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ДЕЛОВОЙ АНГЛИЙСКИЙ

*Учебное пособие
для магистров неязыковых факультетов*

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Данное учебное пособие предназначено для магистров неязыковых специальностей. Цель пособия - развитие навыков чтения и устной речи, умения осуществлять устную и письменную коммуникацию в деловой сфере общения, расширение знаний в области делового английского языка в контексте будущей профессиональной деятельности.

Пособие, построенное на коммуникативной основе, содержит учебные материалы разного содержания, как по деловому общению на иностранном языке, так и по использованию иностранного языка в профессиональной деятельности по реферированию и аннотированию научной литературы, написанию тезисов научных статей и т.п. Предложенные модули и их содержание могут вызвать интерес и дать толчок к дальнейшей исследовательской и творческой работе магистров, стимулировать их к участию в международных конференциях и проектах, к публикации своих научных работ в международных сборниках. В конце каждого раздела предлагается интерактивное задание, направленное на использование социокультурных стратегий с целью моделирования адекватного речевого поведения в ситуациях межкультурного общения и тест для самоконтроля.

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Введение

Данное учебное пособие, состоящее из четырех разделов и приложения, предназначено для магистров неязыковых факультетов высших учебных заведений для расширения их знаний в сфере делового английского языка. Оно составлено в соответствии с требованиями действующей программы по иностранному языку для неязыковых специальностей высших учебных заведений и рассчитано на этап обучения иностранному языку в магистратуре. Цель пособия – совершенствование навыков чтения и устной речи, а также умений вести деловое общение в контексте межкультурной коммуникации на английском языке. В основе учебного пособия лежат принципы коммуникативной направленности и взаимосвязанного обучения видам речевой деятельности на английском языке.

Предлагаемый в модулях языковой материал способствует расширению словарного запаса в области делового английского языка, знакомит магистров с особенностями деловой и профессиональной коммуникации. Предлагаемые задания имеют коммуникативную направленность, стимулируют творческую и познавательную активность магистров.

Пособие построено на модульной основе и состоит из 4 модулей:

В конце каждого модуля предлагается тест для проверки прогресса в освоении материала учебного пособия. В конце пособия дана диагностико-квалиметрическая шкала оценивание знаний и траектории успехов магистров и ключи к тестам.

Модуль 1 – «Деловое общение»:

Составление резюме; написание сопроводительного письма; рекомендательного письма; подготовка к собеседованию; прием на работу; ведение разговора по телефону. Раздел нацелен на развитие общекультурной компетенции, а также навыков чтения и устной речи в области делового английского языка.

Модуль 2 – «Ведение деловой переписки»:

Корреспонденция: личная и деловая; структура и оформление деловых писем; оформление конверта. Целью модуля является развитие

общекультурной и коммуникативной компетенций в области ведения деловой корреспонденции на английском языке.

Модуль 3 – «Конференция»:

Освоение лексического и грамматического материала по теме «Конференция»: оформление объявления о проведении конференции, заявки на участие в конференции, написание нескольких деловых писем, связанных с участием или отказом от участия в конференции, письма – расспроса об интересующих деталях участия и написание доклада или тезисов статьи по теме конференции. Предложенные интерактивные задания дают импульс к дальнейшей исследовательской и творческой работе магистров, к участию в ежегодной студенческой научно-практической конференции.

Модуль 4 – «Презентация»:

Создание презентаций; требования к их оформлению; выступление перед аудиторией с презентацией имеют своей целью развитие и совершенствование коммуникативной и общекультурной компетенций в области делового английского языка.

Весь языковой материал модуля направлен на овладение, использование и варьирование адекватными социокультурными стратегиями с целью моделирования ситуаций межкультурного общения. Магистры глубже знакомятся с особенностями межкультурной коммуникации и с взаимопроникновением (глобализацией) культур.

Модульная структура учебного пособия позволяет использовать его как для аудиторной, так и для самостоятельной работы магистров. Учебное пособие построено на аутентичном материале, отражающем стиль и особенности британского делового общения.

Module I. Business Communication

Topics and skills:

- Job search, CV/resume, interview, talk on phone.
- To create a resume; to write covering letters; letters of recommendation; to practice speaking skills, to use common expressions related to business communication.

Text 1

Before you read.

1. Discuss the questions:

- Have you ever tried to find a job? What kind of job was it?
- Where did you look for job? Was it complicated?

2. Read the text and decide which option is correct.

Finding a job can be quite a complicated and tiring process. Sometimes you just don't know where to start looking, let alone how to persuade a company that you are the best person for the job!

Where do you start searching? What kinds of resources are available? Who are the best people to talk to?

I. Where to look.

Most jobs are advertised as current (**position, application, vacancies**). They appear in the local and national (**press, bodies, resources**), trade (**contacts, journals, resources**), and specialist career publications. In addition, many professional (**bodies, contacts, agency**) offer an appointments service which can help job seekers find a suitable (**position, application, vacancies**) in a (**industry, ladder, scheme**). Recruitment (**bodies, contacts, agencies**) hold details of a wide range of vacancies, and possibly local training (**industry, ladder, schemes**). The Internet is a valuable (**press, journals, resources**) – not only for vacancies but to find background information on companies.

Approximately one third of jobs is never advertised but may be found by approaching a company directly. This is called a speculative (**position,**

application, vacancies), and is common among students starting at the bottom of the career (**industries, ladder, scheme**).

Finally, don't forget to use your personal (**bodies, contact, agencies**)!

Vocabulary

Resources – things and people which can provide useful information.

Vacancies – an unoccupied position or job.

Position – job, post.

Bodies – organizations.

Recruitment agencies – companies which have details of jobs and details of the people who might want them.

II. Describing ability.

A Human Resources Manager has drawn up a shortlist of applicants he feels would be suitable for a vacancy in his company. Look at the descriptions of the candidates he plans to invite for interview.

- Paul has a can-do attitude and can meet deadlines.
- Tom is a self-starter who can work on her own initiative.
- Steve is able to multi-task and has a proven track record.
- Liz is an effective team player with a customer-focused approach.
- Ann is numerate and computer literate.

which candidate...

is good with figures? **Paul, Tom, Steve, Liz, Ann**

co-operates with colleagues? **Paul, Tom, Steve, Liz, Ann**

is good at working on his/her own? **Paul, Tom, Steve, Liz, Ann**

can finish a job on time? **Paul, Tom, Steve, Liz, Ann**

has a good rapport with clients? **Paul, Tom, Steve, Liz, Ann**

has a history of success? **Paul, Tom, Steve, Liz, Ann**

has a positive approach? **Paul, Tom, Steve, Liz, Ann**

has IT skills? **Paul, Tom, Steve, Liz, Ann**

can cope with several jobs at the same time? **Paul, Tom, Steve, Liz, Ann**

Vocabulary

Human resources manager – someone who employs people for a firm, also known as a personnel manager.

Deadlines – the dates or times when certain tasks must be completed.

To work on your own initiative – to make decisions about your work without having to wait for someone else to help you.

To multitask – to do more than one piece of work at a time.

A proven track record – evidence you've been successful in the past in your area of work.

III. Company departments.

Many big firms have lots of different sections and it can be helpful to know which part of the company does what. Look at the following company departments. Which department does which job?

Human Resources	Production	Marketing	Finance
Training	Production	Marketing Sales	Purchasing Accounts
Personnel	Packaging Distribution	Customer Service	Financial Service
Payroll		Advertising	
	Quality Maintenance		

Match each job (1-15) to a company department (a-o).

- puts the product into boxes?
- pays wages and salaries?
- plans how to promote products?
- has systems to prevent mistakes?
- looks after the equipment?
- deals with complaints?
- manufactures the products?
- sends invoices to customers?
- buys equipment?
- arranges credit facilities?
- helps staff develop new skills?
- sends products to the customer?
- buys media space?
- recruits new staff?
- sends representatives to visit customers?
 - Training
 - Production
 - Marketing
 - Purchasing

- e) Personnel
- f) Packaging
- g) Sales
- h) Accounts
- i) Payroll
- j) Distribution
- k) Customer Service
- l) Financial Services
- m) Quality
- n) Advertising
- o) Maintenance

IV. Selection

When a firm wants to fill a vacancy, it will go through certain procedures to find a suitable employee. This is called a 'selection process'.

The following text describes a typical selection process, but the sentences are in the wrong order! Re-arrange the sentences in each section so that the whole text makes sense. The first sentence has been done for you.

- Firstly, a vacancy is advertised
- and suitable candidates are invited for interview.
- These are sorted
- and applications are received.
- and applicants are interviewed.
- After that, a final short list is drawn up.
- Next, appointments are arranged
- A job offer is made to the successful candidate,
- and one of them is selected.
- and finally, an employment contract is signed.
- The candidates on the list are interviewed again,

Vocabulary

Sorted – arranged in a particular order.

A short list – a list containing the names of the most suitable people.

Appointments – dates and times when people will meet.

A job offer – a formal request asking that someone accepts a job.

An employment contract – a formal, legal agreement setting out what will be provided by both the employer and the employee.

V. Job advertisements

The following nouns describe an ideal candidate's abilities. Can you change them into adjectives?

1. enthusiasm
2. talent
3. energy
4. ambition
5. flexibility
6. motivation
7. commitment
8. idea
9. drive

How many of these adjectives describe you?

These abbreviations often appear in job advertisements.

Learn the abbreviations from the list and their definitions.

1. per week – *D. (p/w)*
2. thousand – *C. (k)*
3. negotiable – *F. (neg)*
4. reference number – *A. (ref. no)*
5. per annum, yearly – *J. (p.a)*
6. stamped addressed envelope – *I. (s.a.e.)*
7. as soon as possible – *H. (asap)*
8. approximately – *G. (c.)*
9. inclusive – *B. (inc.)*
10. according to time worked – *E. (pro rata)*

Vocabulary

job advertisements – publicity about jobs available.

to retire – to stop working, usually because someone has reached a certain age.

Ideal – perfect.

Ambition – a strong wish to achieve your goals and be successful.

Drive – the constant energy and determination to succeed.

Text 2

Before you read

1. Discuss the following questions:
 - What is CV?
 - Have you ever created a CV?
2. Now read the text and fulfil the tasks.

I. Compiling a CV

CV stands for curriculum vitae – a Latin expression meaning 'life story'. (In American English it is called a resume.) It summarizes your education, achievements, and job history for prospective employers and so it should be carefully prepared. A CV is usually sent with a covering letter.

Look at the following stages in the preparation of a CV.

Arrange the words into sentences.

The following sentences represent the different stages of compiling a CV, but in each sentence the words are in the wrong order. Re-arrange the sentences putting the words in the correct order.

1. about the involves. Think what job
2. sort of chosen about Think it. be what person would to do
3. your job Identify the that skills description. match
4. a Decide on layout.
5. previous your experience. Review
6. describe Find language your suitable to experience.
7. the CV. version first of Draft your
8. for your CV Check mistakes

Vocabulary

Achievement – something important that you've managed to do.

Job history – a list of the different jobs you've done.

A layout – the way you've arranged information.

To draft something – to write something that you will improve on and finish later on.

II. What makes a good CV.

Read the advice from a recruitment consultant on how to produce a good CV.

Decide whether the following sentences are true or false based.

1. Employers don't care what CVs look like. (True / False)
2. Companies only receive a few applications for each position. (True / False)
3. You should spread your points out on the page. (True / False)
4. You should include as much information as possible. (True / False)
5. It is better to focus on key facts. (True / False)
6. The most important features are that it is easy to read and looks good. (True / False)
7. A good CV will guarantee a good job. (True / False)

Vocabulary

a recruitment consultant – someone who helps people to find jobs and companies to find staff

first impressions – the immediate views and feelings that people have about you

to stand out from the crowd – to be more noticeable than other people

concise – short and to the point because it has only necessary words and information

relevant – directly relating to the job you're applying for

clarity – the quality of being clear and easy to understand

impact – to have an important or noticeable effect on someone

III. Organizing Information

Although there are different views on how to organize a CV, most prospective employers would expect to see the following headings:

Education..... Referees.....Personal Details.....Profile

Additional Skills.....Interests.....Professional Experience

Jasper Bergfeld, a German graduate, is *compiling* his CV. He has collected the *relevant details* but now he must organise them. Look at the following points and decide which heading Jasper should put them under.

Example

University of Stuttgart – degree in Business Information Management:
answer = 'Education'

Fluent in English: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Nationality – German: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Concept AG – Assistant Project Manager: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Excellent communication skills: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Full driving license (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Diploma in English with Business Studies: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Skiing and windsurfing: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Computer literate: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Able to work on own initiative and under pressure: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Responsible for customer service: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Dr H. Mayer, University of Bath: (*Education, Referees, Personal Details, Profile, Additional Skills, Interests, Professional Experience*)

Vocabulary

education – schools, university, other training, and qualifications

referees – former bosses, teachers or other people who would be willing to confirm that you are a good candidate.

personal details – nationality, age etc.

profile – a few lines summarizing who you are, what you're good at and what makes you special.

additional skills – things you can do that weren't part of your formal training, such as languages, computer skills etc.

interests – do you like reading, dancing, football, etc?

professional experience – previous jobs and what your role was

to be keen to do something –to want to do it a lot

communication skillst – he ability to interact well with other people

reliable – dependable, trustworthy

vacations – American-English for holidays or time off work

managing a budget – making sure that an agreed amount of money is spent wisely to complete a task or project

current affairs – news about what's happening around the world at the moment
to have committed a driving offence – to have done something illegal while driving
to have a clean driving licence – to have a driving licence that doesn't contain any record of illegal driving
to have a working knowledge of something – to have a basic understanding of a topic

IV. Covering Letters

The letter of application you send with your CV is sometimes called a covering letter. It is usually the first direct contact between a candidate and an employer, so make sure it is well-written and presented. It should normally contain 3-4 paragraphs.

Letter Content

- Here is a list of points you should include:
- Say that you would like to apply
- Say where you found out about the job
- Say why you would like the job
- Say why you are qualified to do the job
- Say you can provide more information if necessary
- Say when you would be available for interview

Text 3

Before you read

1. Answer the following questions:
 - Have you ever passed through a job interview?
 - What kind of experience was it for you? How did you feel?
2. Read the texts below and select the correct option to finish the sentences.

I. Preparing for the interview

Interviews can be nerve-wracking, and preparation is very important. You will be better equipped to answer questions and you will walk into the interview feeling more confident. Here are some tips for preparing for an interview.

If you have (gained, researched, arrived, achieved) the interview stage, your CV and letter of application must have been (effective, important, impressive, significant)! The company now wants to know more about you.

But there is still more work to do if you want to get that job! Make sure you have (reached, discovered, inquired, examined) the company as thoroughly as possible – use the Internet, company reports, recruitment literature etc. (remember, remind, imagine, summarize) yourself of why you applied to this company. Make a list of the skills, experience, and interests you can (show, present, offer, demonstrate) the organization. Finally, try to (ask, suggest, give, predict) the questions you will be expected to answer – imagine you are the interviewer!

