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МЕТОДИЧНІ ВКАЗІВКИ
і навчальні завдання
для розвитку мовленнєвих компетентностей
та навичок самостійної роботи з навчальної дисципліни
«Іноземна мова професійного спілкування» для здобувачів
вищої освіти другого (магістерського) рівня усіх освітньо-
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Передмова

Створення глобального простору вищої освіти ставить складні завдання щодо посилення мобільності студентів, підвищення їх конкурентоздатності на ринку праці, ефективнішого міжнародного спілкування, легшого доступу до інформації.

Для виконання цих завдань важливу роль відіграють знання англійської мови як важливого засобу комунікації у сфері академічного і професійного дискурсу. Згідно з вимогами до рівня володіння мовою (PBM), здобувач другого рівня вищої освіти повинен володіти мовою на рівні B2/C1, який передбачає формування у студентів загальних та професійно орієнтованих комунікативних мовленнєвих компетентностей (**лінгвістичної, соціолінгвістичної і прагматичної**) для забезпечення їхнього ефективного спілкування в академічному, діловому і професійному середовищі.

Основними **завданнями** навчальної дисципліни є подальший розвиток цих компетентностей. Дані вказівки та навчальні завдання передбачають: формування у студентів навичок для розуміння та сприйняття необхідної інформації під час дискусій, лекцій, бесід; **можливість брати участь в дискусіях та обговореннях; вести бесіду**, обираючи відповідні стратегії та ефективно організовуючи матеріал, пов'язуючи окремі вислови у чітке зв'язне мовлення; **застосовувати на практиці правила презентації**; розуміти досить довгі складні автентичні тексти, вміти **компресувати отриману інформацію** та передавати її у формі **анотації та реферату**; **знаходити інформацію**, що стосується фаху, користуючись довідниками, словниками, підручниками, Інтернет-ресурсами, тощо; **підготувати письмово анотацію та реферат з автентичної літератури з фахових питань прочитаної іноземною мовою**; зробити **повний переклад** оригінальної іншомовної фахової статті; виявити найпоширеніші одиниці фахової терміносистеми та **укласти термінологічний словник-мінімум**; вміти укладати документи, **необхідні в сфері ділового спілкування та навчання** (резюме, супровідний лист, візитівки, тощо); **усвідомлювати крос-культурні відмінності і знати основні правила взаємодії людей** (вербальна поведінка, мова жестів, зоровий контакт, мова тіла, особистий простір, тощо).

MODULE 1

BUSINESS COMMUNICATION AND JOB SEARCH

Комунікативні компетентності та практичні навички
у сфері іншомовного ділового та професійного спілкування
(укладання необхідних ділових документів)

UNIT 1: INTRODUCING PEOPLE

Task 1. Study the forms of addressing people:

Mister (Mr) –	to a man e.g. Mister Johnson, Mr. Smith
Mistress (Mrs) –	to a married woman, e.g. Mrs. Green
Miss –	to unmarried woman, e.g. Miss Dee, Miss White
Ms –	to a woman not depending on her marital status e.g. Ms Lee, Ms White
Doctor (Dr) –	a) to a medical doctor, e.g. Doctor (use alone) b) to a person with the degree of Doctor of Philosophy or Doctor of Science (the surname is always included), e.g. Dr Brown
Sir –	to a man a) to unfamiliar people; b) to clients in a restaurant c) to customers
Madam –	to a woman
Officer –	to a policeman
Professor –	to a University teacher at the highest level
Ladies and Gentlemen –	as a formal opening of a speech

Task 2. Read the text.

Introducing People

There are some main rules of introduction which are useful to remember: men are introduced to women, young people to older ones, old friends to newcomers, and young girls to married. Usually women are not presented to a man unless he is the Head of state or a member of the Royal family. When introducing one says something like: “Mrs. Johnson, may I introduce Mr. Blake?” and then turning to Mrs. Johnson simply says “Mrs. Johnson”. That is all that’s necessary, but one can say a bit of information which will help the introduced people to start the conversation.

The usual response to the introduction is “How do you do” which is a kind of greetings and not a question, and the best answer to it is “How do you do?” Sometimes one may say less formally “I’m glad to meet you”, “Happy to have met you” or just “Hello”.

It is very good to add the name of the person introduced – “I am very glad to meet you, Mr. Sparks”. If you do not remember the name it is enough simply to ask “What was your name, please?” or “Could you repeat your name?” Men may stand when introduced, ladies may remain seated.

British and American people usually shake hands especially when formally introduced but they do not always shake hands with people they see often. Usually they smile and say: “Good morning”, “Good afternoon”, “Good evening”, “Hello”, or “Hi”.

When two businessmen meet, they usually shake hands. They can exchange business cards:

<p style="text-align: center;">CONTINENTAL EQUIPMENT</p> <p style="text-align: right;">John G. Smith <i>Financial Director</i></p>
<p style="text-align: center;"><i>9 North Road, Brighton, BN1 5JF, England</i> <i>Phone: (0283) 543359 Fax: (0273) 559364</i></p>

Task 3. A. Answer the questions to the text.

1. What are the main rules of introduction?
2. What is the simplest way of introduction?
3. What is the usual response to introduction?
4. What is expected as an answer to “How do you do”?
5. What can businessmen exchange?

B. Answer the questions to the business card.

1. Whose card is this?
2. What is he?
3. What company is he from?
4. What is his telephone number?
5. What is the address of his company?
6. What city is he from?

Task 4. Prepare your own business card.

Task 5. Read the text about the basics of cross-cultural communication. Get ready to describe its main principles:

INTRODUCTIONS

Formality equals respect vs. Intimacy equals respect

Do not assume that it will be acceptable to address someone informally in all countries and cultures. Many countries around the world are quite formal during introductions and meetings, and can keep up this formality throughout the business relationship depending on the culture.

Using Mr. or Mrs. before someone's family name (e.g. Mr. Chan / Mrs. Young) is seen as a sign of respect in most countries, and this may not change even after you have known the person for some time. For example, some business colleagues may have known each other for 20 years, but they will still use a title before the last name when referring to each other. This does not mean they are not great friends, it just means that they show one another respect this way.

There are some countries and cultures that are an exception to this rule, such as the United States, Canada and Australia. In these cultures, calling someone you hardly know by their first name is a sign that you are being friendly and want to have a good relationship.

One way to handle any uncertainty about greeting new business colleagues or clients is to be formal in your first introductions and greetings, but follow the lead of your new colleagues if you are in their cultural environment. If your new colleagues seem to associate intimacy with good relationships and insist you call them by their first name, follow along with this if you are comfortable.

Slow down while introducing yourself

If you are introducing yourself to someone who does not speak English as a first language, or if you do not speak English as a first language yourself, be sure to pause between your first and last name. Names are very important during introductions, but we have a tendency to speed our way through our names and this can be confusing to someone hearing it for the first time.

A good idea is to give your first name, pause then give your first and family name. For example: "My name is Karen, (pause) Karen Drummond."

It is also a good idea to express interest in someone else's name when they introduce themselves to you since people love to talk about their names, and there's often a story behind it. You will often learn a great deal about this new person and maybe the culture because names are often quite culturally-based.

Do not only talk about your own country in initial meetings and conversations

When you are getting to know someone from a different culture and that person is talking about how things are done in their country, it would be quite easy to reply with how things are done in your country. However, remember that having a cross-cultural conversation is not like playing tennis: you say something about your country then your partner responds by telling you how this is done in his country – going back and forth this way. Engaging in a conversation like this will not result in the conversation progressing much. Instead, it is better to express interest in another country by asking follow up questions. A conversation is getting to know somebody. If you say, “we do it this way in Hong Kong,” the other person can ask, “has it always been that way, do you think that's the way your parents did it or has it changed in the last 30 years?” Then you begin to have a conversation.

Task 6. Discuss the following questions:

1. What are acceptable ways of addressing people and how does it depend on the situation?
2. How can you deal with uncertainty arising when you do not know exactly how to behave in another culture?
3. How can we avoid difficulties with foreign names?
4. How can we engage in a conversation about other countries?
5. How can you express interest in another country?

Task 7. Match the words to make up phrases:

1. to keep	a. the lead
2. an exception	b. back and forth
3. to follow	c. up formality
4. to handle	d. of respect
5. to go	e. somebody
6. a sign	f. to the rule
7. to greet	g. to know
8. to get	h. any uncertainty

Task 8. Fill in the gaps in sentences with one of the phrases from task 7.

1. We would appreciate if you could arrive 5-10 minutes prior to your appointment as _____ to other conference members.
2. It is essential to _____ when dealing with business colleagues.
3. One way to _____ is to accept that we cannot control anything.
4. This incident is not an _____ , but rather the reality that is faced every day.
5. I'd really like to see you again and _____ you better.

Task 9. Follow the link and learn how to break the ice with people you do not know. Make notes and get ready to discuss it. https://www.teachingenglish.org.uk/sites/teacheng/files/Socialising%20Breaking%20the%20ice_worksheets%20JD_0.pdf.

Task 10. Follow the link and learn about the cultural differences when doing business internationally. Compare the peculiarities inherent of different countries. <https://www.stgeorges.co.uk/doing-business-abroad-cultural-differences/>.

UNIT 2: LOOKING FOR A JOB. DESCRIBING A JOB

Task 1. Read the extracts below to decide which of the job-hunting methods is described.

