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CIP - Kataložni zapis o publikaciji  
Narodna in univerzitetna knjižnica, Ljubljana

811.111(075.8)(076)

DANKO, Manica

English language skills for students of administrative sciences / Manica Danko and Vida Zorko ; in collaboration with Rachel Lindner. - 2. ponatis 1. popravljene in dopolnjene izdaje. - Ljubljana : Fakulteta za upravo, 2021

ISBN 978-961-262-114-8

COBISS.SI-ID 73856771

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## **ENGLISH LANGUAGE SKILLS FOR STUDENTS OF ADMINISTRATIVE SCIENCES**

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Oblikovanje in priprava za tisk:	Dean Zagorac, s. p.
Tisk:	Litteralis, d.o.o., Ljubljana
Naklada:	200 izvodov
Natis:	2. ponatis 1. popravljene in dopolnjene izdaje, Ljubljana, 2021
Cena	12 EUR

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Manica Danko and Vida Zorko  
In collaboration with Rachel Lindner

# **English language skills for students of administrative sciences**

Ljubljana 2021





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## Acknowledgements

We would like to express our sincere gratitude to Rachel Lindner, MA EdTech & TESOL, Lecturer and Coordinator of English for International Business Studies at the University of Paderborn for her professional support. Her assistance and guidance during the process of writing were invaluable.

We would also like to thank Violeta Jurkovič, PhD, Associate Professor at the University of Ljubljana, Faculty of Maritime Studies and Transport, and Saša Podgoršek, PhD, Lecturer at the University of Ljubljana, Faculty of Arts, for their review and thoughtful comments.

## About the coursebook

*English language skills for students of administrative sciences* is a coursebook for first-year students of Public Sector Governance and Administration study programmes at the Faculty of Public Administration, University of Ljubljana. Students' entry language proficiency level can be broadly estimated at B1 to B2 according to the Common European Framework of Reference for Languages. It is designed for an 8 ECTS on site course with supplementary self-study online activities in the virtual Moodle classroom.

The coursebook design was informed by an extensive needs analysis conducted with students, graduates and teaching staff of the Faculty of Public Administration at the University of Ljubljana. This determined the discipline-specific English language competences and transferable skills required for academic success and effective performance in the workplace. The course goals and the expected learning outcomes were defined on the basis of these findings. The materials were piloted in class for two years, which helped in the fine-tuning of the coursebook.

The coursebook units are skills-based with explicitly stated learning objectives at the beginning of each unit. Each unit provides a meaningful context for the development of the four language skills using various authentic text, video and audio sources. The coursebook follows a sequence of progression from the unknown to the known and from the simple to the complex. It also serves as a workbook for students to write in notes and answers for their reference and study.

**Manica Danko**, MA TESOL, Lecturer

**Vida Zorko**, MA EdTech & TESOL, Lecturer





# UNIT 1

## English learning strategies



### Unit objectives

#### By completing this unit you will

- ➔ be able to speak about your English learning needs
- ➔ learn new strategies to improve your English

You have just become a student at the Faculty of Public Administration at the University of Ljubljana. English is one of your mandatory courses in the 1<sup>st</sup> year and an elective course in the 2<sup>nd</sup> year of your study. Work with a partner and make a quick list of things that are involved in learning a language.

If you want to learn a language you have to .....

.....

It's a good idea to .....

.....

You can .....

.....

### Speaking about learning English

- 1 Work in pairs. Tell your partner about your experience of learning English. Complete the table together using the prompts below.



	YOU	PARTNER
What is, for you, the best way of learning English?		
Is English a difficult or easy language to learn? Why (not)?		
What opportunities do you have to speak, read, write, watch or listen to English in everyday life?		
What has been your best English language learning experience so far?		

# 1

2 Choose one significant point from your discussion and tell the class.

3 You are going to listen to teachers and students from around the world talking about what they think is challenging about learning English. Listen and take notes to summarise what each speaker has said.



Speaker 1 .....

.....

Speaker 2 .....

.....

Speaker 3 .....

.....

Speaker 4 .....

.....

Speaker 5 .....

.....

Speaker 6 .....

.....

Speaker 7 .....

.....

Speaker 8 .....

.....

Speaker 9 .....

.....

4 Do you find any of the things that the speakers mention challenging? To what extent do you (dis)agree with them?

## Strategies to improve your English

5 How can you improve your English? Add your suggestions.

## Strategies to improve your English

### Vocabulary

Keep a record of new vocabulary in a notebook. Include words and phrases.

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### Understanding others

If someone is talking too quickly, ask them politely to speak more slowly.

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### Speaking

Use any chance you have to speak in English, e.g. in class, online, with an English-speaking person.

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### Writing

Make a record of useful expressions and try to incorporate these whenever you can.

---

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### Reading

Pick an online newspaper of your interest and read news daily.

---

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6 Which strategies do you use most?

.....

.....

.....

7 You are going to watch a video in which Benny Lewis presents his language learning strategies. Write down the strategies he mentions.



.....

.....

.....

.....

8 Which of Benny Lewis's strategies do you find most appealing? Why? Add any strategies he mentions to the list above.



.....

.....

.....

.....

### What's next?

Choose a strategy from the list that you do not use regularly and try using it in the coming week.





# UNIT 2

## Managing new vocabulary



### Unit objectives

#### By completing this unit you will

- learn strategies to deal with new words
- learn to use online dictionaries

The word **administration** can mean several things. What meaning(s) do you know?

---

What do you do when you don't know or understand a word? Where do you usually look for the translation and meaning?

### Dealing with new vocabulary

- 1 You will see below some strategies for coping with unfamiliar words. Rank them from the most useful (1) to the least useful (5):

#### Strategies for coping with unfamiliar words

- ..... highlighting any unfamiliar words in a text
- ..... using dictionaries
- ..... looking for clues in the part of the text where the word appears
- ..... looking ahead in the text to see if the word is repeated with more explanation later
- ..... asking yourself whether the word is important for understanding the text and perhaps skipping it

- 2 Which of the strategies above would you use to explain **public administration** in this paragraph?

Public administration can be defined as the planning, directing and controlling of the operations of governments. It also refers to the study of government policy. Traditionally, it is regarded as the process of managing the government, that is, supervising it and ensuring that those in power meet the citizens' social and economic needs. Nowadays public administration also encompasses the active role in developing government policies. Specifically, it refers to the organisation, implementation and coordination of government activities.

## Using dictionaries

- 3 Watch the video on how to use a dictionary effectively and note down five pieces of advice the speaker gives to learners of English:



- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

Which advice do you find most useful? Why? Do you personally follow this advice?

.....

.....

.....

.....

- 4 Here is a list of word classes in English that you may find useful when using dictionaries. What are they called in Slovenian?

	Slovenian:	Examples:
noun	.....	: university, students, meal
adjective	.....	: economic, subsidised, special
verb	.....	: charge, apply, regulate
adverb	.....	: differently, already, constitutionally
preposition	.....	: in, at, from
conjunction	.....	: and, but, so
pronoun	.....	: it, her, themselves
article	.....	: a, an, the
interjection	.....	: ouch, wow, hmm

- 5 Google the Oxford English Dictionary. Look up the entries **administration**, **admin** and **administer**.



- a) What information about these words does the dictionary contain?

**administration** .....

**admin** .....

**administer** .....

- b) How many meanings does **administration** have? What are the Slovenian equivalents?

.....

- c) How many meanings does **admin** have? What are the Slovenian equivalents?

.....

- d) What does **administer** mean? What is the Slovenian equivalent?

.....

- 6 There are other free dictionaries available online (for example Dictionary.com, Merriam-Webster, Cambridge English, Macmillan Dictionary, etc.). Look up the word **administration** in three of them and compare the features they offer. Think about which dictionary is most useful and why.



.....  
 .....  
 .....  
 .....

- 7 Evroterm is a free vocabulary database that was compiled in the course of preparing the Slovenian version of legal acts of the European Union. Look up the word **administration** in Evroterm. What features does it offer to users? How are they useful?



#### EVROTERM

Multilingual terminology database

EVROTERM

EVROKORPUS

EUR+Lex

TERMINATOR

DICTIONARY

.....  
 .....  
 .....  
 .....

## Using collocations

Collocations are word combinations that are commonly used together. For example, we say 'I did an activity'. The verb-noun combination 'to do an activity' is a collocation. Note that it is incorrect English to say 'I made an activity'.

- 8 Go to the Online Oxford Collocation Dictionary and find other collocations with **activity**. Make a note of them.



.....

.....

.....

.....

- 9 In the same dictionary study the entry **government** and find the collocations for:



manjšinska vlada .....

odstaviti vlado .....

vlada nastopi funkcijo .....

organ vlade .....

vladna politika .....

trenutna vlada .....

### What's next?

Use an online dictionary to help you do the Moodle activities for Unit 2.





# UNIT 3

## Defining terms and concepts



### Unit objectives

#### By completing this unit you will

- be able to form written definitions of terms
- be able to explain terms in professional spoken communication

What have you learned about **public administration** in other courses so far?

.....



Watch a video lecture. What definition does the lecturer use to explain the term **public administration**? Make notes.

.....  
.....  
.....

### Formulating definitions

1

Pick five public services from the list below and write their definitions using the prompts in the table. Use online resources such as online dictionaries, Google search, Wikipedia, Evroterm etc. for help.



