

English for regional management

English training course for regional management

> **Warm-up and introductions: appx. 90 mins**

Objectives:

- to get acquainted with the group
- to set the tone for the weekend
- to speak at least once with each participant
- to introduce the course and to discuss the future program
- to tailor the program to the participants' needs

> **presentations I appx. 90 mins**

Objectives:

- to brainstorm about presenting
- to find out the relationship between presentations and dating
- to plan the individual presentations in further training sessions

> **regional development I appx. 90 mins**

Objectives:

- to speak about your and your neighboring regions with regard to specific aspects
- to present graphic information (tables, graphs, charts, pictures)
- to learn about mind mapping and mind mapping tools

> **language development I appx. 60 mins**

Objectives:

- to revise the basic concept of tenses
- to practice problem areas of tense use

> **tourism/ecotourism appx. 75 mins**

Objectives:

- to work with questionnaires
- to role-play standard situations
- to learn about the concept of green travel/ecotourism

> **vocabulary I: phrasal verbs and idioms appx. 60 mins**

Objectives:

- to learn idiomatic phrases and improve speaking skills

> **vocabulary II: glossary of terms appx. 60 mins**

Objectives:

- to learn and work out about regional management specific vocabulary

> **social skills: social networking appx. 45 mins**

Objectives:

- to learn about 'modern social networks' like myspace, Xing and facebook

> **recap + perspectives appx. 30 mins**

Objectives:

- To give feedback and review the days
- To revise initial planning

Overhead: appx. 10% Bring a (small) dictionary, if available.

FIND SOMEONE WHO...?

USE REJOINDERS AND FOLLOW UP QUESTIONS!

1. _____ recovers from illnesses very quickly. He/she is a very healthy person. Last time ill?
2. _____ often begins discussions with strangers. Reason for last discussion?
3. _____ borrows books from the library but sometimes doesn't return them on time. Last book read?
4. _____ has thought about moving house recently. Where to?
5. _____ has a good relationship with his/her brothers and sisters. How many brothers and sisters?
6. _____ was raised in the countryside. Where? How was it?
7. _____ postpones everything until the last minute. Last time this happened?
8. _____ likes to discuss things before making a decision. Last decision to be taken?
9. _____ writes notes during seminars. Last seminar?
10. _____ met an old friend by chance last week. Who?
11. _____ has extinguished a fire. Details?
12. _____ doesn't remove their socks when they go to bed. Why not?

Taken from the Macmillan Publishers Ltd 2003 vocabulary section in www.onestopenglish.com (photocopiable material) – Modified by Martin Sankofi

REJOINDERS FROM CONVERSATION STRATEGIES

Surprise:	Good news:
Oh really? Oh really! You're kidding	That's great! Terrific!
Express interest:	Bad news:
I see. Oh yeah?	That's too bad. I'm sorry to hear that.

Rejoinder = an answer to a reply

PHRASAL VERBS

LOOK AT THE PHRASAL VERBS BELOW.

Each phrasal verb is followed by a word or words that commonly go together with it. Can you match the phrasal verb in the first list to the equivalent word in the second list?

1. **Get over** an illness, a broken heart
2. **Launch into** an argument, a discussion
3. **Give back** some money, a library book
4. **Look into** a problem, a crime, a decision
5. **Get on well with** your family, your boss
6. **Bring up** a son, daughter
7. **Put off** homework, a decision
8. **Put out** a cigarette, a fire
9. **Talk over** a problem, an important decision
10. **Take down** notes in class, personal information about someone
11. **Take off** your shoes, clothes
12. **Bump into** an old friend

- a) ___ extinguish
- b) ___ recover from
- c) ___ begin
- d) ___ postpone
- e) ___ discuss
- f) ___ meet by chance
- g) ___ write
- h) ___ return
- i) ___ investigate
- j) ___ remove
- k) ___ raise
- l) ___ have a good relationship with

B. NOW REWRITE THE SENTENCES IN "FIND SOMEON WHO" ACTIVITY USING THE PHRASAL VERBS YOU HAVE LEARNED.

Source: <http://www.onestopenglish.com/section.asp?catid=58091&docid=147032>

Spotlight

Ökotourismus? Viele Reiseveranstalter werben zu Unrecht mit diesem Begriff, und der echte Ökotourist sollte die Angebote vor Antritt der Reise genau unter die Lupe nehmen. Von **LISA FOSTER**

Justin Francis runs Responsibletravel.com, an online travel agency in Brighton, England. Started in 2001, the company offers ecotourism holidays from 147 different tour operators in 140 countries around the world. Twenty per cent of its clients live outside Britain.

What exactly is ecotourism?

Ecotourism is nature-based tourism that respects local communities and benefits conservation. In the UK, the word "eco-tourism" is not used a lot any more. It lost its meaning because anybody who was operating any type of holiday that involved nature was describing himself as an ecotourism operator. So, effectively it was being greenwashed by tour operators who were using it purely for marketing gains. The terminology that is preferred now in the tourism industry is "responsible tourism". It then becomes clear that it's not only about destinations looking after the environment and local people, but about tourists and the way tourists behave. The word "responsible" can apply equally to tourists who are responding in a responsible way and to the type of tourism that is being developed.

Why is ecotourism a better kind of holiday?

It's more authentic. It brings you a lot closer to nature and local culture. Responsible tourism is different. Yes, you're doing the right thing, but it's about getting more out of your travels, as well as giving something back.

Who are your main ecotourists?

I think what we're seeing a lot of now is the "light-green" traveller. These are people who are globally and environmentally aware. They'll recycle when they can, although they might also forget; they buy organic and farmers' market food, but also shop at the supermarket.

We've really got something for everybody. We've got gap-year holidays and budget holidays for young, independent travellers, right through to luxury holidays. I'd really put our clients into three categories. First, we've got independent travellers – professional people – who have enough money to spend on holidays before they have kids. The second group of travellers is a little bit older: they've travelled that way in the past, but have children now. The most popular tours we sell are adventurous ecotourism holidays for families. The last group is the baby-boomer travellers who will be retiring soon – the "ageing hippies", if you like.

Which holidays are most popular?

The single most popular holiday is a family adventure holiday to Egypt. In the English-speaking world, South Africa is doing very well. South Africa's government is the first in the world to have published a national strategy for responsible tourism.

People need to fly there, though. How can that be good for the environment?

Fair question. Air travel is the fastest-growing cause of global warming, and soon it will be the single biggest cause. In the UK, the government at the very least discusses the problem. One possibility under discussion is carbon trading. Big polluters, like airlines, would have to buy carbon credits. This would mean paying money towards research and renewable energy schemes. Airlines would be given incentives to reduce their emissions. But this is something that needs to be agreed upon on a Europe-wide basis. It has been put forward to the European Union, but appears to be stuck.

How can one travel with a conscience, then?

Tourists can already offset their carbon emissions to become carbon-neutral. At the bottom of our website, for example, you can follow a link to a carbon calculator. You enter where you are flying from and where you are flying to and how many passengers you are. The calculator determines how much carbon will be emitted during your flight. It then offers you the opportunity to pay a small amount of money that will go towards renewable energy schemes or planting trees that absorb carbon. We can't stop people from travelling, so it's about what we can do to offset the travel.

If we all did stop travelling completely, we'd reduce global warming. However, many of the national parks around the world would cease to exist or conservation would fail. Many of the national parks in developing countries are paid for through tourism. Tourism is also a good tool for poverty reduction in developing countries.

I think what people have to do is look at the impact of their entire holiday. While the flight does cause negative environmental impact, in many cases the money spent in the destination supports conservation and local people.

What should people watch out for if they want to book an ecotourism holiday?

If you're thinking of travelling with a tour company or to a hotel, ask them if they have a written statement on responsible tourism. If they haven't got it written down, they probably aren't taking it seriously. I'd also ask whether local guides are on hand and whether locally produced food is offered at meals.

baby boomer | Angehöriger der geburtsstarken Jahrgänge

budget holidays | Billigreise

calculator | Rechner

carbon credit | Emissionszertifikat

carbon trading | Handel mit Kohlenstoffemissionen

cease to exist | aufhören zu existieren

conservation | Naturschutz

emit sth. | etw. ausstoßen, abgeben

enter | eingeben

environmentally aware | umweltbewusst

gap year | Freijahr

global warming | globale Erwärmung

greenwash sth. | see pp. 42—43

impact | Auswirkung(en)

incentive | Anreiz

offset sth. | etw. ausgleichen

organic | Bio-

pole | Pfahl

polluter | Umweltverschmutzer(in)

poverty reduction | Verringerung der Armut

renewable energy scheme | Programm für

PRESENTATION QUESTIONS:

Of all the presentations you have ever seen... think of the best/ worst presentation that you have seen or heard....?

1. Why did you find this particular presentation so good/bad?
2. What makes a good/bad presenter?
3. What are some factors influencing communication?

FACTORS INFLUENCING COMMUNICATION

Depending on each situation and the people involved, various factors influence our communication with others.

A list of examples:

First Impressions	Appearance	Posture	Facial Expression	Eye-contact
Intonation	Speech rate	Speech patterns: Pausing/Non-pausing		Silence
Prejudice of your audience	Interest	Concentration	Credibility	Experience

WHAT OTHER FACTORS INFLUENCE YOUR PRESENTATION?

Source: Kainrath-Preindl Elisabeth

Good presentations have a few vital ingredients

1. You are essential

You as presenter make the difference.

For your audience and your staff YOU make the difference.

2. Your audience is vital

Coordinate the experience, needs and expectations of your audience

Success stands and falls with your audience.

Without your audience there is no presentation.

3. Know your objectives to know your direction

Express clear objectives!

4. Take nothing for granted, most information is trivial

Do not overestimate what your audience knows!

Do not underestimate the intelligence of your audience

Speak the language of your audience

Know about the previous knowledge of your audience.

5. A picture is worth a thousand words

Visual aids appeal to the strongest information channel of your audience: the eye. You may be able to impress your audience with words, they will never leave the same impact as visual impressions.

You need visual aids. You need your own personal, authentic visual expression: self presentation

Support and emphasize your content with clear/ ideal visual communication.

Visuals leave the strongest impression.

Bringing it all together

Excellent presenters develop a well-balanced mix of the following: self presentation, preparation, knowing your subject, communicating with your audience

Source: Kainrath-Preindl Elisabeth

FOUR LEVELS OF A MESSAGE ACCORDING TO FRIEDMANN SCHULZ VON THUN

The theoretical approach below will supply you with an effective tool when communicating.

Every message contains four levels:

1. Information level:

What do I inform about? What is the content?(contents)

2. Personal level:

What personal information do I give away?

What does the “message sender” give away about themselves

3. Reactive level:

What should be done, thought, felt because of this message? This is what the sender of the message aims at?

4. Relationship level

How do I feel about the person I speak to? How do we see each other?

Which level is the most important one? Why do you think this is so?

Source: Kainrath-Preindl Elisabeth



PRE-PRESENTATION ACTIVITY

NAME:

POSITION AND COMPETENCIES:

SHORT CAREER ABSTRACT:

HOBBIES, SPORTS AND LEISURE ACTIVITIES:

EXPERIENCE IN THE FIELD OF „COMMUNICATION AND PRESENTATION“?

DESCRIBE THREE SITUATIONS IN WHICH YOU FELT CHALLENGED OR WHICH YOU FOUND DEMANDING:

CHOSEN TOPIC: PLEASE PREPARE A PRESENTATION ABOUT A TOPIC WHICH IS RELEVANT TO YOUR LINE OF WORK:

LENGTH: FOUR MINUTES

We'll prepare notes in session 2 and you can always ask questions during the online training. Feel free to bring visual aids, which you are planning to use. A beamer will be available. It would be practical to be dressed as you usually would be for a presentation. This helps us to create a "real" atmosphere.

VIDEO ANALYSIS SHEET

Physical Presentation

- * Presence _____
- * Posture _____
- * Eye contact _____
- * Gesture _____
- * Facial Expression _____
- * Voice _____

Language

- * Pronunciation _____
- * Visual, examples _____
- * Pausing/non-pausing _____

Contents

- * Introduction _____
- * Body _____
- * Conclusion _____

Personal expression

- * Vitality _____
- * Tempo _____
- * Humour _____
- * Overall Impression _____

FORMULATE "I-MESSAGES": "I SEE..." OR "FOR ME THIS IS..."