Where would you start looking for a job?

- job agencies / head-hunters
- the Internet / job search apps
- newspapers and magazines
- cold calling* / mailing

* *Cold calling means phoning a company to enquire about job opportunities which have not been advertised.*

A. This is one of the best ways to find a job. It's simply the biggest resource available. You can search through thousands of jobs and send your CV or resume and cover letter to employers all over the world in minutes. You can even post your own resume online and help employers and head-hunters find you. There are hundreds of networks, groups and special interest forums that you can sign up to, specific apps you can install, which can offer you information and advice about any job

opportunities.

B. Nothing beats word of mouth and a personal recommendation. As the old saying goes, it's not what you know, it's who you know. If you want to get ahead and get the job you really want, then you've got to get to know someone who already works in the industry, someone who can recommend you for a job, or let you know of any openings. It might take time and effort, but if you want to be really successful, the best way to do it is by meeting the right people. Tell everyone you know you're looking for a job, tell them what area of work you're interested in and ask them to let you know if they can help you in any way.

C. Professional knowledge and advice can really improve your chances of getting a job. I've used this method throughout my entire career to help me find and secure the best jobs possible. Having an experienced consultant was especially useful when I moved abroad for work, as they really knew the legalities of the recruitment process in the country I was looking for work in. Of course, I had to pay for these services, but in some cases the employers themselves pay for the service. You've got to make sure you choose a well-established, reputable company as there are a lot of cowboys waiting to take your money.

D. Along with the Internet this is by far the most common way people hunt for job vacancies. Almost all publications have a weekly jobs section or supplement that provides a large selection of available jobs. It's also worth going back and looking at old editions as many jobs are often left unfilled.

E. Although this method takes courage, as you might often be faced with rejection, with the right approach this can also be a highly effective way of finding a job. It's also an excellent way of finding out more information about companies, job details, etc. Companies themselves are often very willing to let the public know all about what they do, who they employ and what work they carry out, but are rarely contacted directly as a resource. Calling a company to enquire about vacancies and offer your services can be a highly effective way of getting them interested in you enough to want to know more about you.

(Adapted from: Downes, C. Cambridge English for Job-hunting. Cambridge University Press, 2008.)

Task 2. Discuss the following questions:

1. Do you agree with the advice given?
2. Have you used these methods in the past? Would you try any of these methods?
3. What are the advantages and disadvantages of each method?
4. Can you think of any other job-hunting methods?

Task 3. Complete each gap in the text with the right word:

Most jobs are advertised as current (1)_____. They appear in the local and national (2) _____, trade (3) _____, and specialist career publications. In addition, many professional (4)_____ offer an appointments service which can help job seekers find a suitable (5)_____ in a particular (6)_____. Recruitment (7)_____ hold details of a wide range of vacancies, and possibly local training (8)_____. The Internet is a valuable (9)_____ – not only for vacancies but to find background information on companies.

Approximately one third of jobs are never advertised, but may be found by approaching a company directly. This is called a speculative (10)_____, and is common among students starting at the bottom of the career (11)_____.

Finally, don't forget to use your personal (12)_____!

1.	A. position	B. application	C. vacancies
2.	A. press	B. bodies	C. resource
3.	A. journals	B. contacts	C. resource
4.	A. bodies	B. contacts	C. agency
5.	A. position	B. application	C. vacancies
6.	A. ladder	B. industry	C. schemes
7.	A. bodies	B. contacts	C. agencies
8.	A. industry	B. ladder	C. schemes
9.	A. press	B. resource	C. journals
10.	A. position	B. application	C. vacancies
11.	A. industry	B. ladder	C. schemes
12.	A. contacts	B. bodies	C. agency

(Adapted from:

<https://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit1jobsearch/page1.shtml>)

Task 4. Read the sentences and then put the phrases in bold into the correct list below:

1. I **work** very **long hours**.
2. It isn't very **well-paid**.
3. I **get a company car**.
4. I get six week's **paid holiday**.
5. They've got a good **pension scheme**.
6. I'm **on a pretty good salary**.
7. I'm hoping **to get promoted** next year.
8. I can **do overtime** if I like.
9. You can **work your way up** quite quickly.
10. They run a system of **flexi-time**.
11. I get a regular **pay rise**.
12. I get private **health insurance**.
13. They've said I can **go part-time** after I've had my baby.
14. I'm **taking a few days off** next week. The kids are off school.
15. I'm ambitious. I want **to move up the career ladder**.
16. They give us a **bonus** at Christmas.
17. I'm **working the day shift** this month.

<i>Money</i>	<i>Hours</i>	<i>Benefits / Perks</i>	<i>Promotion</i>
.....

Describe your ideas of and requirements to your future job using the vocabulary.

Task 5. Follow the link to find more exercises with work vocabulary:

<https://www.englishexercises.org/makeagame/viewgame.asp?id=12816>

Task 6. Look at the work-related phrases below and place them in the correct column.

<i>paid overtime</i>	<i>fringe benefits</i>	<i>tough deadlines</i>
<i>maternity leave</i>	<i>pay rise</i>	<i>workplace discrimination</i>
<i>good team spirit</i>	<i>career advancement</i>	
<i>training opportunities</i>	<i>poor working conditions</i>	
<i>career goals</i>	<i>job burnout</i>	
	<i>work-related stress</i>	

Positive	Negative

a) Fill in with: *salary, wage, perks, commission, pension, increments, promotion, dole, pay slips.*

1. I've lost my job so now I have to go on the _____ .
2. One of the _____ of a job in sales is that you get a company car.
3. Keep all your _____ because you'll need them as proof of your earnings.
4. Her basic pay is quite low but she's a good saleswoman so she earns a lot of _____ .
5. Because he's been in the same job for 40 years, he'll get a good _____ in his old age.
6. The national minimum _____ in England has risen to £5.93 an hour from £5.80.
7. As managing director, he earns a six-figure _____ .
8. While you're a trainee here, your salary will go up in monthly _____ .
9. His _____ was the result of him working very hard.

b) Fill in with: *lay off, made redundant, promoted, resign, retire, be sacked.*

1. Ben was _____ from assistant advertising manager to advertising manager yesterday.
2. Unfortunately I was _____ when the company decided to close the office I worked at.
3. There wasn't enough work to keep the factory open so the manager had to _____ most of the staff.
4. He's always late for work and he's worried that he's going to _____ .
5. I don't think it's a good idea to _____ from your job before you have a new one.
6. After 45 years of work, I can't wait to _____ .

What would you like to do for a living? Why? Which 3 factors from the ones in Task 6 would you consider to be the most important ones when deciding on a job?

Task 7. Choose the correct words to complete the forum entry.

Job hunting – tips, please!	
BusyBee3	I need some help, please! I (1) quit / finished my job last week because it was very (2) badly waged / badly paid and I had to work long hours and (3) do / make a lot of unpaid (4) overtime / extra time ! I didn't want to (5) change / replace jobs because I really enjoyed the work, but I need to (6) work / get a job where I can (7) win / earn a good salary and where the (8) hopes / chances of promotion are better. So, now I need to find work. Any ideas? Anything, even (9) half- / part-time as long as I don't have to work (10) periods / shifts !

Task 8. Read definitions 1–8 and complete the words. Some letters have been given.

1. a person you work with: c _____ e
2. extra money waiter gets from a customer: t _____ p
3. what you pay to the government: t _____ x
4. where you work: w _____ e
5. extra money given by your boss if the company does well:
b _____ s
6. when you officially finish work in your sixties: r _____ t
7. the money you get from working or from investing money:
i _____ e
8. the opposite of a temporary job: p _____ t

Task 9. Match the parts of the sentences.

1. I get anxious every year when I **have**
2. My dad decided to **take**
3. If you really need some time off, you can **take**
4. People need to start **paying into**
5. My brother hates working at night but sometimes he has to **do**
6. Instead of going to university, some students choose to **serve**
7. Read it carefully before you **sign**
8. It's important for employees to **get**
 - a) **an apprenticeship.**
 - b) **a pension scheme** when they begin work.

- c) **the graveyard shift.**
- d) **my appraisal** with the boss.
- e) **early retirement** when he was fifty.
- f) **unpaid leave.**
- g) **a contract.**
- h) **regular feedback** on their performance.

UNIT 3: APPLICATION DOCUMENTS. RESUME

**Vocabulary notes*

Abbreviations often used in CVs:

B.A. = Bachelor of Arts	бакалавр гуманітарних наук
B.L. = Bachelor of Law	бакалавр права
B.S. = Bachelor of Science	бакалавр природничих наук
CSE = Certificate of Secondary Education	атестат про середню освіту
M.A. = Master of Arts	магістр гуманітарних наук
M.B.A. = Master of Business Administration	магістр економіки
M.Ed. = Master of Education	магістр педагогічних наук
M.S./M.Sc. = Master of Science	магістр природничих наук
Ph.D. = Doctor of Philosophy	доктор філософії

Task 1. Read and translate the text.

The Resume / Curriculum Vitae

A Resume is an objective written summary of your personal, educational, and experience qualifications. It packages your assets in the form of a convincing advertisement, which sells you for a specific job. A resume is a kind of written sales presentation. An effective resume creates a favourable impression of you while presenting your abilities and experience.