- |                          |                       |                      |
|--------------------------|-----------------------|----------------------|
| electricity              | postal service        | social services      |
| education                | public broadcasting   | telecommunications   |
| emergency services       | public library        | town planning        |
| environmental protection | public security       | transportation       |
| gas and oil              | public transportation | waste management     |
| health care              | public housing        | water supply network |
| military                 | state schools         |                      |

Basically, ...		is...
Generally, ...		can be defined as...
Generally speaking, ...	<i>public service</i>	can broadly be described as...
Essentially, ...		is the process of...
		is regarded as...
		refers to...
		encompasses...

Example: *Generally, education is regarded as the process of learning or teaching, usually in a school, college or university, or the knowledge gained as the result of this process.*

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**2** Look again at the definition of **public administration** from Unit 2. Underline the phrases used to define the term. The first one has been done for you.

Public administration can be defined as the planning, directing and controlling of the operations of governments. It also refers to the study of government policy. Traditionally, it is regarded as the process of managing the government, that is, supervising it and ensuring that those in power meet the citizens' social and economic needs. Nowadays public administration also encompasses the active role in developing government policies. Specifically, it refers to the organisation, implementation and coordination of government activities.

## Explaining terms to the public

**3** Have you ever been to an administrative unit? If so, for what purpose?

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### What's next?

Use the phrases for defining terms to do the glossary activity in Moodle.





# UNIT 4

## Understanding what you read



### Unit objectives

#### By completing this unit you will

- learn to apply reading strategies
- be able to extract the main info from the text

What strategies do you use to read English-language texts?

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### Active reading

Active reading is purposeful reading, i.e. you read with the aim of understanding something. There are two widely used techniques to help you accelerate your reading and improve your understanding of a text: skimming and scanning.

#### a) Skimming

When you skim, you read a text very quickly to identify its main idea(s) (i.e. the gist of the text). You don't read everything. Details can be looked for later.

#### How to skim:

1. Read the title and the introduction of the text or an abstract/summary (if there is one).
2. Skim through subheadings, bolded text, pictures, graphs ...
3. Read the conclusion.
4. The first three points should give you a global understanding of what the text is about. Then quickly read the paragraphs to find the main idea in each, without looking for all the details.

- 1 Skim the BBC article below and write the main idea (the gist) of the article in one sentence.

### Men 'less likely to claim benefits than women' in Wales

Men are now less likely to claim out-of-work benefits than women in Wales, in contrast to the situation four years ago, according to a think tank. The ratio of men claiming went from one in six to one in nine from 2012-2016, staying at about one in eight for women. The Bevan Foundation said it was unclear whether it was due to tighter eligibility or people finding work. The Department for Work and Pensions said 70,000 people in Wales found work in the period and 48,000 were women.

Charity Chwarae Teg said women still faced "a multitude of barriers" preventing them from taking up jobs. The report by the Bevan Foundation, based on official statistics, looked at changes in the patterns of benefit claims over a period when unemployment fell across Wales and the UK. The study found wide disparities with 16.2% of people in Blaenau Gwent - one in six - claiming out-of-work benefits, more than twice the 7.5% rate for neighbouring Monmouthshire. But the largest drop in claimants had been in areas most reliant on state support, such as Blaenau Gwent. Overall, the number claiming fell by more than 60,000 - from 276,660 in 2012 to 216,240 in 2016.

Lucy Williams, the Bevan Foundation's policy and research officer, said: "What we don't know is whether this drop nationally and at the local authority level is due to more people finding suitable employment or due to barriers to accessing some out-of-work benefits such as stricter assessment criteria for Employment and Support Allowance. What the data doesn't tell us is why the demographics of those claiming out-of-work benefits have changed over five years with a significant reduction in male claimants but less so for females, resulting in more women claiming out-of-work benefits than men."

There were also 14% fewer households claiming working tax credits and 7% fewer claiming housing benefits since 2012. "Our welfare reforms are supporting people to find and stay in employment and we know that during this period 70,000 more people in Wales found work, of which the vast majority were women," a DWP spokesman said.

Cerys Furlong, chief executive of Chwarae Teg, said: "It is often more difficult for women to return to work than it is for men, as they tend to shoulder more of the burden of additional responsibilities such as childcare. Very often women are forced to choose between low paid, part-time or unstable employment or remaining out of work."

Source: BBC News (online) *Wales Politics, Men 'less likely to claim benefits than women' in Wales*, <http://www.bbc.com/news/uk-wales-politics-40878242>, (accessed 18 June 2018)

Begin your gist sentence like this:

The article

is about ...  
deals with ...  
reports on ...  
outlines ...  
discusses ...

## b) Scanning

When you scan a text, you only look for specific facts or items of information (figures, names, dates ...) without reading everything.

### How to scan:

1. Look at the structure of the text very quickly (title, headings, subheadings, paragraphs...).
2. Pay attention to years, statistics, names...
3. Locate the information you are looking for.
4. Read the accompanying text around the information you are looking for (sentences before and after).

**2** Scan the text above to find:

- a) the period of time the text deals with .....
- b) how many women found work in this period .....
- c) what is notable about the area Blaenau Gwent .....
- d) what percentage of households claimed working tax credits in this period .....
- e) the person working for the Bevan Foundation .....

**3** First skim the text below and tell your partner what it is about. Then scan the text to find:

- a) what Slovenia's system of public administration is based on .....
- b) the number of civil servants in Slovenia .....
- c) an example of the limitations of public servants .....
- d) which legal document defines salaries in public administration .....
- e) if unfavourable working conditions are remunerated .....



### Public Administration in Slovenia

Employees in the public sector are known as public servants. In Slovenia, public servants are defined by the Wage System Act to include teachers, doctors, employees in central and local governmental bodies, in public agencies and public institutes. There are around 158,000 public servants in total, 35,000 of whom work in Central Public Administration. This consists of government ministries, bodies within ministries, governmental offices and administrative units. The Public Employees Act (PEA) which entered into force in 2003, defines public servants in central and local governmental bodies as officials (they carry out tasks for the public) and professional-technical workers (they perform the supporting tasks). Ministries are led by a minister who is politically appointed, as are the state secretaries who advise the ministers.

The PEA defines the principles, values, rights and obligations of public employees. These include: the principle of equal access, legality, professionalism, honourable conduct, non-acceptance of gifts, confidentiality, responsibility for results, diligence in the performance and protection of professional interests. In 2001, the Slovenian central government adopted the code of conduct for public servants. There are also codes of conduct for particular professions and fields of work, e.g. for nurses. The PEA also provides the legal foundation for the limitations and duties imposed upon public servants with respect to receiving gifts. Article 100 of the PEA defines activities and work that are not compatible with the work of public servants and also defines the sanctions for breaking these rules. For example, officials may not undertake activities that affect the impartiality in the workplace or that are harmful to the reputation of the public institution that the public servant works for. Officials that hold positions such as director-general, secretary-general, the principal of a body within a ministry, the principal of a government office, the principal of an administrative unit and the director of municipal administration (municipal secretary), may not perform any activities that aim to make a profit, with the exception of activities in the field of science, research, education, art, journalism and culture.

The Public Sector Wage System Act regulates the stipulation, calculation and payments of salaries and the amount of funds assigned to them. It also defines the procedure for altering the ratios between the wage groups and wage sub-groups in the public sector. In short, the Act sets out the common basis for the public sector wage system, such as the principle of equal pay for positions with comparable functions and rights and the transparency of the wage system and wage incentives. Positions are evaluated using a common methodology according to the following criteria: level of difficulty of the tasks or entry requirements to the position; level of skills required (professional qualifications, additional skills and experience); competencies and responsibility of the position; physical and mental exertions related to the position; environmental impact of the position.

Following these criteria, each position is classified into one of 65 salary categories, which determines the basic salary. In addition to the basic salary, there are performance-related bonuses (2 months of the basic salary annually + additional bonus for extra workload agreed between public servant and superior that shall not exceed 50% of public servant's basic salary). On the other hand, the aforementioned



Act reduced salary bonuses from 80 to 8 (position, seniority, mentorship, specialisation and academic qualifications, a bonus for bilinguality, disadvantageous working conditions, dangers and special burdens, overtime and night service). The working week for Slovenian public servants is 40 hours. Paid annual holidays are minimum of 4 weeks. Maternity leave is one year. There is also special leave for parents with children between the ages of 3 and 6, to reduce their working day to between 4 and 7 hours instead of the normal 8 hours.

Adapted from: Eurostat (2016) *Public employment – Slovenia*,  
[http://ec.europa.eu/eurostat/statistics-explained/index.php/Public\\_employment\\_-\\_Slovenia](http://ec.europa.eu/eurostat/statistics-explained/index.php/Public_employment_-_Slovenia),  
(accessed 1 September 2017)

4

Use the skills for dealing with new vocabulary that you learned in Unit 2 to find the meaning of words you don't understand in the text above.

### What's next?

Use the skimming and scanning strategies to read and summarise the text in Moodle.







# UNIT 5

## Analysing and writing paragraphs



### Unit objectives

#### By completing this unit you will

- ➔ learn to recognise paragraph structure
- ➔ be able to structure paragraphs
- ➔ be able to write coherent paragraphs

Look again at the text **Public Administration in Slovenia** in Unit 4. What words and phrases are used to link the sentences in each paragraph?