Vocabulary

nerve-wracking – it makes you feel nervous, scared

impressive – admirable

effective – to do what is meant to be done well

researched – found out a lot of information about something

demonstrate – show

to predict – to guess

II. Interview tips

How you look and behave at an interview can sometimes be even more important than what you say! There are lots of things you can do to make a good impression on interviewers. Here are some tips relating to your appearance and body language.

For each one select the correct missing word from the options

Make sure your clothes are clean, but _____ wear obvious logos or designer names.

1. do
2. don't
3. must

Don't use _____ much deodorant or perfume!

1. to
2. too
3. two

Don't wear too much jewellery. Interviewers don't _____ like nose rings!

1. never
2. sometimes
3. usually

Wear _____ that are smart, but comfortable.

1. cloths
2. clothes
3. covers

Arrive well _____ the interview time.

1. before
2. after
3. later than

Make eye _____ with the interviewer when you are introduced.

1. contactation
2. contiction
3. contact

Give a firm handshake, and make sure you _____!

1. snarl
2. smile
3. snigger

Don't _____. This will distract the interviewer from what you're saying.

1. fidget
2. figgit
3. fijit

Don't appear over-confident, for example by leaning too far back in your chair, but do try to _____.

1. relax
2. relapse
3. collapse

Vocabulary

logos – pictures or designs which symbolize a particular company.

designer names – famous and expensive fashion brands

eye contact – when you look at someone directly in the eyes

fidget – to make small movements with your hands or feet, especially if you are bored or nervous

III. FAQs

It's always a good idea to try to predict what questions you will get asked in an interview and prepare some answers before you go in. Here are

some examples of quite common interview questions. Match them with suitable responses.

Match the common interview question with the suitable response from the list below

1. Why did you choose this company?
 2. What are your strengths/weaknesses?
 3. How would your friends describe you?
 4. What is your greatest achievement?
 5. How well do you work in a team?
 6. Where will you be in 5 years?
-
- A. People say I'm sociable, organized, and decisive.
 - B. My aim is to have a position in the Management Team.
 - C. I have excellent time management, but I can be impatient for results.
 - D. Because I think I will find the work environment both challenging and rewarding.
 - E. I always support my colleagues and believe we should work towards a common goal.
 - F. Leading the University football team to the national Championships.

Vocabulary

an achievement – something good that you have managed to do

to be sociable – to enjoy being with people

decisive – good at making decisions quickly

my aim – what I want to do/achieve

to be impatient – to dislike having to wait

common goal – an aim or objective shared with other people

IV. Responding positively

During the interview, always be positive about your previous experiences. Never offer negative information! Instead, sell yourself using active, positive words. In the exercise below, match words on the left (1-8) to the words on the right (a-h) to make 'power phrases'. (NOTE: words on the right can't be used twice)

1. showing
2. presenting

- A. colleagues
- B. initiative

3. solving
4. controlling
5. achieving
6. motivating
7. meeting
8. creating

- C. ideas
- D. objectives
- E. deadlines
- F. budgets
- G. problems
- H. information

Vocabulary

power phrases – strong expressions that show how good you are at what you do

colleagues – the people you work with

objectives – aims, goals

V. Vocabulary check

The words in the column on the left are phrases that use the word career. For each definition given below, match it to the correct phrase on the right:

- | | |
|--|---------------------|
| 1. Chances of future success in your career | A. career move |
| 2. The direction you hope your career will take | B. career break |
| 3. A change you make in order to progress | C. career prospects |
| 4. Time when you are not employed, perhaps when travelling or looking after children | D. career ladder |
| 5. A series of promotions towards more senior positions | E. career plan |
| | A. colleagues |

Supplementary materials

How to Make Your Résumé and Cover Letter Stand Out

A principal and district leader explains how teachers can write an effective résumé and cover letter—and then ace the interview.

By Matthew X. Joseph

April 20, 2023

School districts are always looking for new teachers; the turnover rate is high. Over the past few years, many teachers have retired, decided to stay home for family reasons, or just had it with education. As a principal for 11 years and district leader for the past eight, I have read thousands of résumés and cover letters and conducted hundreds of interviews.

Being strategic and focused in your job search will help you find relevant opportunities. Start by identifying your preferred teaching location and the grade level that you're interested in, such as elementary, middle, or high school. Standing out during this time is challenging, so try the following strategies to find, apply, and interview for a teaching job.

The résumé and cover letter work in combination to create the first impression that a prospective principal has of you. Your cover letter tells a potential employer your story, while your résumé gives the details of your story. Both should leave the school leader and/or hiring team wanting to know more.

GUIDELINES TO CONSIDER WHEN CRAFTING YOUR RÉSUMÉ

While your goal is to capture attention, you can hold interest without going overboard. Keeping your format simple and direct is best.

1. Make it visually appealing. The hiring team looks at your résumé before they read it. Make it neat and easy to read.

2. Ensure that it's well organized. Don't force the reader to search for important information like licensure or experience.

3. Have zero tolerance for mistakes. Ensure that there are no grammar/mechanical/formatting errors.

4. Don't leave gaps in time. These raise red flags for the hiring team.

5. Optimize every word on the page. Use concise, powerful language.

6. Keep it a professional document. Skip cutesy graphics, images, and formats.

7. Stick to what you know. Don't sprinkle in buzzwords that you don't understand.

8. Focus on your achievements and results. Lists of duties aren't impressive.

9. Don't use ALL CAPITAL LETTERS. This makes your résumé much harder to read and isn't a good practice.

10. Pictures aren't necessary. Your résumé is not a social media profile.

11. Using several fonts is confusing. Doing this makes your résumé look like a ransom note with all the changes in letters.

12. Including superlatives isn't helpful. Avoid using phrases such as "Great performance as..." or "Outperformed ..." to emphasize your work.

WRITE A STRAIGHTFORWARD COVER LETTER

While you should share clear and engaging information about yourself in your cover letter, it's good to keep the following guidelines in mind to present a polished effect.

1. Use simple specs. Make it no more than one page, have a minimum three-quarter-inch margin, and use a font of at least 11 points.

2. Five paragraphs is long enough. Write an opening statement, include three paragraphs to highlight your fit in the school, and then add a closing statement.

3. Demonstrate your writing ability. Include proper mechanics, topic development, transitions, and good flow.

4. Capture yourself. Ensure that you explain who you are as an educator.

5. Communicate fit. Convey “I am a match for your school” without directly stating, “I am a match for your school.” Include phrasing about reviewing the school/district website, and weave in words and themes from the school’s mission and vision statement to show how your work connects.

6. Customize your letter. Address your letter according to the location. For a teaching job, “Dear Principal _____” is appropriate.

7. Review, review, review. Have at least five people you trust read the letter before you send it out.

TIPS FOR INTERVIEW TIME

So, you followed the strategies above and got a call to be interviewed. Now what? There are thousands of graduates looking to get into the teaching profession. A thousand more went back to school to be a teacher and are now trying to get their foot in the door to “get my own classroom.” A résumé gets you an interview, and an interview gets you a job. The nine tips below will help prepare you for an interview.

1. Relax. Take a deep breath and relax. The person who is interviewing you knows that almost everyone has some degree of nervousness during an interview.

2. Be prepared. Nothing can sabotage an interview like being underprepared. Review your résumé, especially if you haven’t read the entire document in a while. Make sure that your contact information and

references are up-to-date. Bring paper and a pen to take notes during the interview.

3. Research. Find out about the school district online or by asking other people. Learn what kinds of services they offer, what type of image they have in the community, and what kind of people work there. Many interviewers are impressed when you take the initiative to learn more about their school, which gives you an edge over other applicants.

4. Be honest. It's not OK to list jobs you didn't have or describe responsibilities that were never yours. Also, give truthful verbal responses, even if you think the interviewer wants to hear something else.

5. Be professional. Start with your attire. Dress professionally, which is appropriate given the position you are applying for. Casual dress pants, a button-down shirt, a dress, or a blouse and skirt are fine for many positions, while others might require a suit. Ask someone you trust if your clothes are appropriate. Posture is also important. Avoid slouching or leaning back in your chair—this makes you look disinterested, as though you aren't taking the interview seriously. Keep eye contact with the person you're meeting with, but don't stare at them.

6. Be polite. Say "Hello," "Thank you," "You're welcome," and "Have a great day" in all the appropriate places. Turn off your cell phone—it's a must.

7. Have references. Sometimes, the best résumé, the smartest cover letter, or even the strongest interview skills aren't enough to persuade an employer to hire you. You'll also need strong references from people who can sing your praises and attest to your professionalism. Have names and contact information for your references prepared.

8. Ask questions. Remember, you're interviewing the district as much as they're interviewing you. So be inquisitive (but not pushy) about your potential work environment. Come prepared with a list of questions to ask at the end of their part of the interview; it's your turn.

9. Practice. Many interviewers ask standard questions. Review them, come up with great answers, and practice them. Stage a mock interview with someone willing to help you—say your answers out loud to hear them before your interview.

Remember: Prepare, be confident, and relax. Your cover letter and résumé are there to represent you and get you the interview; then it's your time to shine. Good luck!

Finding a New and Better Job in Education

To find a more fulfilling job in education, clarify your goals and skills, network with other educators, strengthen your resume, and fully understand any position being offered.

By Oliver Schinkten

May 6, 2016

As school year winds down, it's time to reflect upon the past year. For many educators, this is also a time to consider the future and whether they want to start next year in the same position. If this describes how you're feeling right now, perhaps you want to:

- Teach a different subject area.
- Teach a different grade level.
- Teach at a different school.
- Move into another role, such as instructional specialist.
- Become a school administrator.

This is also the time of year that many positions in education are opening up, providing an opportunity for change. And a change in positions can provide a spark of renewed vigor. This is not a decision to take lightly, however. Finding the position that fits your passion and skill set can empower you to be your best. And of course, your students need you to be your best.

Start of newsletter promotion.

In this post, we'll take a quick look at some things to consider if you're thinking about switching positions.

What Are Your Goals?

Writing down your personal and professional goals can be a daunting task. There are many things to consider:

- Do you enjoy going to work?
- Do you feel that you have the autonomy to be a leader?

- Does your skill set allow you to excel in your current role?
- Do you feel that you have a positive impact on students?
- Are you satisfied with your salary?
- How much time are you spending doing work?

Do Your Research

I know many educators who have switched positions and are now in love with their new job. On the other hand, I know many educators who have switched positions and regret it. Before making your decision, do some research. Talk to others who have transitioned into a similar role. Read blogs and articles written by educators in these positions. Be sure to consider the following:

- What skill set is needed for this new position? Do you possess these skills?
- What are the daily roles and responsibilities for the new position?
- What are some of the obstacles that you'll face?
- What will your new salary be?
- How much time will it take you to do this job well?
- Are there any jobs available at schools where you'd consider working?
- Who will be your boss? Does this person share your vision or give you the autonomy to pursue it?

Search, Network, and Connect

Once you decide that you'd like to pursue a new position, it's time to start looking for job openings. The end of the school year is the best time for this, as administrators are finding out who will be leaving and what positions they'll need to fill or add for next year.

Here are some of the ways to learn about job openings:

- Look for internal postings within your district.
- Search state-specific sites that list jobs in education.
- Connect with other educators on sites like Twitter and Facebook. Social networking is a great way to hear about job opportunities as well as to talk to other educators in a similar role.

- Utilize the power of LinkedIn, which is becoming a popular place for educators to post resumes and search for job openings. There are over three million active LinkedIn users who are primary and secondary educators, and this number continues to grow.

Strengthen Your Resume

Be sure to put time and effort into your resume! Whether you're using an online profile-building tool or creating a traditional resume, make a point of showcasing any accomplishments, professional development, or skills that you have. It's important to show that you're qualified for the position that you want, but in today's world, it's also important to showcase other skills, such as the ability to:

- Implement technology tools to improve student learning.
- Empower students to create, critique, and analyze.
- Build rapport and create a culture of learning.
- Connect with educators on social media. The professional development this provides is amazing.
- Connect with administrators on social media. Finding an administrator who shares your passion is an excellent way to hear about a job opportunity.
- Connect your classroom with the community.
- Help students develop 21st-century skills such as communication, collaboration, and critical and creative thinking.

Reimagine Your Interview

The point of this post isn't to help you simply "get a job." You're looking for your dream job in education, which will allow you to perform at your best. You deserve to be doing work about which you're passionate, because your students will win, too. The following are some tips for an interview:

- While you're the one being interviewed, remember that you're also interviewing the school.
- Be honest. If the vision that you share doesn't land you the job, it's likely not a good fit.
- Find out about your would-be boss' vision. Does it align with yours?

- Ask about all the roles and responsibilities associated with the new position.
- Showcase your passion for education and your willingness for professional development.
- Showcase your ability to work together with colleagues.

Accepting a Job

Before you accept a job, make sure to ask how or if your years of experience, certifications, or credits will be honored. Find out where you'll start on the district's salary scale. Make sure that you clearly understand any expectations that go along with the job.

It's no secret that there's a high burnout rate in education. If you're unhappy in your current position, consider finding another role in education to pique your interest and ignite your passion. Change is often difficult, but remember that it's possible and can be deeply rewarding.

Guidelines to write a resume or Curriculum Vitae in English

Today employers receive thousands of applications for a job as soon as it is advertised on the job market. Therefore, it is vital that your letter should stand out from the thousands of CVs and letters that people are going to send. The first impression is always the most important one, so you need a good and well- structured CV in order to attract the employers' attention. Here are a couple of tips about how to write a good CV when applying for a job in the UK or in Ireland.

Presentation

Any employer will not spend a lot of time on your application. The most important thing is that your CV is clear. Your CV must be word processed. It immediately shows that you can work on word processors. The best CV should be between one or two pages long. Don't be scared to space it out, never condense everything onto one page otherwise it will look messy. Since most employers have very little time to spend on each CV, they tend to skim read what you have written. It is better to start by what is most important and move downwards from what is important to what is not so vital. The structure of a CV must follow a certain order.

Personal data

Introduce yourself: full name, address, date of birth. If you want, you can add your phone number, marital status, and nationality. Even if this is not compulsory, this might be important for the type of job for which you are applying. For example, if you are applying to an international company that requires knowledge of a language as a native tongue then it might be useful to mention your nationality. In this section of your resume you should mention anything that you would feel is important.

Education and qualifications

This part of the CV gives the employer an insight into who you are, through your academic career. The trickiest part of mentioning qualifications is to try and find the equivalent in English. This is not always easy as the diplomas in the education system vary from country to country. The best thing to do is to write the original name of your qualification along with the equivalents in English in brackets. Grades can also be a problem.

Work experience

This section can be divided in various sub-sections especially if you have got a lot of experience (present post, previous employment, voluntary work). Don't be afraid to describe the tasks that you had to do in your different jobs, especially if these are relevant to the job that you are applying for.

Skills

In this section, you can put down all the practical things that you can do that might be useful for the job: driving license (always say clean driving license), knowledge of languages and computer software.

Interests

Of course, the employer is not going to hire you because you have the same hobbies as him/her but this section helps him/her get a better idea of what kind of person you are. However, you should remain brief.

Reference

It always looks good to put down the names of two people who have agreed to provide references. Ideally, one should be academic and the other from one of your previous jobs. Always give the name and title of your referee.

