СПІЛКУВАННЯ
У ПРОФЕСІЙНОМУ СЕРЕДОВИЩІ

COMMUNICATION
IN PROFESSIONAL ENVIRONMENT

Навчальний посібник
з поглибленого вивчення англійської мови
для самостійної та індивідуальної робіт

Для студентів 2 курсу
спеціальності "Економічна кібернетика"
денної форми навчання

УДК   811.111(073)
С72

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Посібник розроблений відповідно до робочої навчальної програми курсу "Поглиблене вивчення англійської мови" (модуль "Професійне спілкування") для спеціальності "Економічна кібернетика". Спрямований на покращання процесу засвоєння змісту модуля та здійснення студентами самоконтролю в процесі подальшого вивчення англійської мови. Видання може бути використано на практичних заняттях з англійської мови, а також для організації самостійної та індивідуальної робіт студентів.

Призначене для студентів 2 курсу спеціальності "Економічна кібернетика" денної форми навчання.

УДК 811.111(073)

ЗМІСТ

ВСТУП

Розроблена кафедрою іноземних мов робоча навчальна програма з вибіркової дисципліни "Поглиблене вивчення англійської мови" для спеціальності "Економічна кібернетика" базується на вимогах до освітнього процесу, що були висунені на Болонській конференції, і репрезентує найновітніші досягнення у галузі методики викладання іноземних мов у вищих навчальних закладах. У процесі викладання даної дисципліни викладачами кафедри ставиться загальна мета – сформувати у студентів загальні та професійно орієнтовані мовленнєві компетенції з англійської мови для забезпечення ефективного спілкування у професійному середовищі.

Навчально-методичний посібник "Спілкування у професійному середовищі" призначений для студентів 2 курсу спеціальності "Економічна кібернетика" і орієнтований на покращання процесу засвоєння змісту модуля та здійснення студентами самоконтролю в процесі подальшого вивчення англійської мови.

Поставлена мета реалізується у вирішенні низки завдань:

- ознайомити студентів зі змістовим наповненням, цілями та завданнями, методами контролю та рекомендованою літературою модуля "Professional Communication";
- надати професійно орієнтовані інформаційні матеріали;
- подати розроблений комплекс завдань для розвитку мовної компетенції та комунікативних навичок;
- надати матеріали для самоконтролю (тестові завдання, завдання для самостійного опрацювання, зразки завдань для поточного модульного контролю);
- надати додаткові довідкові матеріали;
- надати перелік рекомендованої літератури для індивідуальної роботи студентів над поглибленням отриманих знань і навичок.

Навчально-методичний посібник містить: зміст модуля "Professional Communication", навчально-методичне забезпечення модуля, зразки завдань для поточного модульного контролю знань студентів, додатки та літературу. У навчально-методичному забезпеченні модуля надаються автентичні тексти з актуальними професійними проблемами, що виносяться на обговорення в групі, а також комплекс вправ на розвиток навичок діалогічного та монологічного мовлення, письмової комунікації, комунікації у групі. Додатки містять довідникові матеріали і призначені для самостійного опрацювання студентами.

ЗМІСТ МОДУЛЯ

Module 1
"Professional Communication" I

Total number of hours – 108, including 52 hours of practical classes, 16 hours of individual work, 40 hours of self-study.

Aims of the Module

To develop students' ability to communicate in professional environment.

Objectives of the Module

By the end of the module students will be able to:

Listening:

- listen for specific information in an interview;
- understand a terminology-employed spoken explanation.

Reading:

- scan a text to find relevant information;
- infer information from a reading text.

Writing:

- complete forms with technical information;
- write formal reports on a computing problem;
- write a description of a computer crime;
- write a technical description.

Speaking:

- present personal educational background;
- give information about main IT jobs and responsibilities;
- explain orally a computing operation;
- give advice orally on computing problems;
- exchange technical information orally.

Language Knowledge:

- ask for additional information;
- argue and express own point of view;
- recommend;
- analyze;
- link real and imagined actions and effects;
- speak in hypothetical context;
- link cause and effect relationships.

Topical Areas	Functions	No. of Hours	Recommended Exponents
1. Education I have got	1.1. Former Student • listening for specific information in an interview; • presenting personal educational background; • asking for additional information; • developing interviewing techniques	4	• Certificate / diploma course; • Info Tech Applications; • Learning Assess; • System Building; • Communications; • Computer Use and Applications; • Computer course description; • student's term; • obligatory disciplines;
	1.2. IT qualification • speaking about IT courses	2	• course subjects; • major components; • frequency of classes; • assessment
	Individual Classes	2	
2. Job-Hunting Process	2.1. Need for Job • discussing the need for Job; • arguing and expressing own point of view; • discussing job-hunting tips	6	• job-hunting; • head-hunting; • high salary; • duties/responsibilities; • telecommuting; • excitement; • benefits; • I'd better; • I'd rather; • I'd prefer; • I wouldn't like; • I am not interested in; • I'm thinking of
	Individual Classes	2	
	2.2. Job-hunting Tips • recommending; • analyzing; • asking for additional information	6	• to recommend /advise/suggest; • to seek employment; • to search for a job; • thoroughly prepare yourself; • to obtain the position; • not to be discouraged; • employment agency; • interview; • skills match the requirements; • possibilities for advancement
	Individual Classes	2	

Topical Areas	Functions	No. of Hours	Recommended Exponents
3. People in Computing	3.1. Types of IT Professionals • giving information about main IT jobs and responsibilities	6	• specific job responsibilities; • useful qualification; • career development; • right personality; • system support people; • analyst programmers; • computer salesperson; • help-desk troubleshooter; • system programmers
	Individual Classes	2	
	3.2. Computing Support Officer • understanding a spoken explanation; • explaining orally a computing operation; • linking real and imagined actions and effects	6	• if you (do) …, that'll…; • if you (did) …, you would …; • if you (did) …, you could …; • if you (did) …, you might; • to open up and show; • to expand / contract; • to remove (delete); • you should; • try to…; • I recommend you to…; • the best thing to do is…
	Individual Classes	2	
	• completing forms • giving advice orally on computing problems; • writing a formal report on a computing problem	6	• it sounds as if; • you probably have; • you must have; • you could try; • you should; • I recommend; • the best thing to do is; • to complete the form; • to describe the problem; • to clear the problem by phone
	Individual Classes	2	

Topical Areas	Functions	No. of Hours	Recommended Exponents
	3.3. Webpage creator • understanding an interview; • exchanging technical information orally; • speaking in hypothetical context	6	• to be going to do smth; • I would like to; • to dedicate the site to; • a unique layout; • to create the site; • to link up pages; • to have a feedback; • to include links
	Individual Classes	2	
	3.4. Data Security Specialist • scanning a text to find relevant information; • inferring information from a reading text; • exchanging information orally; • writing a description of a computer crime; • linking cause and effect relationships	8	• I wonder… • I'd like to know • I wonder if (whether)… • Do you know? • Don't you know? • a date or event occurs, which *causes* the trigger routine *to run*; • a date or event occurs, which *makes* the trigger *run*; • *when the trigger routine runs*; the payload routine activates • the trigger routine runs, which activates the payload routine
	Individual Classes	2	
	Module Assess	2	
	Total	52 + 16	

Module 2
"Professional Communication" II

Total number of hours – 108, including 52 hours of practical classes, 16 hours of individual work, 40 hours of self-study.

Objectives of the Module

By the end of the module students will be able to:

Listening:

- Listen to an authentic conversation with technical terms for special information;
- Listen and compare.

Reading:

- Read technical texts and take notes;
- Make summaries of technical texts in oral and written forms.

Writing:

- Write Job Application Letters;
- Write a Recommendation Letter;
- Write a Follow-up Letter;
- Write a summary.

Speaking:

- Conduct an interview on behalf of an employer;
- Speak from notes on job-related topics.

Language Knowledge:

- Understand and use terms of Information Technologies;
- Give evaluation to a person;
- Ask and answer questions for more details;
- Argue a case;
- Defend a decision.

Topical Areas	Functions	No. of Hours	Recommended Exponents
3. People in Computing	• scanning a table for specific details; • exchanging information orally; • writing a technical description	4	• the keyboard is unlocked, *allowing / permitting* you to…; • …, therefore…; • the keyboard remains locked, *preventing / stopping you (from) using* the PC
	Individual classes	2	
	3.5. Software Engineering • listening for specific information; • understanding and using terms of Software Engineering; • describing flow charts	6	• If X, then Y; • until; • while; • to design a solution; • to code a program; • to document and maintain the program; • to clarify the problem; • to convert to a new system; • direct implementation; • object-oriented programming
	Individual Classes	2	

Topical Areas	Functions	No. of Hours	Recommended Exponents
4. Applying for a Job	4.1. Compiling Resume and Job Application Letter • completing forms; • giving personal information in a resume; • writing Job Application Letters	6	• curriculum vitae; • chronological / functional resume; • electronic resume; • core skills; • personal skills; • developed skills; • communication skills; • project management skills; • mediating between people; • experience, etc.
	Individual Classes	2	
	4.2. Recommendation Letter • writing a letter with recommendations; • giving evaluation to a person	6	• good public relations skills; • team management skills; • demonstrated skills in…; • succeeded in…; • proven track record in; • improved IT skills; • successful time management, etc.
	Individual Classes	2	
	4.3. Going through an Interview • listening for special information; • behaving appropriately during an interview; • conducting an interview on behalf of an employer; • asking and answering questions for more details	6	• to search for a job; • to apply for a position; • opening / vacant position; • to go through an interview; • past work experience; • wonderful career opportunities; • possibilities for advancement; • supportive environment; • salary/bonus; • special benefits; • responsibility/duty/obligation; • advanced training, etc.
	Individual Classes	2	
	4.4. Accepting a Post Writing a Follow-up Letter	6	• to obtain the position; • supervisor/chief/boss; • subordinate/assistant/deputy; • senior manager; • junior manager
	Individual Classes	2	

