

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

# **КОМУНІКАЦІЯ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ**

**методичні рекомендації до самостійної роботи**

**студентів усіх спеціальностей**

**другого (магістерського) рівня**

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**Укладачі: Н. О. Бутковська, О.В. Дубцова, О. В. Іваніга**  
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**Комунікація у професійній діяльності:** методичні  
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Розглянуто основи професійної комунікації, які дозволяють зрозуміти природу мови як засобу спілкування, формування здатності виконувати роль культурного посередника між рідною культурою та іноземною, успішно долати міжкультурні непорозуміння та конфліктні ситуації, виявити себе як комунікативну особистість, сприяти формуванню соціокультурного компоненту у професійній діяльності.

Рекомендовано для студентів усіх спеціальностей другого (магістерського) рівня.

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## Вступ

Хороше знання мови означає не тільки добре знання словникового запасу, а й культурну та лінгвістичну компетентність, інакше будь-який текст чи інші матеріали представлятимуть інформаційні труднощі. Іншомовна комунікація оптимізується у реально-часових мовленнєвих практиках, в різних професійних (ділових) ситуаціях, що здійснюється задля формування цілісного й персоналізованого образу світу, а також розвитку творчої активності й автономності студента як мовної особистості. Вона розвиває лінгвістичну, соціолінгвістичну, прагматичну та професійну компетентності.

Основні напрями вивчення дисципліни «Комунікація у професійній діяльності» є комунікативна особистість, професійна комунікація у діловому контексті, міжкультурне професійне спілкування.

Метою навчальної дисципліни є вивчення та засвоєння основних понять і категорій мови як засобу професійної комунікації у міжкультурному середовищі. Основні задачі дисципліни:

- сформувати професійну комунікативну компетентності;
- вміти володіти понятійним апаратом у теорії комунікації;
- вміти розрізняти типи дискурсів, мовленнєвих актів, тактик та стратегій спілкування, аналізувати соціокультурні чинники та розмаїття засобів комунікації;
- бути здатним застосовувати набуті знання та вміння на робочому місці та реальному житті.

Об'єктом вивчення дисципліни є розвиток міжкультурної комунікативної компетентності у контексті професійного спілкування.

Методичні рекомендації складаються із **шести** розділів. Вправи побудовані на сучасному мовному матеріалі і охоплюють складні професійно-спрямовані лексичні фонові знання; мовні одиниці національного кольору; міжкультурну лінгвістику.

Відповідно до діючої програми запропоновані завдання надають додатковий матеріал для самостійної підготовки студентів.

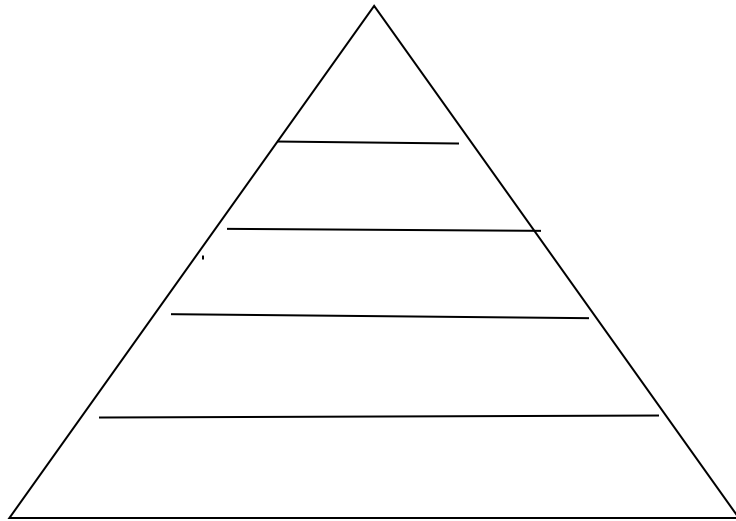
# Unit I.

## What Is Communication

### Task 1. Answer the following questions:

1. What is the simplest definition of communication?
2. What is information?
3. What does information include?
5. What are the forms of communicative media?

### Task 2. Draw a pyramid and fill in each of its level with the words below.

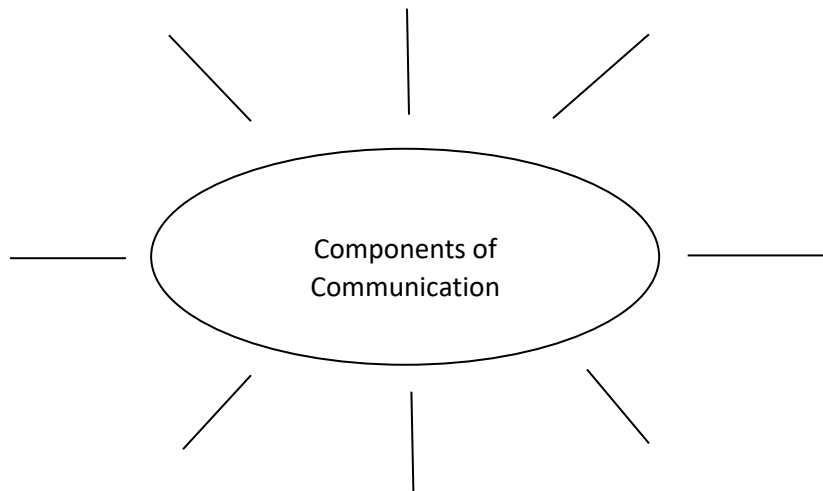


Group, intrapersonal, societal, interpersonal, institutional

### Task 3. Find the best word partnership

- |            |                       |
|------------|-----------------------|
| 1. give    | a. message            |
| 2. convey  | b. right word order   |
| 3. present | c. information        |
| 4. share   | d. speech             |
| 5. choose  | e. speaking situation |
- An arrow points from the word "convey" in the first column to the word "information" in the second column.

**Task 4. Draw a mind map of eight essential components of communication**



**Task 5. Fill in the gaps with the words given below**

1. The message is the stimulus produced by the source for the ... or audience.

2. At the first stage your message consists of the words you choose to ... the meaning.

3. In a speech it is your tone of voice, your body ... and appearance are important.

4. Part of the message may be the ... or context you present it in.

5. The ... is the way in which a message travels between source and receiver.

*Channel, receiver, language, convey, environment*

**Task 6. Place the steps of sending a message in the right order**

There are four steps of sending a message:

*receiving the message,*

*determining the message,*

*conveying the intended meaning,*

*presenting or sending information.*

### Task 7. Match the sentences halves

1. Spoken channels include face-to-face conversations, speeches, telephone conversations and voice mail messages...
  2. Written channels include letters, memos, purchase orders ... .
  3. Television, audio signals and visual signals together convey the message to ... .
  4. The accuracy of communication increases, as ... .
  5. The context of the communication interaction involves the setting, scene and ... .
- a. expectation of the individuals involved
  - b. the amount of feedback increases
  - c. radio, public address systems, and voice over Internet protocol (VoIP)
  - d. invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets etc.
  - e. the receiver or audience

### Task 8. Match and describe five types of communication contexts

1. Intrapersonal Communication	a) happens when one person speaks to a group of people; the same is true of public written communication, where one person writes a message to be read by a small or large group.
2. Interpersonal Communication	b) normally involves two people, and can range from intimate and very personal to formal and impersonal. It implies a trusting relationship established over time between two caring individuals. It may also implies some previous familiarity, and is really more about acknowledging each other than any actual exchange of information, much like saying hello or goodbye.

