**. Care must be taken in the management of personal web servers and server software and **clear guidelines given** to staff about your internet policy in order to avoid **falling foul of the law**, for example the Defamation Act. Finally, in addition to ensuring that you don't **infringe regulations**, you need to consider how to **future-proof contracts** you enter into, by considering potential and unknown developments which may affect your business."

Task 1: Make word combinations from the text you have just read using words from the box.

adequate – access – misuse – users – computer - breach of – legal – illegality – security – computer – security – end – insecure – challenges – servers – activities – illegal – virus – spreading – obtained - unauthorised

Task 2: Are the following statements true or false? Look at the text to help you. Use appropriate word combinations from task 1 to explain your answers.

		✓	X	explanation
A	People who use computer applications are known as hackers.			
B	It's a legal challenge to gain unauthorised access to a data base.			
C	Secure Servers make virus spreading possible.			
D	Distributing illegally obtained data is a breach of computer security.			

Task 3: Complete the article. Look at the text to help you. There is more than one possibility for one of the answers.

Pharming is taking over from phishing

International cyber-crooks have found a new way to rip off the public

Fraudsters find it surprisingly easy to operate credit card (1) _____ over the internet. (2) _____ tricks consumers into providing confidential details in response to spam email. Although banks have been raising public awareness of the practice by placing warnings on websites, some customers are still taken in by spam emails inviting them to (3) _____ account information. But phishing is no longer as effective as it was, so (4) _____ have developed (5) _____ which does not involve spam email and is harder to detect. The scam redirects users to (6) _____ sites when they try to access their (7) _____ _____ bank website. A customer logs on, normally using the address stored in his or her "favourites" folder, to what looks like the bank's internet banking site, but the customer is actually redirected to the fraudster's site.

The fraud is no longer limited to bank accounts. Recent examples have had corporate websites cloned to sell non-existent products, or to get consumers to participate in money (8) _____ activities while believing they are dealing with a legitimate organisation.

Whether the fraudsters are using phishing or pharming, criminal prosecution remains difficult, largely because most of the criminals are based outside the territory in which the victim resides. Extradition proceedings arc difficult and rare, although some national courts may have limited extra-territorial jurisdiction. Phishing legislation may be drafted but the real problem is the cross-border nature of the fraud. The legislation may have no teeth, leaving the perpetrators almost immune from prosecution.

Task 4: Find more formal expressions from the text for:

1. a human person about whom data is stored _____
2. law which governs the use of computer stored in formation about individuals _____
3. willing agreement to something on the basis of relevant knowledge _____
4. to break the law _____

COMMUNICATION

A) Making decisions

I. Read this text about personality and decisions. Which personality type

a) thinks it's important to be on time?
b) enjoys an argument?
c) finds it hard to concentrate on one thing at once?
d) is more interested in the future than the past?

Are you an extrovert or an introvert? Extroverts are often **outgoing** and enthusiastic. They are good with people and enjoy a public role. They prefer to do lots of things at once and can be easily distracted. They're talkers rather than listeners and can be **impulsive**. Introverts are often **self-contained** and reserved. They can be very **focused** when working on tasks and prefer to focus on one thing at a time. They are good listeners, they think before they act and prefer to be behind the scenes.	**Are you a thinker or a feeler?** Thinkers usually take a **rational** approach to decision-making and prefer to remain **detached**. They are honest and direct, valuing fairness. They can be ambitious and critical. They take few things personally and like arguing and debating issues for fun. Feelers are often **instinctive** in their decisions rather than relying on facts or reasons. **Tactful** and diplomatic, they avoid arguments and take many things personally. They appear warm and friendly, like to be appreciated and are good at complimenting others.

Are you a sensor or an intuitive?	**Are you a judger or a perceiver?**
Sensors are often sensible and **pragmatic**. They are good at understanding details and remembering facts and specifics. They are reliable and **methodical** and work at a steady pace. They trust their own experience and use established skills. Intuitives are often energetic and **creative**. They like to focus on the big picture and on future possibilities. They like things that are new and different and prefer to learn new skills. They are **thoughtful** when making decisions and trust their instincts.	Judgers often make decisions easily and quickly. They appreciate plans, rules and schedules and are usually punctual. They are **determined**, keep to their deadlines and like to complete projects. They are serious and **conventional**, and like decisiveness in others. Perceivers are often **indecisive**; they like to be **flexible** and to keep their options open. Being unconventional, they dislike rules and deadlines. They like to start projects and prefer to play now and work later.