Structure of a Curriculum Vitae

In other countries is common to see the phrase *CURRICULUM VITAE* written in the center of the page

Personal Information:

Full Name and Surname

Date of Birth (using the following format: day/month/year)

Gender (particularly if you have an unusual or unisex name)

Place of Birth

Nationality and/or Citizenship (if you are not a citizen of the country you are applying to, you need to inform your potential employer of your visa situation). Marital Status

Address

Telephone

Fax

E-mail

Education:

Years- Discipline Degree- Law School's name, Location (city, state or country add academic awards, add any subjects taken relevant to the targeted employer.

Years- Discipline Degree –Undergraduate School's name, Location (city, state or country).

Years- Discipline Degree -High School's name, Location (city, state or country).

Years- Discipline Degree -Middle School's name, Location (city, state or country). Years- Discipline Degree -Elementary School's name, Location (city, state or country). Additional training OR Additional Education OR Additional Courses OR Additional

Certificates or Diplomas (any of this titles, choose the one that applies to your background).

Year (s)-Name of the institution, degree received, Location (city, state or country). Conferences, Courses and/or Seminars: Year (s)-Name of the institution, Course, Seminar or Conference's name, Location (city, state or country) List all of the ones you attended and/or participated.

Languages Skills:

List languages and level of proficiency, orally and written ability. Mention any language certificates or degrees you might have. If you are fully bilingual, say "Fluent English and French (written and spoken). If you are not fluent in French but can get by, say "English, French. If you only speak English, it would probably be better to leave this section out.

Technical and Specialized Skills:

List all the computer programs you feel comfortable using. If applicable, list how many words per minute are you able to type.

Awards, Honors and/or Distinctions:

List all awards and honors you achieve throughout your life, in ascendant chronological order.

Work Experience:

Years- Company Name, Division, Location (city, state or country) Position or Title. Brief explanation of your duties, projects and activities in each job. Professional Memberships: Years- Name of the association, Location (city, state or country), Title (if applicable).

Other Categories: (only if applicable)

Teaching Experience: Years- Name of the Institution, Location (city, state or country) Publications: List published articles, books, etc. Description of Thesis or Dissertation, Papers Written, Publications Community Service or Involvement/Volunteer WorkTravel and Summer AbroadAcademic Presentations and/or Lectures/

References

Samples

Resume

Partricia A.Rundle
41 Beccles Road
Falmouth,VA. 02540
Telephone (508)-548-2353

Personal:

Date of Birth:	November 25, 1944 – London, England.
Status:	British citizen, possessing United States Alien Registration and permanent residency.
Married:	April 1975, 4 children.
Health:	Excellent.

Education:

1956-1961	St. Mary's school, Calne, Wiltshire, England 7 Ordinary Levels, 2 Advanced Levels.
1968-1971	Bedford College, London University, England. B.A. – History.
1971-1972	Bergen University, Bergen Norway.
1972- 1974	University College, London University, London, England. M.A. – Archaeology.

Work Experience:

1994 – Present	Tourist Company: Discover New England, Public relations officer. 205 Heritage Place. Falmouth, MA, 02540.
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1991 – 1994	Part-time secretary, Saint Barnabas Memorial Church, Falmouth, MA, 02540.
1988 – 1991	Assistant to the Director, Pilgrim Hall Museum, 75 Court Street, Plymouth, MA, 02360.
1982 – 1988	Wrote and produced video film for television, "Bermuda's Heritage", a tribute to senior citizens.
1968 – 1970	Ground hostess, British Airways, Heathrow Airport, London, England.

Interests and skills:

Languages:	French, German, Norwegian. Computer skills.
Hobbies:	Skiing, cooking, reading.
References:	Will be furnished upon request.

Cover Letter

30 June, 2007

Dear Dr Jones,

I am writing to apply for the job (position) of an accountant advertised in yesterday's "Daily Telegraph". I enclose my Resume and a Letter of Recommendation from Mr J. Smith of Smith and Sponsor Bank, Manchester.

I have recently moved to your town for family reasons and feel that my qualifications would enable me to be a productive member of your company. I am available for an interview at your convenience.

References on request.

I look forward to hearing from you,

Yours sincerely, ...

Letter of Recommendation

(1st sample)

19 November, 2007

Dear Dr Jones,

Having known Dr Crown for five years as a staff member of my department, I am pleased to write this Letter of Recommendation for him.

During the five years that Dr Crown worked with us he always excelled in whatever activity he undertook.

It is important to mention here that he has a good command of French and German and speaks both languages fluently. I also want to emphasize his experience in computing. (his computer skills).

Dr Crown has my fullest support and should it be appropriate I would be pleased to provide further information.

Yours sincerely, ...

Letter of Recommendation

EON Reality, Inc.

November 5, 2001

To whom it May Concern.

Mr. Robert Daniel has been employed as Network Administrator and Global IT Manager for EON Reality, Inc. since January 1999. Robert is extremely skilled in all areas related to Network Management such as LAN/WAN administration; Email, Web Servers, FTP Servers and has been able to provide us with 100% uptime server solutions which were required by some of our larger clients such as Office Depot, Deil etc.

Robert is also a team player and has a very strong work and service ethic.

I would recommend hiring Robert for any Network administration and/or management position. Feel free to call me directly if you wish to discuss. It is on Robert's own request that he is now leaving us and no doubt will leave a void that will be hard to fill

Sincerely,

Math W. Johanson

President

EON Reality

Phone 949-585-3049

Talk On Phone

Useful telephone vocabulary and phrases in English.

Making contact :	<ul style="list-style-type: none">• Hello / Good morning / Good afternoon ...• This is John Brown speaking• Could I speak to please?
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	<ul style="list-style-type: none"> • I'd like to speak to • I'm trying to contact
Giving more information:	<ul style="list-style-type: none"> • I'm calling from Tokyo / Paris / New York / Sydney ... • I'm calling on behalf of Mr. X ...
Taking a call :	<ul style="list-style-type: none"> • X speaking. • Can I help you?
Asking for a name / information :	<ul style="list-style-type: none"> • Who's calling please? • Who's speaking? • Can I take your name, please? • Can I ask who is calling, please? • Where are you calling from? • Are you sure you have the right number / name? • Can I have extension 321? • Could I speak to? <p>Can I – менее официальная просьба / May I – более официальная просьба)</p> <ul style="list-style-type: none"> • Is Jack in?
Asking the caller to wait :	<ul style="list-style-type: none"> • Hold the line please. • Could you hold on please? • Can you hold the line? • Can you hold the moment? • Just a moment please.
Connecting :	<ul style="list-style-type: none"> • Thank you for holding. • The line's free now ... I'll put you through. • I'll connect you now / I'm connecting you now. • I'll put you through.
Giving negative information :	<ul style="list-style-type: none"> • I'm afraid the line's engaged. Could you call back later? • I'm afraid he's in a meeting at the moment. • I'm sorry. He's out of the office today. / He isn't in at the moment. • I'm afraid we don't have a Mr./Mrs./Ms/Miss. ... here

	<ul style="list-style-type: none"> • I'm sorry. There's nobody here by that name. • Sorry. I think you've dialled the wrong number. / I'm afraid you've got the wrong number. • I'm afraid...is not available at the moment.The line is busy. • Mr. Jackson isn't in..... • Mr. Jackson isn't in at the moment.....
Telephone problems :	<ul style="list-style-type: none"> • The line is very bad ... Could you speak up please? • Could you repeat that please? • Could you repeat that more slowly? • Could you speak more slowly? • Could you say that again, please? • I'm afraid I can't hear you. • Sorry. I didn't catch that. Could you say it again please? • Sorry, I didn't quite catch that/what you said about(neutral) • Sorry, I didn't quite understand that/ what you said about
Leaving / Taking a message :	<ul style="list-style-type: none"> • Can I leave / take a message? • Would you like to leave a message? • Could you give him/her a message? • Could you ask him/her to call me back? • Could you tell him/her that I called? • Could (Can, May) I tell him who is calling? • Could you give me your name please? • Could you spell that please? • What's your number please?

Sample of a telephone talk

- **Operator:** Hello, Frank and Brothers, How can I help you?
- **Peter:** This is Peter Jackson. Can I have extension 3421?
- **Operator:** Certainly, hold on a minute, I'll put you through...
- **Frank:** Bob Peterson's office, Frank speaking.

- **Peter:** This is Peter Jackson calling, is Bob in?
- **Frank:** I'm afraid he's out at the moment. Can I take a message?
- **Peter:** Yes, Could you ask him to call me at 212 456-8965. I need to talk to him about the Nuovo line, it's urgent.
- **Frank:** Could you repeat the number please?
- **Peter:** Yes, that's 212 456-8965, and this is Peter Jackson.
- **Frank:** Thank you Mr Jackson, I'll make sure Bob gets this asap.
- **Peter:** Thanks, bye.
- **Frank:** Bye.

Communication with Voicemail

Общение с автоответчиком

Возможны ситуации, когда вам нужно срочно передать информацию, но к телефону никто не подходит. Чтобы быть уверенным, что оставленная на автоответчике информации будет правильно понята, воспользуйтесь следующими советами:

1. **Представление** – – – – Hello, this is Nick. OR Hello, My name is Nick Black (more formal).
2. **Время и причина звонка:** – – – – It's ten in the morning. I'm phoning (calling, ringing) to find out if ... / to see if ... / to let you know that ... / to tell you that ...
3. **Просьба:** – – – – Could you call (ring, telephone) me back? / Would you mind ... ? /
4. **Оставить свой номер:** – – – – My number is / You can reach me at / Call me at ...
5. **Прощание:** – – – – Thanks a lot, bye. / I'll talk to you later, bye.

Making appointments

Useful expressions

I'm calling to fix/arrange/agree another time.	Я звоню, чтобы перенести нашу встречу.
Michel and Ana are tied up/busy/unavailable this week.	Михаил и Анна не могут на этой неделе.

Do you mind if we postpone it/move it back/put it back to next week?	Как Вам следующая неделя?
Which day are you thinking of/do you have in mind/do you want ?	Какой день Вы предлагаете?
Does Wednesday sound good/suit you/look ok ?	Вам подходит среда?
How about/ Are you free on/Can you make Thursday?	Вас устроит четверг?
Which would be best/convenient/OK for you?	Какой день Вам удобен?
We can make it/'re free/'re available after lunch.	Мы свободны после обеда.
That sounds fine/great/good .	Отлично.
The appointment is/So that's/We can confirm Thursday at two o'clock.	Итак, мы встречаемся в четверг в 14.00.

Telephone problems:

Useful expressions

It's really bad line.	Здесь плохая связь.
The line just went dead.	Разъединилось.
This line is so poor.	Очень плохая линия.
This is such a terrible line. I can't hear a thing.	Я ничего не слышу – ужасная связь.
The reception is absolutely terrible from the train.	В поезде ужасный прием.
Sorry, it's too noisy here today.	Извините, здесь сегодня очень шумно.
I can't hear. The traffic is too loud.	Я не слышу, здесь очень шумное движение.
I need to recharge my mobile. My battery's very low.	Мне нужно подзарядить телефон – аккумулятор почти сел.
I must have got the wrong number.	Должно быть я ошибся номером.

Problems solving

Sorry, can you speak up?	Простите, вы могли бы говорить громче?
Let's put the phone down.	Давайте положим трубки.
Try calling again later.	Попробуйте перезвонить позже.
Let me call you back in five minutes.	Давайте я перезвоню вам через 5 минут.
Try him on extension 376.	Попробуйте добавочный номер 376.
How about sending me it by email?	Может, пришлете мне это по электронной почте?
Hang up and ring the other number.	Наберите другой номер.

Test

I. What makes a good CV

I.1. Decide whether the following sentences are true or false based on the audio.

1. Employers don't care what CVs look like. (True / False)
2. Companies only receive a few applications for each position. (True / False)
3. You should spread your points out on the page. (True / False)
4. You should include as much information as possible. (True / False)
5. It is better to focus on key facts. (True / False)
6. The most important features are that it is easy to read and looks good. (True / False)
7. A good CV will guarantee a good job. (True / False)

II.1. When do you say this?

Welcome them	a) My name's Jane Shaw
Introduce yourself	b) If you have any questions, I'll be happy to answer them as we go along
State the purpose of your presentation	c) Feel free to ask any questions

State how you want to deal with questions	d) Today I'd like to discuss our failures in the Japanese market and suggest a new approach e) I'm responsible for travel arrangements f) Perhaps we can leave any questions you have until the end g) Good morning? Ladies and gentlemen h) For those of you who don't know me, my name's Tom Stotter i) Welcome to Microsoft j) Thank you for coming today k) This morning I'd like to present our new processor
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II. 1.2. Complete the dialogue with expressions

present, behalf, Good, questions, welcome, answer, attention, responsible

If I could have everybody's _____? _____
 Morning. On _____ of Avis I would like to _____ you all here this morning. My name's martin Twist and I'm _____ for customer service. This morning I'd like to _____ our new packages for travel agents. If you have any _____ you'd like to ask, I'd be happy to _____ them.

II.1.3. Complete the dialogue with expressions

What, any, get, many, for, free, about, talk, charge, show, name, morning

OK, let's _____ started. _____, everyone. Thanks _____ coming. As _____ of you know, my _____ is Jenny Smith and I'm in _____ of recruitment. _____ - I want to do this morning is to _____ to you _____ recent changes in employment law and _____ you how that will mean changes in the way we recruit people. Feel _____ to ask _____ questions you like as we go along.

II. 1.4. Rearrange the lines

- a) gentlemen. My name's Freddy Mercure. On
- b) present to you our plans for a new radiology unit

- c) Perhaps we should begin.
- d) and, launch an appeal for donors to contribute
- e) Good morning, ladies and
- f) any questions you have until the end of the presentation
- g) funds to our appeal. Perhaps we can leave
- h) of Mount Royal Hospital, may I welcome you here this morning. For those of
- i) you who don't already know me, I'm
- j) responsible for public relations. This morning I would like to
- k) behalf

Activities

1. Write your Resume.
2. Write a Covering Letter.
3. Write a letter of Recommendation
4. Make up a dialogue "Talk on phone". Choose any topic you like.
5. Make up a dialogue between a secretary and a caller.
6. Make up a dialogue between a secretary and a boss.

Module II. Business Correspondence

Goals: to write personal and business letters; to know the structure and the form of business letters; to know how to form the envelope.

Business Letters

"Golden Rules" for writing letters

1. Give your letter a heading. It will help the reader to see what you're writing about.
2. Decide what you are going to say before you start to write or dictate: if you don't do this, the sentences are likely to go on until you can think of a good way to finish in other words, always try to plan ahead.
3. Use short sentences.
4. Put each separate idea in a separate paragraph.
5. Use short words that everyone can understand.
6. Think about your reader. Your letters should be CLEAR, COMPLETE, must be addressed in a sincere polite tone, it should be courteous.
7. May get a bad impression if there are mistakes in grammar, punctuation and spelling.
8. Keep the letter brief and to the point
9. Do not use shortened verb forms – write them out (i.e. 'don't instead of do not')
10. Always keep a copy of correspondence for future reference

Writing tips

Составление любого делового письма на английском языке подчиняется общим правилам:

- Весь текст разделяется на абзацы без использования красной строки.
- В верхнем левом углу письма указывается полное имя отправителя или название компании с адресом.
- Далее указывается имя адресата и название компании, которой письмо предназначено, а также ее адрес (с новой строки).