3. Public Communication	c) Communication in a group is generally defined as involving three to eight people. The larger the group, the more likely it is to break down into smaller groups. To take a page from marketing, does your audience have segments or any points of convergence/divergence? We could consider factors like age, education, sex, and location to learn more about groups and their general preferences as well as dislikes.
4. Mass Communication	d) As You “Talk with Yourself” You are engaged in communication with yourself. This type of communication involves one Person; It Is often called “Self-Talk
5. Group Communication	e) involves sending a single message to a group. It allows us to communicate our message to a large number of people, but we are limited in our ability to tailor our message to specific audiences, groups, or individuals. As a business communicator, you can use multimedia as a visual aid or reference common programs, films, or other images that your audience finds familiar yet engaging

**Task 9. Choose the best explanation of the principles or rules for ethical communicator. What word is of different**

- 1 The ethical communicator is egalitarian. It means
  - a) equal with audience, b) powerful, c) professional;
- 2 The ethical communicator is respectful. That is
  - a) passionate; b) enthusiastic; c) dramatical
3. The ethical communicator is
  - a) true in business; b) proving his point; c) unbelievable
4. The “Golden Rule” means
  - a) human indifference; b) cooperation, c) trustful

Whenever you speak or write in a business environment, you have certain responsibilities to your audience, your employer, and your profession. Your audience comes to you with an inherent set of expectations that you will fulfill these responsibilities. Thus, you should be prepared, and be ethical. The business communicator's first responsibility is preparation that includes several facts.

**Task 10. Find the wrong sentences in the information below and correct them**

1. Organization involves the steps or points that lead your communication to a conclusion. Being prepared means that you have selected a topic appropriate to your audience, gathered enough information to cover the topic well, put your information into a logical sequence, but do not consider how best to present it.

2. Being prepared is being clear. Clarity begins with intrapersonal communication: you need to have a clear idea in your mind of what you want to say before you can say it clearly to someone else. At the interpersonal level, clarity involves considering your audience. Clarity also involves presentation and technology. If you are using a microphone or conducting a teleconference, clarity will not depend on this equipment functioning properly.

3. The prepared communicator is concise and punctual. Concise means brief and to the point. Don't run the risk of boring, being afraid of confusing, or overloading your audience. Finish in time.

4. Ethics is very important. It refers to a set of principles or rules for correct conduct. Communicating ethically involves being egalitarian, respectful, and trustworthy. It is not important to practice the "golden rule" of treating your audience the way you would want to be treated.



**Task 11. There are two models of communication. Match the model and its definition**

1. Transactional Model of Communication	a. is focused on negotiated meaning, or common ground.
2. Constructivist Model of Communication	b. is considered a process with action often happening at the same time, simultaneously.

**Task 12. Fill in the gaps with the words given below**

*Noise, psychological, interference, message, interferes*

1. ... also called noise, can come from any source.
2. What happens when your thoughts occupy your attention while you are hearing or reading a message is called ... noise.
3. Interference takes place if you prevented yourself from being attentive enough to understand the whole ....
4. Current situation may influence your attention and ... with your ability to listen.
5. ... interferes with a message through the channel between source and receiver.

**Task 13. Answer the following questions**

1. What does clarity involve at the interpersonal level?
2. How do you feel to be prepared for communication?
3. What multimedia aids can you use as a business communicator?
4. What does communication with yourself involve and how is it called?
5. How many people do communication in a group involve?
6. What is "golden rule"? Why is it important to practice this rule?
7. What is the difference between intrapersonal and interpersonal communication?

## Unit II.

### Communication Process in Business Organization

#### Task 14. Answer the questions to the issue "Methods of communication"

1. What is communication?
2. What are the main types of communication?
3. What does oral communication include?
4. What does written communication include?
5. What does none-verbal communication include?

#### Task 15. Answer the following questions

1. How will you end the definition of the "golden rule" of communication?

Treat others the way ...

2. In its many forms the "golden rule" incorporates:

- a) human kindness;
- b) cooperation;
- c) reciprocity across cultures, languages, background and interests;
- d) feel if you were on receiving end of your communication and act accordingly.

3. What words do the speaker use characterizing the forms of the "golden rule" of communication?

#### Task 16. Match the words to their meaning

1. Phat	a. Weird, strange, unfair, or not acceptable
2. Discorrection	b. Something stupid or thoughtless, deserving correction
3. Wack	c. Excellent, together, cool

4. Smack	d. Old car, generally in poor but serviceable condition
5. Down	e. Insult, put down, to dishonor, to display disrespect
6. Hooptie	f. Get out or leave quickly
7. My bad	g. Cool, very interesting, fantastic or amazing
8. Player	h. To be in agreement
9. Tight	i. Personal mistake
10. Jet	j. Person dating with multiple partners, often unaware of each other

Do people use the same language in all settings and contexts? Your first answer might be “sure,” but try this test. For a couple of hours, or even a day, pay attention to how you speak, and how others speak: the words you say, how you say them, the pacing and timing used in each context. For example, at home in the morning, in the coffee shop before work or class, during a break at work with peers or a break between classes with classmates all count as contexts. Observe how and what language is used in each context and to what degree they are the same or different.

### **Task 17. Choose the appropriate answer**

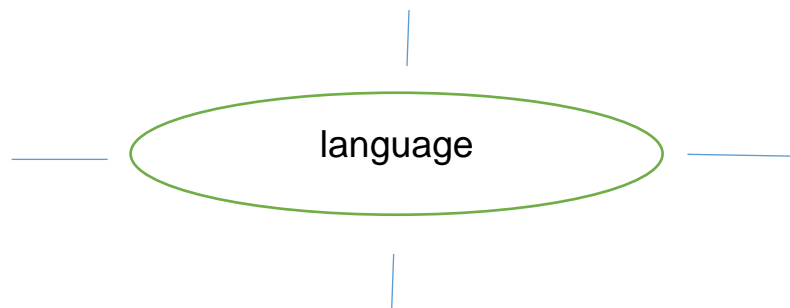
1. Successful business communication is often associated with
  - a) writing; b) speaking well; c) being articulate or proficient with words; d) all three notions.
2. Communication is defined as the process of understanding and sharing meaning
  - a) with one man; b) more people; c) members of your family, your community; d) all people you communicate with.
3. How do you communicate?
  - a) you think b) you use language as a system to create and exchange meaning with one another; c) you use the types of words that influence both our perceptions and others interpretation of our meanings; d) you use all three things mentioned above.
4. The words become a meaning if

a) you give them life and meaning; b) the words themselves carry the meaning; c) the audience holds the words within themselves; d) you deliver your message in words.

5. How do you understand what you read or hear?

a) you have already known what words symbolize; b) you have found the meaning of the words; c) you give the words quite individual meaning, open to interpretation; d) you give the meaning to the words which is clear only to you.

**Task 18. What do you think the language means? Draw a mind map**



a) The family, group, or community wherein you were raised taught you the code.

b) The code came in many forms. We often call this code “language”.

c) The language is a system of symbols, words, and/or gestures used to communicate meaning. It is the important skills of self-expression.

**Task 19. Read the text and give examples of miscommunication**

Does everyone on earth speak the same language? Obviously, no. People are raised in different cultures, with different values, beliefs, customs, and different languages to express those cultural attributes. Even people who speak the same language, like speakers of English in London, New Delhi, or Cleveland, speak and interact using their own words that are community-defined, self-defined, and have room for interpretation. Within the United States, depending on the context and

environment, you may hear colorful sayings that are quite regional, and may notice an accent, pace, or tone of communication that is distinct from your own. This variation in our use of language is a creative way to form relationships and communities, but can also lead to miscommunication.