The basic requirements for a good resume are:

- brevity: one page is preferable, but not more than two pages;
- top quality paper;
- perfect spelling and grammar;
- no typographical errors;
- attractive layout.

It is a detailed record of personal accomplishments. It presents briefly **what the person has achieved in education, job experience, special**

honours, publications, and includes professional activities (such as conferences attended), personal information, and perhaps even outstanding achievements in the person's area of special interests or hobbies. A resume may be short – no more than two pages, but preferably one (than it is often called a resume). It may also be long – up to 20 pages and even more – and then it is always called a resume. A resume begins with personal details (name, date of birth, marital status, contact information). Sometimes after that career objectives are written and time of availability is noted (i.e., when the applicant can start a new job). Next, **the person may describe his/her education and work (or professional experience).** In this section everything is usually written in reverse chronological order: the last educational institution you attended or the last place you were employed are indicated first, while your first educational institution or your first place of employment are listed last. The information about education should include degrees held, honours received, and qualifications gained. Employment information should describe responsibilities and make clear what professional skills you have, including specific responsibilities. The employment information may be followed by information on other skills, such as computer skills or fluency in a foreign language. The next item is information about your interests and hobbies. It gives your prospective employers some idea of your intellectual scope and physical fitness (if you included sport interests).

At the end, references are usually cited.

Task 2. Answer the following questions.

1. What is a resume?
2. What should its maximum length be?
3. What parts does a resume include?
4. In what chronological order are entries in the education and professional experience parts of a resume written?
5. What should be included in those entries?
6. What may be included in the additional skills section?
7. Why is the section about your interests and hobbies important?
8. Where are references cited?

Task 3. A resume summarizes your education, achievements and job history for prospective employers. Look at the following stages in

preparing your resume.

a) Read the following statements and discuss whether they are right or wrong.

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

b) Although there are different views on how to structure your resume, most employers would expect to see the following headings.

Education Additional skills Personal data References
Profile Previous employment Interests

Look at the following points and decide which heading this information should be put under:

Fluent in English:
Nationality – Ukrainian:
Excellent communication skills:
Valid driving license:
Diploma in Engineering:
Skiing and windsurfing:
Responsible for customer service:
Dr Sam Jones, University of Transport:
Able to work on own initiative and under pressure:

Task 4. Find out some soft skills, which are of importance for most job applicants. Discuss them in pairs, identify three of your generic skills. Complete the phrases using the correct verbs in brackets.

1. analytical skills (*analyse / conduct / identify*)
 - a. identify a mistake
 - b. _____ data
 - c. _____ a survey

2. creativity (*invent / solve / suggest*)
 - a. _____ a machine
 - b. _____ an alternative
 - c. _____ a problem
3. communication skills (*give / explain / write*)
 - a. _____ a report
 - b. _____ an idea
 - c. _____ a presentation
4. interpersonal skills (*listen / resolve / work*)
 - a. _____ a dispute
 - b. _____ to a point of view
 - c. _____ with 'difficult' people
5. leadership skills (*chair / delegate / motivate*)
 - a. _____ a meeting
 - b. _____ a team
 - c. _____ tasks
6. organizational skills (*decide / implement / meet*)
 - a. _____ deadlines
 - b. _____ on priorities
 - c. _____ a plan
7. team working skills (*contribute / discuss / support*)
 - a. _____ an issue
 - b. _____ to a meeting
 - c. _____ a colleague
8. negotiation skills (*change / convince / negotiate*)
 - a. _____ someone's mind
 - b. _____ with someone
 - c. _____ someone to do something

(Adapted from: Downes, C. Cambridge English for Job-hunting. Cambridge University Press, 2008.)

Task 5. a) Get ready to support your resume with personal characteristics that can best describe a potentially successful candidate.

<i>persuasive</i>	<i>decisive</i>	<i>reliable</i>
<i>organised</i>	<i>creative</i>	<i>flexible</i>
<i>capable</i>	<i>sociable</i>	<i>dedicated</i>

b) Match the personal characteristics (1-9) to the questions (a-i) that can be asked during a job interview.

- | | |
|---------------|--|
| 1. persuasive | a. Are you good at coming up with imaginative solutions? |
| 2. decisive | b. Are you good at getting other people to agree with you? |
| 3. reliable | c. Are you able to plan things carefully? |

- and keep things tidy?
- 4. organized d. Are you good at making your mind up quickly?
 - 5. creative e. Are you able to plan ahead successfully?
 - 6. flexible f. Are you able to cope with last-minute changes?
 - 7. capable g. Are you able to work effectively and hard to achieve results?
 - 8. sociable h. Are you friendly and good at team work?
 - 9. dedicated i. Are you ready to devote a lot of time and energy to your work?

Task 6. Read the sample of resume and discuss the strengths and weaknesses of the applicant for an engineering position.

Victor Durand

Engineer

Phone 978-289-2658

WWW VictorDurand.com

E-mail victordurand@gmail.com

LinkedIn linkedin.com/in/VictorJDurand

Quora quora.com/profile/VictorJDurand

Twitter twitter.com/VictorJDurand

Energetic mechanical engineer with 9+ years experience. Seeking to put proven skills in process and production design to work for Boeing. Increased production efficiency by 35% at Raytheon IADC. Decreased costs 28% and cut lead times by 22%. Lowered defects 32% department-wide.

Experience

2014-06 - 2017-07

Manufacturing Engineer

Raytheon IADC

- Designed manufacturing procedures, processes, and production layouts for equipment installation, assembly, machining, and material handling.
- Spearheaded the Quality, Cost, and Time Lean Manufacturing initiative. Decreased costs 28% and cut lead times by 22% across the department.
- Increased production quality, measured by 32% less defects, 25% less customer complaints/returns, and 30% less rework on all projects.

2009-05 - 2014-06

Manufacturing Engineer

BAE Systems

- Executed daily manufacturing engineering activities, including working with teams to design and implement manufacturing processes and layouts.
- Increased employee engagement in the Lean program by 42%.
- Redesigned Kanban system. Decreased inventory by 53%.

2008-06 - 2009-05

Freelance Engineer

- Sourced a small motor gear box for a customer's specifications.
- Assisted with design of a small custom microscope optics system.
- Consistently delivered to customer needs at 20%+ under budget.

Education

2004 - 2008

MIT, BS in Mechanical Engineering

- Followed my passion in Product Design and Manufacturing coursework.
- Excelled in Mechanics and Materials.
- Pursued an independent study program in Machine Layout Design.

Additional Activities

- Active member, American Society of Manufacturing Engineers.
- My article *10 Mechanical Engineering Best Practices* was published in *iCrank*.
- My article *Lock Picking for Fun and Profit* was linked to by *Engadget*.

Soft Skills

Leadership



Collaboration



Communication



Hard Skills

Manufacturing Production Design



Equipment Installation Layout



Lean Manufacturing



Award

2015

Spearheaded team that received Shingo Prize for Manufacturing.

License

Licensed Massachusetts Professional Engineer

Task 7. Choose the necessary word from the box and put it in the sentence. Translate the sentences into Ukrainian.

to advertise resume employee applicant
personnel office qualification agency personal

1. We are going to interview three _____ on the position.
2. If you need applications for this position, _____ in a special section of the local newspaper.
3. Personnel office will help you to find a new _____ .
4. All the information about the staff of the firm can be found in ____ .
5. She has a good _____ for the position: a college degree, good work experience.
6. I want to find a new secretary, so I'll call an employment _____.
7. If you are an applicant for the position, you have to write your ____ .
8. Don't ask him _____ questions, it will be impolite.

Task 8. 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.

- Jake has a can –do attitude and is able to meet deadlines
- Tom is a self-starter who can work on her own initiative
- Ivan is able to multi-task and has a proven track record
- Li is an effective team player with a customer-focused approach
- Kate is numerate and computer literate

Which candidate

- is good at figures? _____
- co-operate with colleagues? _____
- is good at working on his/her own? _____
- can finish a job on time? _____
- has a good rapport with clients? _____
- has a history of success? _____
- has a positive approach? _____
- has IT skills? _____
- can cope with several jobs at the same time? _____

(Adapted from:

<https://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit1jobsearch/page2.shtml>)

Task 9. Create a resume for a job you are going to apply for. Use the following link <https://resume.io/how-to-write-a-resume> to find out more details about writing a resume that works.

UNIT 4: APPLICATION DOCUMENTS. COVER LETTER.

Task 1. Read the text and answer the questions below.

Cover Letter: Tips and Suggestions

Your cover letter is a potential employer's first impression of you and can be the most vital part of the application packet. A well written letter entices the employer to read your resume. A poorly constructed cover letter may doom your resume to the "No Need to Read" pile. The same can be said for a college or scholarship application that includes an introductory letter. It is important to highlight your skills, knowledge, and experience. These will indicate what you can contribute to the company. Effective cover letters must convey a sense of purpose and project enthusiasm. Researching the employer, college, or scholarship prior to writing the cover letter will give you the opportunity to effectively personalise your letter.

1. Always include a cover letter when mailing your resume. It may be a useful addition to an application packet.

2. Unless the advertisement specifies "no phone calls please" and the name is not given in the ad, find out the name and title of the individual who will be receiving your letter. Make sure you spell the name properly and get the proper abbreviation (Mr., Mrs., Ms.).

3. Do not use "form" letters or photocopies. Personalise each letter. If possible, explain why you want to work for the organisation.