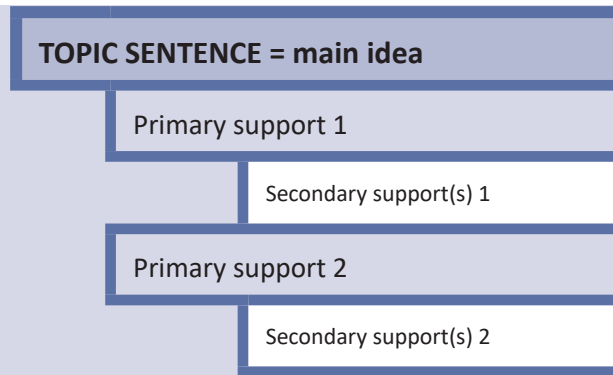
The text below was originally written in three paragraphs. Can you identify them?

Blowers and Pain<sup>1</sup> see the following aspects to the issue of sustainable cities: the environmental, the social and the aspect of governance. The environmental aspect helps to reveal how cities struggle with consequences of pollution and how they destroy the environment locally as well as globally. The growth of Chinese cities, for example, means increasing air pollution and the lack of clean water supply locally, and an increase in pollutant gas emissions affecting the rest of the world. Globally China's output of carbon dioxide is 11 percent and of methane as high as 15 per cent<sup>2</sup>. Next, the social aspect highlights a very uneven relationship between the North and the South causing environmental degradation. Rich developed countries such as Germany have more financial resources, can afford less polluting industry and they can recycle better. On the other hand, there are developing economies of the South such as China that have also taken part in the neo-liberal game and want to catch up. Cities in such countries are primarily concerned with economic development and growth to secure their economic position on the local and global market, and with neo-liberal philosophy a sustainable production does not come first. Per capita consumption is increasing at a fast rate<sup>3</sup> which means more industrial pollution. Although polluting industry moves from large cities to smaller ones, the situation is not promising because 'China now has five of the world's ten cities with the highest levels of pollution; and river systems and rural land are contaminated'<sup>4</sup>. Thus, the attempt to achieve greater economic prosperity and higher standard of living excludes sustainability. The third is the aspect of governance. It helps to show that social disorder is one of the key problems in sustainable development of cities. Those who govern cities usually have to follow the imperatives of the market economy in their policies. This results in the creation of disconnections of certain parts of the city and connection of others. Mexico City is an example where results of such disconnections are seen in the separation of rich and poor areas. The rich live in expensive parts of the city, the poor are marginalized in shantytowns that are places of social disorder and not places where global connections would be formed. These connections flow through the rich parts of the city. The separation of the rich and the poor zones also creates traffic disorders and, consequently, pollution. In the valley of Mexico more than 75 per cent of the pollution of the air is result of transport<sup>5</sup>. To reduce it, governance of the city and between the cities should encourage different urban development.

## Paragraph structure

A paragraph is a group of sentences that develop a single topic. It consists of the topic sentence and supporting sentences. The **topic sentence** signals the main idea of the paragraph. It is generally the first sentence of the paragraph. **Supporting sentences** explain, give examples and provide detail and evidence for the idea presented in the topic sentence. The **closing sentence** is the last sentence in a paragraph. It concludes the ideas discussed in the paragraph and may serve as a link to the next paragraph.

There are two types of supporting sentences: primary and secondary supports. Primary supports directly support the topic sentence while secondary supports support primary supports. Here is what a paragraph looks like:



- 1 Underline the main idea of this paragraph.

In order for a town or city to become a slow city, there are some criteria they need to fulfil. First, the population of the town needs to be fewer than 50,000. Obviously, a large capital city cannot become a slow city. Secondly, people should use local products. Slow cities do not transport their food and products from the other side of the country. Of course, it is not enough to eat locally-grown foods; these should be organic too. Thirdly, traditional architecture should be protected. In other words, people should look after old and traditional buildings. Next, traditional arts and crafts should be encouraged. These should be displayed and sold in small shops. Another criterion is that pollution should be prevented and air quality should be improved. This is done through reducing traffic and using alternative energy sources. Last but not least, slow cities should of course encourage slow food restaurants.

Source: One Stop English (2016) *EAP for the 21st century learner*, Macmillan Publishers Ltd.

- 2 Look at the highlighted sentences and decide whether they are primary (PS) or secondary support (SS).

In order for a town or city to become a slow city, there are some criteria they need to fulfil. First, the population of the town needs to be fewer than 50,000. Obviously, a large capital city cannot become a slow city. Secondly, people should use local products. Slow cities do not transport their food and products from the other side of the country. Of course, it is not enough to eat locally-grown foods; these should be organic too. Thirdly, traditional architecture should be protected. In other words, people should look after old and traditional buildings. Next, traditional arts and crafts should be encouraged. These should be displayed and sold in small shops. Another criterion is that pollution should be prevented and air quality should be improved. This is done through reducing traffic and using alternative energy sources. Last but not least, slow cities should of course encourage slow food restaurants.

- 3 Find primary and secondary supporting sentences and underline the closing sentence.

There are three reasons why Slovenia is a desirable country to live in. First, Slovenia has a very good health care system. All Slovenians have access to medical services in a reasonable time and price. Second, Slovenia has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Slovenian cities are clean and efficiently managed. They have many parks and lots of space for people to live. As a result, most Slovenians are satisfied with the quality of life and relatively few emigrate to other countries.

### Linking words and phrases

Sentences in a paragraph are connected with linking words (but, and, therefore, ...). They are also used to logically connect paragraphs to one another. Here is a table of common linking words/phrases organised into broad categories of meaning.

#### LINKING WORDS AND PHRASES

##### ORDERING

first of all, to begin with, firstly, secondly, thirdly, next, then, finally, last but not least

##### ADDITION

and, and then, also, in addition, moreover, furthermore, besides, next

##### COMPARISON

in the same way, likewise, similarly

##### CONTRAST

but, however, nevertheless, in contrast

##### CONDITION

if, unless, when, whether

##### EMPHASIS

certainly, indeed, in fact

##### TIME SEQUENCE

eventually, in the past, last, simultaneously, subsequently, then

##### STATING THE OBVIOUS

obviously, of course, naturally

##### EXAMPLE or ILLUSTRATION

for example, for instance, in other words, such as, to illustrate, namely, that is, specifically

##### CAUSE AND EFFECT

therefore, thus, consequently, hence, as a result, so

##### SUMMARY

in summary, in short, on the whole, to sum up, to conclude

# 5

4 In the paragraph in task 1 above (paragraph structure), underline any links that show relationships between the sentences.

5 Fill in the gaps with the correct links.

a) The majority of MPs supported May as their leader. \_\_\_\_\_, she became prime minister.

- 1) Therefore                      2) In contrast                      3) On the whole

b) Environmental degradation had been a serious problem in this region for several years. \_\_\_\_\_, it was solved by cooperation of all stakeholders.

- 1) In the future                      2) Eventually                      3) Furthermore

c) Citizens often do not know how public money is spent. \_\_\_\_\_, they are frequently not aware of projects taking place in the area where they live.

- 1) Unless                      2) But                      3) Moreover

d) This process offers an opportunity to improve employees' workplace. \_\_\_\_\_, they see it as positive and highly motivating.

- 1) As a result                      2) Then                      3) However

e) The person's behaviour influences his or her environment. \_\_\_\_\_, the environment affects the person's behaviour.

- 1) In short                      2) Likewise                      3) In fact

6 Look at the paragraph in task 1 and design its outline with the topic sentence and key words for primary and secondary supports.

<b>TOPIC SENTENCE =</b>	
<b>Primary support 1 =</b>	
	Secondary support(s) 1 =
<b>Primary support 2 =</b>	
	Secondary support(s) 2 =
<b>Primary support 3 =</b>	
	Secondary support(s) 3 =
<b>Primary support 4 =</b>	
	Secondary support(s) 4 =
<b>Primary support 5 =</b>	
	Secondary support(s) 5 =
<b>Primary support 6 =</b>	
	Secondary support(s) 6 =

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Look at the outline of a paragraph with the topic sentence **I deserve promotion** and key words for primary and secondary support.

<b>TOPIC SENTENCE =</b> <i>I deserve promotion.</i>	
<b>Primary support 1 =</b> <i>Experience</i>	Secondary support(s) 1 = <i>Working for 10 years in this position</i> <i>Mentoring young employees</i>
<b>Primary support 2 =</b> <i>Hard-working</i>	Secondary support(s) 2 = <i>Working extra hours</i> <i>Taking on challenges</i>
<b>Primary support 3 =</b> <i>Professional training</i>	Secondary support(s) 3 = <i>Attending seminars and workshops</i> <i>Obtaining university degree</i>

Now turn these key points into full sentences, adding appropriate linking phrases.

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### What's next?

Go through the materials that you covered in this unit again and then apply what you have learned to the paragraph writing activity in Moodle.







# UNIT 6

## Summarising



### Unit objectives

#### By completing this unit you will

- ➔ learn summarising skills
- ➔ be able to write English and Slovenian summaries of English texts

You have already learned to skim. Skim the article below and write its gist in one sentence.

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If you had to summarise the article in one paragraph, what information would you choose to include in your summary? Underline it in the text.