- Дата отправления указывается тремя строками ниже или в верхнем правом углу письма.
- Основной текст должен быть помещен в центральной части письма.
- Главная мысль письма может начинаться с причины обращения: "I am writing to you to ..."
- Обычно письмо заканчивается высказыванием благодарности ("Thank you for your prompt help...") и приветствием "Yours sincerely," если автор знает имя адресата и 'Yours faithfully', если нет.
- Четырьмя строками ниже ставится полное имя автора и должность.
- Подпись автора ставится между приветствием и именем.

The Guide to Business Letter Writing

The basics of good business letter writing are easy to learn. The following guide provides the phrases that are usually found in any standard business letter. These phrases are used as a kind of frame and introduction to the content of business letters. At the end of this guide, you will find links to sites that give tips on the difficult part of writing successful business letters – arguing your business objective. By using these standard phrases, you can give a professional tone to your English business letters. Once you understand these basics you can use this guide to different types of business letters to refine your skills for your business needs at your employers or your own small business organization.

The Start

Dear Personnel Director,

Dear Sir or Madam: (use if you don't know who you are writing to)

Dear Dr, Mr, Mrs, Miss or Ms Smith: (use if you know who you are writing to, and have a formal relationship with – VERY IMPORTANT use Ms for women unless asked to use Mrs or Miss)

Dear Frank: (use if the person is a close business contact or friend)

The Reference

With reference to your advertisement in the Times, your letter of 23 rd
March,

your phone call today,

Thank you for your letter of March 5 th .

The Reason for Writing

I am writing to inquire about

apologize for

confirm

Requesting

Could you possibly?

I would be grateful if you could

Agreeing to Requests

I would be delighted to

Giving Bad News

Unfortunately

I am afraid that

Enclosing Documents

I am enclosing

Please find enclosed

Enclosed you will find

Closing Remarks

Thank you for your help. Please contact us again if we can help in any way.

there are any problems.

you have any questions.

Reference to Future Contact

I look forward to ...

hearing from you soon.
meeting you next Tuesday.
seeing you next Thursday.

The Finish

Yours faithfully, (If you don't know the name of the person you're writing to)

Yours sincerely, (If you know the name of the person you're writing to)

Best wishes,

Best regards, (If the person is a close business contact or friend)

Samples of Business Letters

Letter 1

CONTON COMPUTERS

8 The Broadway.....23 July 20.....

LONDON SW.32 9 BB

Dear Mr Powell,
MMT 316 Laser Printer

You placed an order with us for the above-mentioned machine on 12 June2004. We promised delivery within one month. There has been a slight delay in the arrival of the MMT 316 due to an industrial dispute in Germany. We expect normal shipping to resume within the next week or so and one of our sales staff will contact you as soon as we have more definite news.

We apologize for this delay which we are sure you will understand is outside our control.

Yours sincerely,
M. C. Dexter
Managing Director

Letter 2

SUNSHINE FLAVOURS LTD
44 Emerald Drive. Shannon Technology Park,
Cork C069TS, Republic of Ireland.

Mme Sussanne Dufrais,
Les Gourmets du Poitou S.A.,
33 rue Mirabeau,
44 000 Poitiers,
France

Dear Madam,

As requested, we enclose for your attention our 20 ... price list and catalogue. I should like to draw your attention to the fact that all our products are made from completely natural ingredients and that we do not utilize any artificial additives.

There are 213 different items in the catalogue and our prices are reasonable and our quality is good. This is the first time that we have included Scratch 'n' Sniff samples of our ten most popular aromas.

Should you require further information, please do not hesitate to contact us.

If the undersigned is unavailable, the Sales Manager's personal assistant will be delighted to assist you.

We look forward to receiving your esteemed order in due course.

Yours faithfully,
p. p. Sunshine Flavours Ltd
J. G. O'Reilly
Sales manager

Letter 3

SWISS.....A monthly publication of the
REVIEW.....Neue Zürcher Zeitung Zürich, Switzerland
OF WORLD AFFAIRSP.O. Box 6660
.....CH-8021Zürich
.....Phone 01-258-11-11
.....Fax 01-258-18-39

Sample copies of "Swiss Review"

Dear Madam, dear Sir.

As requested, we are sending you sample copies of the "Swiss Review of World Affairs". We hope you will find them illuminating.

Published by the prestigious daily newspaper "Neue Zürcher Zeitung", the "Swiss Review" is noted for its high journalistic standards and the unique depth and perspective of its articles. Though it was initially conceived for political and intellectual circles in the English-speaking world, the "Swiss Review" is finding a steadily increasing readership throughout Europe, including Switzerland itself.

It would be a pleasure to number you among our regular subscribers. We look forward to receiving your order. The subscription rates are indicated on page 3 of the "Swiss Review".

Sincerely yours,

SWISS REVIEW OF WORLD AFFAIRS

Karl Durscher

Составление меморандумов

Writing MEMOS

A memo (a letter sent to someone in the same firm) can be a brief note for the files or reminder to someone. a longer memo to an English speaking member of staff may need almost as much care as a letter to a client

Memorandum

From: H.G.W.

To: Department managers

Subject: In-service English classes.

1. From Monday 8 May English classes will be held in the Training Centre (room 3.17). There will be 2 groups: advanced level (10.30-12.00) and intermediate level (8.30-10.00). Please encourage your staff to attend one of the sessions. All teaching materials will be provided but students will be expected to do homework and preparation outside working hours.

2. Please send me the names of all interested staff on Wednesday 26 May. They will be given an informal oral test during the first week in May so that we can decide which of the classes is best for them.

3. The size of each class will be limited to 12 participants.

Test

Look at the following phrases and decide which ones you would normally expect to find in an informal letter and which you might find in a more formal letter. Mark them I (informal) or F (formal).

1. Dear Mr Jenkins,
2. Lots of love, Peter.
3. See you on the 20th. I can't wait.
4. I am writing with reference to a purchase I recently made in your store.
5. I look forward to receiving a reply at your earliest convenience.
6. Yours sincerely, Maria Gonzales.
7. It was really great to hear from you after such a long time.
8. Thank you for you letter of 15 September.

You are going to write a letter of complaint. Match up the two halves of the following sentences.

9. When I came to the main course, I found	a) that we couldn't actually play the game
10. To my horror, the first time I wore it	b) that all the pieces were there.
11. I was shocked at the difference between the standard of the rooms in the hotel	c) I found a tear under one of the arms.
12. At the time the shop assistant assured me	d) by any one in all my life.
13. I have never been spoken to so rudely	e) that all the vegetables were stone cold.
14. Even more embarrassing was when	f) but in fact I was facing out on to a motorway.
15. I had never promised a view of the sea	g) compared to how they were described in the brochure.

16. My friend's children were extremely disappointed	h) two of the buttons came off as I was in the middle of a formal dinner.
--	---

Choose the correct answers to complete the email.

I.

Dear Mr Grindlay,

Your company was recommended to me by Pista Tóth of Mag Projects.

He told me to get in touch with you, as you are responsible 1. technical support for your company.

My company is 2. in 3. business in Hungary and we are looking 4. a partner in the Eger region that could provide IT solutions. I attach a document outlining the technical specifications we require. I would be 5. if you could read this document to decide whether your company can fulfil our needs, and if so, 6. us an offer in line with our requirements.

Yours sincerely, Jesús Ruiz,

1. for, of, with
2. responsible, interested, supplied
3. doing, making, working
4. at, in, for
5. grateful, thankful, delighted
6. make, do, give

II.

Dear Mr King,

I am writing on 1. of Mr Helgason, my Managing Director. He has decided to take a sabbatical year away from our company in order to do an MBA in Great Britain. I have been researching various courses so he can decide which course would best suit his needs.

Your course seems very interesting. 2. , there are some questions I would like to ask before 3. a place for Mr Helgason. Could you tell me 4. you offer English language tuition to foreign students?

Also, Mr Helgason is visiting the UK next month – would it be 5. for him to visit your campus to look around?

Please 6. me know the answer to my enquiries as soon as possible so I can pass the information on to Mr Helgason.

I look forward to hearing from you,

Ása Baldursdóttir

PA to Björn Helgason

1. behalf, place, for
2. Therefore, However, Although
3. booking, book, booked
4. do, what, if
5. possible, possibly, able
6. letting, let's, let

Module III. Conference

Goals: To know how to organize the work of the conference: to write the advertisement, inquiry letters, and the schedule of the conference's work; to know how to write and deliver a report.

ARRANGING THE WORK OF A CONFERENCE

1. ЗАПРОС О КОНФЕРЕНЦИИ И ЗАЯВКА О ЖЕЛАНИИ ПРИНЯТЬ УЧАСТИЕ В НЕЙ

INQUIRING ABOUT A CONFERENCE AND SUBMITTING AN APPLICATION FOR PARTICIPATING IN THE CONFERENCE

1. I wish to request that my name be put on your mailing list for information concerning the conference.
2. I am writing to inquire about the conference. I would be grateful if you would inform me of the possibility of attending this conference.
3. We would like to know if it is possible for someone from here to attend the conference.
4. I should like very much to attend your conference. I realize that we are now past the deadline for preliminary registration, but I hope, that it is still possible to attend. If it is, please send at your earliest convenience information and the required registration forms.
5. Unfortunately I could not manage to submit my application earlier but I very much hope that it will still be possible to be included.

2. ПРИНЯТИЕ ПРИГЛАШЕНИЯ УЧАСТВОВАТЬ В КОНФЕРЕНЦИИ

ACCEPTING AN INVITATION TO PARTICIPATE IN THE CONFERENCE

1. I am very grateful for your kind invitation to cooperate with you on the Organizing/Programme Committee and accept it with pleasure.
Best regards.
2. Thank you for your kind invitation.
3. I am deeply honoured by your invitation.

4. Please convey my sincere thanks to the Programme Committee for your kind invitation.
5. I am very happy to accept your invitation and I will be looking forward to participating in the conference.
6. I am very interested in the subject of this meeting and I should be very pleased to come and take part in it.
7. Nothing would give me greater pleasure than attending this meeting.
8. Do you need a manuscript prior to the meeting? If not I would plan to bring it when I come.

3. ОТКЛОНЕНИЕ ПРИГЛАШЕНИЯ ПРИНЯТЬ УЧАСТИЕ В КОНФЕРЕНЦИИ

REJECTING AN INVITATION TO PARTICIPATE IN THE CONFERENCE

1. Unfortunately, I have to inform you I still find it impossible for me to attend the conference.
2. I still find that it will not be possible for me to undertake any major trip owing to bad state of my health.
3. My participation in your conference will not be possible and hence I must decline your kind invitation.
4. I do apologize for not having been able to take advantage of the efforts you have made to arrange visits for me.
5. Dear Professor N. I am sorry not to be able to accept your kind invitation. Many thanks.
6. Thank you for your letter. I do not know yet whether I shall be able to come to the conference.
7. I have not as yet been able to arrange my participation in your conference. I am still trying but in the event I am not successful, I would be grateful if you could eliminate my name from the programme at this time in order to minimize confusion. Thank you again for your invitation.
8. I should like to thank you again for your invitation and to wish you all success at the Meeting. I am sorry that this time for some reason, it will not be possible for me to come.
9. In response to your letter I want to inform you that I much regret for not being able to be present at this conference.

4. ОБРАЗЦЫ ОБЪЯВЛЕНИЙ

ADVERTISEMENTS

- To: All Participants of the Conference
The conference is scheduled for Monday, May 10, in Hall. Promptly at 7 p. m.
- To: All Teachers
The First Faculty Conference of the Term is scheduled for Monday, April 28, in the Library at 10 a. m.
- To: All teachers
The session of the Committee is scheduled for Friday, July 5, in room 110. Promptly at 2 p. m.
The topic of discussion is “ _____ ”
Be prepared for suggestions.
- To: All Teachers
Registers in all subject classes should be sent to the Dean's office to enable us to equalize the teacher-load.
- To: All Teachers
Please, send to the English Office your Registers to enable us to ...
- To: All Teachers
Please, send the students to the Library for the books selected for your class.
- To: Students
The Theoretical Conference is scheduled for Monday, June 10, in Conference Hall at 6p. m.
Attendance is Mandatory. No student is to be excused from the Conference except on written Request signed by the chairman of the Department or Administrative Assistant.
The topic of discussion .
will be “ _____ ”

5. ОБРАЗЕЦ РАСПИСАНИЯ РАБОТЫ КОНФЕРЕНЦИИ

SCHEDULE OF THE CONFERENCE'S WORK

9:00 A. M.	Plenary session
---------------	-----------------

10.30 A.M.	Coffee break				
11.00 A.M.	Oral session	Oral session	Oral session	Invited talk	Invited talk
				Poster session	Poster session
12.30 P.M.	Meal				
14.30 P.M.	Invited talk	Invited talk	Invited talk	Poster session	Poster session
	Oral session	Oral session	Oral session		
16.00 P.M.	Coffee break				
17.00 P.M.	Invited talk	Invited talk	Invited talk	Discussions	Discussions
19.00 P.M.	Oral session	Oral session	Oral session		

6. ОБРАЗЦЫ ПРИГЛАСИТЕЛЬНЫХ БИЛЕТОВ *INVITATION CARDS*

I. The United States Information Service requests the pleasure of your company at an exhibition of Semiconductor Test Instruments
at... Hall

on Friday, March 10

at 5.00 p. m.

2. On the occasion of completion of their services in India.

The Team of Indian Consulting Engineers requests the pleasure of the company of Mr. Smirnov B. A. and his wife at the farewell party.

3. The President and Members of the National Council of Women in Great Britain

request the pleasure of the company of Mrs Smirnova to a Parade of National Dresses

to be held on Saturday the 23-rd October 1994 at 4 p. m. at No. 33
Golden Valley

Please, bring this card which will
admit one
Tea will be served.

7. ОБРАЗЦЫ ОТВЕТОВ НА ПРИГЛАСИТЕЛЬНЫЕ БИЛЕТЫ
ANSWERING INVITATION CARDS

1. Mrs and Mr Alexander B. Smirnov accept with pleasure Mrs and Mr John M. Green's kind invitation for dinner on Saturday, October the fifth at seven o'clock.
2. Mrs and Mr Alexander B. Smirnov regret that a previous engagement prevents their accepting Mrs and Mr John M. Green's kind invitation for dinner on Saturday, October the fifth.
3. Mrs and Mr Alexander B. Smirnov regret exceedingly that they are unable to accept Mrs and Mr John M. Green's kind invitation for dinner on Saturday, October the fifth owing to illness in the family.

Activities

1. Offer the title of the conference and give your reasons for it.
2. Write an advertisement about the conference.
3. Make up a programme of the conference (include the speakers' names and the titles of their reports).
4. Make up a schedule of the conference.
5. Write several business letters on this topic (inquiring about the conference and submitting an application for participating in the conference, rejecting an invitation to participate in the conference, invitation cards, answering invitation cards).
6. Write a report on the scientific problem you are working at.
7. Write a thesis of your magistracy dissertation.