**Task 20. Words change meaning over time. Do you know the old and the new meanings of the words: “nice”, “gay”, “coffee shop”? Will you give other examples of the word changing?**

**Task 21. If you were reading that contract, what would the word “defective” mean to you?**

Business communication veterans often tell the story of a company that received an order of machine parts from a new vendor. When they opened the shipment, they found that it contained a small plastic bag into which the vendor had put several of the parts. When asked what the bag was for, the vendor explained, “Your contract stated a thousand units, with maximum 2 percent defective. We produced the defective units and put them in the bag for you.” We may use a word intending to communicate one idea only to have a coworker miss our meaning entirely.

**Task 22. The letters come together to form an arbitrary word that refers to the thought or idea of the thing in the semantic triangle. Draw this triangular and explain how a word refers to the thought, which then refers to the thing itself**

**Task 23. Who decides what “moco” means? In connection with what the word is used?**

To the Japanese, it may mean “cool design,” or even “best friend,” and may be an apt name for a small, cute car, but to a Spanish speaker, it means “booger” or “snot”—not a very appealing name for a car.

**Task 24. Think of the words “boomerang,” “limousine,” or “pajama”; do you know which languages they come from? Did you know that “algebra” comes from the Arabic word “al-jabr,” meaning “restoration”? What other borrowed words do you know?**

**Task 25. Explain the meaning of the word “message”**

We send it a) when we communicate; b) we only share the meaning(s) associated with the chosen words; c) we also say something about ourselves; d) we express our relationship to the intended recipient. Do you say anything about what the relationship means to you as well as your assumed familiarity as you choose formal or informal ways of expressing yourself?

**Task 26. There are three distinct types of messages you will be communicating: primary, secondary, and auxiliary. Fill the gaps with the words in italics**

*Primary message; secondary message; auxiliary message*

1. The unintentional content, both verbal and nonverbal is ... .. Your audience will form impressions of your intentional messages, both negative and positive, over which you have no control. Perceptions of physical attractiveness, age, gender, or ethnicity or even simple mannerisms and patterns of speech may unintentionally influence the message.

2. ... refer to the intentional content, both verbal and nonverbal. These are the words or ways you choose to express yourself and communicate your message.

3. The intentional and unintentional ways a primary message are called ... .. of communication. This may include vocal inflection, gestures and posture, or rate of speech that influence the interpretation or perception of your message.

**Task 27. There are examples of three messages. Match names with examples (a, b, c). Think of your own examples**

*1. Primary message; 2. Secondary message; 3. Auxiliary message*

a) Perhaps, out of courtesy, you stand up while offering your visitor a seat; or perhaps your visitor has an expectation that you ought to do so. Perhaps a photograph of your family on your desk makes an impression on your visitor. Perhaps a cartoon on your bulletin board sends a message.

b) if you are sitting at your desk and a coworker stops by to ask you a question, you may say, "Here, have a seat." These words are your primary message. Even such a short, seemingly simple and direct message could be misunderstood. It may seem obvious that you are not literally offering to "give" a "seat" to your visitor, but to someone who knows only formal English and is unfamiliar with colloquial expressions, it may be puzzling. "Have a seat" may be much more difficult to understand than "please sit down."

c) When you say, "Here, have a seat," do you smile and wave your hand to indicate the empty chair on the other side of your desk? Or do you look flustered and quickly lift a pile of file folders out of the way? Are your eyes on your computer as you finish sending an e-mail before turning your attention to your visitor? Your auxiliary message might be, "I'm glad you came by, I always enjoy exchanging ideas with you" or "I always learn something new when someone asks me a question." On the other hand, it might be, "I'll answer your question, but I'm too busy for a long discussion," or maybe even, "I wish you'd do your work and not bother me with your dumb questions."

**Task 28. Match message parts with their functions in the correct order**

**1. Attention statement** a) You will present your message in detail, using any of a variety of organizational structures. Regardless of the type of organization you choose for your document or speech, it is important to

make your main points clear, provide support for each point, and use transitions to guide your readers or listeners from one point to the next.

**2. Introduction** b) It may be used anywhere in your message; it is especially useful at the outset. There are many ways to attract attention from readers or listeners, but one of the most effective is the “what’s in it for me” strategy: telling them how your message can benefit them. It begins with “I’m going to”.

**3. Body** c) You will make a clear statement your topic; this is also the time to establish a relationship with your audience. One way to do this is to create common ground with the audience, drawing on familiar or shared experiences, or by referring to the person who introduced you.

**4. Conclusion** d) A message or thought that stays with your audience well after the communication is finished, is an important part of your message. Ask yourself of the following: What do I want my listeners or readers to remember?

**5. Residual message** e) It is summarizing your main points and relating them to the overall topic. In one sense, it is important to focus on your organizational structure again and incorporate the main elements into your summary, reminding the audience of what you have covered. In another sense, it is important not to merely state your list of main points.

**Task 29. Verbal communication is based on several basic principles. Let us examine each principle and explore how it influences everyday communication. There are seven sentences that you should put into the gaps in text. The first is given to you as an example**

**A.** a) Semantics is the study of meaning in language.

b) Many people in your organization, however, come from less formal cultures, and they prefer business casual attire.

c) With a common vocabulary in both denotative and connotative terms, effective communication becomes a more distinct possibility.

d) There was once a time the gender stereotype was more than just a stereotype, it was the general rule, the social custom, the norm

e) English syntax, in contrast, is relatively flexible and open to style.



- f) Words attempt to represent the ideas we want to communicate, but they are sometimes limited by factors beyond our control
- g) The ability to simplify concepts makes it easier to communicate.

1. Language has rules. Language is a code, a collection of symbols, letters, or words with meanings that are arranged according to the rules of syntax and are used to communicate. The words themselves only carry meaning if you know it you can interpret them correctly. There are three types of rules that govern or control our use of words. Syntactic rules govern the order of words in a sentence. In some languages, such as German, syntax or word order is strictly prescribed. ...e... Still, there are definite combinations of words that are correct and incorrect in English.

2. Semantic rules govern the meaning of words and how to interpret them. .... It considers what words mean, or are intended to mean, as opposed to their sound, spelling, grammatical function, and so on. Contextual rules govern meaning and word choice according to context and social custom. Words attempt to represent the ideas we want to communicate, but they are sometimes limited by factors beyond our control. They often require us to negotiate their meaning, or to explain what we mean in more than one way, in order to create a common vocabulary.

3. You didn't choose your birth, customs, values, traditions, or your language. You didn't even choose to learn to read this sentence or to speak with those of your community, but somehow you accomplished this challenging task. As an adult, you can choose to see things from a new or diverse perspective. You can't escape your language or culture completely, and always see the world through a shade of what you've been taught, learned, or experienced. Suppose you were raised in a culture that values formality. At work, you pride yourself on being well dressed. It's part of your expectation for yourself and, whether you admit it or not, for others. .... You may be able to recognize the difference, and because humans are highly adaptable, you may get used to a less formal dress expectation, but it won't change your fundamental values. By taking into account your audience's background and experience, you can

become more “other-oriented,” a successful strategy to narrow the gap between you and your audience

4. Words have two types of meanings: denotative and connotative. Attention to both is necessary to reduce the possibility of misinterpretation. The denotative meaning is the common meaning, often found in the dictionary. The connotative meaning is often not found in the dictionary but in the community of users itself. It can involve an emotional association with a word, positive or negative, and can be individual or collective, but is not universal ..... But if we have to transfer meaning from one vocabulary to another or when we translate a message, language and culture can sometimes make interesting interference. The “New York Times” noted that the title of the 1998 film “There’s something about Maryproved” difficult to translate when it was released in foreign markets. The movie was renamed to capture the idea and to adapt to local audiences’ frame of reference: In Poland, where blonde jokes are popular and common, the film title (translated back to English for our use) was” For the Love of a Blonde”.

