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«Магнитогорский государственный технический университет им. Г.И. Носова»

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ON HOW TO IDENTIFY YOURSELF IN THE MODERN WORLD

*Утверждено Редакционно-издательским советом университета
в качестве практикума*



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Данный практикум состоит из 6 разделов: Reading & Speaking;
Writing; Listening; Translation Basics; Assessment; Bank of Prompts.

Практикум предназначен для подготовки для подготовки
магистрантов и аспирантов по дисциплине «Иностранный язык»,
«Деловой иностранный язык», «Академический английский язык»
(шифры специальностей: 21.05.04 Горное дело,
13.03.01 Теплоэнергетика и теплотехника, 22.03.02 – Metallurgy).

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Введение

Данный практикум предназначен для подготовки магистрантов и аспирантов по дисциплине «Иностранный язык», «Деловой иностранный язык», «Академический английский язык» (шифры специальностей: 21.05.04 Горное дело, 13.03.01 Теплоэнергетика и теплотехника, 22.03.02 – Metallургия).

Практикум состоит из 6 частей, отображающих ключевые виды деятельности и оценки при изучении иностранного языка:

1. Reading & Speaking;
2. Writing;
3. Listening;
4. Translation Basics;
5. Assessment;
6. Bank of Prompts.

Каждый из разделов включает тексты, лексико-грамматические упражнения, нацеленные на формирования навыков и умений самопрезентации в современных коммуникационных условиях. Упражнения включают речевые задания, предполагающие использование профессиональной терминологии в ситуациях, которые приближены к ситуациям реального общения и носят моно-, диа- и полилогический характер. Тексты практикума многофункциональны и могут использоваться для обучения просмотровому и поисковому видам чтения, развития навыков реферирования и аннотирования, а также способствуют развитию навыков общения на профессиональные темы.

Авторы практикума уделяют большое значение правильной аффилиации авторов при регистрации на научных конференциях, симпозиумах и других академических событиях.

Практикум может быть использован как для организации самостоятельной работы студентов, так и в качестве аудиторного дидактического материала.

Reading & Speaking

Introduce Yourself to the Audience

Exercise 1. Read how a post-graduate student introduces himself.

Let me introduce myself to you! My name is Stephan Belov. I was born on the seventh of July in 1994 in Russia. I am 26 years old and I am single. Some years ago I obtained a Bachelor degree in Science, this year I have finished Master Courses, and now I am a Post-graduate student at State Technical University. I study at the Department of Construction, Architecture and Arts.

My major is Building Design. I entered the post-graduate courses because I want to continue my Master paper entitled "Commercial Real Estate: Financial Performance and Sustainability". In 3-4 years I am planning to defend my thesis.

By this time, I have done much in this direction: I published 5 scientific articles related to the area of my studies, made a literary survey for my future thesis, which covers about 60 books on the topic of my research including foreign literature.

When studying at the University, I took part in some national and international scientific and practical conferences. My scientific advisor is a very honored university professor, who helps me a lot with my research.

When I defend my thesis I am planning to start working at the university as an assistant. Although now I have a part-time job in a small building company, I always wanted to work with students and teach them everything I know. If I have a chance to become a university lecturer, I will do my best. I understand it very well that I need to work hard if I want to achieve my goals.

As far as my interests are concerned, I go in for football and hockey. Also I like to spend my free time out of town with my friends and relatives. In the evenings I surf the Internet and read books on construction, highlighting main ideas which I consider to be interesting for my future thesis.

In general, I can say that I am a very punctual and hard working person who is ready to work in a team. I fluently speak English and study German.

Thank you for your attention.

Exercise 2. Case-study. Now introduce yourself to your group mates. Say your

- Name
- Age
- Interests/hobbies
- Place of living

- Job/occupation
- Name of your university (department)
- Specialization
- Reasons for entering Post-graduate/ Master courses
- Area of your scientific interests
- Title of your Master/ PhD thesis etc.

Exercise 3. Answer the questions. Make use of the following phrases:

In my opinion...

To my mind...

As for me...

Personally, I think that...

As far as I can remember...

If my memory serves me right...

On the one hand..., on the other hand...

Questions:

1) Have you ever participated in the international or national grants?

2) What is the aim of scientific grants?

3) What are the advantages and disadvantages of these grants?

4) If you had a chance to participate in any scientific grant, what area of studies would you choose?

5) What was the title of your qualification/ graduation / PhD thesis?

6) What was your qualification/ graduation / PhD thesis aimed at?

7) Would you like to continue it? Why or why not?

8) What is necessary for participation in scientific grants?

9) Have you got any published papers? If yes, what are their titles? If no, are you planning to publish any? In what field of studies?

10) What journals were your articles published in?

11) Would you like to work at the higher educational institution after your graduation?

12) Would you like to participate at the international conferences and present your report in foreign language?

Exercise 5. Speak about one of your scientific papers in detail. Make use of the following phrases:

This paper is organized as follows...

This study focuses on...

The aim of this work is...

The present paper presents...

Exercise 6. Pair work. Work with a partner and talk about his/her job, scientific work, professional events (conferences, lectures, workshops etc.) he or she has recently visited.

For ideas:

A	B
Greet B and ask how he/she is	
	Respond. Ask how he/she is
Respond. Ask about B's scientific interests	
	Respond. Ask about your partner's scientific interests

Respond. Ask about your partner's job	
	Respond. Ask if your partner has ever participated in any conferences or scientific meetings
Respond. Ask your partner what scientific papers he/she has	
	Respond. Ask the same, etc.

Exercise 7. How well do you know the other people in you group? Ask other group mates questions and make notes. What new information have you learnt about your group mates? Speak about them. *E.g. Ann has got 3 published papers. Nick participated in the university conference last year.*

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Applying for a Job

Exercise 1. At the job interview engineers should be ready to answer 10 important interview questions. Study the table. Keep in mind that the way you answer the questions will influence your employer’s opinion about you.

10 Important Questions an Engineer Should Be Prepared for

Question	What an interviewer is really asking	How to answer
1. When did you start your job search? Have you been offered any positions?	This question is trying to establish whether there is any particular reason you aren’t currently employed. Also, the company won’t want to hire someone who has applied for a job simply because they are desperate to be employed.	Be relaxed and explain that you are looking for a company and role with the right fit, and that you are quite choosy when it comes to finding the ‘right job’. You may then need to answer what you believe the ‘right job’ means.
2. What do you enjoy most/least about engineering?	The interviewer is trying to estimate your general attitude towards work.	You should tailor this to the responsibilities of the role you are interviewing for and try to keep your answer centered on the positives.
3. Where do you see yourself 10 years from now?	Your potential employer will want to be sure that you aren’t going to move on to another job too soon.	You should research a career path that would flow from the position for which you are interviewing and ensure that you emphasize the intention to master the demands of that position first.
4. What would you consider to be your greatest success in using your skills to solve an engineering	Your potential employer is trying to assess two things: how you approach explaining your achievements and how you	Draw upon a specific example – one that showcase your strengths as an engineer, such as the

problem?	apply your problem-solving abilities to overcome obstacles.	ability to think on your feet.
5. What new engineering specialty skills have you developed during the past year?	As an engineer, it's important to keep up to date with changes in the industry and technological advances. This question is designed to find out if you are proactive in procuring new knowledge or learning new skills.	Detail any particular skills that you developed whilst at university and describe how you obtained them. Finish up talking about your willingness to learn.
6. What do you get out of engineering that you couldn't get from any other kind of work?	The employer wants to gain an understanding of what motivates you to move forward in your career.	You can talk about one engineering achievement that you are especially proud of, or you can explain how day-to-day aspects of the work stimulate you. If it is the latter, you should again tailor this to the role for which you are being interviewed.
7. On your last project assignment, what problems did you identify that had been previously overlooked?	Your potential employer will want to determine what you can contribute to a team.	This is an ideal opportunity to depict several key qualities such as attention to detail, effective communication and creative thinking. You should come to the interview prepared with an example.
8. What was the workload like in your previous engineering department?	They want to establish your expectations and how you would handle a heavy workload.	It is imperative that you do not complain about the workload in your previous job, even if it was taxing. Explain how you manage your time

		and prioritize tasks
9. What personal characteristics do you feel are necessary to be a successful engineer?	This question is really an assessment of your values. Your potential employer may be trying to get a feel for your character.	Choose 3 or 4 characteristics and expand on why you think they are important. You can also describe how a previous manager of yours displayed these qualities to good effect and how you learnt from that example.
10. Have you ever got into a difficult or embarrassing situation at your work?	They want to analyze your emotional stability and how you act under pressure, as well as how you treat clients.	Your answer should include: the way you listened to what the client had to say, confirmed an understanding of their concerns and subsequently took responsibility to resolve the situation by offering a solution, without going into too much detail about the specific complaint.

Exercise 2. Role play.

Work in pairs. One of you is an employer, the other is an applicant. You are at the job interview in the engineering company. The employer asks 10 questions listed above. The applicant answers them taking into account information from the third column. Then change your roles. (Use **Assessment Part on page 49)**

READER

Text 1

Write a summary to the text

INSTRUCTION:

Summarize the text in 150 - 200 words.

Follow these steps.

1. Read the text twice.
2. Underline the relevant information in each paragraph.
3. Make notes about the main points. Leave out details such as examples.
4. Make sentences from the notes and link the sentences with connectors (and, but, because, therefore, etc.)
5. Write your first draft.
6. Improve your first draft by reducing sentences.
 - Cut out unnecessary phrases
 - Omit qualifying words (adjectives or modifying adverbs)
 - Transform relative clauses into –ing participle clauses
7. Write the final version of your summary. Don't forget to check the spelling and grammar.

Three Types of Public Speaking in Everyday Life: Informative, Persuasive, and Entertaining

Informative Speaking

One of the most common types of public speaking is informative speaking. The primary purpose of informative presentations is to share one's knowledge of a subject with an audience. Reasons for making an informative speech vary widely. For example, you might be asked to instruct a group of coworkers on how to use new computer software or to report to a group of managers how your latest project is coming along. A local community group might wish to hear about your volunteer activities in New Orleans during spring break, or your classmates may want you to share your expertise on Mediterranean cooking. What all these examples have in common is the goal of imparting information to an audience.

Informative speaking is integrated into many different occupations. Physicians often lecture about their areas of expertise to medical students, other physicians, and patients. Teachers find themselves presenting to parents as well as to their students. Firefighters give demonstrations about how to effectively control a fire in the house. Informative speaking is a common part of numerous jobs and other everyday activities. As a result,

learning how to speak effectively has become an essential skill in today's world.

Persuasive Speaking

A second common reason for speaking to an audience is to persuade others. In our everyday lives, we are often called on to convince, motivate, or otherwise persuade others to change their beliefs, take an action, or reconsider a decision. Advocating for music education in your local school district, convincing clients to purchase your company's products, or inspiring high school students to attend college all involve influencing other people through public speaking.

For some people, such as elected officials, giving persuasive speeches is a crucial part of attaining and continuing career success. Other people make careers out of speaking to groups of people who pay to listen to them. Motivational authors and speakers, such as Les Brown (<http://www.lesbrown.com>), make millions of dollars each year from people who want to be motivated to do better in their lives. Brian Tracy, another professional speaker and author, specializes in helping business leaders become more productive and effective in the workplace (<http://www.briantracy.com>).

Whether public speaking is something you do every day or just a few times a year, persuading others is a challenging task. If you develop the skill to persuade effectively, it can be personally and professionally rewarding.