Topical Areas	Functions	No. of Hours	Recommended Exponents
5. Computer Technologies in Future	5.1. Recent Developments in IT • reading and note taking; • speaking from notes; • listening and comparing; • making a short presentation	6	• visual computer personalities; • robotic devices; • artificial brain; • electronic newspaper; • bluetooth; • has/have been able to; • will be able to
	Individual Classes	2	
	5.2. The Future of IT • listening and note taking; • arguing a case; • writing a summary	6	• will /shall have developed; • may / might / could have created; • it's likely that…; • it's possible that…; • it's unlikely that…
	Individual classes	2	
6. Electronic Publishing	• listening and note taking; • defending a decision	4	• ebook; • keen reader; • working at a distance; • macroinstruction, etc.
	Module Assessment	2	
	Total	52 + 16	

Expected Learning Outcomes	Assessment
Students can:	
Listening: • listen for specific information in an interview; • understand a spoken explanation	Written test including similar tasks: • listen to a conversation and give short answers to the questions; • multiple matching; • (e.g. Match a picture with a statement); • complete a table with information from the text
Reading: • scan a text to find relevant information; • infer information from a reading text	Written test including similar tasks: • read the text quickly and complete the information chart; • read the text quickly and choose an appropriate answer to each question
Writing: • complete forms with technical information; • write formal reports on a computing problem; • write a description of a computer crime; • write a technical description	Written test including similar tasks: • multiple matching (Match a computer crime with its description); • get aware of a technical problem and give advice to your client; • describe the process according to the diagram

Expected Learning Outcomes	Assessment
Speaking: • present personal educational background; • give information about main IT jobs and responsibilities; • explain orally a computing operation; • give advice orally on computing problems; • exchange technical information orally	Spoken interaction: Simulate a conversation on the basis of the following assignment (e.g. Communicate with your client to solve a technical problem)

Recommended Teaching / Learning Materials	Comments / Notes
Johnson Ch., Lonergan J. (1994) *Starting Business English: Video Course.* BBC English	The materials aim mostly at development of listening and communication skills. It consists of 20 units, each contributing to different topics of common social and business communication. It has a storyline and is recommended to be used in class and in appropriate order. Contribute all topical areas of the module
Eric H. Glendinning, John McEwan (2002) *Oxford English for Information Technology.* Oxford University Press	The textbook aims at all-round skills development and contains a large variety of exercises based on authentic IT texts. Students are encouraged to practice the language presented in the book in a variety of speaking and writing activities. Contributes to each part of the module
Sinclair I. (2003) *Computers and IT.* Harper Collins Publishers	The dictionary of computer and IT terms and notions allows students to build their professional vocabulary. Recommended as a reference tool for each topic of the module
Murphy R. (1988) *English Grammar in Use.* Cambridge University Press	The book for intermediate and more advances students combines reference grammar and practice exercises to check understanding and ability to use of key aspects of the English grammar and vocabulary. It contains grammar explanations and keys. Designed for self study, learners choose and study those points which they find difficult
Emmerson P. (2004) *Email English.* Macmillan Publishers Limited	The materials will develop students' skills in writing emails and will be useful while learning general aspects of letters writing. The book is aimed at intermediate and upper intermediate level, and consists of 32 two-page units of language practice covering a very vide range of topics. It also contains a phrase book of useful expressions divided into sections

Recommended Teaching / Learning Materials	Comments / Notes
Дорда, С. В. *Effective Business Writing* [Текст] / С. В. Дорда, І. В. Соколова : *навчальний посібник.* – Суми : ПоліГраф, 2008. – 164 с.	"Business Correspondence" is the instruction aimed to reinforce and integrate the development of all the language skills and prepare students for the production of written English at more advanced levels
	The book provides full-page models of each major writing task, shown in complete ready-to-send format, so that students become familiar with the appropriate format for every major type of writing assignment, and useful vocabulary for life-like situations. The book contains test items, including revision exercises and writing items. A variety of supplementary texts is also available for students' enrichment

НАВЧАЛЬНО-МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ МОДУЛЯ

Unit 1. EDUCATION I HAVE GOT

Reading

Text 1

Read the text below and fulfill the following assignments:

1.1. Answer the questions:

1. What advice is given for someone who is stuck in a computing support job?
2. What questions should you ask yourself if you are thinking of getting extra training?
3. What computer program is mentioned in the text?
4. Name two ways of studying that are mentioned in the text.
5. What two factors will be affected by your level of experience?
6. Why is it important to become used to answering exam questions?
7. What factors help you decide whether the course will be suitable or cost effective?
8. What happens if you don't upgrade your certification?

1.2. Which qualification would be most useful if you wanted to do each of the following:

a) be an operating system expert;
b) troubleshoot systems;
c) teach computing;
d) design business solutions.

1.3. Mark the following statements as True or False:

a) Microsoft offers a large range of certification programmes to study;
b) You must get an advanced certificate before you can call yourself a Microsoft Certified Professional;
c) All Microsoft training courses involve a period of full-time study;
d) Practice exams allow you to become familiar with the structure of the exams;
e) You can decide on the suitability of a course by its title;
f) It is your responsibility to make sure that your certification is kept up to date;
g) Gaining a certificate is likely to make you more attractive to other employers.

BECOMING CERTIFIED

Suppose you're a support engineer. You're stuck in a job you don't like and you want to make a change. One way of making that change is to improve your marketability to potential employers s by upgrading your skill-set. If you're going to train yourself up however, whose training should you undertake? If you need certificates, whose certificates should they be? Even if you get those certificates, how certain can you be that your salary will rise as a result? One solution is the range of certifications on offer from Microsoft.

Microsoft offers a large array of certification programs aimed at anyone from the user of a single program such as Microsoft Word, to someone who wants to become a certified support engineer. There are a myriad of certificates to study for too. If you're the proud holder of any of those qualifications, then you're entitled to call yourself a Microsoft Certified Professional (MCP).

Once you've decided which track you want to take, you should consider just how qualified you already are in terms of experience and knowledge. Will you need to go and take some courses with a training company, or are you the type who can make good use of self-study materials? How much time do you genuinely have to devote towards this? Will your employer pay for your course? Will it grant you leave to go and do the course – assuming you can find one – on either a full-time or part-time basis?

The key question here is experience. This will not only influence the amount of work you'll have to do to get up to speed for the exams, it could also mean the difference between passing or failing the exam.

While you're busy learning all you need to know for your certification, the practice exams are an absolute godsend. They show you the type of 40 questions you'll encounter, and they familiarize you with the structure of the exam. This is essential if you want to pass: the exams have time limits, and you need to get used to answering the requisite number of questions within the allotted time. It's as simple as that.

If you decide a training course will help you out, don't let the title of a course alone convince you that it will be suitable or cost effective. Find out exactly what the course offers and whether there so are pre-requisites for attendants. You should also find out what the training company is prepared to do if attendants don't have the minimum knowledge necessary to be on the course.

As exams are replaced by 'updated' ones, you need to upgrade your certification to stay current. Ultimately it's your responsibility to make sure you stay up to date. If you don't, you lose your certification until you take an update.

As a support engineer, you get the satisfaction of knowing that you passed a tough test, and the happy knowledge that your network manager is sweating a bit over the fact that you could be head-hunted at any time.

QUALIFICATIONS

- Microsoft Certified Systems Engineer (MCSE).

    MCSEs design, install, support and troubleshoot information systems. MCSEs are network gurus, support technicians and operating system experts.

- Microsoft Certified Solution Developer (MCSD).

    MCSDs use development tools and platforms to create business solutions.

- Microsoft Certified Product Specialist (MCPS).

    MCPSes know all about at least one Microsoft operating system. Some also specialise in other Microsoft products, development tools or desktop applications.

- Microsoft Certified Trainer (MCT).

    MCTs teach others about Microsoft products using the Microsoft Official Curriculum at Microsoft Authorised Technical Education Centres.

    (Adapted from 'Becoming Certified'
    by David Moss, Network Pro Section
    of PC Pro Magazine, November 1997)

Listening

Paul is 24. He has a Higher National Certificate in Computing and a Higher National Diploma in Computing Support which he completed two years ago. He has been working for a company providing support services for the last eighteen months.

1.4. Listen to Part 1 of the recording to find the answers to these questions:

1. Which of the subject areas does Paul mention?
2. Why did he choose to do his Diploma in support?
3. What practical work was included in the course?
4. Which subject did he particularly enjoy?

1.5. Listen to Part 2 of the recording and answer these questions:

1. What suggestions does Paul have for improving the course? What are the reasons for improvements?
2. Which of the subjects he studied he has found useful in his work?

1.6. Listen to Part 3 of the recording and answer these questions:

1. In which situations does Paul have to learn fast?
2. What sources does he use for help?
3. What advice did the college provide on source of information?
4. What was the problem with the set book?
5. How does he feel about going back to college?

Practice

1.7. Get It Real

Search the sites for information about systems of education in the USA and Great Britain.

www.usastudyquide.com
www.usaeducation.com
www.history.com
www.custom-essay.net

Complete the table to compare educational systems in these two countries to Ukrainian system of education.