Module IV. Presentation

Goals: to create presentations in English; to know the demands for their mounting; to acquire the necessary speaking skills for making presentations.

In modern English, Presentations tend to be much less formal than they were even twenty years ago. Most audience these days prefer a relatively informal approach. However, there is a certain structure to the opening of a Presentation that you should observe.

1. Get people's attention
2. Welcome them
3. Introduce yourself
4. State the purpose of your presentation
5. State how you want to deal with questions

Get people's attention

- Good morning/afternoon/evening ladies and gentlemen
- If I could have everybody's attention.
- If we can start.
- Perhaps we should begin?
- Let's get started.

Welcome them

- Welcome to Microsoft.
- Thank you for coming today.
- Good morning, ladies and gentlemen.
- On behalf of Intel, I'd like to welcome you.

Introduce yourself

- My name's Jane Shaw. I'm responsible for travel arrangements.
- My name is... I am ...
- For those of you who don't know me, my name's Tom Stotter.
- As you know, I'm in charge of public relations.
- I'm the new Marketing Manager.

State the purpose of your presentation

- This morning I'd like to present our new processor.
- Today I'd like to discuss our failures in the Japanese market and suggest a new approach.
- Today I would like to talk with you about...
- This afternoon, I'd like to report on my study into the German market.
- What I want to do this morning is to talk to you about our new mobile telephone system.
- What I want to do is to tell you about our successes and failures in introducing new working patterns.
- What I want to do is to show you how we've made our first successful steps in the potentially huge Chinese market.
- Please feel free to interrupt me if there are any questions

State how you want to deal with questions.

- If you have any questions, I'll be happy to answer them as we go along.
- Feel free to ask any questions.
- Please feel free to interrupt me if there are any questions
- If you have any questions, please feel free to ask me at the end of the presentation.
- Perhaps we can leave any questions you have until the end?
- There will be plenty of time for questions at the end.
- Of course, these are only suggestions and other language is possible. Even within this limited group of phrases, just choose a few you feel comfortable with and learn and use those.

Effective Public Speaking Skills. Signposting

When we are giving a presentation, there are certain key words we use to 'signpost' different stages in our presentation. These words are not difficult to learn but it is absolutely essential that you memorize them and can use them when you are under pressure giving a presentation.

When you want to make your next point, you ‘move on’.

- Moving on to the next point.
- I’d like to move on to the next point if there are no further questions

When you want to change to a completely different topic, you ‘turn to’.

- I’d like to turn to something completely different.
- Let’s turn now to our plans for next year.

When you want to give more details about a topic you ‘expand’ or ‘elaborate’.

- I’d like to expand more on this problem we have had in Chicago.
- Would you like me to expand a little more on that or have you understood enough?
- I don’t want to elaborate any more on that as I’m short of time.

When you want to talk about something which is off the topic of your presentation, you ‘digress’.

- I’d like to digress here for a moment and just say a word of thanks to Bob for organizing this meeting.
- Digressing for a moment, I’d like to say a few words about our problems in Chicago.

When you want to refer back to an earlier point, you ‘go back’.

- Going back to something I said earlier, the situation in Chicago is serious.
- I’d like to go back to something Jenny said in her presentation.

To just give the outline of a point, you ‘summarize’.

- If I could just summarize a few points from John’s report.
- I don’t have a lot of time left so I’m going to summarize the next few points.

To repeat the main points of what you have said, you ‘recap’.

- I’d like to quickly recap the main points of my presentation.
- Recapping quickly on what was said before lunch,.....

For your final remarks, you ‘conclude’.

- I’d like to conclude by leaving you with this thought
- If I may conclude by quoting Karl Marx

Supplementary Signposting

Начало презентации

Лучше всего начать с приветствия аудитории, затем представиться, объявить тему презентации и определить время для вопросов.

1. Good morning/afternoon/evening ladies and gentlemen
2. My name is... I am
3. Today I would like to talk with you about....
My aim for today’s presentation is to give you information about...
4. Please feel free to interrupt me if there are any questions.

Or

If you have any questions, please feel free to ask me at the end of the presentation.

Структура презентации

После вступительного слова полезно ознакомить аудиторию с регламентом презентации, это облегчит восприятие слушателей и снимет возможное напряжение от мысли, что им придется слушать вас целый день!

First I would like to talk about....

Then I would like to take a look at...

Following that we should talk about...

Lastly we are going to discuss...

I would like to talk to you today about _____ for _____ minutes.

Or

We should be finished here today by _____ o’clock

Управление аудиторией

Очень важно во время выступления акцентировать внимание аудитории на очередном пункте доклада. Благодаря этому вы будете

управлять вниманием слушателей и помогать им следовать логике повествования.

Now we will look at....

I'd like now to discuss...

Let's now talk about...

Let's now turn to...

Let's move on to...

That will bring us to our next point...

Moving on to our next point...

Firstly...

Secondly...

Thirdly...

Lastly...

Перед тем, как вам начнут задавать вопросы, нужно кратко подвести итоги выступления и обозначить ключевые моменты, чтобы аудитории стало предельно ясно, что вы хотели сказать. Этим вы избавите себя от лишних вопросов и повторно донесете информацию до невнимательных слушателей.

Подведение итогов

I would just like to sum up the main points again...

If I could just summarize our main points before your questions. So, in conclusion...

Finally let me just sum up today's main topics...

Во время вопросов аудитории очень важно понимать, о чем именно вас спрашивают. Ниже приведены фразы, которые вы можете использовать в случае, если смысл вопроса вам не ясен.

Объяснения

I'm sorry could you expand on that a little? Could you clarify your question for me?

I'm sorry I don't think I've understood your question, could you rephrase it for me?

I think what you are asking is....

If I've understood you correctly you are asking about...

So you are asking about...

Test

1. *When do you say this?*

Welcome them	a) My name's Jane Shaw
Introduce yourself	b) If you have any questions, I'll be happy to answer them as we go along
State the purpose of your presentation	c) Feel free to ask any questions
State how you want to deal with questions	d) Today I'd like to discuss our failures in the Japanese market and suggest a new approach
	e) I'm responsible for travel arrangements
	f) Perhaps we can leave any questions you have until the end
	g) Good morning? Ladies and gentlemen
	h) For those of you who don't know me, my name's Tom Stotter
	i) Welcome to Microsoft
	j) Thank you for coming today
	k) This morning I'd like to present our new processor

2. *Complete the dialogue with expressions*

present, behalf, Good, questions, welcome, answer, attention, responsible

If I could have everybody's _____? _____ morning. On _____ of Avis I would like to _____ you all here this morning. My name's martin Twist and I'm _____ for customer service. This morning I'd like to _____ our new packages for travel agents. If you have any _____ you'd like to ask, I'd be happy to _____ them.

3. *Complete the dialogue with expressions*

What, any, get, many, for, free, about, talk, charge, show, name, morning

OK, let's _____ started. _____, everyone. Thanks _____ coming. As _____ of you know, my _____ is Jenny Smith and I'm in _____ of recruitment. _____ - I want to do this morning is to _____ to you _____ recent changes in employment law and _____ you how that will mean changes in the way we recruit people. Feel _____ to ask _____ questions you like as we go along.

4. Rearrange the lines

- a) gentlemen. My name's Freddy Mercure. On
- b) present to you our plans for a new radiology unit
- c) Perhaps we should begin.
- d) and, launch an appeal for donors to contribute
- e) Good morning, ladies and
- f) any questions you have until the end of the presentation
- g) funds to our appeal. Perhaps we can leave
- h) of Mount Royal Hospital, may I welcome you here this morning. For those of
- i) you who don't already know me, I'm
- j) responsible for public relations. This morning I would like to
- k) behalf

Final Test

I.

1. *Preparing a presentation means...*

- a) memorising every fact and figure.
- b) writing a full text of your presentation.
- c) putting together facts and figures as you see fit, regardless of how much your audience might know about the subject.
- d) putting together facts and figures so that your presentation is logically structured and easy to follow

2. *Thinking about the audience, which statement is NOT correct? .When you are applying for a job...*

- a) presentations are not very important.
- b) how well you present is very important.
- c) what you say is important.
- d) it's important to make sure your audience understands what you're talking about, so don't get too involved even if you're talking about a favourite subject,

3. *The beginning of a presentation is...*

- a) like chapter headings, but with more detail.
- b) its summary.
- c) an introduction of the subject and a brief idea of what's to come.
- d) what the audience will remember most easily.

4. *When you're making a presentation*

- a) speak softly.
- b) don't swallow any words.
- c) make lots of small movements.
- d) be aware of your hands.

5. *Speaking of eye contact, which of these statements is true?*

- a) Don't look up – it's important to focus on what you're saying rather than the audience.
- b) Making eye contact is easier when you're sitting rather than standing up.
- c) Eye contact is important during presentations around, so everyone feels you're speaking to them personally.

6. *Which of these statements is true?*

- a) A presentation is like a conversation: two-way.
- b) Unlike a conversation, a presentation is one-way.
- c) A presentation doesn't allow you to say what you want before someone else interrupts you.
- d) A presentation is for you to ask the audience questions.

II.

1: *(At the end of the business letter) "Look forward t....."*

- a) hear from you soon
- b) hearing from you soon
- c) read your reply
- d) reading your reply

2: *What's the opposite for the following business term? 'He made a fortune EXPORTING oil to Europe'*

- a) producing
- b) supplying
- c) importing
- d) employing

3: *Which word is the odd-one-out?*

- a) go bust
- b) go bankrupt
- c) go under
- d) expand

4: *Mr Smith has gone away _____ business, he'll be away all week I'm afraid.*

- a) at
- b) to
- c) in
- d) on

5: *Which word is the odd-one-out?*

- a) an economic recession
- b) an economic boom
- c) an economic slump
- d) an economic downturn

6: *Judy has _____ because she wants to go back to college and study.*

- a) sacked
- b) fired
- c) resigned
- d) been dismissed

III.

1. *Global ... is worth \$ 26 billion annually.*

- A) sponsorship B) qualifications C) enormous D) substantial

2. *I have the necessary skills and*

- A) sponsorship B) qualifications C) enormous D) leisure

3. *Did you ... in sport management?*

- A) sponsorship B) qualifications C) enormous D) train

4. *You .. spending much money.*

- A) aren't B) isn't C) am not

5. *... looking for a new job?*

- A) Is he B) He is C) He

6. *We can't play tennis because it*

A) is raining B) rains C) raining

7. *Heathrow Airport is the ... airport in Britain.*

A) largest B) faster C) more D) the

8. *Planes are ... than trains.*

A) faster B) largest C) best D) the E) as

9. *Flying is ... best way to travel.*

A) largest B) faster C) more D) the

10. *Whom did you meet?*

A) some of our agents. B) Yes. it was very useful. C) Yes. a few.

11. *Did you make any useful contracts?*

A) some of our agents. B) Yes, a few. C) A week.

12. *How long did you stay?*

A) to do some market research. B) On Tuesday. C) A week

13. *Was the trip a success?*

A) Yes, it was very useful. B) The Sheraton. C) Yes, a few.

14. *He ... to school in Lebanon.*

A) become B) goes C) begin D) takes

15. *Carlos ... his career with FC Arsenal.*

A) become B) goes C) begins D) take

16. *Do you want a hand?*

A) Shall I get some for you? B) No, we haven't got time. C) Yes, that'd be good, thanks.

17. *I haven't got any sticky tape.*

A) Shall I get some for you? B) No, we haven't got time. C) Yes, that'd be good, thanks.

18. *Why don't we stop for a coffee?*

A) No, we haven't got time. B) Shall I get some for you? C) Yes, that'd be good, thanks.

19. *I had to ... a presentation at the conference.*

A) make B) give

20. *You are invited to ... an interview on July 2nd at 2 p.m.*

A) attend B) come

Supplementary Materials

Goals: to improve knowledge about reading and summarizing information, creating annotations and abstracts.

Reading and Summarizing Information

Before writing a paper it is vitally important to be able to read, understand and summarize information gathered from various sources. Often the title of an article will give the reader insight into the paper's content, but further reading and analysis is necessary to understand the major points of the article.

To avoid troubles in evaluating a paper it is recommended to read:

- the title, concentrating on key words that show relevance of the paper to a certain topic;
- an abstract which helps you decide if a paper satisfies your specific needs;
- the opening and the closing paragraphs which prove relevance of the paper to your study.

TASK: Choose a paper from a journal and decide whether it is related to the subject of your research. What makes you think that it is relevant to your topic?

The following papers may be used to practise reading and summarizing information.

TEXT 1

1. Read the title of the paper to know what it deals with.
2. Read the paper carefully to know its content in more detail and complete the tasks that follow.

Research News

NASA Climate Scientist Honored by American Meteorological Society

Jan. 14, 2009

NASA climate scientist James E. Hansen has been chosen by his peers to receive the 2009 Carl-Gustaf Rossby Research Medal, the highest honor bestowed by the American Meteorological Society (AMS).

Longtime director of the NASA Goddard Institute of Space Studies (GISS) in New York, Hansen earned the Rossby Medal for "outstanding contributions to climate modeling, understanding climate change forcings and sensitivity, and for clear communication of climate science in the public arena." He was presented with the medal Jan. 14 in Phoenix at the annual meeting of the AMS.

"Jim Hansen is performing a tremendous job at communicating our science to the public and, more importantly, to policymakers and decision-makers," said Franco Einaudi, director of the Earth Sciences Division at NASA Goddard Space Flight Center in Greenbelt, Md.

"The debate about global change is often emotional and controversial, and Jim has had the courage to stand up and say what others did not want to hear," Einaudi added. "He has acquired a credibility that very few scientists have. His success is due in part to his personality, in part to his scientific achievements, and in part to his refusing to sit on the sidelines of the debate."

The Carl-Gustaf Rossby Research Medal is presented by AMS to researchers making outstanding contributions to the understanding of the structure or behavior of the atmosphere. The medal is named for Carl-Gustaf Rossby, a pioneer in understanding the dynamics and thermodynamics of the atmosphere, as well as the relationship between the ocean and atmosphere. Founded in 1919, AMS is the nation's leading professional society for more than 12,000 research scientists, professors, students, and weather enthusiasts interested in the atmospheric and related sciences.

In a separate announcement on Dec. 30, Hansen was also named by EarthSky Communications and a panel of 600 scientist-advisors as the Scientist Communicator of the Year. Peers cited Hansen as an "outspoken authority on climate change" who had "best communicated with the public about vital science issues or concepts during 2008."

Hansen studied at the University of Iowa, earning a bachelor's degree in physics and mathematics, a master's in astronomy, and a doctorate in physics. He began his scientific career at the Goddard Institute for Space Studies in 1967 as a research associate, and worked his way to the institute directorship by 1981. Since 1978, he also has served as adjunct professor at Columbia University in New York City.

His research has focused on increasing our knowledge of climate change on Earth, particularly changes provoked by human influences on

atmospheric composition. With colleagues at GISS and around the world, he is developing and applying global numerical models to better understand climate trends.

