

**Educational services in English  
PROJECT  
"European Integration of Public Administrators by Developing  
Project Management Skills,"  
SMIS code 15 284, CPV code: 80500000-9**

**Student's Book  
English Language**



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## **BIBLIOGRAPHY**

## I. THE CONTEXT OF TRAINING



Within the context of the ***present globalization development***, it was identified the ***need to improve the know how of the public services employees***, in order to have a more efficient local and central administration to the benefit of the social, economic and cultural structures.

Without a doubt, ***today's world is knowledge-based*** and depends on the rapid exchange of information. Countries that are equipped with the technology and knowledge to participate in the new electronic world are major players in its socio-cultural and economic developments. Education is changing, too. With the advent of multimedia technologies and the Internet, it is now possible to reach people who would otherwise have no access to certain courses or educational opportunities.

In a rapidly globalizing world, it is evident that ***English*** is the *de facto* international language of international communication today. The dominance of English serves to facilitate globalization, which as a concept refers to the "crystallization" of the entire world. In situations where English dominates, non-English-speaking people are inevitably disadvantaged. They become, in a sense, deaf and mute and cannot fully participate in communication. In contrast, ***speakers of English*** are in a position to control communication to their own advantage, while those who cannot speak English fluently may be seen as incompetent or even inferior.

Thus, ***proficiency in English*** is seen as essential for participation in the global arena, in any domain of activity, public administration included. In addition, the global spread of the English language is further facilitated by media products of mass communication. The dominance of English on the Internet reinforces the flow of international information in English, and affirms the structure of global communication.

The ***need for knowledge*** presents the rationale for life-long learning. In a technological society, ***work environments change continuously***, as do the ways we conduct our daily lives. Society must keep up with technological development to respond to the ***changing needs*** that are brought about by it. Learning will also

probably shift, to modular, personal, needs-based lifelong learning for everybody.

The ***activities included in this course*** are intended to ***lead to development of the public administration capabilities*** through a ***practical approach***, combining the up-to-date technological means with traditional class sessions, following the new ***concept of blended learning***. ***Training and self-training of the participants*** equally form the key to success of such a course.

## II. TRAINING OBJECTIVES – General and specific



### **General objective of the course**

*This* is a skills-based English course, aimed at professional, adult learners, namely public service employees, seeking to realise their full potential as speakers of English at work - both in and out of the office – and in social settings.

The curricula is applied in public administration context, as follows:

*The concept of public administration and management;*

*Local public sector;*

*Partnership in society development*

*UE public administration and structure*

*This course* takes learners through five progressively more challenging units, divided into three sections, ranging from basic networking and information-sharing to higher order skills such as problem-solving and presenting. The course reflects the *need for learners* at this level to consolidate their grammatical awareness, increase their lexical range and, above all, boost their communicative power in both professional and social situations.

Ten *key observations* on the teaching of English to professional learners underpin the course:

1. Professionals like to be regularly reminded *why* they are studying and *what's* in it for them.
2. They are used to *goal-setting* and *time constraints* and tend to welcome a fairly fast pace.
3. They are *motivated by topics* which directly relate to their own personal experiences.

4. They expect to see an *immediate, practical payoff* of some kind at the end of each lesson.
5. It is *English*, not business, they have come to us for help with (but see 7).
6. They want to be able to actually *do* business with their English rather just talk about it.
7. They appreciate *texts and tasks* which reflect *what they have to do in their job*.
8. They also appreciate *texts and tasks* which *allow them to escape* what they have to do in their job.
9. They don't regard *having fun* is incompatible with '*serious learning*' (but see 1 and 4).
10. They like to see an *overall plan and method* behind the classes they attend.

The course is striving to harmonize local and national interests within the context of European Union economic and social structures, to promote, develop and improve cooperation and coordination of such structures through **English**. The idea is that this particular language should be learnt by the people who work for local and central public administration because English learning can lead to:

- better, and efficient public administration services. The clerks will be able to communicate in English appropriately, fluently, both orally and in writing with potential business partners to the benefit of the local community;
- more and more exchanges of clerks all over Europe in order to learn how public administration issues can be better dealt with;
- applying for more and more projects which can lead to interregional and intercommunity development.

The course has as a main aim the training of clerks/administrative personnel, through sessions in English, which can contribute to better development of human resources, higher organizational efficiency and better services provided by the public services employees on a local, regional, and even national basis, in order to implement educational, economic, and social reforms.

### **Specific objectives of the course**

The course level is intended to A2 Pre-intermediate (according to the European framework) and the participants will be able to understand sentences and frequently used expressions related to areas of most immediate relevance to them; to communicate in simple and routine tasks; to describe in simple terms aspects of their background and work environment.

The clerks will be able to improve their knowledge of English, their reading, speaking, and writing skills in order to get easier access to documents in English and mass-media. On the other hand, a minimum specialized vocabulary will help them discuss and find solutions to problems involving their key activities:

- networking
- projects
- meetings
- presentations
- reports

### ***Skills-based approach***

*This* is a practical course in *how* to communicate effectively in English within a professional environment for learners with a *professional background in public services* and a pre-intermediate A2 level of English, according to the European Framework of References for Languages.

With *target language* selectively introduced on a need-to-know basis, each unit is a fast track to competence in a particular language skill. Recognising that people need more than just phrase lists and useful languages boxes to operate effectively in real-life professional situations, each unit provides a substantial amount of guided skills work to give learners the chance to fully assimilate the target language and ‘make it their own’, before going on to tackle fluency activities.

Target skills developed at this level include:

- keeping track in meetings
- creating a favourable impression in e-mails and snail-mail
- handling phone calls
- opening, closing and fuelling conversation and presentation
- making and reporting decisions

### ***Language input***

At an *intermediate level*, learners have typically met much more grammar than they have mastered, and recognise far more vocabulary than they are as yet able to produce. A certain amount of recycling is, therefore, essential, but the worst thing we, as teachers, can do is simply to go over old ground again. A better idea is to try to help learners apply and begin to integrate their existing knowledge – ‘noticing’ grammatical patterns in lexis, lexical patterns in grammar and the underlying function in a professional context of both.

### ***Lexical syllabus***

*THIS COURSE* devotes a lot of attention to lexis, showing learners how to build words, many of which they may already know, into larger, multi-word items (*compounds, collocations, noun phrases, phrasal verbs, discourse markers, fixed expressions, partial frameworks or scripts*) they do not know.

### ***Grammar syllabus***

The approach in *THIS COURSE* is to highlight target grammar as it naturally emerges in the activities, but there are no long detours in the units themselves into structural matters. Learners are encouraged to explore grammatical use and, to some extent, fathom out the rules for themselves. Practice exercises are more commonly text- or dialogue-based (rather than simply sentence-based) to give a feel for the discourse role of different structures.

### ***Class Cassettes and CDs***

Throughout the course, substantial use is made of audio/video recordings to demonstrate subtler communication skills in action. The recordings feature both native and non-native speaker accents, providing the students with extensive exposure to real spoken English.

### ***Reading texts***

The reading texts in *THIS COURSE* have been chosen to involve, entertain and provoke students into lively discussion, as well as to contextualise key target vocabulary.

### ***Fluency work***

Each unit culminates in at least one fluency activity which draws on both the specific language presented in the unit and the wider linguistic resources of the students. Activity types comprise: *skills workouts, role-plays and simulations, case studies, 'framework' activities*.



### III. THE CONCEPT OF PUBLIC ADMINISTRATION & MANAGEMENT;



Source: [The World Factbook - Romania](#)

A 1989 mid-December protest in Timisoara grew into a country-wide protest against the Ceausescu regime, sweeping the dictator from power. An impromptu governing coalition, the National Salvation Front (FSN), installed itself. Ion Iliescu, a former Communist Party official demoted by Ceausescu in the 1970s, emerged

**Romanian Government Type**  
Republic

#### **Independence**

9 May 1877 (independence proclaimed from Turkey; independence recognized 13 July 1878 by the Treaty of Berlin; kingdom proclaimed 26 March 1881; republic proclaimed 30 December 1947)

#### **Constitution**

8 December 1991 ([in brief](#))

#### **Legal system**

Former, mixture of civil law system and communist legal theory; is now based on the constitution of France's Fifth Republic

#### **Administrative divisions**

41 counties (judet) and 1 municipality (Bucharesti) ([click here](#))

Source: [The World Factbook - Romania](#)

as the leader of the NSF. Presidential and parliamentary elections were held on May 20, 1990. The NSF captured two-thirds of the seats in Parliament.

Miners' unrest caused the government to fall in late September 1991. The FSN split into two groups, led by Iliescu (FDSN) and former Prime Minister Petre Roman (FSN) in March 1992. National elections in September 1992 returned President Iliescu by a clear majority, and gave his party a plurality.

In 1996 Constantinescu of the Democratic Convention (CDR) electoral coalition defeated President Iliescu and replaced him as chief of state. The PDSR won the largest number of seats in Parliament, but the constituent parties of the CDR joined other parties to form a centrist coalition government, holding 60% of the seats in Parliament.

The 2000 general elections brought back the PDSR with Iliescu as president.