	Ukraine	USA	Great Britain
Levels of Education			
Methods of Payment			
Higher Education			
Special Education			

1.8. Do the test and write a similar story about your education

1.9. Match course subjects with their descriptions:

1. Computer Architecture	a) stages involved in developing a computer system
2. HW Installation and Maintenance	b) writing a program (a set of instructions written in a computer language for controlling a computer)
3. Multi-user Operating system	c) the way that the components of a computer are connected together
4. Network Technology	d) language skills; how to get your point over; giving a talk about a subject
5. Software Development Procedural Language	e) installing and maintaining compute equipment
6. Telecommunications	f) creating systems for providing business information using combinations of computer applications programs

7. Information Systems and Services	g) a set of programs used for controlling a computer such as a mainframe that can be used by many users at the same time
8. Systems Development	h) transmitting and receiving data across a network system that uses the telephone network
9. Communications, Making Presentation	i) writing computer programs using a computer language that operates using modules called procedures
10. Programming	j) systems involved in connecting computers together

1.10. Writing

Make a chart to present the description of a computer (or any other) course delivered at the Academy. Your chart should include:

- Aims of the course;
- Description;
- Staff;
- Method and frequency of classes;
- Assessment.

1.11. Role Play

Work in pairs. On the basis of the recording presented in listening section, play the parts of the interviewer and interviewee. Ask and answer questions about your educational process (see the Supplement).

Unit 2. SEARCHING FOR A JOB

Reading

Text 1

Find the answers to the questions in the text below:

1. Why is the first stage of the job-hunting process considered to be the most important?
2. Why is the information about the company so important?
3. Why and how should resumes be personalized?
4. How can you get prepared for a job interview?

Many students today graduate from university expecting their diploma to earn them their dream jobs. However, hopes can be dashed quickly for even the most capable students when they discover applying for a job can be a time and energy consuming process. Knowing how to market your skills and knowledge through the job application process can help greatly.

Job-hunting process includes the following stages:

- finding the job advertisement;
- researching the company;
- writing a resume and cover letter;
- participation in interview.

The first stage is the most important as the more scrupulous you are the more effective the process is in general. Here you should keep in mind that job searching is time consuming and takes thoughtfulness. For searching you can use online job hunters, newspapers and periodicals. Try to analyze the job descriptions carefully, focusing on key words and requirements.

Once you have specific job advertisements for reference, the next stage is to research the company. Try to find information about the company's background, key individuals, philosophies, products, services, financials and even competition. This will prepare you for the job interview, and also help you identify whether or not the company is a good fit for you. Most companies have websites which provide significant information, but you can also use newspapers, periodicals and other Internet sources to develop a deeper understanding.

To continue job-hunting process you should develop and create a resume and a cover letter that are tailored to that specific job description and are encouraged to highlight expertise and skills relevant to the job description. Standard categories on the resume usually include education, experience, skills, awards, and service. However, just because the certain information is expected, doesn't mean all resumes should be the same.

Resumes and cover letters should be personalized for specific jobs. Personalizing the resume does not mean that you should falsify information; rather, it means you should think critically about your education and skills. You may notice that your experience, skills or education is weak in certain areas. So analyzing the job description and noticing those weaknesses you will become aware of what you need to improve before you actually enter the job market. You may become more motivated to make the resume stronger by getting more experience or working harder at university.

One of the most feared aspects of the job application process is the job interview. Not only information about the company but also practice in participating in in-class interview activities can prepare you for the real interview.

2.1. Finding a Job Advertisement

1. A job application is a formal request for a job. You usually make an application by replying to an advertisement. Find a similar job advertisement in your local newspaper and present information from the advertisement in written form in English.

ТОВ КБ "Володимирський"
запрошує на роботу
СПЕЦІАЛІСТІВ
з питань кредитування корпоративних клієнтів

Основні обов'язки:
- проведення фінансового аналізу діяльності корпоративних клієнтів;
- підготовка кредитних заяв і супроводження кредитних справ корпоративних клієнтів;
- участь у розробці методології кредитних операцій.

Основні вимоги:
- вища економічна освіта;
- досвід роботи за фахом не менше 2 років;
- глибокі знання фінансового аналізу;
- добре знання ПК.

Кандидати повинні мати такі особистісні характеристики:
- якості лідера;
- здатність працювати в команді;
- вміння керувати своїм часом;
- прагнення до постійного самовдосконалення та самоосвіти.

З/п від 3 500 грн.

Резюме направляти за адресою: пл. Незалежності, 10,
тел. 21-31-73

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2. You are an employer of a big international corporation. Compile an advertisement for a vacant position of an IT specialist in your corporation. Give your requirements, company's perks and initial salary.

Look into the Supplement for key set expressions.

2.2. Job Application

You saw the following job advertisement in the newspaper five weeks ago and immediately sent your letter of application. Since then you have heard nothing apart from the acknowledgement below. Call the current PA (personal assistant) to find out what has happened to your application.

You also want to know more about the job:
- travel: how much and where to?
- hours: typical working hours?
- pay: bonuses depend on what?
- what are the main problems?
- the name of the director;
- any other details you would like to have.

And remember: this is the chance of a lifetime – sell yourself!
- you speak English fluently;
- you can type, and have good word processing experience;
- you have a clean driving license;
- you are hard-working, flexible and have good communication skills;
- you can start tomorrow.

HELP! MY PA IS LEAVING ME!

In fact, we are parting on good terms after five years but I need a replacement FAST.

If you've got what it takes to be PA to a well-known film director, write the Box XPA/457 at this newspaper now.

Good salary (performance-related).

No previous film industry experience required

MEGA MEDIA ENTERTAINMENT
71 Gracechurch Street
London NI 1QA
Tel: 0171 222 7564 Fax: 0171 538 9265

Thank you for your recent application for the advertised post.
You will hear from us very shortly.

Yours sincerely,
Linda Devito

Reading

Text 2

The following text gives you some tips of how to behave in the process of searching a job. Read it and fulfill the assignments.

2.3. Give equivalents of the following words or explain them in English:

- job-hunting;
- interview;
- employment agency;
- recruiter;
- employment application;
- cover letter;
- advancement;
- recommendation letter;
- to obtain the position;
- follow-up letter;
- to be realistic.

2.4. Find these word combinations in the text and give Russian equivalents:

- to be discouraged;
- thoroughly prepare yourself;
- wonderful career opportunities;
- to search for a job;
- to target specific companies;
- to be seeking employment;
- to apply for;
- to arrive well-prepared;
- to possess skills, qualification, and experience;
- specific job responsibilities;
- past work experience;
- special benefits;
- skills match the requirements;
- possibilities for advancement;
- general worth.

2.5. Discuss the following questions in your group:

- How do the author's tips compare with other job interview suggestions? What advice do you think you will take? Ignore?
- What does a resume consist of? Why different versions of a resume should be written?
- How should you prepare for an interview? Why is it important to gather information about the organization you are applying for?

- Do you feel it is right to ask an applicant to dress differently from the way he or she normally dresses?
- What are the rewards of job-hunting process?
- What can you advise to an unsuccessful job-hunter?

Job-Hunting Tips

by Debra M. Hall

Hunting for a job can be tricky. However, the hunt can be rewarding, for it can lead to wonderful career opportunities. – Through telephone calls, correspondence, interviews, and other contacts, the job hunter will (1) meet people. (2) share information, (3) get glimpses of various companies, and (4) enhance interpersonal techniques and skills that can be used in a new position.

Whether you are searching for your first job or want to change careers, you will need to know what kind of job you want and what kind of skills, qualifications, and experiences you possess. A job hunter should be realistic. Being aware of what you have to offer will help you to convey your best in the most effective way.

You can find the job you want by thoroughly preparing yourself for the hunt. With the goal of a job in mind, you should first prepare a resume, listing accurate information about your education; past work experience, affiliations, and so on. In fact, you may need to do several versions of your resume, customizing it for each job description. A resume that is too general may undermine your possibilities of being hired. For example, if you want to apply for a teaching position at n community college and for an editorial job at a publishing house, a different resume would probably be needed for each. What would be emphasized for one would not necessarily be important for the other.

Once you have created a resume, you are ready to begin serious job-hunting. You need to know the kinds of jobs you want or think that you are qualified for so that you can target specific companies or individuals to contact. You should pursue "help wanted" ads in newspapers, the job announcement sections of newsletters, campus placement offices, and employment agencies. To further broaden your search, you should let your family, friends, and acquaintances know that you are seeking employment. In short, leave no stone unturned. Remember that only 10 percent of all job vacancies appear in print.

You should also attend job fairs, often held in major cities or on college campuses. This information can be obtained from local or college newspapers or employment offices. Recruiters from various fields interview prospective employees or accept resumes and/or give out employment

applications. Some employers do presentations for interested employees. In this event, you should make every effort to attend. These sessions give job hunters the chance to ask recruiters questions and get firsthand information.

Once you know of some organizations you are interested in working for, you will need to gather information about those organizations. This research is important because it will give you insights into the company, and your potential employer will be able to see that you prepared for the interview. This show of interest could help in getting you the job. However, if you don't get the first job you apply for, don't be discouraged. In fact, "the average job hunt lasts between six and eighteen weeks, ... don't count on the 'six weeks' minimum. Be prepared for the eighteen weeks or longer" (Bolles 46).

If you are seeking employment out of town or abroad, you may need to make some long-distance calls and/or write to the personnel directors of the organizations you are interested in for information. If you phone, be prepared to answer questions. Sometimes employers will give you a brief preliminary telephone interview to see if you meet the minimum qualifications for them to forward you their application.

You ought to write a cover letter to accompany your resume and/or 5application. This should be a one-page formal business letter in which you introduce yourself, state your reason for writing, briefly summarize your qualifications, and request an interview.

Once you are granted an interview, you should make every effort to arrive well-prepared. Before the interview, go over your experiences to align your skills to the position's description and requirements. This will allow you to appear sure of yourself. Also, prepare questions to ask during the interview. You might inquire about the specific job responsibilities, ask about the possibilities for advancement promotion, and find out about the special benefits the company offers. Avoid going into too many details about the salary at this time. In short, ask questions that will allow you to decide if the job is right for you.