#### **UK rail fare rise ‘will force key workers to quit city jobs’**

Cost of commuting unfairly penalises public sector staff and part-time workers, warns union

Plans to hit rail commuters with the biggest fare rises in five years will force many key workers, including nurses and teaching assistants, to quit their jobs, the biggest public-sector union Unison warned on Saturday. Anger at the 3.6% increase to regulated fares, including commuter fares and season tickets, spilled over last week after it was revealed that the rises would come into effect in January. Transport groups protested at the growing cost of what many passengers regard as worsening services, while the industry claimed the rises were necessary to fund investment. Annual rises are based on retail prices index (RPI) figures for July, released by the Office for National Statistics.

Now there is mounting concern that public-sector workers, many of whom cannot afford to live in the large cities where they work because of the cost of buying and renting property, will find they cannot pay the cost of commuting to their jobs either. Unison’s head of health, Sara Gorton, said that housing costs, caps on public-sector pay and commuter fares have left many in a near-impossible position. “Wage freezes have penalised public-service employees who are struggling to keep up with rising costs, including housing. Increased rail fares will only make their situation worse,” she said. “The concern is that staff including nurses, cleaners and teaching assistants will be driven away from jobs in some cities. Some are already telling us they’re planning to quit. The situation in rural areas isn’t much better. Public transport often isn’t available and workers are priced out by

people moving in.” With the NHS already facing a recruitment crisis for nurses, ministers are under intense pressure to drop the 1% cap on their pay increases, due to continue until 2020, as staff shortages bite.

There were also renewed calls this weekend to help part-time workers who commute to work. Stephen Joseph, chief executive at Campaign for Better Transport, said his organisation was being contacted by an increasing number of people who worked part-time – many of them working mothers – who could not understand why there were no season tickets tailored to their needs. “We get bombarded with stories from people who work part-time but find it’s increasingly unaffordable to use the trains to commute to work,” Joseph said. “The current outdated structure of rail fares penalises them – they have to either buy a full-time season ticket or expensive peak day fares. Successive transport ministers have promised change; it was even in the Conservative 2015 election manifesto, but nothing seems to be happening. “We think the latest high rises will tip some people over the edge into either not working, changing jobs or moving house. The government needs to get a grip on this and introduce the flexible tickets for part-time workers they have kept promising.”

Louise Shevlane, a mother of two from Rainham, Kent, who works three days a week for a charity in London, said working mothers were finding the economics of such jobs ever more testing. Travelling from Rainham to Cannon Street station in London costs her just under £400 a month, the same as it does for a five-day-a-week commuter. “I have got so many friends in the same situation. I love my job but I think many people who earn less than I do will probably give up working because it simply is not worth it. It seems crazy that there is no season-ticket system for part-time workers. It is a problem that hits working mothers particularly, as so many work part-time.”

Rail unions staged protests last week at stations across the country, including ones in London, Manchester, Birmingham, Bristol and Glasgow. The RMT union claims rail fares have risen by about 32% in eight years, while average weekly earnings have increased by 16%.

Source: The Guardian (2017) *UK rail fare rise ‘will force key workers to quit city jobs’*, <https://www.theguardian.com/money/2017/aug/20/rail-fare-rise-force-key-workers-to-quit-public-sector-part-time>, (accessed 18 June 2018)

## Summarising texts

Summarising is the skill of recognizing the main ideas in written or spoken material and concisely formulating these ideas in your own words. If you can summarise effectively, you will understand and remember the original work you read and study more easily. When you write a summary, you leave out most examples and unimportant details from the original text.

- 1 Watch the video **How to write a summary** and list the qualities of good summarising.



### Qualities of good summarising:

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- 2 Write a summary of the text above in one paragraph following the guidelines from the video. Here are some phrases you can use:



#### Topic sentence:

The article ..... published by  
.....

is about ...  
deals with ...  
reports on ...  
outlines ...  
discusses ...

#### Supporting sentences:

First,            the author  
Next,  
Finally,

states...  
argues...  
points out...  
emphasises...

#### Concluding sentence:

To conclude, the article...

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d) Summarise the text in Slovenian.

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### What's next?

Use the same strategies to read and summarise the text in Moodle.





# UNIT 7

## Giving presentations



### Unit objectives

#### By completing this unit you will

- learn presentation skills
- learn the language used in presentations
- be able to deliver effective presentations

Giving a presentation in English can be challenging as you need to not only know specific vocabulary and phrases but also to have good presentation skills. What specific presentation skills can you think of? What are you already quite good at? What do you need to work on?

### Phases of the presentation

Most presentations consist of three phases: the opening, the main part and the close.

#### a) Opening

The opening or introduction to the presentation is very important because you want to catch the audience's attention and set the stage for your presentation.

- 1 There are some common opening elements that presenters use. Write the opening elements next to the examples in the table. The first one has been done for you.
  - a) state the objective of the presentation
  - b) give the length of your presentation
  - c) state the topic and content
  - d) introduce yourself/yourselves
  - e) use a hook to grab the audience's attention (e.g. dramatic statement, interesting fact, a question for the audience, a vivid example, a story)
  - f) list the key points
  - g) state the rules regarding when other people can speak
  - h) greet

		OPENING
<i>h</i>	<i>Element</i>	<i>Example</i>
<i>h</i>	greet	Hello. / Good morning, everyone. / etc.
		My name is... / We are...
		Did you know that 76% of Facebook users are women?
		Today I'd/we'd like to talk about...
		I'll/We'll be talking about 3 things: ...
		The aim of my/our presentation is to give/show/inform you...
		The presentation will take five minutes.
		There will be time for your questions at the end.

2 Listen to three presentation openings and tick the opening elements that you hear.



OPENING ELEMENT	1	2	3
greet			
introduce yourself/yourselves			
use a hook to grab the audience's attention (e.g. dramatic statement, interesting fact, a question for the audience, a vivid example, a story)			
state the topic and content			
list the key points			
state the objective of the presentation			
give the length of your presentation			
state the rules regarding when other people can speak			

3 Do you know the difference in meaning between the verbs in each example below? Complete the sentences by choosing the correct word.

- a) Today I'm going to ..... the three branches of power in Slovenia.  
1) represent    2) present    3) talk
- b) I would like to ..... that these aspects are extremely important.  
1) say    2) talk    3) speak
- c) My colleague and I will ..... about environmental deterioration in our region.  
1) talk    2) say    3) speak
- d) We will ..... why these processes are important a bit later.  
1) describe    2) talk    3) explain
- e) I would like to ..... you of the latest project developments.  
1) describe    2) present    3) inform
- f) Let me ..... myself. I'm Fiona Moss, member of the project team.  
1) present    2) introduce    3) represent







### c) Close

The close of the presentation is important because people remember longest what they hear last. So use this critical part well and leave the audience with your final message ringing in their ears. Here are some elements that are commonly used in closings.

CLOSE	
<i>Element</i>	<i>Useful phrases</i>
Tell them you have come to the conclusion	e.g. This brings me/us to the end of my/our presentation. Presenter's phrases: ..... .....
Summarise the key points	e.g. So to sum up, I've/we've talked about... Presenter's phrases: ..... .....
Give a clear concluding sentence	e.g. I/We believe that... (attention to these three areas will give you a greater chance of success). Presenter's phrases: ..... .....
Thank the audience	e.g. Thank you for listening. Presenter's phrases: ..... .....
Invite questions	e.g. Does anyone have any questions? Presenter's phrases: ..... .....



7

Listen to the presenter ending her presentation and write the phrases she uses in the table above.

8

Now use these elements and prepare the close of your presentation on the Slovenian government. Present it to your partner.




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### Body language

When presenting, your body language helps to connect with the audience, build credibility and support your message.

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Watch the video Top ten positive gestures and write down the advice the speaker gives on body language in presentations.




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### Visuals used in presentations

Visuals (PowerPoint slides, posters ...) will add power to your presentations. If well-designed, they will support your message, establish the logic of your presentation and tell the audience where you are in your presentation.

Here are some general guidelines to follow when designing your slides:

#### SLIDES DESIGN

- One slide = one concept
- Give each slide a title
- Use key words only – do not write full sentences unless you are quoting
- Do not use too many bullet points on a slide
- Font size: 26–32
- Use images that are relevant for the text, usually no more than one per slide
- Limited or no animation

- 10** Design three slides (the opening, the main part and the close) for your presentation of the Slovenian government.



## Preparing for success

At university, in the workplace and in other situations you will most likely have to deliver presentations of different kinds to different audiences – for example to students and professors, to teams, staff members and committees or to audiences at events such as conferences and meetings. The effectiveness of your presentation depends as much on preparation and practice as it does on communication skills. By carefully preparing and practising your presentation, you will control uncertainty, minimise nervousness and maximise success.

- 11** Read the six tips for a good preparation and then do the task below.

### Six tips for success in presentations

#### Prepare

Preparation is key to a winning presentation. Prepare your content and slides well ahead of the date of your presentation. Prepare responses to anticipated questions as well. This will leave you enough time to familiarise yourself with the content and for any revision. Experienced presenters often say that the key to successful presentations is knowing your material very well.

#### Practise

Familiarity with the material brings confidence, so most presenters practise their presentations first to themselves until they are confident. Then they record themselves, listen to any awkward spots and revise them. Next, they present in front of their colleagues, friends or family members. The number of times you practise is up to you, but it should be at least ten times.