FEEDBACK IS A GREAT GIFT FOR THE EXCHANGE OF EXPERIENCES AND PERSONAL DEVELOPMENT.

COMPARING PRESENTATIONS AND DATING

- Start with a BANG – strong opening
- Think of giving a presentation as of having a date with a beautiful woman/man.
- Come naked! – do not write out your presentation – the freer you speak, the more natural you sound
- Lie – but do not get caught! – if you tell anecdotes to prove your point, they don't necessarily have to be 100% true – you should rehearse anecdotes
- Use your 15 minutes! – of fame; make a difference, make an impact, always present as if there is no second chance
- Put on make-up! – come dressed and groomed properly
- Do a one night stand – be different, be glorious, expect the unexpected
- Google your date - Know who to expect – prepare, prepare, prepare
- Dance like you have never danced before – mind the importance of body language!

REGIONS PRESENTATIONS: GROUP PRESENTATIONS

Present the region in which you work with two or three other participants from the same region.

WORK PRESENTATIONS: SINGLE PRESENTATIONS

Think of something that you have to present at your workplace – Prepare a short presentation on this Topic

READING ACTIVITY:

READ THE FOLLOWING TEXT ABOUT COHESION POLICY IN SLOVAK REGIONS AND DO THE TASK BELOW

IP/07/1597

Brussels, 25 October 2007

Cohesion policy 2007-2013: Launch of four programmes to improve quality of life in Slovak regions

A ceremony will take place in Košice today to mark the adoption of four Operational Programmes (OPs) for Slovakia, to cover Cohesion Policy implementation for 2007-2013. Danuta Hübner, European Commissioner for Regional Policy, will sign the programmes in the presence of Mr. Marian Janušek, Minister of Construction and Regional Development and Mr. Ľubomír Vážny, Minister of Transport. Tomorrow, together with the Minister of Transport, she will open the new railway station in Prešov.

Speaking ahead of the signing, Commissioner Hübner commented: "In total, €11.6 billion will be invested in Slovakia. Much of this will help to create growth and jobs in line with the Lisbon agenda. The wide range of actions envisaged will benefit each and every citizen in the country."

The Commissioner welcomed the commitment of the Slovak authorities to building a knowledge society, as well as to taking action on social inclusion, especially with respect to marginalised Roma groups.

In total, the country has presented 11 programmes to the Commission for 2007-2013. The first four programmes, launched today, are as follows:

- **Transport programme:** This will benefit from investment of € 3.2 billion from the European Regional Development Fund (ERDF) and the Cohesion Fund. It aims to support railway and road infrastructure, inter-modal transport infrastructure and public urban transportation rail. The programme will ensure the modernisation of approximately 200 km of railways and 170 km of new highways and roads.



by

Košice by night - Martin Baran flickr.com

- **Information Society programme:** €993 million from the ERDF; includes actions to support bringing electronics to public administration and the development of public services, development and renewal of the national infrastructure of repository institutions, improvement of broadband internet access. The programme is expected to create 1800 jobs over the period.
- **Regional programme:** This €1.4 billion programme aims at improving the quality of life of the population. It includes actions to support infrastructure for education and social services, strengthening the cultural potential of the regions and infrastructure of tourism, regeneration of settlements, regional roads ensuring transport service availability for the regions.
- **Technical Assistance:** € 98 million from the ERDF. This will contribute to preparation, financial management, monitoring, audit of the programmes and reinforcement of the administrative capacities in these fields.

The Commissioner will visit projects in Eastern Slovakia which have received support from regional funds: a project for Roma in Velky Saris (notably, teacher's assistants were hired for Roma children at schools) and the Spinea company in Prešov, which is the only producer of high-technology cycloid speed reducers for robotics in Europe. She will also attend the opening ceremony of the new Railway Station in Prešov, with the Minister of Transport.

Background

- In the new funding period, 2007-2013, Slovakia will benefit from € 11.6 billion of EU funding under cohesion policy. Almost 59% of the available EU funding in the Convergence Objective and 85% in the Regional Competitiveness and Employment Objective will be devoted to expenditure relative to the Lisbon strategy for growth and jobs defined in 2000 by the Member states.
- Slovakia has eight self-administration regions (VUCs) falling under the Convergence objective. The Bratislava region is covered by the Regional Competitiveness and Employment objective. The country has presented two operational programmes supported by the European Social Fund (ESF) to the Commission and nine others which will be funded by the European Regional Development Fund (ERDF) or the Cohesion Fund. All programmes should be adopted before the end of 2007.
- Eastern Slovakia (Prešov and Košice regions) are among the poorest regions in EU27, with 1.56 million inhabitants and GDP per inhabitant (in PPS) at the level of 42.3 % of the average across the EU (2004).

VOCABULARY: FIND TRANSLATIONS FOR THE FOLLOWING WORDS WITH THE HELP OF YOUR DICTIONARY

Commitment	Policy
Knowledge society	Support
To aim at	Urban
Opening ceremony	Objective
To launch	operational

ASK QUESTIONS ABOUT THE FOLLOWING NUMBERS AND NAMES:

€11.6 billion	Railway Station in Prešov
€1.4 billion	Mr. Ľubomír Vážny

TEXT COMPREHENSION AND DISCUSSION

1. What was celebrated in Košice?
2. What were some of Ms. Hübner's comments?
3. If you had to describe the four projects in easy English, how would you do this?
4. How relevant are these Slovak programmes for your work?
5. Are there any similar programmes in Austria? If yes, what do they look like?

VOCABULARY ACTIVITY:

Match the terms on the left with their definitions on the right; give the German equivalent if possible; work on your own or in pairs, as preferred

1. Grant	a. A region available for special government allowances, e.g. to try to encourage employment in an area that has consistently high un-employment. Grants are also available from the European Union (EU) through the European Regional Development Fund (ERDF).
2. Accounting	b. The assessment of the viability of proposed long-term investments in projects in terms of shareholder wealth.
3. Fund	c. Project scope expressed in terms of outputs , required resources and timing .
4. Public Official	d. Planned dates for starting and completing activities and milestones .
5. Disposal	e. Recording of financial transactions.
6. Project Appraisal	f. The investment vehicle, usually a limited partnership, to which the limited partners commit capital.
7. Project Objectives	g. The money a company collects from a customer for a product or service provided.
8. Contribution-in-kind	h. is a non-cash input which can be given a cash value.
9. Assisted Area	i. means not conducted or maintained for the purpose of making a profit. Instead, it operates to serve a public good. As an entire sector, non-profits include hospitals, universities, trade organizations, voluntary associations and religious organizations.
10. Revenue	j. a sum of money given by a donor to support the work outlined in the Mission Statement or objective of a Non-Profit

	Organization.
11. Non-profit	k. Person serving in a government position.
12. Project Schedule	l. the act or means of getting rid of something

SOLUTIONS: VOCABULARY ACTIVITY:

Match the terms on the left with their definitions on the right; give the German equivalent if possible; work on your own or in pairs, as preferred

1. Grant	a. A sum of money given by a donor to support the work outlined in the Mission Statement or objective of a Non-Profit Organization.
2. Accounting Abrechnung	b. Recording of financial transactions.
3. Fund Fördertopf	c. The investment vehicle, usually a limited partnership, to which the limited partners commit capital.
4. Public Official	d. Person serving in a government position.
5. Disposal	e. the act or means of getting rid of something
6. Project Appraisal Projektrechnung	f. The assessment of the viability of proposed long-term investments in projects in terms of shareholder wealth.
7. Project Objectives Projektziele	g. Project scope expressed in terms of outputs , required resources and timing .
8. Contribution-in-kind	h. is a non-cash input which can be given a cash value.
9. Assisted Area Fördergebiet	i. A region available for special government allowances, e.g. to try to encourage employment in an area that has consistently high un-employment. Grants are also available from the European Union (EU) through the European Regional Development Fund (ERDF).
10. Revenue Einnahmen	j. The money a company collects from a customer for a product or service provided.
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	universities, trade organizations, voluntary associations and religious organizations.
12. Project Schedule Projektplan	I. Plan ned dates for starting and completing activities and milestones .

An intermediate phrasal verb lesson

I'M GOING TO LET YOU IN ON A LITTLE SECRET...

1. DO THIS QUESTIONNAIRE WITH A PARTNER. YOU DON'T HAVE TO TELL ANYTHING THAT IS SECRET!

THE SECRECY QUESTIONNAIRE

1. Are you a secretive person? Do you keep a lot of secrets?
 2. If you had a secret, which of the following people would you tell it to? Imagine that the secret was not directly connected to them.
 - a. A parent
 - b. A brother or sister
 - c. Your partner (husband, wife, boyfriend or girlfriend)
 - d. A colleague at work
 - e. A classmate
 3. Now imagine that the secret involved WAS connected to them. Who would you tell?
 4. Do people tell you their secrets?
 5. Are you someone people trust with their secrets?
 6. Have you ever told a secret by accident?
 7. Think of the place where you study or work. Do people often know each other's secrets?
 8. Is there someone at your work or school who knows, or wants to know, secrets about everybody?
-

2. Now look at what some other English speakers said about these questions. What questions were they answering?

- a. My mum, definitely. I can't **keep** anything **from** her.
- b. Oh yes. Things **get around** all the time at the office.
- c. Yes, I would say so. People **confide in** me a lot. I don't know why.
- d. That would be Jason. He **picks up** things all the time and **fills us in** on the gossip.
- e. Well, there was one time when I **let it out** that my friend was pregnant. She was very angry with me!
- f. I'll **let you in on** a secret: I tell everybody my secrets.
- g. No, I can't **keep** things **to myself**!
- h. My husband and I share everything. We don't **hold** anything **back**.

3. Look back at the phrasal verbs in **bold**. Match them to their definitions.

- To keep something secret and not tell anyone else about it.
- To not tell someone something.
- To decide not to say something.
- To tell someone secrets.
- To say something that was supposed to be a secret.
- To learn some interesting or useful information.
- To give someone details about something.
- If this happens with some news, it means that lots of people hear it.

4. Look at the questionnaire. What questions can you rewrite using the phrasal verbs you have just learnt. When you have finished, work with a new partner. Ask your questions.

Source: <http://www.onestopenglish.com/section.asp?catid=58091&docid=147035>

ACTIVITY

As you read the letters of the alphabet aloud, simultaneously respond to the letters underneath as follows:

- L Raise your *left* hand (and right knee)
- R Raise your *right* hand (and left knee)
- B Raise *both* hands (and jump: in the air)

C	D	E	F	G
L	B	R	R	L
L	M	N	O	P
R	B	R	L	L
U	V	W	X	Y
L	R	R	B	L

It's not as easy as it sounds and involves total concentration. Two of the benefits of this activity are improved concentration and improved coordination

PERSON A: SPEAKING ACTIVITY – PAIR WORK

YOU ARE A JOURNALIST AND PLAN ON ATTENDING THE EUROPEAN WEEK OF REGIONS AND CITIES IN BRUSSELS; CALL THE OFFICE IN BRUSSELS TO FIND OUT ABOUT THE FOLLOWING POINTS:

- Time of registration?
- Interpretation available?
- Speakers at press conference?
- Opportunities for one-to-one interviews, if yes, when?
- Afternoon program?
- Optional Program?
- Transfer?

Take about five minutes to work out the questions and think about telephoning language that you may need. After the five minutes, role-play the activity with your partner.

PERSON B: SPEAKING ACTIVITY – PAIR WORK

YOUR NAME IS GERALDINE GARDNER. YOU ARE IN CHARGE OF THE PRESS FOR THE EUROPEAN WEEK OF REGIONS AND CITIES 2007 IN BRUSSELS. A JOURNALIST IS GOING TO CALL YOU ABOUT THE 'OPEN DAYS' PROGRAM AND ASK YOU SOME QUESTION.

Take about five minutes to study the media program in detail and think about telephoning language that you may need. After the five minutes, role-play the activity with your partner.