Above all, dress appropriately. This tells the employer you are a professional. In other words, if you are interviewing for a conservative, multinational company, you should not wear casual clothes like jeans and sneakers; get dressed up! Then, during the interview, sit up straight, speak clearly, be attentive, look the interviewer in the eye, smile when appropriate, and try to relax. If you become nervous, take long, deep breaths and remember you have a valuable commodity to sell – yourself. Remember not to say negative things about yourself or your former employers. You should be friendly and act like you really want the job.

Many employers ask prospective employees to complete a job application and/or take an exam before the interview, so be sure to arrive about twenty minutes before the scheduled appointment. To be prepared, bring along extra copies of your resume, samples of your work, recommendation letters, and other supporting documents that will strengthen your application. You will certainly make a good impression by anticipating your employer's needs.

After the interview, send a follow-up letter to the person(s) who interviewed you. In this one-page letter, you should thank the person for the interview, briefly summarize how your skills match the requirements, and reiterate your interest in obtaining the position.

If you do not hear from the prospective employer within a specified period of time (about one week, depending on the situation), it is okay to phone and ask about the status of your application. At this time, you can find out when the company plans to fill the position, and you can use this opportunity to remind the interviewer that you are still interested in the job.

Finally, job hunting can be hard work. Remember, you know your skills, abilities, and general worth. Don't grow impatient or let rejection undermine your determination to get the job that best suits you. In time, you will get what you deserve.

(Bolles, Richard B.
What Color is Your Parachute?
San Francisco: Ten Speed
Press. 1990)

Listening

2.6. Running a Job Interview

Listen to a discussion about how to run a good job interview. As you listen, complete the notes on interview activities.

Interview stage	Activities
First	1. Introductions .... 2 .... 3 .... 4 ....
Middle	1. Ask questions within a structure 2 .... 3 .... 4 ....
End	1 .... 2 .... 3. Say what happens next ....

ДВНЗ "Українська академія банківської справи НБУ"

2.7. Discussion

Obviously, verbal communication skills are an important consideration in an interview. In your country, how important are non-verbal factors such as appearance and dress? What advice would you give to a candidate coming for an interview for a managerial position in your company?

2.8. Job Interview. Role Play

Prepare and practice answering 10-20 common job interview questions. Then work in groups of 5. In each group – an interview team – students take turns being the interviewee in the 'hot seat' responding to questions by their classmates. Before the interview fill in the job description file and curriculum vitae. At the end of the workshop, each member should vote for two individuals who she/he feels performed the best. The winner from each team is awarded extra credit.

Interviewer:
- How long were you in your last job with …?
- What was the reason of your leaving?
- What are your three main strengths?
- Are you a leader by nature?
- What do you find a fare salary?
- Does that suit you?

Interviewee:
- Where shall I fit into your bank structure?
- What will be my responsibilities?
- What salary shall I get during my first year?
- Shall I have opportunities for promotion?
- When do you want me to start?

<div>

Job Description

Name of Company ....

Position offered .... Salary ....

Job responsibilities ....

Qualifications required ....

....

Experience required

....

Further comments

....

</div>

```
Curriculum Vitae
Name _____    Address _____
Date of birth _____    Marital status _____
Telephone _____     E-mail _____
Education and qualifications _____
Work experience
From _____ To _____  From _____ To _____
Employer _____      Employer _____
Responsibilities _____  Responsibilities _____
Interests _____
References _____
```

2.9. Completing forms

Complete the following application form and write the Follow-Up Letter with more personal information about yourself (see the Supplement). Then exchange your documents with you partner. On behalf of the employer write a letter offering him/her the position.

Application Form   **Mitchell Hill plc Merchant Bank**
                             11-15 Montague Street London EC15DN

Personal

Surname (Mr Mrs Miss Ms)	Forename(s)	
Maiden Name	Age	Date of Birth
Marital status	No of children	Ages
Address		
Tel daytime	Tel evening	

Education

School/univ/colledge	From	To	Address
Secondary			
Higher			

Examinations

Title	Grade	Subject(s)	Date
Diploma			

Have you any of the following skills?

IT skills: (tick appropriate box)

□ *Spreadsheets;*
□ *Wordprocessing;*
□ *Desktop publishing (DTP);*
□ *PowerPoint;*
□ *Database;*
□ *Keyboard Skills;*
□ *Bookkeeping.*

Accounts:

□ *Manual;*
□ Computerized;
□ *Telex;*
□ *Customer contact;*
□ *Driving License;*
□ *Filing.*

Languages

	Fluent	Good	Fair
English			
German			

Employers' Names and Addresses	From	To	Position and Duties	Salary

Names and Addresses of two referees

1.
2.

Hobbies / activities

Can we approach your last Employer for a reference?   □ **Yes**   □ **No**

When will you not be available for an interview   **Date (s)**
Date   **Signature**

2.10. Writing a Resume

On the basis of the Application Form you have completed in 2.7 write your personal CV (See the Supplement). Show it to your partner and ask him/her to write a Letter of Recommendation.

Unit 3. PEOPLE IN COMPUTING. COMPUTING SUPPORT

Reading

3.1. Read three short texts and complete the table. You may not find information for each section of the table

	Test 1	Text 2	Text 3
1. Job title 2. Nature of work 3. Formal Qualification 4. Personal Qualities 5. Technical skills 6. How to get started 7. How to make progress			

3.2. For which of the careers described are these statements true? More than one career may match each statement

1. You may work for only a few days or a week for a company.
2. It's a good idea to buy books on languages such as C++.
3. You are responsible for developing and implementing the software a company needs to run its operations.
4. You need to be able to break down a problem into a number of smaller tasks.
5. It's worth paying for a training course if you get serious about this career.
6. Microsoft Certified Systems Engineer is a useful qualification for your career.
7. Your objective is to become self-employed.
8. It's important you have the right personality to lead a team.

Text 1

How to become a programming expert

The primary requirements for being a good programmer are nothing more than a good memory, an attention to detail, a logical mind and the ability to work through a problem in a methodical manner breaking tasks down into smaller, more manageable pieces.

However, it's not enough just to turn up for a job interview with a logical mind as your sole qualification. An employer will want to see some sort of formal qualification and a proven track record. But if you can show someone an impressive piece of software with your name on it, it will count for a lot more than a string of academic qualifications.

So what specific skills are employers looking for? The Windows market is booming and there's a demand for good C, C++, Delphi, Java and Visual Basic developers. Avoid older languages such as FORTRAN and COBOL unless you want to work as a contract programmer.

For someone starting out, my best advice would be to subscribe to the programming magazines such as Microsoft Systems Journal. Get one or two of the low-cost 'student' editions of C++, Visual Basic and Delphi. Get a decent book on Windows programming. If you decide programming is really for you, spend more money on a training course.

Text 2

How to become a Computer Consultant

The first key point to realize is that you can't know everything. However you mustn't become an expert in too narrow a field. The second key point is that you must be interested in your subject. The third key point is to differentiate between contract work and consultancy. Good contractors move from job to job every few months. A consultant is different. A consultant often works on very small timescales – a few days here, a week there, but often for a core collection of companies that keep coming back again and again.

There's a lot of work out there for people who know Visual Basic, C++, and so on. And there are lots of people who know it too, so you have to be better than them. Qualifications are important. Microsoft has a raft of exams you can take, as does Novell, and in my experience these are very useful pieces of paper. University degrees are useless. They merely prove you can think, and will hopefully get you into a job where you can learn something useful. Exams like Microsoft Certified Systems Engineer are well worth doing. The same goes for NetWare Certification. However, this won't guarantee an understanding of the product, its positioning in the market, how it relates to other products and so on. That's where the all-important experience comes in.

Here's the road map. After leaving university you get a technical role in a company and spend your evenings and weekends learning the tools of your trade – and getting your current employer to pay for your exams. You don't stay in one company for more than two years. After a couple of hops like that, you may be in a good position to move into a junior consultancy position in one of the larger consultancy companies. By the age of 30, you've run big projects, rolled out major solutions and are well known. Maybe then it's time to make the leap and run your own life.

Text 3

How to become an IT Manager

IT managers manage projects, technology and people. Any large organization will have at least one IT manager responsible for ensuring that everyone who actually needs a PC has one and that it works properly. This means taking responsibility for the maintenance of servers and the installation of new software, and for staffing a help-desk and a support group.

Medium to large companies are also likely to have an IT systems manager. They are responsible for developing and implementing computer software that supports the operations of the business. They're responsible for multiple development projects and oversee the implementation and support of the systems. Companies will have two or three major systems that are probably bought off the shelf and then tailored by an in-house development team.

Apart from basic hardware and software expertise, an IT manager will typically have over five years' experience in the industry. Most are between 30 and 45. Since IT managers have to take responsibility for budgets and for staff, employers look for both of these factors in any potential recruit.

Nearly all IT managers have at least a first degree if not a second one as well. Interestingly, many of them don't have degrees in computing science. In any case, the best qualification for becoming a manager is experience. If your personality is such that you're unlikely to be asked to take responsibility for a small team or a project, then you can forget being an IT manager. You need to be bright, communicative and be able to earn the trust of your teams. Most of this can't be taught, so if you don't have these skills then divert your career elsewhere.

Practice

3.3. People in Computing

Match the profession in the left-hand column with its description in the right-hand column to find out what kind of people work in IT.