Entertaining Speaking

Entertaining speaking involves an array of speaking occasions ranging from introductions to wedding toasts, to presenting and accepting awards, to delivering eulogies at funerals and memorial services in addition to after-dinner speeches and motivational speeches. Entertaining speaking has been important since the time of the ancient Greeks, when Aristotle identified epideictic speaking (speaking in a ceremonial context) as an important type of address. As with persuasive and informative speaking, there are professionals, from religious leaders to comedians, who make a living simply from delivering entertaining speeches. As anyone who has watched an awards show on television or has seen an incoherent best man deliver a wedding toast can attest, speaking to entertain is a task that requires preparation and practice to be effective.

Based on.

<http://writingcommons.org/open-text/genres/public-speaking/844-why-is-public-speaking-important>

Text 2

Write a summary to the text

INSTRUCTION:

Summarize the text in 150 - 200 words.

Follow these steps.

1. Read the text twice.
2. Underline the relevant information in each paragraph.
3. Make notes about the main points. Leave out details such as examples.
4. Make sentences from the notes and link the sentences with connectors (and, but, because, therefore, etc.)
5. Write your first draft.
6. Improve your first draft by reducing sentences.
 - Cut out unnecessary phrases
 - Omit qualifying words (adjectives or modifying adverbs)
 - Transform relative clauses into –ing participle clauses
7. Write the final version of your summary. Don't forget to check the spelling and grammar.

Scientific Report

Part 1. Selecting your Topic

Understand the assignment. If your teacher, professor, or boss gave your guidelines for your report, make sure you read them (and reread them). What is the assignment asking of you? Are you suppose to inform your audience about a topic? Generally, if you are writing a report for an elementary, middle or high school class, you will be asked to present a topic without inserting your opinion. Other assignments might ask you to persuade your audience about a certain way of perceiving your topic, or analyze a topic. Ask your teacher about any questions you might have as soon as possible. Before your audience, you should not put your own opinion into your report or add any persuasive elements

Choose a topic that you love. Feeling passionate about a topic will drive you to do your best work possible. Of course, sometimes you will not have the option to choose your topic. If this is the case, try to find something about the assigned topic that you can get passionate about. Always make sure to run your ideas by your teacher to make sure that it is okay that you approach the report in this way.

If your assignment is to give a report on a particular event of the 1960's in America, and you don't like history but you do like music, focus your report on the way the music in the 1960's tied into the event that occurred during that time.

Pick an original topic. If you are giving a report to your classmates, try to pick a topic that is original and engaging. If you are the third person to give a report on Disneyland that day, chances are you probably won't have your classmates attention. To avoid repetition, ask your teacher what topics have already been picked.

If the topic you want has been chosen, try to find a different angle to present it in. For instance, if you wanted to do your report on Disneyland, but somebody already chose that topic, you could focus your report on one specific section of Disneyland, like Adventureland. You could discuss what inspired its creation, the different rides you find in that section, and any major changes that have happened to Adventureland recently.

Keep in mind that you can change your topic. If you begin to research the topic you have chosen and realize that you can't find any information on the topic, or that your topic is too broad, you can always change your topic, so long as you are not starting your project the day before its due.

If you find that your topic is too broad, try to pick a specific part of the topic to focus on. For instance, if you wanted to do your report on World Fairs, but realized there are way too many of the them to talk about, and they are all too varied to discuss as a whole, choose one specific world fair, such as the Panama-Pacific International Exposition, to focus on.

Part 2. Researching Your Topic

Research your topic. Make sure you have the correct number of sources for your paper (your guidelines should cover how many sources your teacher expects you to have).

If you are giving a report on a specific person, research his/her life--what was his/her childhood like? What did he/she do that was important? What was his/her family life like?

If you are writing a report on an event, find out what other events led to your event, what actually happened during the event, and what the aftermath of the event was.

Visit the library. Libraries are an excellent place to find information. Search the library's database for any books or materials related to your article. If you are having trouble, ask a librarian for help.

If you find a great book that covers your topic well, look at the sources the author used (these will generally be listed in the back of the book.) These sources can often lead to even more useful information.

Make sure your online sources are reputable. If you are using the internet to find information about your topic, always make sure to double check any facts you find. Stick with information gathered by known experts in the field you are researching, government agency websites, and scholarly journals. Try to avoid forums and other sources that have no credible backing.

If you are writing a report about a specific person, company, or place, try to find their own website. For instance, if you are writing a report on Jane Goodall, a great source would be using the Jane Goodall Institute website.

Keep track of all of the information you find. Write each source you use down on a flashcard. Write down all of the information you can find on the source (such as the author, publication date, publisher/website, city in which it was published, page number for where you found the information, and so on) so that you can easily create your bibliography later.

Part 3. Prewriting for Your Report

Come up with a thesis statement. Thesis statements are the main idea of your report. A thesis statement summarizes what you want to prove in your report for your reader. All of your subsequent topic sentences of body paragraphs should tie back into this thesis, so make sure that it is general enough to stand throughout your essay. If you are simply reporting on a topic, create a thesis statement that does not contain any opinion-based information. If you are creating a thesis that is meant to persuade someone about a topic, or that is meant to deeply analyze a topic, the thesis should contain an argument that you intend to prove in your essay.

Create an outline. Outlines help you to visualize how your essay will look. Outlines can be straightforward lists, idea webs or concept maps. Begin with your thesis statement and then pick the three major ideas related to your thesis statement that you will want to cover in your essay. Write down details about each main idea.

Your main ideas should support your thesis. They should be the evidence that provides support to your argument.

Decide how you will format your report. The structure of your paper depends on your topic. If you are writing a report on a person, it would make the most sense to structure your report in chronological order.

Part 4. Writing Your Report

Write your introduction where you introduce your topic and state your thesis. Your intro should be engaging but not corny--the goal should be to hook the reader so that they want to read the rest of your report. You should provide some background information on your topic and then state your thesis so that the reader knows what the report is going to be about.

Write your body paragraphs. The body paragraphs are where you state your evidence that supports your thesis. Each body paragraph consists of a topic sentence and evidence supporting the topic sentence. The topic sentence introduces the main idea of the body paragraph and links the paragraph back to the thesis.

Support your topic sentence. After you write your topic sentence in the body paragraph, provide evidence found in your research that supports your

topic sentence. This evidence can be descriptions of things mentioned in your topic sentence, quotes from experts on the subjects, or more information about the topic listed.

Write your conclusion This paragraph both summarizes your thesis again, and provides your final thoughts on your topic. It should reiterate to the reader what the reader should be taking away from your report.

Cite your sources Your teacher or professor should tell you what style to use when writing your essay. Format any quotes you use, as well as your bibliography accordingly.

Format your report. Try to follow your teacher's formatting instructions to the letter. If he or she made no formatting instructions, go with something clean and classic.

For example, the standard format for academic reports in the United States is 12-point Times New Roman or Arial font, double-spaced lines, and 1-inch margins all around.

Part 5. Finalizing Your Report

Read through your report from an outsider's perspective. Does the point you are trying to make come across clearly? Does all of your evidence support your thesis? If you were someone reading your report for the first time, would you feel like you understood the topic after reading the report?

Get someone else to read your report. Having a second pair of eyes can be helpful to make sure your point is clear and your writing doesn't sound awkward. Ask your helper, do you understand what I am saying in my report? Is there anything you think I should take out or add? Is there anything you would change?

Proofread your report. Check for spelling, grammar, and punctuation errors. Are there any awkward sentences that you can rewrite?

Read your report out loud. Reading out loud will help you to identify any sections of the report that might sound awkward (like if there are run-on sentences.)

Put your paper aside for a few days. If you have time to put the paper away and clear your head before proofreading, it is a good thing to do. Taking a break from your paper will help you to spot more errors and parts that don't make sense when you come back to it.

Text 3

Write a summary to the text

INSTRUCTION:

Summarize the text in 150 - 200 words.

Follow these steps.

1. Read the text twice.
2. Underline the relevant information in each paragraph.
3. Make notes about the main points. Leave out details such as examples.
4. Make sentences from the notes and link the sentences with connectors (and, but, because, therefore, etc.)
5. Write your first draft.
6. Improve your first draft by reducing sentences.
 - Cut out unnecessary phrases
 - Omit qualifying words (adjectives or modifying adverbs)
 - Transform relative clauses into –ing participle clauses
7. Write the final version of your summary. Don't forget to check the spelling and grammar.

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- (h) fraud; or (i) false designation of origin.

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New York, NY 10010

Attention: Legal Department

e-mail: copyrightagent@hbpub.com

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- A physical or electronic signature of the person authorized to act on behalf of the owner of an exclusive copyright that is allegedly infringed;

- a description of the copyrighted work you claim has been infringed;
- a description of where the material you claim is infringing is located on the site;
- your address, telephone number, email address and all other information reasonably sufficient to permit us to contact you;
- a statement by you that you have a good faith belief that the disputed use is not authorized by the copyright owner, its agent or the law;
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Based on
<http://www.scientificamerican.com/>

Writing

Curriculum Vitae (CV)

Exercise 1. Read and study the information about CV and discuss each question in class.

What Should Be Included into a Curriculum Vitae?

A curriculum vitae commonly referred to as a “CV,” is a longer (two or more pages), more detailed synopsis than a resume. Your CV should be clear, concise, complete, and up-to-date with current employment and educational information.

- **Personal details and contact information.**
- **Education and qualifications.** Be sure to include the names of institutions and dates attended in reverse order: Ph.D., Masters, Undergraduate.
- **Work experience/employment history.** The most widely accepted style of employment record is the chronological curriculum vitae. Your career history is presented in reverse date order starting with the most recent appointment. More emphasis/information should be placed on your most recent jobs.
- **Skills.** Include computer skills, foreign language skills, and any other recent training that is relevant to the role applied for.
 - Training / Graduate Fieldwork / Study Abroad
 - Dissertations / Theses
 - Research experience
 - Teaching experience
 - Publications
 - Presentations, lectures, and exhibitions
 - Grants, scholarships, fellowships, and assistantships
 - Awards and honours
 - Technical, computer, and language skills
 - Professional licenses, certifications, and memberships

What Should Not Be Included into CV?

There is no need to include your photo, your salary history, the reason you left your previous position, Reference should be listed separately and given to employers upon request.

Note, however, that the requirements for international CVs differ, and depend upon the country to which you are applying. In other countries, private information like your date of birth, nationality, marital status, how many children you have, and a photograph may be required.

How Long Should a CV Be?

A good, entry-level curriculum vitae should ideally cover two to three pages (CVs for mid-level professionals, especially in academia and medical research roles, may run longer). Aim to ensure the content is clear, structured, concise, and relevant. Using bullet points rather than full sentences can help minimize word usage.

Curriculum Vitae Sample

The following is a curriculum vitae example for an entry-level candidate for a faculty position in the US. This CV includes employment history, education, competencies, awards, skills, and personal interests.

Gloria Gonzalez

3204 Windover Way

Houston, TX 77204

ggonzalez@email.com

000.123.4567 (Cell)

RESEARCH INTERESTS

Hispanic Literature, Latin American Literature, Peninsular Literature

EDUCATION

Ph.D. in Spanish (US Hispanic Literature), 2016 – University of Houston. Dissertation: *Quixote Reborn: The Wanderer in US Hispanic Literature*. Sancho Rodriguez, Chair

M.A. in Spanish, June 2013 – University of Houston

B.A. in Spanish, June 2011 – University of Houston

APPOINTMENTS

Adjunct Lecturer: University of Houston, Department of Hispanic Studies, September 2016 to Present.

PUBLICATIONS

Book Gonzalez, Gloria. *Quixote Reborn: The Wanderer in US Hispanic Literature*. New Haven: Yale University Press (forthcoming)

Peer-reviewed Journals Gonzalez, Gloria. "Mexican Immigrant Stories from the Central Valley," *Lady Liberty Journal*, 6(1): 24-41.

Gonzalez, Gloria. "Comparing the Hispanic and European Immigrant Experience through Story," *Hispanic Literature Today* 12(3): 25-35.