#### Relax

There are many relaxation techniques to help you deal with the nerves. You can do yoga, meditate or visualise success, for example. You can also do simple breathing exercises before the presentation. Breathe in slowly, hold your breath a few moments, and then slowly exhale. Pick your favourite technique and use it to reduce nervousness.

#### Include questions to the audience

Your presentation will be more interesting if you include some questions to engage and guide the audience. The questions should lead them to the point you are trying to make. This will give you a break from talking, and will actively engage your listeners.

#### Do this

Before the presentation, make sure you arrive early. To avoid any unexpected problems, do the following: check the equipment in the room you are presenting in, set up the equipment if necessary, get the slides ready, think about where you will stand, prepare responses to anticipated questions, drink some water.

#### Don't do this

There are some things that will ruin your presentation and you absolutely want to avoid them. Don't speak too quietly – people have to hear you. Don't read your presentation. Don't talk to your group members during your presentation. Don't go overtime. Don't stand directly in front of the slides.

*Following these tips will immensely improve your chances of success.*

- 12 Present to the class one of the tips on a slide, following the slide design rules.



- 13 Watch a student delivering her presentation. What went wrong? List the mistakes.



A series of horizontal dotted lines for writing notes.

**14** Now watch the good version of the presentation and make notes about improvements.



A series of horizontal dotted lines for taking notes.



- 15 Look at the presentation feedback form below and tick the criteria you believe you are good at.

PRESENTATION FEEDBACK FORM			
		Yes / No	Comment
<b>Opening</b>	<ul style="list-style-type: none"> <li>greeted and introduced herself</li> <li>grabbed the audience's attention</li> <li>gave the topic and content</li> <li>listed the key points</li> <li>stated the aim of the presentation</li> <li>stated Q&amp;A rules</li> </ul>		
<b>Language</b>	<ul style="list-style-type: none"> <li>good grammar</li> <li>appropriate vocabulary</li> <li>good pronunciation</li> <li>fluent</li> <li>signposted the content</li> </ul>		
<b>Delivery</b>	<ul style="list-style-type: none"> <li>appropriate body language</li> <li>eye contact</li> <li>not read but SPOKEN</li> <li>confident</li> <li>persuasive</li> <li>understandable</li> <li>loud enough</li> <li>within the time limit</li> </ul>		
<b>Visuals</b>	<ul style="list-style-type: none"> <li>one slide = one concept</li> <li>a title on each slide</li> <li>key words only</li> <li>relevant key words</li> <li>key points coordinated with the speech</li> <li>font size: 26–32</li> <li>relevant images (one per slide)</li> <li>limited or no animation</li> <li>correct language and spelling</li> </ul>		
<b>Close</b>	<ul style="list-style-type: none"> <li>made it clear that she was coming to the conclusion</li> <li>summarised the key points</li> <li>gave a clear concluding sentence</li> <li>thanked the audience</li> <li>Q&amp;A</li> </ul>		

- 16** One of your peers will deliver their presentation on the Slovenian government in front of the class. Use the feedback form above for assessment.

### What's next?

You will prepare an in-class presentation as part of the course assessment. Follow the instructions in Moodle and integrate what you have learned in this unit.





# UNIT 8

## Using formal English



### Unit objectives

#### By completing this unit you will

- learn elements of formal writing style
- apply formal English to both written and spoken communications

Read these two texts and compare the style of writing.

Citizenship of the Republic of Slovenia may be acquired by origin, which means that a person may obtain citizenship of the Republic of Slovenia through his or her parents or at least one of them, provided that the parent is a Slovenian citizen at the time of the birth of the aforementioned person. However, citizenship of the Republic of Slovenia may also be acquired by naturalisation, i.e. on the basis of a prescribed period of actual and continuous residence in the Republic of Slovenia, provided that the person also meets all other conditions for admission to the citizenship laid down by law.

Source: Ministrstvo za notranje zadeve (online) Citizenship, Slovenia – Your new country, [http://www.mnz.gov.si/en/services/slovenia\\_your\\_new\\_country/citizenship/](http://www.mnz.gov.si/en/services/slovenia_your_new_country/citizenship/) (accessed 15 May 2018)

Basically, you're Slovenian if your parents are Slovenian. But you can also become Slovenian if you've lived long enough in Slovenia and can speak the language and other stuff.

### Formal versus informal writing

- 1 Watch the video Formal vs informal writing and list the elements of formal and informal writing style you hear.



INFORMAL	FORMAL

2 Compare the two texts above and identify the differences mentioned in the video.

3 Rewrite the text below using formal language.

If you want to get an awesome job, then, let's face it, you've gotta be really well prepared for the interview. Because those guys there will ask you lots of funny questions and you have to answer them right. So don't mess things up and start preparing for the interview ASAP.

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4 Look at the following extract from a student's essay on social change. The teacher commented on the highlighted sections of the essay. Match the sections (1–22) to the teacher's comments (a–k). Some comments refer to more than one section.

In the last fifty years, **1** we have witnessed **2** quite a lot of profound changes in **3** our society. **4** I think this is awful. The predictability, order and stability of the past era have eroded considerably. This has brought uncertainty to people but it has also created diversity and new opportunities. **5** Where can this be seen? **6** Well, one field is welfare. Many people warn of the erosion of the welfare state and fear that **7** it's the end of security that people once had. As citizens they have to have more personal responsibility and be self-reliant. Also, there have been changes in the field of work. **8** Your parents enjoyed 'jobs for life', which is not the case anymore for a young person **9** looking for employment today. Even if **10** he finds a job, it is often part-time and not secure. Thus, **11** his future is **12** pretty precarious. **13** But some young people are optimistic and **14** look forward to new possibilities **15** like flexible work arrangements and freedom. Social change is evident also in the field of the family. The 'traditional family' consisting of a married couple and their children has been challenged as new **16** ways of how the family is arranged emerge. For example, **17** you can live in **18** a family with a single parent or decide for cohabitation. **19** Besides, there are new opportunities for couples where partners are of different race, ethnicity or religion. Some say that these changes mean the end of stability and order while others say people **20** won't have to **21** put up with injustice anymore. **22** So, social change has brought new winners and new losers.



- 7 Now read the text and label the parts (1–5) with the following section titles: **Honesty, Impartiality, Integrity, Objectivity and Political Impartiality.**

### Standards of Behaviour

1

You must:

- fulfil your duties and obligations responsibly;
- always act in a way that is professional and that deserves and retains the confidence of all those with whom you have dealings;
- make sure public money and other resources are used properly and efficiently;
- deal with the public and their affairs fairly, efficiently, promptly, effectively and sensitively, to the best of your ability;
- handle information as openly as possible within the legal framework; and
- comply with the law and uphold the administration of justice.

You must not:

- misuse your official position by using confidential information to further your private interests or the interests of others;
- accept gifts or hospitality or receive other benefits which might be reasonably thought to compromise your integrity; or
- disclose official information without authority. This duty continues to apply after you leave the Civil Service.

2

You must:

- set out the facts and relevant issues truthfully, and correct any errors as soon as possible; and
- use resources only for the authorised public purposes for which they are provided.

You must not:

- deceive or knowingly mislead ministers, parliament or others; or
- be influenced by improper pressures from others for the prospect of personal gain.

3

You must:

- provide information and advice, including advice to ministers, on the basis of the evidence, and accurately present the options and facts; and
- take decisions on the merits of the case.

You must not:

- ignore inconvenient facts or relevant considerations when you provide advice or make decisions; or
- frustrate the implementation of policies once decisions are taken by declining to take, or abstaining from, action which flows from those decisions.

4

You must:

- carry out your responsibilities in a way that is fair, just and equitable and reflects the Civil Service commitment to equality and diversity.

You must not:

- act in a way that unjustifiably favours or discriminates against particular individuals or interests.

5

You must:

- serve the government, whatever its political persuasion, to the best of your ability in a way which maintains political impartiality and is in line with the requirements of this code, no matter what your own political beliefs are;
- act in a way which deserves and retains the confidence of ministers, while at the same time ensuring that you will be able to establish the same relationship with those whom you may be required to serve in some future government; and
- comply with any restrictions that have been laid down on your political activities.

You must not:

- act in a way that is determined by political party considerations, or use official resources for political party purposes; or
- allow your personal political views to determine any advice you give or your actions.

Source: Gov.uk (online) Statutory guidance: The Civil Service code, <https://www.gov.uk/government/publications/civil-service-code/the-civil-service-code> (accessed 18 June 2018)

- 8 Check the Slovenian Code of ethics for civil servants. Find out what its core values are. Write them down and compare them to those of the UK Civil Service Code.

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- 9 Find more formal synonyms for these expressions in the text above.

- a) **stick to** the law – ..... the law
- b) **support** the administration of justice – ..... the administration of justice
- c) **put to wrong use** your official position – ..... your official position
- d) **make known** official information – ..... official information
- e) **cheat** ministers – ..... ministers
- f) **bring** information and advice – ..... information and advice
- g) **stop** the implementation of policies – ..... the implementation of policies
- h) **refuse** to take action – ..... to take action
- i) **hold back from** action – ..... action
- j) **build up** the relationship – ..... the relationship
- k) **decided** by the political party – ..... by the political party

**10** Rewrite these more complex sentences from the text in your own words.

ORIGINAL	IN YOUR OWN WORDS
<p>You must fulfil your duties and obligations responsibly.</p>	
<p>You must always act in a way that deserves and retains the confidence of all those with whom you have dealings.</p>	
<p>You must not frustrate the implementation of policies once decisions are taken.</p>	
<p>You must handle information as openly as possible within the legal framework.</p>	
<p>You must not be influenced by improper pressures from others for the prospect of personal gain.</p>	



**11** Write Slovenian translations for these sentences.

**a)** We must deal with the public fairly, efficiently, promptly, effectively and sensitively.

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**b)** Never accept gifts which might be reasonably thought to compromise your integrity.