Source: [U.S. Department of State - Background Notes](#)

## Legal Structure

### Legislative Branch

Bicameral Parliament or Parliament consists of the Chamber of Deputies or Adunarea Deputatilor (332 seats; members are elected by direct, popular vote on a proportional representation basis to serve four-year terms) and the Senate or Senat (137 seats; members are elected by direct, popular vote on a proportional representation basis to serve four-year terms).<sup>6</sup>

*women in parliament*: 38 out of 332 seats: (11%). 13 out of 137 seats (9%).<sup>7</sup>

The Romanian legislative branch is composed of national and local bodies. Its main national body is the Parliament, which has two chambers: a lower house, the Chamber of Deputies, and the Senate. Deputies and senators are elected for 4-year terms by universal suffrage. The Parliament enacts statutes which are the main source of legal rules. Such statutes are officially published in the Monitorul Oficial ([Official Gazette](#)). The Parliament is also the source of the constitution, having enacted it as a specie of supra-legislation. In addition, Parliament may pass a special law enabling the Government to issue orders in fields outside the scope of organic laws [[Constitution, Art. 114](#)]

The county, urban and rural areas have their own autonomous ruling bodies, which, within defined geographical and jurisprudential boundaries, are empowered to enact binding decrees within their geographical areas [[Constitution, Sect. 2-a, Art. 120-21](#)].

Source: [World Legal Information Institute - Update to Doing Legal Research in Romania \(2001\)](#)

## Executive Branch

*cabinet:* Council of Ministers appointed by the prime minister

*elections:* President elected by popular vote for a four-year term; election last held 28 November 2004, with runoff between the top two candidates held 12 December 2004 (next to be held 28 November 2009 and 12 December 2009); prime minister appointed by the president

The Romanian executive branch has two main components: the Government and the President. The Government consists of a Cabinet, which is composed of a Prime Minister, ministers of various Ministries including, for instance, that of Foreign Affairs, and a secretary. In addition, the Government controls various Governmental Agencies, such as the Office for Fair Competition, the Romanian Copyright Office or the Romanian Development Agency.

The Government issues Decisions and Orders [[Constitution, Art. 107](#)] and the President may issue Presidential decrees

The president is elected by popular vote for a maximum of two 4-year terms. He is the chief of state, charged with safeguarding the constitution, foreign affairs, and the proper functioning of public authorities. He is supreme commander of the armed forces and chairman of the Supreme Defense Council. According to the constitution, he acts as mediator among the power centers within the state, as well as between the state and society. The president nominates the prime minister, who in turn appoints the government, which must be confirmed by a vote of confidence from

Parliament.

Source: [U.S. Department of State - Background Notes](#)

## **Judiciary Branch**

Supreme Court of Justice (judges are appointed by the president on the recommendation of the Superior Council of Magistrates).

Before 1989, the Minister of Justice was responsible for the administration of justice. After 1989, the Supreme Court of Justice and lower courts have that responsibility [[Constitution, Art. 125](#)]. Additionally, under article 130 of the constitution, the Public Ministry is charged with the duty to represent the “general interests of society” and to defend the legal order, as well as the individual rights and freedoms. The Public Ministry, which discharges its powers through a system of independent, impartial Public Prosecutors, replaced the former Office of the Prosecutor General (Procuratura), which had been established in 1952. The judicial system is divided into civilian and military courts. The civilian courts, generally, continue their pre-1989 structure, being organized at national, county (judet), and local levels.

Civilian judges and Public Prosecutors are nominated by the Superior Council of the Magistrateship. The Council acts as an administrative/disciplinary organ within the Ministry of Justice, and its acts can be viewed on line. Once appointed by the President, judges are, by law, irremovable and therefore enjoy life tenure. The president and other judges of the Supreme Court are appointed for a term of 6 years and may serve consecutive terms. It should be well-noted that, because judicial precedent is not a recognized source of law (and thus judges do not "make law") and, further, because normal judges cannot exercise judicial review (see below), the professional status and importance of judges is very different, and generally less, than that enjoyed by common-law judges. Proceedings are public, except in special circumstances provided for by law.

Unlike the US Supreme Court, the Romanian Supreme Court cannot exercise judicial review, deciding the constitutionality of legislation. That function is reserved for a

different court, the Constitutional Court [[Constitution, Art. 144](#)].

Source: [World Legal Information Institute - Update to Doing Legal Research in Romania \(2001\)](#)

The Constitutional Court adjudicates the constitutionality of challenged laws, and decides on appeals from the regular court system concerning the unconstitutionality of laws and decrees. The court consists of nine judges, appointed for a term of 9 years. Three judges are appointed by the Chamber of Deputies, three by the Senate, and three by the president of Romania.

Source: [U.S. Department of State - Background Notes](#)

#### IV. LOCAL PUBLIC INSTITUTIONS



For territorial and administrative purposes, Romania is divided into 41 counties and the city of Bucharest. Each county is governed by an elected county council. Local councils and elected mayors are the public administration authorities in villages and towns. The county council is the public administration authority that coordinates the activities of all village and town councils in a county.

The central government appoints a prefect for each county and Bucharest municipality. The prefect is the representative of the government at the local level and directs any public services of the ministries and other central agencies at the county level. A prefect may block the action of a local authority if he deems it unlawful or unconstitutional. The matter is then decided by an administrative court.



Under new legislation in force since January 1999, local councils have control over spending of their allocations from the central government budget as well as authority to raise additional revenue locally. Central government-appointed prefects' formerly significant authority over the budget is limited to a review of expenditures to ascertain their constitutionality.

Source: [U.S. Department of State - Background Notes](#)

## V. PARTNERSHIP IN DEVELOPMENT OF SOCIETY

In 2001, Parliament ratified a new legal framework for foundations and associations, replacing a law that dated to 1924. The most significant success for civil society was the adoption in 2002 of the Law on Freedom of Information which had been under discussion for three years.



According to the Society of Feminist Studies, 59 women's groups that advocates for women's involvement in public life are registered and active in Romania. Ethnic minorities are increasingly represented in civil society, there are more than hundred groups dealing with minority issues at the moment, out of which about 60 promote the rights of Hungarians, the country's largest minority. The Roma Party and NGOs protecting Roma rights contributed to the development of the National Strategy for Improving Conditions of Roma, who are the second largest minority group in the country.

According to the official government data, only about 58 percent of country's registered workers are unionized. Nevertheless there was a significant interaction between trade unions and a government in 2002, resulting in signed European Social Security Code by the Ministry of Labor and Social Solidarity.

Source: [Freedom House - Nations in Transit \(2003\)](#)

Civil society organisations (including NGOs) are vital partners for decision-makers, as they are best placed to know population's needs in terms of development. In Europe as well as in third countries, UE is using innovative approaches to improve its dialogue with these organisations. The role of civil society organisations / Non-State Actors is growing from being implementing partners to sharing more responsibility with the state on poverty reduction, as the developing countries claim ownership of their own development.

## VI. PUBLIC ADMINISTRATION IN EU



### EU INSTITUTIONS

- The European PARLIAMENT
- The COUNCIL of the European Union
- The European COMMISSION
- The COURT OF JUSTICE
- The COURT OF AUDITORS

#### The main roles of the European Parliament are:

- **Passing European laws** – jointly with the Council in many policy areas
- Parliament exercises **democratic supervision** over the other EU institutions, and in particular the Commission. It has the power to approve or reject the nomination of commissioners, and it has the right to censure the Commission as a whole.
- **The power of the purse.** Parliament shares with the Council authority over the EU budget and can therefore influence EU spending. At the end of the procedure, it adopts or rejects the budget in its entirety.

#### THE COUNCIL OF THE EUROPEAN UNION - *Key responsibilities:*

- To pass European laws – jointly with the European Parliament in many policy areas
- To co-ordinate the broad economic policies of the member states
- To conclude international agreements between the EU and other countries or international organisations
- To approve the EU's budget, jointly with the European Parliament
- To develop the EU's Common Foreign and Security Policy (CFSP), based on



guidelines set by the European Council

- To co-ordinate co-operation between the national courts and police forces in criminal matters

### **THE EUROPEAN COMMISSION - *Main roles***

- to propose legislation to Parliament and the Council
- to manage and implement EU policies and the budget
- to enforce European law (jointly with the Court of Justice)
- to represent the European Union on the international stage, for example by negotiating agreements between the EU and other countries

### **The COURT OF JUSTICE- *Main roles:***

The Court gives rulings on cases brought before it.

The four most common types of case are:

- references for a preliminary ruling
- actions for failure to fulfill an obligation
- actions for annulment
- actions for failure to act

### **The COURT OF AUDITORS - *Main responsibilities:***

- to check that the EU budget is correctly implemented
- to help the European Parliament and the Council by presenting them every year with an audit report on the previous financial year
- to give its opinion on proposals for EU financial legislation and for EU action to fight fraud

### **EU SPECIALISED BODIES are:**

- The European Economic and Social Committee
- The Committee of the Regions
- The European Investment Bank
- The European Central Bank
- The European Ombudsman
- The European Data Protection Supervisor
- The Office for Official Publications of the European Communities
- The European Personnel Selection Office

- The European Administrative School

**EU SPECIALISED AGENCIES are:**

- Agencies of the European Community
- Common Foreign and Security Policy
- Police and Judicial Cooperation in criminal matters



**From a judiciary point of view, the EU structure is:**

- The treaties (primary legislation)
- International agreements
- Secondary legislation

## VII. KEY ACTIVITIES

### DAY I – MEETINGS

#### Session 1.1. The Language of Meetings

**Specific Objectives:** The students will:

- know and be able to use specific vocabulary within a meeting
- be able to understand and use the modal verbs
- develop debating skills

**Timing:** 180 min

**Method:** Class Activities, Testing, Work in Teams

#### Introduction

Being the first class section in the course, introduction of trainer as well as the students is mandatory.