Gonzalez, Gloria. "Yearning to Be Free: 3 Hispanic Women's Diaries," *Hispanic Literature Today*: 11(2): 18-31.

CONFERENCE PRESENTATIONS

2018. Gonzalez, Gloria. "Storytelling Methods in the Central Valley." *Hispanic Storytelling Association Annual Conference*, San Francisco, CA

2017. Gonzalez, Gloria. "When Cultures Merge: Themes of Exclusion in Mexican-American Literature." *US Hispanic Literature Annual Conference*, Tucson, AZ.

TEACHING EXPERIENCE

Adjunct Lecturer, University of Houston

- *Mexican-American Literature, Spanish 3331*
 - *Women in Hispanic Literature, Spanish 3350*
 - *Spanish-American Short Story, Spanish 4339*
- Graduate Teaching Assistant, Northwestern University**
- *Elementary Spanish 1501, 1502, 1505*
 - *Intermediate Spanish 2301, 2302, 2610*

HONORS / AWARDS

Mexico Study Abroad Summer Grant, 2016
UH Teaching Awards, 2015, 2016, 2018
Dissertation Fellowship, 2015

LANGUAGES

English (native)
Spanish (bilingual oral and written fluency)
Classical Latin (written)

MEMBERSHIPS / AFFILIATIONS

National Association of Latino Arts and Cultures
Asociación Internacional de Literatura y Cultura Femenina Hispánica
Modern Languages Association

Checklist on what to include in a CV

1. **Personal details** - such as name, address, mobile number and email address. If relevant, also include your LinkedIn profile or blog site where employers can find out more about you.
2. **Objective** - in 1 or 2 sentences, summarise and emphasise your key attributes and your intended future career path. Your words must flow seamlessly – avoiding cliché and superfluous hyperbole
3. **Employment History & Work Experience** Place this before Education if you have been working for a while. Start with your most recent job, detailing your experience concisely in bullet points
4. **Education & Training** - start with your most recent qualifications and work back to the ones you received at school
5. **Language proficiency** - if you speak more than 1 language, this element distinguishes your CV if you are applying for a job at an international company
6. **Achievements** - include your academic/professional achievements to distinguish yourself from other candidates
7. **Interests** - include this if relevant to the soft skills needed for the job
8. **References** - name two people (not relatives), along with their email address and phone number, who may be contacted by the employer for a reference.

How should I write the CV?

There is plenty of CV advice available, but you can follow these key tips to help you brush up on your skills right now:

1. **Stand out.** Your CV should demonstrate your unique blend of skills and experience. Make sure you include examples of commercial success, problem resolution or management achievements.

2. **Keep it simple.** Your choice of font and layout are key to making sure a would-be employer carries on reading your CV. Simple formats work best.

3. **Don't be generic.** Work out who or which industry sector your CV is destined for and tailor it to highlight the right aspects of your experience for them.

4. **Check and check again.** Avoid errors at all costs. This means spelling mistakes, dates which conflict with one another and incorrect email address and phone number.

5. **Update.** Firing off an old CV will look unprofessional, so make sure that yours is regularly updated to meet the requirements of any jobs you see advertised.

6. **Use a template.** By following a CV template you are not restricting the way in which you can express yourself, but you will find that your CV becomes easier to read and covers all the most important aspects of your work history.

By using these tips, your CV will create the right impression and help yours get to the top of the pile with the result that you are much more likely to be called for an interview.

Exercise 2. Write your own CV in Assessment Part on page 46.

How to Fill in Online Registration Forms

Exercise 1. Read Appendix 2 on page 59 “АФФИЛИАЦИЯ АВТОРОВ”, use the information for filling in the Registration Form.

Online registration forms make it easy to plan your next event such as conferences, workshops or classes. Get started by editing a sample registration template, then send an email to your list and watch the RSVPs (*RSVP is an abbreviation derived from the French phrase Répondez s'il vous plaît, meaning "Please respond" to require confirmation of an invitation.*)pile up!

Registration templates are pretty simple to edit. Please note that you can integrate with payment processors to collect event fees as well. You can start by simply creating a basic registration form or you can choose from any of our shared registration form template examples below. Once you have picked the registration template for you, use the form builder to fully format and customize your registration form to fit your needs.

Try a free online registration form templates today!
<https://www.jotform.com/form-templates/category/registration>

Club Membership Registration

Complete the form below to sign up for our membership service.

Name
First Name Last Name

E-mail

Phone Number: -
Area Code Phone Number

Address:

Street Address

Street Address Line 2

City State / Province

Postal / Zip Code Country

Birth Date:
Month Day Year

Where did you hear about us?

- A Friend or colleague
- Google
- Blog Post
- News Article

Exercise 2. Fill in your own Registration Form in Assessment Part on page 50.

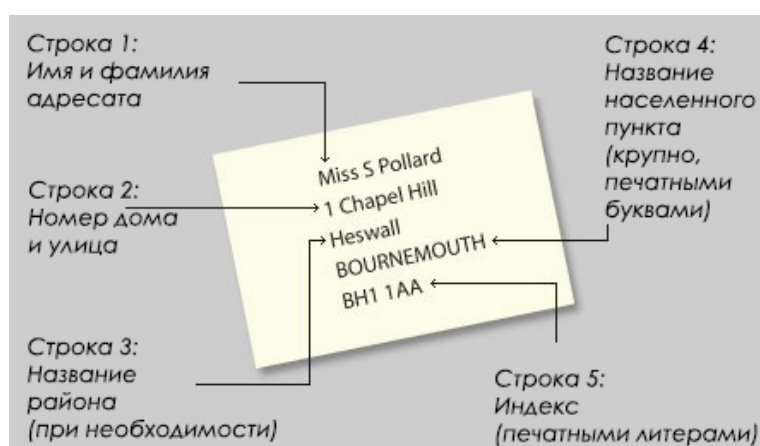
Remember!!!

«@» - is pronounced as [æ t], «.» - is pronounced as [dot]

Американские и британские адреса обычно составляются по следующим правилам:



1. Имя человека, которому предназначено письмо	Miss S Pollard
2. Организация (если письмо имеет целью деловое общение)	
3. Номер дома, название улицы, номер квартиры	2 Chapel Hill
4. Название города (и штат – для США)	Heswall BOURNEMOUTH
5. Почтовый индекс	BH1 1AA
6. Название страны	UK



Writing a Letter of Application (Cover Letter)

Exercise 1. If you want to apply for a job, you must be able to write a letter of application. Read what a job application letter is.

A letter of application, also known as a cover letter, is a document sent with your resume or CV to provide additional information about your skills and experience. The letter of application is intended to provide detailed information on why you are a qualified candidate for the job. Effective application letters explain the reasons for your interest in the specific organization and identify your most relevant skills.

Your application letter should let the employer know what position you are applying for, what makes you a strong candidate, why they should select you for an interview, and how you will follow up.

Exercise 2. Read the tips below how to write an e-cover letter for a job application.

When writing a cover letter, you should:

1. Write an engaging first paragraph.
2. State where you found the position to which you are applying.
3. Mention the job you're applying for (or looking for).

4. Explain why hiring you will benefit the employer.
5. Briefly summarize your strengths, qualifications and experience.
6. Paint a picture of yourself that's not on your resume.
7. Encourage the reader to read your resume.

In the opening of the letter use a generic salutation, such as Dear Hiring Manager, Dear Recruiting Manager or Dear Human Resources Professional (Avoid To Whom It May Concern; it is antiquated.).

If you know the name of the person you are writing to, you may write Dear Mr., Mrs., Ms., Dr Smith. You should write Mrs. only in case you are sure the woman is married, in other case you should write Ms.

Cover letters need to be customized. If you can't figure out the specific hiring manager's name, try addressing your cover letter to the head of the department for the role you are applying for.

In the ending you should write *Yours faithfully* if you don't know the person's name; *Yours sincerely* if you know.

How to Write a Good Opening Line

No need to lead with your name-the hiring manager can see it already on your resume. It's good to mention the job you're applying for (the hiring manager may be combing through candidates for half a dozen different jobs), and yes, you could go with something simple like, "I am excited to apply for [job] with [Company]." But consider introducing yourself with a snappy first sentence that highlights your excitement about the company you're applying to, your passion for the work you do, or your past accomplishments.

Go Beyond Your Resume [rez(j)umei]

The common mistake job seekers usually make is to repeat information from their resume in their cover letters.

If you do not know what to write, ask yourself these questions:

- What approach did you take to tackling one of the responsibilities you've mentioned on your resume?
- What details would you include if you were telling someone a (very short!) story about how you accomplished that bullet point?
- What features of your personality, passion, or work ethic made you especially good at getting the job done?

Think Not What the Company Can Do for You but What You Can Do for the Company

Another common cover letter mistake is to talk about how great the position would be for you. Hiring managers want to know what you're going to bring to the position and company. Try to identify the company's problems. Then emphasize the skills and experience you have that make you the right person to solve them.

Don't Apologize for Your Missing Experience

When you don't meet all of the job requirements, you want to use lines like, "Despite my limited experience as a manager..." or "While I may not

have direct experience in marketing...” But why apologize? Instead of drawing attention to your weaknesses, emphasize the strengths and transferable skills you do have.

Write in the Company’s “Voice”

Cover letters are a great way to show that you understand the environment and culture of the company and industry. Spending some time reading over the company website or surfing their social media before you get started can be a great way to get information about the company.

Throw in a Few Numbers

Hiring managers love to see statistics - they show you’ve had a measurable impact on an organization or company you’ve worked for. That doesn’t mean you have to have doubled revenue at your last job. Did you bring in more clients than any of your peers? Put together an impressive number of events? Made a process at work 30% more efficient? Those numbers speak volumes about what you could bring to your next position, and make your cover letter stand out.

You don’t even have to have worked with numbers at all! Check out a few more tips for adding stats to those resume bullets, even if your previous jobs involved dealing with people, not figures.

Finish Strong

It’s tempting to treat the final lines of your cover letter as a throwaway: “I look forward to hearing from you.” But your closing paragraph is your last chance to emphasize your enthusiasm for the company or how you’d be a great fit for the position.

For example, you could say: “I’m passionate about [Company]’s mission and would love to bring my [add your awesome skills here] to this position.” You can also use the end of your letter to add important details - like, say, the fact that you’re willing to relocate for the job.

Edit

Surely, you should run your cover letter through spell-check, but remember that having your computer scan for typos isn’t the same as editing. Set your letter aside for a day or even a few hours, and then read through it again with fresh eyes - you’ll probably notice some changes you want to make. You might even want to ask a friend or family member to give it a look.

Exercise 3. In turn, name the tips on how to write a letter of application, which you remember.

Exercise 4. Read the rough plan of a job application letter. In fact, your letter may include more paragraphs.

A Letter of Application Plan

1) Salutation:

Dear Mr, Mrs, Ms, Dr Last name (do not use a first name)

2) The Introduction

First paragraph. State the purpose of your letter. Name the position or type of work for which you are applying. Explain how you heard about the opening or the organization (Career Service office, news media, friend etc.). If someone referred you to the person or organization, and you have her or his permission, say so (e.g. Dr Jones of the Computer Science Department at the University of Minnesota suggested me contacting you).

3) The body of the letter.

Second paragraph. State why you are applying and how you are qualified for the particular position. Provide reasons for the type of work you desire. Use concrete, specific examples to explain how your education, experiences and other qualifications support your ability to succeed in the position. Indicate your interest in the position, the company, its products or services. Explain what you can do for the employer. Expand on your resume, mentioning specific details without simply repeating the information. Indicate what abilities, skills and knowledge you possess and provide examples to support your claims. Avoid mentioning how the position will benefit you and the experience you will gain. The employer wants to know what you can do for the company, and not the company for you. If the paragraph is too long, break it into two paragraphs.

4) The close.