	<p>European Week of Regions and Cities Brussels, 8-11 October 2007</p> <p>"Making it happen: regions deliver growth and jobs"</p>
	<p>PRELIMINARY MEDIA PROGRAMME</p>
<p>Wednesday 10 October 2007</p>	
<p>10:15</p>	<p>REGISTRATION</p>
<p>11:00-12:15</p>	<p>BACKGROUND BRIEFING: "EU REGIONAL POLICY – DRIVER FOR GROWTH AND JOBS IN EUROPE"</p> <ul style="list-style-type: none"> - EU regional policy and its future: results from the 4th Cohesion Forum, by the European Commission - OPEN DAYS 2007 & the Investor's Café, by the Committee of the Regions - Information sources – where to find information on my region? <p>Interpretation will be available from and to DE-EN-ES-FR-IT-PL (tbc)</p>
<p>13:00-13:30</p>	<p>PRESS CONFERENCE</p> <ul style="list-style-type: none"> - Danuta Hübner, European Commissioner responsible for Regional Policy - Michel Delebarre, President of the Committee of the Regions

	Interpretation will be available from and to DE-EN-ES-FR-IT-PL (tbc)
13:30-14:30	LUNCH RECEPTION & ONE-TO-ONE INTERVIEW OPPORTUNITIES
14:30-17:00	OPTION 1: Visit to EU funded projects in the surrounding area of Brussels
	OPTION 2: - Possibility to attend workshops, seminars or visit the Investor's Café - Possibility to attend the Committee of the Regions Plenary Session - Interview opportunities with regional offices, speakers or EU officials
17:00-18:00	BUS TRANSFER BACK TO THE HOTEL (RELATED TO OPTION 1)

Tuesday 9 October 2007:

OPTIONAL: Possibility to attend workshops, seminars or visit the Investors' Café

- Interview opportunities with regional offices, speakers or EU officials

VOKABELLISTE/ GLOSSARY OF TERMS - DRAFT!

Regional management English-Training November 2007

Deutsch	Englisch		
Abrechnung	accounting	reimbursement (Kostenerstattung)	
Anmeldung	registration	to register	
Ansprechperson	contact person	contact	to contact a person.
Arbeitsgemeinschaft	team	consortium	working team
Ausgangslage	starting position	starting point	
Beamte	public official	clerk	functionary
Belege	receipts		
Beratung	counselling	consultancy	consultation
Betriebskonzept	operational concept	mission statement (Leitbild)	overall concept
Eigenmittel	equity resources	own recources	
Einnahmen	revenues	proceeds	income
Einreichung	submission of documents	to submit	deadline
Entsorgung	disposal	waste disposal	waste removal
Förderberatung	Grants & Incentives Advisory		
Förderfähigkeit	eligible		
Förderintensität	intensity of fundiung?		
Fördermittel	fund	financial aid	subsidies
Förderquote	funding level		
Förderrichtlinien	funding directives and regulations		
Förderstelle	funder?		
gemeinnützig	non-profit	non-commercial	charitable
Gesamtkosten	overall costs	total costs	
Kontoauszug	bank statement	acount statement	

Kostenplan	cost schedule	costs projection	
Lenkungsausschuss	steering group	steering committee	executive committee
Maßnahmen	to take action	actions?	sanctions
Nachweis	evidence	to provide evidence	
Projektdauer	project duration		
Projektinhalt	contents of project	project contents	
Projekträger	project initiator	project executing organisation	project sponsor
Projektumsetzung	Project Implementation	Project implementationphase	
Rechtsform	legal form	form of organisation	
Referenten	speaker	consultant	presenter
Sachkosten	material costs	Contributions in kind	nonpersonnel expenditure
Überweisungsbeleg	transfer voucher		
unbare Eigenleistung	internal labor		
Verein	registered association		
Vergabegremium	consortium		
Verleihung	award (to award a prize)	grant (to grant a	concession (to concess certain rights)
Versorgung	adequate supply	medical care	catering
Wirtschaftlichkeitsberechnung	calculation of profitability	evaluation of economic profitability	
Projektrechnung	project appraisal		
Fördergebiet	assisted area		

SITUATIONS FILE

DIFFICULT SITUATIONS: COMPLAINTS AND QUERIES

1. Read the complaints and questions below. Where is the speaker? What is the situation?

1 I asked for a gin and tonic, not a gin and orange.

2 I wanted to have a bath but there's no hot water.

3 I ordered the chicken, not the beef.

4 You've given me the wrong change. I gave you a ten-pound note.

5 I'm afraid this bread is stale.

6 Do you have an express service? I need to have this suit cleaned as soon as possible.

7 I booked a room with a bath, not a shower.

8 Is it possible to remove this stain? I think it's red wine.

9 I think there's a mistake here. We had one bottle of wine, not two.

10 Excuse me, but you've taken my coat.

11 The shaver socket in my room doesn't work.

12 Excuse me, but there's a queue.

Useful language

I asked for..., not...

You've...

Excuse me, but (there's a)...

Is it possible to...?

I'm afraid...

2. Work in pairs. What do you say in the following situations?

- 1 In a restaurant you order mushroom soup. The waiter brings you chicken soup.
- 2 In your hotel bathroom there is only one small towel.
- 3 At an underground station you ask for a £2 ticket. The clerk gives you a £1.50p ticket.
- 4 In a bar you ask for a glass of white wine. The bartender gives you red wine.
- 5 You take a jacket with a coffee stain to the dry-cleaner's. You need it the next day.
- 6 You are waiting in a queue in a bank. Somebody walks directly to the cash desk without queuing.
- 7 Someone picks up your coat in a restaurant.
- 8 Your hotel bedroom is too hot. You turned on the air-conditioning but nothing happened.
- 9 In a restaurant your wine glass is cracked and the fork is not clean.
- 10 You buy ten 25p stamps at a post office. You give the clerk a ten-pound note. He gives you £2.50p change.
- 11 The meat you order in a restaurant is undercooked.
- 12 When you check out of your hotel, the bill charges you for two breakfasts. You had one.

ALL THE RAGE: CLOTHES AND FASHION

Here are some other words and expressions used in discussing clothes.

In offices many staff dress down on Fridays. [wear less formal clothes]
Sometimes an invitation to a restaurant or nightclub will ask people to dress in smartcasual clothes. [clothes that are informal but clean, tidy and stylish] Clothes can be informally described as dressy [suitable for formal occasions], skimpy [close-fitting, using little material], baggy [loose, e.g. sweater], snazzy [modern, stylish]. To be dressed to kill means to wear clothes intended to attract people's attention (sexually). Some rich people buy designer (label) clothes but most people prefer to buy clothes more cheaply off the peg/rack or on the high street.

Here are some more words and expressions relating to fashion.

A few years ago denim jackets were all the rage. [very fashionable] They were dressed in the height of fashion. [an extremely fashionable way] The magazine has up-to-the-minute fashion articles. [dealing with the most recent trends] The film has set a new trend for the leather trousers worn by the heroine. [started a new fashion] If you are ahead of your time, you have new ideas or opinions before they are fashionable. If a fashion/trend catches on, it becomes popular. A slave of/to fashion is someone who is strongly influenced by fashion.

SOCIALISING

Socialising

Socialising implies simply spending leisure time with other people. This can be done in lots of formal and informal ways. Here are some different ways in which people socialise. a housewarming (party): a party to celebrate moving to a new house or flat a launch (party): a party to celebrate the publication of a new book or product -

a fancy dress party: a party where everyone dresses up in costume as other people

a stag party: a party before a wedding for the future husband and his male friends

a girls' night out / a hen party: an evening just for female friends spent at a restaurant, theatre or club, perhaps; a hen party is usually just before one of them gets married . a reception: a formal party, e.g. after a wedding or to meet an important visitor

Note that the phrase, the wedding party, usually refers to the main group of close family and friends at a wedding, rather than to the reception after the wedding. A black tie or a white tie event suggests a formal party at which men have to wear black bow ties or white bow ties respectively.

Informal expressions

Here are some of the many informal expressions connected with socialising.

I don't like the people Rick hangs out with / knocks around with. [spends social time with] Would you like to come to a bash/do/get-together/booze-up we're having on Saturday?

[a party; the last expression is very colloquial and suggests that a lot of alcohol will be drunk] (Said to your host) I hope I'm not overstaying my welcome. [staying too long]

Sandy's a real party animal [someone who loves going to parties] but her boyfriend can be a bit of a party pooper [someone who spoils parties by being disapproving or miserable]. Do you fancy going clubbing this evening? [going to one or more nightclubs] Let's go out on the town. [enjoy the entertainments in a town, e.g. the bars, pubs and clubs] Mandy's very chummy/pally with the boss's wife. [friendly] I hate it at my new job - everyone's so cliquy. [a clique is a disapproving word for a small group of people who spend time together and do not allow others to join them] Are they really an item? [having a romantic relationship] If he ever stood me up [failed to turn up for a date], I'd drop him [end our relationship]. They've gone on a pub crawl. [gone to spend an evening going to several different pubs]

REGIONAL POLICY KEY OBJECTIVES

The European Fund for Regional Development (EFRD), the European Social Fund (ESF) and the Cohesion Fund contribute to three objectives: Convergence, Regional Competitiveness and Employment, and European Territorial Cooperation in the following way:

Objectives, Structural Funds and instruments 2007-2013

Objectives	Structural Funds and instruments		
Convergence	ERDF	ESF	Cohesion Fund
Regional Competitiveness and Employment	ERDF	ESF	
European Territorial Cooperation	ERDF		

(Click on the fund of your choice)

The rationale of the **Convergence objective** is to promote growth-enhancing conditions and factors leading to real convergence for the least-developed Member States and regions. In EU-27, this objective concerns – within 17 Member States – 84 regions with a total population of 154 million, and per capita GDP at less than 75 % of the Community average, and – on a “phasing-out” basis – another 16 regions with a total of 16.4 million inhabitants and a GDP only slightly above the threshold, due to the statistical effect of the larger EU. The amount available under the Convergence objective is EUR 282.8 billion, representing 81.5 % of the total. It is split as follows: EUR 199.3 billion for the Convergence regions, while EUR 14 billion are reserved for the “phasing-out” regions, and EUR 69.5 billion for the Cohesion Fund, the latter applying to 15 Member States.



Electrification of the Aran Islands (Ireland)

Outside the Convergence regions, the **Regional Competitiveness and Employment objective** aims at strengthening competitiveness and attractiveness, as well as employment, through a two-fold approach. First, development programmes will help regions to anticipate and promote economic change through innovation and the promotion of the knowledge society, entrepreneurship, the protection of the environment, and the improvement of their accessibility. Second, more and better jobs will be supported by adapting the workforce and by investing in human resources. In EU-27, a total of 168 regions will be eligible, representing 314 million inhabitants. Within these, 13 regions which are home to a total of 19 million inhabitants represent so-called “phasing-in” areas and are subject to special financial allocations due to their former status as “Objective 1” regions. The amount of EUR 55 billion – of which EUR 11.4 billion is for the “phasing-in” regions – represents just below 16% of the total allocation. Regions in 19 Member States are concerned with this objective.

The former programmes Urban II and Equal are integrated into the Convergence and Regional Competitiveness and Employment objectives.



Department of Marine Sciences at Cadiz University (Spain)

The **European Territorial Co-operation objective** will strengthen cross-border co-operation through joint local and regional initiatives, trans-national co-operation aiming at integrated territorial development, and interregional co-operation and exchange of experience. The population living in cross-border areas amounts to 181.7 million (37.5 % of the total EU population), whereas all EU regions and citizens are covered by one of the existing 13 transnational co-operation areas. EUR 8.7 billion (2.5 % of the total) available for this objective is split as follows: EUR 6.44 billion for cross-border, EUR 1.83 billion for transnational and EUR 445 million for inter-regional co-operation.

This objective is based on the experience drawn from the former Community initiative - INTERREG.



EUROPEAN GROUPING FOR TERRITORIAL COOPERATION (EGTC)

The EGTC aims to facilitate and promote cross-border, transnational and regional cooperation. Unlike the structures which governed this kind of cooperation until 2007, EGTC is now a legal entity and has all related powers and obligations. It can therefore buy and sell goods, as well as employ personnel.

EGTC members can be:

- Member States
- regional or local authorities
- associations
- any other public body

The EGTC is unique in the sense that it enables the grouping together of authorities of various Member States without the need for the signing of a prior international agreement, ratified by national parliaments. Nevertheless, Member States must indicate their agreement regarding the participation of potential members in their respective areas.

The law applicable for the interpretation and application of the convention is that of the Member State in which the official EGTC headquarters are located.