#### **Task 1 – Kick-off**

- a) Students will work in groups of two, discuss for 5 min and introduce each other (milestones: name/nickname, location, institution, job/experience, hobbies)
- b) Students will be invited to identify themselves with an animal and motivate their choice with a characteristic they have in common with the chosen animal. Trainer will start to exemplify the icebreaker.

#### Vocabulary focus

**Task 2 – Key expressions:** Please match the following:

- |                |                  |
|----------------|------------------|
| 1. to stick    | a. tension       |
| 2. to generate | b. a deal        |
| 3. to pool     | c. to the agenda |
| 4. to hold     | d. new ideas     |

- |                       |                       |
|-----------------------|-----------------------|
| 5. heated             | e. disagreement       |
| 6. carefully prepared | f. a meeting          |
| 7. fear               | g. team spirit        |
| 8. to diffuse         | h. information        |
| 9. to disagree        | i. discussions        |
| 10. to strike         | j. arguments          |
| 11. to reinforce      | k. of losing face     |
| 12. to voice          | l. over a minor point |

**Task 3 Discussion:** Which statements about meetings do you agree with? Explain why. Use the key expressions from the previous task.

- They tend to go on forever.
- Meetings give people an opportunity to express their thoughts and discuss the issues they are really interested in.
- Meetings are usually a waste of time.
- It is essential to have an agenda and stick to it.
- It's important to have regular interdepartmental meetings.
- The most efficient meetings are those that are called ad-hoc.
- Most meetings tend to become boring as many participants go on forever.

**Task 4 Communication in a meeting:** These may occur in a meeting. Can you match the two halves?

1. Can we get.....	a. when I say...
2. As I'm sure you're.....	b. I have to disagree
3. I'd just like to .....	c. started?

4. I think I speak for everyone .....	d. say that ....
5. That's an issue to be dealt with...	e. all aware ....
6. All in...	f. to the next item.
7. I'm sorry, but ....	g. the main points?
8. May I interrupt.....	h. to kick off?
9. I'm sorry, I'm not sure....	i. thoughts on that, actually
10. Going back to....	j. we go round the table first.
11. I have some...	k. just to say that.....
12. Martin, would you like...	l. what Paul said about
13. Let's move on....	m. at another time.
14. Shall I go over....	n. favour of ....
15. I suggest...	o. I follow...

**Task 5 Re-phrasing:** In meetings you can not always say what you think. You need to make your point politely. *Please express the following in a polite manner:*

What you think
1. We are unhappy with this suggestion.
2. I can't accept it.
3. Don't forget your obligations.
4. You said there would be a discount.
5. We want a guarantee.

6. We won't agree to this.
7. We're shocked with this offer.
8. That's completely wrong.
9. We want a bigger rebate.
10. We must finalise the deal today.
11. You obviously don't understand my point.



**On line resources:**

**MEETINGS: language for running a meeting and expressions you can use when you you're taking part in one part in one**

[http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211\\_tae\\_bltg.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211_tae_bltg.shtml)

*Key phrases:* start a meeting; interrupting; disagreement; end a meeting

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/>

**MEETINGS**

**Meetings: Agenda setting**

[http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/1\\_agenda.shtml](http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/1_agenda.shtml)

**Meetings: Interruptions**

[http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/2\\_interruptions.shtml](http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/2_interruptions.shtml)

**Meetings: Agreeing and disagreeing**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/3agreedisagree.shtml>

**Meetings: AOB: any other business**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/4anyother.shtml>

**Meetings: Language Expert**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/expert.shtml>

**Meetings: Challenge - Quiz**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit2meetings/challenge.shtml>

### **Grammar focus**

#### **Modal verbs**

**Task 6** *Place in pairs the words and phrases below. They all contain modal verbs. What is the meaning of those verbs?*

You can't...	... be wrong, of course.
I can...	... have a point there.
There must...	... agree more.
I could...	... be serious!
I couldn't...	... be any point.
You must...	... be a way round this.

You may...	... be joking!
There wouldn't ...	...understand how you feel.
You can...	... think so.
I might...	... be certain.
We can't...	... be time.
We'll have...	... have known!
I shouldn't...	... to wait and see.
There wouldn't...	... to tell me.
You don't have...	... be a problem.
There shouldn't ...	... say that again!

**Expressing modality**

Modal Verb	Examples	Uses
<b>Can</b>	They can control their own budgets. We can't fix it. Can I smoke here? Can you help me?	Ability / Possibility Inability / Impossibility Asking for permission Request
<b>Could</b>	Could I borrow your dictionary? Could you say it again more slowly?	Asking for permission. Request



	<p>We could try to fix it ourselves.</p> <p>I think we could have another Gulf War.</p> <p>He gave up his old job so he could work for us.</p>	<p>Suggestion</p> <p>Future possibility</p> <p>Ability in the past</p>
<b>May</b>	<p>May I have another cup of coffee?</p> <p>China may become a major economic power.</p>	<p>Asking for permission</p> <p>Future possibility</p>
<b>Might</b>	<p>We'd better phone tomorrow, they might be eating their dinner now.</p> <p>They might give us a 10% discount.</p>	<p>Present possibility</p> <p>Future possibility</p>
<b>Must</b>	<p>We must say good-bye now.</p> <p>They mustn't disrupt the work more than necessary.</p>	<p>Necessity / Obligation</p> <p>Prohibition</p>
<b>Will</b>	<p>I can't see any taxis so I'll walk.</p> <p>I'll do that for you if you like.</p> <p>I'll get back to you first thing on Monday.</p> <p>Profits will increase next year.</p>	<p>Instant decisions</p> <p>Offer</p> <p>Promise</p> <p>Certain prediction</p>
<b>Would</b>	<p>Would you mind if I brought a colleague with me?</p> <p>Would you pass the salt please?</p> <p>Would you mind waiting a moment?</p> <p>"Would three o'clock suit you?" - "That'd be fine."</p> <p>Would you like to play golf this Friday?</p> <p>"Would you prefer tea or coffee?" - "I'd like tea please."</p>	<p>Asking for permission</p> <p>Request</p> <p>Request</p> <p>Making arrangements</p> <p>Invitation</p> <p>Preferences</p>

<b>Ought to</b>	We ought to employ a professional writer.	Saying what's right or correct
<b>Shall</b>	Shall I help you with your luggage? Shall we say 2.30 then? Shall I do that or will you?	Offer Suggestion Asking what to do
<b>Should</b>	We should sort out this problem at once. I think we should check everything again. Profits should increase next year.	Saying what's right or correct Recommending action Uncertain prediction

**Note:** The modal auxiliary verbs are **always** followed by the base form.

In Task 6 above you have come across various uses of modal auxiliary verbs such as: “can”, “may”, “must”, “have to”. The meanings of such verbs (which also include “will”, “would”, “could”, “should”, “ought to”) are connected with the idea of certainty, obligation, necessity, ability or freedom to act. Please find below some more examples to help you understand the use and meanings of such verbs.

### **Can & Could**

*Ability* - We use “can” to say what people/things are able or unable to do because of their skills, knowledge, nature, position, etc. (e.g. I can give you an answer later today. He can read French and Italian but can only speak French) or to say what we are able /unable to do in the circumstances we are in (e.g. I can take a few days off next week as all the major tasks have been accomplished. We can try to submit a petition to the European Parliament. Any European citizen who wants to submit a petition to the European Parliament can do so)

*Permission* - We use “can” to ask for and give permission. (e.g. Can/Could I go now? – Yes, of course you can.) “Could” is not used to give or refuse permission. (You can leave

your papers here for a while.)

*Possibility* - We use “can” and “could” to say that things are possible because people are able to do them, the situations allows it or there is nothing to stop them. (e.g. The European Court of Justice can give rules on the interpretation of the treaties.)

## **May & Might**

“May” and “might” also indicate *permission* but are *more formal* than “can”/“could” which are normally preferred in informal usage. (e.g. May I interrupt you? – No, I’m afraid you may not. The participants may not use the staff car park.) “Might” is very formal and polite and is often used in indirect questions. (e.g. I wonder if I might leave my car here for a short while.)

If we want to speak about the *chances that something will happen*, then we use “may”, “might” or “could”, but not “can”. (e.g. I may apply for a job with the EU institutions. The Treaty may be revised soon.)

“Might” and “could” suggest a *less strong possibility, a smaller chance*. (e.g. They might decide to revise the Treaty but I am sure it will not happen soon.)

## **Must**

*Necessity and obligation* - In affirmative statements, we use “must” to say what is necessary and to give strong advice or orders to ourselves or other people. (e.g. Romanian economy must improve if it is to compete on the internal market. You must lose weight if you want to be healthy.)