5. Words represent aspects of our environment, and can play an important role in that environment. They may describe an important idea or concept, but the very act of labeling and invoking a word simplifies the concept of the thing itself. .... But sometimes it makes us lose track of the specific meaning we are trying to convey through abstraction. By focusing on concrete terms and examples, you help your audience grasp your content.

6. We use language to create and express some sense of order in our world. We often group words that represent concepts by their physical proximity or their similarity to one another. The systems of organization we use are not part of the natural world but an expression of our views about the natural world. The systems of organization we use are not part of the natural world but an expression of our views about the natural world. What is a doctor? A nurse? A teacher? If a male came to mind in the case of the word “doctor” and a female came to mind in reference to “nurse” or “teacher,” then your habits of mind include a gender bias. .... Now it no longer holds true. More and more men are training to serve as nurses.

**B.** Thus language is a system governed by rules of syntax, semantics, and context; we use paradigms to understand the world and frame our communications.

Language allows us to communicate, but it also allows us to miscommunicate and misunderstand. Here is a list of several undesirable results of poor communication in business: Damaged relationships • Loss of productivity • Inefficiency and rework • Conflict • Missed opportunities • Schedule slippage (delays, missed deadlines) • Scope creep...or leap (gradual or sudden changes in an assignment that make it more complex and difficult than it was originally understood to be) • Wasted resources • Unclear or unmet requirements. To avoid poor communication in business we should know words and terms that make obstacle to communication.

**Do you know any examples of misunderstanding?**

**Task 30. Match the words with their definitions**

1. Jargon a) It is the deliberate use of words to disguise, obscure, or change meaning. It is often present in bureaucratic communication, where it can serve to cast a person or an organization in a less unfavorable light than plain language would do. When you ask a friend, “How does it feel to be downsized?” you are using a euphemism to convey humor, possibly even dark humor. Doublespeak can be quite dangerous when it is used deliberately to obscure meaning and the listener cannot anticipate or predict consequences based.

2. Slang b) Some forms of slang involve put-downs of people belonging to various groups. This type of slang often crosses the line and becomes offensive, not only to the groups that are being put down, but also to others who may hear it. In today’s workplace there is no place where this kind of language is appropriate. In fact, using such language can be a violation of company policies and in some cases antidiscrimination laws. Mentioning racial and ethnic groups should be done with the same respect you would desire if someone else were referring to groups you belong to.

3. Euphemisms c) It is an occupation-specific language used by people in a given profession. Jargon does not necessarily imply formal education, but instead focuses on the language people in a profession use to communicate with each other. Jargon exists in just about every occupation, independent of how much formal education is involved—from medicine and law; to financial services, banking, and insurance; to animal husbandry, auto repair, and the construction trades. If we want to be understood by a variety of readers, it is better to use common words and avoid jargon.

4. Sexist and Racist Language d) In seeking to avoid offensive slang, it is important not to assume that this kind of language is the solution. It involves substituting an acceptable word for an offensive, controversial, or unacceptable one that conveys the same or similar meaning. The problem is that the audience still knows what the expression means, and understands that the writer or speaker is choosing it for the purpose of sounding more educated or genteel. It can also be used sarcastically or humorously and is not always disrespectful,

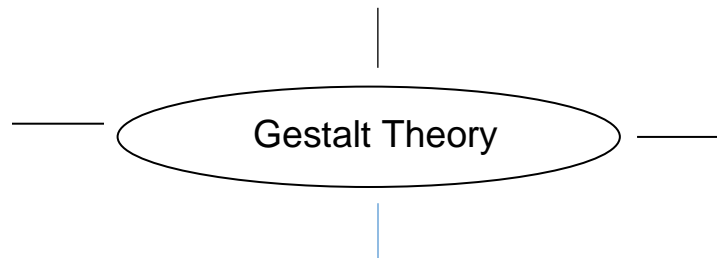
5. Doublespeak e) This special form of language, which in some ways resembles jargon. It is the use of existing or newly invented words to take the place of standard or traditional words with the intent of adding an unconventional, nonstandard, humorous, or rebellious effect. It differs from jargon in that it is used in informal contexts, among friends or members of a certain age group, rather than by professionals in a certain industry. If you say something is “phat,” you may mean “cool”.

## **Unit III.**

### **Levels of Communication**

Gestalt is a psychology term which means "unified whole". It refers to theories of visual perception developed by German psychologists in the 1920s. These theories attempt to describe how people tend to organize visual elements into groups or unified wholes when certain principles are applied. These principles are: proximity, continuation, similarity, figure and ground, closure.

**Task 31. Draw mind map demonstrating what this theory is about**



**Task 32. How do you think our mind considers information about the world?**

1. Only as a whole;
2. As the sum of its parts;
3. The form that consists of the parts those make up the whole.

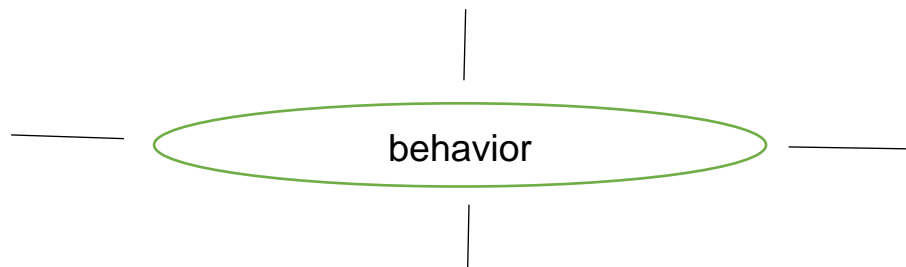
**Task 33. The principals of the “Gestalt” theory are based on the way that our mind views and interprets the world. They are shown in the table. Match the principals and their definitions**

1. Figure and ground	a. Things that we perceive as a group. They have the same vector and are related to each other. The eye is compelled to move through one object and continue to another object
2. Proximity	b. Our mind perceives shape as a whole, perceives the whole by filling in the missing information.
3. Similarity	c. This principle is based on perception of what you can see (size, shape, and movement, color). Sometimes, it is optical illusion. Shape is naturally perceived as figure (object), while the surrounding area is perceived as ground (background).
4. Closure	d. Things that have similar qualities
5. Symmetry	e. Distance indicates relationship: things that are close together and related to each other.
6. Continuity	f. Things which are balanced in our mind and their parts look similar. They resemble a symmetrical figure.

**Task 34. Find the end of the sentences which help you become an effective communicator**

1. Communicating involves	a. the role of the speaker and the audience.
2. Speaking or writing involves	b. the translation of your thoughts and ideas to words.
3. Knowing your audience involves	c. you can say it to an audience
4. To present an effective message a communicator considers	d. understanding yourself and communicating with others.
5. You need to know what to say before	e. sharing information and your perspectives with others.
6. Recognizing how your perspective influences your thoughts is a key step in	f. understanding others, their perspectives, to see if they understand you

**Task 35. Draw a mind map to describe your behavior in the process of communication**



**Task 36. Fill in the gaps in the sentences with the words given below**

*Values, attitudes, beliefs, self-concept*

1. ...is your central identity and set of beliefs about who you are and what you are capable of accomplishing.