Match the adjectives in bold in the text to these statements.

a) 'I am not influenced by other people or my emotions.' *detached*
b) 'I always do things in a careful and well-ordered way.' ----
c) 'I find it hard to make up my mind about things.' ----
d) 'I focus on what I want to do and don't let anyone stop me.' ----
e) 'I do things based on my own feelings.' ----
f) 'I am happy to change my plans when necessary to suit my friends.' ----
g) 'I am confident and friendly.' ----
h) 'I like to think about things carefully.' ----
i) 'I can produce new things using my imagination.' ----
j) 'I do what is normal and acceptable.' ----
k) 'I make decisions objectively.' ----
l) 'I don't do things that will upset or annoy people.' ----
m) 'I depend on myself.' ----
n) 'I pay careful attention to what I'm doing.' ----
o) 'I do things as I think of them without considering the consequences.' ----
p) 'I like to find practical solutions to problems.' ----

II. Work with a partner. Choose five of the adjectives in 2 and explain what kind of people you like to work with the most and why. Then choose another five adjectives and explain what kind of people you like to work with the least and why.

III. Decide which personality type you are most like in each section in the text.

a. Write down the letter for the type you choose in each section.
- Extrovert (E) or Introvert (I)?
- Thinker (T) or Feeler (F)?
- Sensor (S) or Intuitive (N)?
- Judger (J) or Perceiver (P)?

b. Turn to the FILE on the following page to find out what your choice reveals about you.
c. Share the information with a partner. Say if you agree or disagree with it and why.

IV. (🖫 005) Listen to four people talking about decision-making. Which personality type best applies to each speaker?

Speaker 1: Extrovert or Introvert?
Speaker 2: Sensor or Intuitive?
Speaker 3: Thinker or Feeler?
Speaker 4: Judger or Perceiver?

V. Match the verbs in a) to the noun phrases in b) to make phrases from the listening task.

a)		**b)**	
weigh up	consider	(my) own judgment	different perspectives
delay	have confidence in	my decision	all the options
rely on	get	two things	my instincts
trust	decide between	feelings	information

FILE (personality types)

You will have four letters: E or I, S or N, T or F, J or P.
Find the corresponding four-letter combination opposite (the combinations are in alphabetic order.)

***ENFJs** care ab out people and seek peaceful relationships. They are expressive, warm and intuitive, and enjoy helping others develop their potential. They like to organize the world around them, and get things done.*

***ENFPs** are excited by anything new ideas, people, or activities. They have a deep concern for people, being especially interested in possibilities for people. They are energetic, enthusiastic, and lead spontaneous and adaptable lives.*

***ENTJs** need to analyse and bring into logical order the outer world of you need events, people and things. They are natural leaders who like to plan. They are intuitive and can think in abstract terms.*

***ENTPs** are excited by anything new ideas, people or activities. They look for patterns and need to analyse, understand and know the nature of things. They are energetic, enthusiastic, and lead spontaneous adaptable lives.*

***ESFJs** care about people and seek peaceful relationships. They like to organize the world around them and get things done. They are pragmatic, take their work seriously and believe others should as well.*

***ESFPs** are enthusiastic, and are excited by new activities and new relationships. They care about people and like to give practical help. They are energetic and adaptable, preferring to experience and accept life rather than judge or organize it.*

***ESTJs** need to analyse and order the world of events, people and things. They work hard to complete tasks so they can move on to the next. They are pragmatic, take their work seriously and believe others should as well.*

***ESTPs** are enthusiastic, and are excited by new activities and challenges. They are logical and analytical, with an innate sense of how things work. They are energetic and adaptable, preferring to experience and accept life rather than judge or organize it.*

***INFJs** are interested in their inner world of possibilities. Insight is very important, and they care for people and relationships. They are interested in creative expression, spirituality and human development, and like to use their ideas to help people resolve things.*

***INFPs** are caring and idealistic, both in relationships with people and in projects they see as important. They are skilled communicators, and like ideas that can develop human potential. They are adaptable and have concern for possibilities.*

***INTJs** are interested in their inner world of possibilities. They think systemically and logically, and need to demonstrate competence in their areas of interest. They are insightful and will work hard to make their visions into realities.*

***INTPs** want to make sense of the world and are creative. They are logical, analytical, and detached; they naturally question ideas. They don't need to control or order the outer world, and are very flexible and adaptable.*