An EGTC convention sets out in particular:

- the name of the EGTC and its headquarters
- the list of members
- the area it covers
- its objective
- its mission
- its duration

Person A: Look at the table below: some information is missing; ask your partner about the missing information

A1 Additional tables

Table 7: Area, inhabitants and population density

Regional unit	Area in km ²	Inhabitants 2005 (AT)/2004 (SK)		Density (inh./km ²)
		Total	Women	
Nuts III region				
Mostviertel-Eisenwurzen	3,357	239,225	121,073	71.3
Niederösterreich-Süd	3,367	249,900	128,032	74.2
Sankt Pölten	1,230	145,315	74,340	118.1
Waldviertel	4,615	222,255	113,183	48.2
Weinviertel	2,412	123,366	62,699	51.1
Wiener Umland-Nordteil	2,722	286,489	146,326	105.2
Wiener Umland-Südteil	1,475	303,046	156,467	205.5
Mittelburgenland	701	37,505	19,144	53.5
Nordburgenland	1,793	143,196	73,283	79.9
Vienna	415	1,626,440	851,857	3,922.4
Niederösterreich	19,178	1,569,596	802,120	81.8
Burgenland	3,965	278,215	142,310	70.2
AUSTRIA (border region)	22,086	3,376,737	1,746,404	152.9
AUSTRIA (total)	83,871	8,206,524	4,220,228	97.8
Bratislava	2,052	601,132	316,734	292.5
Tmava	4,147	553,198	283,855	133.3
SLOVAK REPUBLIC (border region)	6,199	1,154,330	600,589	186.2
SLOVAK REPUBLIC (total)	49,034	5,384,822	2,771,332	109.2

Source: Statistics Austria, Statistical Office of the Slovak Republic: Statistical Yearbook of the Slovak Republic 2005 (for Slovakia the information relates to end year data)

REGIONAL MANAGEMENT ACTIVITY: PAIR WORK

Person B: Look at the table below: some information is missing; ask your partner about the missing information

A1 Additional tables

Table 7: Area, inhabitants and population density

Regional unit Nuts III region	Area in km ²	Inhabitants 2005 (AT)/2004 (SK)		Density (inh./km ²)
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VOCABULARY 9 – 10 NOVEMBER 2007

Warm-up

To postpone = to put off

You're kidding

Appointment

Fund

Grant

Subsidy

Fee

Fine

Acquaintance

Tangible – vs. intangible

Horizontal/ vertical bar graph

Savoury

Aim

Objective

Target – target market

Abstract

Proposal

Application

Issue, topic

To invent

Open space learning

Added value

Value supply chain = Wertschöpfungskette

Network of people

Transparent network

Networks make hidden connections visible

Fields/areas of interest

Professional vs. private networks

Sign up – fill in search – click invite

To inquire = ask for

An inquiry

Tender

To use – the use of

Partner fair

forum

I'd like Helene to continue

How about...

So let's look at...

To grow – growth

Stuff – staff

To be on my payroll

Approximately – roughly –

in the near future

disparity – difference

mountain range

convergence – divergence (pron!)

prepare a shadow reading activity !

Kimpton Holiday

e-co brochures

recycled paper

ecological shampoo

donate payments to local NPOs

low-flow sinks and showerheads

recommend organic diners

pedicab

eco-friendly cleaning products

nauseous – nausea

pollute

dry cleaner

free range chicken

flashcard maker?

Business English vocab trainers?

English for regional management

> **Regional development II appx. 120 mins**

Objectives:

To Work on the glossary

To look at best practice examples

To speak about wines from Austria (video activity)

> **Business communication: telephoning appx. 60 mins**

Objectives:

To practice telephoning in English (game)

To review telephone specific language

> **Business English: negotiations appx. 45 mins**

To learn about the language of negotiations

To look at and discuss the glossary pages “business terms”

> **Presentations II appx. 150 mins**

Objectives:

To look at the language of presentations – Listening: introductions

To work on your individual presentations (bring material)

To find out the relationship between presentations and dating/sex

To learn about the concept of modelling: a section from inconvenient truth

> **General English appx. 75 mins**

Objectives:

To learn about words in the news: greenhouse gasses (BBC learning)

Education: To find out about the concept of informal learning

> **Language development and grammar II appx. 60 mins**

Objectives:

To practice tenses: the present perfect tense in action

To speak about conditions: if clauses in review

> **Phrasal verbs and idioms II appx. 45 mins**

Objectives

To learn a set of idiomatic words and phrases

> **Pronunciation and intonation practice: shadow reading appx. 30 mins**

Objectives:

To practice and improve on pronunciation and intonation

Recap + perspectives appx. 30 mins

Objectives:

To give feedback and review the two training days

Overhead: appx. 10%

PS: Bring a (small) dictionary and handouts from session one



AUSTRIA

THE EUROPEAN SOCIAL FUND IN AUSTRIA, 2007-2013

Austria's Operational Programme for ESF funds will develop better qualified workers to help Austrian enterprises to adapt to economic change and meet the challenges of globalisation and ageing. It will also help people to get back into work and thereby enhance social inclusion.

THE SOCIO-ECONOMIC AND EMPLOYMENT SITUATION IN AUSTRIA

Generally speaking, Austria has a well-developed social market economy, a high standard of living, sustained economic growth with a GDP growth rate of 3.3% in 2006 and contained inflation. Overall employment is 70.2% (2006), with a 63.5% employment rate for women. These rates are above EU averages.

Employment growth is buoyant generally, reflecting growth in the service sector and women's employment. However, the Austrian workforce will diminish considerably in the future despite a small rise in population due mainly to immigration. A major challenge is to boost employment in the over-55 age group to help meet the future needs of Austrian enterprises. Further, increases in atypical employment are worrying – 85% of part-time employees are women, and 56% of employed women work part time. And while unemployment is low at 4.8% (2006), it is much higher among the poorly qualified, migrants, the disabled and people over 45 years. Finally, as elsewhere, combating youth unemployment, at 9.2% (2006), and helping mothers back to work are also challenges.

In Austria, large households, lone parents and female pensioners have low incomes. In general, women's incomes are 67% of men's, with the largest shortfall in rural regions. Educational standards and spending are high, with few young people lacking professional qualifications. Only 9.6% of young people leave school early and do not enter any further education, compared with the EU-27 average of 15.4% (2006). There is, however, scope for improving inclusiveness and innovation in education, enhancing participation in lifelong learning, as well as increasing the relatively low share of tertiary graduates, particularly of women in scientific-technological areas.

AUSTRIA'S ESF PRIORITIES

The Austrian ESF programme aims to increase employability, to support workers and enterprises in anticipating and adapting to economic change, and to encourage social inclusion. An important goal is to increase employment by integrating those on the margins of the labour market.

A mix of measures will achieve these goals, including: comprehensive counselling and training to enhance employees' and enterprises' adaptability. Counselling, career advice and help in finding a job will be offered to older workers, to women and other disadvantaged groups who will be supported in obtaining qualifications. A series of education measures aimed at schools and later professional development will help enhance qualifications.

PRIORITY 1: ADAPTABILITY OF WORKERS AND ENTERPRISES

To help keep Austria productive, this priority will stimulate better anticipation and mastery of economic change, and it will promote active and productive ageing. Specific goals are to improve human resources

planning and development in enterprises, and to stabilise and enhance the professional situation of older workers, the poorly qualified and women re-entering the labour market after maternity leave.

PRIORITY 2: FIGHTING UNEMPLOYMENT

Here the main aim is to create sustainable regular employment for target groups among the unemployed. In particular, older and poorly qualified people will be integrated into the labour market, as well as other disadvantaged groups, including migrants and women returning to work.

PRIORITY 3: SOCIAL INCLUSION

One aim of this priority is the professional integration of people with disabilities, helping them to get jobs, stay employed, and to create equal opportunities in the widest sense. Another aim is to reach out to those on the margins of the labour market, bringing them into the mainstream. Activities will test and implement innovative concepts and structures to integrate these marginalised groups into sustainable employment.

PRIORITY 4: LIFELONG LEARNING

Improving access to non-compulsory education, enhancing quality in schools and making lifelong learning available to disadvantaged adults characterise this priority, which also aims to help students with childcare obligations to finalise their studies. Specific goals include increasing the proportion of school leavers with basic qualifications, improving German language skills among immigrant children, making education programmes more flexible and introducing quality standards in adult education.

PRIORITY 5: TERRITORIAL EMPLOYMENT PACTS

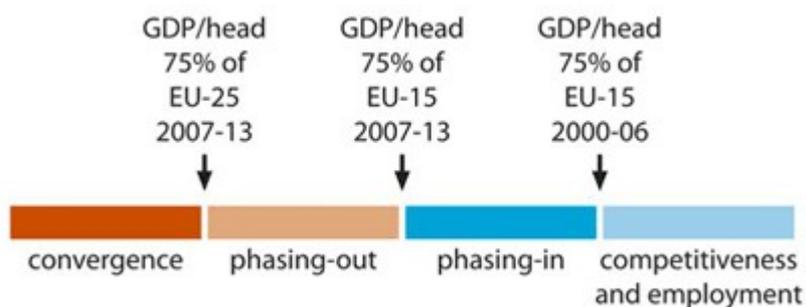
The aim here is to support employment policy objectives through improved coordination at regional and local levels, via territorial employment pacts. These will improve the integration of groups who find it difficult to access the labour market. Regional and local partnerships will help identify problems in employment policy and support an integrated strategy that meets real needs. There will be a push towards better integration and coordination of the implementation of employment measures, in particular for those at the margins of the labour market.

ELIGIBLE REGIONS 2007-2013

The level of ESF funding differs from one region to another depending on the relative wealth.

Burgenland is a phasing-out region with GDP per head of more than 75% of the EU-25 average but less than 75% of the EU-15 average. Burgenland has a separate ESF programme.

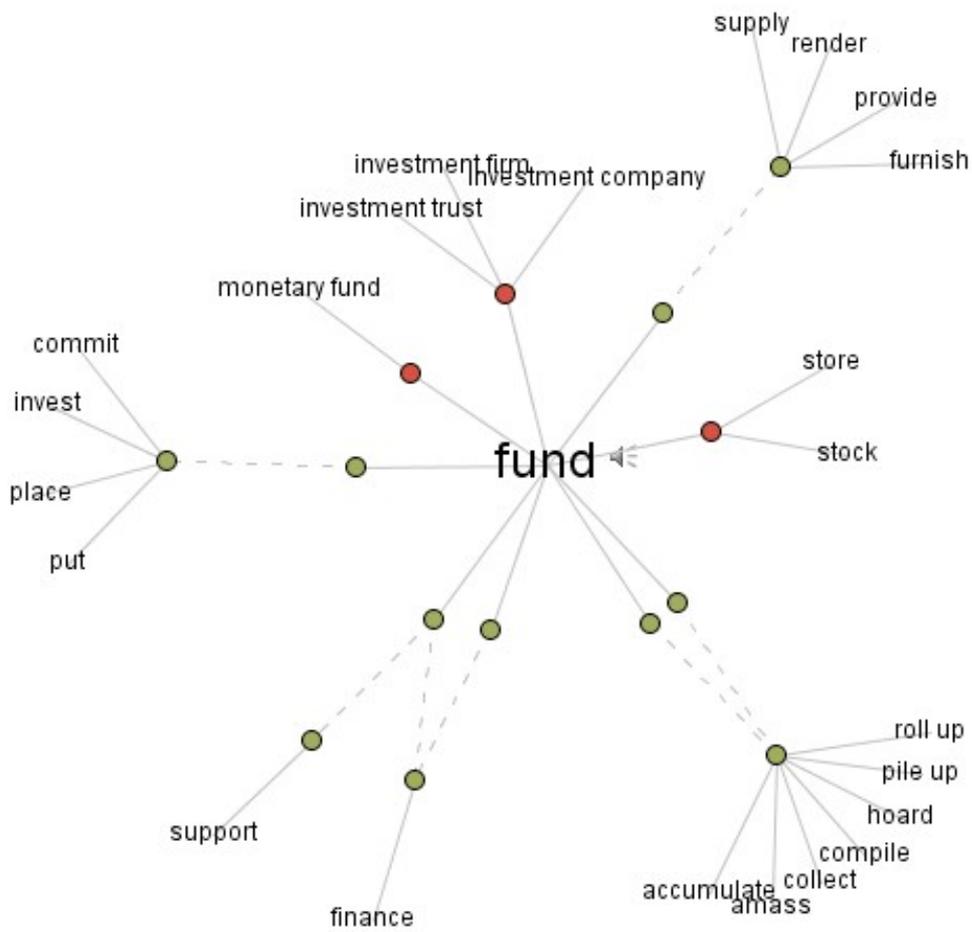
All the remaining regions are eligible under the regional competitiveness and employment objective with GDP per head of more than 75% of the EU-25 average.