2. ... is an immediate reaction on a concept or object.
3. ... are ideas based on previous experience and convictions.
4. ... is core concept and ideas of what we consider good or bad, right or wrong.

**Task 37. Self - concept is composed of two main elements: self - image and self-esteem. What are their characteristics? Fill in the table**

Self - image	Self-esteem

**Task 38. Put questions to the words in italics**

1. We often take into consideration *the opinions and behavior* of others (What?).
2. The way people view us, treat us and interact with us *the psychologists* call looking –glass self (Who?).
3. We place an extra emphasis on parents, supervisors and those who have some degree of control over us when *we look at others* (When?).
4. *A sense of self communicator* involves balance between constructive feedback from others and constructive self – affirmation (What?).
5. *Positive or negative*, your self – concept influences your performance and communication (How?).
6. *The concept of self-fulfilling prophecy*, in which someone’s behavior comes to match and mirror others’ expectations, is not new (What?).
7. A psychology term “Gestalt” which means "unified whole" refers to theories of visual perception developed by German psychologists *in the 1920s* (When?).

**Task 39. Read the sentences describing how you perceive your world and choose the best word from A, B, C, and D that expresses their meaning**

1. In terms of word to communicate ideas, reference of music, movies and even expectations for behavior of people older or younger than you are called

A. attitude      B. mental road map      C. vector      D. sense

2. Your audience has a mental road map that includes values, experiences, beliefs, strategies dealing with

A. challenge      B. unexpectedness      C. difference      D. change

3. Our sensitive attitude towards values, experiences, beliefs, strategies is affected by expectations and convention is known as

A. understanding      B. awareness      C. perception      D. apprehension

4. In business they are always in place as

A. an accepted rule      C. the most widely accepted views  
B. regulations      D. conventions.

5. Something what others are communicating and limit alternative solution that may divide the audience.

A. assumption      C. considering  
B. taking something for granted      D. suggesting.

6. A process of sorting, completing message or choosing stimuli which consists of three main parts: exposure, attention and retention.

A. sampling      B. selection      C. access      D. Fetching

7. Both information we choose to pay attention to and information that we choose to ignore, or that is unavailable to us.

A. selective exposure      B. selective attention  
C. selective retention      D. selective meaning.

8. Tendency for our brain to see lines and movement where none exist.

A. continuity      B. proximity      C. closure      D. symmetry

9. Tendency to use previous knowledge to fill in the gaps in an incomplete idea or picture.

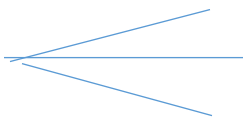
A. closure      B. symmetry      C. figure and ground      D. similarity



10. A fairness principle or a relationship of mutual exchange and interdependence which has four main components: mutuality, nonjudgmentalism, honesty and respect.

- A. interference      B. corporation      C. reciprocity      D. interaction

**Task 40. Name three steps the perception process has**

The perception process 

**Task 41. What are 4 tips to facilitate active listening and reading? Describe them**

**Task 42. Choose the best explanation of principles or rules for a good or bad communicator**

Good Communicator	Bad Communicator

**Task 43. The Communication Quiz Instructions:**

For each statement, please give yourself a score from 1-5 in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'.

**Not at all = 1 Rarely = 2 Sometimes = 3 Often = 4 Very Often = 5**

1. I try to anticipate and predict possible causes of confusion, and I deal with them up front	
2 When I write a memo, email, or other document, I give all of the background information and detail I can to make sure that my message is understood	
3 If I don't understand something, I tend to keep this to myself and figure it out later	

4. I'm sometimes surprised to find that people haven't understood what I've said	
5. I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later	
6. When people talk to me, I try to see their perspectives	
7. I use email to communicate complex issues with people. It's quick and efficient	
8. When I finish writing a report, memo, or email, I scan it quickly for typos and so forth, and then send it off right away	
9. When talking to people, I pay attention to their body language	
10. I use diagrams and charts to help express my ideas	
11. Before I communicate, I think about what the person needs to know, and how best to convey it	
12. When someone's talking to me, I think about what I'm going to say next to make sure I get my point across correctly	
13. Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on)	
14. I try to help people understand the underlying concepts behind the point I am discussing. This reduces misconceptions and increases understanding	
15. I consider cultural barriers when planning my communications	

**TOTAL SCORE:** \_\_\_\_\_

### **Score Comment**

#### **56-75**

Excellent! You understand your role as a communicator, both when you send messages, and when you receive them. You anticipate problems, and you choose the right ways of communicating. People respect you for your ability to communicate clearly, and they appreciate your listening skills.

### **36-55**

You're a capable communicator, but you sometimes experience communication problems. Take the time to think about your approach to communication, and focus on receiving messages effectively, as much as sending them. This will help you improve.

### **15-35**

You need to keep working on your communication skills. You are not expressing yourself clearly, and you may not be receiving messages correctly either. The good news is that, by paying attention to communication, you can be much more effective at work, and enjoy much better working relationships!

The rest of this information will direct you to some great tools for improving your communication skills.

**Task 44. List 4 things that make-up who you are, that influences how you communicate with others**

## **Unit IV.**

### **Professional Communication**

In business, conflict is inevitable. However, if mismanaged or ignored, conflict can become bad for business. If you don't adequately address and resolve conflict, it can negatively impact customer retention, loyalty and brand awareness. Most conflicts can be resolved in their earliest stages. Here are 12 conflict resolution tips for excellent customer service. They will help your call center agents avoid and resolve conflicts in their early stages before they interfere with the relationship between you and your customer. To build healthier businesses, it is important to manage customer's expectations and take the necessary steps to avoid arguments, disputes and other forms of conflict.

**Task 45. Use the above conflict resolution tips to resolve most disputes before they impact the company. Match the tips**

1. Allow customers to talk	a. Don't smile, laugh or mock upset customers. Convey empathy with a soft tone
2. Show you care	b. Find something to agree with the customer about. An agreement will result in collaboration and cooperation
3. Use the correct tone	c. Allow angry customers to talk and express their feelings until they release their frustration and calm down
4. Be neutral	d. When customers talk, listen and wait for a silence. When your customer has stopped talking, then summarize their main point and work together on a solution
5. Don't react	e. Use empathy statements to show you understand the customer's feelings or frustrations
6. Focus	f. If customers are frustrated, annoyed, or are not capable of engaging in a productive conversation, allow them the opportunity to think by themselves for short periods of time. Then, address their concerns effectively
7. Use verbal softeners	g. Do not offer your opinion, agree or disagree with customers. Offer empathic support and work to solve their problems effectively
8. Make angry conversations private	h. When a customer is tangential, redirect the conversation back to the important issues and focus his attention on constructive solutions
9. Agree	i. Never respond to angry comments. Allow the customer to voice their opinion and interject with helpful redirection when appropriate
10. Use silences	j. When customers refuse to act constructively and alternative methods have been exhausted, set limits and end the interaction

11. Use timeouts	k. Use words like “likely”, “typically”, “perhaps”, “sometime”, “possibly” or “occasionally” with customers who might not respond well to categorical words like “always” or “never”
12. Set limits	l. Avoid talking with angry customers within earshot of employees or other customers