***ISFJs** feel responsible for doing what needs to be done. They are pragmatic. They are realistic and organized, and thorough in completing tasks. They are warm, caring and dependable; they take their work seriously and believe others should as well.*

***ISFPs** care deeply for living things, and can be playful and adventurous. They are practical and prefer action to words. Their warmth and concern are generally not expressed openly. They are adaptable, realistic and spontaneous.*

***ISTJs** feel responsible for doing what needs to be done. They are realistic, well-organized and thorough. Being logical pragmatists, they make decisions based on experience. They are committed to people and the organizations they work for; they take their work seriously and believe others should as well.*

***ISTPs** are logical and realistic, and natural trouble-shooters. Their combinations are quiet, analytical, and can appear detached and pragmatic. However, they like variety and excitement, and have a spontaneous, playful side.*

B. Itineraries

Context

Hummingbird Teas sells specialty teas from China, India and South Africa. The unique selling point of the business is its ethos. Its sources teas from small, local farmers and supports fair trade. It has recently brought in Clare, from a PR company, to help raise its profile. Clare has been organizing a trip for reporters from ethical consumer magazines to see Hummingbird's operation. She is meeting with the reporters to give details of the trip.

Task 1: (🖫 006) Read the *Context* above. Then listen to Part 1 of the meeting and indicate whether the following information from the text is right (✓) or wrong (X). If wrong, correct the information.

		✓	X	correction
A	The planned trip is to China or South Africa (to be confirmed).			
B	Five days travelling around different tea plantations.			
C	There are no opportunities for sightseeing			
D	Two possible dates for trip: February and March			
E	Two internal flights			

Task 2: (🖫 007) Listen to Part 2 of the meeting.

a) What activities and visits can the reporters take part in?

_____

b) What advice does Clare give about the guide?

_____

Task 3: (🖫 007) Listen again and complete these phrases.

a) We _____ watch the tea being prepared.

b) English isn't spoken so _____ with our guide.

c) On the subject of language _____ a project set up to promote schooling in the Tibetan language.

d) That _____ really interesting.

e) I'd like to _____

f) … as it _____ travel with our interpreter.

g) A visit to the site _____

h) I was there for the first time last month … It's_____

i) Mmm … _____ I'm looking for.

j) Well, alternatively, _____ introduce you to the team who work for Hummingbird in China.

k) That would be great _____

Task 4: Pair work: Role play the organization of a business trip to Dresden (your institute) and use the expressions below.

Key expressions: Organizing events

Explaining plans and arrangements

We'll email you the (final) itinerary.
We're planning to …
The idea is to …
We're going to arrange …
You'll get the opportunity to …
The flight leaves on …

Recommending

We strongly recommend you …
It would be a good idea to …
… is highly recommended.
It's well worth a visit.

Inviting

We'd like to invite you to …
You're welcome to …
Alternatively, we'd be delighted I to …

Responding

That would be great.
That sounds really interesting.
Good idea.
That makes sense.
I'd like to take you up on that.
It's just the kind of thing I need.
That's not really what I'm looking for.

C) Meetings

Participating in a decision-making meeting

Context

The Scandinavian company KYM has a budget deficit. Each region has been asked to cut costs. Three regional customer service managers (Jens from Denmark, Matt from Finland, Anna from Sweden) are meeting to discuss where savings can be made. The meeting is led by Sinead, a consultant brought in to oversee the measures.

Task 1: Read the *Context above.* (🖫 008) Then listen to the meeting and write down what was said about the following topics:

a) Layoffs

_____

_____

b) Overtime

_____

_____

c) Office Supplies

_____

_____

d) Client expense accounts

_____

_____

Task 2: (🖫 008) Listen again and complete the phrases in these sentences

a) *Yes,* well _____our costs for personnel are very high.

b) … of employees._____ overtime figures. They're _____ and they're costing us …

c) The_____, we need to look at why we have so much overtime.

d) … a lot of waste._____ printing emails out on expensive copy paper.

e) So _____is monitoring the office supplies …

f) I'm_____.

g) As _____, we'd make hardly any savings …

h) Matt_____. But _____cut expense accounts …

Task 3: Put the phrases in II into these categories.

a) Presenting / Supporting an argument: _____

b) Giving an opinion: _____

c) Responding to an opinion / argument: _____

d) Clarifying a point: _____

Task 4: Group work: Role-play a decision-making meeting. Use the following phrases.