He is a fellow of the American Geophysical Union and a member of the National Academy of Sciences. He was previously chosen by his peers for the Roger Revelle Medal of the American Geophysical Union and the Leo Szilard Lectureship Award of the American Physical Society. He has twice won a U.S. Presidential Rank Award for "meritorious service" as a government executive.

<http://www.giss.nasa.gov/research/news/20090114/>

Activities

1. Name the paragraphs describing the contribution to science made by James E. Hansen. Name the paragraphs describing the outstanding contributions to climate modeling, made by James E. Hansen.
2. Thoroughly read paragraphs 1 and 2 and define their main point.
3. Thoroughly read paragraphs 3, 4, 5 and condense their content.
4. Thoroughly read paragraphs 6, 7, 8, 9 and condense their content.
5. Summarize paragraphs 1 and 2 in no more than two sentences. Begin with:
The paper reports on ...
6. Compress paragraphs 3, 4 and 5 into a statement using the phrases:
A careful account is given to ... It is reported that ...
The paper claims that ...
7. Compress paragraphs 6, 7, 8 and 9 into a statement using the phrases:
Much attention is given to ... It is claimed that ...
The paper points out that ...
8. Summarize the content of the paper.

Text 2

Frederick M. Hawthorne awarded National Medal of Science by President Barack Obama

1. Read the title of the paper to know what it deals with.
2. Read the paper carefully to know its content in more detail and complete the tasks that follow.
3. Summarize the content of the paper.

Professor Frederick M. Hawthorne is awarded the National Medal of Science by President Barack Obama. Hawthorne works at the International Institute of Nano and Molecular Medicine. Courtesy of The University of Missouri

President Barack Obama awarded MU professor and researcher M. Frederick Hawthorne the National Medal of Science in a White House ceremony Feb. 1. Hawthorne is one of 12 researchers from across the U.S. who received the National Medal of Science, which is the nation's highest honor in the field. The award recognizes those who have made "outstanding contributions" to the field of science, according to a White House press release. The President's Committee on the National Medal of Science, a group of 12 scientists and engineers appointed by the president, selected the recipients.

A separate White House news release included a brief award description of the recognized scientific achievements of each laureate. The award recognizes Hawthorne for his lifetime of "highly creative pioneering research in inorganic, organometallic and medicinal borane chemistry," according to the release.

<http://www.chembio.niu.edu/boronamericas/news/index.shtml>

Text 3

***NASA Awards Space Launch System Advanced Development Grants
A (New) Mexican Standoff at the Old Spaceport
CASIS Board Member Awarded National Medal of Science***

1. Read the title of the paper to know what it deals with.
2. Read the paper carefully to know its content in more detail and complete the tasks that follow.
3. Summarize the content of the paper.

KENNEDY SPACE CENTER, FL., CASIS PR (January 14, 2013)– Dr. Leroy Hood, a member of the Center for the Advancement of Science in Space (CASIS) board of directors, and president of the Institute for Systems Biology (ISB), will be one of 12 renowned researchers awarded the National Medal of Science by President Barack Obama in early 2013.

The National Medal of Science is one of the highest honors bestowed by the United States government upon scientists, engineers, and inventors.

It was created by statute in 1959 and is administered for the White House by the National Science Foundation.

Awarded annually, the medal recognizes individuals who have made outstanding contributions to science and engineering. A committee of Presidential appointees selects nominees on the basis of their extraordinary knowledge in and contributions to chemistry, engineering, computing, mathematics, or the biological, behavioral/social, and physical sciences.

“We are honored to now have a National Medal of Science Award recipient as part of our team at CASIS,” said CASIS Interim Executive Director Jim Royston. “Dr. Hood is extremely deserving of this recognition and is a true pioneer in biology and medicine.”

In 2000, Dr. Hood co-founded ISB, a nonprofit research organization based in Seattle, Wash., that applies a cross-disciplinary approach to deciphering biological complexity. At ISB, scientists and engineers collaborate to discover the molecular basis of disease and pioneer analysis methods and technologies that are revolutionizing the field. Dr. Hood has co-founded more than 14 biotechnology companies, including Amgen, Applied Biosystems, Darwin, Accelerator Corp. and Integrated Diagnostics.

In addition to his most recent accolade, Dr. Hood has received numerous other professional awards throughout his career, including the Lasker Award for Studies of Immune Diversity, the Kyoto Prize in Advanced Technology, the Heinz Award for pioneering work in Systems Biology, and the coveted National Academy of Engineering Fritz J. and Delores H. Russ Prize in 2011 for automating DNA sequencing – an advancement that revolutionized genomics.

<http://www.parabolicarc.com/2013/01/14/casis-board-member-awarded-national-medal-of-science/>

Text 4

Chisholm, Langer awarded nation’s highest honors for scientists and inventors

1. Read the title of the paper to know what it deals with.
2. Read the paper carefully to know its content in more detail and complete the tasks that follow.
3. Summarize the content of the paper.

Two MIT professors are awarded the National Medal of Science and the National Medal of Technology and Innovation.

MIT professors Sallie (Penny) Chisholm and Robert Langer are among 23 eminent researchers nationwide who have been awarded the nation's highest honors for scientists, engineers and inventors, the White House announced today. President Barack Obama will present the National Medal of Science to Chisholm, the Lee and Geraldine Martin Professor of Environmental Studies in MIT's Department of Civil and Environmental Engineering, at a ceremony in early 2013. Langer, the David H. Koch Institute Professor – who won the 2006 National Medal of Science – will receive the National Medal of Technology and Innovation at the same ceremony.

Langer joins five engineers and inventors from MIT who have won the National Medal of Technology and Innovation; he becomes one of only a handful of Americans to have won both it and the National Medal of Science. Chisholm brings to 48 the number of MIT scientists to win the National Medal of Science.

“I am proud to honor these inspiring American innovators,” Obama said in naming 12 recipients of the National Medal of Science and 11 recipients of the National Medal of Technology and Innovation. “They represent the ingenuity and imagination that has long made this nation great – and they remind us of the enormous impact a few good ideas can have when these creative qualities are unleashed in an entrepreneurial environment.”

The National Medal of Science was established in 1959 and is administered for the White House by the National Science Foundation. Awarded annually, it recognizes individuals who have made outstanding contributions to science and engineering. A committee of presidential appointees selects nominees on the basis of extraordinary contributions to chemistry, engineering, computing, mathematics, or the biological, behavioral/social, and physical sciences.

The National Medal of Technology and Innovation was established in 1980 and is administered for the White House by the U.S. Department of Commerce's Patent and Trademark Office. The award recognizes those who have made lasting contributions to America's competitiveness and quality of life and helped strengthen the nation's technological workforce.

Nominees are selected by a distinguished independent committee representing the private and public sectors. About the MIT recipients:

Sallie (Penny) Chisholm

Sallie (Penny) Chisholm is a distinguished biological oceanographer whose studies of the dominant photosynthetic organisms in the sea have revolutionized our understanding of life in the world's oceans.

In 1988, Chisholm was part of a team that discovered the ocean phytoplankton *Prochlorococcus* – the world's smallest, yet most abundant, photosynthetic organism. She has since integrated her studies of this microbe into a new understanding of oceans, using flow cytometry to discover that these small plankton contribute substantially to marine productivity – often accounting for as much as half of oxygen production in some regions of the sea.

Chisholm has also developed *Prochlorococcus* into a model system that can be studied from the molecular to the global level. She has worked with biochemists, geneticists, microbial ecologists and others to understand *Prochlorococcus*' biology from the genomic level up to its role in the global biosphere – examining the organism's genetic structure, its life cycle, and the viruses that attack it, among other topics.

Robert Langer

Robert Langer is renowned for his revolutionary work on new and different ways to administer drugs to patients.

A biomedical engineer who focuses on biomaterials, Langer has developed a variety of novel drug-delivery systems based on polymers, including materials that can release drugs continuously over a prolonged period of time. In the field of nanotechnology, he is developing particles that precisely target disease sites, including tumors.

Langer is also a pioneer in the field of tissue engineering, where his discoveries led to the creation of new tissues such as artificial skin for burn victims. He is now working on engineering more complex tissues such as cardiac-tissue scaffolds that include electronic sensors.

In the 1970s, Langer developed polymers that allowed the large molecules of a protein to pass through membranes in a controlled manner to

inhibit angiogenesis, the process by which tumors recruit blood vessels. Blocking angiogenesis is critical in fighting cancer because the new blood vessels sustain tumors and are thought to allow their cells to escape into the circulation and lodge in other organs.

<http://web.mit.edu/newsoffice/2012/langer-chisholm-medals.html>

2. Creating Annotations

What is an annotation?

An annotation is a short description of an item. Annotations describe (summarize important content) and evaluate (critically analyze) the resource based on standard criteria. An annotation differs from an abstract or summary, as abstracts and summaries usually only describe or summarize the content and do not critically evaluate. Annotations may be written to describe books, Web sites, articles, government documents, videos, or other items.

What is the function of an annotation?

The function of an annotation is to inform the reader about the item of interest and to provide a critical analysis or evaluation of its content.

How do I write an annotation?

The content of an annotation depends on the intended audience. An annotation should include the following:

- complete bibliographic citation information using an appropriate citation style (MLA, APA, Turabian, etc.)
- a brief summary of the item's content and the main purpose of the work
- an annotation should also include evaluative comments such as:
 - the qualifications of the author
 - any biases that are detected
 - the intended audience/reading level
 - the item's relationship to other similar works or areas of study
 - special features about the item (e.g. bibliography, graphics, appendices, etc.)

- other evaluative comments about the item (what was useful, what was missing, how it compares to similar items on the same topic, etc.)

An annotation should be written in the third person and should stand alone, accurately describing the contents of the source without reference to any other source. In addition, if annotations are being written for an annotated bibliography, do not begin each annotation in the same way. The reader may find the document boring if similar wording is used throughout. An annotation is usually a minimum of three to four sentences long and is usually indented below the citation.

Examples of annotations:

Note: The bibliographic citation information for the annotations below use the MLA Handbook for Writers of Research Papers, 6th ed. Other style guides may be used including APA or Turabian. Please see the Citing Print and Electronic Sources Guide for additional information.

Book

Barber, Benjamin R. Jihad vs. McWorld: How Globalism and Tribalism are Reshaping the World. New York: Ballentine Books, 1996.

In this book, Benjamin Barber discusses globalism, tribalism, democracy, and capitalism. Part I discusses McWorld and its invasion throughout the entire world. Barber writes that this global overtaking has been accomplished through music, various service industries, and the media. Part II focuses on Jihad, in opposition to McWorld, as people and countries struggle for their own individual and cultural identities. Part III describes the clash of McWorld and Jihad and the resulting disorder. Capitalism and democracy are debated as working against each other. Two appendices are included at the end of the book, The first appendix describes energy use and population by country in 1990 and the second lists the twenty-two countries' top grossing films in 1991. The book also includes an extensive notes section. The book was well-organized and the material covered presents globalization in a new way.

Scholarly Journal Article

Speckmann, Bettina and Jack Snoeyink. "Easy Triangle Strips for TIN Terrain Models."

International Journal of Geographical Information Science 15 (2001): 379-386.

This technical communication discusses the triangulated irregular network (TIN) model to represent feature terrain. A major problem with this model is the amount of data required in transmission. To reduce the amount of data transmitted, many systems use triangle strips or tristrrips. A tristrrip is created by starting with a triangle and then adding a new vertex and dropping the oldest vertex from the original triangle. The goal of the tristrrip concept is to find the minimum number of vertices to accurately represent the terrain. Two methods to create this tristrrip representation are described. The first involves the use of a spanning tree following the tree using depth first and creating a zigzag pattern to create new tristrrips. The second method uses the spanning tree method and an algorithm to construct the tristrrips. The authors determined several different ways to reduce the number of tristrrips. The first is to allow swaps by changing the vertex when creating new triangles. The second method is to combine two tristrrips. The third way combines strips using non-tree edges. The most significant reduction in data was through the use of swaps. The paper contains a variety of figures and tables to assist the reader in understanding the concept of tristrrips and ends with a short list of references. The authors, Speckmann and Snoeyink, work in the departments of computer science at the University of British Columbia and UNC Chapel Hill, respectively.

Popular Magazine Article in an Article Database (*with only the starting page number provided*)

Thompson, Stephanie. "Targeting Teens Means Building Buzz." Advertising Age 27 March 2000: 26- . Academic Search Premier. EBSCO. Weber State U, Stewart Lib., Ogden, UT. 29 Sept. 2005 <<http://www.epnet.com>>.

This brief article talks about marketing to teens without their knowing that they are directly being targeted. Different strategies used to market products are described including those used for Cornnuts and Nabisco's Bubble Yum gum

The article describes this marketing as "anti-advertising" and portrays how teens react to various tactics. Although short, this article provides a current overview of how companies market to teens.

3. Writing an Abstract

An abstract is a brief description of the paper. It summarizes the basic ideas developed in the paper. The abstract, as well as the title, helps readers decide to read or to skip the paper. Therefore, it should be accurate, concise, specific, objective and self-contained.

As a rule, the abstract is placed at the beginning of the paper, below the title. It is written last, when the final version of the paper is produced.

Providing an abstract in English will give your work a much higher profile outside your own country and make it much more accessible to international workers in the same field.

There are two types of abstracts: informational and descriptive.

Informational Abstracts, which usually follow a similar order to a scientific paper:

1. Provide communicative contents of reports.
2. Include purpose, methods, scope, results, conclusions, and recommendations.
3. Highlight essential points.
4. Are short – from a paragraph to a page, depending upon the length of the report (10% or less of the report).
5. Allow readers to decide whether they want to read the report.

Descriptive Abstracts, which describe the publication itself (e.g. surveys, review articles, book chapters, etc.), rather than report particular findings:

1. Tell what the report contains.
2. Include purpose, methods, scope, but NOT results, conclusions, and recommendations.
3. Are always very short – usually less than 100 words.
4. Introduce subject to the readers, who must then read the report to learn/study results.

Whichever type of abstract you write, follow the suggestions given below:

- Do not repeat the information given in the title.
- Do not include in the abstract any facts or ideas that are not in the text; eliminate unnecessary background information.

- Decide the degree of detail you include (especially for informational abstracts).
- Use direct, straightforward English; reduce wordy phrases; avoid jargon.
- Use the past tense when describing what was done.
- Finally, revise the opening statement to emphasize the new information contained in the paper.

Sample 1

Электронное периодическое издание «Вестник Международной академии наук. Русская секция», 2012, №2

ПРОБЛЕМЫ ЭКОЛОГИИ, НАУКИ О ЗЕМЛЕ

*ЭКОЛОГИЧЕСКАЯ КУЛЬТУРА: СУЩНОСТЬ И ПУТИ
ФОРМИРОВАНИЯ*

В РАМКАХ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

О. С. Анисимов, С. Н. Глазачев

Московский государственный гуманитарный университет им. М. А. Шолохова, НОЦ ТЭКО, Россия

Ecological Culture: the Essence and Formation Ways within the Professional Education

O. S. Anisimov, S. N. Glazachev

M. A. Sholokhov Moscow State University for the Humanities, SECTECO, Russia

Дан анализ понятийных конструкций «экологическая культура», «экологическая компетентность» на основе применения метода работы с текстом (МРТ) Московского методологического кружка. Исследованы методологические основы и пути интенсификации формирования экологической компетентности в профессиональном образовании.