4. Use a proper business format for your letters.

5. Make sure the letter is PERFECT! Spelling, punctuation, and grammar count. Have someone proofread the letter before mailing it.

6. In the opening paragraph, tell the reader the purpose of the letter.

7. Use "I" statements and action verbs when describing your experience.

8. Get to the point! Employers do not have the time to read lengthy letters. A cover letter should never exceed one page.

9. Focus on the specific skills and interests you possess that you can offer the employer or college. Concentrate on skills which match the advertised employment qualifications or the desired program of study.

Stress what you can do for the company or college, not what the company or college can do for you. Sound upbeat and confident. Sell yourself!

10. Don't mention salary expectations unless the advertisement specifically requests it. In that case, the best strategy is to give a range. For example, "My earnings have ranged from \$7.00 to \$10.50 per hour in the various sales positions I have held."

11. End by thanking the reader and stating that you look forward to meeting with them. Make a specific suggestion for the next step of the process and follow up as promised.

(Adapted from: <http://www.laep.org/wp-content/uploads/2015/06/Cover-Letter.-Lesson-Plan.pdf>)

1. What is the main purpose of writing a cover letter?
2. What can poorly constructed letter result in?
3. What are the formatting requirements to a well written cover letter?
4. What are the language requirements?
5. What information is and is not usually appropriate to be mentioned in a cover letter?

Task 2. a) Complete the text with the words from the box and learn about compiling a cover letter.

*interview business position well-focused employer
introduction persuade resume cover letter complement*

What is a Cover Letter?

A (1) _____ gives information about the educational qualifications and professional experience you have, whereas a (2) _____ explains why you want the job. A cover letter should (3) _____, not duplicate, your resume. The main purpose of a personalized cover letter is to (4) _____ the reader to read your resume and consider you for the vacant (5) _____. A cover letter is often your earliest written contact with a potential (6) _____, creating a critical first impression. A well-written, (7) _____ cover letter demonstrates your written communication skills and will help you to get that all-important (8) _____.

The letter of application should follow the general guidelines for all (9) _____ letters. It should have an (10) _____, a main body, and a final paragraph.

(Adapted from: Downes, C. Cambridge English for Job-hunting.

Cambridge University Press, 2008.)

b) To learn more details about writing your cover letter, use the information on the website: <https://resumegenius.com/blog/cover-letter-help/how-to-write-a-cover-letter>

Task 3. Complete the cover letter with the correct words so that it is in good English.

Dear Mr. Ramsey

I'm writing to (*apply / ask / request*) for the position of Engineering Project Manager was (*shown / advertised / presented*) in the latest edition of Gulf News.

I am currently (*worked / employed / used*) by Jacobs Engineering Groups as a research assistant in building materials and construction, but am keen to (*want / pursue / take*) a career in managing construction projects, because I enjoy team working, negotiating and organising construction procedures.

As you will notice on the (*included / mentioned / attached*) resume, I graduated in Urban Planning and Construction and (*achieved / gained / earned*) considerable experience in the area of city planning, construction and maintenance. I am (*hesitant / enjoyable / confident*) that my understanding of construction techniques and materials, developing construction projects and providing oversight would demonstrate that I am the perfect candidate for the job. I work well under (*anxiety / demands / pressure*) and enjoy working in a team. In addition, I speak English (*fluently / excellently / strongly*).

I kindly (*beg / complain / request*) the opportunity to be called in for a formal interview for the position.

I look forward to (*hear / heard / hearing*) from you.

Yours sincerely,

Name Surname

(Adapted from:

<https://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit3coverletter/page2.shtml>)

Task 4. Write a cover letter.

UNIT 5: JOB INTERVIEW

Task 1. 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. Read the text to learn more about it.

Job interviews can be a nerve-wracking experience, especially when you don't feel prepared for them. And with the variety of interview questions that can be asked these days, it's hard to know what type of questions you should prepare for.

Here are three types of interview questions that you should practise answering before that important job interview.

1. Common interview questions

Tell us about yourself.

What are your strengths and weaknesses?

Why do you want to leave your current job?

These questions are for the interviewer to get to know you and to see if you're the best person for the job. Don't simply list things like your hobbies, your strengths or your work experience. Instead, give examples and use them to show your personality and the characteristics you have that make you perfect for the job. Your interviewer may want to ask questions about certain areas of your CV, so use this opportunity to link your experience to the job you're applying for.

Avoid: Giving a detailed life history or telling long stories that are irrelevant to the job or to the company.

2. Competency questions

Tell me about a time you had to work as a team.

Tell me about a time you had to use your creativity to solve a problem.

Tell me about a time when you experienced conflict with a colleague and how you handled that situation.

Here, the candidate is asked questions about situations they have faced in the past that can demonstrate a particular skill they have. These could include skills like critical thinking, influencing, problem solving or flexibility. Interviewers often want to hear about challenges you've had, not just about times when everything went smoothly, so be ready with examples such as how you resolved conflict in your team or dealt with someone who was not working well. This will demonstrate that you can handle difficult situations.

When preparing for the job interview, read the job description carefully for the required skills and abilities and try to recall situations where you had to use these skills. Then use the STAR technique when talking about these examples

- **Situation** – Give details about the context of your example and what you were trying to do.

- **Task** – Describe your responsibilities and the challenges you faced.

- **Action** – Describe what steps you took to deal with the situation.

- **Result** – Talk about the end result and how you contributed to this outcome.

Avoid: Going in unprepared and having to think up examples, or saying you've never faced any challenges at work.

3. Hypothetical questions

What would you do if you had a different opinion from your boss about how to do something?

How would you deal with a large volume of work with several staff members off work?

What would you do if you had to introduce a new policy that you knew was going to be unpopular in your team?

Hypothetical interview questions are similar to competency questions except that instead of asking you to talk about an experience you've had in the past, they present you with an imaginary situation that you might face in your new job.

This might seem difficult to prepare for, but remember that your answers are meant to demonstrate the skills needed for the job. When preparing for the interview, consider the qualities that the interviewer might be looking for, qualities like conflict management, time management or people skills. Then think about how you can demonstrate those qualities in a range of situations. Start with situations that you've experienced and move on to other possible situations that you might encounter in the role you're applying for.

Avoid: Going off-topic, changing the subject and not answering the original question.

Whatever type of questions they ask, interviewers want to find the right person and are keen to give you the opportunity to demonstrate what you can do. With some preparation, you can show them that you're the perfect fit for the job.

(Adapted from: <https://learnenglish.britishcouncil.org/business->

Task 2. Read each statement and decide whether it is true or false according to the text.

1. The main message in this article is that you should spend time preparing for a job interview if you have one coming up
2. If the interviewer asks you about yourself, you should make sure all the information you give is relevant to the job.
3. You should avoid talking about personal things like your hobbies.
4. If the interviewer asks you about an item on your CV, you can give more detail and say how it is connected to the job you're applying for.
5. The STAR technique can be used to organise your story when answering competency questions.
6. You should never talk about difficulties you've experienced at work.
7. You can't prepare for hypothetical interview questions.
8. It helps to think about the skills and qualities that the interviewer is looking for when answering interview questions.

Task 3. Refer each question to the correct group:

Common interview question	Competency questions	Hypothetical questions
----------------------------------	-----------------------------	-------------------------------

1. Tell us about a time when you led a team to achieve an objective
2. Do you consider yourself successful? Why?
3. Why do you want this job?
4. What would you do if you became dissatisfied with your job?
5. Tell us about a new skill that you've learned for work?
6. Describe a difficult decision you've made.
7. What motivates you?
8. What would you do if your project goals suddenly changed?
9. What would you do if a team member was performing badly?

Task 4. Interviews can be nerve-wracking and preparation is very important. You will be better equipped to answer questions and you will walk in to the interview feeling more confident. Here are some tips for preparing for an interview. Read the text below and select the best option in each case.

If you have (*gained / reached / 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 (*researched / discovered / inquired / examined*) the company as thoroughly as possible – use the Internet, company reports, recruitment literature, etc. (*Remember / Remind / Imagine / Summarise*) yourself of why you applied to this company. Make a list of the skills, experience, and interests you can (*show / present / offer / demonstrate*) the organisation. Finally, try to (*ask / suggest / give / predict*) the questions you will be expected to answer – imagine you are the interviewer!

(Adapted from:

<https://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/>

Task 5. Use the link below to practise and improve you listening skills. Listen to the audio and do exercises that follow.

<https://learnenglish.britishcouncil.org/skills/listening/c1-listening/a-job-interview>

Task 6. Complete the text with the correct words in the box.

<i>offer</i>	<i>keep</i>	<i>apply</i>	<i>date</i>	<i>reject</i>
<i>do</i>	<i>covering</i>	<i>fill</i>	<i>short</i>	
<i>qualifications</i>	<i>deadline</i>	<i>experience</i>		

JOB INTERVIEW in 12 steps

OK. So, you've seen a job you want to _____(1) for. What next? Well, firstly, _____(2) in the application form carefully and if it's online, print it out so that you _____(3) a record of what you've written. Then make sure that your CV is up-to-_____ (4), with all your school and college _____(5) and relevant work _____(6). Write a _____(7) letter to send with the CV and the application form and be sure to send them in before the _____(8). If the company is interested in you, they will put you

on a _____() and arrange an interview. If you _____(10) well in the interview, they may _____(11) you the job! But think very carefully about the pay and conditions before you accept or _____(12) the offer.