Scenario: Due to a lack of rooms your university is planning to introduce lectures and seminars on Saturdays on a regular basis. Discuss this plan. What other options do you see? Your group has to present their preferred solution afterwards.

Key expressions: Participating in a decision-making meeting

Presenting / Supporting an Argument
If we look at the facts, we'll see …
Look at … They're here in black and white …
The fact is … /The thing is…
The advantage / drawback is …
If we …, it'll mean …
A classic example is …

Clarifying
Could you give us some detail, please?
What I mean is…
So what you're getting at is…
In other words…

Giving an opinion
I (don't) think (we should)...
If you ask me, we should...
..., that's my view.
In my opinion, ...
As far as I'm concerned, ...
I think it would be crazy to ...

Responding to opinions / arguments
Exactly / Absolutely.
You're right / X is right.
What... says is right.
I Yes, but...
I'm not convinced.

Leading the discussion
Today, I'd like to establish...
(Jens), could you start us off, please?
What's your position on this?
Hang on, let's hear what (Jens) has to say ...
I don't want to spend too long on this point.
Can we move on to...?
Let's turn to the next item...
Let's look into it ... and discuss it again, at our next meeting.
Let's draw up some action points on ...

D) Nonverbal Communication

Task 1: Work in groups. Look at these pictures and decide what some of these gestures might mean.

Task 2: Here are two excerpts from *MANWATCHING* by Desmond Morris. Read them and answer the questions which follow.

Gestures

A gesture is any action that sends a visual signal to an onlooker. To become a gesture, an act has to be seen by someone else and has to communicate some piece of information to them. It can do this either because the gesturer deliberately sets out to send a signal - as when he waves his hand – or it can do it only incidentally

- as when he sneezes. The hand-wave is a Primary Gesture, because it has no other existence or function. It is a piece of communication from start to finish. The sneeze, by contrast, is a secondary, or Incidental Gesture. Its primary function is mechanical and is concerned with the sneezer's personal breathing problem. In its secondary role, however, it cannot help but transmit a message to his companions, warming them that he may have caught a cold.

Most people tend to limit their use of the term 'gesture' to the primary form - the hand-wave type - but this misses an important point. What at matters with gesturing is not what at signals we think we are sending out, but what signals are being received. The observers of our acts will make no distinctions between our intentional Primary Gestures and our unintentional, incidental ones. In some ways, our Incidental gestures are the more illuminating of the two, if only for the very fact that we do not think of them as gestures, and therefore do not censor and manipulate them so strictly. This is why it is preferable to use the term 'gesture' in its wider meaning as an 'observed action'.

A convenient way to distinguish between Incidental and Primary Gestures is to ask the question: Would I do it if I were completely alone? If the answer is No, then it is a Primary gesture. We do not wave, wink or point when we are by ourselves: not, that is, unless we have reached the unusual condition of talking animatedly to ourselves.

Symbolic Gestures

A Symbolic Gesture indicates an abstract quality that has no simple equivalent in the world of objects and movements.

How, for instance, would you make a silent sign for stupidity? You might launch into a full-blooded Theatrical Mime of a drooling village idiot. But total idiocy is not a precise way of indicating the momentary stupidity of a healthy adult. Instead, you might tap your forefinger against your temple, but this also lacks accuracy, since you might do precisely the same thing when indicating that someone is brainy. All the tap does is to point to the brain. To make the meaning more clear, you might instead twist your fore finger against your temple, indicating a 'screw loose'. Alternatively, you might rotate your forefinger close to your temple, signaling that the brain is going round and round and is not stable.

Many people would understand these temple-forefinger actions, but others would not. They would have their own local, stupidity gestures, which we in our turn would find confusing, such as tapping the elbow of the raised forearm, flapping the hand up and down in front of half-closed eyes, rotating a raised hand, or laying one forefinger flat across the forehead.

The situation is further complicated by the fact that some stupidity signals mean totally different things in different countries. To take one example, in Saudi Arabia stupidity can be signaled by touching the lower eyelid with the tip pf the forefinger. But this same action, in various other countries, can mean disbelief, approval, agreement, mistrust, skepticism, alertness, secrecy, craftiness, danger or criminality. The reason for this apparent chaos is simple enough. By pointing to the eye, the gesturer is doing no more than stress the symbolic importance of the eye as a seeing organ. Beyond that, the action says nothing, so that the message can become either: 'Yes, I see', or 'I can't believe my eyes', or 'Keep a sharp look-out', or 'I like what I see', or almost any other seeing signal you can imagine. In such a case it is essential to know the precise 'seeing' property being represented by the symbolism of the gesture in any particular culture.