## **Have to**

When we express obligation using “must”, the obligation usually comes from the speaker. To talk about *obligation that comes from ‘outside’* (e.g. a rule or an order imposed by an institution) we rather use “have to”. (e.g. I must work harder if I want to be promoted ->a personal obligation vs. I have to work from nine to five every day -> a

job requirement)

Romania “has to” fulfil all its obligations before accession (it is requested by the accession Treaty).

The Commission “has to” manage EU policies (it is its role and duty)

**Task 7** *Please read the following texts and fill in the most appropriate modal verb in each of the blank spaces. In some cases several verbs may fit but their choice depends on the meaning you want to express.*

1. Public confidence in the EU is low. The EU needs to prove to the business community that it..... increase competitiveness at the same time as achieving social objectives. In the case of the ‘flexibility clause’ which allows the Council of Ministers to take action not specified in the constitution, national parliaments .....be informed of the proposed action, giving them an opportunity to influence their governments’ decisions.

2. The protocol on the application of the principles of subsidiarity and proportionality in the constitutional treaty has the potential to change EU practices. Article 6 states that any national parliament or chamber of the national parliament....., within six weeks from the date of transmission of a draft European legislative act, send a reasoned opinion stating why it considers that the draft in question does not comply with the principle of subsidiarity.’ The EU institutions..... take account of these opinions.

3. The EU and NATO should cooperate wherever their interests coincide and where they .....complement each other.

4. Barroso’s close relationship with Tony Blair ..... be damaging for the credibility of the Commission. His closeness to Blair ..... only fuel the attack of the French president against what he labels a neo-liberal Commission. Barroso will .....do a lot better if he wants to be remembered as a successful Commission president.



#### On line resources:

##### Modal Verbs

<http://www.youtube.com/watch?v=CEEMU3CDzBg>

<http://www.youtube.com/watch?v=Yq5tW8Bj9lQ&feature=related>

<http://www.youtube.com/watch?v=anjFtHbZabs&feature=related>

<http://www.youtube.com/watch?v=-bqm7RAQuaM&feature=related>

##### Must / have to

<http://myesltv.weebly.com/>

##### Must / mustn't

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1435\\_gramchallenge19/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1435_gramchallenge19/)

##### Have to / don't have to

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1425\\_gramchallenge18/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1425_gramchallenge18/)

### Conversation

**Task 8** The students are divided in groups and play roles in an *ad-hoc meeting*.

Subject: *kick-off meeting for a project of relocation of their institution.*

*Output: Students are required to discuss and draft minutes of meetings. Key elements of a successful meeting are going to be identified.*

### Session 1.2. The Language of Conference calls/Telephoning

**Specific Objectives:** The students will:

- know and be able to use specific vocabulary for making contacts and calls

- be able to describe people and discuss appropriate conversation topics
- develop oral skills: keeping the conversation going, exchanging information on the telephone

**Timing:** 180 min

**Method:** Class Activities, Testing, Work in Teams

## 1 Making contacts: Conferences

A conference is a gathering of important people who singly can do nothing,  
but together decide that nothing can be done.

*Fred Allen, US comedian*



**Task 1** Which of the following cities would you most like to visit for a conference or on holiday? Discuss with a partner.

Barcelona London Rio de Janeiro Hong Kong Paris Prague  
Sydney

Venice New York Buenos Aires Tokyo Brussels Strasbourg  
Cairo

**Task 2** Some business people were asked for their opinions about conferences. Complete what they said using the words in the box. Which opinions do you agree with?

days + year excuse + gossip videoconferencing  
+ bar

cards + intention time + ideas audience +  
stomach

a. Frankly, they're a complete waste of \_\_\_\_\_ - same old faces, same old tasks,

same old \_\_\_\_\_ .

b. I can often learn more in three \_\_\_\_\_ than I do in the rest of the \_\_\_\_\_

c. The worst thing is having to get up in front of an \_\_\_\_\_ with that sick feeling in your \_\_\_\_\_ .

d. I usually end up with a million business \_\_\_\_\_ from people I've absolutely no \_\_\_\_\_ of contacting.

e. They're really just an \_\_\_\_\_ to have fun on expenses and catch up on all the \_\_\_\_\_ .

f. We do a lot of \_\_\_\_\_ these days. The trouble with that is you can't meet in the \_\_\_\_\_ afterwards.



**Task 3a** Listen to three extracts from a business travel programme. Which venues do extracts refer to?

Venue 1 = Extract

Venue 2 = Extract

Venue 3 = Extract



**Task 3b** Listen again and match the figures to each venue. What do the figures refer to?

321 Venue \_\_\_\_\_

426 Venue \_\_\_\_\_

27<sup>th</sup> Venue \_\_\_\_\_

2,300 Venue \_\_\_\_\_

10-30% Venue \_\_\_\_\_

3,000 Venue \_\_\_\_\_

170-780 Venue \_\_\_\_\_

95 Venue \_\_\_\_\_

200 Venue \_\_\_\_\_

**Task 3c** *What other facilities does each venue have? Complete the collocations below. They were all in the extracts you just listened to.*

	Venue 1		Venue 2		Venue 3
1 central	a deluxe suites	1 24-hour	a club	1 unique	a activities
2 flight	b location	2 health	b service	2 convention	b atmosphere
3 spacious	c connections	3 car- rental	c room service	3 team- building	c centre
4 Internet	d restaurant	4 express	d pools	4 banqueting	d tournaments
5 world- class	e views	5 exclusive private	e checkout	5 golf	e space
6 spectacular	f access	6 outdoor	f beach	6 exhibition	f facilities

**Task 4** *Your company agrees to send you to an international conference at one of the venues above, provided that you give a presentation in English. Which would you choose and why?*

**Task 5 Collocations** *Complete the following by writing the nouns and noun phrases in*



*the right-hand boxes. They are all things you might do at a conference.*

other delegates    a committee    useful  
contacts

a talk            business cards        the  
bar

**make**

**meet in**

**establish**

**hang around**

**go to**

**sit on**

**give**

**elect**

**exchange**

**network**

**give out**

**with**

**flirt with**

**Task 6 Talking shop** When business people get together they often just talk about work. This is called 'talking shop'. *Write in the missing pairs of words below.*

in + distributor    out + product    up + plant    down + factory    with + supplier  
to + office

**1 A** I hear GEC are setting \_\_\_\_\_ a new \_\_\_\_\_ in Warsaw.

**B** Warsaw? I thought it was Prague.

**2 A** I understand you're \_\_\_\_\_ talks with a local \_\_\_\_\_ in Naples.

**B** Yeah, that's right. In fact, we've already reached an agreement.

**3 A** They say GM are laying \_\_\_\_\_ 5,000 \_\_\_\_\_ in the UK.

**B** Is that right? Well, I knew they were downsizing.

**4 A** Someone told me Sony are bringing \_\_\_\_\_ a new \_\_\_\_\_ in December.

**B** Yes, I heard that too. Some kind of multi-media entertainment system.

**5 A** I hear you're thinking \_\_\_\_\_ leaving your \_\_\_\_\_ at Hewlett-Packard.

**B** Well, yes. Just between us, I'm moving to Cisco Systems.

**6 A** I understand you're being transferred \_\_\_\_\_ head \_\_\_\_\_ in Stockholm.

**B** Well, it's not official yet, but yes, I'm going just after Christmas.

**7 A** They say they're \_\_\_\_\_ threat from a hostile \_\_\_\_\_ bid.

**B** Really? It's the first I've heard of it.

**8 A** Someone told me they're doing a deal \_\_\_\_\_ a \_\_\_\_\_ in Tel Aviv.

**B** Well, that makes sense. They do most of their business there.

**9 A** I hear you're bidding \_\_\_\_\_ a new \_\_\_\_\_ in Singapore.

**B** Yeah, we are. The negotiations are going quite well, in fact.

**10 A** Someone told me they're closing \_\_\_\_\_ the Liverpool \_\_\_\_\_ .

**B** It doesn't surprise me. From what I heard, they're trying to centralise production.

**Task 6 Who's who?** [Describing people] One of the main reasons for going to conferences is to meet the right people. *Complete the following questions and answers using the prepositions in the box.*

in in at at on by to for  
with

**Who's that guy/woman over there...**

1 standing \_\_\_\_\_ the entrance ? / him/herself?

2 \_\_\_\_\_ the long dark hair? / the loud voice?

3 \_\_\_\_\_ the corner? / the blue suit?

4 \_\_\_\_\_ the bar? / the table in the corner?

5 talking \_\_\_\_\_ the waiter? / those people?

**Oh, that's Kim Lane. (I think) he/she ...**

6 is \_\_\_\_\_ financial services.

7 works \_\_\_\_\_ Chase-Manhattan.

8 is staying \_\_\_\_\_ The Hilton.

9 is giving a talk \_\_\_\_\_ globalisation.