Closing paragraph. The purpose of the letter is to apply for a position; the next step in the application process is to get an interview. Ask for an interview at the employer's convenience. Indicate how and when you may be contacted.

Write a brief expression of your appreciation (e.g. I look forward to hearing from you soon).

Sincerely yours,
Your name.

Exercise 5. Read the following examples of Application letters and answer the questions.

- *What is Alex Petrov's educational background?*
- *What can make Alex very competitive candidate for this position of the programmer?*
- *Where did Daniel B. Sarmiento work?*

- *Where did Daniel B. Sarmiento write about his qualifications for further evaluation?*
- *When and where did Jack Brown find the advertisement about the vacancy of the mechanic engineer?*
- *Why did Jack Brown want to get the mechanical engineer position?*

Example 1.

Dear Mr Clerk,

I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed, developed and supported live use applications*

- I strive for continued excellence*

- I provide exceptional contributions to customer service for all customers*

With a BS degree in Computer Programming, I have a full understanding of a full lifecycle of a software development project. I am well-organized, responsible and punctual. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at alexpetrov@mail.ru or my cell phone 909-555-8960.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity. I'm passionate about your Company's mission and would love to bring my experience and desire to work to this position.

*Yours sincerely,
Alex Petrov*

Example 2.

Dear Mrs. Smith,

I was so excited when my former co-worker, Alex Brown, told me about your opening for a technical specialist in your Spanish offices. As an experienced specialist, I would love to help your company achieve its mission of producing 10 million tons of steel products annually.

With over 10 years of experience at Danieli Steel Company, I brought power success in enhancing productivity of the company.

I can assure that I am a diligent and flexible person and desirous to work in every endeavor. I can guarantee that I would be an asset to your company if given the opportunity. Please, find enclosed my resume that outline my qualifications for further evaluation. Hope this application values your interest. I would be gladly accepting the offered challenge with proper care.

With much gratitude, I wish to convey my heartfelt thanks for the attention you may give this application.

I would be willing to be interviewed at your convenience and you can reach me through this mobile number +7 9129939874 and via email d_sarmiento@gmail.com .

*Sincerely yours,
Daniel B. Sarmiento*

Example 3.

Dear Mr. Reaves,

I saw the advertisement about the vacancy of the mechanic engineer in yesterday's "Daily press". The description you have outlined for the mechanical engineer position strongly matches my experience and qualifications, especially prototype design of industrial machine components. As such, I am highly interested in joining your team.

I have a B.S. in Mechanical Engineering from U.C. Berkeley and have worked as a mechanical engineer for five years. In my time at Bistronic I was able to:

- Develop three prototype components of the SuperDrill 9000 that was commercially employed;*
- Act as lead machinist and component designer on four separate engineering products;*
- Win "Best Machinist – Western Region" – nominated twice*

I am aware that your company has been engaged in some exciting projects and initiatives in the industry in recent years. As you can see, I have been involved in similar work and know I could greatly contribute to your company's goals in the future.

Thank you for taking the time to read my application and for your consideration. I would love to come in for an interview and I am looking forward to hearing from you.

*Sincerely yours,
Jack Brown*

Exercise 6. In your Letter of Application you may use the following words to describe yourself.

Which of the words are most useful and important for you?

<i>to be reliable</i>	<i>to be sociable</i>	<i>to be energetic</i>
<i>to be adaptable</i>	<i>to be professional</i>	<i>to be ambitious</i>
<i>to be hardworking</i>	<i>to be full of enthusiasm</i>	<i>to be communicative</i>
<i>to be helpful</i>	<i>to be profound</i>	<i>to be capable</i>
<i>to be experienced</i>	<i>to be broad-minded</i>	<i>to be well-organized</i>
<i>to be practical</i>	<i>to be punctual</i>	<i>to be conscientious</i>
<i>to be flexible</i>	<i>to be creative</i>	<i>to be honest</i>
<i>to be diligent</i>	<i>to be responsible</i>	<i>to be inventive</i>
<i>to be patient</i>	<i>to be scrupulous</i>	<i>to be independent</i>
<i>to be self-disciplined</i>	<i>to be devoted</i>	<i>to be resourceful</i>

Exercise 7. What positive traits of character do you have? Use the expressions above and name your positive traits of character.

Exercise 8. In your letter try not to mention your negative traits of character. But be prepared to answer this question during the interview. Imagine that you are at the job interview. So, what are your negative traits?

Exercise 9. Study the following link <https://www.jotform.com/form-templates/human-resources/job-application> , download and fill in a form template.

In a sea of applicants, it can be hard to find the right candidate. **Job Application Templates** streamline your company's hiring process and help you find the right person for the role. By collecting job applications online with JotForm, you can instantly view applicants' experience, contact details, cover letters, and resumes on any device - no need for pesky paperwork! Our drag-and-drop Form Builder also makes it easy to update application questions, customize the template design, and add your logo for a professional touch. Re-organize your hiring process to hire better employees with our Job Application Form Templates today.

Exercise 10. Think of the position you would like to have now. Write a letter of application. (Use a form in **Assessment Part** on page 45) Read your letters in class. Whose letter was the best? Why?

Listening

Some Tips on Style and Format of Your Presentation

You're going to listen to tips on style and format of your presentation. Which tip do you think is the most important?

Comprehension check

Exercise 1. Answer the questions.

- 1) How many parts should your oral presentation have?
- 2) What should you do with important information?
- 3) Why should you keep information short and simple?
- 4) What should you pay special attention to?
- 5) Is humour necessary in your presentation?
- 6) What is an "eye contact"?

Exercise 2. Listen to the text once more and mark the following statements *T (true) F (false)*.

1)	Your introduction presents the key words and gives details of the presentation	
2)	Remember that too much information will only result in your audience remembering nothing.	
3)	If you are a very talented professional but your presentation will be convincing despite of errors, spelling mistakes or mispronunciation of English terms.	
4)	Spellcheckers and online dictionaries are very helpful for preparing presentation.	
5)	A good way to engage the audience is to keep eye contact and to ask questions.	

Exercise 3. Listen to the text once more and insert the missing words.

- 1) Present only the important ideas in your _____, and repeat them in the _____.
- 2) Be credible: avoid _____ and _____.
- 3) You need to _____ to spelling and pronunciation in _____ and _____ as well as in the _____ and the conclusion.
- 4) Although humor can be _____ to defuse tense situations, it can also be _____ and _____.
- 5) When you _____, you need to _____ between you and your _____.

Translation Basics

Основной задачей перевода является объективная, полная передача информации, заложенная в оригинальном тексте.

Для профессионально-ориентированных текстов характерно наличие фактуальной информации, то есть содержащей сообщения о фактах – реальных, предполагаемых, прогнозируемых.

В идеале читатель перевода должен получить такой же объем сведений, что и читатель оригинального, в нашем случае, английского текста.

В редких случаях это достигается обычной подстановкой слов. Дословный перевод является скорее исключением, чем правилом. Таким образом, перевод почти всегда сопряжен с преодолением различных барьеров (культурологических, лингвистических, социальных и т.д.) Качество перевода зависит от того, насколько эффективно преодолены эти барьеры.

Процесс перевода включает два этапа:

- этап анализа исходного текста с целью достижения полного его понимания, извлечения из него всей глубины смысла;

- этап синтеза - наделение этого смысла новой иноязычной формой.

Основным помощником при переводе являются словари – книги и электронные словари, официальные сайты корпораций и другие авторитетные источники. При этом всегда надо помнить о контекстуальном значении слова, поскольку особенности контекста могут заставить отказаться от словарных соответствий и возникает необходимость искать контекстуальное значение. Кроме того, для технических текстов характерна следующая особенность: очень часто общеупотребительные слова в профессиональной сфере приобретают новое значение, которое никак не связано с его основным, общеизвестным значением. Например, **bus** (автобус) – в сфере IT-технологий переводится как **«шина»**, что абсолютно не имеет ничего общего с автомобильными шинами, а в одном из IT-значений является каналом передачи информации.

Технический вокабуляр представляет собой не только языковые единицы, выраженные буквами (**HDMI, SD u** т.д.), но и содержит ряд наименований, представленных в виде комбинации букв, цифр и символов (**Core i3-2100, VIA C7-D** и т.д.).

В данной части пособия мы познакомим Вас с основными способами и приемами перевода, которые будут полезны не только при переводе текстов с английского языка на русский, но и при написании статей, а также понимании специальных статей по инженерной тематике на русском языке, так как они изобилуют включением в текст английских слов в их исходной графической форме. Например: «IBM и Французская

федерация тенниса (FFT) объединили усилия... для болельщиков теннисного турнира «**Ролал Гаррос**» ... IBM в сотрудничестве с оператором Orange разработала специальное приложение **Roland-Garros** для смартфонов iPhone и планшета iPad,...

Основные способы и приемы перевода

1. **Транскрипция** – буквально *переписывание*, от латинского *trans-* - «через, пере-» и *scribo* - «черчу, пишу» Способ перевода слова языка оригинала путем воссоздания его звуковой формы с помощью букв языка перевода. Например, **Interface** – интерфейс.

2. **Транслитерация** - точная передача знаков одной письменности знаками другой письменности, при которой каждый знак (или последовательность знаков) одной системы письма передаётся одним и тем же знаком (или последовательностью знаков) другой системы письма. Например, **Xerox** – ксерокс.

3. **Калькирование** – один из приемов перевода, состоящий в том, что слова и выражения одного языка (языка оригинала) переводятся на другой язык (язык перевода) путем точного воспроизведения средствами языка перевода. Например, **Brain drain** - утечка мозгов.

4. **Включение в текст иностранного слова в его исходной графике.** Например, **USB, DVD**.

5. **Аналог, или приблизительное соответствие.**

Аналог – это слово или словосочетание языка перевода, используемое для обозначения понятия, сходного, но не совпадающего с понятием языка оригинала. Аналог это приблизительный эквивалент. Например, **Electronic circuits** – электронные цепи; @ **[at]** - “собака”; computer – ЭВМ, **drugstore** – аптека.

6. **Толкование, описательный или разъяснительный перевод** – способ перевода, использующийся в тех случаях, когда не существует никакой другой возможности передачи слова вследствие отсутствия эквивалентов и аналогов в языке перевода, заключающийся в раскрытии значения слова с помощью развернутого описания. **Q-switched laser** - лазер, работающий в режиме импульсной добротности.

Перевод аббревиатур

Часто аббревиатура сопровождается ее полным вариантом при первом ее упоминании в тексте, что снимает трудности перевода. Для правильной передачи значения аббревиатуры необходимо внимательно изучить контекст и полностью понять его смысл. Способом передачи

аббревиатуры в таком случае является распознавание ее составляющих и перевод полной формы, то есть расшифровка аббревиатуры. Например, **ASCII (American Standard Code for Information Interchange)** переводиться как «Американский стандартный код для обмена информацией». Русским эквивалентом данной аббревиатуры является **АСКОД**, что соответствует сочетанию начальных букв ключевых слов самой аббревиатуры.

Если в языке перевода используется уже устоявшийся вариант аббревиатуры, то он и используется при переводе. Например, **IT (Informational Technology)** переводится полностью словосочетанием «информационная технология» или закрепившейся в языке аббревиатурой **ИТ**; **FBI (Federal Bureau of Investigation)** «Федеральное бюро расследований» «ФБР».

Если аббревиатура не поддается расшифровке или не требует перевод, то в русском тексте она остаётся на английском языке. Например, **"ISO"**

Многие **IT-аббревиатуры** вообще не требуют перевода, так как закрепились в обоих языках в сокращенном виде. Например, **DVD, GSM, USB** и другие.

В тексте перевода на языке оригинала, как правило, остаются аббревиатуры наименований марок изделий, товары, приборов и т.д.