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**c)** Remember that this duty continues to apply after you leave the Civil Service.

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**d)** You must take decisions on the merits of the case.

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**e)** Never ignore inconvenient facts or relevant considerations.

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.....

**f)** They carried out their responsibilities in a just and equitable way.

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.....  
.....

**g)** The Civil Service is committed to equality and diversity.

.....  
.....  
.....

- 12 Prepare a slide and a two-minute presentation with the title **Profile of public servant**. Use the vocabulary you have learned in this unit.



### What's next?

The next time you read an academic text in English for one of your lectures pay attention to the elements of formal English. Underline them and try to learn them.





# UNIT 9

## Understanding legal English



### Unit objectives

#### By completing this unit you will

- learn some specific English legal terms
- improve your ability to understand legal texts

Read the texts and underline any words or phrases that you associate with legal terminology.

Laws and other regulations must comply with generally accepted principles of international law and with treaties that are binding on Slovenia. Ratified and published treaties shall be applied directly.

In Slovenia everyone shall be guaranteed equal human rights and fundamental freedoms irrespective of national origin, race, sex, language, religion, political, or other conviction, material standing, birth, education, social status, or any other personal circumstance.

### Legal language

- 1 Here are the first three articles of the Constitution of the Republic of Slovenia. Observe the format of the text.

#### The Constitution of the Republic of Slovenia

##### I. GENERAL PROVISIONS

###### Article 1

Slovenia is a democratic republic.

###### Article 2

Slovenia is a state governed by the rule of law and a social state.

###### Article 3

Slovenia is a state of all its citizens and is founded on the permanent and inalienable right of the Slovenian nation to self-determination.

In Slovenia power is vested in the people. Citizens exercise this power directly and through elections, consistent with the principle of the separation of legislative, executive and judicial powers.

Source: Uradni list RS (2001) *Constitution of the Republic of Slovenia*, Ljubljana, translators M. Cerar et al.

- 2 Go to the Constitution of the Republic of Slovenia website and find translations for:



določba .....

člen .....

odstavek .....

alineja .....

- 3 Read Article 3a of the Constitution of the Republic of Slovenia. What does it state? What do you notice about its structure?

### Article 3a

Pursuant to a treaty ratified by the National Assembly by a two-thirds majority vote of all deputies, Slovenia may transfer the exercise of part of its sovereign rights to international organisations which are based on respect for human rights and fundamental freedoms, democracy and the principles of the rule of law and may enter into a defensive alliance with states which are based on respect for these values.

Before ratifying a treaty referred to in the preceding paragraph, the National Assembly may call a referendum. A proposal is passed in the referendum if a majority of those voting have cast valid votes in favour of the same. The National Assembly is bound by the result of such referendum. If such referendum has been held, a referendum regarding the law on the ratification of the treaty concerned may not be called.

Legal acts and decisions adopted within international organisations to which Slovenia has transferred the exercise of part of its sovereign rights shall be applied in Slovenia in accordance with the legal regulation of these organisations.

In procedures for the adoption of legal acts and decisions in international organisations to which Slovenia has transferred the exercise of part of its sovereign rights, the Government shall promptly inform the National Assembly of proposals for such acts and decisions as well as of its own activities. The National Assembly may adopt positions thereon, which the Government shall take into consideration in its activities. The relationship between the National Assembly and the Government arising from this paragraph shall be regulated in detail by a law adopted by a two-thirds majority vote of deputies present.

Source: Uradni list RS (2001) *Constitution of the Republic of Slovenia*, Ljubljana, translators M. Cerar et al.

- 4 Find the corresponding nouns in the text for the following verbs.

Verb	Noun
ratify	
consider	
decide	
adopt	
govern	
assemble	
organise	

- 5 Find English equivalents in the text for the following Slovenian expressions.

#### Paragraph 1

ratificirati sporazum	
dvotretjinska večina	
prenesti izvrševanje	
poslanec državnega zbora	
spoštovanje človekovih pravic in temeljnih svoboščin	
načelo pravne države	
obrambna zveza	

#### Paragraph 2

prejšnji odstavek	
razpisati referendum	
glasovati za	
glede zakona	
izvesti referendum	

#### Paragraph 3

sprejeti pravne akte	
uresničevati odločitve	
v skladu s pravno ureditvijo	

## Paragraph 4

postopek za sprejetje	
obvestiti o predlogu	
sprejeti stališče	
upoštevati pri svojem delovanju	
izhajati iz tega odstavka	
(pravno) urejati razmerje	

**6** Translate the sentences using the vocabulary above:

**a)** Slovenija lahko sklene sporazum z organizacijami, ki spoštujejo človekove pravice in temeljne svoboščine.

.....

.....

**b)** Če se izvede referendum, njegov izid ni zavezujoč za državni zbor.

.....

.....

**c)** Državni zbor sprejme stališča, ki jih mora vlada upoštevati pri svojem delu.

.....

.....

**d)** Tak zakon se sprejme z dvotretjinsko večino glasov vseh prisotnih poslancev.

.....

.....

**e)** Odnose med vlado in državnim zborom, ki izhajajo iz tega odstavka, ureja poseben zakon.

.....

.....

**f)** Po tem členu lahko Slovenija prenese del svoje suverenosti na mednarodne organizacije.

.....

.....

## Using the passive in legal texts

**7** Look at these sentences:

The treaty was ratified by the National Assembly.

The decisions shall be applied in accordance with the regulation.

The National Assembly is bound by the result of such referendum.

Why is the passive used? .....

.....

**8** Underline all the verb forms in Article 3a. Copy only the passive forms here.

.....

.....

**9** How is the passive formed? .....

**10** Change these sentences into the passive form.

**a)** The court applies the decisions.

.....

.....

**b)** They are processing his submission.

.....

.....

**c)** They transferred the exercise of part of their sovereign rights to the EU.

.....

.....

**d)** The National Assembly may call a referendum.

.....

.....

e) The Government has promptly informed the National Assembly of proposals for such acts and decisions.

.....

.....

f) The National Assembly adopted these positions.

.....

.....

**11** Study the entry for **law** in the Oxford Collocation Dictionary. Then match English collocations with **law** to their Slovenian translations.



- |                    |                   |          |
|--------------------|-------------------|----------|
| administrative law | violate the law   | by law   |
| adopt a law        | enforce the law   | a law on |
| the law allows     | prohibited by law |          |
| interpret a law    | against the law   |          |

uveljaviti zakon	
zakon o	
protizakonito	
upravno pravo	
po zakonu	
sprejeti zakon	
interpretirati zakon	
prepovedano z zakonom	
zakon dovoljuje	
kršiti zakon	

**12** There are several other English verbs that refer to law. How do we translate the bolded expressions?

- a) The law **stipulates / states / determines / lays down / prescribes / provides** that corporations must have three governing bodies. ....
- b) The patent law **specifies** that the subject matter must be 'useful'. ....
- c) The law **comes into force** after its promulgation. ....
- d) The constitutional act **shall be passed** by a two-thirds majority vote of all deputies in all chambers of the Assembly of the Republic of Slovenia. ....
- e) In Slovenia laws **are enacted** in the National Assembly. ....



**13** Write the sentences in English. Use the vocabulary from the previous exercises.

**a)** Zakon določa, da poklicni vozniki ne smejo piti alkohola, ko vozijo.

.....  
 .....

**b)** Je to kršitev zakona?

.....  
 .....

**c)** Zakon je začel veljati 1. januarja 2018.

.....  
 .....

**d)** Tak ukrep ni v skladu z zakonom.

.....  
 .....

**e)** Kajenje v javnih prostorih je prepovedano z zakonom.

.....  
 .....

**f)** Zakon o otrocih s posebnimi potrebami določa, da morajo biti vsi taki otroci vključeni v proces osnovnega šolanja.

.....  
 .....

**g)** Zakone naj interpretirajo pravni strokovnjaki.

.....  
 .....

### What's next?

In this unit you have looked at Articles 1 and 3 of the Constitution of the Republic of Slovenia. Read another article in the Constitution and identify language features that you've learned here. Underline any new legal terms, passive structures and collocations that you think would be useful.







# UNIT 10

## Reading academic articles



### Unit objectives

#### By completing this unit you will

- learn the structure of academic texts
- be able to skim academic articles

Have you ever read an academic article? For what purpose did you read it? How easy or difficult was it for you to read it? What reading strategies did you use to understand it?

---

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### Academic article structure

Academic articles are written by experts in academic or professional fields. They serve as excellent sources of information for the latest research findings on a topic of personal interest. They are published in academic journals where they undergo a peer-review process. Peer-reviewing is a practice in which experts in a field evaluate articles.

- 1 Your teacher will show you some academic articles. Observe their structure and language. Can you see any similarities between them?