Task 7. Choose the correct prepositions to complete the online advice comments.

1. Always take *on/ up* at least one of your candidate's references.
2. It's a good idea to check *out / off* a company before your interview so that you know what questions to ask.
3. If you feel that you would be happier in another job, you should hand *out / in* your notice.
4. Starting *on / up* your own business can involve a lot of hard work.
5. Calculate carefully how many extra staff you need to take *on / in* before advertising new positions.
6. If you've been made redundant, sign *over / on* immediately to avoid losing benefit.
7. It is usually better to negotiate with your boss than to go *for / on* strike.
8. If a new employee is taking *over / away* from someone else, make sure they are given all the information they need.

Task 8. Read the text about the ways of inviting for an interview and get ready to speak about it.

HOW TO INVITE A CANDIDATE TO AN INTERVIEW

The **hiring process** can be tricky. It can take forever and a day to screen through that never-ending pile of résumés. But once an employer has narrowed down their list of potential candidates ready for interviews, the things they do hardly get easier from there.

Whether an employer is down to 50 applicants or a small selection of 2 or 3, inviting a candidate to an interview requires careful thought and planning in order **to hire the best candidate**. They don't want to sound too pushy, impersonal or robotic, and

they don't want to make sure they're representing their organization as professionally as possible.

How to invite a candidate to an interview

Determining "how" to invite the candidate to an interview boils down to two main options: by e-mail or by phone.

By email

By far the most preferred method of inviting a candidate for an interview, and for good reason, is the email invite. This request allows for personalization while still respecting the boundaries of the candidate, as most millennials prefer emails. If they are currently still employed, and often, the best candidates are, an email allows them the ability to read at their convenience, while not infringing upon their current job.

A carefully crafted email invite provides both the necessary information to the candidate and a paper trail of documentation all in one. Keeping track of discussions with candidates is critical in today's recruiting culture to ensure proper procedures were followed and to avoid bias. Having as much information documented with a paper trail can further assist in protecting an employer in this process.

Avoiding confusion is imperative when reaching out to candidates. Often, they are applying to more than just one job posting, so providing them a clearly laid out email gives them the opportunity to refer back to it often and avoids any misunderstandings

By phone

A phone call invite is mostly in-line with the company's culture and follows a good telephone etiquette that is critical.

Then the caller takes the time at the end of the call to summarize key points. They re-confirm things, like the location, the day and time, duration of the interview and what the candidate should bring (if anything).

(You can practice good telephone etiquette by following the link <https://www.careeraddict.com/phone-etiquette>)

Consider the samples of inviting candidates for a job by e-mail and by phone given below:

Subject: Invitation to interview at [company name]

Hi [first name],

Thank you for applying for the position of [job title]!

We have reviewed your application and would love to discuss your qualifications further in an interview.

This will be a great chance for you to learn about our company as well as the position in more detail as we simultaneously learn more about you.

The interview will be with our [interviewer's job title], [interviewer's name], and should last around 45 minutes.

Are you available for an interview next week? Here are a few available time slots:

- [Date and time]
- [Date and time]
- [Date and time]

If these aren't suitable for you, please let me know what your availability is for next week.

For in person: Our offices are located at [address]. Here is a Google Maps link for your convenience: [link].

For virtual: I will send a virtual meeting link once we have an agreed upon date and time.

Don't forget to bring your portfolio and ID with you!

I look forward to hearing from you.

Best regards,

[Your name]
[Your job title]

[Your contact information]

[Ring, ring!]

Candidate: Hello?

You: Hi [candidate's first name], this is [your first name] calling from [company name]. How are you?

Candidate: I'm well, thanks. How are you?

You: Great, thank you. I'm just calling to let you know that we've reviewed your application for the role of [job title] and would like to invite you for an interview.

Candidate: Brilliant, that's awesome!

You: Are you available this week? We have Monday, Thursday or Friday at 3pm open.

Candidate: Yes, Thursday at 3 sounds perfect.

You: Great! Do you know where our offices are? I can send you our full address through email if you want.

Candidate: Yes, that would be great. My email is johnsmith@example.com.

You: Fantastic! I'll send you our address as well as more details regarding the interview soon. Thanks, [candidate name]. Have a good day.

Candidate: Thank you. Bye!

You: Bye-bye!

[Your contact information]

ТРЕНУВАЛЬНІ ТЕСТИ ДЛЯ САМОКОНТРОЛЮ **ЗА ЗМІСТОВИЙ МОДУЛЬ 1**

Level 1. Choose the right option:

1. I'm applying _____ the position of sales representative in your firm.

a) on b) to c) for d) with e) with

2. Your experimental _____ will last 3 months.

a) bonus b) period c) salary d) duties e) term

3. The _____ for submitting papers for the job is July, 25.

a) reference b) ticket c) period d) dragline
e) deadline

4. Let me introduce my _____ to you.

a) position b) period c) personal d) staff e) job

5. Nowadays a lot of business information is transmitted by_____,
i.e. by means of computers.

- a) letters b) phone c) e-mails d) staff
e) mailmen

6. While applying for a job a resume is usually sent with a _____.

- a) application b) CV c) ID d) cover letter
e) telephone

7. By asking _____, well-thought-out questions, you show the employer you are serious about the organization.

- a) simple b) stupid c) tricky d) educational
e) relevant

8. I am replying to the _____ of June, 18 for a HR Manager which you placed on “Work.ua” site.

- a) letter b) advert c) magazine d) call
e) headline

9. I received a BSc _____ in Engineering from Kyiv University.

- a) letter b) title c) achievement d) degree
e) status

10. – Remember me to Mrs. Davis, your PR manager.

– _____

- a) Wait a minute, please. b) How much is it?
c) I'm so sorry. d) I'll sure do.
e) Can I help you?

Level 2 (1). Match each remark with the best response.

1. How long are you planning to stay in London?	A. Yes, here it is.
2. How did you learn about the opening?	B. From the online job advertisement.
3. Why do you want this job?	C. Three weeks.
4. May I see your driving license?	D. Let me see if I can help you.
5. I need some assistance.	E. This position is a perfect fit for my goals.

Level 2 (2). Match the terms with their definitions.

1. resume	A. a person who makes a formal request for a job
2. applicant	B. a point of time by which something must be done
3. advertisement	C. the qualification obtained by students who successfully complete a university or a college course
4. deadline	D. an objective written summary of your personal, educational, and experience qualifications
5. degree	E. a notice, picture or film telling people about a product, job or service

Level 3. Use the words below to replace the phrases in italics so that they mean the same.

Lien Xia is 22. She (1) *lives* and works in a toy factory. She lives in the factory dormitory, seven hundred miles from her family. The factory where she works, (2) *gives work to* 15,000 workers. She works from 8 a.m. to 7 p.m. She has just an hour for lunch. She usually (3) *does overtime* in summer. Her monthly (4) *wage* is about \$65, enough to (5) *send a little back home to* her family, and to pay for computer classes and English classes in town. “There are two skills that are essential these days”, she says. “English and computers. One day I want to be my own boss”.

- a) *payment for the work done*
- b) *support financially*
- c) *employs*
- d) *dwells*
- e) *work extra hours*

ЗМІСТОВИЙ МОДУЛЬ 2. TOOLS AND TECHNIQUES FOR FIELD-RELATED COMMUNICATION

UNIT 1. ПРАВИЛА ПРЕЗЕНТАЦІЇ: КЛЮЧОВА ЛЕКСИКА ТА ОПОРНІ МОДЕЛІ

ЯК ПІДГОТУВАТИ ПРЕЗЕНТАЦІЮ

Презентація є підготовленим професійно спрямованим монологічним висловлюванням, об'єднаним конкретним завданням і ситуативними умовами, яке базується на результатах аналітичного дослідження певної проблеми, має чітке логіко-композиційне оформлення і націлене на ефективне інформування, мотивування або переконання певної аудиторії. Підготовка об'єднує роботу з сучасними мультимедійними засобами для самостійного пошуку інформації; укладання власних глосаріїв до теми; використання різних видів перекладу (повний письмовий переклад, реферативний переклад); опрацювання знайденої інформації: анотування та реферування.

Презентація включає:

1. Письмову/друковану доповідь, інформацію, або файл електронної презентації, всі необхідні для презентації матеріали.

2. Усну доповідь про матеріал, підготовлений в проєкті. Тривалість – 7-10 хв.

3. Відповіді на питання аудиторії. Тривалість – 3-5 хв.

Для презентації характерні наступні частини: 1) привітання; 2) тема презентації; 3) мета та основна ідея презентації; вступ, який включає наступні три частини; 4) висловлювання, яке привертає увагу та викликає інтерес аудиторії до мовця; 5) план презентації; 6) основна частина, яка може складатися від одного до трьох пунктів; 7) висновок; 8) висловлювання, яке запрошує слухачів задавати питання.

Приклад оформлення усної презентації англійською мовою

Функції		Рекомендовані вирази
Привітання та представлення	Greeting and introducing oneself	Good morning/afternoon. My name's .../I am ... Let me start by saying a few words about ...
Ознайомлення з темою /	Presenting the title/subject	The subject of my presentation is ... Today I'd like to talk about ...