**Task 7** Listen to some conference delegates gossiping during a coffee break and complete the information below.

1. Name:

Job/Line of business

Based in

Hotel

Subject of talk

Gossip

2. Name:

Job/Line of business

Based in

Hotel

Subject of talk

Gossip

3. Name:

Job/Line of business

Based in

Hotel

Subject of talk

Gossip

4. Name:

Job/Line of business

Based in

Hotel

Subject of talk

Gossip

**Task 8 Taboo or not taboo?** *Work with a partner. Imagine you meet some business people at a conference for the first time. Which of the following topics are*

*interesting?*  *safe?*  *conversations killers?*  *a bit risky?*  *taboo?*

family the news your country religion clothes your health  
politics sex sport the weather food & drink people you both know  
how work's going

the city you're in the hotel you're staying at your holiday plans



**Task 9** *Listen to some people socialising at a conference. What are they talking about? Do they get on with each other?*

**Topics of conversation**

**Do the speakers get on?**

1

2

3

4

**Task 10 Keeping the conversation going** *The expressions below were in the conversation you just listened to. Can you remember the first three words of each expression? Contractions (it's, you'll, I'm, etc.) count as one word. If necessary, listen again and check.*

- a \_\_\_\_\_ first visit to Russia?
- b \_\_\_\_\_ do, by the way?
- c \_\_\_\_\_ you a drink?
- d \_\_\_\_\_ business are you in?
- e \_\_\_\_\_ these – they're delicious.
- f \_\_\_\_\_ somewhere before?
- g \_\_\_\_\_ me, I have to make a phone call.
- h \_\_\_\_\_ talking to you.
- i \_\_\_\_\_ your talk this morning.
- j \_\_\_\_\_ enjoying the conference?
- k \_\_\_\_\_ awful? Half a meter of snow this morning!
- l \_\_\_\_\_ me a moment? I'll be right back.
- m \_\_\_\_\_ go and say hello to someone.
- n \_\_\_\_\_ many people here?
- o \_\_\_\_\_ you anything from the buffet?

**Task 11 At a conference drinks party** *Work as a class to keep the conversation going*

at a conference drinks party at Disneyland, Paris. It's a warm summer evening and the place is full of delegates. The conference theme is **Public Administration in the Twenty-first Century**.

1 Invent a name and a nationality for yourself.

Name: \_\_\_\_\_ Nationality: \_\_\_\_\_

2 Then, complete the questions below. Think of possible answers for each and make notes in the space provided.

Q So, who / work for? \_\_\_\_\_

A \_\_\_\_\_

Q And what / do there? \_\_\_\_\_

A \_\_\_\_\_

Q Where / based? \_\_\_\_\_

A \_\_\_\_\_

Q How / business? \_\_\_\_\_

A \_\_\_\_\_

Q Can / get / drink? \_\_\_\_\_

A \_\_\_\_\_

Q \_\_\_\_\_ Where / from originally?

\_\_\_\_\_

A \_\_\_\_\_

Q first time / Paris? \_\_\_\_\_

A \_\_\_\_\_

Q How / enjoying / conference? \_\_\_\_\_

A \_\_\_\_\_

Q giving / presentation? \_\_\_\_\_

A \_\_\_\_\_

Q \_\_\_\_\_ know \_\_\_\_\_ many \_\_\_\_\_ people \_\_\_\_\_ here?

\_\_\_\_\_

A \_\_\_\_\_

Q So, where / staying? \_\_\_\_\_

A \_\_\_\_\_

Q Can / get / anything / buffet? \_\_\_\_\_

A \_\_\_\_\_

**3** *When everyone is ready,*

- *mingle with other people in the class.*
- *introduce yourself to as many people as possible and show interest in what they tell you.*
- *use the questions above to try to keep the conversation going. Remember that you can talk about other people in the room as well as yourself.*
- *exchange business cards or fix an appointment with anyone you could do business with.*

**Task 12 Hosting a conference call** *Discussion: What are the advantages of conference calls compared to face-to-face meetings? What are the main disadvantages?*

**Task 13** *Complete the tips for making a conference call. Use these words.*

agenda sms record off on mute notes

headset

- 1 **Be \_\_\_\_\_ time.** Whether you're the leader or just a participant, you should dial in on time.
- 2 **Distribute an \_\_\_\_\_.** Then even the quieter participants will have a chance to prepare to speak.
- 3 **Use a \_\_\_\_\_ .** It cuts out distractions and prevents other people from hearing your conversation.
- 4 **\_\_\_\_\_ your meeting.** Either for yourself or to put on the internet as a podcast for others to hear.
- 5 **Be careful using the \_\_\_\_\_ button.** Don't say anything you wouldn't mind people hearing anyway.
- 6 **Say at the beginning if you need to call \_\_\_\_\_ early.** Then you won't disrupt the discussion.
- 7 **Take \_\_\_\_\_ .** This will help you to keep focused during the call.
- 8 **Use \_\_\_\_\_ .** It's not rude to text your colleagues, or send messages with Twitter, during a call.

*Which of the above mentioned points do you agree or disagree with?*

**Task 14** *Read phrases 1-8 used by a moderator in a telephone conference. Match the words in **italics** with words or phrases a-h that have the same meaning.*

- |   |  |
|---|--|
| 1 I think we're all <b>present</b> .            | a investigate                              |
| 2 OK. Let's <b>move on</b> .                    | b here                                     |
| 3 I think we've <b>covered</b> the main points. | c a summary of what has happened up to now |



- |  |                               |
|--|-------------------------------|
| 4 Can you <b>look into</b> this before the next meeting? | <b>d</b> one after another    |
| 5 John will give us <b>an update</b> on progress.        | <b>e</b> discussed            |
| 6 That was a very <b>fruitful</b> meeting.               | <b>f</b> go to the next point |
| 7 Please try to keep it <b>brief</b> .                   | <b>g</b> productive           |
| 8 I'll ask each of you to speak <b>in turn</b> .         | <b>h</b> short                |

**Task 15** *You have to host a teleconference on a project results for the last month. The participants are all regional representatives. Read the notes below describing what you have to say.*

- Welcome the participants and begin
- Ask the participants to introduce themselves
- Ask each participant to give their results and comments. Insist they are brief.
- Ask Jane to begin.
- See if anyone wants to comment on that they have heard.
- Conclude the meeting and thank everyone.

**PHRASE BANK**

**TELECONFERENCING** – It's important to prepare for any meeting, but especially a teleconference, where you have a limited number of opportunities to speak. So make notes in English before the meeting.

I think James has just joined us. Welcome, James.

OK. I think we're all present. Let's begin.

Can everyone hear me OK?

Can I just ask each of you in turn to introduce yourselves / give your name and job title?

Before you speak, please identify yourself to the group.

Please keep your comments short and to the point. If you talk for too long, I may interrupt you.

Does everyone have a copy of the report in front of them?

You should all have received a copy of the agenda.

I'd like to begin by asking Nick to say a few words about...

I'd like to ask everyone in turn to give a brief update on their project.

OK, thank you, Jane. Time is a little short, so I think we should move on...

Can I bring in Sasha here? / Sasha, can you give us your views on this, please?

Would anyone like to comment on that? / Does anyone have something they'd like to add?

I think we've covered all the main items.

If I can just summarise what we've agreed...

Nick, you'll look into... and report back at the next meeting. / Nick, you'll take care of ...

Hervé will send out the minutes of this meeting to all of you in the next couple of days.

Thank you everyone. It was a very productive / useful meeting.

Thank you everyone for your time.



#### On line resources:

##### **BUSINESS SOCIALIZING**

[http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211\\_tae\\_bltg.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211_tae_bltg.shtml)

***What does Business Socializing mean?*** (Typical start of a conversation,

*Introducing people / meeting people, Coffee break / at a conference,*

*Questions/ details about people's jobs/duties, Networking / future possible contacts,*

*Exchange business contacts, Ending a conversation)*

## **2 Making calls: Telephoning**

Our telephone answering machine has broken down.

This is human being. How can I help you?

*Anonymous customer service representative*

The reason computers can do more work than people is that computers never have to answer the phone. *Anonymous*

### **Vocabulary focus**

Telephoning is one of the most important types of communication in the world of work. It is also one of the most difficult areas of communication because we can't see the other speaker and so ***listening is especially important.***

#### ***The phrases you need***

##### **Answer the phone**

(receptionist) Good morning, ICT. Teresa speaking. How can I help you?

(internal phone) Hello. / Sales Department / Nick Hamilton

##### **Connect the caller**

Please hold while I try to connect you.

I'll try her number for you

##### **Say who's calling + why**

This is ... speaking / My name is ///

This is ... (here).

Can I speak to ... please?

I'd like to speak to someone about...

The reason I'm calling is ...

I'm calling to ask you a few questions about ...

I'm calling in connection with

## **Greetings**

Hello! How are you?

How nice to hear from you! How are things in Paris?

Oh! I didn't recognize your voice!

Thanks for calling – did you get my email?

## **Check it's a good time**

Is this a good time to talk?

Are you in the middle of something?

Do you have a second?

## **End the call**

Is there anything else I can help you with today?

Thanks for calling / It's been nice talking to you. Bye.

Thanks for your time.

OK, leave it with me. I'll call you tomorrow afternoon.

**Task 1** *Underline the alternative in italics below that is more natural.*

1 Good morning, ICT. Teresa speaking. *Can I help you? / How can I help you?*

2 *I want to speak / I'd like to speak* to someone in your market research department.

3 *Please can I have your name? / Can I please have your name? / Can I have your name, please?*

4 *I'm / It's* Monica Weber.

5 OK, please *hold / wait in line* while I try to connect you.

6 *Gianfranco speaking / I'm Gianfranco.*

7 I'm calling to *know / ask* a few questions *of / about* your market research services.

8 Of course, Monika. How *can / would* I help you?

**Task 2** We often use a past tense to make our language polite or indirect (to make the other person feel they are under no pressure).