1. Webmaster	a) a person who specializes in writing systems software
2. Application programmer	b) a professional who provides help for computer users by designing, building and maintaining information technology systems
3. Security specialist	c) a person who administers a Web server
4. System programmer	d) a person who manages projects, technology and people
5. IT support engineer	e) a person who studies systems in an organization and decides how to computerize them
6. IT manager	f) a person who writes computer programs designed to be used for a particular purpose

7. System analyst	g) a professional who produces the programs which control the internal operations of computers
8. Computer services engineering technician	h) a person who is responsible for installation, maintenance and repair of computers and peripherals
9. Software engineer / designer	i) a person who tests the security of networks systems and advices customers how to introduce and maintain security policies
10. Network support person	j) a professional who maintains the links between PCs and workstations connected in a network

3.4. Get It Real

Search the Internet for advertisements of different jobs in computing. Present the requirements to your group. Other students should guess the type of job you are presenting.

3.5. Pair Work

Choose one of the computing careers from the list provided. Your partner must find out what your job is by asking yes/no questions.

1. Computer Salesperson.

Advises potential customers about available hardware and sells equipment to suit individual requirements. Discusses computing needs with the client to ensure that a suitable system can be supplied. Organizes the sale and delivery and, if necessary, installation and testing. May arrange support or training, maintenance and consultation. Must have sufficient technical knowledge.

2. Applications Programmer.

Writes the programs which enable a computer to carry out particular tasks. May write new programs or adapt existing programs, perhaps altering computer packages to meet the needs of an individual company. When writing a new program, follows a specification provided by a systems analyst. Devises a series of logical steps and converts these to the appropriate computer language. Checks programs for faults and does extensive testing.

3. Systems Support Person.

Systems support people are analyst programmers who are responsible for maintaining, updating and modifying the software used by a company. Some specialize in software which handles the basic operation of the computers. This involves use of machine codes and specialize in low-level computer languages. Most handle applications software. May sort out problems encountered by users. Solving problems may involve amending an area of code in the software, retrieving files and data lost when a system crashes and a basic knowledge of hardware.

4. Hardware Engineer.

Researches, designs and develops computers, or parts of computers and the specializeed element of appliances, machines and vehicles. Also involved in their manufacture, installation and testing. May specialize in different areas: research and development, design, manufacturing. Has to be aware of cost, efficiency, safety and environmental factors as well as engineering aspects.

5. Systems Analyst.

Studies methods of working within an organization to decide how tasks can be done efficiently by computers. Makes a detailed analysis of the employer's requirements and work patterns to prepare a report on different options for using information technology. This may involve consideration of hardware as well as software. Either uses standard computer packages or writes a specification for programmers to adapt existing software or to prepare new software. May oversee the implementation and testing of a system and acts as a link between the user and the programmer.

6. Software Engineer / Designer.

Produces the programs which control the internal operations of computers. Converts the system analyst's specification to a logical series of steps. Translates these into the appropriate computer language. Often compiles programs from libraries or sub-programs, combining these to make up a complete systems program. Designs, tests and improves programs for computer-aided design and manufacture, business applications, computer networks and games.

7. Computer Services Engineering Technician.

Can be responsible for installation, maintenance or repair of computers and associated equipment. Installs hardware, ranging from personal computers to mainframe machines, and tests by running special software. Some technicians carry out routine servicing of large mainframe systems, aiming to avoid breakdowns. Others are called in to identify and repair faults as quickly as possible usually by replacing faulty parts. Work can also involve upgrading machines usually on customers' premises.

8. Network Support Person or Computer Engineer: Network Support.

Maintains the link between PCs and workstations connected in a network. Use telecommunications, software and electronic skills and knowledge of the networking software to locate and correct faults. This may involve work with the controlling software, on the wiring, printed circuit boards, software or microchips on a file server, or on cables either within or outside the building.

3.6. Writing

Write a text about your future profession, similar to texts in Reading section.

Listening

3.7. *You are going to listen to explanations and recommendations of a Computing support Officer to the Sales Director of a large company. Listen to three parts and answer the questions below:*

1. What is Clive's problem?
2. What does he want to do?
3. How does he get into Windows Explorer?
4. What does a little plus sign right next to C drive let you do?
5. What do plus and minus signs show?
6. What additional task does Clive need help with?
7. What indication is there that Contract now contains subfolders?
8. How are subfolders called?
9. What operation is used to move files into the new subfolders?
10. What does Barbara refer to as a 'handy tool'?

3.8. Pair Work

Instruct each other how to perform these computer operations in Windows. Take notes from your partner's instructions.

Student A	Copying a file.
	Installing a new anti-virus program.
	Printing a document.
Student B	Saving a file.
	Scanning a document into Windows.
	Installing a new game.

3.9. *Now listen to the recording of a computing support officer advising a user. Complete the form below to record the main details of the problem.*

Help Desk Technician's Name		Date of Call	Time Commenced
Reported By		Address	
Under Warranty	Service Tag No.	Make	Model
Processor	RAM Size	Operation System	Network Type
Problem Description		Diagnosis	
Cleared by Phone		Job Number	

Passed to Supplier	Time	Ref. No.
Passed to Third Party	Time	Ref. No.
Requires Visit	Time	Visiting Technician
Equipment Required		Comments (e.g. case history)

3.10. Solving Problems

Find out what most common computer problems are for your class-mates and how they get help with these problems. Use this form to record your results.

Problems	Source of Help
Viruses. Monitor problems. Mouse problems. Computer hangs. Printer problems. Computer crashes. Power Supply. Cooling fan. Keyboard. CD-ROM Drive. Hard disk. Sound Card	

3.11. Speaking

Now work in pairs. Advise you partner on his/her computer problem. Role play a conversation between a computing support officer and a user discussing a problem by phone. Use the form from 3.7 to make your notes.

3.12. Writing

Write a short report of the problem you have made your notes. Your report should have these sections:

- Description of the user's hardware, software, network connections, etc.;
- Description of the problem and possible diagnosis;
- Action taken.

Unit 4. PEOPLE IN COMPUTING. THE EX-HACKER

Reading

What is a Hacker?

By Bruce Schneier

A hacker is someone who thinks outside the box. It's someone who discards conventional wisdom, and does something else instead. It's someone who looks at the edge and wonders what's beyond. It's someone who sees a set of rules and wonders what happens if you don't follow them. A hacker is someone who experiments with the limitations of systems for intellectual curiosity.

Hackers are as old as curiosity, although the term itself is modern. Galileo was a hacker. Mme. Curie was one, too. Aristotle wasn't. (Aristotle had some theoretical proof that women had fewer teeth than men. A hacker would have simply counted his wife's teeth. A good hacker would have counted his wife's teeth without her knowing about it, while she was asleep. A good bad hacker might remove some of them, just to prove a point).

When I was in college, I knew a group similar to hackers: the key freaks. They wanted access, and their goal was to have a key to every lock on campus. They would study lockpicking and learn new techniques, trade maps of the steam tunnels and where they led, and exchange copies of keys with each other. A locked door was a challenge, a personal affront to their ability. These people weren't out to do damage – stealing stuff wasn't their objective – although they certainly could have. Their hobby was the power to go anywhere they wanted to.

Remember the phone phreaks of yesteryear, the ones who could whistle into payphones and make free phone calls. Sure, they stole phone service. But it wasn't like they needed to make eight-hour calls to Manila or McMurdo. And their real work was secret knowledge: The phone network was a vast maze of information. They wanted to know the system better than the designers, and they wanted the ability to modify it to their will. Understanding how the phone system worked – that was the true prize. Other early hackers were ham-radio hobbyists and model-train enthusiasts. Computer hackers follow these evolutionary lines. Or, they are the same genus operating on a new system. Computers, and networks in particular, are the new landscape to be explored. Networks provide the ultimate maze of steam tunnels, where a new hacking technique becomes a key that can open computer after computer. And inside is knowledge, understanding. Access. How things work. Why things work. It's all out there, waiting to be discovered.

Computers are the perfect playground for hackers. Computers, and computer networks, are vast treasure troves of secret knowledge. The Internet is an immense landscape of undiscovered information. The more you know, the more you can do.

And it should be no surprise that many hackers have focused their skills on computer security. Not only is it often the obstacle between the hacker and knowledge, and therefore something to be defeated, but also the very mindset necessary to be good at security is exactly the same mindset that hackers have: thinking outside the box, breaking the rules, exploring the limitations of a system. The easiest way to break a security system is to figure out what the system's designers hadn't thought of: that's security hacking.

Hackers cheat. And breaking security regularly involves cheating. It's figuring out a smart card's RSA key by looking at the power fluctuations, because the designers of the card never realized anyone could do that. It's self-signing a piece of code, because the signature-verification system didn't think someone might try that. It's using a piece of a protocol to break a completely different protocol, because all previous security analysis only looked at protocols individually and not in pairs.

That's security hacking: breaking a system by thinking differently.

It all sounds criminal: recovering encrypted text, fooling signature algorithms, breaking protocols. But honestly, that's just the way we security people talk. Hacking isn't criminal. All the examples two paragraphs above were performed by respected security professionals, and all were presented at security conferences.

I remember one conversation I had at a Crypto conference, early in my career. It was outside amongst the jumbo shrimp, chocolate-covered strawberries, and other delectables. A bunch of us were talking about some cryptographic system, including Brian Snow of the NSA. Someone described an unconventional attack, one that didn't follow the normal rules of cryptanalysis. I don't remember any of the details, but I remember my response after hearing the description of the attack.

"That's cheating", I said.

Because it was.

I also remember Brian turning to look at me. He didn't say anything, but his look conveyed everything. "There's no such thing as cheating in this business".

Because there isn't.

Hacking is cheating, and it's how we get better at security. It's only after someone invents a new attack that the rest of us can figure out how to defend against it.

