

**Diana MARCU**

# **LIMBA ENGLEZĂ**

**MANUAL UNIVERSITAR**

**pentru învățământ cu frecvență redusă**



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# ENGLISH FOR ELECTRICAL ENGINEERING

## INTRODUCERE

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Lucrarea “English for Electrical Engineering” a fost concepută ca un material de referință pentru studenții Universității din Craiova, care frecventează cursurile Facultății de Inginerie Electrică, specializarea Electromecanică, învățământ cu frecvență redusă, mai precis studenților din anul I, în a căror programă sunt prevăzute cursuri de limbi străine și care au optat pentru limba engleză ca limbă străină de studiu.

Volumul, structurat în șapte unități de învățare acoperă o varietate de teme din sfera ingineriei electrice, încurajând creativitatea studenților și facilitând dezvoltarea și perfecționarea abilităților de exprimare în limba engleză. Astfel, cele șapte unități intitulate *Professional Contacts*, *The Field of Electrical Engineering*, *Devices and Products*, *Electrical Tools*, *Engineering Materials*, *Electric Wires, Plugs and Sockets Around the World*, conțin secțiuni clar delimitate în care studenții au posibilitatea de a întâlni terminologie tehnică în cadrul unor texte preluate din sfera ingineriei electrice pentru ca, mai apoi, să folosească termenii respectivi într-o serie de cerințe menite să ajute la achiziționarea vocabularului folosit. Fiecare unitate continuă cu o secțiune dedicată recapitulării sau, după caz, achiziționării de informații legate de elemente de limbă engleză, respectiv, pentru studenții anului întâi, principalele aspecte ale timpurilor verbale, menționând axa prezentului, trecutului și viitorului. De asemenea, și aceasta secțiune cuprinde o serie de exerciții ce aduc în prim plan aspectul aplicativ al acestor timpuri verbale. Unitățile se încheie cu elemente dedicate folosirii limbii engleze în diverse contexte, respectiv limbaj formal și informal folosit atât în scris cât și în vorbirea curentă, producerea de mesaje scrise, e-mailuri, către diverși destinatari, sau limbaj dedicat instrucțiunilor, elemente pe care studenții le pot folosi în viitoarele profesii din sfera ingineriei. De-a lungul suportului de curs sunt inserate două teste recapitulative, intitulate *Progress Check* care vizează atât recapitularea cât și evaluarea progreselor făcute, cursanții având posibilitatea autoevalării pertinente și eficiente.

Obiectivele enumerate la începutul fiecărei unități de învățare, bibliografia recomandată, precum și varietatea de exerciții aplicative, urmăresc achiziționarea capacității de lectură în limba engleză ce stă la baza dezvoltării vocabularului de specialitate, însușirea

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elementelor fundamentale de lingvistică precum și a celor stilistice, extrem de necesare în comunicarea scrisă pentru redactarea unor viitoare documente de specialitate; practica orală și interactivă pentru a încuraja exprimarea ideilor și a opiniilor, pentru a însuși noul vocabular tehnic specific temelor abordate. Scopul este ca studenții să își formeze capacitatea de exprimare și să dezvolte fluență în limbia studiată. Dialogul se va axa în mod deosebit pe o serie de situații și activități specifice viitoarei profesii și anume încurajarea exprimării libere a studenților pe baza unor teme stabilite. Toate acestea se pliază pe obiectivul general al disciplinei, respectiv cunoașterea și aplicarea terminologiei specifice limbii engleze tehnice cu scopul de a reuși cu succes în mediul de lucru internațional. În cadrul bibliografiei, sunt menționate resurse complementare pe care studenții le pot accesa fie din bibliotecile locale, fie de pe internet, în scopul de a afla mai multe informații legate de tematica abordată.