So we are faced with two basic problems where Symbolic Gestures are concerned: either one meaning may be signaled by different actions, or several meanings may be signaled by the same action, as we move from culture to culture. The only solution is to approach each culture with an open mind and learn their Symbolic Gestures as one would their vocabulary.

Questions:

1. What do a sneeze and a wave of the hand have in common?
2. What kind of gesture is a yawn?
3. What kind of gesture is a raised fist?
4. Write down three more examples of incidental gestures.
5. Write down three more examples of primary gestures.
6. How is the phrase unusual condition used at the end of the first section?
7. How many different signs does the writer describe for stupidity?
8. What is the 'local gesture' for stupidity in your country?
9. How many different meanings does the writer describe for the gesture of touching the lower eyelid with the tip of the forefinger?
10. How does the writer suggest one should learn the gestures of different cultures?

Task 3: According to the writer, a sneeze and a yawn are involuntary, incidental gestures. Working in pairs, decide what these gestures mean when they are done deliberately:

clearing your throat	
clenching your fist	
folding your arms	
sighing	
scratching your head	
sniffing	
tapping your fingers on a table	

E) Intercultural Communication

Task 1: Current affairs

Current affairs are political and social events which are of international importance or interest and which are discussed in the media. Which are the top 3 current affairs at the moment?

Task 2: Discussion

Find out what your partners know about the people who live in the countries they have visited: their characteristics, habits and behaviour.

a) Which countries are supposed to have the friendliest people, the tastiest food, the easiest language to learn?
b) Which nationalities do you have first-hand, personal experience of?
c) How would you describe a 'typical' English, American, German, Japanese, Italian, etc. person?
d) How and why are such stereotypes created?

Task 3: Cultural awareness

This exercise looks at the serious problems that can arise when a company is operating in a foreign country and fills to understand the local culture.

a. Before you read - Discuss these questions in class or with a partner:

1. In your own country, what action should a company take if one of its products is found to be faulty and may cause injury to users?
2. If a company's products are found to be faulty in Japan, how do you think the Company should re-act?

Case of the 'killer elevator'

by Sundeep Tucker

The sight of a group of Japanese in suits on a recent visit to Hong Kong's International Commerce Centre is striking. Even stranger, the group has not come to admire the stunning views across Victoria Harbour, but to experience the state-of-the-art elevators.

They are here to see the latest equipment of Schindler, one of the world's leading elevator suppliers. But they have also been invited to Hong Kong by the Switzerland-listed company as part of an attempt to rebuild its image in Japan after the apparent malfunction of one of its elevators resulted in a teenager's death.

'We want to show that we are not bad guys,' says Alfred Schindler, Chairman of Schindler Holdings. The company has struggled to sell its elevators and escalators in Japan since the incident in June 2006 in a Tokyo housing complex.

The Company, which denies responsibility for the incident, remains under police investigation. The teenager's family has started legal action against Schindler and at least two unconnected maintenance providers who serviced the elevator after March 2005.

Japanese public opinion was inflamed by a series of mistakes in the days after the death, when Schindler decided not to co-operate fully with local investigators, or even offer apologies, until it had identified the cause of the malfunction. Since then, it has received not one elevator order, although it has since apologised often.

The lack of an immediate apology constituted a gross misjudgement in a culture in which corporate executives are expected to apologise quickly and argue about fault later. In Japan, showing remorse is not taken as a legal admission of guilt, as in the West.

'The mass media and public took the Schindler response as cold and so repugnant... and the "killer elevator" image was established,' says Professor Nobuo Gohara, of the Center of Corporate Compliance at Toin Yokohama University.

Professor Gohara says the 'Schindler bashing' of the past two years was due to several factors, not least its inadequate decision-making process I and its lack of appreciation of a Company's social responsibility in Japanese society.

Apologies may have been offered, but what are Schindler's chances of redemption? Jochen Legewie, Head of the Toyko office of CNC, a PR consultancy, has experience of helping rebuild corporate reputations in Japan. He says any company in a situation such as Schindler's will have to perform many 'purification rituals' to show it is a model corporate citizen.