An analysis of «ecological culture», «ecological expertise» conceptual designs on the basis of the Moscow methodological working group' working with text (MRI) method is given. Methodological principles and ways of intensifying ecological competence formation in professional education are investigated.

Sample 2

Калинникова М.В. Роль вузовского образования в формировании экологической культуры

M.V. Kalinnikova

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HIGH EDUCATION AND ECOLOGICAL CULTURE

Nowadays solution of global problems depends on type of a person will be formed by the society, on his level of individual perception, character, interpersonal relations, level of involvement in the life of the society. All these components play an important role in the formation of the ecological culture of an individual. The experience of Saratov State University proves that this problem may be solved by establishment of the lifelong ecological education where university education is a key element. With this aim in view, Saratov State University has developed the model of the ecological education representing the process of ecological knowledge acquisition.

Sample 3

COMPUTER BANKS OF KNOWLEDGE

Intelligent support for the process of editing information contents of computer banks of knowledge

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Keywords:

information processing systems. interoperability, information engineering methodology. modeling formalism, knowledge acquisition

Abstract:

Present information processing suffers from the lack of coordination among researches on new methods of solving information processing problems and non-interoperability of information processing systems. This thesis suggests a unified web-based bank of knowledge meant for

coordinating researches on the new methods, supporting development of interoperable intelligent information-processing systems, and hence for coordinated information processing across variety of domains and enterprises. A model of information contents of the bank of knowledge, a shell of the information contents, a methodology for editing the information contents, and a unified tool meant for supporting information carriers in the process of editing the information contents of the bank of knowledge are developed.

Activities

1. Make up a summary of any text you like.
2. Make up an annotation of a text (article, book, paper, journal, etc.)
3. Write an abstract of your magistracy dissertation.

4. Reading and Speaking

Activities

1. Read the following article and texts.
2. Make a brief summary of the text you have chosen.
3. Discuss them with your group-mates.
4. Choose a problem for "Round-table discussion" with your group-mates.

Building a Better Math Teacher

For years, it has been assumed that teachers -- specifically math teachers -- need to master the content they intend to teach. And the best way to do this is to take courses beyond that content.

Yet in a paper published June 23 in the Education Forum of the journal *Science*, Dr. Brent Davis of the University of Calgary says research does not support this common belief. There is little evidence that advanced courses in mathematics contribute to more effective teaching.

"You know that feeling, when you try to explain to a child how to add multi-digit numbers, and you realize that it has become so obvious and sensible that you wondered why it ever seemed difficult?" asks Davis, a professor and Chair of Mathematics Education in the Faculty of Education.

"That's what you want to be an expert, and that's what you want to guard against to be an effective teacher. With years of practice and experience, it's easy to forget the difficulty involved for novices in coming to an understanding."

In his paper, "Mathematics Teachers' Subtle, Complex Disciplinary Knowledge," Davis argues that while recent studies stress the importance of teachers' explicit knowledge of mathematics course content, it is equally valuable for math teachers to be comfortable with the less clear, or tacit, knowledge inherent in mathematics as well. The challenge, says Davis, is to find a way to identify that knowledge.

Davis uses the example of multiplication to illustrate how teachers can apply implicit knowledge by using different approaches to explain the subtleties of mathematics to their students. When introduced to multiplication, the straightforward concept of repeated addition becomes more confounding with the incorporation more complex applications, such as multiplying by fractions or multiplying by negative numbers.

Davis believes if teachers are able to develop a deeper understanding of mathematics with their students, however, it may prevent student frustration in later coursework and prepare them to contribute within a knowledge-based economy.

"We can build a better math teacher" says Davis. "But it's more about engaging with one another to deconstruct concepts than about learning more advanced math or engaging in problem solving."

From ScienceDaily

Computer Memory In Artificial Atoms: Carbon Nanotubes Can Rev Up Speed, Accuracy Of Data Storage

Three University of Copenhagen nano-physicists have made a discovery that could change the way data is stored on computers. In the future it will be possible to store data much faster, and with more accuracy. This discovery has been published in the journal Nature Physics.

Computer memory

A computer has two equally important elements: computing power and memory. Traditionally, scientists have developed these two elements in

parallel. Computer memory is constructed from magnetic components, while the media of computing is electrical signals. The discovery of the scientists at Nano-Science Center and the Niels Bohr Institute, Jonas Hauptmann, Jens Paaske and Poul Erik Lindelof, is a step on the way towards a new means of data-storage, in which electricity and magnetism are combined in a new transistor concept.

Carbon nanotubes as transistors

Jonas Hauptmann, PhD student, has carried out the experiments under supervision of Professor Poul Erik Lindelof. Jonas Hauptmann says: "We are the first to obtain direct electrical control of the smallest magnets in nature, one single electron spin. This has vast perspectives in the long run. In our experiments, we use carbon nanotubes as transistors. We have placed the nanotubes between magnetic electrodes and we have shown, that the direction of a single electron spin caught on the nanotube can be controlled directly by an electric potential. One can picture this single electron spin caught on the nanotube as an artificial atom."

Direct electrical control over a single electron spin has been acknowledged as a theoretical possibility for several years. Nevertheless, in spite of many zealous attempts worldwide, it is only now with this experiment that the mechanism has been demonstrated in practice.

Professor at Nano-Science Center and the Niels Bohr Institute, Jens Paaske, has been in charge of the data analysis. Jens Paaske says: "Transistors are important components in every electronic device. We work with a completely new transistor concept, in which a carbon nanotube or a single organic molecule takes the place of the traditional semi-conductor transistor. Our discovery shows that the new transistor can function as a magnetic memory."

From ScienceDaily

Mobile Video Communication From A Mountain Top

Imagine being able to communicate with video images anywhere in the world. Regardless of the connection you still have a good image of the person you are communicating with. Ulrik Söderström from Digital Media Lab, Umea university in Sweden, has developed a technique that enables this.

This is a technique that can be used by reporters in remote locations to give live reports and by everyday people, regardless of their location. The technique is so powerful that it is possible to use video with HDTV-quality and transmit it over the regular cellular phone network.

The equipment that is used today is a backpack with a video camera mounted on a bar in front of the person wearing it or a small camera mounted on a helmet.

“In the near future the equipment can be so small that it is like using a hands-free, but in this case for video communication,” says Ulrik Söderström.

His research regards video and how you can compress the images so that they can be transmitted over any kind of connection while still maintaining high image quality.

“A large part of our communication is non-verbal, for example the facial expressions and body language of the person we are communicating with. When we can’t see each other a large part of what we are mediating is lost,” explains Ulrik Söderström.

His technique makes use of video areas that are classified as important, for example the mouth and the eyes. From changes in these areas and by using a model of the person’s face Ulrik can reconstruct a movie in a way that the compressed video needs very little space and at the same time retains high image quality.

This means that the sender isn’t dependent on fast connections and can use any kind of network for producing good image quality. Video can be transmitted at as low bitrate as 5 kbps, which can be compared to audio via the regular cellular phone network that needs almost 10 kbps.

From Science Daily

CONTROL TECHNOLOGY AND THE BRAIN

The relationships between engineering, biology and medicine, provide a very useful topic for discussion. It is strange that, to many people, these fields appear not merely as unrelated, but as poles apart. Engineers deal with things, it is said; medicine science with human beings. The exaggeration¹ of this distinction harms² both subjects. It obscures³ the fact the actions of human beings are mostly directed to the maintenance of themselves or of their species. Medical science is concerned directly with⁴ promoting this

process of selfmaintenance⁵ or homeostasis⁶. Engineering science also has as its general aim the provision of facilities and equipment for the support of life. Medicine and engineering are thus equally concerned to study the nature of life in general, and the needs of human life in particular.

In the practice of the two sciences, co-operation has often been achieved, even though its theoretical basis has been little explored. The engineer, from the earliest beginnings of his craft, has been concerned to provide substitutes⁷ for human function or to improve on human capacities. The development of machines that supplement the labour of man's hands provides a classical example. It is perhaps less generally realized that a result of the development of mechanical substitutes for a function has been to revolutionize the approach by biologists to that function itself. With the invention of machines that do useful work went the refinement of the concept of energy and of the mathematical and other methods for dealing with the subject.

Only then was it possible for the biologist to find an objective language for describing the work done by a living body; armed with the instruments and concepts of physicists, chemists and engineers, he was able to make entirely new discoveries about the energy requirements of the body and how they are met, as well as about the genesis⁸ of the muscle contraction force⁹ itself, and about the chemical engines¹⁰ by which it is brought about¹¹. Thus the creation of new tools, and of the language in which they are described, not only gives man new power over nature but also over himself.

At present we are living in the middle of a change even more marked than caused by the production of engines that do useful work. The instruments that have so greatly improved our powers of communication¹² and computation have also provided the techniques and language for a greatly improved study of our brain. The changes in ways of living, education and attitude to life that will follow these brain studies will almost certainly be even more profound in the long run¹³ than the changes produced by television or computers themselves.

Notes

1. **exaggeration** – преувеличение
2. **to harm** – вредить, наносить ущерб
3. **obscure** – заменять
4. **to be concerned with** – иметь отношение, заниматься чем-либо

5. **selfmaintenance** – самосохранение
6. **homeostasis** – поддержание устойчивого состояния
7. **substitute** – заменяющее устройство, заменитель
8. **genesis** – происхождение
9. **muscle contraction force** – сила, вызывающая сокращение мускулов –
10. **engine** – двигатель, устройство
11. **bring about** – вызывать
12. **power of communication** – возможность осуществления связи
13. **in the long run** – в конечном итоге

PLANNING AND THE ENVIRONMENT

The growth of towns and cities in Britain is subject to ¹ careful planning control. "Green belts", within which all building is severely restricted, prevent the sprawling² of larger towns and ensure that their inhabitants have ready access to "lungs" of parkland or countryside. Within the towns building is also subject to controls, which are designed to maintain aesthetic and safety standards, to protect existing amenities³ and to preserve a balance between residential, commercial and industrial development.

Not only towns and cities, but also roads, industries, airports and, indeed, all construction work is subject to close public scrutiny⁴. Plans must be presented for approval to local planning authorities which, in turn, must submit their broad proposals for development within their areas to the appropriate Government department. Plans must also be made available for examination by the general public. In addition, important new schemes are usually the subject of discussion in both local and national press and broadcasting programmes.

Other legislation is designed to protect the environment against pollution by industry or by any other source, including the general public. Various regulations limit the emission of noxious chemicals into air and water, whether by factories, aircraft or motor traffic, or by private householders; many urban areas are now smokeless zones. Other laws control the amount of noise that may be made by industry and traffic.

Britain is a nation that is proud of its heritage ⁵ of landscape and of history and great efforts are made to protect it. Large areas of the countryside, including forests, and of the coastline are set aside⁶ as national parks, within which construction and other works are either expressly forbidden or strictly controlled. In addition many rights of way⁷ are

preserved, sometimes across private land, to form long continuous footpaths and bridleways⁸ through areas of outstanding natural beauty. Other areas are protected as nature reserves and many species of plants and animals are also protected by law throughout the country.

Historic buildings and monuments, some state-owned, other privately owned, are also protected and many are open for visits by the public. An extensive programme of cleaning and restoration of historic buildings, especially in towns, where centuries of grime⁹ have been deposited, has been under way for several years. A great deal of all this effort is undertaken by numerous voluntary bodies, often with aid from public funds.

Notes

1. **is subject to** – подвергать, представлять
2. **the sprawling** – расплзание
3. **existing amenities** существующие прелести, радующие глаз
4. **to close public scrutiny** – пристальной общественной оценке(мнению)
5. **heritage** – наследие
6. **are set** – отводятся
7. **rights of way** – полосы отчуждения
8. **bridleways** – тропы для диких и вьючных животных (звериные тропы)
9. **grime** – глубоко въевшаяся грязь (сажа)

Building Bright Futures: Preparing Students for a Career

Creating a smooth transition from school to career is this headmaster's goal for her students.

Juliette Johnson went from student to teacher at Brighton High School, which focuses on relating school work to future careers.

Credit: Juliette Johnson

When I entered Brighton High School in Boston as a student in 1957, preparing for the world of work was relatively simple. All I had to do was enroll in a college, business, or general course of study; take the required classes; and decide whether to go on to college or accept one of the many jobs available to high school graduates. As a female, my career choices were pretty much limited to secretarial work, cosmetology, nursing, sales, or education. I chose the college track, applied to teacher education programs, and, after getting my undergraduate degree, returned to the classroom to offer my students the same workplace preparation I had experienced

Since then, the relationship between school and work has grown more complicated. Economic, social, and technological changes have created limitless career possibilities for both men and women, while at the same time increasing competition for employment. Basic reading, writing, and calculating skills are no longer enough to land a good job. Today's employers demand more specialized skills and knowledge as well as greater adaptability from workers.

Creating a smoother transition from school to work for Brighton's graduates has been an important part of my job since I became headmaster in 1982. The school I inherited was different in some ways than the one I attended: desegregation and demographic shifts had combined to produce an enrollment made up largely of minority students, many of whom had limited English-speaking proficiency. Despite all the changes in the outside world, however, the school's curriculum offerings and instructional practices were essentially the same as when I was a student. Our students and teachers ached for programs that would provide meaning and relevance. Thanks to a collaboration with the Private Industry Council (PIC) -- a coalition of business, government, education, and community leaders committed to helping prepare Boston's youth for work -- we were able to begin addressing this problem during the 1980s. Funding and expertise from PIC helped many of Brighton's students develop job skills and find employment.

Then, in 1990, we were able to launch a more extensive school-to-career program. That year, Brighton established the School of Health Professions in response to a mandate that all Boston high schools develop a magnet theme. About 250 of our 1,100 students are in the program. Their core academic classes are supplemented by such courses as Introduction to Health Careers, Anatomy and Physiology, and Medical Techniques. During their junior year, these students spend fifteen hours a week exploring and learning about more than twenty health occupations. They also have one afternoon a week when they rotate through different departments like pediatrics and physical therapy at six local hospitals. Seniors are placed in paid internships at health care facilities, getting hands-on work experience in specific medical specialties.

Some Health Professions students are part of a 2+2 course of study coordinated through ProTech, a districtwide school-to-career program sponsored by PIC. They get two years of training in high school plus two years

of higher education at local colleges and universities, graduating with an associate degree in a health care field. As part of their studies, Health Professions students are exposed to many new technologies. They use the Internet to conduct research for class projects, exploring huge databases of health and medical information from government agencies, universities, professional associations, and other institutions. Their hospital rotations and internships give them a solid introduction to the many high-tech tools used in caring for patients. And every student at Brighton is required to take at least one computer science course to graduate, because we know technological literacy is a prerequisite for success in today's digital workplace.

The curriculum for the Health Professions program reflects extensive research into the needs of employers. Our first year was spent forming relationships with local health care institutions, community colleges, and businesses. We also visited several high schools around the country with similar programs and got assistance from ProTech. Periodic visits to health care employers help us keep our curriculum and instructional strategies relevant.