For years I have refused to play the semantic "hacker" vs. "cracker" game. There are good hackers and bad hackers, just as there are good electricians and bad electricians. "Hacker" is a mindset and a skill set; what you do with it is a different issue.

And I believe the best computer security experts have the hacker mindset. When I look to hire people, I look for someone who can't walk into a store without figuring out how to shoplift. I look for someone who can't test a computer security program without trying to get around it. I look for someone who, when told that things work in a particular way, immediately asks how things stop working if you do something else.

We need these people in security, and we need them on our side. Criminals are always trying to figure out how to break security systems. Field a new system – an ATM, an online banking system, a gambling machine – and criminals will try to make an illegal profit off it. They'll figure it out eventually, because some hackers are also criminals. But if we have hackers working for us, they'll figure it out first – and then we can defend ourselves.

It's our only hope for security in this fast-moving technological world of ours.

Practice

4.1. Writing

What are the key ideas of the text your have just read? Make a short summary of the text in written.

4.2. Discussion

Present your summary to the group. Discuss the key ideas of the text together. Do you agree with the author's philosophy?

4.3. Word building

Fast development of Information Technologies has given birth to new words. Find the meanings of these terms in an explanatory dictionary and note them down. What are the ways of building of these words? Think of the words formed by the same ways.

- Edutainment;
- Multimedia;
- Telecommute;
- Superhighway;
- Qwerty;
- BASIC;
- Fortran.

Find new words in the text. How were they formed?

Listening

You are going to listen to an interview with an ex-hacker.

4.4. *Listen to Part 1 of the recording and find the answers to these questions:*

1. What was Ralph arrested for?
2. What does he do now?
3. Why does he say people are too trusting?
4. What passwords does he suggest for trying to get into a system?
5. What does a firewall do?
6. What is the advantage of a callback system?
7. To prevent hacking, what sort of passwords should you avoid?
8. What do event logs show?

4.5. *Now listen to Part 2 of the recording and find the answers to these questions:*

1. How did Ralph start thinking about computer security?
2. How did he find the most senior ID in the American company's system?
3. According to Ralph, why do people hack?
4. Why did he and his friend hack?
5. How did the police find him?
6. Why does he say companies should use his services?
7. Do hackers know each other?
8. What's the difference between Hollywood hackers and the real world?
9. How risky is credit card use on the Internet?
10. What advice does he give for people intending to use credit cards over the Internet?

4.6. *Now listen to both parts again to find the answers to these questions:*

1. What evidence did Ralph and his friend leave to show that they had hacked into the American company's system?
2. What is a 'white hat' hacker?
3. What two ways does Ralph give for hacking into a system?
4. What terms does Ralph use to describe someone obsessed by computers?
5. How does he maintain contact with the policeman who arrested him?
6. How does he describe his lack of enthusiasm for the Hollywood hacker?
7. What does he mean by 'It's the retailers who get done'?
8. What's the problem with using smart cards for Internet purchases?

4.7. Computer Terms

Match the following terms with their definitions.

1. Hacker	a) application programs used for storing information so that it can be easily searched and sorted
2. Geek	b) redirecting the Web address to point to another website
3. Anorak	c) a person who attempts top gain unauthorized access to a network system
4. Hijacking (websites)	d) changing the text and graphics on the webpages, sometimes leaving very rude messages on the system
5. Defacing	e) checking the system regularly using event logs to find failed access attempts
6. Blackmailing	f) an expert lacking in social skills
7. Firewall	g) a combination of hardware and software used to control the data going into and out of a network
8. Callback system	h) threatening the owners of websites to damage their systems by doing something like releasing a virus
9. Auditing	i) an eccentric, socially inept person with little or no fashion sense and having an obsessive interest in a hobby or subject
10. Databases	j) a system that automatically disconnects a telephone line after receiving a call and then dials the telephone number of the system that made the call, to reconnect the line

4.8. Word Study. Phrasal Words

Study these phrasal verbs. Try to give their Ukrainian / Russian equivalents.

break into	grow up	throw away
get into	phone up	logon
hack into	run up	find out
go about	keep at	track down
set about	shut down	hand overkeep ahead

Now complete each blank with the appropriate phrasal verb in the correct form. In some cases, more than one answer is possible.

1. Hackers try to…………passwords so they can penetrate a system.
2. Don't…………your password to anyone who asks for it.
3. The police…………Ralph…………by talking to his friends and acquaintances.
4. Some hackers…………systems to get commercially valuable information.
5. When you…………to a network, you have to provide an ID.
6. How do you…………hacking into a system?

7. Hackers may…………, pretending to be from your company, and ask for your password.
8. Never…………your credit card receipts where someone can find them.
9. Ralph was a hacker as a teenager but he's…………now and become more responsible.
10. …………a system is strictly illegal nowadays.
11. It's a constant race to…………of the hackers.

4.9. *Replace the verb in italics with a phrasal verb of similar meaning from the box.*

note down	check out	grown up
shut down	hack into	phone up
throw away	work out	hang over
	set about	ran up

1. Don't *discard* your credit card receipts; they could help fraudsters.
2. Trying to *penetrate* computer systems is against the law.
3. The typical hacker is a young person who has not *matured* yet.
4. The best way to *begin* hacking into a system is to try to get hold of a password.
5. If someone *telephones* you and asks for your password, don't *provide* it.
6. Hackers *closed* Hotmail for five hours.
7. Hackers *accumulated* a telephone bill of £1m for Scotland Yard.
8. The difficult thing was to *determine* how the website would look.
9. So you won't forget, *record* the ID number the support technician gives you.
10. *Examine* the manufacturers' websites before you phone for help.

4.10. Role play

Work in pairs. Together make up your own questions on these prompts. Then play the parts of the interviewer and Ralph.

- first interested in hacking;
- reason for being arrested;
- present job;
- ways to avoid hackers;
- views on Hollywood hackers;
- safe ways of paying for Internet shopping.

Unit 5. WEBPAGE CREATOR

Reading

5.1. *Read the text below and answer the questions:*

What are the reasons of success of Herbie Croteau's business?

What are the business problems that an entrepreneur can address through the use of the Internet?

How essential is the Internet in the strategy and operation of any business?

Yukon Netrepreneurs

How do you make a business grow when you live within the Arctic Circle? That was the problem faced by Herbie Croteau, the founder and the CEO of Midnight Sun Plant Food. He lives in Faro with a population of 500. Faro is in Canada's Yukon Territories, which is two = thirds the size of Texas but only has a population of 31,000, two = thirds of which live in the capital of Whitehorse. And, of course, being north of the Arctic Circle, it has very long sinters, with an average winter temperature 15 degrees below zero (Fahrenheit) and an average snowfall about five feet. A truck driver for the local zinc mine, Croteau found himself out of a job when the mine closed in 1992. To pass the time he began developing a fertilizer from local ingredients for his wife to use to feed both her indoor and her outdoor plants. When neighbors saw the size of her plants and vegetables, they began demanding he sell them some of his fertilizer, and he found himself a business.

Because Croteau lived in such a small town, his natural market was almost nonexistent. In 1993 he began bringing his fertilizer to Whitehorse, a tow of 22,000 five hours away from Faro. In business terms Whitehorse also presented only a tiny market, and so by 1998 Croteau's annual sales had only grown to $10,000. Hower, the Internet had reached the Yukon, and when it arrived in Faro, Croteau saw it as a way to expand his business.

Yukon residents are relatively educated, with neatly 20 percent of adults holding college degrees, making it a fertile territory for the Internet. Recognizing this, a small group of computer enthusiasts founded Yknet in 1994, bringing the Internet to the region. With the held of the government and a Canadian telephone giant (Northwestel), the company eventually brought Internet service to 38 percent of Yukon households. In 1998 Croteau brought his company to the Web in an attempt to broaden his market.

At first Croteau's site got only two visitors per day and so Croteau spent much of his time searching out sites that would offer him free links to other Web sites. Quickly, his visitors rose to hundreds each week. Then his site began accepting credit cards, enabling on-line sales, and his site even included a currency converter and video testimonials from happy customers. He has already redesigned his site several times to make it easier to reach.

Croteau claimed that 90 percent of the people visiting his site purchase his plant food and he expected his revenue to reach perhaps as high as $ 100,000 (Canadian) in 2000.

In Haines Junction another Yukon Territories business turned to the Internet for aid. Roland and Susan Shaver had founded Bear North Adventures, which offered guided snowmobile tours of the breathtaking mountains and pristine snow-covered lakes. Their problem was finding ways to publicize their magnificent territory and their tours. Investing $ 2,000 to establish a Web site, they now provide visitors with many pictures of the touring area along with information on the costs. Web users find the Bear North site through links on other travel and snowmobile sites.

5.2. Make It Real

Surf the Internet and find information about any company using the Web for providing its services. Present this information to the class.

5.3. *Match these reviews of websites to their titles. Some words and parts of words have been omitted. Try to replace them.*

1. Babelfish.
2. Fish I.D.
3. Strangely Satisfying.
4. Sheepnet.
5. Download.com.

a

If you want to buy old comics, old toys such as plastic fish for your bath, nodding dogs for your car and many other strange and bizarre items, this site is for you.

b

Everything you ever wanted to know or didn't want to know about *****. Breeds, pictures and fascinating facts including the information that almost all ***** are either white or black. Guaranteed to raise a smile.

c

Trouble identifying *****? This site has pictures, quizzes, a special corner for children and a handy reference on all kinds of aquatic life. It also hosts a discussion area for all concerned with the marine environment.

d

Can't remember the word in English or any other major language? Try ***** for an instant translation. Easy to use. Just type in your text. Choose the language you want and select 'Search'. You can also translate websites. Only drawback is that you get a literal translation. Don't expect ***** to cope with slang or idioms.

e

Whether it's demos, full freeware or shareware products you are looking for, the chances are you'll be able to find it here. Rather usefully the site also contains all major drivers and development tools -pretty much anything you could ever want to help you get the most out of your PC really. Well worth a visit whatever it is you're looking for.