FINANCIAL PLAN 2007-2013 (EURO)

(Burgenland not included)

Priority axis	Community funding	National counterpart	Total funding
Adaptability of workers and enterprises	133 534 000	247 627 000	381 161 000
Fighting unemployment	133 534 000	156 757 000	290 291 000
Social inclusion	127 112 000	149 219 000	276 331 000
Lifelong learning	56 118 000	65 878 000	121 996 000
Territorial employment pacts	6 246 000	7 332 000	13 578 000
Technical assistance	15 728 560	15 728 560	31 457 120
Total	472 272 560	642 541 560	1 114 814 120



THE THREE STRUCTURAL & COHESION FUNDS

MATCH THE FUNDS WITH THE DESCRIPTIONS

1. The Cohesion Fund

2. The European Social Fund (ESF)

3. The European Regional Development Fund (ERDF)

The Structural and Cohesion Funds are divided into three separate funds:

A)

The _____ will support programmes addressing regional development, economic change, enhanced competitiveness and territorial co-operation throughout the EU. Funding priorities include research, innovation, environmental protection and risk prevention, while infrastructure investment retains an important role, especially in the least-developed regions.

B)

The _____ will focus on four key areas: increasing adaptability of workers and enterprises, enhancing access to employment and participation in the labour market, reinforcing social inclusion by combating discrimination and facilitating access to the labour market for disadvantaged people, and promoting partnership for reform in the fields of employment and inclusion.

C)

The _____ contributes to interventions in the field of the environment and trans-European transport networks. It applies to Member States with a Gross National Income (GNI) of less than 90% of the Community average, which means it covers the new Member States as well as Greece and Portugal. Spain will be eligible for the Cohesion Fund on a transitional basis.

Source:

<http://www.dti.gov.uk/regional/european-structural-funds/page37479.html>

Investment Funding

First of all, investment grants and, in the new federal states, investment subsidies can be applied for. The attached "Map of Assisted Areas" shows you for which areas investment grants can be considered.

Investment Grants

When applying for investment grants the investor or user should ask himself the following questions: am I investing in an assisted area? What is funded? Who is funded? What is the funding level? What are the terms and conditions of funding?

- **Am I investing in an assisted area?**

The attached "Map of Assisted Areas" shows you whether the business premises being set up or already existing are located in an assisted area and what max. funding level applies to you.

- **What is funded?**

Investments aimed at setting up, upgrading or expanding business premises. The acquisition of business premises that have been shut down or are in danger of being shut down is also funded.

- **Who is funded?**

Trading and industrial companies including tourist companies. Initial production companies, building firms, retail companies and utilities are excluded from funding.

- **What is the funding level?**

Depending on the assisted area and the size of the company, up to 50% of the tangible assets' costs, or alternatively in selected federal states up to 50% of the gross labour costs of the new employees' total wage costs before deductions.

- **What are the terms and conditions of funding?**

Applications for funding must be submitted before the commencement of the investment project. New jobs must be created and/or existing jobs secured in the course of the investment. Furthermore, these jobs must be secured for at least five years after the end of the project. The subsidised business assets must remain in the particular plant location for at least five years after the end of the investment.

1. Wirtschaftsgüter
2. Unternehmensgröße
3. Fördergebiet
4. Investitionszuschüsse
5. Förderquote
6. Bedingungen
7. Bundesländer
8. Investitionsförderung

Source: Deloitte Grants and Incentives – Förderberatung

INVESTITIONSFÖRDERUNG – GERMAN TEXT

Primär lassen sich Investitionszuschüsse und in den neuen Bundesländern zusätzlich Investitionszulagen einwerben. Für welche Fördergebiete Investitionszuschüsse in Frage kommen, zeigt Ihnen die beiliegende Fördergebietskarte.

Investitionszuschüsse

Bei der Einwerbung von Investitionszuschüssen stellen sich dem Investor bzw. Nutzer folgende Eingangsfragen: Tätige ich meine Investition in einem Fördergebiet? Was wird gefördert? Wer wird gefördert? Wie hoch ist die Förderquote? Welche Bedingungen ergeben sich mit der Förderung?

• **Tätige ich meine Investition in einem Fördergebiet?**

Die beiliegende Fördergebietskarte zeigt Ihnen, ob sich die zu gründende oder bestehende Betriebsstätte in einem Fördergebiet befindet und welcher maximale Fördersatz für Sie relevant ist.

• **Was wird gefördert?**

Investitionen, die die Errichtung, Modernisierung oder Erweiterung von Betriebsstätten zum Ziel haben. Darüber hinaus wird der Erwerb einer stillgelegten oder von Stilllegung bedrohten Betriebsstätte gefördert.

• **Wer wird gefördert?**

Unternehmen der gewerblichen Wirtschaft einschließlich Tourismus. Unternehmen der Urproduktion, des Bauwesens und des Einzelhandels sowie Versorger sind von der Förderung ausgenommen.

• **Wie hoch ist die Förderquote?**

Je nach Fördergebiet und Unternehmensgröße bis zu 50% der Sachanlageinvestitionen oder in ausgewählten Bundesländern alternativ bis zu 50% der Bruttolohnkosten der neu eingestellten Mitarbeiter.

• **Welche Bedingungen ergeben sich mit der Förderung?**

Anträge auf Förderung müssen vor Vorhabensbeginn gestellt werden. Im Zuge der Investition müssen neue Arbeitsplätze entstehen und/oder bestehende gesichert werden. Die neu geschaffenen bzw. gesicherten Arbeitsplätze müssen mindestens fünf Jahre nach Investitionsende gesichert werden. Die bezuschussten Wirtschaftsgüter müssen in der jeweiligen Betriebsstätte mindestens fünf Jahre nach Investitionsende verbleiben.

INVESTMENT FUNDING- ENGLISH TEXT

First of all, investment grants and, in the new federal states, investment subsidies can be applied for. The attached "Map of Assisted Areas" shows you for which areas investment grants can be considered.

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after the end of the investment.

Source: Deloitte Grants & Incentives Förderberatung

VIDEO ACTIVITY: NEGOTIATIONS

1. Watch the video and decide in how far the three situations are different?
2. Which type of “negotiator” are you?
3. Note down some language specific to negotiations

VIDEO ACTIVITY: AN INCONVENIENT TRUTH

Chapters 3+4, 22, 28 + 29,

What are some global issues we are facing?

What is the choice that we need to make according to politicians in Washington?

Why does Al Gore think this is an incorrect assumption?

In which ways are China and the US similar?

What are

What is the goal that Al Gore set to himself?

How does he hope to achieve this?

Radiation

To thicken

To be trapped

Obstacle – Hindernis

Open pit mine

AUSTRIAN FOOD TRIVIA

Look at the recipes around the room and find the answer to the questions below



1. What's the seasoning for small semolina dumplings? What kind of semolina is recommended for semolina dumplings?
2. List three vegetarian ingredients for stuffed cabbage rolls.
3. What goes best with paprika chicken? How is it different from porkölt?
4. What's the amount of onions suggested for this dish? How should the dish be arranged?
5. What consistency should the dough have for carnival doughnuts? Why do you let it rest again at the end?
6. What preparation needs to be done for the fried carp Waldviertel style?
7. Milk and cream strudel with vanilla custard: Who invented this dish, according to legend? When was a variation of the recipe actually invented?
8. What topping can the Riesling or Veltliner Wine soup be sprinkled with? What was the traditional wine for the "wine soup à la Terlan"?

9. How long and where should the traditional Viennese beef Goulash be cooked, according to the recipe?

Conversions:

1 inch – 2,54 cm.

1 ounce – 28,54 grams.

AUSTRIAN FOOD TRIVIA SOLUTIONS

Look at the recipes around the room and find the answer to the questions below

10. What's the seasoning for small semolina dumplings? What kind of semolina is recommended for semolina dumplings?
11. List three vegetarian ingredients for stuffed cabbage rolls.
12. What goes best with paprika chicken? How is it different from pörkölt?
13. What's the amount of onions suggested for this dish? How should the dish be arranged?
14. What consistency should the dough have for carnival doughnuts? Why do you let it rest again at the end?
15. What preparation needs to be done for the fried carp Waldviertel style?
16. Milk and cream strudel with vanilla custard: Who invented this dish, according to legend? When was a variation of the recipe actually invented?
17. What topping can the Riesling or Veltliner Wine soup be sprinkled with? What was the traditional wine for the "wine soup à la Terlan"?
18. How long and where should the traditional Viennese beef Goulash be cooked, according to the recipe?

All recipes from "The 100 classic dishes from Austria"

1. Small semolina dumplings p028: answer: ground nutmeg; coarse semolina
2. Stuffed cabbage rolls p52: answer: bread, onions, parsley
3. Paprika chicken p098: flour dumpling with butter; refined with sour cream
4. Rostbraten with fried onions p143 17 ½ oz; meat on table, gravy on top, onions on top
5. Carnival doughnuts p201 rather soft; to improve the stability of the frying crust
6. Fried carp Waldviertel style p75 make incisions into skin; divide the fillets into pieces
7. Milk and cream strudel with vanilla custard p157 Milli of the rote Stadel; 1696
8. Riesling or Veltliner Wine soup 043 bread crumbs and cinnamon

9. Beef Goulash Viennese style 2-3 hours; oven or stove

Conversions: 1 in – 2,54 cm.

VIDEO ACTIVITY: GRÜNER VELTLINER VIDEO

DOROTHY J. GAITER AND JOHN BRECHER

1. Describe the character of Grüner Veltliner
2. What are some flavors associated with Grüner Veltliner?
3. What were some findings at blind tasting? What is a minor annoyance with wines from Austria?
4. How much does the Alzinger wine cost?
5. What are some others mentioned?

REGIONAL MANAGEMENT OFFICES

The task of the regional management (RM) units is to promote regional development - at an economic, social and cultural level.

Each provincial district has got its own regional management office and therefore they are the first point of contact for project ideas and their implementation. The regional managers advise municipalities, businesses and regional project groups. The objectives include the construction and advising of B2B-cooperation projects, as well as inter-municipal and cross-border regional projects, plus the securing of partners from the economy, agriculture and tourism in order to achieve sustainable economic development for the region.

Source: <http://www.noel.gv.at>

BBC Learning English – Grammar Challenge

Grammar Challenge activities © BBC Learning English
bbclearningenglish.com

Present perfect and past simple

Complete the questions, using the correct form of the verbs in brackets.

- 1 If a friendyou to his/her wedding next month, what
you? (invite, wear)
- 2 Whereyoufor an evening out to celebrate a friend's success? (go)
- 3 If you enough money to buy any car, which type of car you ? (have, buy)
- 4 Whatyouif someone you a scholarship to
study any subject? (study, give)
- 5 What activityyouif you on an activity
holiday? (choose, go)
- 6 Whatyouif somebodyyou a gift voucher to spend on
electrical goods? (buy, give)
- 7 Whatyouin your suitcase for a holiday in Kenya? (pack)
- 8 Whereyouif somebodyyou a ticket and money to
spend for a weekend in any capital city in Europe? (go, offer)
- 9 If youthe chance to have dinner with a famous person, whoyou
,? (have, choose)

Choose five questions to ask your colleagues. Carry out a survey. Find out the reasons for their decision. Report back to the class.

EXERCISE 1:

Match the beginnings of these pieces of news to the correct endings.