Health Professions faculty members model the "hard work" pathway to success by putting in long hours preparing instruction and continuing their professional development. Each has been extensively trained to integrate various computer technologies into subjects like biology, biotechnology, and genetics. A full-time coordinator acts as a liaison between school and placement sites and is responsible for the program's overall management, which includes supervision and evaluation of teachers, parental outreach, development of internships, and student placement and monitoring.

For students in this program, school has more relevance to work, and work experience has reinforced the need for schooling. It helps them focus on real-world goals and develop their work ethic. They have a deeper understanding than the average high school graduate of the proficiencies, attitudes, and sophisticated skills it takes to survive in today's job market. They are more confident about their own abilities and sure of the direction in which their lives are headed. Their on-the-job experiences give them additional support in reaching their goals; hospital staff are role models and mentors who become involved with students' lives and have a stake in their success.

Of the thirty-two students in a recent graduating class from the School of Health Professions, twenty-eight were accepted at two- and four-year colleges

that offer degrees in health-related fields and the other four are working full-time in local hospitals. The program is still too new to have produced its first doctor, but I'm sure it will soon. We're considering expanding the school-to-career concept to additional occupations, because we see that students who attend school with a sense of purpose achieve greater success, have greater self-esteem and confidence, and get a clear head start on a bright future.

JULIETTE JOHNSON WAS THE HEADMASTER AT BRIGHTON HIGH SCHOOL.

Do “Brain-Training” Programs Work?

**DANIEL J. SIMONS (1), WALTER R. BOOT (2),
NEIL CHARNESS (2, 3), SUSAN E. GATHERCOLE (4, 5),
CHRISTOPHER F. CHABRIS (6, 7), DAVID Z. HAMBRICK (8),
AND ELIZABETH A. L. STINE-MORROW (9, 10)**

Psychological Science in the Public Interest (Volume 17, Number 3)

Feel like your concentration is slipping? Want to shore up your problem-solving skills? Interested in preventing general age-related cognitive decline? If this describes you, then the brain-training industry has a solution . . . or does it?

The brain-training industry is a multibillion-dollar enterprise that has risen based on the promise that playing simple cognitive games can improve a wide variety of cognitive skills used in daily life. In the current issue of *Psychological Science in the Public Interest (Volume 17, Number 3)*, psychological scientist Daniel J. Simons and colleagues review research that calls into question these claims.

Many brain-training programs are based on the idea that practicing simple cognitive skills in a limited context will lead to improvements on a wide range of skills in everyday life. But what does the research say? Simons and his colleagues examined the findings of studies published in peer-reviewed scientific journals, including those cited on the websites of leading brain-training companies.

Their review of the literature found that brain-training tasks seem to improve performance on the trained tasks themselves; however, there is less evidence that cognitive training improves performance on closely related – but not identical – tasks, and very little evidence that it improves performance on distantly related tasks or improves everyday cognitive

performance. In reviewing the literature, the authors found that many of the studies suffered from methodological problems and did not conform to best practices for research.

So where do we go from here? Simons and colleagues provide recommendations for researchers, funding agencies, journalists, policymakers, and the public. The recommendations for researchers center on strengthening the methodology and analysis plans of brain-training studies. Preregistering studies, adequately randomizing the assignment of subjects to treatment and comparison groups, using sufficient sample sizes, correcting for multiple comparisons, and acknowledging conflicts of interest are just some of the best practices the authors recommend for the field.

Brain Training Pessimism but Applied-Memory Optimism

By Jennifer A. McCabe (*Goucher College*), Thomas S. Redick (*Purdue University*), and Randall W. Engle (*Georgia Institute of Technology*)

Funding organizations need to demand that studies be preregistered, run using best practices, and fully and transparently reported. They must also commit to providing adequate funds for the rigorous, large-scale studies this area of research requires, while weighing opportunity costs relative to other interventions. Journalists who cover brain-training research should confirm that the claims made about studies match the evidence they provide and be critical in their coverage so that the public is not misled about the findings of such research.

Many of those who are most enticed by the claims of brain-training companies are those who are the most vulnerable: children and adults with cognitive deficits, adults experiencing cognitive decline, and those with mental health issues. Policymakers need to more critically evaluate the claims of brain-training companies and require more rigorous standards of evidence for the benefits of these programs.

Finally, consumers need to carefully weigh the costs and benefits of using brain-training programs. If a person's goal is to improve performance on a specific trained task, then brain training may help with that goal. If a person wishes to improve a more general set of cognitive skills, then brain training is most likely not the way to do it. The public needs to be skeptical of brain-training programs and consider the quality of the science behind companies' claims.

In a commentary accompanying this report, Jennifer McCabe, Thomas Redick, and Randall Engle offer alternatives to popular brain-training

programs, identifying low-cost strategies for improving memory – strategies backed by decades of applied memory research.

Studies have shown that people remember information better when they encode it in several different ways and make meaningful connections to the material. “Elaboration,” through imagery, mnemonic devices, and the creation of personal connections to to-be-remembered material, enhances recall. “Testing” oneself – rather than merely rereading information – also supports longer-term learning and memory, and taking breaks between study sessions (a strategy known as “spacing”) instead of cramming studying into one marathon session improves memory for studied information.

The findings presented by the commentary authors indicate that there are effective methods for improving memory that are grounded in research. Unfortunately for the many people interested in popular traditional brain-training programs, this review shows that these programs generally fall short of their advertised effectiveness and that people may profit more from adopting better-supported alternatives for improving cognitive performance.

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September 30, 2016

Brain-based strategies for English learners

Erick Herrmann Wednesday, June 22, 2016

In the past two decades, knowledge of how the brain functions has increased tremendously. New, less invasive technologies such as PET scans have helped scientists determine various ways people learn and how to facilitate learning through using brain-based teaching techniques.

In some ways, teachers have been using strategies that are brain-based long before they were proven to be so. Teachers are astute and look for

specific strategies that help their students learn. We continue to implement those strategies knowing they work, even before we learn about their congruence with how the brain functions.

It is, of course, always good to get affirmation that what we know to work in the classroom is backed up by research on the brain and human learning. This article, of course, does not encompass all brain-based research or strategies that can be utilized with English learners, but may share some key ideas that are new, good reminders, or inspire you to try a new strategy in your own classroom.

Movement

The brain is made up of a complex web of veins and arteries. It is important that our brains continuously receive blood in order to survive and function, but blood is also important to facilitate learning.

The brain is the largest consumer of oxygen and glucose in the body. It uses these to function more efficiently and more effectively. Movement can facilitate the pumping of blood into the vascular system of the brain, and enhance the learning process.

All of us have experienced, for example, feeling tired after eating a large meal. This is due in part to the blood going to our stomachs to help to digest food. But keeping students active, and having them move around the room, will help to keep them more engaged. Of course, this applies to all students, not just English learners.

Movement can be applied to language learning in a variety of ways. Students can move about the room to interact with other students, for example, through strategies such as Find a Friend, Give and Get, 4 Corners and more. These strategies require students to get up and meet with other students in the room to discuss content or practice skills that are related to what they are learning.

Gestures are also powerful in helping English learners learn new vocabulary. Associating a movement of some kind to a word, concept or skill can help students to retain the information by adding a different modality. Gestures can also make complex academic language more comprehensible to students as they make associations between the movement and the meaning of the word.

Prior knowledge

The importance of activating prior knowledge is well documented in the literature about teaching English learners. The brain does not take in meaningless information.

Consider your day thus far: What are the various sensory stimuli to which you have been exposed? For example, the images you have seen, the sounds you have heard, the textures you have touched, etc. How many of those can you explicitly name? If you have driven somewhere, you probably saw a variety of cars, people, street signs, buildings, trees, etc. How much of that do you remember?

Many of us have had the experience of purchasing something – a car, a bicycle, a new item of clothing – and then we begin to notice that other people have the same type of car, bike or clothing as well. We may not have noticed just how many people until we attached meaning to it.

Our brains now have a reason to notice and retain that information, even in the short term. In other words, for new information to stick, it must be integrated into an existing neurological pathway within the brain.

Depending on the particular student, their prior knowledge and experiences may differ significantly from our own or our expectations. English learners are a diverse group of students; they come from many different countries and have differing socioeconomic levels, differing native language proficiency levels, and different amounts of prior schooling and education.

Their cultural perspectives, beliefs and experiences may differ significantly from those of the teacher. It is important that we, as teachers, are aware of this and help students make connections that make sense to them, and that fit within their schema.

Patterning

The brain is designed to look for "remember" patterns. As we analyze what we are learning, we look for patterns that make sense, and this helps us to comprehend and retain new information. Patterns in science, history and mathematics can be pointed out explicitly to students to help them retain the content and skills being taught.

Additionally, using rhymes, songs and chants help students retain information. Although some secondary teachers balk at using songs and

chants in the classroom, it is important to realize that songs and rhymes are used in our everyday lives to help us remember information in the form of radio and television advertisements.

Marketing experts use songs, chants and repetition to emphasize their brand in a way that will help us to remember it. They would not be spending millions of dollars a year to create jingles if they did not work!

Using chants, songs and rhymes in the classroom that embed vocabulary and content concepts can have a similar effect on our students; they help them to retain information in a fun and meaningful way. Incorporate gestures into the songs, chants and rhymes, and you are utilizing two or more brain-based strategies at the same time.

Sketching

New research is showing the benefit of students sketching and doodling during note-taking activities. Students can add sketches or simple drawings to their notes to help them remember concepts and to help link ideas and concepts together. The sketches do not need to be complex in nature; stick figures and simple drawing suffice to help students make their notes more comprehensible and to link ideas together.

Sketching benefits English learners as they may not have the vocabulary or phrasing necessary to record the ideas with words, and may find sketching easier and more accurate. Of course, English learners should be encouraged to utilize language as much as possible, and enhance their notes with the sketches. The same can be said of assignments; sketching can and should be used by students to help get their message and point across, especially at the more beginning levels of English proficiency.

Teachers can and should also incorporate sketching into their instruction to increase comprehensibility and help students make connections. The same principles apply; sketches and visuals can be used to help English learners comprehend text, instructions and content concepts.

Novelty

It has been said that variety is the spice of life. The same holds true for our brain and learning. Mixing up routines, at least to a degree, can help

students stay engaged in the learning process and make the classroom a fun and interesting environment.

One way to add novelty to instruction is to incorporate multiple modalities. Having English learners engage in reading, writing, listening and speaking all within one lesson make the learning more engaging. By incorporating movement, gestures, songs, chants, rhymes, sketching and art, we are also adding in multiple modalities. Keeping our instruction varied keeps the lesson fun and exciting for students.

Sometimes, less is more

Overwhelming students with information can impede learning. It is important to find a balance between cognitively challenging and engaging content and cognitive overload. To prevent students from shutting down, it can be helpful to lower the demand when helping students move information from working memory to long-term memory.

Be cautious of lowering expectations; students can handle large amounts of information if they are given the opportunity to process the information. At the same time, too much information can cause burn out and cause some students to become frustrated and shut down.

Extended or repeated practice over time

It can be tempting, given the amount of information in today's rigorous standards, to move on once we have taught content concepts or skills. We sometimes say or hear "we covered that already." But in order for students to master and remember information over a long term, they will need to practice and review the material multiple times over an extended period of time.

It is important that both content concepts and language be reviewed over time and practiced again. Remind students of key vocabulary and language structures that can be incorporated into their speech and writing, or that they will be hearing or reading as a way to help students retain skills and concepts over longer time periods.

Memorable retrieval

Practice is not the only way to help students integrate material, concepts and language into long-term memory. Frequent, low-stakes quizzes also help

students to remember concepts and language over longer periods of time and move toward mastery.

Cognitive psychologists refer to this concept as memorable retrieval; referring back to what has already been learned and accessing information stored in our memories. In the classroom, short, informal quizzes and discussions can help students remember content and language that is related to the current information being taught and practiced, and help students to retain information for longer periods.

Effective and frequent feedback

All students benefit from feedback as they learn. Feedback for English learners should be clear and specific, and may focus on the task or the language students are learning and practicing, including grammar skills, vocabulary and syntax.

When providing feedback to English learners, be aware of their proficiency level and the types of errors that students typically make at that proficiency level. In the past, some educators have felt that errors should only be corrected by modeling the appropriate or correct language form.

For example, if a student says "I goed to the store," teachers would respond with "Oh, you went to the store? Who else went to the store? I also went to the store." While this can be helpful, sometimes students do not realize their error or that you are attempting to correct it.

There is nothing wrong with sharing with students that the past tense of "go" in this case should be "went," not "goed." It is important to consider the student in this case, and if the feedback you provide will be given publicly or privately. If you notice multiple students overgeneralizing the past tense -ed, you may consider pulling a small group of students to do a mini-lesson, for example.

In any case, the brain thrives on appropriate, clear and specific feedback that is focused on a task or language, and that is focused on improvement.

Classroom environment

Students are more motivated when they feel a sense of belonging and acceptance in the classroom. This is true for any student, but English learners are not only learning academic content and skills, but also learning a new

language. They need to be encouraged to take risks with language as well as content, and not feel ridiculed or made fun of when they make an error.

If students feel nervous about taking risks, it is more difficult for them to process, practice and master the material being presented.

These concepts, known and utilized by teachers all over the world, are beneficial and effective because they align with how the brain functions. While this list is far from complete, the ideas presented here should continue to be utilized in the classroom, or be incorporated into instruction moving forward.

All students benefit from these concepts and strategies, including English learners as they move toward mastering not only the content at a particular grade level, but also continue to develop English language skills and proficiency.

Share this article

About the Author

Erick Herrmann is an educational consultant specialized in teaching English learners, and he runs Academic Language Learning Institute, Inc.. Erick has worked with thousands of teachers across the nation to help them improve their instructional practice and increase academic achievement for all students.

Шкала оценивания теста по баллам

91-100% – 5 баллов

71-90% – 4 балла

55-70% – 3 балла

0 – 54% – 0 баллов

Диагностико-квалиметрическая шкала оценивания знаний магистров

Шкала оценивания видов интерактивных заданий		
Виды интерактивных заданий	Количество баллов	Критерии оценки
1. Ответы на ключевые вопросы	3	Полнота и правильность построения ответа
2. Групповая дискуссия, полилог	3	Степень активности каждого участника и знание обсуждаемого текста
3. Монологические высказывания по ситуации	3	Логичность, глубина и грамматическая правильность построения предложений
4. Диалог по ситуации	3	Степень активность участников, использование вводных фраз, разговорных клише и др.
5. Письменные работы (резюме, деловое письмо, сопроводительное письмо программа конференции, принятие приглашения, отказ и т.д.)	5	Объем, оформление, грамотность изложения и др.
6. Творческие задания (выбрать, описать, обосновать, сделать презентацию, сообщение, доклад)	5	Оформление, качество, форма презентации, оригинальность мышления и др.
7. Ролевые игры	3	Умение войти в роль, умение выражать свои мысли быстро и свободно использовать разговорные клише.
ИТОГО	25 баллов	

Примечание: На каждый модуль выделяются 25 баллов, на освоение четырех модулей – максимально 100 баллов.

Пособие считается освоенным при получении 60 баллов.

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