I wanted (=I'd like to) speak to someone about my order.

I was just calling (=I'm calling) about the sales figures.

I thought you might (=Do you have any ideas?) have some ideas.

*Rewrite each sentence using one of the structures above.*

1 I'm calling to see if everything's OK for Friday.

2 I'd like to ask you a question about Simon.

3 I know you'll be interested in this.

**Task 3 Problems on the phone** *In which situations might you find these responses useful? Make notes.*

1 Sorry, can you speak up a bit?

5 Sorry, who's calling?

2 Sorry, I didn't catch that.

6 Sorry, I'm not quite with you.

3 Sorry, you're breaking up.  
person.

7 I think you've been put through to the wrong

4 Can I call you back?

8 Can I ask you to put this information in an email?



#### Task 4 Taking messages

- Pronounce these letters and telephone numbers. Then listen and check.  
a e i o u g h j o r w y

UK numbers: 0800 452 9044 0277 634001

US numbers: 555-701-6331 866-907-3235

- Practice saying and spelling out these contact details as you would on the telephone. Then listen and check if you were right.

1 [d.helm@warwick.a.uk](mailto:d.helm@warwick.a.uk) 2 [j.gilroy@yell.com](mailto:j.gilroy@yell.com) 3 [www.free-enerjie.com](http://www.free-enerjie.com)

4 John Gayle Tel: 0207 234 1121 5 Sarah Jackson Tel 0121 300 4898

- Listen to two telephone messages and complete the notes.

Message for:	Message for:
From:	From:
Tel:	Tel:
Message:	Message:
Action required:	Action required:

- Your name is Peter Jones. You are organising a seminar in Budapest next autumn. You receive a call from someone who will be attending the seminar (she works for a foreign subsidiary of your company). Read the notes and listen to the call. Respond in a natural way when you hear the cue. After your response you will hear a suggested answer.

<p>Conference dates: Friday 7 and Saturday 8 November. Participants may choose to come</p> <p style="text-align: center;">either day or both days (see programme)</p> <p>Accommodation: We will arrange your hotel for you. Just let us know which days are you</p> <p style="text-align: center;">attending.</p> <p>Information: We will send you a full programme for the conference two months</p>
---

before

the event and a summary of the conference two weeks after.



**On line resources:**

**TELEPHONING in a foreign language**

[http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211\\_tae\\_bltg.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211_tae_bltg.shtml)

**Telephone: Connecting**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/1connecting.shtml>

**Telephone: Messages**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/2messages.shtml>

**Telephone: Wrong number**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/3wrongnumber.shtml>

**Telephone: Appointments**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/4appointments.shtml>

**Telephone: Flights**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/5flights.shtml>

**Telephone: Language Expert**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/>



[expert.shtml](#)

**Telephone: Challenge – Quiz**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/challenge.shtml>

**TELEPHONING II – making arrangement**

[http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211\\_tae\\_bltg.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211_tae_bltg.shtml)

**Telephone Etiquette**

<http://www.youtube.com/watch?v=Size4t4Su4&feature=relmfu>

- **Vocabulary Builder:**

- **UK Government and public administration: Future Trends**

### **Government and public administration : Future trends**

The public sector faces a challenging time as the government attempts to reduce the UK budgetary deficit. Many central departments and local authorities have announced a recruitment freeze (with some exceptions, for example the Civil Service Fast stream) or are recruiting lower numbers meaning competition for jobs is tough.

Cost-saving measures may lead to organisational restructuring but graduates should look closely at what options still exist. The sector has an ageing workforce and although not all posts will be replaced in order to cut costs, many will and in some regions there has been an increase in recruitment of around 8%. Graduates should be prepared to look for jobs within departments but not necessarily at graduate level, since many local authorities recruit internally and redeploy staff.

Jobs within a similar field, or work with a similar client group, will also allow graduates to gain experience. Many public sector roles are changing and require multi-skilled staff able to meet the wider demands of the department, not just the specific job.

It is anticipated that there may be difficulty recruiting and retaining staff in some key departmental areas such as planning, environmental health, adult and social care. (Audit Commission, 2010)

### **Legislative changes**

The public sector is likely to change radically over the next five years, as attempts to reduce the UK deficit mean there is a drive to have better services at less cost. This may mean current service functions changing or merging with others, and staff adopting

more flexible roles. There is also likely to be an increase in service provision from other agencies in the voluntary and private sector.

### **Total Place**

This initiative being piloted in England adopts a 'whole area' approach to public services with the aim to avoid duplication of work between organisations. The approach looks at:

- finance going into the public sector and how it can be spent more effectively;
- existing cultures and ways of working to determine if these deliver maximum efficiency;
- customer needs and possibilities for collaborative work between agencies.

### **Big Society**

This network being established encourages community involvement in the local area. The aim is to create a new relationship between citizens and government with respect to both communication and service delivery. The partnership will embrace input from the private and voluntary sector, leading to new methods and providers of public services.

### **Demographic changes in local government**

There is an ageing workforce, with 34% of staff aged over 50 in December 2009 (up from 30% in 2006).

- A further 31% of staff were aged 40-49.
- Females accounted for 71% of local government employees.
- Just over 8% of staff were from minority ethnic backgrounds.

(Local Government Association, 2010)

In the Civil Service:

- 31% of staff were aged over 50 in March 2009;

- 53% of civil servants were women;
  - 8.9% of employees were from minority ethnic backgrounds.
- (Office for National Statistics, 2009)

[http://www.prospects.ac.uk/industries\\_government\\_overview.htm](http://www.prospects.ac.uk/industries_government_overview.htm)

**Task 1** – What does it mean “Total Place”?

**Task 2** – What is the “Big Society”?

**Task 3** - *The public sector has traditionally been seen as: a safe, secure career; a job for life; where workers can move up the career ladder “until retiring on a good pension”. Do you hold this traditional view towards employment?*

**Task 4** – Look at the challenges public sector leaders have to face. Can you provide some examples under each challenge? Group work.

**Public sector leaders are facing several challenges, namely:**

- Increasing pace of change
- Technological developments
- Changing perceptions
- Increasing expectations
- Citizen empowerment
- Changing workforce
- Changing environment

<http://www.ashridge.org.uk/website/IC.nsf/>

**Task 5 – Comment in groups the following:**

Regarding the increasing pace of change in the public sector many authors are speaking about the *relentless pace of change* in the public sector. An extract taken from *Alice in Wonderland*, described as the Red Queen Effect, illustrates this issue:

*“Alice meets the Red Queen running on the spot, and getting nowhere. Alice runs alongside her and says: “In my world, we run to get somewhere” to which the Red Queen replies: “Oh no, here you have to run as fast as you can just to stay in one spot. If you want to go somewhere, you have to REALLY run!”*

## DAY II – PRESENTATIONS

### Session 2.1. Presentation as Key to Success

**Specific Objectives:** The students will:

- know and be able to use specific vocabulary for oral and written presentations
- be able to understand and use the adverbs
- develop presentation skills

**Timing:** 180 min

**Method:** Class Activities, Testing, Work in Teams

### Vocabulary focus

One of the commonest analytical tools is called SWOT analysis (SWOT is an acronym for Strengths, Weaknesses, Opportunities, Threats). This form of analysis provides a structure for studying both the internal and the external environments of an institution. The institution's strengths, weaknesses, opportunities and threats need to be documented, investigated and discussed.

The strengths and weaknesses generally arise in an institution's internal environment (present services or projects, customers, staff, ethics, information flows) and the opportunities and threats arise in the institution's external environment (social climate, potential beneficiaries, legislation). The external factors may also be Social, Technological, Economic, Ecological and Political (sometimes known as the STEEP factors).

**Task 1** A SWOT analysis might mirror accurately your institution. *Make a short presentation of your institution by using the SWOT matrix below.*

My institution is:

Strengths	Weaknesses

Opportunities	Threats
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## **English presentation skills - vocabulary**

### **Opening**

Hello everyone

Welcome

As you all know, we are here for...

I have the great pleasure to present you...

### **Overview**

My presentation is in three parts. /My presentation is divided into three main sections.  
Firstly, secondly, thirdly, finally...

I'm going to... take a look at.../talk about.../ examine.../ tell you something about the  
background.../ give you some facts and figures... /fill you in on the history of... /  
concentrate on... / limit myself to the question of...

### **Set the rules**

Please feel free to interrupt me if you have questions.

There will be time for questions at the end of the presentation.

I'd be grateful if you could ask your questions after the presentation.

### **The main body of the presentation**

As I said at the beginning...

This, of course, will help you to....

As you remember, we are concerned with...

This ties in with my original statement...

This relates directly to the question I put to you before...

### **Keeping your audience with you**

I'd now like to move on to...

I'd like to turn to...

That's all I have to say about...

Now I'd like to look at...

This leads me to my next point...

### **Language for using visuals**

This graph shows you...

Take a look at this...

If you look at this, you will see...

I'd like you to look at this...

This chart illustrates the figures...

This graph gives you a break down of...

### **What can you say if things seem unclear?**

Let me just say that in another way.

Perhaps I can rephrase that.

Put another way, this means...

What I mean to say is...

### **Summarizing**

That brings me to the end of my presentation. I've talked about...

Well, that's about it for now. We've covered...



So, that was our marketing strategy. In brief, we...