Parcurgerea întregului material prezentat în suportul de curs necesită aproximativ 28 de ore de lucru, specifice orelor de curs de-a lungul întregului an academic. În fiecare semestru, studenții vor prezenta o temă de control din cerințele prezentate în suportul de curs. Evaluarea se va face pe parcurs, pe baza temelor de casă, a implicării în activitățile propuse, aceasta având o pondere de 40% din nota finală alături de o evaluare scrisă, la sfârșitul fiecărui semestru unde studenții vor dovedi însușirea cunoștințelor legate de folosirea adecvată a termenilor specifici limbii engleze de profil tehnic.

Lucrarea poate fi utilizată nu numai de către studenții Facultății de Inginerie Electrică, ci și de toți cei care doresc să își perfecționeze cunoștințele de limbă engleză tehnică, în contextul actual al globalizării.

# Unit 1

## PROFESSIONAL CONTACTS

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### Objectives

- Acquiring specific vocabulary related to socialising in various professional contexts
- Developing speaking skills
- Theoretical and practical approach to formal and informal style.

### 1. THE FIRST MEETING

#### 1.1. Introductions

The success of your career depends to a great extent on your ability to communicate effectively. Since any kind of professional contact involves a special relationship, which is established between you and your partner, it is essential for you to be able to socialise in various contexts, such as: meeting partners or work colleagues for the first time, travelling on business or making and accepting invitations. Besides the technical knowledge that engineers possess, they always need to communicate in their job both orally and in a written form. Therefore, professionals in various fields need good communication skills.

#### I. Read the following situations and introduce yourself accordingly.

1. You are attending a one-week course on Team Leadership Skills. It is the first day. You are going to initiate a conversation with a new colleague during the lunch break. Greet the person, introduce yourself and say a few words about yourself.

*e.g.: How do you do? I'm Mark Brown and I work for Electric Power.*

2. As a Head of the Research and Development Department, you are going to welcome a Spanish expert from an international company. Introduce yourself and state your position in the company.

*Are there any differences between the ways you introduce yourselves in the above situations? Which are the factors that we should take into consideration when addressing somebody? Read the following table which lists the main differences between a formal and an informal style:*



<b>Formal Style</b>	<b>Informal Style</b>
Used in a professional settings (with managers, partners, officials, etc.)	Usually used with colleagues, friends and family
No slang	Contains slang words
Pronounce words correctly	Contains shortened versions of words

**II. Look at the dialogues below and identify their style: *formal* or *informal*.**

a. Hello, I'm Maria Smith. What's your name?

Hi, Maria. I'm Helen Johnson. (*informal*)

b. Good morning. Allow me to introduce myself. My name is Robert Brown.

Good morning. It is a privilege to meet you. I am Melinda Robinson.

c. Hello. Let me introduce myself. I am Christian Williams.

Pleased to meet you. My name is Ann Jones.

d. Hi, I'm John Wilson.

I don't believe we've met before. I'm Alison.

e. Hello. What's your name?

Hello, Madam. My name is Mike.

*What do you notice about this last dialogue? What could be the relationship between Mike and the lady?*

**III. Practise the use of formal and informal style by initiating a dialogue in the following situations:**

a. You are at the airport, waiting for a trade delegation from the Middle East. Identify yourself and your company.

*Good afternoon. My name is Roland Mitchell and I am the Public Relations Officer of Graham Ltd.*

b. As Team Leader, you are going to receive a new employee. Greet him and welcome him to the company.

c. Michael starts a two-week training course in your department today. Introduce yourself and your colleagues.

d. You take part in a conference where you meet your counterpart in another subsidiary of the company you work for. You have met several times in the past.

e. You meet an old college mate at a conference on environmental changes. Greet him/her accordingly.

**1. 2. Initiating a Conversation**

After the first introductions, you should start a conversation with your partner on a general topic. This is called ‘the first five minutes’ of any meeting. In other words, in about five minutes you are supposed to establish a personal contact with the other person. It is also known as the ‘break the ice’ stage, where you get to know with one another and create a friendly atmosphere. Remember to approach a ‘safe’ topic to which anyone can answer easily. Do not ask: a person’s age, birth date, salary, weight, marital status, politics, etc.