Функції		Рекомендовані вирази
предметом		I'm going to tell you something about ...
Визначення цілей	Specifying the purpose/objective	We are here today to decide/agree/learn about ... The purpose of the talk/presentation is ...
Ознайомлення з планом презентації	Signposting the presentation	My presentation will be in ... parts. First/Firstly/First of all, I'll give you ... Second/Secondly/Next/Then, ... Lastly/Finally/ ... The first point will ... Second ... Lastly ...
Порядок викладення змісту	Sequencing/ordering	Firstly..., secondly ..., thirdly ... Then ... Next ... Finally/lastly ... Let's start with ... Let's move/go onto ... Now we come to ... Let's go back to ... Let me turn now to ...
Аргументація	Giving reasons/causes	Therefore As a result, Consequently, That's why, This is because of ... This is largely due to ...
Протиставлення	Contrasting	On the other hand, ... Although In spite of this, ... However, ...
Порівняння	Comparing	Similarly, In the same way,
Спростування	Contradicting	In fact, Actually,
Висвітлення	Highlighting	... in particular. ... especially
Відхилення від теми	Digressing	By the way, ... In passing, ...
Приведення прикладів	Giving examples	For example, For instance,

Функції		Рекомендовані вирази
		A good example of this is ... To illustrate this point, ...
Узагальнення	Generalizing	In general, ... Generally, ... As a rule, ...
Риторичні запитання	Asking rhetorical questions	What's the explanation for this? How can we explain this? How will this affect...? What are the implications for ...?
Звертання до аудиторії	Referring to the audience	As I'm sure, you know/we'd all agree ... We have all experienced ... You may remember ...
Аналіз	Analysing performance	The main explanation for this is ... A particular/one/another/ reason is ... A key problem is ...
Коментарі до таблиць та графіків	Describing trends, charts and graphs	There is/has been a light /considerable /significant/ moderate decrease/fall /drop /collapse/rise/increase in remain(s) constant/stable... ...has/have decreased/increased /fallen/risen dramatically/slightly.
Візуалізація матеріалу	Preparing the audience for a visual	Now, let's look at ... Now, I'll show you the ... Let's move on now and look at ... The next slide shows ... The slide gives information about ... I'd like to draw your attention to ...
Привернення уваги аудиторії	Focusing the audience's attention	As you can see ... What is interesting/important is ... I'd like to draw your attention to ... It is important/interesting to notice that ...
Узагальнення	Ending a presentation	In brief ... In short ... I'd like to sum up now ... I'll briefly summarize the main issues. Let me summarize briefly what I've said. If I can just sum up the main points...

Функції		Рекомендовані вирази
		Let's recap, shall we?
Підведення підсумків	Concluding Summarizing	In conclusion, ... To conclude ... As you can see, there are some good reasons ...
Рекомендації	Recommending	My/Our suggestion/proposal/ recommendation would be/is to ... I'd like to suggest/propose ...
Заключні репліки	Closing formalities	I'd be happy to answer any questions. If you have any questions, I'd be pleased to answer them. I would welcome any comments/ suggestions.
Уточнення запитань	Clarifying questions	So, what are you asking is ... If I understand the question correctly, you would like to know ... When you say ... do you mean ...? I'm sorry, I didn't hear. Which slide was it? Sorry, could you repeat that?
Уникання відповіді на запитання	Avoiding giving an answer	I'm afraid that's not my field. I'm afraid I'm not the right person to answer that. I'm not sure this is the right place/time to discuss this particular question.
Перевірка розуміння	Checking the questioner is satisfied	May we go on? Does that answer your question?

Task 1. Read and translate the text.

If you want me to speak for five minutes – I need two weeks to prepare. If you want me to speak for an hour – I need a week to prepare. If you don't mind how long I speak, I'll get up and do it now.
(Unknown)

Tips for Successful Public Speaking

- **Appearance, movements and body language**

Check your clothes and general appearance. Adopt open, relax

posture and keep calm.

- **Voice**

Concentrate on speaking and make sure people can hear you. A tip from the professionals is to deliver lower the tone of your voice. It would sound more pleasant and will help to keep you calm.

- **Visual aids and use of the overhead projector**

Make sure that they are clear, easy to read, and relevant. The rule is: one new slide for each main point you want to make. Practice operating before you start your talk and check that everybody in the room can see the screen.

- **Content and structure**

People pay most attention to the beginning and to the end of the presentation. Say what you are going to say, say it, and then sum up the main points. Limit what you want to say maximum to 5 main points.

- **Audience perception**

Speak directly to the audience, every member of the audience, maintain constant eye contact with them. If you have to speak to a large audience, imagine that you're talking to a group of 3 or 4, and speak to a small group. Put yourself into the audience shoes.

Task 2. Study the structure of presentation and presentation phrases, using a sample of Recommended exponents.

1. Opening part:

Greeting

Introduction (name, position)

The subject/theme

The purpose

The outline of the structure (main points)

Timing

Reference to questions

Visual aids

2. Main part

1) point

2) point

3) point

3. Closing part

Summary

Conclusion

Invitation for questions/discussion

Parting

Task 3. Read the text and learn the prompts to help you master this art.

THE ART OF PUBLIC SPEAKING

What is a good style of speaking? It's the right word in the right place. Speakers may certainly choose any style to address the audience, but it is usual for English-speaking people to begin in moderate tone, pronouncing every word slowly and distinctly to attract attention.

Experienced speakers use many little stories, humorous comparisons and proverbs to make their listeners "see the point clearly". As good speaking is an art with two aspects – technical and intellectual – we must mention that this technique is mastered in Britain since school time. Students of British and American colleges are specially trained for public speaking. They are members of debating clubs and club meetings. Students' debating teams participate in intercollege debating contests. It is highly advisable to exercise one's speech beforehand, to avoid embarrassment and confusion. For no amount of enthusiasm or knowledge can make up (compensate) for lack of speaking technique.

PROMPTS FOR THE SPEAKERS.

Starting your own position.

- The problem under discussion is of special importance for ...
- The subject of today's discussion is ...
- I'm going to talk about some of the ...
- What I want to do is to try and show how ...
- Let's look first of all at ...
- I think I should make it clear right from the outset that...
- I think I ought to say right from the start that ...

Making a point.

- I want to make it clear that ...
- I would like to say here that ...
- There is the other thing to think about ...
- And I think you'll probably agree that ...
- You should know that ...
- You do realize that..
- We should always remember that.
- I believe you know that...
- The point is that...

Expressing an opinion.

- I'm inclined to think that ...
- I rather think ...
- I'm sure that ...
- I'm certain that ...
- I'm convinced that ...
- I really do think that...
- There is no doubt in my mind that ...

Completing the report.

- In view of all these facts ...
- Summarizing the problem we can say that ...
- Summing up I'd like to say that...
- In conclusion it's necessary to say...
- In conclusion I want to stress that...
- Well, I think that's all I have to say on...
- And that's really all I've got to say...
- Perhaps you'd like me to answer questions at this point...
- Anything else? Well, thank you very much, ladies and gentlemen.
- Thanks very much for your attention.

Task 4. Express your opinion on the following statements using the phrases below:

As a matter of fact; What really matters is ...; On the one hand; On the other hand; In the first place; It's very hard to ...; It's next to impossible to ...; In this connection it's necessary to say that ...; I'd like to add that ...

1. All good speakers have their own style and manner of addressing the audience.
2. To attract the attention of the audience one should always begin in a very loud voice.
3. Experienced speakers begin their speech in a well-modulated voice, pronouncing every word clearly and distinctly.
4. Public speaking is an art which should be mastered and practiced since school time.
5. It's highly advisable to exercise your speech beforehand using a tape-recorder.
6. Very few speakers can speak from memory, without consulting

their notes.

7. It's next to impossible to keep to the point when one must cover a wide range of problems.

8. Enthusiasm and good knowledge of the subject can make up for lack of speaking technique.

9. The personality of a speaker is of great importance for the success of the speech he is making.

10. The art of speaking is an inborn talent and can't be taught or acquired with practice.

Task 5. Support the conversation by responding to the sentences below, use the phrases given:

Certainly (with pleasure); You are (always) welcome; Not at all; Don't mention it; That was a pleasure; Never mind; That's all right; No trouble at all; Thank you any way; Thank you just the same.

1. Could you spare me a few minutes? I am anxious to know about your stay at the University.

2. Can you spare me a moment? I'd like to take your advice.

3. I'd be grateful if you could clear up some points.

4. Thank you for telling me all about it.

5. I appreciate your advice. It was helpful.

6. I'm afraid I wasn't of great help.

7. Sorry, I didn't warn you before.

8. Excuse my back.

9. Excuse my troubling /disturbing you.

10. Excuse my interrupting you.

11. Pardon, I've kept you waiting.

12. Excuse my being late.

Task 6. Study the phrases necessary for holding a discussion:

Questions to the speaker:

– I should (would) like to ask you ...

– I'm going to ask you a question.

– I'd like to know ...

– I'd like to point out (to emphasise) that ...

– What is your opinion about the reason for ...

– Would you tell us how ...

- Do I understand you correctly that ...
- Do you agree that?
- Will you give me the floor, please?
- Could you clarify your point of view?
- Could you be a little bit more explicit?
- What exactly are you suggesting?
- Could you be more specific about ...