**Task 46. What types of communication you consider the most useful? Put them in order of importance**

**A.** Verbal      Paraverbal      Body Language      Personal Space

**B.** Are you assertive or expressive?

<b>High assertive</b>	<b>Low assertive</b>
Tell	Ask
Confident	Process oriented
Task oriented	Deliberate
Active	Attentive
<b>High Expressive</b>	<b>Low Expressive</b>
Versatile	Focused
Sociable	Independent
Demonstrative	Private

**C. There are several behaviors people often display when they are being deceptive. Look at the following examples of verbal and nonverbal communication of deception and fill in the missing parts**

Reduction (1) while engaged in a conversation	a) body movements
Awkward (2) in conversation	b) delay
Higher (3) in voice	c) in eye contact
Deliberate (4) of words	d) pauses
Increased (5) in response time to a question	e) pitch
Increased (6) like changes in posture	f) pronunciation and articulation
Decreased (7)	g) rate
Decreased (8) of speech	h) smiling

**Task 47. Choose the appropriate beginning for each sentence**

- 1) ... before anyone says a word, we are already sizing each other up.
  - 2) ... we have made judgments about each other based on what we wear, our physical characteristics, even our posture.
  - 3) ... whether these judgments are accurate without context.
  - 4) ... certainly affects first impressions, for better or worse.
  - 5) ... nonverbal communication in terms of space, dress, and even personal characteristics can contribute to assumed expectations.
  - 6) ... but it is important to recognize that they will be present.
  - 7) ... "You never get a second chance to make a first impression."
  - 8) ... your attention to aspects you can control, both verbal and nonverbal, will help contribute to the first step of forming a relationship with your audience.
  - 9) ... will continue to contribute to that relationship.
- a. But we can say that nonverbal communication
  - b. It is hard to know
  - c. Since beginnings are fragile times,
  - d. The expectations might not be accurate or even fair,
  - e. There is truth in the saying,
  - f. When a speaker and the audience first meet,
  - g. When we first see each other,
  - h. Within the first few seconds
  - i. Your eye contact with audience members, use of space, and degree of formality

**Task 48. What is listening? Fill the gaps in the sentences with the words given below**

*increased sharing of information; receive messages; effective; skills training*

- A. 1. Listening is the ability to accurately ... in the communication process.
2. Listening is key to all ... communication

3. Listening is so important that many top employers give regular listening skills training for their employees.

4. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, ...that in turn can lead to more creative and innovative work.

**B. Read the text. There are 5 intents of listening. Put them in order of importance**

To persuade to win to learn and understand to be present to be

Active listening is hearing of what people are really saying. Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others. Active listening skills are attending (eye contact, posture, gesture), paraphrasing, clarifying, perception checking, summarizing, empathy. A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said. The practice of being attentive and responsive to others' input during conversation is called empathic listening. Listening empathically entails making an emotional connection with the other person and finding similarities between their experience and your own so you can give a more heartfelt response.

**C. Fill in the table and give heartfelt response**

<b>Component</b>	<b>Response</b>
Observation What am I hearing?	I am hearing the news about ...
Feelings What are the feelings I'm hearing	I felt as if ...
Needs What is the need that is not being met?	I think that ...

Request What request might I make, if I were in speaker's place?	If I were in your place, I might request ...
---	--

**Task 49. These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. Which of them are the most important in your opinion?**

**A.** facial expressions tone and pitch; gestures; body language; physical distance between communicators

**B. Fill in the table and use non-violent communication method to respond**

Component	Response
Observation The concrete actions or behaviors	
Feelings How I feel in relation to the observed behavior	
Needs The needs, values, desires that create the feeling	
Request The concrete we request in order to enrich our lives	

**Task 50. What is writing? Underline the best word in *italics* to complete the sentence with the imperative form**

1. The written word has its notes and drafts: *write* / *let's make* to understand, then to be understood.

2. *Make* / *please be* sure you have spell and grammar check on. Set to the right language.

3. Have it edited and proofed. *Don't* / *let's* be afraid to ask for help.



4. Professionalism in the digital age includes the following rules: *don't / please* send things out when your angry; difficult things should be addressed in person.

5. *Let's / Keep* your private life private and your professional life professional.

6. It is better to have private FB & Tweet accounts and separate professional ones. *Don't / mix* these notions up

7. *Let / let's* everything lives in cyberspace forever!

**Task 51. A. What is a crucial conversation? Find the best answer**

a. Any conversation that has the possibility of moving into tension or stress.

b. Any conversation when the stakes are high.

c. Any conversation when the sides are not pleased with each other.

**Task 52. Here are the examples of a crucial conversation. Put them in order of importance**

Ending a relationship

Talking to a coworker about offensive behavior

Asking a friend to repay a loan

Giving the pastor feedback on his behavior

Talking to a boss that is breaking his own safety or quality policies

Critiquing a colleague's work

Asking a roommate to move out.

Resolving a custody or visitation issue.

Dealing with a rebellious teen.

Talking to a team member that isn't keeping his commitments.

Confronting a loved one about substance abuse.

Giving unfavorable performance review.

Firing a volunteer

**Task 53. A Strategy for talking when stakes are high. Match strategies with the methods of solving the problem**

1. Start with the heart	a. Look for when a conversation becomes crucial. Look for safety problems. Look for our own “style under stress.”
2. Learn to look	b. Ask. Listen. Listen with the heart. Summarize
3. Make it safe	c. Decide how you will decide. Document decision and follow up. Even with your family. Take notes. Check in. “We agreed on...”
4. Master my stories	d. What do you want? What do you really want? For yourself. For others. For the relationship
5. State my path	e. Apologize when needed or appropriate. Clarify misunderstandings. (I don’t want...) Check for mutual understanding (Bon Appétit). Find mutual purpose
6. Explore other’s point of view	f. Share your facts. Tell your story. Ask others for their story. Encourage testing...what if...
7. Move to action	g. Separate fact from story. Tell the rest of the story

**Task 54. There are four goals of studying communication, culture, and identity. Match the halves of the sentences**

**A.**

Recognize and understand  
 Identify reasons for the importance of  
 Explain the obstacles to achieving  
 Employ strategies to improve the

intercultural Communication  
 intercultural Effectiveness  
 complexity of Culture

**B. Give the examples of the reasons why it is important to study intercultural communication**

<b>Reasons</b>	<b>Examples</b>
Self-Awareness	Understanding personal worldviews promotes cultural awareness
Technological reasons	
Demographic reasons	
Economic reasons	
Global Village	
Outsourcing	
Peace	

**Task 55. Match the dimensions of cultures and their descriptions**

<b>Dimensions</b>	<b>Descriptions</b>
1. Individualism - collectivism	a. Collectivistic cultures value groups collaboration (for example, Chile, Columbia)
2. Collectivism	b. Individualistic cultures value individual accomplishment
3. Masculinity	c. Cultures low in uncertainty avoidance are unthreatened by change (for example, the USA, Great Britain)
4. Femininity	d. Cultures low in power distance believe power should be equally distributed (for example, Mexico, India)
5. High power distance cultures	e. Cultures high in uncertainty avoidance desire predictability for example, Greece, Japan)
6. High uncertainty avoidance	f. Masculine cultures value competitiveness, material success, and assertiveness (for example, Italy, Austria)
7. Low uncertainty avoidance	g. Feminine cultures value quality of life, and caring for the less fortunate (for example, Sweden, Denmark)
8. Low power distance cultures	h. Cultures high in power distance respect for status

**Task 56. Match the ending and the beginning of the descriptions of the cultural dimensions. Then decide what dimension is described**