Если в тексте оригинала встречаются аббревиатуры из других языков, то при переводе они сохраняют свою иноязычную графическую форму. Классическим примером могут служить такие латинские аббревиатуры как **PS, NB, p.m., a.m.** и другие.

Если аббревиатура малоизвестна, то ее необходимо расшифровать и оставить в расшифрованном виде в тексте перевода.

Один из распространенных способов перевода аббревиатур является транслитерация – конвертирование текста из латиницы в кириллицу и наоборот. Например, **NATO (North Atlantic Treaty Organization)** переводится на русский язык как НАТО. Такой способ перевода характерен для сокращений, которые имеют международное значение и должны звучать одинаково в большинстве иностранных языков.

Для ряда других аббревиатур используется транскрибирование – передача аббревиатуры способом, стремящимся к наиболее точной передаче произношения при помощи алфавита языка перевода. Например, сокращение **PR** уже превратилось в самостоятельный эквивалент «пиар» в русском языке. Стоит отметить, что данный способ, как и предыдущий, используется для относительно распространенных аббревиатур и не предполагает авторского перевода.

В современном языке компьютерных технологий все больше появляются аббревиатуры, содержащие фонетически читаемые числительные. **Gr8** = great, **B2B** = business-to-business.

Перевод имен собственных и географических названий

При переводе любых текстов приходится сталкиваться с необходимостью передачи иностранных имен и названий.

Определенных правил передачи имен собственных в переводе нет, но за правило переводчику нужно взять поиск или проверку нужных соответствий по словарям, справочникам, атласам, энциклопедиям и т.д.

Итак, существует несколько приемов передачи имен собственных:

1. **Транскрипция** – передача звукового облика слова.

Способом транскрипции передаются официальные названия.

а) название фирм, компаний, банков:

«**Standard Vacuum Oil Company**», «Стандард вакуум ойл компани», «**Standard Oil Development Company**» - «Стандард ойл девелопмент компани».

б) названия судов, самолетов, ракет, космических кораблей: **Voyager** - «Вояджер», **Discovery** - «Дискавери», даже названию судна **Queen Elizabeth** соответствует «Куин Элизабет», а не «Королева Елизавета» и т.д.

При переводе наименований компаний, организаций и т.д. особенности орфографии оригинала (использование заглавных букв и знаков препинания, кроме апострофа) сохраняются. (**Harrod's** - Хэрродс, **Macdonald's** - Макдоналдс). Сокращения Ltd., Inc., Co., традиционно передаются как «Лтд.», «Инк.», «Ко».

В некоторых случаях, когда название имеет не столько характеризующий, сколько образный или эмоциональный смысл, применяются и **транскрипционные соответствия**, например, **Greenpeace** - «Гринпис», «Яблоко» - **Yabloko**.

в) названия газет и журналов:

Morning Star – Морнинг стар, «**Hurst Consolidated Publications**» - «Херст консолидейтед пабликейшенз». Встречаются и такие случаи перевода, когда одно и то же название может быть как переведено, так и затранскрибировано, так, например, «**Kemsle Newspapers Limited**» - «Кемзли газетный концерн» или «Кемзли Ньюспейперз лимитид»).

2. Транслитерация - побуквенная, графическая передача исходного имени.

При переводе способом транслитерации русских имен используется общепринятые стандарты перевода с помощью латиницы.

Транслитерация английских имен собственных на русский язык имеет ряд особенностей.

1) **Howard Carter** – Говард Картер, здесь используется принцип фонетической транскрипции, но так как в русском нет звука, полностью соответствующего английскому [h], его заменяют на «Г» или, в редких случаях, на «Х».

2) **Andreas Smith** - Андреас Смит, имя и фамилия полностью транскрибируются.

3) **John Boll** - Джон Болл, имя транскрибируется, а фамилия транслитерируется, о чем говорит «лл».

4) **Bill Gates** –Билл Гейтс, имя транслитерировано («лл»), а фамилия транскрибирована.

5) **5. Brigham, L.W.** - Бригхэм Л.В., фамилия и инициалы транскрибированы.

3. Перевод или калькирование (т.е. покомпонентный перевод)

Данный прием бывает необходимым при передаче значащих, «говорящих» имен и кличек. Например: **Stingy - Скряга**. Основная их функция не столько назывная, сколько характеризующая, но для передачи имен собственных он нежелателен.

4. Включение в текст иностранного имени собственного в его исходной графике.

Все чаще в отношении IT-компаний допускается включение в текст иностранного имени в его исходной графике, так, например, «компания **Biostar**», «компания **Motorola**», «компания **HP**» и т.д

При переводе IT-текстов включение в текст иностранного имени в его исходной графике является одним из ведущих и предпочтительных. Так, например, «*Бюджетные решения, Lenovo IdeaPad A1, PocketBook A10 и ViewPad 7e планируются продаваться за 200 долл., ...*»

Данные имена и названия не склоняются. Например, «*Он пришел в корпорацию 10 лет назад из Informix, известного производителя СУБД, приобретенного IBM.*»

При том если имя собственное транскрибируется или транслитерируется, то оно «подчиняется» законам русской грамматики. Например, в тексте попеременно встречается имя собственное Linux и в английском написании и в русской транслитерации «Каталог программ Linux», «Защита данных в Linux» «Новости из мира Линукса, Как начать работать в Линуксе».

Этот прием удобен тем, что оно сразу выделяет имя собственное в контексте и снимает ряд проблем, связанных с трудностью или невозможностью передачи отдельных звуков и букв.

В «чистом» виде эти приемы редко встречаются в литературных текстах и часто комбинируются друг с другом. Основными рекомендациями здесь могут быть:

1) для передачи известных географических названий и имен видных деятелей самым надежным справочником могут служить словари, атласы, энциклопедии;

2) имена и названия сугубо «локального» характера следует транскрибировать. Например, Kazachya Pereprava – Казачья Переправа (мост г. Магнитогорск)

3) иногда для установления соотнесенности имени с определенным объектом необходимы тщательный учет контекста и добавление в перевод идентифицирующих слов (компания, река, город, штат и т.д.) Например, Ванное Lake – оз. Банное, ul. Stalevarov/ Stalevarov Street/St. – ул. Сталеваров.

Russian-English alphabet for proper names and realia translating

Буквы русского алфавита	Соответствующие буквы (сочетания букв) латиницей	Буквы русского алфавита	Соответствующие буквы (сочетания букв) латиницей
А, а	A (a)	Р, р	R (r)
Б, б	B (b)	С, с	S (s)
В, в	V (v)	Т, т	T (t)
Г, г	G (g)	У, у	U (u)
Д, д	D (d)	Ф, ф	F (f)
Е, е	E (e), YE (ye)	Х, х	KH (kh), H
Ё, ё	E (e), YO (yo), E	Ц, ц	TS (ts) TC, CZ
Ж, ж	ZH (zh)	Ч, ч	CH (ch), TCH
З, з	Z (z)	Ш, ш	SH (sh)
И, и	I (i)	Щ, щ	SHCH (shch), SHH
Й, й	Y (y), JJ(i)	Ъ	“, не пишется
К, к	K (k)	Ы	Y (y)
Л, л	L (l)	Ь	‘, не пишется
М, м	M (m)	Э, э	E (e), EH
Н, н	N (n)	Ю, ю	YU (yu), IU (iu)
О, о	O (o)	Я, я	YA (ya), IA (ia)
П, п	P (p)		

English –Russian alphabet for proper names and realia translating

Буквы английского алфавита (латиница)	Буквы русского алфавита (кириллица)	Буквы английского алфавита (латиница)	Буквы русского алфавита (кириллица)
A, a	А, а	N, n	Н, н
B, b	Б, б	O, o	О, о
C, c	Ц, ц	P, p	П, п
D, d	Д, д	Q, q	Ю, ю
E, e	Е, е	R, r	Р, р
F, f	Ф, ф	S, s	С, с
G, g	Г, г	T, t	Т, т

H, h	Х, х	U, u	У, у
I, i	И, и	V, v	В, в
J, j	Ж, ж	W, w	В, в
K, k	К, к	X, x	КС, кс
L, l	Л, л	Y, y	Й, и
M, m	М, м	Z, z	З, з

Academic Writing

Writing Scientific Articles. Writing an Introduction

Exercise 1. If you have no published articles, do not get disappointed. It's high time to begin. Discuss the IMRAD model.

Look at the **IMRAD** model, according to which you should shape your article (Fig.1).

I - Introduction

M – Methodology (Methods)

R – Results

And

D – Discussion

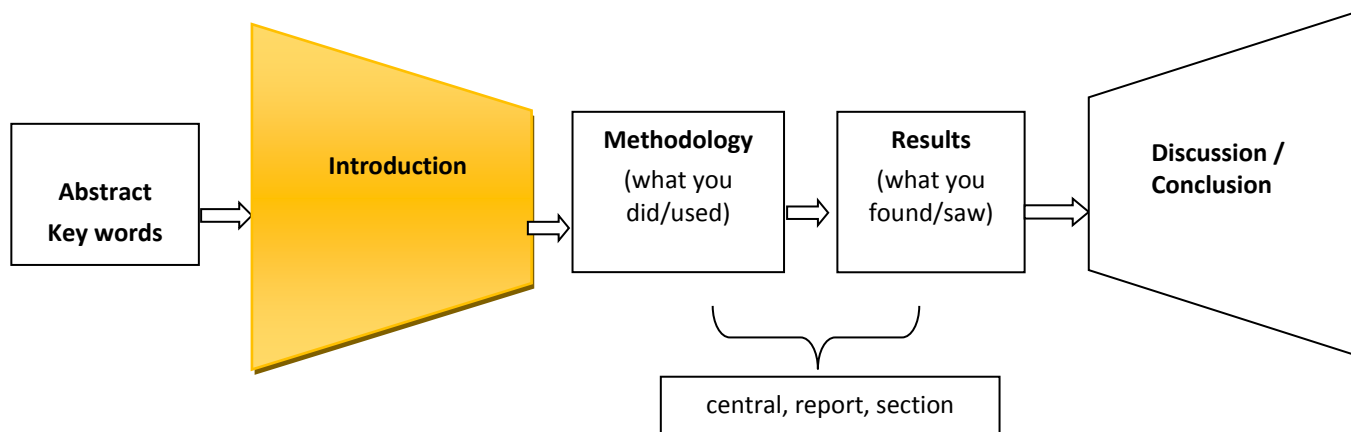


Fig.1. IMRAD model. The shape of a research article or thesis.

You may notice that the diagram above narrows towards the central report section, and widens after it. This represents the way information is ordered in the Introduction and the Discussion/Conclusion: in the Introduction you start out by being fairly general and gradually narrow your focus, whereas the opposite is true in the Discussion/Conclusion.

Exercise 2. Read the Introduction below. Don't worry if the subject matter is not familiar or if you have difficulty understanding individual words, especially technical terms like *polylactide*. Just try to get a general understanding. Pay attention to the highlighted words and phrases, which are frequently used.

The Synthesis of Flexible Polymer Blends from Polylactide and Rubber

Introduction

1 *Polylactide (PLA)* has received much attention in recent years due to its biodegradable properties, which offer important economic benefits. 2

PLA is a polymer obtained from corn and is produced by the polymerisation of lactide. **3** It has many possible uses in the biomedical field and has also been investigated as a potential engineering material. **4** However, it has been found to be too weak under impact to be used commercially.


5 One way to toughen polymers is to incorporate a layer of rubber particles and there has been extensive research regarding the rubber modification of PLA. **6** For example, Penney et al. showed that PLA composites could be prepared using blending techniques and more recently, Hillier established the toughness of such composites. **7** However, although the effect of the rubber particles on the mechanical properties of copolymer systems was demonstrated over two years ago, little attention has been paid to the selection of an appropriate rubber component.