Possible answers:

- I like your question.
- I haven't quite understood your question, I am afraid.
- Please, repeat your question.
- May I begin by answering your last question?
- I think (believe, suppose, presume) that ...
- I have (every, good) reason/ground to believe that ...
- In my opinion ...
- To my mind ...
- I am of the same opinion.
- That's right. / Exactly.
- Quite right.
- Unless I am mistaken ...
- I (quite, fully, entirely) agree with you.
- I think so too.
- I don't agree here.
- I disagree.
- I can't agree with you.
- You are (not) quite right.
- Just the opposite/on the contrary.
- I am afraid you are mistaken here.
- I doubt that ...
- It's unlikely that ...

Sometimes when you answer a question, you need a little time to gather your thoughts. Here are some useful phrases:

- Well, let me see ...
- Oh, let me think for a moment.
- I'm glad you asked me that.
- What do I think of your proposal? Well ...

However, sometimes it happens that you would like to avoid an answer or you don't have an answer. Then you can use the following

words:

- I'd rather not answer that if you don't mind.
- I've no idea, I'm afraid.
- I'm sorry but I'm not the right person to answer that question.
- I can't answer your question at the moment.

If you want to interrupt a speaker:

- Do you mind if I just interrupt?
- If I could just get a word in ...
- Can I just say something here (on the point)?
- Excuse me, but could I just say something?
- Sorry for interrupting / to interrupt you but ...
- May I take a point?
- Could I say a word about it?

If you allow your speech to be interrupted:

- Certainly. / Sure.
- Yes, of course.
- Go ahead.
- No problems.

If you do not agree to have your speech interrupted:

- If you could just allow me to finish.
- I'm sorry, but ...
- Could I just finish?
- Just a moment, please.
- One moment, please.

UNIT 2. ЕКСТРАЛІНГВІСТИЧНІ ЗАСОБИ КОМУНІКАЦІЇ

Task 1. Read and translate the following texts.**Text A. Body Language**

Non-verbal communication exists in every culture. To be able to communicate with people efficiently, it is necessary to learn their culture. Research carried out by the American psychologist Professor Albert Mehrabian showed that 55 per cent of the message is communicated bodily, 38 per cent through the tone of voice, and only 7 per cent through the words. When there is a discrepancy between what is said with words and how it is said with the body and voice tone, it is the latter which carries more weight. This mismatch between verbal and **non-verbal behaviour** is known as incongruency.

The research has been concentrated on messages, conveyed **the body language** (posture, gestures, facial expression, tone of voice etc.). Thus, **in the United States** it is important to give a **firm handshake**; it shows confidence and straightforwardness. You should always make eye contact with a partner while either of you is speaking. Many Americans feel that people who do not look at them while listening or talking, or **who shift their eyes away**, are trying **to hide something**. In many **western cultures avoiding eye contact indicates that a person is unfriendly**, insecure, untrustworthy, or inattentive and impersonal. On the other hand, some people feel uncomfortable by lengthy eye contact and **it is considered rude to stare**. A businessman talking to a woman in **the eastern country should avoid keeping extended eye contact**. Only a man and a woman in love will usually keep such close eye contact there. An eastern businessman will intentionally avoid eye contact with a partner as sign of respect. It is more appropriate there to begin and to end a conversation with at least a glance as a sign of friendliness and willingness for cooperation. Americans also signal interest by bobbing their heads or grunting.

The normal distance between speakers also varies from one culture to another. Latin Americans, for example, usually stand relatively close while talking – at an arm’s length or so. People from other parts of the world stand **farther apart**. In the United States, speaking distance is usually two or four feet long. A person born there is likely to become uncomfortable if someone stands much closer, since he naturally feels that somebody is invading his “personal space”.

Gestures are considered to be physical movements that have specific meaning in speech communication. Some gestures are known to people throughout the world, others are not. Be careful. A gesture familiar in your country may carry an entirely different meaning in the other part of the world. A well-known **gesture for “Okay” in the American society in France has the meaning of a “zero”, in Japan it means “money”, and in Tunisia – “I’ll kill you”**. Though people use gestures almost without thinking, gestures are an essential part of communication. They add a dimension to speaking.

Text B. Cultural Differences in Body Language

Dr Peter Collett, Oxford University research psychologist, says that if we compare the way different European nations use gestures, they fall into three major groups. The Nordic nations belong to the first group.

These are the Swedes, Finns, Norwegians, and Danes. They use gestures very little. The second group, which includes the British, Germans, Dutch, and Belgians use some gestures when they are excited, or want to communicate over long distances, or insult each other. The third group use gestures a lot, to emphasize what they are saying, or to hold the other person's attention. They are the Italians, Greeks, French, Spanish and Portuguese.

The distance that separates one person from another – “personal space” – also varies between people of different nationalities. What is right for one nationality may be uncomfortable for another. People stand close enough to touch each other easily in such countries as France, Spain, Greece, and Italy. British zoologist, **Desmond Morris** calls **this the ‘elbow zone’**. In the countries of East Europe such as Hungary, Poland, and Romania, people stand a **‘wrist zone’**, that is a little more distant. They are close enough to touch wrists. But in the Scandinavian countries, in Britain, Holland, Belgium, and Germany, people stand further away from each other – **the ‘finger tips zone’**.

Text C. A World Guide to Good Manners

How not to behave badly abroad (by Norman Ramshaw)

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleague to arrive? **If they're German, they'll be bang on time. If they are American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.**

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friend.

For example:

- **The British are happy to have a business lunch and discuss business matters** with a drink during the meal; the Japanese prefer to

work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime.

- **The Germans like to talk business before dinner; the French like to eat first and talk afterwards.** They have to be well fed and watered before they discuss anything.

- **Taking off your jacket and rolling up your sleeves is a sign** of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

- **American executives sometimes signal their feelings** of ease and importance in their offices **by putting their feet on the desk** whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business card immediately on meeting because it is essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given or received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important of greeting someone. **You should not expect the Japanese to shake hands.** Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather – unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

'When in Rome, do as the Romans do.'

Here are some final tips to travellers.

- **In France** you shouldn't sit down in a café until you've shaken hands with everyone you know.

- **In Afghanistan** you should spend at least five minutes saying hello.

- **In Pakistan** you mustn't wink. It's offensive.
- **In the Middle East** you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your host's home. They will feel that they have to give it to you.
- **In Thailand** you should clasp your hands together to lower your head and your eyes when you greet someone.
- **In America** you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

Text D. Problems That Business People Face

Nobody actually wants to cause offence but, as business becomes ever more international, it is increasingly easy to get it wrong. There may be a single European market but it does not mean that managers behave the same in Greece as they do in Denmark.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached.

Handshaking is almost as popular in other countries – including Germany, Belgium and Italy. But Northern Europeans, such as the British and Scandinavians, are not quite so fond of physical demonstrations of friendliness.

In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place: after the cheese course. Unless you are prepared to eat in silence you have to talk about something – something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do – let your host pick up the bill.

In Germany, as you walk sadly back to your hotel room, you may wonder why your apparently friendly hosts have not invited you out for the evening. Don't worry, it's probably nothing personal. Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts.

The German are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you used to call people by their first names, this can be a little strange. To the Germans, titles are important. Forgetting that someone should be called Herr Doktor or Frau Direktorin might cause serious offence. It is equally offensive to call them by a title they do not possess.

In Italy the question of title is further confused by the fact that **everyone with a university degree can be called Dottore** – and engineers, lawyers and architects may also expect to be called by their professional titles.

These cultural challenges exist side by side with the problems of doing business in a foreign language. Language, of course, is full of difficulties – disaster may be only a syllable away. But the more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contact was not the product or the price, but the fact that you offended your hosts in a light-hearted comment. **Good manners are admired: they can also make or break the deal.**

Task 2. Answer the questions to text A.

1. What are the research results carried out by the American psychologist Professor Albert Mehrabian?

2. What carries more weight during the conversation: words or body and tone voice?

3. What is incongruency?

4. What does a firm handshake show in the United States?

5. What is typical for Americans in body language during the conversation?

6. What is common for Eastern businessman?

7. Do you know some differences in normal difference between speakers? What are they?

8. What gestures in different cultures do you know?

Task 3. Answer the questions to text B.

1. Which nationalities in Europe usually use a lot of gestures when they speak?

2. Which nationalities in Europe usually use very few gestures when they speak?

3. What is a “personal space”?

4. Why does a north European move away from the person he is talking to?

5. Which nationalities move closer to the person they are talking to? Why?

6. Which nationalities stand a “wrist zone”?

Task 4. Answer the questions to text C.

1. Which nationalities are the most and the least punctual?

2. Why did the British think that everyone understood their customs?

3. What nationalities do not like to eat and do business at the same time?

4. An American friend of yours is going to work in Japan. Give some advice about how she/he should and shouldn't behave.

5. Imagine you are at a party in (a) England (b) America. How could you begin a conversation with a stranger?

6. Which nationalities have rules of behaviour about hands? What are the rules?

7. Why is it not a good idea to ...

a) ... say that you absolutely love your Egyptian friend's vase.

b) ... say 'Hi! See you later!' when you are introduced to someone in Afghanistan.

c) ... discuss politics with your American friend in a McDonalds.