<b>Beginning</b>	<b>Ending</b>	<b>Cultures</b>
1. People discuss rules and expectations clearly	a. and accept that the outcome is not always known	
2. People often focus on principles	b. and do not like ambiguity or not knowing what the outcome will be	
3. People often focus on rules for every circumstance	c. and personal independence	
4. People value individual freedom	d. but not always clearly stated	
5. People value the family or community	e. over the needs of the individual	
6. People's customs are implied and known by everyone	f. to make sure the rules are known	

**Cultures:**

collectivistic;

explicit-rule;

implicit-rule;

individualistic;

uncertainty-accepting;

uncertainty-rejecting

**Task 57. Choose the words below to fill in the chart to state difference between challenges to intercultural communication and choices for intercultural communication. Fill in the chart**

<b>Choices for intercultural communication</b>	<b>Challenges to intercultural communication</b>
Know your biases and stereotypes	Ethnocentrism

*Tolerate the unknown; stereotyping, anxiety and uncertainty; in-group; out-group; practice cultural respect; cultural empathy; cultural relativity; educate yourself; be prepared for consequences; relate to the individual, not the culture; reevaluate and eliminate your prejudices; misinterpretation of nonverbal and verbal behaviors; assumption of similarity of differences*

**Task 58. Here are some helpful hints for visual aids. Decide which verb is better to use at the beginning of each hint. One verb should be used more than once**

**A.** Avoid    Check    Edit    Have    Keep    Proofread    Use

1. ... clutter, noise, and overwhelming slides.
2. ... the presentation room beforehand.
3. ... and ... each slide with care and caution.
4. ... a backup plan, should unexpected equipment or interface compatibility problems arise.
5. ... visual aids simple.
6. ... analogous colors to unify your presentation.
7. ... clip art with permission and sparingly.
8. ... contrasting colors to create a dynamic effect.
9. ... copies of your visuals available as handouts after your presentation.
10. ... large, bold fonts that the audience can read from at least twenty feet from the screen.
11. ... one key idea per slide.

## B. Match the terms with their definitions

- |                 |                         |
|-----------------|-------------------------|
| a) arrangement  | f) organizing principle |
| b) clarity      | g) reference            |
| c) conciseness  | h) tone                 |
| d) credibility  | i) transitions          |
| e) expectations |                         |

- 1) a core assumption around which everything else is arranged;
- 2) anticipation of the norms, roles and outcomes of the speaker and the speech;
- 3) attention to the source and way you present your information;
- 4) being brief and direct in the visual and verbal delivery of your message, avoiding unnecessary intricacy;
- 5) bridges between ideas, thoughts or concepts; words, phrases, or visual devices that help the audience follow the speaker's ideas, connect the main points to each other, and see the relationships in a speech;
- 6) order; the organization of visual (and verbal) elements;
- 7) qualities, capabilities, or power to elicit from the audience belief in one's character;
- 8) strategies that help the receiver (audience) to decode the message, to understand it quickly and completely, and when necessary, to react without ambivalence;
- 9) the general manner of expression of the message.

**Task 59. Skills Checklist Socializing. Before meeting business partners and fellow professionals from other countries, you could find out about their country:**

- the actual political situation
- cultural and regional differences
- religion(s)
- the role of women in business and in society as a whole
- transport and telecommunications systems

- the economy
- the main companies
- the main exports and imports
- the market for the industrial sector which interests you
- competitors.

**You might also want to find out:**

- which topics are safe for small talk
- which topics are best avoided.

**If you are going to visit another country, find out about:**

- the conventions regarding socializing
- attitudes towards foreigners
- attitudes towards gifts
- the extent to which public, business and private lives are mixed or are kept separate
  - conventions regarding food and drink.

**You might also like to find out about:**

- the weather at the relevant time of the year
- public holidays
- the conventions regarding working hours
- leisure interests
- tourism
- dress
- body language
- language

**Choose the country for developing your business and present it to your partners**

**Task 60. Write e-mail to your group-mate asking him to pay attention to the source and way he presents the information in his project work**

**Task 61. Communication accuracy. Read the text for gist and then complete it by writing one word in each gap**

All students need a) . . . . . to live, so finding a suitable place is likely to be a priority when they arrive to start a new course. Apart b) . . . . . the minority c) . . . . . live with their parents, there are generally affordable. e) . . . . . all universities provide f) . . . . . of residence, which can help new students g) . . . . . friends and develop a social life. They can be a h) . . . . . choice, usually being close to other university facilities, i) . . . . . some may find that they are noisy, expensive and have j) . . . . . small rooms. The alternative is to rent k) . . . . . house or flat from a private landlord with a group of other students. l) . . . . . kind of shared accommodation m) . . . . . offer greater independence and privacy, and can n) . . . . . be more economical. However, it does mean taking o) . . . . . more responsibility, p) . . . . . bills need paying and the rooms have to q) . . . . . cleaned. Wherever students choose to live, several things are r) . . . . . A quiet place to work, a sense of security and s) . . . . . environment that allows t) . . . . . to sleep properly all contribute to academic success.

**Topics for Project Works**

1. What is communication?
2. What is it to be egalitarian?
3. How can verbal communication be improved?
4. What is a primary message?
5. What is verbal communication? What forms does it have?
6. How to prepare the organized speech?
7. What is the main difference between interpersonal communication and public speaking?
8. What are the parts of a message?



9. What rewards can verbal communication bring to an organization?
10. Why does communication influence your thinking about yourself and others?
11. What is nonverbal communication? What are the types of nonverbal communication?
12. What is the difference between group and public communication?
13. What is the role of a cultural aspect in nonverbal communication?
14. How does context influence communication?
15. What are the effects of nonverbal communication?
16. What is a “golden rule” of any communicator?
17. Why is it important to communicate well?
18. How does communication influence how you learn?
20. What is an auxiliary message?
21. What is a secondary message?
22. Which strategies can give emphasis to your message.
23. How can communication represent you and your employer?
24. Which rules is language guided by?
25. Why are communication skills necessary for business?
26. How do people organize and classify their reality with the help of language?
27. What is language? What is the role of language in the perception and communication?
28. What are the components of communication?
29. What is intrapersonal communication?
30. How to be clear in oral and written communication?

## **Essays Sample**

The following **sample IELTS essays** will give you an idea of how to develop your essay topic into a well-structured, full-length essay. All the essays below will help you.

## High School Success

This is a sample IELTS essay. You should spend about 40 minutes on this task. Remember, it doesn't matter if you can write an essay like this if it takes you one hour -- you need to do it in about 40 minutes. Be sure to check out our other free sample IELTS essays, too.

### ***What factors are related to academic success in high school students?***

Write at least 250 words.

High school is a critical time in the life of young people. On the one hand, teenagers are eager to enjoy their freedom and independence. On the other hand, they must be disciplined enough to keep their priorities straight. In my opinion, three social institutions impact high school students the most at this vulnerable time the family, peer group and school.

First, the family plays the central role by providing the backdrop in a young person's life. A positive family environment provides love, support and encouragement for the student to do his/her best. Simultaneously, the family aims to instill discipline and ambition in the child. The influence and expectations of family members remain paramount at this time and throughout a young person's life.

Second, as a child turns into a teenager, the peer group begins to play an increasingly important role in his/her life. The friendships one develops at this highly sensitive stage can affect one's attitude to studies, authority, society and the world. In the right company, young people can get involved in positive activities that support their academic performance. With the wrong crowd, teenagers could develop a host of unhealthy and dangerous habits which impact not only their grades but all aspects of their lives.