Listening

5.4. *John lives in North Dakota. Here he talks about his website. Listen to the recording and complete this table about his site*

Name	
Site Name	
Topic	
Site Address	
Why special	
Last updated	

Listen to the recording again to find the answers to these questions:
1. Why did John choose this topic?
2. What package is Netscape Composer a part of?
3. What previous experience did he have of website creation?
4. What's the price of his 'free' domain name?
5. What does he mean by 'Yahoo! Just seems to swallow submissions'?
6. What do you think Yahoo! Clubs are?
7. List 4 tips he gives for other website builders.
8. List 4 website addresses he mentions.

Practice

5.6. Completing Tables
Carry out a survey of websites. Complete this table for at least 4 sites.

Name				
Site Name				
Topic				
Site Address				
Why Special				
Last Updated				

Now compare the sites you have presented in your table.

5.7. Web Site Evaluation

Choose one of the sites from the table in 5.4 and evaluate it according to the criteria in the following web-evaluation chart.

Evaluation of Web documents	How to interpret the basics
1. Accuracy of Web Documents • Who wrote the page and can you contact him or her? • What is the purpose of the document and why was it produced? • Is this person qualified to write this document?	Accuracy • Make sure author provides e-mail or a contact address/phone number; • Know the distinction between author and Webmaster
2. Authority of Web Documents • Who published the document and is it separate from the "Webmaster?"; • Check the domain of the document, what institution publishes this document? • Does the publisher list his or her qualifications?	Authority • What credentials are listed for the authors)? • Where is the document published? • Check URL domain
3. Objectivity of Web Documents • What goals/objectives does this page meet? • How detailed is the information? • What opinions (if any) are expressed by the author?	Objectivity • Determine if page is a mask for advertising; if so information might be biased; • View any Web page as you would an infommercial on television. Ask yourself why was this written and for whom?
4. Currency of Web Documents • When was it produced? • When was it updated'; • How up-to-date are the links (if any)? • any)?	Currency • How many dead links are on the page? Are the links current or updated regularly? • Is the information on the page outdated?
5. Coverage of the Web Documents • Are the links (if any) evaluated and do they complement the documents' theme? • Is it all images or a balance of text and images? • Is the information presented cited correctly?	Coverage • If page requires special software to view the information, how much are you missing if you don't have the software; • Is it free or is there a fee, to obtain the information? • Is there an option for text only, or frames, or a suggested browser for better viewing?

5.8. Speaking. Solving Problems

Work in pairs. You both have information about some websites. Find out if your partner can suggest a website to help you with your problems.

Student A

Problems:

1. You want to brighten up your website.
2. You would like to reserve seats on the London to Edinburgh train.
3. You want some help with a project on computer security.
4. You are feeling a bit flabby and would like to take up marathon running. How can you prepare for this?

Weather Reports

Several weather-related sites can give you up-to-the-minute weather reports and precipitation radar for your city or local region or for an area in which you'll be travelling. You'll also find extended forecasts. Some weather sites provide safety tips for dealing with severe weather. www.weather.com

Comic Strips

Everyone needs a laugh from time to time, and few things can put a smile on your face more quickly than a classic comic strip. You can check out dozens of your favorite comics and, in some cases, even send a comic strip to a friend.

www.unitedmedia.com

www.uexpress.com

Maps

Websites can give you detailed street maps for major cities, or they can give you a map of Interstate highways. Some sites can help you find a particular address or suggest the best method of travel to your destination. You can also print maps at many websites.

www.mapblast.com

Student B

Problems:

1. You would like to cheer up a friend.
2. You are doing to rent a car in the USA and travel from Miami to New Orleans. You would like to plan a route.
3. You are going walking in the mountains this weekend. You would like to know what the chances are of rain.
4. You want to forward a video email attachment you're received to a friend and it won't go.

Travel Research

Whether you're looking for the best airline and hotel fares or researching the best travel destinations, the Web can help. Several websites also offer

tips for travelling by aero plane or with small children. Some allow you to book train tickets.

www.expedia.com
www.concierge.com
www.thetrainline.co.uk

Neon CSty

If you have a webpage that's looking a little dull, you might want to add some neon signs, words or tubes. Neon City produces a variety of cool neon clipart that you are free to use on your personal webpage so long as you link to the page you got the design from.

www.neoncity.co.uk

Exercise information

If your current exercise program doesn't seem to be working, consult the Web. While Web surfing doesn't qualify as exercise, you can use the Web to find information on an exercise program you'll enjoy. Some web-sites also help to track your progress.

www.fitnesslink.com
www.runnersworld.com

5.9. Writing. Planning Your Website

Study this flowchart for planning a website. Use it as the basis for a short text providing advice on website planning. You text should have three paragraphs corresponding to the three stages in this diagram.

Analysis
What's the site's purpose?
Who's the target audience?

Design and Development
What look, feel and content will the site have?
How will it be created, rolled out and managed?

Evaluation
How do we know if the site is effective?
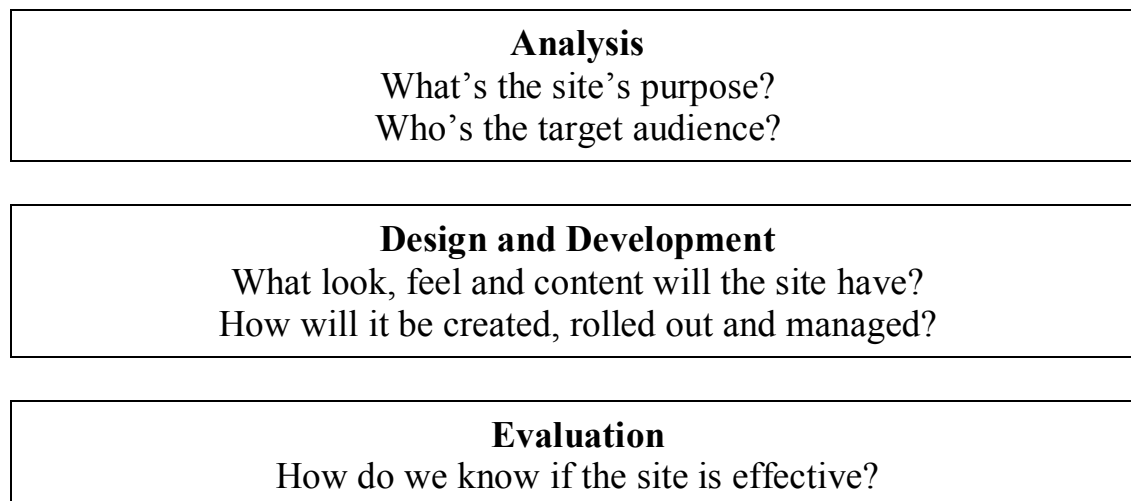
ЗРАЗКИ ЗАВДАНЬ ДЛЯ ПОТОЧНОГО МОДУЛЬНОГО КОНТРОЛЮ ЗНАНЬ СТУДЕНТІВ

Task 1. Listening

Listen to four people talking about their approach to applying for a job. Write their ideas into the table.

Speaker	Attitude to applying for a job
1	1) .... 2) .... 3) ....
2	4) .... 5) ....
3	6) .... 7) ....
4	8) .... 9) .... 10) ....

Task 2. Use of Language

Write warnings using the words below. Each time use different structures. Then translate the sentences into your native language:

- to leave the email subject line blank;
- to use the same password all the time;
- to send very large attachments without asking the recipient's permission;
- to drink coffee and eat in the lab;
- to email information you want to keep secure.

Task 3. Reading

You are going to read an article "Women, and the future of IT". For questions 1-5, choose the answers A, B, C or D which you think the best according to the text.

1. Why are there so few women in IT?
   a) because few women were working in mathematics;
   b) because they don't know how to play and code games;
   c) because they were not involved into the process of developing war games;
   d) because men are more qualified in this industry.

2. What should be done to involve women in the development of IT?
   a) to offer women free computer related courses;
   b) to encourage girls aged 10-15 to develop their computer skills;

c) to take women instead of men on positions of sisadmins;
d) to pay women additional salaries for their work in computing.

3. What is the future of the global network?
a) the internet will probably not exist over the next ten years;
b) the internet will be run exclusively by women;
c) the global net will be smaller than nowadays;
d) there will be zillions of processors in the net.

4. What does Professor Wendy Hall predict?
a) women will control all processes in IT industry;
b) women will lead a revolution in computing;
c) women will not be engaged in networking;
d) young women will not join the work force of computer professionals.

5. What will happen in the farthest future?
a) the interface will be smarter and devices will be smaller and cleverer;
b) the way of interaction between technology and people will be easier;
c) the circuitry design will develop itself according to evolutionary principles;
d) systems will be more tailored to people's needs.

Women, and the future of IT

By Lucy Sheriff
Published Wednesday 22nd September 2004 13:43 GMT
There is a revolution coming in computing, and women will lead it. So says Professor Wendy Hall, computer scientist, advisor to the government, and president of the British Computer Society.

She's talking to us today about why there are so few women in IT, why it matters, and what can be done to change things.

Computer science grew out of mathematics, and there were similar proportion of women in both the departments. In the early days of the subject, there were plenty of women working in industry and in academia, Hall says. But in the mid-eighties, the personal computer arrived, and with that, the culture changed beyond recognition.

"It became about playing and coding war games", she explains. "This really turned women off the subject, and we've never really recovered".