**I. Here is a list of safe topics. Write two questions for each of the topics.**

1. the weather: *It is a lovely day, isn't it?*
2. the journey
3. the hotel
4. the city
5. the country

**II. Working in pairs, act out a conversation on each of these topics.**

**III. Re-arrange the sentences below so as to make the conversation between Bill, Catherine, and James.**

B: Nice to meet you Catherine!

C: London. How about you, Bill?

J: Have you two met each other?

C: I'm from the UK.

C: It's a very nice place. I've been there twice.

C: How do you know James?

B: No, we haven't.

B: I come from Hamburg, Germany.

B: Where are you from, Catherine?

J: Bill, this is Catherine. Catherine, this is Bill.

B: The UK? Which part?

C: Nice to meet you too, Bill.

B: He is my friend from college.

**IV. Work in groups of four. Practice introducing your colleagues to each other. Remember to smile and use handshakes where appropriate.**

**2. AFTER HOURS**

**2.1. Making, Accepting and Declining Invitations**

**I. Study the following sample phrases. Decide which of them are formal and which are informal.**

Making invitations:

- I was wondering whether you would like to join me for dinner next Saturday. (*formal*)

- I would like to invite you to dinner next Saturday.

- Would you like/care to join me for dinner next Saturday?
- What/How about having dinner together next Saturday?
- Let's have dinner next Saturday!

Accepting invitations:

- Thanks for your invitation. I would be most delighted to.
- Thank you. I would really like to.
- Yes, thanks. It's a very good idea.
- Of course, sounds great.
- All right. Let's go.

Declining invitations:

- Thank you for inviting me. Unfortunately, I have other plans for next Saturday. I'm terribly sorry.
- I would really like to, thanks, but I'm going to a wedding next Saturday.
- Thanks for asking, but I'm afraid I'm busy.
- I can't. I have a lot of work to do by Monday.
- Sorry, I'm already tied up.

Hesitating:

- Thank you. I'll check my calendar and inform you by Friday. Will that be all right with you?
- Thanks, but I'm not sure what my plans are. Could I get back to you tomorrow?
- I think I'm busy on Saturday. I'll let you know soon.

**Question:** *How do you phrase your invitations for inviting a business associate to go somewhere, when you know/do not know the person well?*

*When accepting invitations, you should combine a phrase of thanks with a phrase expressing your acceptance of the invitation. Similarly, when you decline an invitation, especially a formal one, remember to thank the person for inviting you, then decline and give a reason.*

**II. Which of the following answers is not appropriate?**

Would you like to look round the production department on Monday morning?

- a) Sure. What time?
- b) Thanks, that would be helpful.
- c) **Why?**

If you are free on Friday afternoon, why not come round for a drink?

- a) Thanks. I'd love to, but I have an appointment.
- b) No, I can't
- c) Unfortunately, I'm busy on Friday. What about Saturday?

My wife and I were wondering if you could come over for lunch on Sunday.

- a) Thank you very much. I'd be delighted to.
- b) I'd really like to, but I'm going on a trip this weekend.
- c) I don't go out on Sundays.

If you don't have any plans this afternoon, perhaps you would like me to show you the old part of Bucharest.

- a) Yes, I would.
- b) It's very nice of you. I'd love to. Thank you.
- c) Thanks, but I'm afraid I have already got other plans for this afternoon.

Shall I bring something for dinner tonight?

- a) Thanks, but we've got everything ready.
- b) Why? You don't like my cooking?
- c) You can bring some wine, if you want.

### III. Working in pairs, role-play the following situations:

1. **Student A:** You have recently completed a two-month training course and got to know the other participants quite well. Invite one of them for a drink tomorrow afternoon.

**Student B:** One of your new colleagues is going to ask you to go out. Since the course you have both attended is over, you would like to socialise more. Accept the invitation. Suggest a convenient time for you.

2. **Student A:** You have successfully concluded negotiations with an important business partner. Invite him to an opera performance on Friday evening.

**Student B:** At the end of some business negotiations, your partner invites you to see an opera performance, but you are not keen on opera. Find a suitable reason and decline the invitation.