Lastly, the school itself is a deciding factor in the student's academic success. A variety of elements determine how the students feel about school: the teachers, the staff, the facilities, the subjects, the text books, the method of instruction and more. All of these have a significant impact on the young person's motivation to excel.

In conclusion, high school success is the product of various influences. We are all fortunate that, aside from a few unfortunate exceptions, the majority of students worldwide aspire to do well and grow up to become active and healthy participants in the world around them.

## **Рекомендована література**

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## Key

**Task 1.** 1. Act of transmitting information; 2. Information is the broader sense of the word; 3. Information includes thoughts, ideas, emotion, words, signs and symbols; 4. Technical media (television, mobile phones, radio, etc); hands, voice and eyes.

**Task 2.** From the top: societal, institutional, group, interpersonal, intrapersonal.

**Task 3.** 1. give speech; 2. convey message; 3. present speaking situation; 4. share information; 5. choose right word order.

**Task 4.** Source; Message; Channel; Receiver; Feedback; Environment: Context: Interference.

**Task 5.** 1.Receiver; 2. Convey; 3. Language; 4. Environment 5. Channel.

**Task 6.** Determining the message, conveying the intended meaning, presenting or sending information, receiving the message.

**Task 7.** 1. c. radio, public address systems, and voice over Internet protocol (VoIP); 2. d. invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets etc.; 3. e. the receiver or audience; 4. b. the amount of feedback increases; 5. a. expectation of the individuals involved.

**Task 8.** 1. b; 2. d; 3. a; 4.e; 5. c;

**Task 9.** 1. equal with audience; 2. b) enthusiastic; 3 a) true in business; 4. b) cooperation.

**Task 10.** You should correct the following sentences:

1. but do not consider how best to present it.

2. If you are using a microphone or conducting a teleconference, clarity will not depend on this equipment functioning properly.

3. Don't run the risk of boring, being afraid of confusing, or overloading your audience.

4. It is not important to practice the "golden rule" of treating your audience the way you would want to be treated.

**Task 11.** 1.b; 2.a.

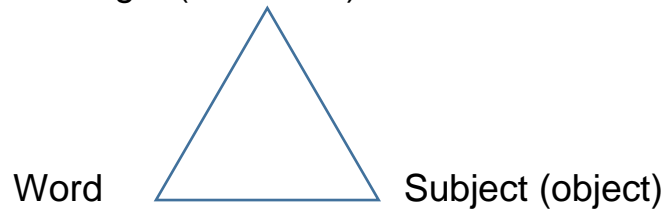
**Task 12.** 1. interference; 2. psychological; 3. message, 4. interferes; 5. noise.

**Task 16.** 1.c; 2.e; 3.a; 4.b; 5.h; 6.d; 7.i; 8.j; 9.g; 10.f.

**Task 17.** 1.d; 2.d; 3.d; 4.f; 5.c.

**Task 18.** The language is a system of symbols, words, and/or gestures used to communicate meaning. It is the important skills of self-expression.

**Task 22.** Thought (reference)



**Task 26.** 1.Secondary message; 2. Primary message; 3. Auxiliary message;

**Task 27.** 1.b; 2.a; 3.c.

**Task 28.** 1.d; 2.c; 3.a; 4e; 5.b.

**Task 29. A.** 1.e; 2.a; 3. b; 4.c; 5.g; 6.d.

**B.** Among Brits, they understand what 'fine' means – it's 'not good enough' and that changes need to be made. The Dutch national however took the meaning literally – big mistake!

**Task 30.** 1.c; 2.e; 3.d; 4.b; 5.a.

**Task 31. Mind map:** how our eyes pass on information; how we see the world; how our minds add the meaning of what we see; how our mind organizes our stimuli.

**Task 32.** 3. The form that consists of the parts which make up the whole.

**Task 33.** 1.c; 2.e; 3.d; 4.b; 5.f; 6.a.

**Task 34.** 1. b; 2. e; 3. f; 4.a; 5. c; 6.d.

**Task 35.** knowledge, skills, experience, interests, relationships, sense of self.

**Task 36.** self-concept; attitudes; beliefs; value.

**Task 37. Self-image** includes physical characteristics: eye color, hair length, height; knowledge, experience, interests, relationships;

**Self-esteem** includes how you feel about yourself: your feelings of self-worth, self-acceptance, self-respect.

**Task 39.** 1.b; 2.a; 3.c; 4.d; 5.a; 6.b; 7.a; 8.a; 9.a; 10.c.

**Task 40.** expectations, conventions, assumption.

**Task 41.** 1. maintain eye contact with the speaker (if reading, keep your eyes on the page); 2. don't interrupt (if reading, don't multitask); 3, focus your attention on the message (not your internal monologue); 4. restate

the message in your own words and ask if you understood correctly; 5. ask clarifying questions to communicate interest and gain insight.

**Task 45.** 1.c; 2.e; 3.a; 4.g; 5.i; 6.h; 7.k; 8.l; 9.b; 10.d; 11.f; 12.j.

**Task 46 C.** (1) c; (2)d; (3) e; (4) f; (5) b; (6) a; (7) h; (8) g

**Task 47.** 1) g; 2) h; 3)b; 4) a; 5) f; 6) d; 7) e; 8) c; 9) i

**Task 48.** 1. receive messages; 2. effective; 3. skills training; 4. increased sharing of information

**Task 50.** 1.write; 2. make; 3.don't; 4.don't; 5. keep; 6.don't; 7.let.

**Task 51.** a.

**Task 53.** 1.d; 2.a; 3.e; 4.g; 5.f; 6.b; 7.c.

**Task 54.** Recognize and understand the complexity of culture; identify reasons for the importance of intercultural communication; explain the obstacles to achieving intercultural effectiveness; employ strategies to improve intercultural communication

**Task 55.** 1.b; 2.a; 3.f; 4.g; 5.h; 6.e; 7.c; 8.d.

**Task 56.** 1-f (explicit-rule cultures); 2-a (uncertainty-accepting cultures); 3-b (uncertainty-rejecting cultures); 4-c (individualistic cultures); 5-e (collectivistic cultures); 6-d (implicit-rule cultures)

**Task 58. A.** 1. Avoid 2. Check 3. Edit 4. Have 5. Keep 6 - 11. Use

**B.** 1) f; 2) e; 3) g; 4) c; 5) l; 6) a; 7) d; 8) b; 9) h

**Task 57.** Challenges to intercultural communication: ethnocentrism, stereotyping, anxiety and uncertainty, in-group, out-group, misinterpretation of nonverbal and verbal behaviors, assumption of similarity of differences. Choices for intercultural communication: know your biases and stereotypes, tolerate the unknown, practice cultural respect, cultural empathy, cultural relativity, educate yourself, be prepared for consequences, relate to the individual, not the culture, reevaluate and eliminate your prejudices.

**Task 61.** a) somewhere; b) from; c) who; d) kinds/types/sorts/categories; e) almost/nearly/virtually; f) halls; g) make/find; h) convenient /practical/sensible; i) but/although/though; j) rather; k) a; l) this; m) may/might/can/could/should; n) also; o) on; p) as/since/because; q) be; r) vital/important/essential/critical; s) an; t) them.

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НАВЧАЛЬНЕ ВИДАННЯ

## **Комунікація у професійній діяльності**

**Методичні рекомендації до самостійної роботи студентів усіх спеціальностей другого (магістерського) рівня (укр. та англ. мовами)**

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