8 The present paper presents a set of criteria for selecting such a component. **9** On the basis of these criteria it then describes the preparation of a set of polymer blends using PLA and a hydrocarbon rubber (PI). **10** This combination of two mechanistically distinct polymerisations formed a novel copolymer in which the incorporation of PI significantly increased flexibility.

Note: et al. is an abbreviated form from **et alii** and means “and others”

Exercise 3. Read the keys to the Introduction model.

In Sentence 1 “Polylactide (PLA) has received much attention in recent years due to its biodegradable properties, which offer important economic benefits.” **the writer describes the importance of this research topic.**

 Most authors of research articles begin by establishing the significance of their research; if you don't, it can look as though your research is NOT significant, so don't be shy about stating why and how your field is important or useful.

Use phrases like:

Much study in recent years...

... plays a major role


Much study in recent years has focused on...

... has received much attention in recent years


There exist substantial benefits from...


The **Present Simple** or the **Present Perfect** Tenses will be to the point here.

In Sentence 2 “PLA is a polymer obtained from corn and is produced by the polymerisation of lactide. ” **the writer provides general background information for the reader.**

 Sentence 2 is in the Present Simple tense, which is used for accepted/established facts. Research articles often begin with accepted or established facts. If the subject of your research is very specific, then many of your readers will have a high level of background knowledge, and you can start with fairly specific information. If the purpose of your paper is to attract a wider audience, then it is better to start with more general background information. If your background facts come from research, don't forget to include the research references where necessary

Always show your readers the general picture before you examine the details: **show them the wall before you examine the bricks!**

 Remember that the background facts to your research are very familiar to you and the people you work with, but they won't be as familiar to all of your readers. Therefore, if the article is to reach a wider audience you need to state background facts which seem obvious or well-known to you.


 If you are not sure how to begin, look at the title of our paper. Define the key words in it – perhaps you can begin with a definition or a fact about one of those key words.

 Do not stick to one sentence, as it is only the model.


In Sentence 3 *"It has many possible uses in the biomedical field and has also been investigated as a potential engineering material."* **the writer does the same as in Sentences 1 and 2, but in a more specific/detailed way, using research references to support both the background facts and claim for significance.**


For ideas: Why should you include references into your papers?

For you answer

 It is obligatory for the author to include references for three reasons:

- 1) because plagiarism (failing to give others the appropriate credit for their work) is unprofessional;
- 2) referencing gives your reader the chance to find and read the mentioned study;
- 3) failing to provide a reference may indicate that you are not familiar with research in your area.

 Sentence 3 includes a citation reference. Before you write a research paper, you collect a lot of references, quotations and ideas from journals and the Internet, many of which you will mention at some point in the paper.

 The literature review, which describes recent and current research are usually in the **Past Simple or Present Perfect** tense.

In Sentence 4 “*However, it has been found to be too weak under impact to be used commercially.*” **the writer describes the general problem area or the current research focus of the field.**

The author should describe the current focus of the field, a problem which many researches in this field are interested in and which leads to the specific problem which will be addressed in this article. You may need a research reference when you describe the problem. However, if it is a well-known problem, then it is not necessary to provide a reference.

In Sentence 5 “*One way to toughen polymers is to incorporate a layer of rubber particles and there has been extensive research regarding the rubber modification of PLA.*” **the writer provides a transition between the general problem area and the literature review.**

As a general rule, you should include references to previous or current research wherever it is useful, even in a sentence which function is to provide a transition.


In Sentence 6 “*For example, Penney et al. showed that PLA composites could be prepared using blending techniques and more recently, Hillier established the toughness of such composites.*” **the writer provides a brief overview of key research projects in this area**

You can't just “pour” the literature review onto the page in any order. You should arrange your references and studies so that the reader is able to process them in a logical way. There are three common options:


- 1) **chronological**: Deal with the research in chronological order.
- 2) different **approaches/ theories/ models**: Group projects or studies according to their approach or methodology.
- 3) **general/specific**: Start with general research in the field and gradually move to research that is closer to your own.


What option do you usually take?

In Sentence 7 “*However, although the effect of the rubber particles on the mechanical properties of copolymer systems was demonstrated over two years ago, little attention has been paid to the selection of an appropriate rubber component.*” **the writer describes a gap in the research**


 You can do it either by describing a problem in the previous research or by indicating that there is a gap in the research. You can introduce it with a signaling connector such as *However* or *Although*.


Do not do it in the form of a question. State it as a prediction or a hypothesis which you intend to test.

 Explain why you have done your study.

 Offer slightly too much background information than too little (e.g. give details of the properties of the material which you have chosen to investigate, or describe the specific part of the device which you plan to improve).

In Sentence 8 “*The present paper presents a set of criteria for selecting such a component.*” **the writer describes the paper itself.**

 At this stage you move to the present work. You can describe it, say its purpose or focus, give its structure or a combination of these.

 Use the Present Simple tense: e.g. *This paper is organized as follows...*


This study focuses on...

The aim of this work is...

The present paper presents...

In Sentence 9 “*On the basis of these criteria it then describes the preparation of a set of polymer blends using PLA and a hydrocarbon rubber (PI).*” **the writer gives details about the methodology reported in the paper.**

In Sentence 10 “*This combination of two mechanistically distinct polymerisations formed a novel copolymer in which the incorporation of PI significantly increased flexibility.*” **the writer announces the findings.**

 Although you can give information about your methodology or findings in the Introduction, be careful not to go into too much detail at this point, otherwise you will have nothing to write about in the Methodology or Results sections.

Exercise 4. Study the summary of the model.

- 1) *You establish the importance of this research topic.*
- 2) *You provide general background information.*
- 3) *You do the same as in 1 and 2, but in a more specific/detailed way.*
- 4) *You describe the general problem area or the current research focus of the field.*
- 5) *You provide a transition between the general problem area and the literature review.*
- 6) *You provide a brief overview of key research projects in this area.*
- 7) *You describe a gap in the research.*
- 8) *You describe the paper itself.*
- 9) *You give details about the methodology reported in the paper.*

10) *You announce the findings.*

Exercise 5. Study the four basic components of the INTRODUCTION:

1	<ul style="list-style-type: none"> ➤ ESTABLISH THE IMPORTANCE OF YOUR FIELD; ➤ PROVIDE BACKGROUND FACTS/INFORMATION; ➤ DEFINE THE TERMINOLOGY IN THE TITLE/KEY WORDS; ➤ PRESENT THE PROBLEM AREA/CURRENT RESEARCH FOCUS.
2	PREVIOUS AND/OR CURRENT RESEARCH AND CONTRIBUTIONS.
3	<ul style="list-style-type: none"> ➤ LOCATE A GAP IN THE RESEARCH; ➤ DESCRIBE THE PROBLEM YOU WILL ADDRESS; ➤ PRESENT A PREDICTION TO BE TESTED.
4	DESCRIBE THE PRESENT PAPER.

Exercise 6. Read about signaling language. Fill in the gaps with the most suitable signaling connectors.

One of the most common errors writing is failing to connect one sentence or idea to the next. Every time you end a sentence, your reader has no idea what the next sentence is going to do or say. That is why, you should help the reader using the following signaling sentence connectors:

CAUSE

due to (the fact that)	as
on account of (the fact that)	because
in view of (the fact that)	since

The experiment was unsuccessful_____ the measuring instruments were inaccurate.

The experiment was unsuccessful_____ the inaccuracy of the measuring instruments.

Note: All these connectors can be used at the start of a sentence, even because (*Because the measuring instruments were inaccurate, the experiment was unsuccessful*).

RESULT

therefore	as a result (of which)
consequently	which is why
hence	so

The measuring instruments were calibrated accurately, _____ the experiment was successful. **Note:** Do not start sentences with So to communicate the result; it's too informal.

CONTRAST/DIFFERENCE

however whereas but	on the one hand... on the other hand while by contrast
---------------------------	---

Some experiments used uncalibrated instruments and succeeded, _____, other experiments used carefully calibrated instruments and failed.

UNEXPECTEDNESS

Although Even though Though	Despite In spite of Regardless of Notwithstanding	nevertheless however yet nonetheless even so
-----------------------------------	--	--

_____ it was difficult, a solution was eventually found.

_____ the difficulty, a solution was eventually found.

It was difficult; _____ a solution was eventually found.

ADDITION

in addition moreover furthermore apart from that /which	also secondly (thirdly, fourthly, etc.) in the second place (etc.) what is more besides
--	---

We used a batch processing system because it was more effective; _____ it was faster.

Exercise 7. Read some more tips.

Passive or Active?

Students often ask whether they can use **we** in their research articles. In the **Introduction** you usually say what you will be doing or presenting in the research article. You can use **we** to refer to your research group or team, but do not use it to refer to people or humanity in general. If you are referring to people in general, it's better to use a construction with **It** (It is known/ It is thought that...) rather than **We** know/think that... It is also common to use the passive instead of **we** (... was measured, ... was added etc.)

In a thesis you are writing as an individual and you do not have a research group or team. So, instead of using **I**, it is better to write in the passive or to use a "dummy" subject instead of **I** or **we**. E.g. **This article** describes adaptability of the enterprise resource planning system for construction industry.

The present paper presents a set of criteria for selecting such a component.

Paragraphing

There exist two common errors in paragraphing:

- 1) Clusters of short or single-sentence paragraphs.
- 2) Too long paragraphs.

Both errors will confuse readers and are signs of poorly-organised writing. Try to correct these errors. When you are planning your paper, write down each idea/concept that you want to write about, check that they are in a logical order and then list what you want to say about each, using bullet points.

There is/There are –NO. There exist(s)/ There remain(s) - YES

Do not use constructions like There is/There are. Instead of them use the following:

- e.g. There still ***remains*** the problem of...
 There ***exist*** several approaches...

Exercise 8. Answer the following questions:

- 1) What will be the area of studies for your future paper?
- 2) What will be the goal of your paper?
- 3) How are you planning to achieve the goal?
- 4) How will you start the Introduction? What type of sentence should you begin with?
- 5) What type of information should be in your Introduction, and in what order?
- 6) How will you end your Introduction?

Exercise 9. Study vocabulary to be used in the Introduction. Use it in your article.

(a) basic issue	(a) popular method/technology	economically important	play a major part (in)
(a) central problem	(a) powerful tool/method	(has) focused on for a number of years	one of the best-known
(a) challenging area	(a) profitable	for many years	over the past ten years
(a) classic feature	(a) range (of)	frequent(ly)	play a key role (in)
(a) common issue	(a) rapid rise	generally	possible benefits
(a) considerable number	(a) remarkable variety	(has been)	potential
(a) crucial issue	(a) significant increase	extensively studied	applications
(a) current problem	(a) striking feature	importance/import ant	recent decades
(a) dramatic increase	(a) useful method	many	recent(ly)
(an) essential element	(a) vital aspect		today
	(an) advantage		traditional(ly)
			typical(ly)

(a) fundamental issue (a) growth in popularity (an) increasing number (an) interesting field (a) key technique (a) leading cause (of) (a) major issue	attracted much attention benefit/beneficial commercial interest	most much study in recent years nowadays numerous investigations of great concern of growing interest often	well-documented well-known widely-known widespread
---	---	---	---

ESTABLISHING SIGNIFICANCE

Here are some examples of how these are used:

- A **major current focus** in population management is how to ensure sustainability of...
- **Numerous experiments have established that** ionising radiation causes...
- Low-dose responses to radiation have **generated considerable recent research interest**.
- Analysis of change in the transportation sector is **vital** for two **important** reasons: ...
- PDA accounts for **over 95%** of all pancreatic cancers.
- **It is generally accepted that** joints in steel frames operate in a semirigid fashion.
- Nanocrystalline oxide films **are attracting widespread interest** in fields such as...
- **The importance of** strength anisotropy has been demonstrated by...
- Convection heat transfer phenomena **play an important role in** the development of...
- For **more than 100 years** researchers have been observing the stress-strain behaviour of...
- **Much research in recent years has focused on** carbon nanotubes.