1.	She's just had
2.	We've just heard.
3.	Andy and Helen have just got
4.	They've just announced
5.	Someone's just stolen
6.	There's been
7.	Ouch! I've just stubbed
8.	He's gone

a.	on holiday.
b.	engaged.
c.	my toe! I'm always walking into things.
d.	my purse!
e.	We passed our exams!
f.	a terrible train crash.
g.	a baby boy. She's going to call him Andy.
h.	this year's winners.

http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/gc_33_pres_perf_past_simple_quizzes.pdf

PARTNER WORK: LOOK AT THE FOLLOWING STATEMENTS TAKEN FROM THE BOOK OF QUESTIONS AND DISCUSS THEM WITH YOUR PARTNER

1. Whom do you admire most? In what way does that person inspire you?
2. Would you accept \$1,000,000 to leave the country and never set foot in it again?
3. Which sex do you think has it easier in our culture? Have you ever wished you were of the opposite sex?
4. If at birth you could select the profession your child would eventually pursue, would you do so?
5. Would you be willing to become extremely ugly physically if it meant you would live for 1,000 years at any physical age you chose?
6. Would you be willing to murder an innocent person it would end hunger in the world?
7. If you knew you could devote yourself to any single occupation -- music, writing, acting, business, politics, medicine, etc. -- and be among the best and most successful in the world at it, what would you choose? If you knew you had only a 10 percent chance of being so successful, would you still put in the effort?
8. Given the choice of anyone in the world, whom would you want as your dinner guest? As your close friend? As your lover?
9. How do you react when people sing "Happy Birthday" to you in a restaurant?
10. If a friend were almost always late, would you resent it or simply allow for it? Can you be counted on to be on time?
11. Would you be willing to go to a slaughterhouse and kill a cow? Do you eat meat?
12. Would you like to be famous? In what way?
13. Do you believe in capital punishment? Would you be willing to execute a man sentenced to death by the courts if you were selected by lot to do so and he would go free if you refused? Assume you know no details of the trial.
14. If there were a public execution on television, would you watch it?

From THE BOOK OF QUESTIONS by Gregory Stock, Ph.D.

SMALL TALK - TALK – TALKING ABOUT WORK

PETER: Hello. Is this seat taken?

SARAH: No, **go ahead** and sit down.

PETER: Thanks. Don't you work in the Sales Department?

SARAH: Yes, I work under Billy Lui. And you?

PETER: I work in the Marketing Department. I'm Peter Harvey **by the way**.

SARAH: Sarah Wong. Pleased to meet you, Peter.

PETER: Yes, I've seen you around the place, but there are so many people working here. It's hard to get to know everyone, isn't it?

SARAH: I know what you mean. I don't even know the names of some of the people in my own department.

PETER: So, **are you in sales**, then?

SARAH: No, I couldn't sell anything. I'm Billy's Personal Assistant. I've been working for him for three years now.

PETER: I hear he's a really nice guy.

SARAH: Yes, he is most of the time, except when he's **under pressure**. Then, he can get a bit **irritable**. I usually try to **avoid** him when I see him like that, but it's difficult when you're someone's assistant.

PETER: What does your work **involve**?

SARAH: I have to organise his time **efficiently**. I help to arrange meetings for him, handle his appointments. I also do **routine** administration work. You know the kind of thing.

PETER: Yes. Does he expect you to go to meetings with him?

SARAH: Not all of them. Only the important ones. I need to take the minutes for those ones. And I hate taking minutes - they take me so long to **write up** in English!

PETER: Yes, it must be difficult when it's not your first language.

SARAH: So how about you? What **exactly** do you do?

PETER: I work under Bill Townsend - he's our Department Head. My job is to **come up with** new marketing **concepts**. Once a concept has been **decided on**, my team is responsible for developing the concept fully. It could **end up** as a television or radio commercial, or a series of ads in mags and newspapers.

SARAH: It sounds very interesting compared to the work I do.

PETER: It is interesting, but it can be very tiring at times. We work to **strict** deadlines and that can often mean lots of overtime and late nights in the office. In fact, I've been working late for the past week trying to get this latest project finished.

SARAH: But it must be very **satisfying** for you when you develop a successful marketing campaign.

PETER: It is. But it's the sales team that get all **the glory!**

SARAH: Well, it's been really nice talking to you, Peter. I have to get back to the office now. Billy's waiting for me!

PETER: Yes, nice talking to you too, Sarah. I'll see you around sometime.

SARAH: See you.

The screenshot shows the website interface for 'Informationen für Gemeinden'. At the top, there is a navigation bar with links for Familien, Jugend, Frauen, Jobs, Presse, and Gemeindegewalt. Below this is a search bar and a dropdown menu for 'NÖ Bezirks-Information'. The main content area features a large image of a green landscape with the title 'Informationen für Gemeinden'. A breadcrumb trail indicates the current page is 'Förderungen & Zuschüsse'. On the left, there is a vertical menu with categories like Home, Land & Zukunft, Politik & Verwaltung, Förderungen, Bauen & Wohnen, Bildung, Gesundheit, and Gesellschaft & Soziales. At the bottom right, there is a 'Gemeindegewalt' button.

- [Bedarfszuweisungen](#)

Bedarfszuweisungen für Gemeinden - Antragsformular und Richtlinien [> mehr](#)

- [Einzelkläranlagen - Förderung](#)

Für die Errichtung von Kläranlagen zur Reinigung der Abwässer aus Objekten in Streulage gibt es Förderungen von Bund und Land. Der Artikel erklärt die Voraussetzungen dafür, die Förderhöhe und wie Sie die Förderung erhalten können. [> mehr](#)

- [Einzelwasserversorgungsanlagen - Förderung](#)

Für die Errichtung von Wasserversorgungsanlagen für Objekte in Streulage gibt es Förderungen von Bund und Land. Der Artikel erklärt die Voraussetzungen, die Förderhöhe und wie Sie die Förderung erhalten können. [> mehr](#)

- [Förderung aus dem Schul- und Kindergartenfonds](#)

Gefördert werden Erhalter von Kindergärten, Pflichtschulen, Musikschulen, Tagesbetreuungseinrichtungen und Erwachsenenbildungseinrichtungen für Bau-, Adaptierungs- und Sanierungsmaßnahmen [> mehr](#)

- [Landesfinanzsonderaktion "Arbeitsmarktbelebung"](#)

Im Rahmen der "Landes-Finanzsonderaktion - Arbeitsmarktbelebung" ist die Zwischenfinanzierung infrastruktureller Baumaßnahmen durch Darlehensaufnahme oder in Form einer Leasingfinanzierung förderbar. [> mehr](#)

- [Landesfinanzsonderaktion für Gemeinden "allgemein"](#)

Im Rahmen der "Landes-Finanzsonderaktion für Gemeinden – allgemein" sind für von Gemeinden bei Kreditinstituten aufgenommene Darlehen bzw. Leasing-finanzierungen mit einem Zinsenzuschuss von maximal 3% förderbar. [> mehr](#)

- [Löschwasserversorgungsanlagen von Gemeinden - Förderung](#)

Für die Errichtung von Löschwasserversorgungsanlagen von Gemeinden gibt es Förderungen vom Land. Der Artikel erklärt die Voraussetzungen, die Förderhöhe und wie Sie die Förderung erhalten können. [> mehr](#)

- [NÖ Landschaftsfonds](#)

Der NÖ Landschaftsfonds hat das Ziel, eine ökologisch intakte Kulturlandschaft mit einer reichen Ausstattung an heimischen Tieren und Pflanzen, vielfältigen Landschaftselementen und umweltschonenden Nutzungen zu erhalten und wiederherzustellen. [> mehr](#)

- [Öffentliche Kläranlagen und Kanalisationen - Förderung](#)

Für die Errichtung von Abwasseranlagen durch Gemeinden, Genossenschaften und Verbände gibt es Förderungen des Landes. Im Artikel erhalten Sie dazu die wesentlichsten Informationen. Weiters können Sie auch die erforderlichen Formulare herunterladen. [> mehr](#)

- [Öffentliche Wasserversorgungsanlagen - Förderung](#)

Für die Errichtung von Wasserversorgungsanlagen von Gemeinden, Genossenschaften und Verbänden gibt es öffentliche Förderungen des Landes. Im Artikel erhalten Sie dazu die wesentlichsten Informationen und die dafür erforderlichen Unterlagen als Download. [> mehr](#)

- [Qualitätsoffensive Gemeindearchive](#)

Qualitätsoffensive Gemeindearchive [> mehr](#)

- [Wohnungsbau auf einen Blick](#)

Hier finden Sie alles Wissenswerte rund um den Wohnungsbau [> mehr](#)

- [Wohnungssanierung](#)

Hier finden Sie Informationen für die Zuerkennung einer Förderung für die Wohnungssanierung (Mehrfamilienalthausanierung) [> mehr](#)

WEITERFÜHRENDE INFORMATIONEN

Ihre Kontaktstelle des Landes

Amt der NÖ Landesregierung

E-Mail: post.landnoe@noel.gv.at

Tel: 02742/9005, Fax: 02742/9005-12060

3109 St. Pölten, Landhausplatz 1

[Lageplan, Adressen aller Dienststellen](#)

COURSE VOCABULARY 16 – 17 NOVEMBER

to have something done	etwas machen lassen
rumor	Gerücht
gossip	Tratsch
premises	Betriebsgelände Firmengelände
salary	Gehalt
wage	Lohn
labor costs	Personalkosten
source	Quelle
to go for a run	laufen gehen
negotiation	Verhandlungen
board game	Brettspiel
discount	Rabatt
cash discount	Skonto
That's out of the question	Kommt nicht in Frage!
to reach an agreement	ein Abkommen treffen
possibly	möglicherweise
terms	Bedingungen Zahlungsbedingungen
extra charge	Honorar
insult	Beleidigung
to insult	beleidigen
to appreciate	etwas schätzen
manual	Gebrauchsanweisung
signature	Unterschrift
to rush	eilen rasen hetzen
KISS	Keep it short and simple
I'll be late	Ich verspäte mich
breakdown	Panne
available	Erreichbar
to have the day off	frei haben
holiday	Feiertag
vacancy	freie Stelle
vacation holiday	Urlaub
ad classified ad	Kleinanzeige
appointment	Termin Treffen
in bold print	Fettschrift
proof	Beweis
Lithuania	Litauen
Latvia	Lettland
Estonia	Estland
initial	anfänglich
outline	Gliederung
to adapt	anpassen
complaint	Beschwerde

English for regional management

> Regional development III appx. 120 mins

Objectives:

Putting it in a nutshell: describing projects

Looking at project descriptions

To Work on the glossary

To speak about applications

> Business communication: writing e-mails appx. 60 mins

Objectives:

To practice e-mail writing skills in English (Spotlight test)

> Business English: negotiations II appx. 30 mins

To look at specific phrases of negotiations

> Presentations III appx. 180 mins

Objectives:

To give individual presentations

To video record presentations

To give feedback using a set feedback form

> General English: food and drink appx. 90 mins

Objectives:

To learn about words related with food and drink

To listen to a report about food labels

To speak about wines and food from Austria (video activity)

> Language development and grammar III appx. 60 mins

Objectives:

To practice tenses present perfect or past?

To say what others have said: indirect speech

> Phrasal verbs and idioms III appx. 45 mins

Objectives

To look at different uses of make and do

Recap + perspectives appx. 30 mins

Objectives:

To give feedback and review the two training days

Overhead: appx. 10%

PS: Bring a (small) dictionary, materials you need for presentation and handouts from session two

A SELECTION OF LEADER AND NON-LEADER PROJECTS OF RELEVANCE TO THE EXPLOITATION AND DEVELOPMENT OF AGRICULTURE & OTHER NATURAL RESOURCES

Burren Perfumery & Floral Centre, Rural Resource Development

Run by a young couple with three small children, this project, located at Carron in the heart of the unique Burren region of North Clare, is Ireland's only working Perfumery. The Perfumery has developed its own range of perfumes, after-shaves and bath oils, which are marketed throughout Ireland. The establishment of the Floral Centre, which is already attracting hundreds of visitors, provides a graphic presentation on the array of Mediterranean and Arctic flowers that co-exist in this unusual landscape.

Cider Apple Production, Waterford LEADER

This is a joint programme with Teagasc, the farm advisory body. A number of apple growers have signed contracts with a drinks company (Showerings) to grow cider apples for cider production. This programme combines the usage of soil and climatic advantages to assist in import substitution.

Worm Breeding Enterprise – Vermiculture

West Limerick Resources Ltd. was the first LEADER group to fund worm breeding in Ireland as a pilot project. The venture is highly successful and worm breeding has since grown throughout the county. Worms are used for angling as well as organic waste decomposition and land drainage.