### 3. LANGUAGE FOCUS

#### Formal/Informal Synonyms



Compare these pairs of verbs, paying attention to the difference in the degree of formality between multi-word verbs and single verbs.

Informal Verbs	More Formal Verbs
The director <u>checked up on</u> his employee.	The director <u>investigated</u> his employee.
The cost of living <u>went up</u> .	The cost of living <u>increased</u> .
John will <u>help</u> Susan with the project.	John will <u>assist</u> Susan with the project.
We have to <u>put up with</u> our new colleague.	We have to <u>tolerate</u> our new colleague.
I need you <u>to think about</u> the issue in detail.	I need you <u>to consider</u> the issue in detail.
He has <u>asked for</u> a salary raise.	He <u>requested</u> a salary raise.
<u>Give</u> the necessary information to your partners.	<u>Provide</u> the necessary information to your partners.
The government <u>put off</u> the decision.	The government <u>postponed</u> the decision.

Not only verbs make the difference between the formal and informal style. Other words or expressions help our language sound professional. Study the following examples:

Informal words	Formal words
It's <u>tough</u> to work that way.	It's <u>difficult</u> to work that way.
We need to purchase <u>cheap</u> spare parts.	We need to purchase <u>inexpensive</u> spare parts.
The wire is <u>about</u> two metres long.	The wire is <u>approximately</u> two metres long.
My <u>boss</u> is a very calm person.	My <u>employer</u> is a very calm person.
I went to the mechanic to have my car <u>mended</u> .	I went to the mechanic to have my car <u>repaired</u> .
She would love to have the <u>chance</u> to work for this company.	She would love to have the <u>opportunity</u> to work for this company.



## PRACTICE

**I. Replace the informal verbs in italics with the following, more formal verbs:**  
*establish, write, propose, reject, employ, face, complete, dismiss, deceive, discover.*

**Remember to respect the tense of the verb.**

1. The firm's request for further funding was *turned down*.

*The firm's request for further funding was rejected.*

2. We have to *come up* with a solution to this problem.

3. The director will *meet with* a lot of opposition when he announces his proposal.

4. They have *found out* that the bank has surprising rules when it comes to new customers.

5. The business has recently been *set up*.

6. They are *laying off* 100 workers.

7. We rarely *take on* extra stuff.

8. You must *fill in* this application form.

9. You should *put down* the names of two referees.
10. The inspector was *taken in* by the apparent calm of the employees.

**II. Study the sentences below. They are grammatically accurate, but their style is inappropriate. Re-write them in a more formal style by making all the necessary changes. The changes do not refer only to verbs.**

1. It's obvious that the working environment is going to get a lot worse.

*It is obvious that the working environment will worsen considerably.*

2. I'm currently free for interview and can't wait to discuss the post in more detail.
3. The director reviewed the report and said that it was great.
4. The Indian economy would like to look after itself, but it's also affected by things that happen outside the country.
5. The historical approach to economics is just not the right way to go about it.
6. The research team said that their techniques were ok, but needed to be further refined.

**III. Choose the most appropriate word or phrase to use the formal language in the following instances:**

1. I'm sorry to inform you that your request .....

  - a. was turned down this time.
  - b. was declined on this occasion.
  - c. was put off now.

2. I look forward to .....

  - a. having a chat with you when we get together
  - b. trashing this out with you when we meet
  - c. discussing the matter further

3. Your vacant position suits me because .....

  - a. of my previous experience in the field
  - b. I'm quite good at it

- c. your company rocks
4. We are disappointed that our product .....
- a. was unsatisfactory to you
- b. was rubbish to you
- c. was a mess
5. Our project .....
- a. won't continue next year
- b. will not go on next year
- c. will not continue next year



**Conclusions:** This unit focuses on developing the students' skills for socializing in various professional contacts. Students acquire terminology specific to introductions, greetings, initiating and concluding conversations as well as accepting or declining invitations. The Language Focus section introduces key aspects of formal and informal styles which students will need in their future careers.



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