He acted for Mitsubishi Fuso, a leading truck maker majority owned by Germany's Daimler, when public anger arose over deaths and injuries linked to faulty parts in 2005. In that case, the truck maker took extensive measures to display remorse. Wilfried Porth, the unit's president, even publicly visited a cemetery to lay flowers.

Another important step for Schindler will be to focus on gaining the support of journalists who cover social issues rather than technical and business subjects. Only when Schindler has re-established its reputation in the social press can it hope for fair coverage from the business and political media.

Meanwhile, the company has learnt a hard lesson about operating in a different culture from its own. As Mr Schindler observes: 'Genetically, Westerners are pre-programmed not to apologise unless you are guilty.'

b. **Reading** - **Understanding the main points. Read the article and answer these questions.**

1. Which of these statements best summarises the main idea in the article?
    a) The way a company responds to product failure or problems needs to be adjusted to the local cultural norms and expectations.
    b) If a company wants to sell its products on the Japanese market, it needs to make sure that the products are as technically perfect as possible.
    c) Japanese consumers prefer products made in Japan.
2. Why is the Japanese delegation visiting Hong Kong?
3. Was Schindler eventually proved to be at fault for the elevator malfunction?
4. Why did Schindler executives not apologise for the accident immediately?
5. Why does Japanese society expect executives to apologise for mistakes made by their company?
6. What lesson has Schindler learnt from this incident?

c. Understanding details - Read the article again and answer these questions.

1. Why has Hong Kong's International Commercial Centre been chosen for the visit by the Japanese group?
2. In which country is Schindler based?
3. Where and when did the accident with the elevator happen?
4. How was the maintenance of the elevator handled?
5. What has the family of the dead teenager decided to do?
6. How did Schindler executives react immediately after the accident?
7. Has Schindler apologised for the accident and the death of the teenager?
8. How does the case of Mitsubishi Fuso compare to Schindler's case?
9. Why are journalists who report on social issues important in this case?

d. Over to you

1. Imagine you work for a PR consultancy specialising in communication for crisis management. Schindler executives call you immediately after the elevator accident. They want your advice on what action they should take and how they should communicate with the media. Discuss your ideas and prepare a presentation to give to your client.
2. Based on the information in the article and on your own knowledge and experience, what are some of the important cultural values in Japanese society? What recommendations would you give to Western companies doing business in Japan?

Source: Pilbeam, Adrian. *Market Leader: Working Across Cultures: Business English*. Pearson Longman, 2010.

ETHICS

A) Ethical business

Task 1: Work with a partner. What are the characteristics of an 'ethical business' to you?

_____

_____

_____

_____

Task 2: Read the text about a company called Patagonia. In what ways is the company an ethical business? How does this compare to your ideas in task 1?

Our Reason for Being

Patagonia grew out of a small company that made tools for climbers. Mountain climbing is still at the heart of our business, but we also make clothes for skiing, snowboarding, surfing, fly fishing, paddling and trail running. All of these are silent sports. They don't require a motor or the cheers of a crowd – the rewards come from connecting with nature.

Our values reflect a business that was started by a band of climbers and surfers who love wild and beautiful places. This means that we act responsibly and take an active part in the fight to repair the damage that is being done to the health of our planet.

We acknowledge that the wild world we love best is disappearing. That is why we share a strong commitment to protecting natural lands and waters. Caring for the environment is very important to us. We donate our time, services and at least 1% of our sales to hundreds of environmental groups all over the world who are working to protect and restore the environment.

But we also know that our business activity - from lighting our stores to dyeing shirts - creates pollution as a by-product. So we work steadily to reduce the impact we have, and do more than simply comply with the regulations. We use recycled polyester in many of our clothes and only organic, rather than pesticide-intensive, cotton.

Staying true to our principles during thirty plus years in business has helped us create a company we're proud to run and work for.

Task 3: Read the text again and answer questions a-e.

a) How have the company's founders influenced what the company does now?
b) What does the company have a commitment to? How does it show this commitment?
c) What points are made about the manufacturing process?
d) Why are the owners proud of the company?
e) Do you or would you buy products from companies like Patagonia? How important is it for you to buy products from ethical companies?

Task 4: Choose a word/phrase from A and B to make phrases to complete the questions.

A		B	
Act	comply with	time	an active part in
Share	reduce	responsibly	true to its principles
Take	donate	the impact	a strong commitment to
Stay		regulations	

a) Do most companies in your country always _____or do they sometimes bend the rules?
b) Do you know of any companies that _____, services or money to help local organizations?
c) How can businesses _____ they have on the environment?
d) Why should a company_____ and deal with any pollution that is a by-product of its business activity?
e) Does your company _____ the life of the local community? If so, what does it do?
f) Should a company _____ and values even if this means a loss of profit?
g) What companies in your country _____ protecting the environment?