Exercise 10. Study the following verbs to present previous and/or current research and contributions. Use it in your article.

achieve develop obtain address	confirm consider construct correlate	formulate generate identify illustrate	prove provide publish put forward
---	---	---	--

adopt analyze apply argue assume attempt calculate categorize carry out choose claim classify collect compare concentrate (on) conclude conduct	deal with debate define demonstrate describe design detect determine discover discuss enhance establish estimate evaluate examine explain explore extend find focus on	implement imply improve incorporate indicate interpret introduce investigate measure model monitor note observe prefer overcome perform point out predict present produce propose	realise recognise recommend record report reveal revise review show simulate solve state study support suggest test undertake use utilize
---	---	---	---

Here are some examples of how these are used:

- This phenomenon **was demonstrated** by...
- In their study, expanded T-cells **were found** in...
- Initial attempts **focused on identifying** the cause of...
- Weather severity **has been shown to**...
- Early data **was interpreted** in the study by...
- The algorithm **has been proposed** for these applications...
- The results on pair dispersion **were reported in**...
- Their study **suggested** a possible cause for...
- An alternative approach **was developed** by...

Exercise 11. Study words, which can be used for describing GAP/ QUESTION/ PROBLEM/ CRITICISM

Note: Some of these words/phrases express very strong criticism. A useful exercise is to put an asterisk (*) next to those you think you could use if you were talking about the research of your professor or supervisor. You can also alter them to make them more polite (*i.e.* instead of *unsuccessful*, which is quite a strong criticism, you could write *may not always be completely successful*).

Words and Phrases for Describing GAP/ QUESTION/ PROBLEM/ CRITICISM

Adjectives:

ambiguous
 computational
 y demanding
 confused
 deficient
 doubtful
 expensive
 false
 far from
 perfect
 ill-defined
 impractical
 improbable
 inaccurate
 inadequate
 incapable (of)

incompatible
 (with)
 incomplete
 inconclusive
 inconsistent
 inconvenient
 incorrect
 ineffective
 inefficient
 inferior
 inflexible
 insufficient
 meaningless
 misleading
 non-existent
 not addressed
 not apparent
 not dealt with

not repeatable
 not studied
 not sufficiently
 + adjective

 not well
 understood

 not/no longer
 useful

 of little value
 over-simplistic
 poor
 problematic
 questionable
 redundant
 restricted

time-
 consuming
 unanswered
 uncertain
 unclear
 uneconomic
 unfounded
 unlikely
 unnecessary
 unproven
 unrealistic
 unresolved
 unsatisfactory
 unsolved
 unsuccessful
 unsupported

Nouns:

(the) absence of
 (an) alternative
 approach
 (a) challenge
 (a) defect
 (a) difficulty
 (a) disadvantage
 (a) drawback

(an) error
 (a) flaw
 (a) gap in our
 knowledge
 (a) lack
 (a) limitation
 (a) need for
 clarification
 (the) next step

no correlation
 (between)
 (an) obstacle
 (a) problem
 (a) risk
 (a) weakness

Verbs:

(to be) confined to
 (to) demand
 clarification
 (to) disagree
 (to) fail to

(to) fall short of
 (to) miscalculate
 (to) misjudge
 (to) misunderstand
 (to) need to re-
 examine

(to) neglect
 (to) overlook
 (to) remain unstudied
 (to) require
 clarification
 (to) suffer from

Exercise 12. Use words and phrases from the columns in sentences of your own. Read your sentences in class.

For ideas:

This part is often signalled by words such as however, although, while, nevertheless, despite, but.

Although this approach improves performance, it results in **an unacceptable** number of...

Here are some examples of how these are used:

Few researchers have addressed the problem of...

There remains a need for an efficient method that can...

However, light scattering techniques have been **largely unsuccessful** to date.

The high absorbance makes this **an impractical option** in cases where...

Unfortunately, these methods do not always guarantee...

An alternative approach is necessary.

The function of these proteins **remains unclear**.

These can be **time-consuming** and are often **technically difficult** to perform.

Previous work has focused **only** on...

However, the experimental configuration was **far from optimal**.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercise 13. Before writing a paper, you should find 3 or 4 research papers in your field from scientific journals and photocopy them. Read them carefully and use them as target articles that will help you to adapt what you learnt from them to your own work.

Exercise 15. Think of the title for your paper and write the Introduction using exercises mentioned above.

Assessment

Use Exercise 2. “**Reading & Speaking**” on page 9 and prompts from “10 Important Questions an Engineer Should Be Prepared for” and fill in the table below. For each correct answer your Teacher gives you 1 point. (Max 10 point for your work)

Question	For your answers	Points
1. When did you start your job search? Have you been offered any positions?		
2. What do you enjoy most/least about engineering?		
3. Where do you see yourself 10 years from now?		
4. What would you consider to be your greatest success in using your skills to solve an engineering problem?		
5. What new engineering specialty skills have you developed during the past year?		
6. What do you get out of engineering that you couldn't get from any other kind of work?		
7. On your last project assignment, what problems did you identify that had been previously overlooked?		
8. What was the workload like in your previous engineering department?		
9. What personal characteristics do you feel are necessary to be a successful engineer?		
10. Have you ever got into a difficult or embarrassing situation at your work?		
Total		

Fill in the Registration form. (Max 2 points for your work)

Conference Online Registration

Please fill in the form below. We'll contact you as soon as possible.

Full Name *
First Name Last Name

Area *

Address *
Street Address

Street Address Line 2

City State / Province

Postal / Zip Code Country

E-mail * ex: myname@example.com

Phone Number * -
Area Code Phone Number

First time to attend this conference? * Yes
 No

I will attend: Event 1 - Date of Event 1
 Event 2 - Date of Event 2
 Event 3 - Date of Event 3

Total

Write a Letter of Application (Max 4 Points)

_____ **Total** _____

Write your CV (Max 4 Points)

A large rectangular area with an orange border and rounded corners, containing horizontal lines for writing. The top-left and bottom-left corners are decorated with grey scroll-like shapes.

Total _____

Module 1. Assessment

I.	II.	III.	IV.
10 Important Questions	Registration form	Letter of Application	CV
(max 10 points)	(max 2 points)	(max 4 points)	(max 4 points)
_____points	_____points	_____points	_____points
(max 20 points)	Total _____points		

Bank of Prompts

Appendix 1

Degree abbreviations vary from college to college but many are the same. Some universities use the Latin name for the degree which may cause the abbreviation to be reversed. For example, "A.B." is an abbreviation for the Latin degree "artium baccalaures" which can also be shown as "B.A" to reflect Bachelor of Arts. Most of the common fields of study use the same abbreviations with a few exceptions.

Common Education Degree Abbreviations

Associate Level

- A.A.- Associate of Arts
- A.A.S. - Associate of Applied Science
- A.A.T. - Associate in Applied Tech.
- A.O.T. - Associate in Occupational Technology
- A.S. - Associate of Science

Bachelor Level

- A.B. or B.A. - Bachelor of Arts
- B.A.B.A. - Bach of Arts of Business Administration
- B.A.Com. - Bachelor of Arts in Communication
- B.A.E. - Bachelor of Arts in Education, Bachelor of Art Education, Bachelor of Aerospace Engineering
- B.Ag - Bachelor of Agriculture
- B.Arch. - Bachelor of Architecture
- B.B.A. - Bachelor of Business Administration
- B.C.E. - Bachelor of Civil Engineering
- B.Ch.E. - Bachelor of Chemical Engineering
- B.D. - Bachelor of Divinity
- B.E. - Bachelor of Education, Bachelor of Engineering
- B.E.E. - Bachelor of Electrical Engineering
- B.F.A. - Bachelor of Fine Arts
- B.In.Dsn. - Bachelor of Industrial Design
- B.J. - Bachelor of Journalism
- B.L.A. - Bachelor of Liberal Arts
- B.M.Ed. - Bachelor of Music Education
- B. Pharm. - Bachelor of Pharmacy
- B.S. or S.B. - Bachelor of Science
- B.S.A.E. - B.S. in Aerospace Engineering
- B.S.B.A. - B.S. in Business Administration
- B.S.C.S. - B.S. in Computer Science
- B.S.Chem. - B.S. in Chemistry
- B.S.E. - B.S. in Engineering
- B.S.Ed. - B.S. in Education

- B.S.M.E. - B.S. in Mechanical Engineering
- B.S.Micr. - B.S. in Microbiology

- B.S.S.W. - B.S. in Social Work
- Ph.B. - Bachelor of Philosophy
- Th.B. - Bachelor of Theology

Master Level

- A.M. or M.A. - Master of Arts
- M.Acct. - Master of Accounting
- M.Aqua. - Master of Aquaculture
- M.B.A. - Master of Business Administration
- M.C.D. - Master of Communication Disorders
- M.C.S. - Master of Computer Science
- M.Div. - Master of Divinity
- M.E. - Master of Engineering
- M.Ed. - Master of Education
- M.Fstry. - Master of Forestry
- M.L.Arch. - Master of Landscape Architecture
- M.L.I.S. - Master of Library & Information Studies
- M.M. or M.Mus. - Master of Music

- M.P.S. - Master of Political Science
- M.S. - Master of Science
- M.S.C.J. - M.S. in Criminal Justice
- M.S.C.S. - M.S. in Computer Science
- M.S.Chem. - M.S. in Chemistry
- M.S.F.S. - M.S. in Forensic Science
- M.S.M.Sci. - M.S. in Marine Science
- M.S.Met. - M.S. in Metallurgical Engineering
- M.Sw.E - Master of Software Engineering
- M.S.W. - Master of Social Work
- M.Th. - Master of Theology
- Th.M. - Master of Theology

Doctorate Abbreviations

- Au.D. - Doctor of Audiology
- Art.D. or D.A. - Doctor of Arts
- D.B.A. - Doctor of Business Administration
- D.C. - Doctor of Chiropractic
- D.D. - Doctor of Divinity
- D.Ed. - Doctor of Education
- D.L.S. - Doctor of Library Science
- D.M.A. - Doctor of Musical Arts
- D.P.A. - Doctor of Public Administration
- D.P.H. - Doctor of Public Health
- D.Sc. - Doctor of Science

- D.S.W. - Doctor of Social Welfare, Doctor of Social Work
- D.V.M - Doctor of Veterinary Medicine
- Ed.D. - Doctor of Education
- J.D. - Doctor of Jurisprudence. Doctor of Laws
- L.H.D. - Doctor of Humane Letters
- LL.D. - Doctor of Laws
- Mus.D. or D.M. - Doctor of Music
- O.D. - Doctor of Optometry
- Ph.D. - Doctor of Philosophy
- S.D or Sc.D. - Doctor of Science

- S.Sc.D. - Doctor of Social Science

- Th.D. - Doctor of Theology

Common Medical Degree Abbreviations

- B. N. - Bachelor of Nursing
- B.S.N. - B.S. in Nursing
- M.N. - Master of Nursing
- M.N.A. - Master of Nurse Anesthesia
- D.D.S. - Doctor of Dental Surgery
- D.M.D. - Doctor of Dental Medicine, Doctor of Medical Dentistry
- D.O. - Doctor of Osteopathic Medicine

- D.P.T. - Doctor of Physical Therapy
- D.S.N. - Doctor of Science in Nursing
- D.Sc.PT - Doctor of Science in Physical Therapy
- M.D.- Doctor of Medicine
- O.D. - Doctor of Optometry
- Pharm.D. - Doctor of Pharmacy

Individual educational institutions and institutions outside of the United States may use a variation of the abbreviation shown above for a specific degree. For clarification on a specific abbreviation, check the institution's website to verify the degrees which are granted.