Task 5. Decide if these statements are true or false, according to the writer of text D:

1. In France you are expected to shake hands with everyone you meet.

2. People in Britain shake hands just as much as people in Germany.

3. In France people prefer talking about business during meals.

4. It is not polite to insist on paying for a meal if you are in Italy.
5. Visitors to Germany never get taken out for meals.
6. German business people don't like to be called by their surnames.
7. Make sure you know what the titles of the German people you meet are.
8. Italians professionals are usually addressed by their titles.
9. A humorous remark always goes down well all over the world.

Task 6. Match the adjectives with their definitions.

Adjective	A person who ...
1. efficient	A arrives on time
2. sociable	B isn't rude
3. punctual	C enjoys the company of other people
4. agreeable	D always tells the truth
5. honest	E adapts successfully to various situations
6. patient	F really means what he or she says
7. polite	G waits without getting angry
8. ambitious	H doesn't waste time and works well
9. sincere	I is pleasant and friendly
10. flexible	J wants to succeed

Task 7. Prepare the text of presentation about international etiquette and body language (non-verbal communication).

**UNIT 3: ВИДИ ПЕРЕКЛАДУ : КЛЮЧОВА ЛЕКСИКА ТА
ОПОРНІ МОДЕЛІ**

➤ **Повний**

Повний переклад наукового тексту здійснюють за такими етапами:

- читання всього тексту з метою усвідомлення змісту;
- поділ тексту на завершені за змістом частини, їх переклад;
- стилістичне редагування повного тексту (слід оформити текст відповідно до норм літературної мови, усунути повтори;
- усі терміни і назви мають бути однозначними;
- якщо думку можна висловити кількома способами, перевагу слід віддати стислому, якщо іншомовне слово можна без шкоди для змісту замінити українським, то варто це зробити).

➤ **Реферативний**

Реферативний переклад поділяється на 2 види:

1) письмовий переклад задалегідь відібраних частин оригіналу, що складають зв'язний текст;

2) виклад основних положень змісту оригіналу, що супроводжується висновками й оцінюванням. Реферативний переклад у 5-10 і більше разів коротший за оригінал.

Робота над першим різновидом реферативного перекладу передбачає такі етапи:

- ознайомлення з оригіналом; за потреби – вивчення спеціальної літератури;

- виділення в тексті основного і другорядного (відступи, повтори, багатослівність, екскурси в суміжні галузі тощо);

- перечитування основної частини, усунування можливих диспропорцій, нелогічності;

- переклад основної частини, зв'язний і логічний виклад змісту оригіналу.

Робота над другим різновидом реферативного перекладу відбувається за такою схемою:

- докладне вивчення оригіналу;

- стислий виклад змісту оригіналу за власним планом;

- формулювання висновків, можливе висловлення оцінки.

Зразки кліше реферативного викладу тексту

- для інтродукції змісту:

The article is entitled "...";

It features the issue of ... / examines / explores the problem of ... / runs that...;

As the title implies the article describes ... / focuses on the dilemma of ...;

The article begins / opens with the description of ...;

The author starts by ... / further the author reports that ...;

The research / the paper under consideration is into the study of ...;

- для загальної характеристики положень першоджерела:

It is reported ...;

It should be emphasized that ... ;

Author's paramount attention is given / paid to ... / the article draws reader's attention to ...;

The focal point of the article is the review / study / overview / summary / analysis of ...;

The main idea / basic thesis can be worded in the following way ...;
The issue of / problem of / approach to ... is examined/ discussed / given thorough consideration;

The article outlines ... / gives a detailed analysis of ... / it is spoken in detail about ...

▪ для обґрунтування положень, наведених у статті / публікації:

The article highlights / centres on / features on / throws light on the issue of ...;

The author describes / states / analyses / dwells on / touches upon / explains / introduces / mentions / characterizes / comments on / points out / proves / gives an account of ... ;

The author emphasizes / lays the stress on / underlines the importance of ...;

▪ для критичної оцінки змісту:

The text gives valuable / cognitive information on ...;

The author shares the widespread viewpoint on / writes from the standpoint of ...;

The author criticizes / makes a few critical remarks on ...;

The writer disagrees with ... / disputes the viewpoint that ...;

The author rejects / disproves the generally accepted viewpoint ...;

The author strongly objects to / raises objections to the claims that ...;

The author refuses to accept the fact / probability of ...;

The writer exposes/ reveals (serious) shortcomings of ... / lists (obvious) benefits / advantages of ...;

The roots of the phenomenon of ... are seriously challenged.

▪ для побудови гіпотез і теоретичних роздумів:

The author suggests / puts forward a hypothesis ...;

The writer advances an idea of ...;

The author makes an assumption / a conjecture that ...;

The author predicts/ speculates about the possibility / necessity of ...;

▪ для підведення підсумків і окреслення перспектив:

The author concludes / summarizes that ...;

The author ends the article by showing ...;

The author implies ... / reveals the similarity ... ;

The conclusion can be made that ...;

The article is of great help / interest to ... / worth reading because

➤ **АНОТАТИВНИЙ**

Анотативний переклад – це стисла характеристика оригіналу, що є переліком основних питань, іноді містить критичну оцінку. Такий переклад дає фахівцеві уявлення про характер оригіналу (наукова стаття, технічний опис, науково-популярна книга), про його структуру (які питання розглянуто, у якій послідовності, висновки автора), про призначення, актуальність оригіналу, обґрунтованість висновків тощо. Обсяг анотації не може перевищувати 500 друкованих знаків.

An abstract is a summary of a body of information in a paragraph – 100-350 words for a descriptive abstract, 100-250 words an informative abstract. An abstract impresses the main claim and argument of a paper. In most disciplines, it never includes bibliographic citations. An abstract concisely highlights or reviews the major points covered along with the content and scope of the writing.

1. Descriptive Abstracts:

- Tell readers what information the report, article, or paper contains;
- Include the purpose, methods, and scope of the report, article or paper;
- Do not provide results, conclusions, or recommendations;
- Are always very short, usually under 100 words;
- Introduce the subject to readers, who must read the report, article, or paper to find out the author's results, conclusions, or recommendations.

2. Informative Abstracts:

- Communicate specific information from the report, article, or paper;
- Include the purpose, methods, and scope
- Provide the report, article, or paper's results, conclusions, and recommendations;
- Are short – from a paragraph to a page or two, depending upon the length of the original work being abstracted. Usually informative abstracts are 10% or less of the length of the original piece;
- Allow readers to decide whether they want to read the report, article, or paper.

Qualities of a Good Abstract:

- Well-developed paragraphs are united, coherent, concise, and able to stand alone;

– An introduction/body/conclusion structure is used which presents the article, paper, or report’s purpose, results, conclusions, and recommendations in that order;

– Provides logical connections (or transitions) between the information included;

– Adds to new information, but simply summarizes the report;

– Is understandable to a wide audience;

– Oftentimes uses passive verbs to downplay the author and emphasize the information.

Abstracts are very common in academic writing, and they have a fairly standard form. In essence, abstracts inform the reader of six bits of information about the piece of writing being summarized:

➤ purpose

What is the author’s reason for writing?

What is the author’s main idea?

➤ scope

What is the author’s focus in this piece?

Where does the author concentrate his/her attention?

➤ method

What kinds of evidence does the author provide?

How does the author try to convince the reader of the validity of his/her main idea?

➤ results

What are the consequences of the problem or issue that the author is discussing?

➤ recommendations

What solutions does the author present to the reader to resolve the problem or issue in the piece?

Does the author recommend action or change in his/her piece?

➤ conclusions

Does the author describe a “cause and effect” relationship or explain the origins of this issue or problem?

What conclusions does the author draw from his/her study of the issue or problem?

Key words to use in an abstract	Opening Sentence	Final Check List
<p>Here is a list of keywords that can be used in an abstract.</p> <p>“objective is ...” “are given” “are tabulated” “are graphed” “are listed” “is indicated” “Procedures are given ...” “is discussed” “effects” “is described as ...” “diagrams include ...” “experimental methodology is ...” “results are ...” “listed as ...”</p>	<p>There are 4 types of opening sentences.</p> <ol style="list-style-type: none"> 1. State a real-world phenomenon or a standard practice. 2. Start with a purpose or an objective. 3. Start with present research action. (This is a general statement – and often contains words like “currently” or “presently” or some variation of those words.) 4. Start with a problem or an uncertainty. (This statement often contains words like “unclear” or “uncertain,” and is generally about relationships between something.) 	<p>When the Abstract is complete review it using this checklist.</p> <ol style="list-style-type: none"> 1. Does it fall within the word or page limit. 2. Number of sentences is appropriate for the assignment. 3. Make sure that the methods section is not too long. 4. Check grammar and spelling. 5. Check acronyms or abbreviations and make sure that they are easily understood or explained. 6. Make sure all citations are complete and accurate.
	<p>Methods Descriptions</p> <p>Keep these short. 50 words. Condense. Unless you are doing a long form abstract/essay. In that case fully describe the method.</p>	
	<p>Results</p> <ol style="list-style-type: none"> 1. Report specific results. Follow the results summary with more detail – the General summary. 1. Point out general trends in the results. 2. Summarize the author’s observations. 	
	<p>Conclusion</p> <ol style="list-style-type: none"> 1. Make it definitive and firm. 2. Make it upbeat. 3. Make it useful. 4. Use words such as “applicable” or “demonstrate.” 	

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