Task 5: Work with a partner. Ask and answer the questions in task 4.

Task 6: (🖫 009) Listen to a radio interviewer questioning Shamsul Aziz, a spokesperson for a leading gas and oil exploration company. Answer questions a-d.

a) How would you describe the interviewer's style?
b) How does the spokesperson react to the questions?
c) What does the company do for
    1. its staff?
    2. the environment?
    3. the local communities where it operates?
d) Do you think the company is doing enough for the environment and local community?

Task 7: Which of these nouns in the box you associate with

a) an ethical company?
b) an unethical company?

bribery	*ethics*	*deception*	*responsibility*	*fairness*	*generosity*
Values	*corruption*	*prejudice*	*credibility*	*greed*	*discrimination*

Task 8: Complete the table with the adjectives of these nouns from VII.

Noun	***Adjective***	***Noun***	***Adjective***
deception		*ethics*	
responsibility		*corruption*	
fairness		*prejudice*	
generosity		*greed*	
credibility		*discrimination*	

B) International Law

Read the text. Use a dictionary if necessary but note that it is not essential to understand every word. Then turn to the exercises below.

International law: an overview

International law consists of rules and principles which govern the relations and dealings of nations with each other. Public International Law concerns itself only with questions of rights between several nations or nations and the citizens or subjects of other nations. In contrast, Private International Law deals with controversies between private persons, natural or juridical, arising out of situations having significant relationships to more than one nation. In recent years the lines between public and private international law have become increasingly uncertain. Issues of private international law may also implicate issues of public international law, and many matters of private international law have substantial significance for the international community of nations.
International Law includes the basic, classic concepts of law in national legal systems - status, property, obligation, and tort (or delict). It also includes substantive law, procedure, process and remedies. International Law is rooted in acceptance by the nation states which constitute the system. Customary law and conventional law are primary sources of international law. Customary international law results when states follow certain practices generally and consistently out of a sense of legal obligation. Recently the customary law was codified in the Vienna Convention on the Law of Treaties. Conventional international law derives from international agreements and may take any form that the contracting parties agree upon. Agreements may be made in respect to any matter except to the extent that the agreement conflicts with the rules of international law incorporating basic standards of international conduct or the obligations of a member state under the Charter of the United Nations. International agreements create law for the parties of the agreement. They may also lead to the creation of customary international law when they are intended for adherence generally and are in fact widely accepted. Customary law and law made by international agreement have equal authority as international law. Parties may assign higher priority to one of the sources by agreement. However, some rules of international law are recognized by international community as peremptory, permitting no derogation. Such rules can be changed or modified only by a subsequent peremptory norm of international law.

Task 1: Find words or phrases in the first paragraph which could be substituted by the following:

1. is made up of
2. regulate
3. focuses on
4. contrastingly
5. disagreements
6. stemming from
7. distinctions
8. more and more
9. bring in

Task 2: Paraphrase these words and phrases from the second paragraph:

1. basic
2. classic
3. is rooted in
4. derives from
5. in respect to
6. conflicts with
7. conduct
8. parties
9. assign

Task 3: Use a dictionary if necessary. Find a least five other words with the same root as each of the following:

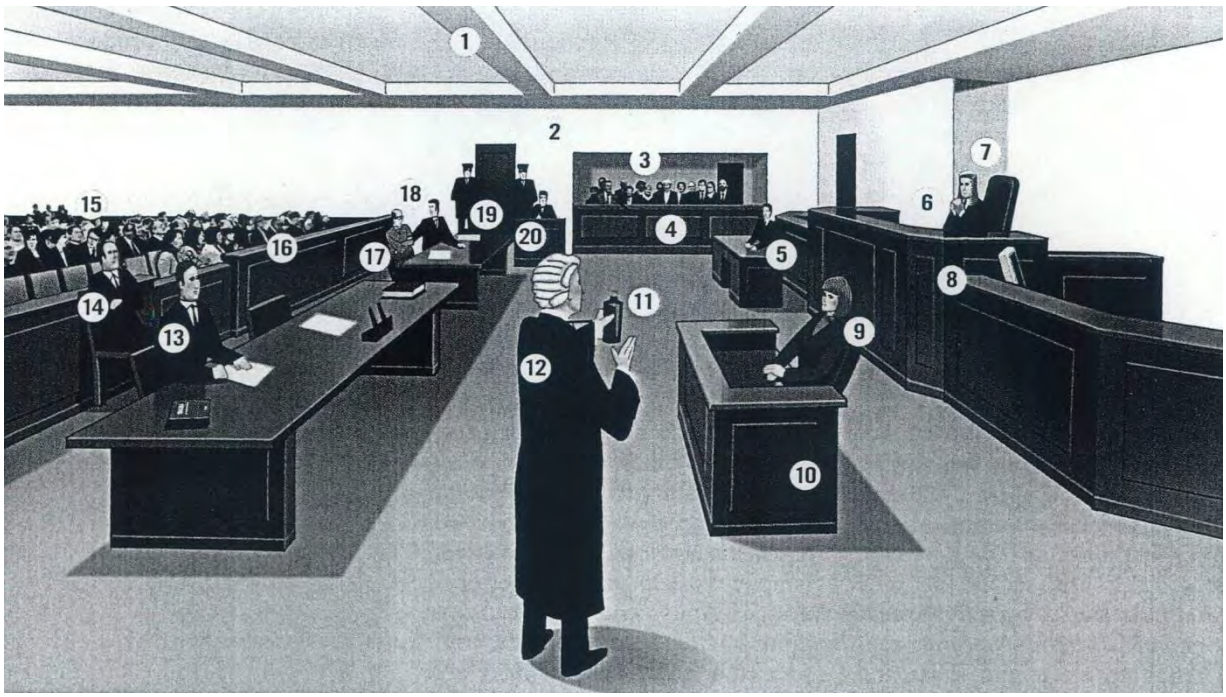
1. nation
2. significant
3. acceptance
4. extent
5. creator

Task 4: List the different types of law and find the German equivalent.

Task 5: Discussion Point

Which legal problems/court cases are discussed in the media at the moment? Do you think they are covered in a fair way? (Also use the vocabulary on the following page.)

C) The Courtroom



1.	**courtroom**	***Gerichtssaal***
2.	**trial**	*Prozess, (Gerichts-) Verhandlung*
3.	**jury**	*Geschworene*
4.	**jury box**	*Geschworenenbank*
5.	**court reporter**	*Protokollführer(in)*
6.	**judge**	*Richter(in)*
7.	**wig**	*Perücke*
8.	**(judge's) bench**	*Richterbank*
9.	**witness**	*Zeuge/Zeugin*
10.	**witness stand**	*Zeugenstand*
11.	**evidence**	*Beweis(mittel)*
12.	**defence lawyer (*US* defense law-**	*Verteidiger(in)*
13.	**defendant, accused**	*Angeklagter*
14.	**usher**	*Gerichtsdiener(in)*
15.	**public, gallery**	*Publikum*
16.	**press**	*Presse, Medienvertreter*
17.	**claimant (*US* plaintiff)**	*Kläger(in)*
18.	**prosecutor**	*Staatsanwalt/-anwältin, Vertreter(in) der Anklage*
19.	**security officer**	*Justizwachtmeister(in)*
20.	**clerk of the court**	*Justizbeamter/-beamtin*

All rise!

Complete this fictitious news report with words from the list.

COURT NEWS: The **a)** ___ of actress Lulu La Jolla, who was caught trying to steal a diamond necklace worth £115,000, will end tomorrow. Today, two security guards were called as **b)**___. The **c)** ___, Ms La Jolla herself, was called to the **d)**___ this afternoon. She claimed that the **e)** ___, jeweler Yves Dubois, had given her the necklace. Dubois was clearly angry that the necklace has not been returned to him, although it is **f)** ___ in the case. And there was excitement in the **g)** ___ when the normally quiet and dignified **h)**___ suddenly gave a loud shout, jumped down from the **i)** ___ and hysterically pulled his **j)** ___ from his head. He said a spider had been on his neck. The

APPENDIX

A. Strategies for Developing Reading Skills

http://www.nclrc.org/essentials/reading/stratread.htm

Using Reading Strategies

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

It may be useful to talk about what strategies you think will help you approach a reading assignment, and then talking after reading about what strategies you actually used. This helps you develop flexibility in your choice of strategies.

Reading to Learn

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

B. Strategies for Developing Listening Skills

http://www.nclrc.org/essentials/listening/stratlisten.htm

Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

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