To summarize, I...

### **Link with the beginning**

To return to the original question, we can achieve...

So just to round the talk off, I want to go back to the beginning when I asked you...

I hope that my presentation today will help you with what I said at the beginning...

**Task 2** *Work in groups and elaborate a short presentation to motivate that your institution needs a significant budget for a project of training for its employees. Use the formulations proposed above for help.*



#### **On line resources:**

##### **PRESENTATIONS**

[http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211\\_tae\\_bltg.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/02/090211_tae_bltg.shtml)

##### **PRESENTATIONS**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/>

##### **Presentations: Opening**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/1opening.shtml>

##### **Presentations: Body**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/2body.shtml>

##### **Presentations: Questions**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/3questions.shtml>

**Presentations: Tips**

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/4tips.shtml>

**Presentations: Language Expert**

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

**Presentations: Challenge - Quiz**

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

**Grammar focus**

**Adverbs**

**Task 3** *Introduce the appropriate adverbs in the sentences below. Some of the adverbs can be used twice:*

relatively	hourly	slowly	fully
legally	disappointingly	comparatively	
correctly			
publicly	particularly	significantly	

1. Unemployment rates are projected to decrease, albeit..... .. .
2. The first explanation for the continued under-performance of the Union economy is that its labor input remains..... .. low.
3. More than a third of the differential in living standards between the EU and the USA is the result of differences in..... .. productivity.
4. The revised Lisbon strategy addresses a .....weak growth performance and insufficient job creation.

5. It is..... encouraging that the urgency of taking actions to meet the challenges is widely recognized.
6. It is crucial that actions are pursued with determination to exploit... ..... the EU's high development potential.
7. Private consumption and investment in the euro-area were... ..... below the levels of the EU as a whole in 2004.
8. A ..... integrated Internal Market would also make the EU more attractive.
9. While the Internal market for goods is..... .....well integrated, services remain, .....or *de facto*, rather fragmented.
10. The transposition rate of Internal Market directives remain..... ..... low.
11. Directives are often not implemented or applied..... ....., as illustrated by the high number of infringement procedures launched by the Commission.
12. Improvements in public procurement practices would be reflected in an increase in the share of public procurement..... ..... advertised.



#### On line resources:

#### Adverbs

<http://www.youtube.com/watch?v=VGYmavJYvA4&feature=fvwrel>

<http://www.youtube.com/watch?v=mBWpbDLu74c>

<http://www.youtube.com/watch?v=kTQEzi4pLWE&feature=related>

Let's have a look at the two groups of words and phrases below. How do they differ in terms of the sentence structure that follows?

Group 1: in addition, however, at the same time, consequently, on the contrary, as a result

Group 2: in spite of, with regard to, in the light of, as a result of, because of, in terms of

Adverbial connectors in group 1 are followed by subject + verb

e.g. Consequently, we need to take serious action against further delays in project implementation.

Prepositional phrases in group 2 are followed by nouns or noun phrases

e.g. As a result of serious delays in project implementation, we need to take action and prevent any further delays.

**Task 4** Match the following prepositional phrases in the left-hand column with their meaning/function on the right.

<ol style="list-style-type: none"><li>1) on account of</li><li>2) in terms of</li><li>3) according to</li><li>4) instead of</li><li>5) with regard to</li><li>6) in addition to</li><li>7) in spite of</li><li>8) in the light of</li></ol>	<ol style="list-style-type: none"><li>a) indicates that something exists or happens as an alternative to something else;</li><li>b) introduces information or facts that result in a decision being made;</li><li>c) introduces the reason or explanation for something;</li><li>d) introduces another item connected with the subject that is discussed;</li><li>e) introduces a surprising fact or one that contradicts a previous fact;</li><li>f) specifies an aspect of something that is discussed;</li><li>g) focuses attention on the issues that are being discussed</li><li>h) indicates a source of information or the source of an idea</li></ol>
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### **Reading focus**

**Task 5** Read the following text and write down a short presentation of the mayoralty and the role of the mayor in Romania.

### **Mayoralty**

In many countries, a mayor (from the Latin *māior*, meaning "greater") is the highest ranking officer in a municipal government of local town or large urban city.

In many systems the mayor serves as chief executive officer and/or ceremonial official of many types of municipalities. Worldwide, there is a wide variance in local laws and customs regarding the powers and responsibilities of a mayor, as well as the means by which a mayor is elected or otherwise mandated.

## **In the United States**

### **Council-Manager**

Under council-manager government, the mayor is a first among equals on the city council, analogous to a head of state for the city. He or she may chair the city council, but lacks any special legislative powers. The mayor and city council serve part-time, with day-to-day administration in the hands of a professional city manager. The system is most common among medium sized cities from around 25,000 to several hundred thousand, usually rural and suburban municipalities.

### **Mayor-Council**

In the second form, known as mayor-council government, the mayoralty and city council are separate offices. Under a strong mayor system, the mayor acts as an elected executive with the city council functioning with legislative powers. He or she may select a chief administrative officer to oversee the different departments. This is the system used in most of the United States' large cities, primarily because mayors serve full time and have a wide range of services that they oversee. In a weak mayor or ceremonial mayor system, the mayor has appointing power for department heads but is subject to checks by the city council, sharing both executive and legislative duties with the council. This is common for smaller cities, especially in New England. Charlotte, North Carolina and Minneapolis, Minnesota are two notable large cities with a ceremonial mayor.

## **In Australia**

On Australian councils, the Mayor is generally the member of the Council who acts as ceremonial head at official functions, as well as carrying the authority of Council between meetings. Mayoral decisions made between meetings are subject to Council and may be confirmed or repealed if necessary. Mayors in Australia may be elected either directly through a ballot for the position of Mayor at a local-government election, or alternatively may be elected from within the Council at a meeting in September.

### **In Germany**

In Germany local government is regulated by state statutes. Nowadays only the mayors of the three city-states (Berlin, Hamburg and Bremen) are still elected by the respective city or community council. In all the other states the mayors are now elected directly by the EU citizens living in that area. The post of mayor may be said to be a professional one, the mayor being the head of the local government, and requiring, in order to be eligible, a training in administration.

### **In Italy**

In Italy the mayor is called sindaco, or informally "first citizen". Every municipality has its mayor who represents the local government. The mayor is elected every 5 year by the inhabitants of the municipality. In Italy, the sindaco is the president of the "Consilium of the municipality". The mayor can write laws, but those must be approved by the "Consiulium". He/She can also declare the "emergency state" during natural or human calamities. On official and formal occasions the mayor must wear a tri-color band (green, white, red) which is the badge of the Mayors.

### **Conversation**

**Task 6** *Work in groups and elaborate short presentations of the institution you are working for. Use the specific vocabulary mentioned above.*

## Session 2.2. Snail-mail/E-mails

### **Specific Objectives:**

- know and be able to use specific vocabulary and structures of letters and e-mails
- be able to exchange letters and e-mails
- develop reading and writing skills on mail and e-mail

**Timing:** 180 min

**Method:** Class Activities, Testing, Work in Teams

### **Snail mail**

Writing without thinking is like shooting without aiming.

*Arnold Glasow*

**Task 1** According to the management gur Henry Mintzberg, even in the age of the electronic office most of still spend a third of our time tied to our desk – doing routine paperwork. *What kind of documents cross your desk in a typical day? Write the document type below.*

_____	_____
_____	_____
_____	_____
_____	_____

**Task 2** Different managers are talking about paperwork they have to do. *Complete what they say below by writing in the documents they are referring to:*

forms	copies	memos	letters	invoices	report	figures	mail	post-it
contracts								
receipts	questionnaires	record	diagram	trade	journals			

- a The first thing I do when I get into the office is get myself a coffee and check the morning \_\_\_\_\_ .
- b Whenever I have important \_\_\_\_\_ to write, I usually draft them several times before finally sending them.
- c One thing I can't stand is filling in \_\_\_\_\_ - they never give you enough space to write your answers!
- d I try to read as many \_\_\_\_\_ as possible – just to keep up with what's going on.
- e I work in the legal department, so that means a lot of drafting and drawing up of \_\_\_\_\_.
- f I work for a design firm, so I often find myself faxing \_\_\_\_\_ of plans and \_\_\_\_\_ .
- g I have to keep a \_\_\_\_\_ of all my expenses, so I always ask for \_\_\_\_\_ - I have a pile by the end of the month!
- h I try to settle \_\_\_\_\_ as quickly as possible, but I query them immediately if the \_\_\_\_\_ don't add up.
- i I used to circulate \_\_\_\_\_ to other people in the department, but these days I just e-mail them on the Intranet or stick a \_\_\_\_\_ on their desk.
- j In my job I have to construct market research \_\_\_\_\_, which usually means putting together some kind of \_\_\_\_\_ afterwards.

**Task 3** *Do you ever get business letters – or is it all e-mails these days? Do you think people take more notice of a formal letter than an e-mail? Put the following **advice** in the right order. Is it good advice?*

Before you write your next business letter:

- up on discussions for confirmation purposes



- must ask: is a letter necessary? There are many
- failed. They are necessary when it is
- record of something. They are necessary to follow
- call may be the better
- there is an important question you
- solution. Letters are necessary
- occasions when a face-to-face
- when face-to-face discussions have
- meeting or a telephone
- important to have a permanent



#### **On line resources:**

##### **The Key Forms of Business Writing: Basic letter**

<http://www.youtube.com/watch?v=l2txr6OY5dY>

<http://www.youtube.com/watch?v=AxFs5zeRBn0&feature=related>

##### **Written communication – work skills / letters/ emails**

<http://www.bbc.co.uk/worldservice/learningenglish/work/workskills/wsu1.shtml>

## **E-mail**

When you write a letter, you take care over your words.