---

---

---

---

2 Put the following article sections in the right order. The first one has been done for you.

Conclusion, Title, Discussion, Methodology, Introduction, Literature review, References, Abstract, Findings/Results

#### Academic article sections

1. *Title*

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

3 Looking at the articles the teacher showed you, what can the reader expect to find in each section?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 4 Why do you think this sequence of sections is logical?

.....

.....

## Abstracts

The abstract is a short summary of the article. It provides the reader with an overview of the most important information in the article.

- 5 Most academic articles follow the so-called **IMRAD** structure. Write the full names of the components and match them with their descriptions.

**I** = .....

**M** = .....

**R** = .....

**A** = and

**D** = .....

**a)** why the research was done (background)

**b)** what was found out (results)

**c)** what the results mean (discussion/conclusion)

**d)** how the research was done (materials and method)

- 6 Read the abstract below and identify the four components (**I, M, R, D**).

### Abstract

**1** The environment in which public sector organisations operate is becoming ever more volatile, with such organisations increasingly facing the dual pressures of growing customer expectations coupled with significant budget reductions. **2** This study presents an exploratory research model to uncover significant relationships between generic strategies and the business and social performance of public leisure providers, in an attempt to ascertain if generic strategies are fit for purpose in the public leisure sector. **3** The findings suggest that low cost and price-based strategies are inadequate for service delivery. **4** Rather, a hybrid strategy – which seeks to add value while also having a cost base that permits low prices – is deemed fit for purpose in the public leisure sector, satisfying the dual strategic agenda of public leisure providers. **5** This study provides contributions to the strategic management, public management, and leisure services literatures.

Source: Hodgkinson, Ian R.(2013) 'Are generic strategies 'fit for purpose' in a public service context?', *Public Policy and Administration*, vol. 28, no.1, pp. 90–111

**1** ..... **2** ..... **3** ..... **4** ..... **5** .....

- 7 Now identify and underline the IMRAD components in the following abstract. This time you have to find where each component starts and ends without the help of the numbers.

### Abstract

The scholarly field of public administration has long embraced emergency management as a distinct area of inquiry, producing a substantial body of both conceptual and empirical research. However, not all emergency incidents are alike. Larger-scale crises and disasters differ in substantial ways from more “routine” or “everyday” services. We examine and report on the latter, focusing on the conceptual and empirical treatment of routine emergency services in 19 US-based public administration journals from 1999 to 2013. This stock-taking article describes the service focus; the focal topic and purpose of the research; the conceptual or empirical orientation, the unit of analysis, sampling logic and sample size, and data collection sources and methods. Findings indicate that most articles focus on the policing and law enforcement as opposed to fire and emergency medical services. Research foci generally include mainstay topics like human resources, organizational behavior, management, and professionalism, though some focus on topics more specific to these services like community-citizen interactions. This body of existing research is largely exploratory in nature, and primarily uses quantitative data. Directions for future research and concluding comments are provided.

Source: Henderson, A. C. and Charbonneau, E. (2016) ‘An examination of emergency services research in public administration’, *Public administration quarterly*, vol. 40 no. 3, pp. 559–588

- 8 Here are a few common phrases used in abstracts. Decide in which component they are typically used.

the implications of this study...  
 the method employed...  
 we conclude that...  
 the findings show...  
 a large-scale survey was carried out...  
 this study explores...  
 the results suggest...  
 the paper examines...

### Introduction

### Methodology

### Results

### Discussion

- 9 In the abstracts above, underline words or phrases that helped you determine their components.

**What's next?**

Search for some bachelor theses of the Faculty of Public Administration that are available online. Read the abstracts and evaluate their structure.





# UNIT 11

## Writing formal emails



### Unit objectives

#### By completing this unit you will

- learn the style, language and elements in formal email correspondence
- be able to write formal emails

When did you last write an email? Was it formal or informal? What stylistic features made it more formal or informal?

### Formal email style

The style of an email depends on who you are writing to. An email written in a more formal context, for example to your employer, teacher, client, etc., is different from an informal email written to your friend or family. As a rule, use formal writing style, which we studied in Unit 9. Your message has to be polite, clear, relevant, written with care, and checked for any spelling and language mistakes.

**1** Which of the emails below seems to be the most appropriate and correct for a job application? Discuss why with your partner.

**A** Dear Sir/Madam

I would like apply for post of personal secretary, as is advertised in the Morning Paper in 3 January, 2018.

As requested, I have attach my CV.

I look forward to hear from you in due course.

Best regards

Tim Novak

**B** Dear Sir

I want to apply for the post of personal secretary, as advertised in the Morning Paper on 3 January, 2018.

You can find my CV in the attachment.

I expect to hear from you soon.

Best regards

Tim Novak

PS: I really like the Morning Paper. :-)

**C** Dear Sir or Madam

I would like to apply for the post of personal secretary, as advertised in the Morning Paper on 3 January, 2018. As requested, I am attaching my CV.

I look forward to hearing from you in due course.

Best regards

Tim Novak

**D** Dear Sir/Madam!

I would like to apply for the post of personal secretary, as advertised in the Morning Paper on 3 January, 2018

As requested, i am ataching my CV.

I look forward to heiring from you in due course.

Best regards

Tim Novak

## Formal email elements

Study the components of formal email correspondence in the table below.

<b>Subject</b>	<p>In the 'Subject' field write a short and clear title of your message. E.g.:</p> <p><i>Request for...</i></p> <p><i>Query about...</i></p>
<b>Greeting</b>	<p>Start your message with a greeting. E.g.:</p> <p><i>Dear Mr Brown / Dear Ms Brown</i></p> <p><i>Dear Sir or Madam</i></p>
<b>Reason for writing</b>	<p>Start your message by indicating why you are writing. Then give the details or ask specific information. E.g.:</p> <p><i>I am writing to inquire about...</i></p> <p><i>I am writing with reference to...</i></p>
<b>Action</b>	<p>Write what you want the recipient to do. E.g.:</p> <p><i>Could you please...?</i></p> <p><i>I would like to ask you to...</i></p> <p><i>I would be grateful if you could...</i></p>
<b>Attachments</b>	<p>If you are adding any attachments, always refer to them in the main message. E.g.:</p> <p><i>Please find attached the document...</i></p> <p><i>I have attached the document...</i></p>
<b>Endings</b>	<p>End the message in a polite way. E.g.:</p> <p><i>Best regards</i></p> <p><i>Regards</i></p>
<b>Name</b>	<p>Always include your name at the end of your message and other relevant information in this mail.</p>

## Some useful phrases

Here are some more phrases frequently used in formal email correspondence.

<b>Offering help</b>	<p><i>Please do let me know if I can be of further assistance.</i></p> <p><i>If you need any further information, please do not hesitate to contact us.</i></p>
<b>Informing</b>	<p><i>I am happy to let you know that...</i></p> <p><i>We are glad to inform you that...</i></p>
<b>Apologizing</b>	<p><i>I would like to apologize for any inconvenience caused.</i></p> <p><i>Please accept our apologies for the delay.</i></p>
<b>Complaining</b>	<p><i>We regret to inform you that...</i></p> <p><i>I am writing to express my dissatisfaction with...</i></p>

- 2 These messages contain inappropriate words and phrases. Write an improved version of each email.

Email messages	Improved versions
<p>Hi Ms Linley</p> <p>We are sending your travel details in the enclosure. <u>The bad news is that</u>, we still have not got the hotel confirmation. We will inform you of the selected hotel as soon as we know.</p> <p><u>Have a nice week!</u></p> <p>Anna Dunst (Secretary)</p>	
<p>Dear Mr Novak</p> <p><u>I am writing after</u> our telephone conversation, I am sending you directions for getting to the Municipal Office, which <u>you can see included</u>. I shall see you on Tuesday 7th May at 2pm. Should you have any problems in getting here, <u>please feel free that you can</u> call me on 1122-33445.</p> <p><u>Best</u></p> <p>Alan Carruthers</p>	

- 3 Tom Novak replied to Alan Carruthers' email. Can you recognize any areas that need improving?

<b>Subject:</b>	Office
<b>Message:</b>	<p>Hello Alan</p> <p>You wrote me about the directions for the Municipal Office and I want to know where they are. I can't see them in the email.</p> <p>Greetings</p> <p>Tom Novak</p>

Write the improved email.

<b>Subject:</b>	
<b>Message:</b>	

- 4 What would attract prospective applicants to the job in this advert? Would you apply?

*Department of Environment, Parks, Heritage and the Arts*

**Regional Administration Officer**

**Vacancy No:** 33106.

**Salary Range:** €49,000 - €50,000 per annum.

**Job Type:** Permanent full time.

Applicants seeking part-time employment are also welcome to apply.

**Duties:** Coordinate and manage regional administrative support to ensue effective and timely coordination of staffing, purchasing, information, reporting and budget, and related administrative activities.

**Requirements:** Experience in working in a complex office environment with an ability to efficiently plan, organise and coordinate a substantial administrative workload.

**Minimum years of previous experience:** Minimum 1 year.

**Job availability to non-EU applicants:** non-EU applicants are welcome.

**Required level of education:** BA in Public Administration/Business Administration/Economics.

**Accommodation:** Inexpensive accommodation provided upon request.


**Enquiries to:** Melinda Aniston, melinda.aniston@dep-reg.com

**Closing date:** 20 March 2020

5 Write an email to Melinda Aniston. Using what you have learned about formal email writing, make an inquiry about:

- possibility of flexitime
- job availability to students
- required level of English proficiency

<b>Subject:</b>	
<b>Message:</b>	



### What's next?

In this unit we distinguished between formal and informal email writing. The next time you receive an email in English, try to identify whether the style is more formal, more informal or something in between. Apply what you have learned to your future email writing.