Ученая степень	
степень бакалавра - First degree = Bachelor's degree	
бакалавр (естественные науки) (гуманитарные науки) (искусство) (управление)	Bachelor Bachelor of Science, B.Sc./B.S. Bachelor of Arts, A.B./B.A. Bachelor of Fine Arts, B.F.A. Bachelor of Business Administration, B.B.A.
Студенты магистратуры и аспиранты - graduate(амер.)/postgraduate(брит.) students	
Степень магистра - Master's degree = advanced/graduate/higher degree;	
Магистр (естественные науки) (гуманитарные науки) (искусство)	Master Master of Science, M.S.; Master of Arts, M.A.; Master of Fine Arts, M.F.A.
аспирант	Postgraduate(брит.) Student, Doctoral Student

Степень доктора философии <i>doctoral degree / doctor's degree/doctorate</i>	
Степень кандидата наук <i>candidate's degree</i>	
доктор философии кандидат наук кандидат химических наук кандидат г.-м. наук	<i>Doctor of Philosophy, Ph.D.</i> Candidate of Sciences, Cand. Sc. Candidate of Chemistry / Candidate of Chemical Science (s) Candidate of Geology and Mineralogy, Cand. Sc. (Geol.-Min.)
Степень доктора наук <i>senior doctorate</i>	
Гранд доктор философии доктор наук доктор технических наук доктор физ.-мат. наук	<i>Grand Doctor of Philosophy, Grand PhD</i> Doctor of Science / Doctor of the Sciences Doctor of Technical Science (s) Doctor of Physics and Mathematics, Dr. Sc. (Phys.-Math.)
Ученое звание/<i>academic rank</i>	
старший научный сотрудник (естественные науки) (гуманитарные науки)	Senior Scientific Associate (гум.), Senior Research Associate/ Senior Research Scientist (ест.); Senior Research Fellow; Senior Research Physicist, Senior Research Chemist.
доцент	Senior Lecturer
профессор	Professor
академик Национальной академии наук (России) член-корреспондент Национальной академии наук (России)	Academician, Acad. of the National Academy of Science of Russia Corresponding Member of the National Academy of Science of (Russia)
Должность\ <i>academic rank</i>	
ассистент, преподаватель	Assistant Lecturer, Lecturer
старший преподаватель	Senior Instructor
Доцент (ВАК) Доцент	Associate Professor (Assoc. Prof.) Assistant Professor (Assist. Prof.) (ниже

	чем Assoc. Prof.)
Профессор	Professor
Доцент (ВАК)(доцент в естественных науках)	Associate Professor (Assoc. Prof. DSc.)
Профессор (Доктор наук в естественных науках)	Professor Doctor of Science (Prof. DSc.)
заведующий кафедрой кафедра физики	Head of Department Department of Physics
декан заместитель декана	Dean Deputy Dean
факультет	Faculty (Faculty of Arts, Faculty of Science, Faculty of Law, Faculty of Economics, etc.) (Брит.) College/School (College of Fine Arts, College of Arts And Sciences, College of Business Administration, School of Law, School of Pharmacy, etc.) (амер.)
ректор проректор проректор по учебной работе проректор по научной работе	Rector Vice Rector Prorector for Academic Affairs; Prorector for Scientific Affairs
младший научный сотрудник	Scientific Associate (Гум.), Research Associate/ Research Scientist (Ест.); Research Fellow; Physicist, Research Chemist
старший научный сотрудник	Senior Scientific Associate (Гум.), Senior Research Associate/ Senior Research Scientist (Ест.); <u>Senior Research Fellow</u> ; Senior Research Physicist, Senior Research Chemist.
заведующий отделом, лабораторией руководитель группы и т.п.	Head of Department, Head of Laboratory, Head of Group

Appendix 2

АФФИЛИАЦИЯ АВТОРОВ

Аффилиации - «affiliation» - это «принадлежность к организации», «присоединение к организации».

Определение institutional affiliation и academic affiliation свидетельствуют о месте написания работы, итоги которой содержатся в научной статье. В научных публикациях под этим понятием обозначается как место основной работы автора, так и организация, где проводились исследования в рамках какого-то проекта. Поэтому допустимо, когда автор указывает в аффилиации более одной (2-3) организации с условием, что такая множественная аффилиация при проведении описываемых результатов научных исследований полностью оправдана и достоверна.

Значение аффилиации в статьях.

Аффилиация (организация и ее местонахождение) в научных статьях и других научных публикациях при их индексировании в наукометрических системах имеет большое значение. По успешности автора организации (в первую очередь, цитированию его статей) определяется успешность организации. Указание организации автора позволяет правильно идентифицировать автора и исключить вероятность потери публикаций авторов, имеющих распространенную фамилию.

Аффилиация в статьях должна быть представлена так, чтобы ее можно было легко и точно разметить и обработать автоматическими средствами, как и все другие важнейшие элементы статьи.

Авторы должны соблюдать следующие правила:

-придерживаться унифицированного названия организации, как правило, зафиксированного в уставе организации и представленного на сайте организации;

-на английском языке не следует писать приставку к основному названию вуза или института, такую как, например, “Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования”, или аббревиатуру этой части названия (FGBUN, FGBOUVPO); **следует писать только основное, не изменяющееся (постоянное) название организации;**

-в аффилиации должно быть дано **полное название организации без сокращений и аббревиатур;** аббревиатура может быть дана в скобках после полного названия организации;

-**все составляющие аффилиации**, в т.ч. названия факультетов, институтов внутри вузов, и т.д., **должны быть разделены между собой запятыми и пробелами;** крайне не желательно применение

родительного падежа (Institute... of the Russian Academy of Science) при написании подчиненного структурного подразделения;

-аффилиация должна быть полной по географическому признаку: кроме названия организации, иметь сведения о географическом расположении организации (минимум, названия города и страны);

-в англоязычных аффилиациях рекомендуется писать **фамилии ученых, включенные в название организации перед основным названием организации** (Bach Institute of Biochemistry), но не после основного названия с переводом слова «имени» -“named after”). При этом инициалы допускается не указывать;

-все значимые слова в названиях организаций и их подразделений должны быть написаны с прописных букв в соответствии с англоязычными правилами написания организаций; не пишутся с прописных букв только предлоги и артикли;

-разные организации одного или нескольких авторов в поле аффилиации должны быть разделены между собой построчно, и каждая организация должны быть обозначена цифрами или буквами, приписанными также авторам соответствующей организации; **не допускается перечислять в одну строку несколько организаций или помещать их друг под другом без обозначений.**

Обозначение и размещение аффилиации в статьях. Элемент «аффилиация», который должен быть физически (знаками –цифрами или буквами, реже –другими значками, например, звездочками (*)) привязан к фамилиям авторов, имеет совершенно определенное значение и **не допускает включения в себя никаких других по значимости и смыслу элементов, в т.ч.** степеней, званий и должностей авторов. Исключение составляет адреса электронной почты одного или всех авторов. Эти сведения легко идентифицируются и включаются в индексы цитирования (или другую информационную систему).

Аффилиация размещается либо сразу под фамилиями авторов в заголовке статьи, либо в другом месте, в зависимости от формата статьи, однако определенно указывающем с помощью выше упомянутых знаков на то, что это аффилиация.

Степени, звания, должности и другие подобные сведения о статусе авторов относятся к элементу «информация об авторе(ах)» (“Information about the authors”, “Information about contributors”, “About authors”, “About contributors” и т.п.) и размещается в статьях отдельно от аффилиации.

Места работы автора могут повторяться в сведениях о званиях и должностях, но не наоборот. **Смешение этих элементов в поле аффилиации ведет к ошибкам и потере необходимых данных при разметке статей.** Во всех инструкциях для авторов в ведущих зарубежных журналах, как и в самих журналах, не найдется описания

аффилиации вместе с другими сведениями об авторах. Автор, принимающий корреспонденцию после публикации статьи, может быть выделен отдельно (Correspondence author). Необходимо иметь в виду, **что сведения о званиях, степенях и должностях нигде не учитываются в аналитических системах.**

Аффилиация должна быть полной. Для того, чтобы автор был точно идентифицирован и безошибочно отнесен к своей организации или к своему профилю, **данные об его принадлежности должны обязательно иметь сведения о географическом расположении организации. Это должны быть, как минимум, названия города и страны.**

В зарубежных журналах иногда встречаются рядом с фамилиями авторов аббревиатуры, которыми в англоязычных странах обозначают сокращенные названия званий и степеней по принятым в этих странах классификациям. Часть из этих аббревиатур совпадает с принятыми обозначениями в номенклатуре российских степеней (D. Sc.), однако таких совпадений достаточно мало.

Название организации, в состав которого входит название города (Moscow State University, St. Petersburg State University и т.д.), не означает, что статья автоматически попадает в профиль организации. И в этом случае, если аффилиация ограничивается только названием организации, к городу и стране она не будет отнесена, а также может быть потеряна и для профиля организации.

Полный вариант аффилиации включает почтовый адрес организации. Промежуточный вариант – почтовый индекс без адреса (улицы). При отсутствии полных адресных сведений университетов, начинающихся с одних и тех же слов, часто возникают ошибки в правильной идентификации организации. В результате статьи могут попасть в организации с похожими названиями. Яркий пример:

Lomonosov Moscow State University of Fine Chemical Technologies, Moscow, Russian Federation и

Lomonosov Moscow State University, Moscow, Russian Federation.

В таких случаях особенно важно указывать полные адресные данные организаций.

Схемы аффилиаций.

Аффилиация может иметь следующие варианты схем:

- -организация, город, страна;
- -организация, город индекс, страна;
- -организация, дом улица, город индекс, страна;
- -факультет или другое структурное подразделение, организация, город, страна;
- -факультет и пр., организация, город индекс, страна;
- -факультет и пр., организация, дом улица, город индекс, страна;

Именно такая последовательность данных и знаки препинания приняты в написании адресов по зарубежным стандартам.

Appendix 3

SCRIPT 1. Some Tips on Style and Format of Your Presentation

Your oral presentation should have **3 parts**: an introduction, a body, and a conclusion.

Your introduction presents the topic and gives an overview of the presentation, the body contains the information, facts or ideas, and the conclusion summarizes the ideas developed previously.

Repetition helps retention: if some information is important and needs to be remembered by your audience, be sure to repeat it. For example, mention it in the body and in the conclusion.

- Tell your audience what you are going to tell them
- Tell them
- Then tell them what you have told them.

Keep it short and simple: remember that too much information will only result in your audience remembering nothing. Present only the important ideas in your slideshow, and repeat them in the conclusion.

Be credible: avoid spelling mistakes and mispronunciation. You might be a very talented professional but your presentation will be less convincing if it contains errors, spelling mistakes or mispronunciation of English terms.

You need to pay special attention to spelling and pronunciation in titles and keywords as well as in the introduction and the conclusion.

Use spellcheckers to check the spelling of your slides and online dictionaries to listen to the pronunciation of words.

Avoid humor. Although humor can be helpful to defuse tense situations, it can also be dangerous and unpredictable. What makes you smile or laugh might be offensive to a foreigner.

Unless you know your audience well, refrain from using humor in professional presentations as it might lead to the opposite effect.

Engage the audience. When you deliver your speech, you need to establish a relationship between you and your audience.

A good way to do that is to keep eye contact and to ask questions. You can ask direct questions and the audience can answer verbally or physically (by raising their hands, for example) or you can opt for rhetorical questions, which are questions that do not require answers.

For example, you can introduce a slide with the following rhetorical question: “So how can we address this problem?” and then you give the solutions. Or start your conclusion with “What have we learnt so far?” and repeat the important ideas.

Asking questions is a good way to keep your audience attentive and to put rhythm into the presentation.

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