Why is it that when we send an e-mail we just write down any old nonsense?

and press send and then hope for the best ½.

*Lucy Kellaway, Financial Times*

**Task 1** *A business email can be written like a formal letter or like a spoken conversation. What kind of email do you usually write in your own language?*

**Task 2** *How you address someone depends on your relationship to them. Write the correct endings for the email greetings. Use these words.*

best   sincerely   wishes   faithfully   regards

1 Dear Sir / Madam,   2 Dear John,   3 Hello / Hi John   4 Dear Ms Smith,   5 John,  
 Yours \_\_\_\_\_   Kind \_\_\_\_\_   All the \_\_\_\_\_   Yours \_\_\_\_\_   Best \_\_\_\_\_

**Task 3** *Complete the table of informal expressions and their formal equivalents. Use these words.*

regret   require   obtain   request   further   consider   enquire   opportunity

Informal or conversational	Formal written
I'm sorry I couldn't take your call.	I apologise for not being able to take your call.
I'd like to <b>ask about</b> ...	I would like to 1 _____ about ...
I'm calling to <b>ask for</b> a copy of	I am writing to 2 _____ a copy of ...
We <b>need</b> more background information on ...	We 3 _____ more background information on...

She'll <b>get back to you</b> as soon as she can.	She will <b>respond / reply</b> as soon as possible.
I hope you'll <b>think about</b> our offer.	I hope you will 4 _____ our offer.
Let us know how you <b>want</b> to proceed.	Let us know how you <b>wish</b> to proceed.
<b>I'll try</b> to arrange a meeting for next week.	<b>I will attempt</b> to arrange a meeting for next week.
It may be difficult to <b>get</b> permission from...	It may be difficult to 5 _____ permission from ...
We're looking forward to <b>working</b> with you on ...	We are looking forward to <b>co-operating</b> with you on ...
<b>I'm afraid</b> I haven't been able to ...	I 6 _____ that I have not been able to ...
The attachment <b>seems</b> to be missing.	The attachment <b>appears</b> to be missing.
I hope we'll have <b>a chance</b> to...	I hope we will have an 7 _____ to ...
Has there been any <b>more</b> progress on...?	Has there been any 8 _____ progress ...?

**Task 4** Make this mail to Johann Wetz more informal. Change the words in *italics*.

Dear **Mr Wetz**

I would like to **apologise** for the delay in **responding** to you. I have been very busy and I **regret** that I have not yet **an opportunity** to look properly at the figures you sent me. However, my boss here, Brigit Schultz, has seen them and has **requested** more background information. She says that she **requires** this information **in order to** prepare her report to the board. If you **wish to discuss this further**, please call me.

**Yours sincerely,**

Sylvia



**On line resources:**

**How to Write a Formal email**

<http://www.youtube.com/watch?v=9KTXjWHrQFM&feature=related>

**E-mail**

[http://www.youtube.com/watch?v=yDkLz0RS\\_PU&feature=related](http://www.youtube.com/watch?v=yDkLz0RS_PU&feature=related)

<http://www.youtube.com/watch?v=ItYeRrhNWdM&feature=relmfu>

<http://www.youtube.com/watch?v=IDbNB9Gmeeg&feature=relmfu>

**E-mail Etiquette**

<http://www.youtube.com/watch?v=xsl9KyJir1Q&feature=related>

- **Vocabulary Builder:**  
**A Case Study: Architectural officer**

*Liam completed a BSc Architectural Technology at Napier University and is now an architectural officer with South Lanarkshire Council.*

I definitely feel my degree contributed to the success of my application and certainly put me ahead of any candidates with an education level up to HND.

During the Graduate Development Program at South Lanarkshire Council I was able to further develop the skills required in my working environment. Including, for example, carrying out functions such as presentations and meetings.

This gave me a firm knowledge base, and one on which I can continue to build through the years. The council is willing to send employees on any relevant or necessary training to ensure they are up to speed on all current regulations and design technology. I feel I have greatly benefited from this.

I undertake a range of roles in my job and regularly produce feasibility, sketch design, detail design and production information drawings, throughout the different stages of the projects I work on.

I chair design team meetings along with occasional presentations to clients and give walk-rounds on site. I also survey existing buildings if no drawings currently exist, or if I want to check existing drawings are correct. Email correspondence forms a large part of my duties and it is helpful in terms of keeping records of the queries that I deal with on a daily basis.

A key requirement for this job is good communication skills, as chairing meetings, presenting designs to clients/directors and liaising with the clients, design team and contractors is all part of the weekly routine.

Learning how to plan ahead, set achievable deadlines, and meet them, are all important aspects of the job. Having a good all-round knowledge of construction is paramount, as the architectural officer is the direct contact for all client, contractor and design team queries.

As design software is continually changing, the need to stay up to date and be proficient in the most current software is vital.

As a result of the current economic climate there have been several small changes to how the service is run as a whole but no noticeable changes to the way I work to date.

I continue to progress with my current projects both at design stage and under construction with several projects in the pipeline. It is uncertain at this stage how or if the economic situation will impact on future projects.

My best advice is to join a specialist recruitment agency to increase the chances of finding work and to get in touch with as many employers as possible. Times are hard at the moment and I see people opting for further education, hoping things will be better at the end. It is important to 'go the extra mile' and you can demonstrate that through your degree results and by being pro-active during the summer breaks so there are no gaps in your CV. Preferably, finding relevant part-time employment in the field you are pursuing.

**Task 1** – Explain Liam's experience at South Lanarkshire Council.

**Task 2** – Practice speaking about your experience in the beginning at your present job.

**Task 3** – Scrutiny acts within Cambridgeshire County Council as a watchdog for this council, challenging the cabinet and the senior officers to make sure that the council is doing its best by the people of Cambridgeshire.

Work in groups and comment on James Hennessey's first experience within the public sector as a volunteer scrutiny officer.

**Case study: James Hennessey (Volunteer Scrutiny Officer)**

Finding work experience within the public sector is difficult at the best of times. So when I was offered a fortnight of voluntary work at the heart of local government, I jumped at the opportunity.

Within Scrutiny the scope for variety is very broad. So my first day was all about negotiating with my line manager which service area would be the focus of my placement. A volunteer could potentially gain experience in public finances (Corporate Services Scrutiny), in youth provision (Children and Young People's Scrutiny), in environmental issues (Environment and Community Services Scrutiny), or in healthcare (Health and Adult Social Care Scrutiny).

My own preference was to work on a project focusing on the Scrutiny function itself. This project required working closely with both the Scrutiny team and gave me a wide experience of the council as a whole.

I was keen to be given responsibility early on, and my line manager was very accommodating in that respect. I was encouraged to chair meetings, give presentations, and attend high-level committee sessions involving elected members.

It was particularly rewarding to have started and finished a mini-project of my own during my time in Scrutiny. The volunteer scheme with which this 'case study' is now associated with on the Council's website is the result of two weeks close planning and development.

Having contributed to the beginnings of the volunteer scheme, I really hope that others will gain the benefits it offers – an engaging, flexible, challenging experience of the public sector. From my own perspective, I found everyone at the Council to be friendly, helpful, and enthusiastic about delivering public service. My experience of working with the Council was tremendously positive.

[http://www.cambridgeshire.gov.uk/council/democracy/overviewandscrutiny/involved/volunteer\\_JH.htm](http://www.cambridgeshire.gov.uk/council/democracy/overviewandscrutiny/involved/volunteer_JH.htm)

**Task 4** – *“The Civil servant's cake is modest but secure”*, as the old Swedish saying goes. Is the security of employment any longer a competitive factor after the restructuring of administration and personnel cuts?

**Task 5** – Discuss in groups. *How to recruit the best individuals and how to improve the*

## **recruitment process in public sector?**

Every organisation aims to recruit the best individuals. In public organisations, high quality personnel are crucial in retaining effectiveness and quality, as well as the confidence of citizens. The public sector would be more attractive as an employer if it were considered to possess competent and effective staff. Some countries have problems in recruiting the highest calibre management or in providing the top civil service with the highest quality of professionalism.

### **The following issues may be taken into consideration:**

□□ What are the most effective and successful ways to attract young graduates from universities? Recruitment procedures are being developed to attract young people today for the public service tomorrow. Recruitment through electronic communication (e-recruitment) is a new way to achieve this goal. Electronic pools are already now in use in some countries, *e.g.* Denmark and Portugal. The visibility of agencies should also be improved to make their activities known to students.

□□ How to develop systems to appoint the most qualified persons to managerial posts (as well as to other posts) in order to increase the professionalism in management and leadership?

□□ What are the strategies to appoint more female managers and how are they carried out in practice?

□□ What is the impact of internationalisation and globalisation? As a result of increased movement between countries, the possibility to recruit immigrants is a current issue. In the European Union, for example, citizens have free access to work in all EU member countries.



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