# UNIT 12

## Describing your job



Unit objectives

### By completing this unit you will

- ➔ be able to speak about and write a job profile
- ➔ acquire job related vocabulary



What is a job profile? If necessary, google its meaning.

.....

### Speaking about your job

1

Watch the Job profile video and make notes about the speakers' job profiles.



Speaker 1: .....

.....

.....

.....

.....

Speaker 2: .....

.....

.....

.....

.....

Speaker 3: .....

.....

.....

.....

.....

**2** Choose the information about one of the speakers and write their job profile in full sentences using the prompts below. Then tell it to a partner using the first person.

JOB PROFILE

**Area of work**

I work for/in...

**Position**

I am in charge of...

**Background**

I studied...

I graduated in (subject)...

I graduated from (institution)...

I did my master's in...

**Job highlights**

I had to accompany...

I had to ensure...

I had to prepare...

**Languages**

I speak English, German...

**Pros and cons of the work**

welcoming community...

large international community...

## Job profile

Area of work

.....

.....

Position

.....

.....

Background

.....

.....

.....

.....

Job highlights

.....

.....

.....

.....

Languages

.....

.....

Pros and cons of the work

.....

.....

.....

.....



3 Read the job profile and do the tasks for each section.

Circle the appropriate words to form collocations.

Find English expressions for:

- izkušnje pred zaposlitvijo
- lokalna oblast
- poklicno usposabljanje / praksa
- prenosljive spretnosti
- informacijska pismenost
- zaposlovalec diplomantov

Find synonyms among the underlined words for these expressions:

application  
 assessing  
 bringing  
 chosen  
 connecting  
 distributing  
 employees  
 field  
 not-for-profit  
 law  
 mainly  
 matters  
 methods  
 outer  
 participants  
 scheme  
 studying  
 supervising  
 tackling

## JOB PROFILE

### Area of work and position

I am a local government officer and I work in a local government office in my hometown. I am in charge of the local services in the field of housing. I make sure that local government decisions are **put into/made** action, that public policies are effectively **done/implemented**, and that local services **are provided/are done**. I am still young and what I like about my job is that there are good **prospects/outlooks** for promotion.

### Background

I studied Business Studies and I graduated in Business Management. Then I became interested in public administration and I did my master's in Public Policy. During my studies I acquired a wide knowledge of local authorities as well as numerous transferable skills needed in my current job, for example communication and problem solving skills, teamwork skills, organisational and negotiation skills, and information literacy skills. All graduate employers require candidates who have these skills.

As a master's student, I did an internship, which helped me acquire practical pre-entry experience and gain insights into the work of local authorities.

### My responsibilities and job highlights

I work closely with council staff who are predominantly councillors and specialists in the housing area. My responsibilities include:

- providing information and support to my team members, the elected workforce and other stakeholders
- liaising with private and voluntary sector organisations
- organising meetings
- evaluating projects
- preparing and circulating research reports
- preparing and monitoring funding plans
- assisting in the development of policy framework
- dealing with performance issues
- monitoring the implementation of council strategies
- monitoring compliance with legislation

Once I had to organise a meeting with some external partners. We had developed an excellent housing plan, but were afraid that the partners would find them unacceptable. I had spent the whole night researching the pros and cons of our proposal to ensure its success. Being so well-prepared gave me confidence at the meeting, and our partners not only accepted our proposal but were impressed with our work. That was a really exciting moment in my career.

Find antonyms for these expressions among the underlined words:

common  
fixed  
part-time  
increased  
junior  
minority  
presence  
rarely  
regression

### My working day, salary and job benefits

I am employed on a full-time basis and I normally work from 9am to 5pm although flexible working is also a possibility. Some of my colleagues work reduced hours or work from home. My work is mainly office based. I share my office with two other colleagues. Occasionally, I have to travel, but absence from home for more than two days is uncommon. What I like about travelling is that the majority of trips and visits are on expenses.

One of the benefits of the job is long holidays and we have a considerable amount of annual leave and additional public holidays.

The salary is good. I hope that eventually, with progression to a senior position, it will become even better.

### What's next?

Use the phrases and vocabulary in this unit and create your dream job profile.





# UNIT 13

## Speaking in a job interview



### Unit objectives

#### By completing this unit you will

- ➔ learn vocabulary commonly used in a job interview
- ➔ be able to answer questions in a job interview
- ➔ ask polite questions



Watch a video of a job interview and make notes on the following:

- why this job interview was held  
.....
- what the employers wanted to find out about the interviewee  
.....
- how the candidate handled the situation  
.....
- how the interviewers handled the situation  
.....

### Attending a job interview

1

Watch an interview with a career consultant. Find out what advice she gives to prospective candidates with regard to:



- explaining the reasons for changing a job  
.....
- being overqualified for the position  
.....
- not having enough experience  
.....
- asking about the salary  
.....



2 Can you suggest how you would handle these job interview questions? Watch the video How to answer the ten most common interview questions and find out what the speaker suggests. Write your notes in the table below.

### How to answer the ten most common interview questions

1. Tell me about yourself.

2. Why do you want to work here?

3. What are your strengths?

4. What are your weaknesses?

5. Why should we employ you?

6. What accomplishment are you most proud of and why?

7. Describe a time when something went wrong and how you dealt with it.

8. Where do you see yourself in five years time?

9. What motivates you?

10. Have you got any questions?

**3** Go to the Guardian All Careers Advice website and find an article that interests you. Make a short summary of what you find out in the article and report back to the class.

**Guardian  
Careers**

**4** Fill in the gaps in the interview with the expressions below.

strengths

new challenge

did a master's

to contribute

my previous jobs

client

professional development

meet the deadline

calm type of person

efficiently and effectively

responsible for

### Job interview

#### Tell me a little about yourself.

I've always loved working with people and I love numbers, so I suppose it's natural that I studied public administration and then ..... in management and administration. I've worked for a few small firms in a variety of roles, which I've learned a lot from. But now I'm ready for a .....

#### Where do you see yourself in five years from now?

Well, I can't tell exactly, but I know that I want to continue to learn in my career. I like new challenges and the feeling of personal growth and ..... I might even work abroad because I like travelling and learning about different cultures.

#### What are your strengths/weaknesses?

First of all, I'm good at communicating with people. For example, in ....., I often helped solve communication problems, looked at the situation from a positive perspective, helped others cool down if they got upset... On the other hand, I suppose I sometimes forget that details are important. This is because I prefer to see the bigger picture. So I have to remind myself that details matter. Coming back to ....., I'm an optimistic and a .....

#### Can you tell me about a time when you demonstrated excellent client service?

Once a client's application documentation files got lost and we couldn't find them. The client was upset and I had to help tackle the problem. I talked to the ..... and calmed him down. I also thought of a search strategy to recheck all the files in the department and we found the client's files.

**Tell me about a time when you dealt with a challenging situation at work.**

There was one time when we had to meet a very tight deadline and three of my team members became sick with flu. I was ..... the project and I had to find a way to finish the tasks on time. I examined the project phases and found that some steps could be skipped. I redistributed the tasks among the remaining colleagues and we managed to .....

**Why do you want this job?**

Continual development is important to me, and I've always wanted to work in a place where I can develop and grow. I feel that your company is going to follow the modern development trends, and I would like ..... to that involvement. I also value good communication, and I feel that this company is known for its staff's excellent communication skills. So I would like to contribute my talents and skills to that excellence.

**Why do you feel that you fit this job description?**

I think that the success of a company is largely related to good communication with clients. I believe I have this skill. I also think that to solve problems ..... demands hard work, a calm manner and good decision-making. I believe you would find me to be a diligent and calm member of staff as well as a good decision-maker.

**Asking questions politely**

In a job interview, interviewees might need to ask some questions. In formal situations of this kind we use polite question forms to avoid being rude to people we do not know well.

- 5 Here are some phrases that you can use to ask questions in a more polite way. Look at the examples and observe the changes in the sentences.

**Starting polite questions**

Could you please tell me...?

May I ask...?

I wonder if you could tell me...

(You mentioned...) I was wondering whether ...

Examples:

*What does this job involve?* → *May I ask what this job involves?*

*Is the manager available today?* → *I wonder if you could tell me whether the manager is available today.*

Now rewrite these questions in a more polite way using the phrases above.

**a)** Are there any internship opportunities available?

.....  
.....

**b)** How soon will I get promoted?

.....  
.....

**c)** Have you received my references?

.....  
.....

**d)** Can we change the meeting to Thursday?

.....  
.....

**e)** What will I be in charge of?

.....  
.....

**f)** Can you make two copies of this CV, please?

.....  
.....

**g)** Do you provide accommodation for employees?

.....  
.....

**h)** You mentioned travelling. Will I have to work on projects abroad?

.....  
.....

- 6** Rehearse a job interview with a partner using appropriate questions and phrases. One is the interviewer, the other the interviewee. Prepare to present your job interview to the class.



### What's next?

Are you applying for any jobs in the near future? There are many Slovenian companies that conduct their job interviews in English. Think about what you would say to them in English.