Introduction of Value-Added Fish Processing, Western Rural Development Co. Ltd.

This project is very successful due to the foresight of LEADER and the co-operation among statutory agencies, private enterprise, local development groups and local people. A feasibility study into the development of a disused fish factory was funded. This led to investment by a private company, with the assistance of LEADER, and created 28 jobs in fish processing. A second development stage was also supported, creating a further 15 new jobs. The project has now grown to a stage where both the private company and Forbairt (National Industrial Development Agency) are investing IR£5m in the project to create a further 85 jobs. (Chamco case study on web site, Food Seminar – Events)

Bog Village

Kerry Bog Village, Glenbeigh: eight thatched units including a craft shop and toilets (wheelchair friendly). This is a world of thick walls, small windows, rafters of forestry poles, roofs of thatch and authentic furnishings. Pride of place goes to the thatcher's dwelling with its 'upstairs' bedroom – an open loft reached by ladder. At the other end of the scale is the labourer's cottage and the stable dwelling provided for both human and animal habitation. There is a pony/cow corral. There is a blacksmith's forge, complete with a big working bellows and the turf cutter's house. Bog ponies, turf sods, vegetable plots and old farm equipment can be found outside.

Products serving the Farming Sector (SME)

O'Connor Hygiene Products Ltd was incorporated in May 1996 and proceeded to operate a small milk filter sock manufacturing business in Newmarket, Co. Cork. However, due to limited space, the company proposed doubling factory space and thereby providing additional office accommodation and installing new and improved machinery. The project was supported by IRD Duhallow. Product quality and cost efficiency have

improved as a result. O'Connors also manufacture hygiene products (detergents, chemicals etc.) and waterproof but breathable protective clothing for work wear.

OFFICIAL: ORGANIC REALLY IS BETTER



Jon Ungoed-Thomas

Have your say on the organic debate by posting your views in the box at the bottom of this page

THE biggest study into organic food has found that it is more nutritious than ordinary produce and may help to lengthen people's lives.

The evidence from the £12m four-year project will end years of debate and is likely to overturn government advice that eating organic food is no more than a lifestyle choice.

The study found that organic fruit and vegetables contained as much as 40% more antioxidants, which scientists believe can cut the risk of cancer and heart disease, Britain's biggest killers. They also had higher levels of beneficial minerals such as iron and zinc.

Professor Carlo Leifert, the co-ordinator of the European Union-funded project, said the differences were so marked that organic produce would help to increase the nutrient intake of people not eating the recommended five portions a day of fruit and vegetables. "If you have just 20% more antioxidants and you can't get your kids to do five a day, then you might just be okay with four a day," he said.

This weekend the Food Standards Agency confirmed that it was reviewing the evidence before deciding whether to change its advice. Ministers and the agency have said there are no significant differences between organic and ordinary produce.

Researchers grew fruit and vegetables and reared cattle on adjacent organic and nonorganic sites on a 725-acre farm attached to Newcastle University, and at other sites in Europe. They found that levels of antioxidants in milk from organic herds were up to 90% higher than in milk from conventional herds.

As well as finding up to 40% more antioxidants in organic vegetables, they also found that organic tomatoes from Greece had significantly higher levels of antioxidants, including flavonoids thought to reduce coronary heart disease.

Leifert said the government was wrong about there being no difference between organic and conventional produce. “There is enough evidence now that the level of good things is higher in organics,” he said.

HAVE YOUR SAY:

Write a few sentences in which you express your opinion about this issue.

FIND THE GERMAN TRANSLATIONS FROM THE LOWER AUSTRIA WEB PAGE - SOLUTIONS

1. Bedarfszuweisungen	A- Allocation of funds according to needs and requirements (sim. Relief funds)
2. Öffentliche Kläranlagen Förderung	B- Grants for Public Sewage treatment plants (Syn. Municipal Sewage facilities)
3. Förderung aus dem Schul- und Kindergartenfonds	C- Kindergarten and School Fund Grants
4. Landesfinanzsonderaktion	D- State special financing initiative/campaign
5. NÖ Landschaftsfonds	E- Lower Austria landscape fund
6. Kläranlagen Fond	F- Sewer system/ sewage system fund
7. Qualitätsoffensive Gemeindearchiv	G- Quality improvement campaign: Municipal archive
8. Wohnungssanierung	H- Apartment refurbishing
9. Wohnungsbau auf einen Blick	I- Housing construction at a glance
10. Wasserversorgungsanlage	J- water supply system, waterworks

FILL IN THE MISSING WORDSD FROM TRHE LIST - SOLUTIONS

1. Funds are allocated according to needs as measured by a weighted index.
2. The federal government has subsidized the construction of municipal sewage treatment plants since 1956 .
3. This purpose of this page is to provide Superintendents, Business Managers and the general public with a central location to find information relating to the calculation of the State School Fund and its component pieces.
4. OECD Export Credit Agencies 'recognise the value of the recommendations of the World Commission on Dams' in a special financing initiative to promote renewable energies.

5. **The American Landscape Fund was created to foster an ethic for shaping our land and enriching the human spirit by designing landscapes that enhance our environment and our lives. The fund supports landscape architects in the creation of environments with the capacity to restore and promote public welfare and health and add to our quality of life.**
6. **The remaining one-third or approximately 12,478 acres of the District is served by a combined sewer system (CSS).**
7. **The Department of Housing concentrates on this goal by operating and offering the following:
Apartment Refurbishing program;**
8. **Water supply systems get water from a variety of locations, including groundwater (aquifers), surface water (lakes and rivers), conservation and the sea through desalination.**
9. **The Commerce Department reported Tuesday that housing construction rose by 3 percent in October**
10. **A Quality Improvement Campaign is now executed on a daily basis within the facility. Each day, following the company's Safety Arena, the employees share quality tips with one another**

FIND THE GERMAN TRANSLATIONS FROM THE LOWER AUSTRIA WEB PAGE FILL IN THE

1.	A- Allocation of funds according to needs and requirements (sim. Relief funds)
2.	B- Grants for Public Sewage treatment plants (Syn. Municipal Sewage facilities)
3.	C- Kindergarten and School Fund Grants
4.	D- State special financing initiative/campaign
5.	E- Lower Austria landscape fund
6.	F- Sewer system/ sewage system fund
7.	G- Quality improvement campaign: Municipal archive
8.	H- Apartment refurbishing
9.	I- Housing construction at a glance
10.	J- water supply system, waterworks

MISSING WORDS FROM THE LIST

Sewer system - special financing initiative - Landscape Fund - Apartment Refurbishing program - allocated according to needs - Quality Improvement Campaign - Water supply systems - sewage treatment plants - housing construction

1. Funds are _____ as measured by a weighted index.
2. The federal government has subsidized the construction of municipal _____ since 1956.
3. This purpose of this page is to provide Superintendents, Business Managers and the general public with a central location to find information relating to the calculation of the State School Fund and its component pieces.
4. OECD Export Credit Agencies 'recognise the value of the recommendations of the World Commission on Dams' in a _____ to promote renewable energies.
5. The American _____ was created to foster an ethic for shaping our land and enriching the human spirit by designing landscapes that enhance our environment and our lives. The fund supports landscape architects in the creation of environments with the capacity to restore and promote public welfare and health and add to our quality of life.
6. The remaining one-third or approximately 12,478 acres of the District is served by a combined _____ (CSS).
7. The Department of Housing concentrates on this goal by operating and offering the following program:___;

8. _____ get water from a variety of locations, including groundwater (aquifers), surface water (lakes and rivers), conservation and the sea through desalination.
9. The Commerce Department reported Tuesday that _____ rose by 3 percent in October
10. A __ is now executed on a daily basis within the facility. Each day, following the company's Safety Arena, the employees share quality tips with one another.

DO AND MAKE

Do you make something or do it? **There are two problems:** the first is the Austrian use of “machen” (make) where the Germans would use “tun” (do). If you try to translate instead of developing a “feel” for the language, you’ll always get it wrong. The second is that English isn’t always consistent (*have you noticed?*). Usage varies slightly between countries (eg. UK: “do a U-turn”, US: “make a U-turn”, just as German varies between Austria and Germany) and there is also no clear rule.

DO/DOES, DID, DONE, DOING:

verb transitive (takes an OBJECT) to put in some condition, eg to clean (“**do the housework**”), to tidy; to render; to confer; to bestow; to perform; (of a vehicle) to (have the power to) travel at a (maximum) speed of (“**I was doing 100km/h**”); to accomplish (“**He’s done it! Hooray!**”), complete; to finish (“**I’ve done it**”); to exhaust; to work at; to perform work upon (“**They’re doing it now**”); to beat up, thrash, assault (*slang*) (“**They did him over**”); to prepare, set in order, arrange; to cook; to cheat, or overreach (*slang*); to raid, rob (*slang*); to treat; to make the round of, see the sights of (*colloquial*) (“**do the sights**”); to spend (a period of time) in prison (“**do time**”); to take or use (a drug; *US slang*) (“**I don’t do drugs**”)

verb intransitive (NO OBJECT) to act, be active; to behave; to fare (“**How do you do?**”); to thrive; to suffice; to be just good enough; to serve (with *for*); to arrange, devise or effect in respect of something or someone (with *with*) (“**What are you doing (with that)?**”)

done, adjective utterly exhausted (now usually “**I’m done in**”)

finished, completed; cooked to a degree suitable for eating; (eg. “**it’s done**”)

(of behaviour, etc) socially acceptable. (eg. “**it’s not the done thing**”)

done, interjection (used in clinching a bargain, etc) agreed. (eg. “**OK, done!**”)

“Do” is usually used in connection with an activity. If it is used with a “thing” (noun), the speaker is thinking of the activity associated with the thing...(note: an activity in the past (i.e. “done”) has a sense of “finished”)

1

do aerobics, do the housework, do a deal, do a double-take, do a good job, do a good turn, do me a favour, do a swap, do everything possible, do a U-turn, do as you like, do away with, do all the running, do at the last moment, do business, do wrong, do good, do credit to, do honour to, do justice to, do it the hard way, do nothing, do your best, do your homework, do your block, do as you choose, do or die do out of, do sums, do drugs.

MAKE/MAKES MADE, MADE, MAKING:

noun manufacture; brand; type; making (“**what make is your car?**”);

(less common) form or shape; structure, texture; build; formation; character or disposition; quantity made; establishment of an electric circuit or contact; trump declaration (cards).

verb transitive (takes an OBJECT) to fashion, frame, construct, compose or form (“**They have made it too big**”); to create; to bring into being (“**They have made a comfy nest**”); to produce; to conclude, contract; to bring about; to perform (“**They make cars**”);

to force; to cause; to result in; to cause to be (“**he made her do it**” “**he made it happen**”, “**it makes me mad**”)

to convert or turn (“**he made it into the best program ever seen**”)

to appoint; to render; to represent as doing or being ("The CEO made him chief systems analyst")

to reckon; to get as result or solution ("one plus two makes three")

to occasion; to bring into any state or condition; to establish ("he was made redundant", "he's a made man")

(less common) (in the navy) to promote; to prepare; to shut (as a door) (Shakespeare); to shuffle (cards); to declare as trumps (cards); to obtain, gain or earn; to score; to constitute; to amount to; to count for; to turn out; to be capable of turning or developing into or serving as; to arrive in sight of; to reach, succeed in reaching; to accomplish, achieve; to attempt, offer or start; to be occupied with; to do; to cause or assure the success of; to persuade (especially a woman); to have sexual intercourse with (slang).

1. There is usually a sense of change (of turning something into something else) **or of manufacture.**

2. As a completely different use, there is a sense of forcing (as in "He made me do it").

It is usually done **to something** i.e. a "thing" is affected.

2 make something (cars etc.), make a mistake, make a line, make a bundle, make a breakthrough, make a change, make a road, make a dish, made man or made woman, make a mess, make love, make trouble, make a dash, make eyes at, make time for.

There are also several phrasal verbs for make:

3 "I'll **make it up to you**", "Let's kiss and **make up**", "That's not true, he **made it up**", "the thieves **made away with** all the money", "We can **make do** for the moment", "He **made off** in that direction", "Please **make sure** you come home early", "I can't **make out** the details"

1. ON A SEPARATE SHEET...WRITE A SHORT EXPLANATION (EG. ONE SENTENCE) OF THE MEANING OF EACH OF THE EXPRESSIONS IN THE PARAGRAPHS MARKED 1, 2 AND 3.