IT departments became very male places, and the techies traded acronyms and buzzwords to determine their position in the hierarchy. "I believe that this is now so culturally ingrained that throwing money at it won't change anything in the short term. You could discriminate: say everyone woman who applied for a computing related course could study for free, for example, but I don't know how successful that would be".

Instead, Hall suggests, the place to attack the problem is at the start of adolescence. "This is when the gender divide really sets in", she says. "But there is no point painting these girls a picture of life as a sysadmin. Quite apart from it not being very exciting, that is the industry as it is now, not as it will be in ten years when they join the workforce".

She reminds us that ten years ago, the internet hadn't really happened. Anyone transported from 1994 to the present day would probably be surprised by what they would find here. There is no reason to think that the transformation of the industry over the next ten years will be any less dramatic.

"We are moving towards a situation where we'll have zillions of processors all interconnected", she says. "It'll be a very large, very complex system, and we need to learn how to make something that complex adaptive, robust and flexible. Nature is very good at complex systems, and that is where we have to take our cue".

There is a lot of this about in the industry. BT has researchers looking at how fruit flies can help us to develop smarter wireless networks; others are trying to make the way we interact with technology more human, and Microsoft has multidisciplinary teams at its Cambridge research facility looking at similar areas.

Other research is even more intriguing – some researchers are letting circuitry design itself, using evolutionary principles.

Hall paints a picture of a world where everything is smaller and cleverer, or at least less stupid. Systems will be more tailored than they are now, technology will be hidden behind a smarter interface, and we'll have software agents that will negotiate services for us.

The sorts of skills required to deal with this brave new world with be the ones women have in abundance, and the subjects that attract more women will be the ones that become more important. Hall predicts that in the next five years, there will be computer science courses that require applicants to have a biology A-Level.

Traditionally women-dominated subjects, such as psychology and sociology, will grow in importance too, as the industry becomes more about personal support than systems support.

"The nature of the industry is going to change. So we need to look at that and say to these young women, 'Here is an intellectual challenge that you'll really enjoy'."

Task 4. Reading into Writing

Make a short summary in your native language of the text from task 3.

Task 5. Writing

What is an OS? What types of them do you know? Describe any particular OS.

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The following set expressions will help you in compiling job advertisements and resumes:

WRITING A RESUME
Key Expressions

- I am keen to…;
- I am interested in…;
- I am willing to… .

Core Skills

- I am able to communicate effectively both in written and oral forms at all levels;
- I have good communication skills gained from giving presentations, chairing meetings, dealing with customers;
- Strengthened spoken and written communication skills for business;
- Advising and instructing customers;
- Working on team projects has improved my negotiation and persuasion skills;
- Ability to apply technical / academic knowledge to practical situations;
- Developed project management skills;
- Developed problem solving / decision making skills;
- Good team management skills developed through years of leading the department / section of…;
- Good public relations skills;
- Experience of working within a team-based culture involved planning, organization, co-ordination and commitment;
- Developed analytic and diagnostic skills;
- Handled large sums of money;
- Adapted to different role at short notice;
- Successful time management (good time management skills);
- Improved Information Technology skills (Word processing and spreadsheets);
- Fluent English improved through one year's study at Business English courses.

Personal Skills

- Arranging and coordinating social events;
- Calculating Numerical Data;
- Checking for Accuracy;
- Classifying Records;

- Mediating between people;
- Operating equipment;
- Delegating responsibility;
- Dispensing information;
- Drafting and editing documents;
- Handling customers complaints;
- Managing and supervising staff;
- Running meetings;
- Speaking in public.

Key Action Phrases

Expertise and demonstrated skills in…
Extensive and involved academic / practical background in…
Knowledge of…
Experience in …
Extensive training in…
Worked closely with…
Constant interaction with …
Promoted to …
Succeeded in …
Proven track record in …
Experience involved…
Reported to …
Was in charge of …
No involved in …
Familiar with …

Interviewing Questions

Interviewer:
- How long were you in your last job with …?
- What was the reason of your leaving?
- What are your three main strengths?
- Are you a leader by nature?
- What do you find a fare salary?
- Does that suit you?

Interviewee:
- Where shall I fit into your bank structure?
- What will be my responsibilities?
- What salary shall I get during my first year?
- Shall I have opportunities for promotion?
- When do you want me to start?

ДОДАТОК В

EDUCATION I HAVE GOT

Key Expressions

Абітурієнт –   applicant,
                                     application form,
                                     application – заява.

Аспірант –   postgraduate student (BrE),
                                     graduate student (AmE).
                                     postgraduate school.
                                     He is a postgraduate student
                                     in Economics (Engineering).
                                     He plans to pursue his
                                     postgraduate studies.

Атестат про середню освіту –   Secondary education certificate

Випускник –   1) (школи) school-leaver (BrE),
                                        high-school graduate (AmE);
                                     2) (внз-у) graduate.

Вищий навчальний заклад –   higher educational institution
                                     (establishment).

Вступний іспит –   entrance examination,
                                     to enter.

Гуртожиток –   hostel (BrE), dormitory (AmE).

Деканат –   Dean's Office.

Денне навчання –   full-time education.

Диплом –   1) diploma (документ);
                                     2) (first degree).
                                     Graduate with distinction.
                                     Degree paper.

Закінчувати школу –   leave school (with distinction),

Залік –   credit, pass-fail examination.
                                     Get credit for a course – скласти залік.
                                     Pass smb. in smth. – ставити залік.
                                     Grade record book / credit book.

Заняття –   classes, double classes.
                                     To attend classes.
                                     To miss classes.

Заочне навчання –   correspondence studies / extramural
                                     studies.

Інформатика –   Information Science / Computer
                                     science.

Іспит –	examination.
	Take an exam.
	Pass an exam.
	Fail an examination.
	Oral / written exam.
	Final exam.
Їдальня –	canteen / dining hall.
Канікули –	holidays, vacation.
Конспект –	notes.
	To take notes.
Консультація –	tutorial / special pre-exam class.
	Tutor – куратор.
Курс –	1) (цикл навчання з предмета) course in …;
	2) (рік навчання) year.
	First-year student.
Курси –	language courses, driving courses.
	Advanced training.
	Access course – підготовчі.
Курсова робота –	term paper.
Лекція –	lecture.
	Go to a lecture / attend a lecture – відвідати лекцію.
Магістратура –	Master program.
Навчальний план –	curriculum.
Навчальний рік –	academic year / session.
Науковий керівник –	scientific supervisor.
Обладнання –	educational facilities.
	Athletic facilities.
	Research facilities.
Одногрупник –	groupmate.
Оцінка –	mark (BrE), grade (AmE).
	To get a mark.
Підготовка –	training.
	To be well trained in – мати гарну підготовку в … .
	To do one's assignment – готуватись до занять.
	To study for exam / to revise.
Позанавчальна діяльність –	extracurricular activity.

Плата за навчання –	tuition.
	Tuition waiver – звільнення від плати за навчання.
Предмет (дисципліна) –	subject.
	Elective – дисципліна на вибір.
	Optional course – факультатив.
	Liberal arts / studies – загальноосвітні предмети.
Програма (курсу) –	syllabus.
Ректор –	rector / president.
Розклад занять –	timetable (BrE), schedule (AmE).
Семестр –	term / semester.
	Autumn / spring term.
Семінар –	workshop.
Середній бал –	grade-point average (GPA).
Сесія –	examination period.
	Mid-year examinations / end-of-year examination.
Спеціальність –	speciality (BrE), specialty (AmE).
	What is your subject / special field?
	What do you specialize in?
	To work in one's own field – працювати за спеціальністю.
Спеціалізація –	major.
	To have a major in Economic Cybernetics.
	My major is … .
	To major in … – спеціалізуватись у … /
	He is an EC major –
	Його спеціальність –
	економічна кібернетика.
Стипендія –	scholarship / grant.
Студент –	student.
	Freshmen (AmE) / first-year student.
	Sophomore (AmE) / second year student.
	Junior (AmE) / third year student.
	Senior / fourth year student.
	Postgraduate student – магістр.
	Full-time student.
	Extramural student.
Студентське братство –	fraternity.

CURRICULUM VITAE
Paul W Cair

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Education

1991-1995	Standard grades in Maths, English, Spanish, Computer Studies, Geography, Science, James High School
1996-1997	HNC in Computing Maxwell College
1997-1999	HND in Computing Support Maxwell College

Other qualifications

Jan 2000 CTEC

Work experience

1999 – present	IT support consultant Novasystems Novasystems is an IT company that provides a complete range of computing services for its corporate clients.

My experience includes:
- advising clients on IT issues and strategies;
- 1st line customer telephone support;
- database design;
- configuration and installation of hardware and software to clients' specifications;
- network administration and implementation;
- PC assembly.

I have knowledge of these areas:
- Windows 2000 Server/Professional;
- Office 97, 2000;
- Sage Line 50 & 100;
- Windows 95/98;
- TCP/IP Networking;
- Windows NT4 Server/Workstation;
- Exchange Server 5.5;
- Veritas Backup Exec for NT.

Hobbies and interests   volleyball

Referees

1. Academic Dr L. Thin, IT Department, Maxwell College.
2. Work Ms Y. Leith, Personnel Officer, Novasystems.

Навчальне видання

СПІЛКУВАННЯ У ПРОФЕСІЙНОМУ СЕРЕДОВИЩІ
COMMUNICATION IN PROFESSIONAL ENVIRONMENT

Навчальний посібник
з поглибленого вивчення англійської мови
для самостійної та індивідуальної робіт

Укладач
Соколова Ірина Валентинівна

Технічне редагування *І.О. Кругляк*
Комп'ютерна верстка *Ю.М. Хижняк*