2. USE THE CORRECT FORM OF TO DO OR TO MAKE FOR THE FOLLOWING (WATCH THE TENSE!):

I usually wash up the dishes: I usually _____ the dishes.

He is always annoying me: He _____ a nuisance of himself.

Johnny went straight to the cakes: Johnny _____ a beeline for the cakes.

John acted incorrectly: John _____ the wrong thing

If you remove the keyboard, it will _____ it obvious that you don't want people to play with the computer.

Well, we'd better start: We'd better _____ a start.

He performs a task well: He _____ a good job.

Let's perform a play: Let's _____ a play.

It benefited me enormously: It _____ me the world of good

At an auction you must offer a price: At an auction you must _____ a bid.

He tells everybody: He _____ no secret of it.

You should tell him everything: You should _____ a clean breast of it to him.

They played another song after the performance: They _____ an encore

He's invested everything. He will either become rich or poor: It will _____ or break him.

He's got a good income: He _____ well for himself.

Always act as you are supposed to: Always _____ as you are told.

Too many computer programs have errors in them. That _____ a good case for quality assurance.

I'm going to fire everyone and put on a new staff: I'm going to _____ a clean sweep of the staff.
I've injured my ankle: I've _____ my ankle in.
Ok, then, act however you wish!: Ok, then, _____ as you please!
He couldn't sing while he was sick, but now he's better he wants to _____ a comeback.
You'll have to get rid of that old jacket: You'll have to _____ away with that old jacket.
They ran away quickly with the handbag: They _____ away with the handbag.
Johnny, your room's a mess! You could at least _____ the bed.
When away from home, behave the same way as the locals: When in Rome, _____ as the Romans _____.
I promise you: I will _____ you a promise.
We haven't seen each other for ages. Let's _____ a date to get together.
He killed himself at the end of the film: He _____ away with himself at the end of the film.
He's been fighting with his computer all day: He's been _____ battle with his computer all day.
That dress shows off your figure well: That dress _____ credit to your figure.
We could go to the zoo in the morning and the theatre in the evening – you know _____ a day of it!
It won't hurt anything: It won't _____ any harm.
Please write a list of the requirements for the program: Please _____ a list of the requirements.
If we take some business away from Microsoft, it'd wouldn't _____ a dent in their income.
I could achieve that easily: I could _____ it standing on my head.
I'll remember him forever: He really _____ a lasting impression.
She suddenly reached out for his drink. She _____ a grab for his drink.
You're eating that steak as if you're hungry!: You're certainly _____ justice to that steak.
It seemed reasonable at the time: It _____ sense at the time.
The house looks very good after the decoration: The decoration's _____ wonders for the house.
He pretended his illness was only minor: He _____ light of his illness.

DO AND MAKE – ANSWERS

On a separate sheet... Write a short explanation (eg. one sentence) of the meaning of each of the expressions in the paragraphs marked 1, 2 and 3.

do aerobics: exercise aerobically
do the housework: clean the house
do a deal: negotiate an agreement
do a double-take: look again in surprise
do a good job: job is completed satisfactorily
do a good turn: do something without reward
do me a favour: help me for free
do a swap: exchange
do everything possible: carry out everything in your power
do a U-turn: turn the car around in the street using a "U" manoeuvre
do as you like: act as you want to
do away with: stop using, kill
do all the running: someone else does the thinking, you act
do at the last moment: wait until the last minute before acting
do business: trade
do wrong: act in a bad way
do good: act in a charitable way
do credit to: show somebody in a good light
do honour to: pay homage
do justice to: heartily eat something good
do it the hard way: make trouble for yourself when it could have been easier
do nothing: not act
do your best: act as well as you can
do your homework: work on your homework
do your block: become angry
do as you choose: act as you decide
do or die: go for it!
do out of: deny somebody something

do sums: calculate
do drugs: take drugs

make something (cars etc.): manufacture
make a mistake: to err
make a line: form a queue/draw a line
make a bundle: earn a lot of money
make a breakthrough: find a solution to a long-lasting problem
make a change: change something
make a road: clear or surface a road
make a dish: cook a recipe for a meal
made man or made woman: m. or w. with plenty of money
make a mess: create untidiness
make love: have sex with care and tenderness
make trouble: cause problems
make a dash: run for it
make eyes at: flirt
make time for: rearrange plans to fit something else in.,

"I'll **make it up to you**": I'll compensate you
"Let's kiss and **make up**": let's be friends again
"That's not true, he **made it up**": he told a lie
"the thieves **made away with** all the money": they left without being caught
"We can **make do** for the moment": we can get along as best we can without it
"He **made off** in that direction": he ran off
"Please **make sure** you come home early": ensure
"I can't **make out** the details": I can't read it.

2. Use the correct form of **to do** or **to make** for the following (*watch the tense!*):

I usually wash up the dishes: I usually **do** the dishes.
He is always annoying me: He **makes** a nuisance of himself.
Johnny went straight to the cakes: Johnny **made** a beeline for the cakes.
John acted incorrectly: John **did** the wrong thing
If you remove the keyboard, it will **make** it obvious that you don't want people to play with the computer.
Well, we'd better start: We'd better **make** a start.
He performs a task well: He **does** a good job.
Let's perform a play: Let's **do** a play.
It benefited me enormously: It **did** me the world of good
At an auction you must offer a price: At an auction you must **make** a bid.
He tells everybody: He **makes** no secret of it.
You should tell him everything: You should **make** a clean breast of it to him.
They played another song after the performance: They **did** an encore

He's invested everything. He will either become rich or poor: It will **make** or break him.
He's got a good income: He **does** well for himself.
Always act as you are supposed to: Always **do** as you are told.
Too many computer programs have errors in them. That **makes** a good case for quality assurance.
I'm going to fire everyone and put on a new staff: I'm going to **make** a clean sweep of the staff.
I've injured my ankle: I've **done** my ankle in.
Ok, then, act however you wish!: Ok, then, **do** as you please!
He couldn't sing while he was sick, but now he's better he **wants to make** a comeback.
You'll have to get rid of that old jacket: You'll have to **do away with** that old jacket.
They ran away quickly with the handbag: They **made away with** the handbag.
Johnny, your room's a mess! You could at least **make** the bed.

When away from home, behave the same way as the locals:
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He's been fighting with his computer all day: He's been doing battle with his computer all day.
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It seemed reasonable at the time: It made sense at the time.
The house looks very good after the decoration: The decoration's done wonders for the house.
He pretended his illness was only minor: He made light of his illness

INSTRUCTIONS FOR COLLABORATIVE GLOSSARY WORK:

Format: The format should be a spreadsheet file (Excel) with two columns:

Column One contains the term (Begriff)

Column two contains the translation and/or definition and the word in context. For the word in context you can refer to the following sources; an exact match search in google (put the term in quotation marks e.g. "regional manager" or the British National corpus (bnc.com). You can also take sentences from other sources, like application forms, texts from Inforegio magazine etc.

The format is important because it can be imported to various sources (vokker, moodle, etc.)

EXAMPLE GLOSSARY ENTRY:

Regional development	<p>Regionalentwicklung;</p> <p>Regional development is the provision of aid and other assistance to regions which are less economically developed. Regional development may be domestic or international in nature. The implications and scope of regional development may therefore vary in accordance with the definition of a region, and how the region and its boundaries are perceived internally and externally. Source Wikipedia</p> <p>Example: The total cost of the project is £4 million, to which the City Council and the European Regional Development Fund contributed £1.5 million each and the rest is being raised by the museum.</p>
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FUNDS & GRANTS LOWER AUSTRIA – TRANSLATION ACTIVITY: VOCABULARY

Bedarfszuweisung - allocation of funds according to needs and requirements (sim. Relief funds)

Grants for Sewage treatment plants (Syn. Sewage facilities)

The federal government has subsidized the construction of municipal sewage treatment plants since the 1956 Water Pollution Control Act Amendments. The subsidies took the form of cost-sharing grants in which the federal government's contribution was limited to 55% in 1956, raised to 75% by the Federal Water Pollution Control Act of 1972, then decreased back to 55% by the 1981 Municipal Wastewater Treatment Construction Grant Amendments.

GRANTS AVAILABLE TO UPGRADE MUNICIPAL SEWAGE FACILITIES, DRINKING WATER SYSTEMS
State Investment Critical as Federal Support Continues to Decline

Wasserversorgungsanlage – waterworks, water system

Grants from Kindergarten and School Fund (sim. Educational fund/ nursery school fund) also: Kindergarten and School Fund Grants

This purpose of this page is to provide Superintendents, Business Managers and the general public with a central location to find information relating to the calculation of the State School Fund and its component pieces.

Special financing initiative: “Stimulation of labor market” – special form of financing “Stimulation of labor market”

Sonderaktion – special initiative/campaign

Finanzierung – financing

OECD Export Credit Agencies ‘recognise the value of the recommendations of the World Commission on Dams’ in a special financing initiative to promote renewable energies.

SBA loans are a special form of financing backed by the United States Government to help small businesses obtain the funding they need for permanent or seasonal working capital, accounts payable, inventory, leasehold improvements, machinery, equipment, the purchase of real estate, building renovation, construction, and more.

Special financing initiative for municipalities

Municipal Fire fighting systems Fund

Landschaftsfonds – landscape fund

The American Landscape Fund was created to foster an ethic for shaping our land and enriching the human spirit by designing landscapes that enhance our environment and our lives. The fund supports landscape architects in the creation of environments with the capacity to restore and promote public welfare and health and add to our quality of life.

Sewer system/ sewage system fund

The remaining one-third or approximately 12,478 acres of the District is served by a combined sewer system (CSS).

Quality improvement campaign: Municipal archive

The New York City Municipal Archives was founded in 1950, and makes available the historical records of New York City's municipal government. Records begin in the early seventeenth century. The Municipal Archives holdings total approximately 160,000 cubic feet. The collections comprise office records, manuscript material, still and moving images, ledger volumes, vital records, maps, blueprints, city directories, and sound recordings.

Housing /residential construction at a glance

Synonyms: [face-lifting](#), [overhauling](#), [refurbishment](#), [rehabilitation](#), [renovation](#), [slum clearance](#), [urban redevelopment](#)

Residential/ Housing refurbishing/ apartment renovation

The Department of Housing concentrates on three main areas to accomplish this goal by operating and offering the following: Apartment Refurbishing program;

English for regional management

> Regional development IV

appx. 300 mins

Objectives:

To complete the glossary in the form of a workshop

To speak about application forms

To learn about municipalities and their field of work

> Business communication:

appx. 90 mins

Objectives:

Writing e-mails II: to review phrases which are used in business communication

Mixing business and pleasure: meeting clients

Presenting your public face: press releases and company home pages

Reporting results: to listen to a report with figures and numbers

> General English: fair trade

appx. 60 mins

Objectives:

To learn about the fair trade concept

> Language development and grammar III

appx. 60 mins

Objectives:

To practice tenses: "present perfect or past?" activity

To say what others have said: indirect speech

> Phrasal verbs and idioms IV

appx. 45 mins

Objectives

To look at more different uses of make and do

Recap + perspectives

appx. 30 mins

Objectives:

To give feedback and review the course

Overhead: appx. 10%

PS: Bring a (small) dictionary and handouts from prior sessions and notebook, if possible.

*Last Saturday evening, I went out to my favourite restaurant.
(DESCRIBE IT)*

fold

*I was feeling relaxed because, before going out, I had...
(SAY WHAT YOU HAD DONE)*

fold

I was wearing... (DESCRIBE WHAT YOU WERE WEARING)

fold

*When I got there, I ordered... (WHAT DID YOU ORDER TO EAT
AND/OR DRINK?)*

fold

*After a while, I noticed a group of people at the next table.
(WHAT WERE THEY DOING?)*

fold

One of them looked particularly interesting. (DESCRIBE THE PERSON)

fold

*Just then, my friends arrived and we started chatting about... (WHAT DID
YOU TALK ABOUT?)*

fold

*I had forgotten the person at the next table, so I was surprised when
he/she tapped me on the shoulder and said... (WHAT DID THE
PERSON SAY?)*

It made my day!